

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

March 20, 2025

5:00 P.M. – BOARD AUDITORIUM – OPEN SESSION

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- PUBLIC HEARING REGARDING THE TEXAS ACADEMIC PERFORMANCE REPORT
- HEARING OF THE COMMUNITY
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- REMARKS AND REPORTS
- RECESS TO CLOSED SESSION UNDER SECTIONS 551.004 THROUGH 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE
- RECONVENE IN OPEN SESSION
- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED SESSION

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goal 1 Progress Measure 1.2 And Goal 2 Progress Measure 2.2
 - March Goal Progress Report
2. Report From The Board Audit Committee Chair
 - Audit Committee February Report

ITEMS PULLED FROM CONSENT AGENDA

3. Approval Of The Teacher Excellence System For School Year 2025-2026 Implementation
 - Teacher Excellence System Final Draft Release Statement
 - TES Guidebook Final
4. Consideration And Adoption Of Revised Goal Progress Measures
 - Proposed GPM Revisions

5. Approval And Adoption Of Proposed Revisions To Lone Star Governance Monitoring Calendar
 - Proposed LSG Calendar Revision

CONSENT AGENDA

6. Approval Of The 2024-2025 District Improvement Plan
 - District Improvement Plan, 2024–2025
7. Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandums Of Understanding With The Houston Community College System For Adult Basic Education At Sunrise Centers And Houston Independent School District Campuses
8. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement
 - Purchasing Requests
9. Approval Of The Purchase Of Property Insurance From Various Insurers And Authority To Negotiate And Execute The Purchase Of \$250 Million Of Property Insurance Coverage
10. Authority To Negotiate, Execute, And Amend All Documents Pertaining To A Lease Agreement With The City of Houston For McReynolds Park Located On The John McReynolds Middle School Site, 5910 Market Street, Houston, Texas 77020
11. Approval To Revise The Fiscal Year 2025 Internal Audit Plan
12. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The Harris County Commissioner Precinct One Bike One Program
13. Approval Of Proposed Revisions To Board Policy BE(LOCAL), *Board Meetings*-Second Reading
 - BE(LOCAL), Second Reading
14. Approval Of Proposed Revisions To Board Policy BED(LOCAL), *Board Meetings: Public Participation*-Second Reading
 - BED(LOCAL), Second Reading
15. Approval Of Proposed Revisions To Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*-Second Reading
 - DBD(LOCAL), Second Reading

16. Approval Of Proposed Revisions To Board Policy EC(LOCAL), *School Day-Second Reading*
 - EC(LOCAL), Second Reading
17. Consideration And Approval Of Minutes From Previous Meetings

REMARKS AND REPORTS

BOARD MEMBER REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Consideration and approval of settlement agreement and full and final release in the matter of Robert Sosa, III v. Houston Independent School District; Cause No. 4:23-cv-02462, in the United States District Court for the Southern District of Texas.
- e) Consider a resolution authorizing sale of an 0.8316-acre real property strip near North Forest High School.

- f) Update on Texas Education Agency Compliance investigation re: Bellaire High School.
- g) Update on the impact of recent Executive Orders on the district's provision of educational services.

District Safety, Emergency Management, And Security Audits

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.

ADJOURN



3/20/2025

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 1 Progress Measure 1.2
And Goal 2 Progress Measure 2.2

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

In accordance with the Texas Education Agency Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD School monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update is a report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 1: The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.

Goal Progress Measure 1.2: The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NESA) campuses projected at Meets Grade Level in reading on NWEA Measures of Academic Progress (MAP) will increase from 18 percent in September 2023 to 38 percent in May 2028.

Goal 2: The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessment of Academic Readiness (STAAR) math test will increase from 38 percent in June 2023 to 53 percent in June 2028.

Goal Progress Measure 2.2: The percentage of grade 3 students attending NES or NES-A campuses projected at Meets Grade Level on NWEA Measures of Academic Progress (MAP) in math will increase from 12 percent in September 2023 to 46 percent in May 2028.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPM 1.2 & 2.2

March 2025 Board Meeting



Table of Contents: GPM 1.2 & 2.2

Overview of Data	Figure(s)	Page
Background: Goal 1	1	3
Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.	1	3
GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 18% in September 2023 to 38% in May 2028.*	2 – 7	4 – 6
Background: Goal 2	8	7
Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.	8	7
GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.*	9 – 12	8 , 9

*Based on MOY 2024 data, GPM 1.2 and GPM 2.2 targets were adjusted; however, since the original GPM 1.2 long-term target (38%) was not met, its targets will be reset to original values. The 2028 long-term target for GPM 2.2 was increased from 32% to 44% in previous reports, but there is an official recommendation to raise it to 46%.

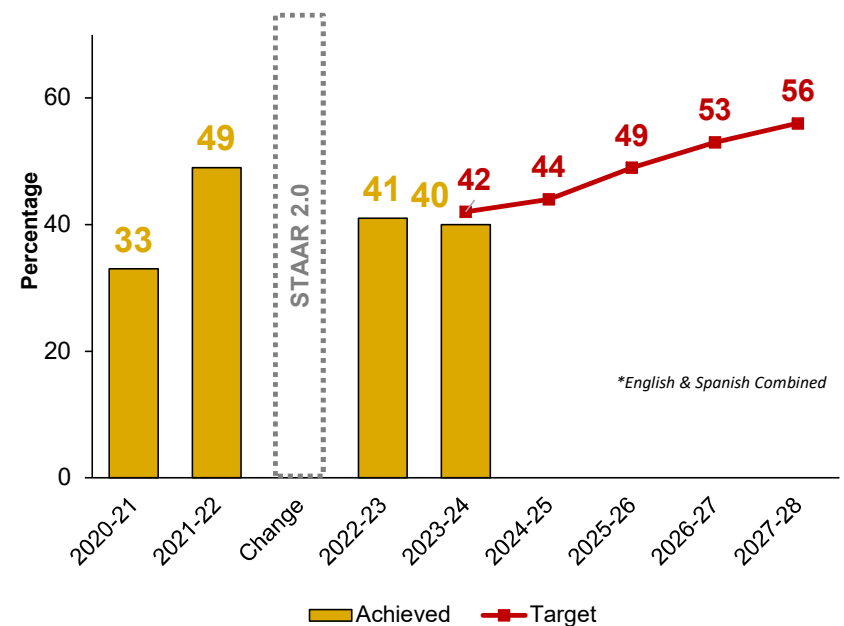
Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

Background

During the 2023–24 school year, the district implemented the NWEA MAP assessment as an interim tool to track student proficiency and performance. A 2024 NWEA linking study found a strong positive correlation (≥ 0.70) between MAP Growth and STAAR scores, confirming that MAP performance is a reliable predictor of STAAR outcomes.

In alignment with Goal 1—ensuring that 3rd graders meet or exceed grade level on the reading STAAR assessment—the district will monitor projected proficiency on NWEA MAP Reading to track progress toward the goal of 56% for 3rd grade students attending NES/A campuses.

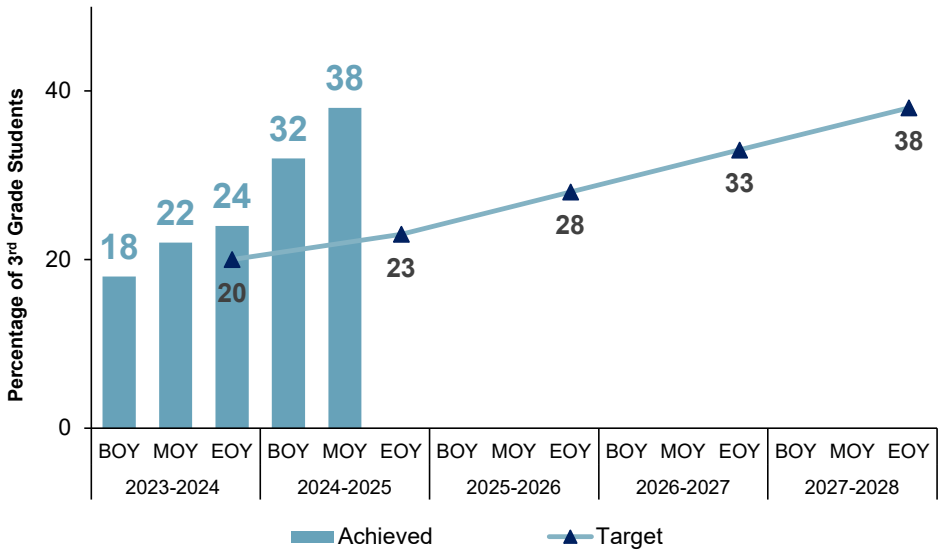
Figure 1: Percentage of 3rd Grade Students Meets+ Grade Level in STAAR Reading



GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in **reading** on **NWEA MAP** will increase from 18% in September 2023 to 38%* in May 2028.

On Track

Figure 2: MOY 24-25 Percentage of 3rd Grade NES/A Students Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY)



Though this is only the second year of NWEA MAP administration, the trend shows increasing annual growth, positioning the district to reach its long-term goal of 38% by 2028.

Figure 3: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY) By Student Group w/ Targets

Student Group	SY23-24	SY 24-25		
	MOY	MOY	24-25 EOY Target	% Pt. Variance From 24-25 EOY Target
All Students	22	38	23*	+15
Black	27	47	27	+20
Asian	12	35	14	+21
Hispanic	20	35	20	+15
Two+	40	48	45	+3
White	31	57	31	+26
Eco. Dis.	22	38	23	+15
EBs	13	26	15	+11
SWDs	9	16	10	+6

All student groups have shown significant gains and are exceeding their SY24-25 EOY targets, indicating HISD is on track. However, disparities still exist, with White students far outperforming other groups, especially emergent bilinguals.

*Based on MOY 2024 data, the administration increased the 2028 long-term target for GPM 1.2 from 38% to 44% and adjusted the SY24-25 interim goal from 23% to 29%. While these changes were reported, they were not officially approved by the Board. Since the original long-term target of 38% was not met at that time, all targets are reset to their initial values.

GPM 1.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in reading will increase from 18% in September 2023 to 38% in May 2028.

On Track

Figure 6: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Reading (English ONLY) By Student Group, NES vs. PUA

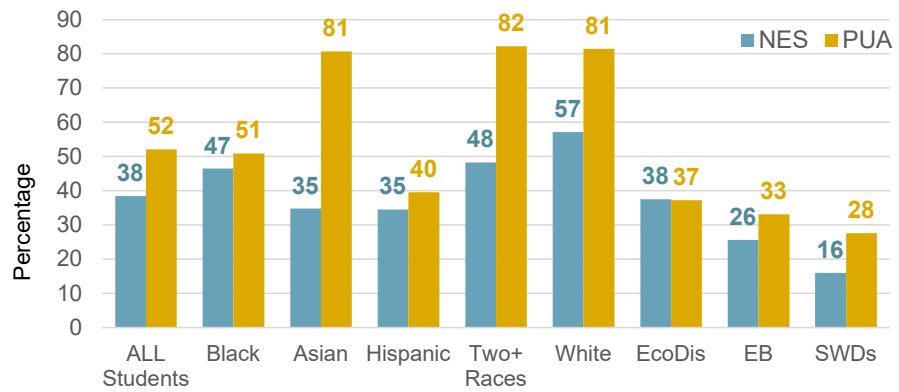
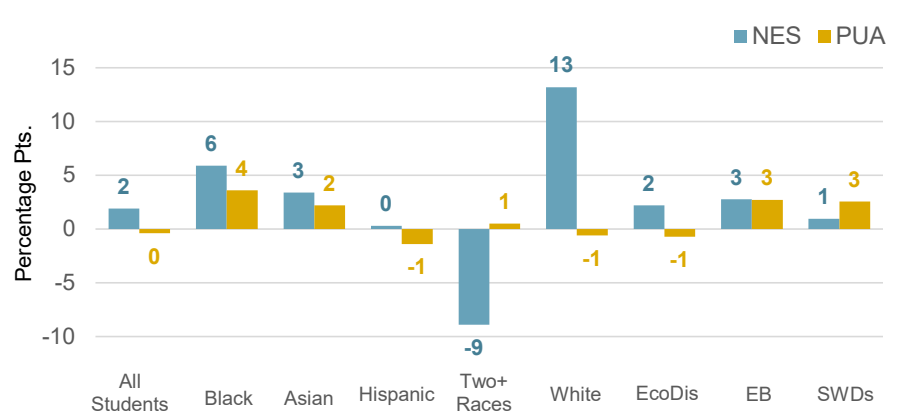


Figure 7: % Pt Change in Projected Meets+ for 3rd Graders in NWEA MAP Reading (English ONLY) – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA



Total n Counts – Reading (English)

Student Group		ALL Students	Black	Asian	Hispanic	Two+ Races	White	EcoDis	EB	SWDs
NES	23-24	5,606	1,698	86	3,668	49	98	5,112	2,487	842
	24-25	5,731	1,560	89	3,905	56	112	5,393	2,895	804
PUA	23-24	7,628	1,099	608	4,504	218	1,175	4,904	3,153	1,022
	24-25	7,761	1,051	605	4,655	258	1,175	5,153	3,448	1,016

Historically, students in NES schools have lower projected proficiency rates compared to their PUA counterparts, with the most pronounced disparities observed among Asian, White, and Multiracial (Two or More Races) students. However, when we look at year-over-year gains for Reading (English only), our 3rd grade students at NES campuses show greater growth than their PUA counterparts, across multiple student groups.

GPM 1.2:The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in **reading** on **NWEA MAP** will increase from 18% in September 2023 to 38% in May 2028.

**On
Track**

Root-Cause Analysis and Key Actions:

Science of Reading - Research strongly supports that students learning to read must receive explicit (direct), systematic phonics instruction as outlined in HB3. This includes developing decoding skills along with language comprehension. The district's elementary reading curriculum includes explicit Science of Reading phonics instruction. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Additionally, NES campuses have dedicated Science of Reading blocks, ensuring that the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—are systematically addressed. Finally, all K-3 teachers are required to obtain certification in TEA's Reading Academics course by the end of their second year of teaching in these grades.

Expansion of Dual Language Model – HISD implemented the dual language bilingual model in NES schools starting in K-2 and has added a grade level each year to expand the model. Dual language programs support students in becoming biliterate with the primary goal of becoming proficient in English quickly and a secondary goal of helping students develop and maintain their native language. To support this model, curriculum is provided for the English and Spanish courses and is designed strategically to help students make cross-linguistic connections.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

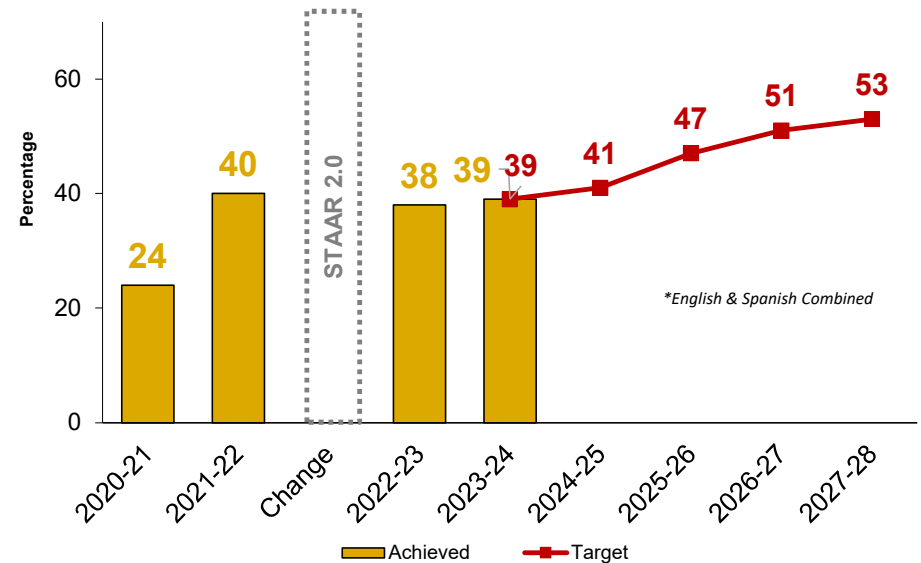
Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.

Background

Mirroring Goal 1, the district is also using NWEA MAP to monitor progress toward Goal 2, which aims to increase the percentage of 3rd graders meeting grade level on the STAAR math assessment.

To align with Goal 2, Houston ISD will track the projected proficiency of 3rd graders on NWEA MAP Math at NES/A campuses, measuring progress toward the target of 53% of all 3rd graders achieving grade level on the STAAR math assessment.

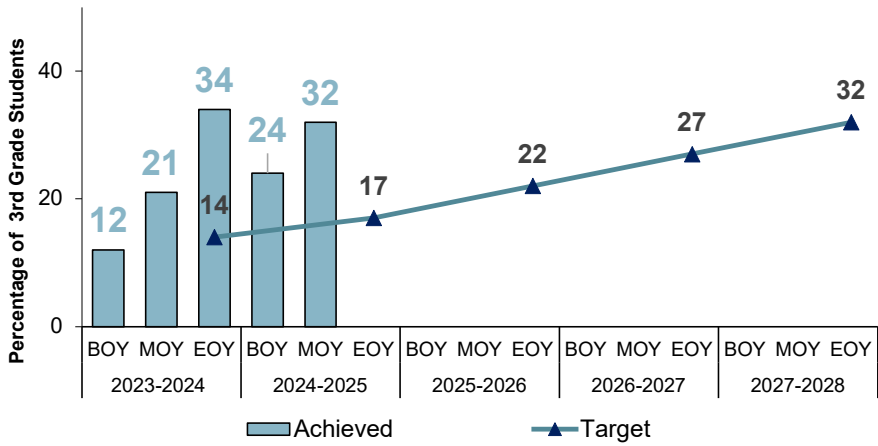
Figure 8: Percentage of 3rd Grade Students Meets+ Grade Level in STAAR Math



GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32%* in May 2028.

On Track

Figure 9: MOY 24-25 Percentage of 3rd Grade NES/A Students Projected Meets+ Grade Level in NWEA MAP Math



The data highlights consistent growth in NWEA MAP math performance at our NES/A campuses, with gains observed both from BOY to MOY within the current year and year-over-year (MOY to MOY). While the overall achievement in math remains lower than in reading, the district is still on track to hit its **recommended** EOY target of 36%.

Figure 10: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Math By Student Group w/ Targets

Student Group	SY23-24	SY 24-25		
	MOY	MOY	24-25 EOY Target	% Pt. Variance From 24-25 EOY Target
All Students	21	32	17*	+15
Black	15	27	13	+14
Asian	12	26	11	+15
Hispanic	24	34	19	+15
Two+	15	38	9	+29
White	26	46	22	+24
Eco. Dis.	21	32	29	+3
EBs	20	31	16	+15
SWDs	8	12	9	+3

Similar to reading, 3rd grade students in NES schools continue to show improvement in math. Though gaps still exist among student groups, with White students far outperforming our Black and Asian students, student groups are exceeding their current SY24-25 EOY targets.

Based on MOY 2024 data, the administration raised the 2028 long-term target for GPM 2.2 from 32% to 44% and adjusted the SY24-25 interim goal from 17% to 36%. A further increase of the long-term goal to 46% has been officially recommended to the Board, along with approval of the 24-25 EOY target of 36%. However, figures will continue to reflect the initial targets until approval is received.

GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.

On Track

Figure 11: MOY 24-25 Percentage of 3rd Graders Projected Meets+ Grade Level in NWEA MAP Math By Student Group, NES vs. PUA

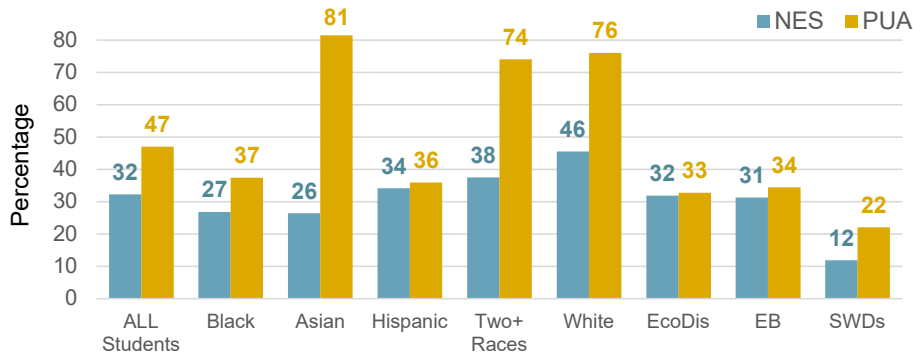
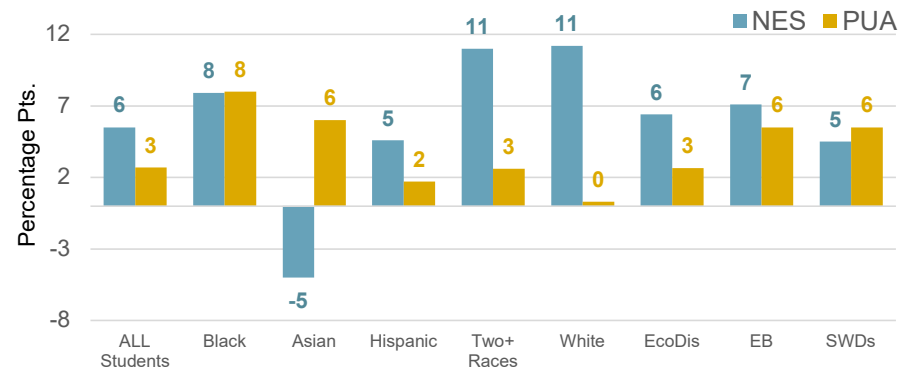


Figure 12: % Pt Change in Projected Meets+ for 3rd Graders in NWEA MAP Math – MOY 23-24 vs. MOY 24-25 by Student Group, NES vs. PUA



Total n Counts – Math

Student Group		ALL Students	Black	Asian	Hispanic	Two+ Races	White	EcoDis	EB	SWDs
NES	23-24	5,701	1,697	86	3,760	49	102	5,204	2,586	843
	24-25	5,739	1,569	87	3,905	56	112	5,399	2,895	810
PUA	23-24	7,662	1,097	607	4,542	217	1,175	4,927	3,193	1,022
	24-25	7,765	1,053	604	4,657	258	1,176	5,162	3,449	1,014

The math data mirrors that of reading, where our 3rd graders in NES schools have lower projected proficiency rates compared to those in PUA campuses. However, we are continuing to close the gaps in our Hispanic and economically disadvantaged student groups.

Even greater than the reading gains, year-over-year growth in Math for our 3rd grade students at NES campuses outpaces that of their PUA counterparts, across multiple student groups.

GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on **NWEA MAP** in **math** will increase from 12% in September 2023 to 32% in May 2028.

**On
Track**

Root-Cause Analysis and Key Actions:

High Quality Instructional Materials – HISD has focused on providing high quality, grade-level rigorous Math curriculum for both NES and PUA campuses. The curriculum is developed in alignment with research-based strategies that include helping students build both a conceptual and procedural understanding of mathematics. This year the curriculum team has significantly enhanced the curriculum to also include scaffolds to support different sub-populations of learners. Finally, HISD is also piloting full school advanced math pathways in middle school designed to enable students to enroll in Algebra I in eighth grade. This pilot includes curriculum designed to help students learn grade 6 – 8 TEKS on an accelerated, two-year timeline.

Adaptive Digital Resource Use - Additionally, HISD provides all K – 8 students with access to adaptive math digital resources that research shows improve STAAR outcomes if used with fidelity. The academics team, divisions and principals actively monitor use to ensure the resource will benefit all students.

Quality of Instruction – To support the robust curriculum, effective implementation and high-quality instruction by teachers are crucial. Campus and district leaders are actively supporting teachers through SPOT observations and Independent Review Team (IRT) visits. These classroom visits provide valuable insights into daily instruction and create opportunities for feedback and coaching, aimed at enhancing instructional practices for both teachers and campus leaders. Finally, monthly professional development sessions focused on the quality of instruction are provided for both teachers and leaders.

NES + Focus 25 + New Principal Supports – Similar to last year, the district provides robust supports to NES schools including the differentiated model of instruction, learning coaches, teacher apprentices and additional PD. HISD has also identified 25 PUA campuses that received a C, D or F SY23-24 accountability ratings for additional support. These campuses receive extra professional development, support and monitoring. Finally, all new principals in HISD receive onboarding professional development to successfully prepare them to lead a campus.

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) or NES-aligned (NES-A) campus projected at Meets Grade Level in **reading** on **NWEA MAP** will increase from 18% in September 2023 to 38% in May 2028.

GPM 2.2: The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.

**On
Track**

Superintendent's Evaluation of Performance:

The district has shown significant growth in both NWEA MAP math and reading performance, with steady progress across all student groups. Improvement has been consistent from BOY to MOY within the current year and year-over-year, with all student groups exceeding their SY24-25 EOY targets by the middle of the year.

However, achievement gaps persist between NES/A campuses and PUA campuses, particularly for Asian, White, and Multiracial 3rd-grade students. Disparities also remain within the NES/A population, with White students outperforming other groups, particularly emergent bilinguals.

While the district is on track to meet its long-term goals, a continued focus on addressing achievement gaps among student groups is crucial to ensuring equity and long-term success. The superintendent's leadership is evident in the progress made, and with continued focus and effort, there is great potential to close the remaining gaps and sustain growth across all student groups.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES/A	New Education System, New Education System Aligned



3/20/2025

2.

Office of the School Board

Report From The Board Audit Committee Chair

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, the Houston Independent School District (HISD) Board Audit Committee chair presents to the board a report on the work and progress of the committee including a status report on the internal audit plan which was developed and presented to the Board Audit Committee by RSM US, LLP.

A copy of the chair's report is attached. Reports on specific audits have been presented to board members separately and will be published after review by board members and HISD Legal Services.

Audit Committee Report

February 27, 2025



At the February 27, 2025, Audit Committee meeting, all three committee members were present: Janette Garza Lindner (chairperson), Ric Campo, and Adam Rivon (via Zoom). Megan Menchaca, a reporter for the Houston Chronicle, was also present.

- The committee met from 12:39 p.m.–1:58 p.m. and approved the minutes of the November 5, 2024, Audit Committee meeting.
- Representatives of the district’s outsourced internal audit firm, RSM US LLP, provided a status update on the Fiscal Year (FY) 2025 *Internal Audit Plan*.
- In a follow-up update on FY 2024–2025, RSM stated there were a total of 35 observations, of which four are closed; 31 remain open; and 10 are ready for testing. RSM hopes to have those 10 closed for their next report. Audit Committee community member Liz Logan noted it might be helpful for RSM to note any observations that are overdue, and RSM stated it could incorporate that information and any anticipated delays in the dashboard that it provides.
- RSM has completed two audits for FY 2025: Extra Duty Pay and Activity Funds. District Timekeeping/Overtime audit is 85 percent complete. Timekeeping/Overtime Audit Report, Asset Management Audit Report, and Risk Assessment and Internal Audit Plan are expected at the next Audit Committee meeting, tentatively scheduled for April 29, 2025.
- RSM presented two internal audit reports. For Extra Duty Pay they found that extra duty pay pre-approvals were not documented for any of the 40 samples tested, and delayed supervisor approvals in four cases resulted in late employee payments. Additionally, for eight out of 40 sampled extra duty pay transactions, group approval was not performed within the TimeClock Plus (TCP) time management system, prior to system lockout. RSM recommends strengthening pre-approval and approval processes within TCP, as well as enhancing oversight and training. RSM also presented its final draft internal audit report on the Activity Funds Process. The report found that none of the 20 direct-pay disbursements sampled at Bellaire High School had the required AF-115 and AF-116 forms that document the principal’s pre-approval of disbursement. Additionally, RSM identified a segregation of duties concern as the same individual collected,

received, and deposited the cash for seven of the sampled transactions. Additionally, of 20 Bellaire High School activity fund Direct Pay disbursements, RSM identified two instances where Direct Pay Cover Sheet amounts did not match SAP entries, resulting in a total variance of \$10.50 disbursed over the requested amount. Controller Sherrie Robinson stated the district is reviewing activity funds procedures between now and July, with plans to update the relevant manual to be incorporated into staff training in July–August.

- The committee privately discussed RSM's follow-up testing update for Information Technology, due to security concerns.
- The committee indicated agreement with the scope of a planned audit of the competitive procurement processes, which the committee had requested. RSM offered three budget options to add the competitive procurement project to the 2025 plan, including two options that would remove or defer one or more planned audits. The committee expressed support for Option 1, which would defer only one planned audit, regarding the ProCard program, until FY 2026. Alexis Licata, senior executive director of Business Logistics and Purchasing, noted that FY 2026 would be more appropriate for the audit given the recent rollout of the SAP Concur expense, travel, and invoicing software.
- The committee also discussed planning and preparation for an internal audit performance review, targeting completion by the next scheduled committee meeting.
- The minutes of the February 27, 2025, Audit Committee meeting will be reviewed for approval by the committee at its next meeting, presently scheduled for April 29, 2025. Once approved, the minutes will be posted on the Audit Committee website at <https://www.houstonisd.org/domain/51770>.
- The audit plan and School Board-reviewed final internal audit reports are posted on the Internal Audit website at <https://www.houstonisd.org/domain/40609>.



3/20/2025

3.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Teacher Excellence System For School Year 2025-2026
Implementation

As per the District of Innovation plan approved by the School Board in December 2023, the district is pursuing the development of a new, locally-designed teacher evaluation system for implementation in school year 2025-2026. This system is called the Teacher Excellence System (TES). TES was designed with the recommendation of approximately 3,000 teachers, leaders, and District Advisory Council members.

TES builds on the strengths of the Texas Teacher Evaluation and Support System (T-TESS) to offer a research-based, comprehensive framework. TES will assess teachers based on the following four components:

1. Student Outcomes (35 percent)
2. Quality of Instruction (45 percent)
3. Planning and Professionalism (15 percent)
4. Campus Action Plan (5 percent)

The Houston Independent School District submits this request for approval for the TES to be adopted as the teacher evaluation system for school year 2025-2026. Copies of the TES guidebook and supporting brief have been provided to board members, teachers, and leaders.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the TES, effective March 21, 2025.

KEY UPDATES & ENHANCEMENTS TO THE FINAL DRAFT OF THE TES GUIDEBOOK

Houston ISD (HISD) is excited to release the final draft of the Teacher Excellence System (TES), a comprehensive framework designed to evaluate and enhance teacher performance and to ensure every student in every classroom across the district has access to the education that they deserve. The Teacher Excellence System (TES) has been designed specifically for our district's unique needs AND has been built with teacher and leader voice. **Thank you** to everyone who has been part of this process.

Engagement Highlights

- 100% of campus SDMCs (Shared Decision-Making Committees) have convened twice in the past three months, representing feedback from over 3,000 educators, staff, and community members who helped shape the framework and its components.
- 100% of campuses hosted TES Talks in both December and February, creating space for teachers across the district to provide feedback, engage in meaningful discussions, and deepen their understanding of TES. Together, campuses dedicated over 800 combined hours to engaging with TES alongside their campus TES Trainers.
- We've facilitated over 75 focus groups with teachers and district leaders to gather in-depth feedback on key components such as the Planning & Professionalism Rubric, Distinguished Teacher Review (DTR), and Student Learning Objectives (SLO) Menu.
- We've hosted over 38 stakeholder engagement events, including the Principal Advisory Council, Teacher Advisory Council, District Advisory Council, TES Trainer sessions, Trailblazer meetings, SDMC virtual webinars, community engagement events, and principal meetings, ensuring that feedback is gathered from diverse perspectives across the district.

We are excited to share several key updates and enhancements that reflect the valuable feedback we've received from educators and leaders across the district after releasing the first draft. These changes are designed to provide greater clarity, support, and alignment as we move forward with TES implementation.

Final Draft Updates

- **Developed Growth Metrics for Group F Teachers:** Group F teachers teach courses without a national, state, or local assessment. To address this, we've detailed the SLO (Student Learning Objectives) menu available to Group F teachers, ensuring they have clear options that are accessible, fair, and aligned with the diverse needs of their students. This approach reflects our commitment to equity, ensuring that all teachers, regardless of subject or grade level, have the opportunity to demonstrate student growth in a way that is relevant and meaningful to their unique instructional context. Everything proposed has been vetted by educators across the District and we will continuously seek to improve this menu of rigorous SLO options.
- **Embedded Resources in the Planning & Professionalism Rubric:** Overall, stakeholders from every campus' SDMC expressed that the Planning & Professionalism Rubric is clear, well-structured, and aligned with the district's expectations, appreciating its focus on instructional planning and professional growth. In response to feedback requesting additional clarity, we are developing targeted professional learning opportunities and materials focused on calibration, coaching, and effective implementation.
- **Enhanced Evaluator Certification Process:** In addition to calibration training, we've enhanced and provided more detail about the evaluator certification process to ensure consistency and fairness across all evaluations. Evaluators will be trained and certified in their grade band (e.g., ES, MS, HS) and will show calibration on both core and specialty contents. Additionally, we've added a brief, 10-question General Evaluator Assessment to assess

understanding of core evaluator expectations. This brief assessment will incorporate a focus on coaching, emphasizing the importance of providing actionable, growth-oriented feedback that supports teachers' continuous development. The Planning & Professionalism Rubric will also shape our TES Evaluator Certification Program. To foster transparency and alignment, teachers will have access to a comprehensive resource library featuring the same training materials and resources used by their evaluators. All of this ensures that teachers and leaders understand evaluation and certification criteria, know what to expect, and receive consistent, actionable support to refine their practice.

- **Refined the Distinguished Teacher Review (DTR) Process:** We've refined the DTR process to ensure greater transparency regarding eligibility, application requirements, and scoring criteria, making it more accessible and understandable for all teachers. In response to stakeholder feedback, we have simplified the DTR process to reduce the burden on both teachers and principals. Principals will no longer be required to write a letter of recommendation; instead, they will indicate whether or not they endorse the teacher's application. Teachers will submit their applications through a user-friendly, web-based portal, eliminating the need for a written statement and ensuring a more efficient and accessible process. Finally, we increased the maximum number of points available from the Leadership category and reduced the number of points that could be earned from the Student Survey as a result of feedback from teachers and leaders. These changes are designed to create a more streamlined, transparent, and equitable pathway for teachers seeking DTR status.
- **Developed Spot Observation Adjustment for Growth:** To support teacher growth throughout the school year, teachers may use their December spot average to replace their September, October, or November spot score. This provides teachers with an opportunity to demonstrate improvement that will inform their final evaluation score.
- **Renamed Student Achievement to Student Academic Outcomes:** Through stakeholder feedback and ongoing reflection, we recognized a common misconception surrounding our student achievement metrics. To provide greater clarity and better capture the holistic nature of student growth, we have renamed this category Student Academic Outcomes. This revised term more accurately reflects the comprehensive measures used to assess student learning and progress. Additionally, we've developed updated visuals in the Guidebook to clearly illustrate how Student Academic Outcomes contribute to the overall evaluation process, ensuring transparency and a deeper understanding of this key component.
- **Continued Support from TES Trainers:** We are pleased to confirm that the TES Trainer program will continue through the 2025-2026 school year, ensuring that every campus has dedicated support for successful TES implementation.

The Work Ahead

As we move forward, we're committed to ensuring every educator feels equipped and supported through continuous professional learning, coaching, calibration sessions, and accessible resources. Our goal is to provide the tools necessary for growth while fostering an environment where feedback is actionable and success is celebrated.

Together, we are building a culture of instructional and professional excellence, where teachers are empowered to reach their full potential and, in turn, help every student thrive. We are excited to partner with you in this journey and remain dedicated to providing the ongoing education, resources, and support needed to bring TES to life in classrooms across HISD (pending Board approval in March).



TES

TEACHER EXCELLENCE SYSTEM



TEACHER EXCELLENCE SYSTEM **GUIDEBOOK**

HOUSTON INDEPENDENT SCHOOL DISTRICT



TES AT-A-GLANCE

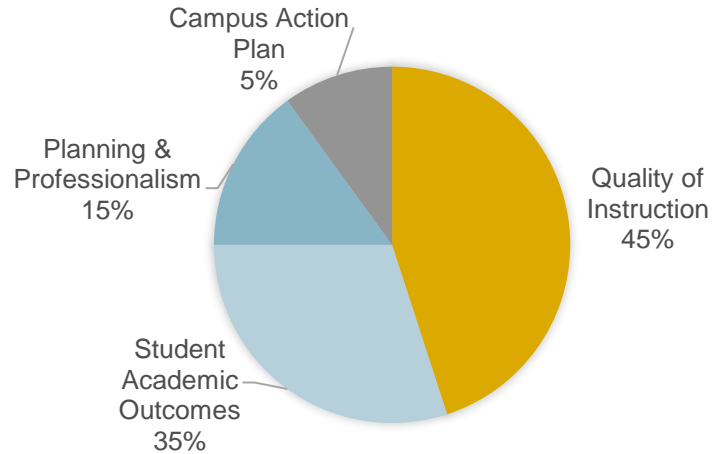
Houston Independent School District (HISD) believes that every student should have access to high-quality instruction.

HISD is committed to fostering an educational environment where every student has equitable opportunities to achieve their fullest potential. A rigorous teacher evaluation system is crucial to ensuring that every student in every classroom across the district has access to the education that they deserve.

To support this, HISD has developed the Teacher Excellence System (TES), a comprehensive framework designed to evaluate and enhance teacher performance. TES is built on the principle that meaningful teacher evaluations must focus on measurable outcomes, emphasizing the impact of instruction on student achievement. The system prioritizes results-oriented evaluations, ensuring that assessments reflect actual teaching effectiveness rather than procedural compliance. TES also underscores the importance of professionalism by promoting high standards of conduct, collaboration, and commitment to excellence among educators. Additionally, TES connects evaluation outcomes with targeted professional development opportunities, equipping teachers with actionable feedback and resources to foster continuous improvement in instructional quality. By supporting both accountability and growth, TES reinforces HISD's high-performance culture that empowers teachers, enhances student learning, and upholds HISD's commitment to educational equity and success.

HISD teachers will be evaluated using the **Teacher Excellence System (TES)** for the 2025-2026 school year. Teachers will be evaluated by four **TES domains**. The TES domains are shown below along with their associated components.

1. Student Academic Outcomes
2. Quality of Instruction
3. Planning and Professionalism
4. Campus Action Plan



Domain	Components	Possible Points
Quality of Instruction (45%)	Spot Observations	45
	Formal Observation [required: new teachers and teachers who scored below Proficient I in prior year; optional: all other teachers]	
Student Academic Outcomes (35%)	Middle-of-Year metrics points earned	35
	End-of-Year metrics points earned	
	Student Academic Outcomes Groups:	
	<i>Group A</i> – 2 nd – 8 th Grade English Language Arts, Math, and Science Courses; 1 st Grade Math	
	<i>Group B</i> – Kindergarten, 1 st Grade RLA Courses	
	<i>Group C</i> – Algebra I, English I, and English I Courses	
<i>Group D</i> – 3 rd – 10 th Grade Art of Thinking Courses 6 th – 10 th Grade Social Studies Courses		
<i>Group E</i> – Pre-Kindergarten Courses AP/IB Courses High School Biology and US History Courses		
<i>Group F</i> – Student Learning Objectives; all courses not in A-E		
Planning & Professionalism (15%)	Planning: <ul style="list-style-type: none"> • Lesson Planning & Internalization • Data-Driven Planning 	15
	Professionalism: <ul style="list-style-type: none"> • High Performance Culture • Professional Expectations 	
Campus Action Plan (5%)	Campus Action Plan <ul style="list-style-type: none"> • School-wide performance on indicators of success 	5



CHAPTER 1: QUALITY OF INSTRUCTION

A teacher's Quality of Instruction performance is assessed through monthly **Spot Observations** and in some cases, an additional **Formal Observation**. It accounts for **45%** of every teacher's summative evaluation rating. To support the efficacy of these measures, targeted evaluator training and a Teacher Evaluation System (TES) Certification process is utilized to ensure rater reliability when providing scores and feedback to teachers. For more details on the TES certification process for TES evaluators, refer to Chapter 7. Additionally, see the section on calibration for teachers to learn how this process supports continuous growth and clarity in expectations.

SPOT OBSERVATIONS

The purpose of the spot observations is to provide both the teacher and campus leadership with actionable data about the teacher's instructional practice *and* how that practice is impacting student learning. A teacher will receive at least one spot observation per month by their assigned primary or secondary evaluator. Spot observations conducted in August are formative measures and will **not** impact a teacher's end-of-year (EOY) summative rating. All other spot observation data will be factored into the EOY summative rating, with the exception of spot observations conducted in December, May, or June, which are only used in the event of spot data missing from other months. To support teacher growth, teachers may also use their

December spot average to replace their September, October, or November spot score, providing an opportunity to demonstrate improvement and progress.

A teacher may receive multiple spot observations by their primary and/or secondary evaluator during each month. If more than one spot observation is conducted within a month, the average score from all observations in the month (primary and secondary evaluators combined) will be used for the teacher’s monthly spot score. An example of this is seen below.

Date of Spot by Evaluator	Teacher Spot Score
October 3, 2025	8.0
October 10, 2025	8.0
October 23, 2025	9.0
Monthly Spot Average (October)	8.33*

*Monthly spot averages will be rounded to the hundredth place

The monthly spot average for the months of September, October, November, January, February, March, and April will count for the evaluation. Below is an example of total spot observation points earned across the school year. This example revisits the teacher with an October monthly spot average score of 8.33. We have indicated below each monthly spot score if this teacher’s score was determined based on the average of all spots conducted by their evaluator in that month, or if it was determined based on a singular spot observation score.

Sept.	Oct.	Nov.	Jan.	Feb.	Mar.	Apr.	Total Points
9.0 <i>Average</i>	8.33 <i>Average</i>	9.0 <i>Average</i>	9.0 <i>Singular</i>	10.0 <i>Singular</i>	9.85 <i>Average</i>	10.25 <i>Average</i>	65.43

Given that 15 points is the maximum score per spot, the maximum a teacher can earn for spots is 105 points. In the example above, the teacher received 65.43 out of the possible 105 points.

Each spot score equates to the following TES evaluation levels:

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
0 - 4	5 - 6	7 - 8	9 - 11	12 - 13	14	15

FORMAL OBSERVATION

HISD teachers who are within their first year of hire in HISD and teachers whose previous year effectiveness level fell below Proficient I are required to receive a formal observation once per school year. Other teachers may also voluntarily opt into having a formal observation. The window to opt-in will be in the spring and teachers will have their MOY data to view before making that decision. The formal observation window will be in March and April. All formal observations will be 45 minutes in length and will be conducted using the spot form.

The formal observation earns a teacher a maximum of **30 points**.

CALCULATING THE QUALITY OF INSTRUCTION SCORE

The final Quality of Instruction score is calculated in one of two ways depending on if the teacher participated in the formal observation:

Teachers who do not participate in the formal observation:

Quality of Instruction Component	Total Possible Points	% of total Quality of Instruction points
September monthly spot	15	14.3%
October monthly spot	15	14.3%
November monthly spot	15	14.3%
January monthly spot	15	14.3%
February monthly spot	15	14.3%
March monthly spot	15	14.3%
April monthly spot	15	14.3%
Total spots	105	100%

Teachers who do participate in the formal observation:

Quality of Instruction Component	Total Possible Points	% of total Quality of Instruction points
September monthly spot	15	11.1%
October monthly spot	15	11.1%
November monthly spot	15	11.1%
January monthly spot	15	11.1%
February monthly spot	15	11.1%
March monthly spot	15	11.1%
April monthly spot	15	11.1%
Total spots	105	78%
Total formal observation	30	22%

Since a teacher's Quality of Instruction score comprises **45%** of a teacher's summative evaluation, we apply a simple formula to convert total points earned in all components out of 105 or 135 to a score out of 45. A teacher's Quality of Instruction score is derived by the following equation:

$$\text{Quality Of Instruction Score} = \left(\frac{\text{Total Points Earned}}{105 \text{ or } 135 \text{ Points Possible}} \right) \times .45 \times 100$$

CALIBRATION

Calibration ensures consistency and fairness in the evaluation process. Teachers receive training and resources to build their understanding of observations, while leaders engage in calibration activities to maintain alignment and transparency. TES evaluators are required to

maintain a certification to ensure they are calibrated and evaluating teachers fairly (see Chapter 7 for more information). The Chief of Schools Office and the Office of Academics monitor the districtwide implementation of spot observations through a dashboard, analyzing weekly to ensure proper usage.

Proper usage includes, but is not limited to, the following*:

- Administrators complete at least six spots weekly on their campus (three in the morning and three in the afternoon). *Note: this is not PER TEACHER, this is for the entire campus.*
- Every teacher receives at least one spot observation monthly.
- No teacher is observed excessively using the spot. A teacher may not have more than four spot observations per month or more than one observation per day.

*Small schools have some exceptions to the above (e.g., given that six spots weekly at small schools might result in more than four spots per teacher per month, Division Chiefs will work with these principals to adjust goals to fit the needs of the campus).

ON-THE-JOB COACHING

It is important to note that not all classroom observations and feedback should be spot observations. HISD leaders are committed to improving quality of instruction, and can and should provide formative, supportive coaching to their teachers outside of the spot observation system. This feedback aligns with our commitment to having an effective teacher in every classroom AND providing teachers with the support they need to learn and grow. When we learn together and collaborate on feedback, we become more effective.

Therefore, spot observations should not be confused with “coaching in the moment.” They are not the same, and one does not substitute for the other. On-the-spot coaching is a valuable tool designed to enhance instructional practices in real-time. This approach involves the evaluator or another administrator observing teaching and providing immediate feedback. The goal is to quickly refine and improve instructional techniques, ultimately benefiting student learning and achievement.

Principals, Assistant Principals, and Executive Directors are encouraged to use various strategies to provide timely feedback to teachers. Once the feedback is provided, follow-up should occur to ensure implementation of the feedback. While constructive feedback holds its value, acknowledging and praising teachers for exemplary performance is equally significant. Embedding coaching in the moment into the school’s culture helps ensure that it becomes a fluid and ongoing practice.

Approaches to Coaching in the Moment (In the Classroom):

- Silent Signals: Providing quick and direct hand gestures or visual cues as guidance.
- These signals and/or cues should be pre-established and shared with staff members beforehand.
- Whispering: Utilizing a natural pause in instruction to provide quick and direct feedback.

- **Modeling:** Demonstrating the expectations of a portion of the lesson or a strategy. This should be done during a PLC or Demo Day to ensure staff members are aware of and prepared for real-time feedback.

BENEFITS OF ON-THE-SPOT COACHING

- **Rapid Improvement:** Immediate feedback allows for quick adjustments, leading to faster improvements in teaching practices.
- **Increased Effectiveness:** Helps identify and address specific areas for improvement, making your instruction more effective.
- **Professional Growth:** Provides opportunities for continuous learning and professional development.
- **Enhanced Student Outcomes:** By refining your teaching practices in real-time, you can better meet the needs of your students and improve their academic performance.

RESEARCH SUPPORTING ON-THE-SPOT COACHING

Research¹ has shown that on-the-spot coaching, also known as “in the moment” coaching, can be highly effective in improving teaching practices and student outcomes. Key findings from research include:

- **Increased Teacher Effectiveness:** Studies indicate that teachers who receive real-time feedback and coaching show significant improvements in their instructional methods and classroom management skills.
- **Enhanced Student Achievement:** Research suggests that students benefit from improved instruction, with higher engagement levels and better academic performance observed in classrooms where teachers receive on-the-spot coaching.
- **Continuous Professional Development:** On-the-spot coaching promotes ongoing professional growth, helping teachers continually refine and enhance their teaching practices.

On-the-job coaching is a powerful tool for immediate and effective professional development. By embracing this approach, educators can quickly refine their instructional practices, better serve their students, and foster a collaborative and supportive learning environment. Active participation and openness to feedback are essential to maximizing the benefits of this coaching.

¹ Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588.
Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Corwin Press.
Rock, M. L., Gregg, M., Gable, R. A., & Zigmond, N. P. (2009). Real-Time Teacher Coaching to Improve Student Behavior and Academic Engagement. *Exceptional Children*, 75(3), 365-383.



CHAPTER 2: STUDENT ACADEMIC OUTCOMES

By integrating student academic outcomes data into teacher evaluation, we are ensuring that teacher effectiveness is assessed by not just observation of teacher practice, but also the impact of that practice. The Measures of Effective Teaching (MET) Project recommends student achievement results count for 33 to 50 percent of a teacher's evaluation². At HISD, Student Academic Outcomes data accounts for **35%** of the TES evaluation.

STUDENT ACADEMIC OUTCOMES

A teacher's Student Academic Outcomes score comprises multiple measures of student achievement and growth. Every course is tied to a set of **student academic outcomes**. A teacher's student academic outcomes objectives are determined by the course(s) they teach. Some teachers are assigned course schedules that result in their score focusing on two or three student academic outcomes objectives. Other teachers are assigned course schedules that may result in their score focusing on five or six student academic outcomes objectives.

Multiple measures are used to assess student learning in order to ensure equity among teachers. For the same reason, it is necessary to calculate multiple metrics for each assessment. Where possible, the student academic outcomes objectives include two types of

² Bill & Melinda Gates Foundation. (2013). *Ensuring Fair and Reliable Measures of Effective Teaching: Final Report of the Measures of Effective Teaching Project*.

metrics: “growth” and “absolute achievement”. The percentage of students who pass an exam is an example of an absolute achievement metric. The percentage of growth students show from a BOY to MOY assessment, for instance, is an example of a growth metric. When possible, given the type of exam, growth metrics are weighted higher than absolute achievement.

Additionally, where possible, student academic outcomes objectives are divided into two categories: MOY and EOY objectives. For courses with **no** middle-of-year assessment data, only EOY metrics will be assessed.

You can access the comprehensive set of student academic outcome metrics in the tables below.

Student academic outcomes data is derived from each teacher’s rosters for each course where the teacher serves as the teacher of record (TOR). Student data will include all students who are on the teacher’s roster for a minimum of 60 days during semester one for middle-of-year data and 60 days during semester two for end-of-year data. Teachers who do not have any students on their roster for 60 days during semester one will not receive a middle-of-year Student Academic Outcomes score. For teachers whose students are excluded as a result of the 60-day rule for middle of year data, the teacher is not penalized, but rather the Student Academic Outcomes component will include data from end-of-year only.

Teachers will have an opportunity to review their semester one and semester two rosters. Teachers will work with their assigned evaluator and campus principal to request a review of any foreseen discrepancies in the roster. The review of the request will be a collaboration with the Performance Management team and the campus.

STUDENT ACADEMIC OUTCOMES GROUPS

Six **student academic outcomes groups** have been established in which teachers will be placed based on the course(s) they teach. A brief overview of each student academic outcomes group can be seen below:

Student Academic Outcomes Group	General Description
Group A	2 nd – 8 th Grade English Language Arts, Math, and Science Courses 1 st Grade Math Courses
Group B	Kindergarten and 1 st Grade ELA Courses
Group C	Algebra I, English I, and English II Courses
Group D	3 rd – 10 th Art of Thinking Courses 6 th – 10 th Grade Social Studies Courses
Group E	Pre-Kindergarten Courses AP/IB Courses/IB Courses High School Biology and US History Courses
Group F	Courses not included in groups A through E

A comprehensive list of HISD course codes can be found in the Evaluation Resources library of the Performance Management SharePoint site. In this list, it is indicated to which group each course is assigned. Some teachers may teach courses falling into multiple student academic outcomes groups.

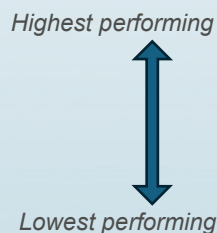
STUDENT ACADEMIC OUTCOMES ASSESSMENTS

Data from National, State, and District assessments are used to measure teacher effectiveness. At HISD, the following assessments will be utilized to capture both student and teacher performance.

Grade Level and Content Assessed	Student Academic Outcomes Group	Assessment
2 nd – 8 th Math, Science, Reading 1 st Grade Math	A	NWEA MAP
K – 1 st Reading	B	DIBELS/LECTURA (Reading)
9 th – 12 th Algebra I 9 th – 12 th English I 9 th – 12 th English II	C	STAAR Interim EOC STAAR
3 rd – 10 th Art of Thinking	D	District Summative Assessment (DSA)
6 th – 10 th Social Studies	D	District Summative Assessment (DSA)
9 th – 12 th Biology 9 th – 12 th US History	E	EOC STAAR
9 th – 12 th AP Courses	E	College Board AP Exam
9 th – 12 th IB Year 2 Courses	E	International Baccalaureate (IB) Exam
Pre-Kindergarten-3 Pre-Kindergarten-4	E	CIRCLE
PK – 12 th	F	SLO

METRICS

Student Academic Outcome points are calculated by comparing an individual teacher's results with those of other teachers in the same group. To the best the data allows, a targeted distribution is created such that:



- 3% of scores are identified as Exemplary II
- 5% of scores are identified as Exemplary I
- 52% of scores are identified as Proficient I & II
- 37% of scores are identified as Progressing I & II
- 3% of scores are identified as Unsatisfactory

By identifying performance cut points in this way, we ensure equity across grades and content areas. That is, by using a target distribution, we ensure it is not more challenging, or easier, to earn more points in Kindergarten DIBELS than it is in Algebra I EOC. The use of a target distribution allows equitable levels of rigor across grades and content areas.

GROUP A: NWEA MAP COURSES

The Group A student academic outcome metrics are tied to the NWEA MAP assessments in reading, math, and science. Students will take a beginning-of-year (BOY) assessment, a middle-of-year (MOY) assessment, and an end-of-year (EOY) assessment.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

Group A: NWEA MAP Student Academic Outcomes and Point Assignments			
	Outcome 1: BOY→MOY Growth <i>% of students who scored at least .60 annual growth in the first half of the year</i>	Outcome 2: MOY→EOY Growth <i>% of students who scored at least 1.40 times second semester expected growth</i>	Outcome 3: EOY Summative <i>% of students who ended the year at or above the 45th achievement percentile nationally</i>
Points are assigned by comparing outcome results to those within the same group. * ↓			
Exemplary II <i>97th – 99th percentile</i>	10 pts	20 pts	5 pts
Exemplary I <i>92nd – 96th percentile</i>	8 pts	16 pts	4 pts
Proficient I & II <i>40th – 91st percentile</i>	6 pts	13 pts	3 pts
Progressing I & II <i>3rd – 39th percentile</i>	4 pts	11 pts	2 pts
Unsatisfactory <i>0 – 2nd percentile</i>	2 pts	8 pts	1 pts

**For example, if a teacher’s achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.*

GROUP B: DIBELS/LECTURA COURSES

The Group B student academic outcome metrics are tied to the DIBELS/Lectura assessments. Students will take a beginning-of-year (BOY) assessment, a middle-of-year (MOY) assessment, and an end-of-year (EOY) assessment.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

Group B: DIBELS/Lectura Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: BOY→MOY Growth <i>% of students above or well above typical growth by the end of the first half of the year</i>	Outcome 2: MOY→EOY Growth <i>% of students above or well above typical growth in the year</i>
Exemplary II <i>97th – 99th percentile</i>	15 pts	20 pts
Exemplary I <i>92nd – 96th percentile</i>	12 pts	16 pts
Proficient I & II <i>40th – 91st percentile</i>	9 pts	13 pts
Progressing I & II <i>3rd – 39th percentile</i>	6 pts	11 pts
Unsatisfactory <i>0 – 2nd percentile</i>	3 pts	8 pts

*For example, if a teacher’s achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

GROUP C: STAAR INTERIM AND STAAR EOC COURSES

The Group C student academic outcomes objectives are tied to the Algebra I, English I, and English II STAAR Interim and EOC assessments. Students will take a middle-of-year (MOY) STAAR Interim assessment and an end-of-year (EOY) STAAR EOC assessment.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

Group C: STAAR Interim & EOC Student Academic Outcomes and Point Assignments			
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: BOY→MOY Growth <i>% of growth points earned by all students based on STAAR interim assessment performance</i>	Outcome 2: MOY→EOY Growth <i>% of growth points earned by all students on the end-of-course exam</i>	Outcome 3: EOY Summative <i>% of students at or above Meets Grade Level</i>
Exemplary II <i>97th – 99th percentile</i>	8 pts	15 pts	12 pts
Exemplary I <i>92nd – 96th percentile</i>	6 pts	12 pts	10 pts
Proficient I & II <i>40th – 91st percentile</i>	4 pts	10 pts	7 pts
Progressing I & II <i>3rd – 39th percentile</i>	2 pts	8 pts	5 pts
Unsatisfactory <i>0 – 2nd percentile</i>	0 pts	6 pts	3 pts

For example, if a teacher’s achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

GROUP D: COURSES WITH DISTRICT SUMMATIVE ASSESSMENTS

The Group D student academic outcomes objectives are tied to District Summative Assessments. Students in this group will take a mid-year assessment and an end-of-year assessment.

The table below shows SY25-26 point values assigned to our ideal targeted distribution.

Group D: DSA Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: MOY <i>% of students above meets or exceeds expectations (≥70%) on the middle-of-year exam.</i>	Outcome 2: EOY <i>% of students above meets or exceeds expectations (≥70%) on the end-of-year exam</i>
Exemplary II <i>97th – 99th percentile</i>	15 pts	20 pts
Exemplary I <i>92nd – 96th percentile</i>	12 pts	16 pts
Proficient I & II <i>40th – 91st percentile</i>	9 pts	13 pts
Progressing I & II <i>3rd – 39th percentile</i>	6 pts	11 pts
Unsatisfactory <i>0 – 2nd percentile</i>	3 pts	8 pts

*For example, if a teacher’s achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

GROUP E: COURSES WITH STAAR EOC (ONLY), CIRCLE, AP AND IB EXAMS

Group E includes courses with district-mandated academic assessment data. The assessments for these courses include the Biology and U.S. History STAAR EOC assessments, the CIRCLE assessment, and all AP and IB exams. Specific student academic outcome metrics for each assessment can be found below, along with the SY25-26 point values assigned to our ideal targeted distribution.

Group E-1: CIRCLE Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: BOY→MOY Growth <i>% of students who meet or exceed their target growth goal from BOY to MOY</i>	Outcome 2: BOY→EOY Growth <i>% of students who meet or exceed their target growth goal from BOY to EOY</i>
Exemplary II 97 th – 99 th percentile	15 pts	20 pts
Exemplary I 92 nd – 96 th percentile	12 pts	16 pts
Proficient I & II 40 th – 91 st percentile	9 pts	13 pts
Progressing I & II 3 rd – 39 th percentile	6 pts	11 pts
Unsatisfactory 0 – 2 nd percentile	3 pts	8 pts

Group E-2: U.S. History & Biology, Advanced Placement (AP), and International Baccalaureate (IB) Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: EOY Summative <i>US History & Biology</i> <i>% of students at or above Meets Grade Level on respective STAAR EOC</i> <i>Advanced Placement (AP)</i> <i>% of AP exam scores at or above 3</i> <i>International Baccalaureate (IB)</i> <i>% of IB exam scores at or above 4</i>	Outcome 2: EOY Summative <i>US History & Biology</i> <i>% of students at or above Masters Grade Level on respective STAAR EOC</i> <i>Advanced Placement (AP)</i> <i>Average AP exam score</i> <i>International Baccalaureate (IB)</i> <i>Average IB exam score</i>
Exemplary II 97 th – 99 th percentile	15 pts	20 pts
Exemplary I 92 nd – 96 th percentile	12 pts	16 pts
Proficient I & II 40 th – 91 st percentile	9 pts	13 pts
Progressing I & II 3 rd – 39 th percentile	6 pts	11 pts
Unsatisfactory 0 – 2 nd percentile	3 pts	8 pts

*For example, if a teacher’s achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

GROUP F: COURSES WITH STUDENT LEARNING OBJECTIVES (SLOS)

Group F teachers teach courses without a national, state, or local assessment. To ensure these teachers are held accountable to a similar standard as the teachers in other groups, course-specific rigorous metrics in the form of Student Learning Objectives (SLOs) are provided by the district. Each SLO provided by the district is aligned with state academic standards and the HISD curriculum. Where possible, the district provides more than one SLO option for a teacher to choose from. The teacher's SLO choice is then approved by the evaluator.

To capture student performance on their SLO metric, Group F teachers will submit data that reflects student performance on the knowledge and skills measured in the SLO (e.g., performance on a quiz, project, observational assessment, or end-of-semester exam). Mastery-based grading rubrics used to evaluate the student work are provided by district content leads (e.g., CTE central office team will provide guidance to CTE teachers on how to grade final assessments). Evaluators will review teacher scoring to approve the teacher's SLO data submission at mid and end of year.

Additional notes on SLO selection:

Teachers are expected to select an SLO for semester one and semester two of each school year. In addition, teachers will select at least one class section of students that will be measured on the SLO outcomes. Teachers should select more than one roster of students in cases where the teacher has multiple sections of the course aligned to the SLO. If teachers teach more than one Group F course, they should select a SLO based on the course with the greatest number of students taught. For example, if a teacher teaches four sections of physical education and two sections of health, the teacher should select a physical education SLO.

Scoring of Group F Outcomes:

Once a teacher's student academic outcomes for the SLO have been approved by the evaluator, a targeted distribution will be applied to determine each teacher's earned points for middle of year and end of year. The table below shows SY25-26 point values assigned to the ideal targeted distribution.

Group F: Student Learning Objectives Student Academic Outcomes and Point Assignments		
Points are assigned by comparing outcome results to those within the same group. * ↓	Outcome 1: MOY Summative <i>Student Learning Objective (SLO 1)</i>	Outcome 2: EOY Summative <i>Student Learning Objective (SLO 2)</i>
Exemplary II <i>97th – 99th percentile</i>	15 pts	20 pts
Exemplary I <i>92nd – 96th percentile</i>	12 pts	16 pts
Proficient I & II <i>40th – 91st percentile</i>	9 pts	13 pts
Progressing I & II <i>3rd – 39th percentile</i>	6 pts	11 pts
Unsatisfactory <i>0 – 2nd percentile</i>	3 pts	8 pts

**For example, if a teacher's achievement data falls in the 78th percentile, this means their data is higher than 78% of all other data in the set*

You can access the comprehensive list of SLO options for Group F teachers [here](#). This menu was written with input from teachers of these Group F courses. The menu is extensive and will be continuously improved based on additional feedback from teachers and content experts of Group F courses.



CHAPTER 3: PLANNING & PROFESSIONALISM

All teachers will engage in a middle-of-year and end-of-year assessment of their planning and professional practices. This component specifically explores how educators fulfill their professional duties, engage in continual reflection and enhancement of their practices, and adhere to the legal and ethical standards of their profession. In addition, the planning and internalization section explores if and how lessons are intentionally designed and/or internalized with clear objectives aligned to state standards, fostering meaningful student learning. Effective planning and internalization lead to a more effective lesson through fluid delivery, anticipation of misconceptions, and purposeful, aligned activities. The three indicators by which a teacher will be assessed are shown below; the total points a teacher may earn in each indicator towards their Summative Rating is also depicted.

Planning & Professionalism Indicators	Total Points Maximum toward Summative Rating
Planning: Instructional Planning and/or Internalization	8 points
Professionalism: High Performance Culture	4 points
Professionalism: Professional Expectations	4 points
ALL Components	16 points

Planning & Professionalism	Rating Window	Total Points Maximum toward Summative Rating
Middle-of-Year	January 6 – January 30	0 points
End-of-Year	April 1 – May 15	16 points

You can access the full Planning & Professionalism rubric in **Appendix C**.



The Campus Action Plan serves as a foundational tool for driving instructional and organizational improvement by outlining aligned goals and measurable indicators of success. It is developed through a comprehensive needs assessment and a root cause analysis, addressing areas of strength and growth identified on each campus.

Including the Campus Action Plan in the Teacher Excellence System (TES) reinforces the shared accountability of teachers and campus leadership for the overall success of their school. By integrating the Campus Action Plan into TES, we align individual teacher goals with campus-wide priorities, creating a unified focus on campus priorities and success. This ensures that teachers not only contribute to the success of their classrooms but also play an active role in advancing the broader goals of their campus.

The expected collaboration with SDMCs further strengthens this approach by ensuring that the development and implementation of the Campus Action Plan reflect the collective expertise and insights of the entire school community. The shared commitment embodied in the Campus Action Plan component of TES and LEAD grounds HISD in a central tenet of fostering collective agency – the shared belief among all stakeholders (teachers, leaders, and staff) that their united efforts will lead to improved student outcomes.

The Campus Action Plan makes up 5% of a teacher's evaluation (TES) and 15% of a Principal's evaluation (LEAD). Principals will be required to report out twice a year on action plan updates to their staff and teachers must be involved in the development of the action plan.

Teachers receive the same score as their principal and everyone else on their campus; their score reflects the overall performance of the campus. Regardless of the subject taught, each teacher's score reflects the collective success of the school community. This approach

emphasizes collective agency, where every educator contributes to and benefits from the school's progress. By aligning individual outcomes with campus-wide achievements, this system fosters a collaborative environment focused on shared goals. Ultimately, as the school meets its action plan objectives, that success is reflected in the scores of all teachers, reinforcing a unified commitment to excellence.

EVALUATION METRICS FOR CAMPUS ACTION PLANS

The metrics and scoring structure for the TES Campus Action Plan component mirror the LEAD Action Plan framework to ensure consistency:

Indicator Scoring Levels

- **15 points:** Indicator 100% accomplished
- **12 points:** Indicator 90–99% accomplished
- **10 points:** Indicator 80–89% accomplished
- **8 points:** Indicator 70–79% accomplished
- **6 points:** Indicator less than 70% accomplished

SCORING OVERSIGHT AND EVALUATION PROCESS

Division Chiefs will oversee scoring for the Campus Action Plan. Executive Directors will assess the degree of difficulty to determine the overall rigor of the action plan as a whole and the degree of accomplishment of six key indicators identified collaboratively between teachers and appraisers. Initial drafts will be submitted in the spring, with adjustments allowed during late summer and/or early fall based on end-of-year data.

Degree of Difficulty

Executive Director of Feeder will apply a “degree of difficulty coefficient” to the Campus Action Plan as a whole. The degree of difficulty is used to determine the complexity and rigor of each school's action plan. The table below defines the value assigned to each level of rigor.

Campus Action Plan Rigor Level	Multiplication Coefficient
Low	0.8
Average	1.0
High	1.2

Inflation Prevention

- An Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100.
- An Executive Director may only award an additional 40% of the schools a score between 70 and 85.

Degree of Implementation

Success is measured by the degree of accomplishment of six key "indicators of success" identified in collaboration with evaluators. Principals and teachers will monitor progress throughout the year, collecting data artifacts to demonstrate implementation at year's end.

Key Evaluation Guidelines:

- Each indicator receives up to 15 points, with every Campus Action Plan starting at 10 points.
- The degree of difficulty coefficient as defined in the LEAD guidebook is applied to calculate the total score.
- Campus Action Plan ratings are converted to 5 points as part of the overall TES evaluation score.



CHAPTER 5: SUMMATIVE RATING & PERFORMANCE LEVEL

SUMMATIVE RATING CALCULATION

The summative rating is a teacher's overall evaluation score. A teacher's summative rating is derived by adding the Quality of Instruction component score, the Student Academic Outcomes component score, the Planning and Professionalism rubric score, and the Campus Action Plan component score. Since a teacher earns up to 45 points for Quality of Instruction, 35 points for Student Academic Outcomes, 15 points for Planning and Professionalism, and 5 points for the Campus Action Plan, the summative rating is a cumulative score out of **100 points**.



TARGETED DISTRIBUTION DETERMINING EOY PERFORMANCE LEVEL

Once a teacher's **summative evaluation rating** is calculated, the teacher's end-of-year **effectiveness level** can then be established. A teacher's performance level may fall into one of **seven effectiveness levels**. The following **effectiveness levels** will be assigned to a teacher based on their evaluation rating.

		← <i>Lowest performing</i>	↔					<i>Highest performing</i> →
Targeted Distribution of Effectiveness Levels		Unsat.	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
	<i>Percentile ranking*</i>	0 – 2 nd percentile	3 rd – 14 th percentile	15 th – 39 th percentile	40 th – 79 th percentile	80 th – 91 st percentile	92 nd – 96 th percentile	97 th – 99 th percentile
	<i>% of HISD teachers at this level</i>	3%	12%	25%	40%	12%	5%	3%

* For example, if a teacher’s summative evaluation score falls in the 78th percentile, this means their data is higher than 78% of all other data in the set.

The summative rating is calculated annually based on the components. A teacher could earn a different summative rating every year. At the end of the first year of TES, the teacher will receive their first evaluation rating. That evaluation rating will also determine the teacher’s effectiveness level. After the first year, the effectiveness level thereafter will be based on the average of the teacher’s last two evaluation ratings. When the average of two evaluation ratings equates to a higher or lower effectiveness level, the teacher will then be moved to the appropriate level.

See example below:

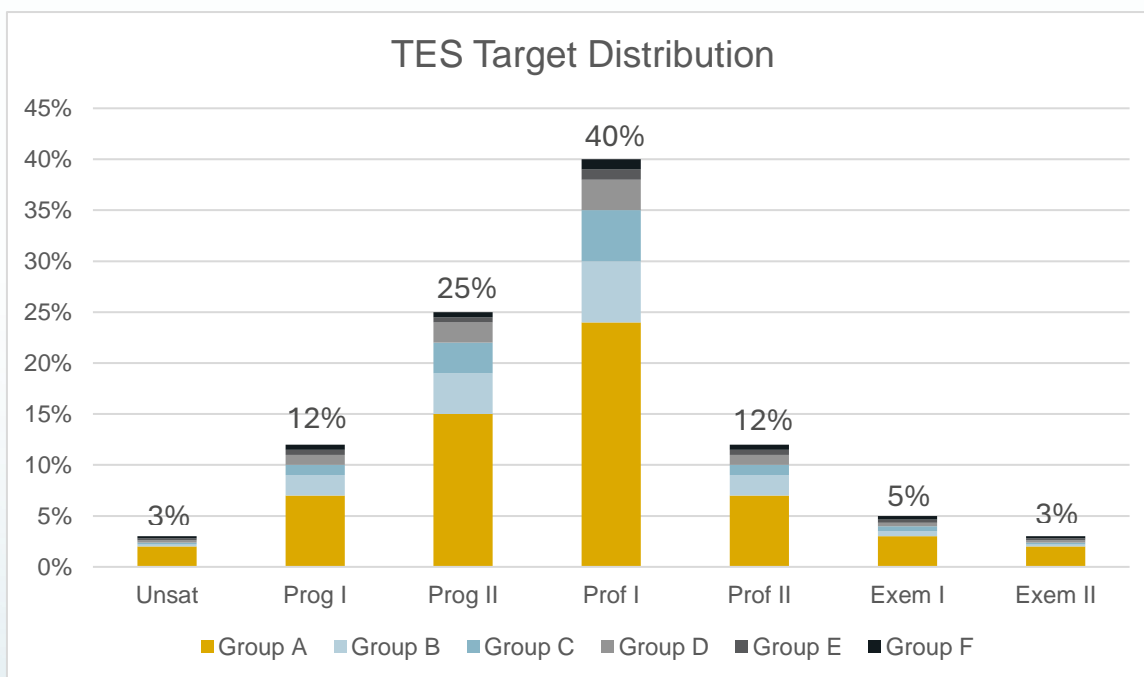
Year	Summative Evaluation Rating	Average of Prior 2 years	Effectiveness Level
2025-2026	40	N/A	Progressing II
2026-2027	48	44	Proficient I
2027-2028	44	46	Proficient I
2028-2029	53	48.5	Proficient I
2029-2030	62	57.5	Proficient II

THE TARGET DISTRIBUTION

The evaluation system must give very similar chances of success for all teachers regardless of grade or discipline. The method of linking cut-points to a target distribution is an elegant solution to this problem of ensuring equal rigor across the system.

The chart below shows the ideal target distribution. Every group has roughly the same target distribution. For example, approximately 40% of Group A teachers will receive an effectiveness level of Proficient I. This is the same percentage of Proficient I teachers in each of the other categories. This is approximate given there are teachers who fall into multiple Groups. Please see below for details on how and when targeted distributions are applied.

This approach is necessary to ensure that not only are the assessments across grade bands and disciplines similarly rigorous, but they are also correlated with the state and national assessments. This will also ensure that no evaluation component is “too easy” or “too hard” relative to the other factors of effective teaching. This process is key to making the entire evaluation system more fair, accurate, and valid.



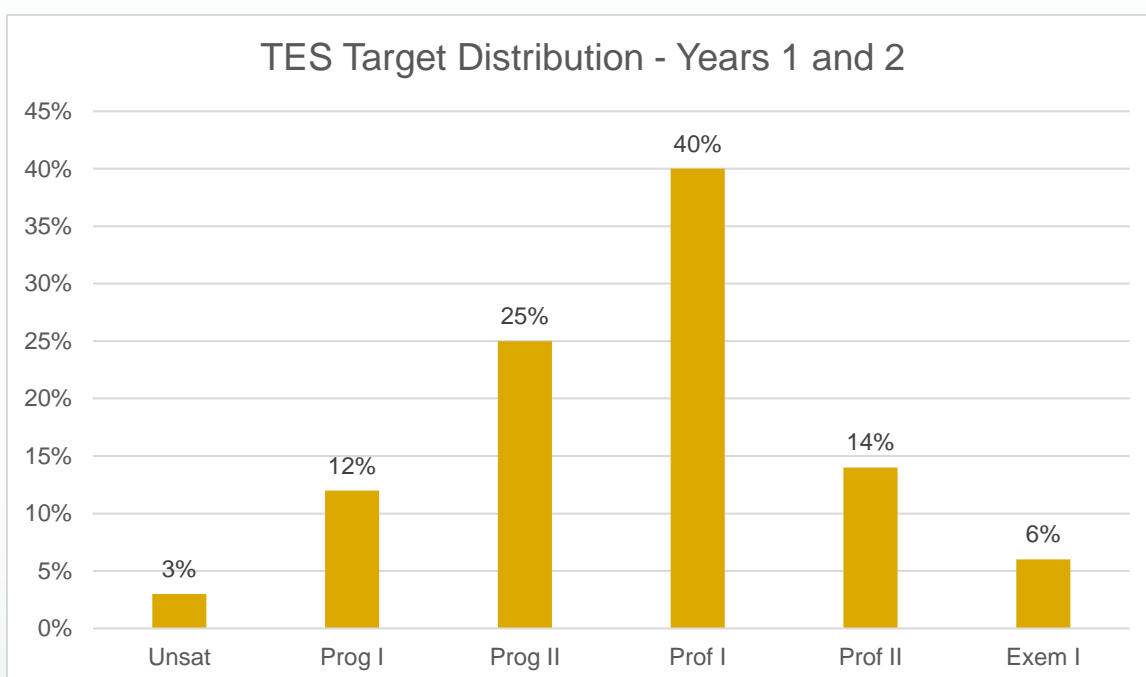
Additional details on target distribution application:

1. **Student Academic Outcomes:** As described in Chapter 2, the target distribution is applied by Group to determine points given for student academic outcomes. If a teacher falls into multiple Groups, they will receive a weighted average of their points across those groups (weighted by number of students).
2. **Quality of Instruction:** A target distribution is applied to total quality of instruction points to determine points given in the evaluation. All teachers are on the same target

distribution here given that the spot form and corresponding specialty guidance are designed for equitable application across grades and contents.

3. **Planning and Professionalism and Campus Action Plan:** There is no target distribution applied to these components; teachers receive the points they earn as detailed in Chapters 3 and 4 above.
4. **Final target distribution:** Once all points are added for each teacher to determine the **summative rating**, two final target distributions (one for tested or Group A-E teachers, one for Group F teachers) are run to determine final **effectiveness level**. If teachers fall into Group F and another Group, they are counted in the first target distribution.

For the first two years of TES, teachers will not be evaluated for the Exemplary II effectiveness level. Thus, we will use the following target distribution for the first two years.





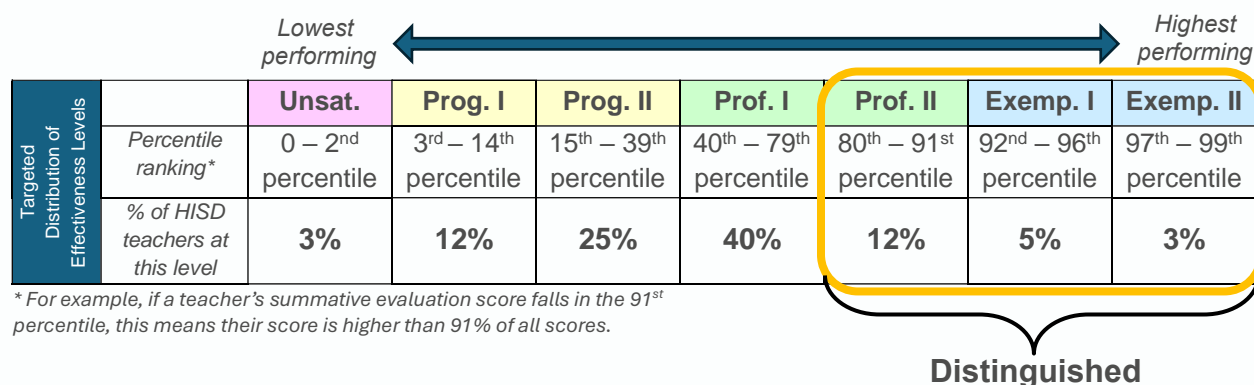
CHAPTER 6: DISTINGUISHED TEACHER REVIEW (DTR)

We firmly believe that every HISD teacher should aim to be an effective teacher. Thus, they should seek to earn an evaluation rating of “Proficient I” or higher. Clearly, the ability to raise student academic outcomes and deliver quality instruction are the two most important factors in the HISD teacher evaluation system. Still, there are other factors such as leadership, lifelong learning, contributions to the profession, and student impact that we acknowledge distinguishes a teacher as more than proficient. By recognizing these factors, in addition to student academic outcomes and quality of instruction, HISD demonstrates its commitment to elevating the teaching profession by recognizing and rewarding Distinguished Teachers for their commitment to their schools, students, and the broader profession.

The **Distinguished Teacher Review (DTR)** process embedded within the Teacher Excellence System (TES) seeks to recognize exceptional educators who demonstrate outstanding behaviors and actions. Teachers who earn a “Distinguished” designation gain access to higher effectiveness levels, and thus increased compensation, additional district leadership and influence opportunities, and public recognition for their impact.

OVERVIEW OF DTR

Distinguished teachers are those who, after an evidence-based review process, have been awarded an effectiveness level of Proficient II or higher. A Distinguished Teacher Review (DTR) process is used to make this determination.



The DTR begins in February with an initial invitation to apply for the Distinguished Teacher Review. Thereafter, the application window remains open for 30 days. The application material received is then blindly reviewed by a DTR Team who are trained to allocate DTR points using the specified rubric. Applicants can receive up to 20 points that are added to their EOY summative rating. Once EOY data for the application year has been finalized, awardees who remain eligible are notified of their points allocation and Distinguished Teacher designation, if applicable.

INVITATION TO DTR

Teachers who meet the following criteria will be notified of their eligibility to apply for DTR late Spring –

Requirement 1

The average Spot Observation scores from September – January falls in the top 30% of HISD

AND

Requirement 2

Groups A-D & F: MOY Student Academic Outcome data is in the top 30% of HISD

Group E teachers do not have a MOY Student Academic Outcome data point. Therefore, they are only held to requirement 1.

DTR SUBMISSION REQUIREMENTS

Teachers will have the opportunity to write about and submit up to five artifacts that highlight their leadership endeavors, evidence of life-long learning, and/or contributions to the teaching profession, as these are the domains a distinguished teacher will be rated on. Teachers will utilize a web-based form to complete this task. The window for submission will remain open for 30 days to allow teachers ample time.

Before a teacher’s DTR submission can be sent to the DTR team, the principal must 1) select whether they endorse or oppose the application and 2) select whether information provided by the teacher is verified or unverified. The principal may also add additional information in support of the application, though this is not required. These tasks are also completed in a web-based form. The window for principal verification extends 15 days past the closing date for teacher submission.

DTR POINTS ALLOCATION

DTR applications undergo a blind review by three members of the DTR team using the DTR rubrics (see Appendix D). To be a member of the DTR team, an individual must receive extensive training on using the standardized DTR rubrics to ensure fairness and consistency in ratings.

The average score for each domain will be added together to determine the DTR points to be allocated to a teacher once EOY verification of eligibility is completed. A teacher may be allocated up to 20 additional points in the DTR process. This means the total points possible for a teacher undergoing a DTR is 120 compared to 100 for those teachers who are ineligible for a review or do not go through a review. Upon EOY verification of eligibility, DTR points are then added to the teachers EOY evaluation points, allowing them an opportunity to move into a higher rating category.

Points are allocated based on the following domains:

DTR Domain	PK-2 Teacher Maximum Allotment	3-12 Teacher Maximum Allotment
Leadership	10 points	8 points
Lifelong Learning	5 points	4 points
Contributions to the Profession	5 points	4 points
Student Survey	N/A	4 points
TOTAL	20 points	20 points

Pre-K through 2nd grade teachers are eligible for two additional points in the Leadership domain and one additional point in both the Lifelong Learning and Contribution to the Profession domains as K-2 teachers do not have the ability to administer a student survey. The additional points available across these three domains accounts for the four points they are unable to obtain using a student survey. See Chapter 8 for additional information on the student survey.

DESTINGUISHED DESIGNATIONS & OTHER DTR BENEFITS

To remain eligible to receive allocated DTR points, the following criteria must be met at the conclusion of the application year.

1. A teacher participated in the EOY Student Survey (See Chapter 8)
2. A teacher’s EOY Student Academic Outcome data is in the top 30% of HISD

3. A teacher's EOY Quality of Instruction data is in the top 30% of HISD

Any teacher who has applied to DTR and met the requirements above will be awarded their DTR points. However, only the top 20% of HISD teachers receive a "Distinguished Teacher" designation. A teacher cannot earn an effectiveness level of Proficient II or higher without undergoing the Distinguished Teacher Review (DTR) process. Even if a teacher's evaluation rating qualifies them for these categories, they will be capped at Proficient I unless they participate the DTR process.

Distinguished Teacher designations and DTR point allocations are shared with awardees at the beginning of the following school year (once all end-of-year data has been finalized).

Reapplication Rules

Teachers may maintain their DTR designation and additional points for up to two years without reapplying, provided they continue to meet eligibility requirements. After two years, reapplication is required.

DTR BENEFITS

Teachers who earn the Distinguished designation receive:

- **Higher Compensation:** Access to increased salary tiers in recognition of their excellence.
- **Leadership Opportunities:** Eligibility to mentor colleagues, lead professional development, or participate in district initiatives.
- **District Recognition:** Celebration through formal district events and internal communications.

This comprehensive process ensures fairness, transparency, and recognition of HISD educators who exemplify excellence in teaching.



CHAPTER 7: TES EVALUATOR CERTIFICATION PROCESS

We believe teachers are the catalyst of change, making the greatest impact in the classroom and shaping the success of their students. At the heart of the Teacher Excellence System (TES) lies our unwavering commitment to fairness, consistency, and growth. Evaluating teachers is not just a procedural task; it is a profound responsibility that impacts the lives of students, the professional development of educators, and the overall culture of excellence within our schools. HISD believes that every teacher deserves a thoughtful, accurate, and supportive evaluation conducted by certified evaluators who are thoroughly trained and deeply aligned with our district's core values.

HISD has prioritized the development of a robust evaluator certification process. This process ensures evaluators are equipped with the skills, knowledge, and tools necessary to deliver precise, actionable feedback that fosters growth and reflects the high standards of our district. Certification is not just a one-time event but an ongoing journey of refinement and learning, echoing our dedication to the professional excellence of all educators.

Evaluators (Principals, Assistant Principals, and in special circumstances, additional campus administrators) will undergo comprehensive training to ensure mastery of TES evaluation criteria, calibration with the spot form, and ability to provide constructive, growth-oriented feedback to teachers. Evaluators will then demonstrate their knowledge and skills by passing a TES Evaluator

Updated March 17th, 2025

Certification. Certified evaluators will be equipped to assess both general education classrooms and specialized content areas (e.g., SPED, multilingual, fine arts) at their school level (ES, MS, or HS) to ensure fair and contextually appropriate evaluations. Certification is required for all evaluators. Certification is also required to be an Executive Director of Instruction.

The certification process will be built by a cross-functional TES Certification Team. This team will be comprised of members of the Schools and Leadership Office, Office of Academics, and division leaders. To maintain the integrity of the calibration assessment, all assessments will be conducted in a secure, monitored testing environment with randomized video selections, ensuring fairness and preventing potential misuse.

The process is designed to ensure that every evaluator is equipped with the knowledge, resources, and skills necessary to provide fair, accurate, and growth-oriented feedback. Rooted in the belief that teachers are catalysts for student success, our process emphasizes support and continuous learning for evaluators, enabling them to align with the district's high standards and instructional priorities. Through comprehensive training, evaluators engage with diverse classroom scenarios, participate in high-quality discussions, and receive practical examples to deepen their understanding. Multiple opportunities are provided for evaluators to seek clarity, refine their skills, and ensure calibration with the TES rubric. This collaborative and structured approach not only strengthens the evaluators' ability to assess instructional practices effectively, but also fosters a culture of collective agency, where every educator's contributions drive campus-wide success. As evaluators grow in their roles, their ongoing development is supported through continued professional learning, multiple calibration exercises, and access to resources that ensure their feedback remains aligned, actionable, and impactful. Ultimately, the certification process reflects HISD's commitment to supporting both teachers and evaluators in their shared mission to elevate student achievement.

CERTIFICATION PROCESS

Step 1: Initial Training

In June and/or July, all TES evaluators (Principals, APs, and in special circumstances, additional campus administrators) will participate in training on a) general evaluator expectations, b) spot calibration and high-quality instruction, and c) Planning & Professionalism rubric calibration. This training will ensure that TES evaluators are aligned with HISD's expectations for high-quality instruction, lesson internalization and planning, and professionalism. Training will include a variety of classroom videos representing different grade levels, and contents, as well as diverse student populations to ensure comprehensive evaluator readiness.

Step 2: Assessment

TES evaluators will then take an online calibration assessment to determine their rater effectiveness when using the spot form and the Planning and Professionalism Rubric. Rater effectiveness will be assessed by section of the spot form and overall total points assigned.

To pass the calibration assessment, evaluators must meet the following criteria:

- **General evaluator expectations:** Evaluators at HISD must pass a brief, 10-question multiple-choice assessment that ensures evaluators act with the values of HISD leaders. This includes, but is not limited to, providing clear, direct feedback in an emotionally intelligent manner.
- **Spot:** Evaluators will be asked to watch multiple classroom observation videos and rate each classroom independently using the spot form. Evaluators will be asked to provide scores per section of the spot form as well as scores overall. The evaluators will be considered “calibrated” if:
 - For each video, the evaluator’s rating must be within ± 2 points of the TES Calibration Team’s exemplar rating.
 - Across all three videos, the sum of the evaluator’s rating is within ± 1.5 points of the TES Calibration Team’s exemplar ratings.
 - When comparing each section of the spot form across all three observation ratings, the evaluator’s ratings are within ± 1 point of the TES Certification Team’s exemplar rating (e.g., Planning, Engage and Deliver).
- **Planning & Professionalism:** Evaluators will be given two teacher case studies and must score each teacher on the Planning & Professionalism rubric. The appraiser will be considered “calibrated” if out of the two reviews, they differ from the TES Certification Team’s score by no more than 1 point each on each of the dimensions of the rubric and the average score differs by no more than 1.5.

If an evaluator fails one or any of the tasks, they may retake the assessment for the task(s) that they failed. If an evaluator does not pass one or any tasks, they will receive targeted coaching and resources to strengthen their skills before retaking the assessment. HISD is committed to supporting evaluators throughout this process. If the evaluator fails an assessment task three times in a row, they will not be able to evaluate teachers for a semester until they will have an opportunity to reassess at midyear. These administrators may be required to attend additional training, coaching, and evaluation by the district, Chief of Schools, and/or Division Chief.

Step 3: Continued Training and Assessment

Certified evaluators will continue to receive professional development, including regular training on best practices, addressing challenges, and participating in recalibration exercises to maintain consistency and fidelity. To ensure the highest quality of evaluations, HISD will provide ongoing monitoring and support through regular observations by Executive Directors and access to additional resources.

Additionally, all certified evaluators must maintain their certification. As part of Principal and AP training in December or January, they will take a reassessment with two spot observations. Once again, they will be considered “calibrated” if out of the two spots, they differ from the TES Certification Team’s score by no more than 2 points on each of the two spot observations and the average score differs by no more than 1.5. If an evaluator fails the spot observation recalibration task, they must retake the assessment within two weeks. If the evaluator fails the

Updated March 17th, 2025

assessment task three times in a row, they will not be able to evaluate teachers second semester, and the same employment or position changes described above may occur.

If an evaluator has remained certified for two consecutive years, they will no longer need to participate in the midyear re-certification. All evaluators must be re-certified annually, however.

See visual representation of timeline below:

Example TES Evaluator Certification Timeline			
School Year	BOY (Initial Certification)	MOY (Midyear Re-certification)	Note
25-26	Required	Required	All evaluators must complete certification
26-27	Required	Required	All evaluators must complete certification
27-28	Required	*Not required	*Evaluators TES certified for 2 consecutive years are exempt from MOY certification
28-29	Required	*Not required	*Evaluators TES certified for 2 consecutive years are exempt from MOY certification

By implementing this rigorous evaluator certification process, HISD ensures that teacher evaluations are conducted with the highest standards of accuracy, fairness, and professionalism. This commitment not only supports the continuous improvement of teaching practices, but also reinforces the district's dedication to fostering a high-performance culture.

Overall, all evaluators are expected to demonstrate emotional intelligence, professionalism, and a commitment to growth in every interaction with teachers. To prevent over-scoring or leniency, evaluators will receive training on identifying unconscious biases and maintaining objective assessments.



CHAPTER 8: STUDENT SURVEY

Student surveys will NOT be integrated into the main framework of TES. HISD has committed to utilizing teacher and leader voice to guide this process, and a majority of SDMCs did not vote to include student survey. We will honor this decision.

However, if a teacher applies to the DTR, they will need to opt into the spring student survey as your spring data will be used as part of the opt-in DTR application for teachers who teach grades 3-12. The option will be also provided for other teachers not applying for DTR to opt-in to student survey. Data from the student survey can be used by teachers and leaders to improve student experience. This is in line with HISD's commitment to fostering collaborative, student-centered learning environments.

To summarize, below are key guidelines for student surveys:

1. **Optional Participation for Non-DTR applicants:** Teachers will have the opportunity to opt into the student survey, administered in the fall and spring, to gather feedback directly from their students as part of their professional growth and reflection. Survey results will only be used if the teacher is eligible for the Distinguished Teacher Review (DTR).

2. **Distinguished Teacher Review (DTR) Applicants:** Grades 3-12 teachers who are looking to earn DTR points must administer the student survey in the spring. Results from the student survey can account for up to 3 out of the 20 additional DTR points. See rubric for DTR point allocation. If a DTR applicant does not administer the student survey in the spring, any DTR points they would have earned will be forfeited. While not required for DTR, prospective applicants may choose to opt into a fall student survey administration. Fall student survey data is not used for DTR point allocations and a teachers will not be notified of their eligibility to apply for DTR at the time of fall administration. See Chapter 6 for detailed information on DTR.

STUDENT SURVEY OVERVIEW

Student surveys provide a unique perspective on the classroom environment and teacher-student interactions. The rationale for student surveys includes:

1. **Insight into Classroom Experience**
Students spend the most time with their teachers and are uniquely positioned to provide feedback on factors like classroom engagement, teacher clarity, fairness, and the use of effective teaching strategies. This feedback complements other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations.
2. **Research-Based Practice**
The Measure of Effective Teaching study shows that student surveys are strong, reliable predictors of teaching effectiveness when designed and implemented properly. They provide consistent data that correlates with improved student outcomes and teacher performance.
3. **Promoting Teacher Growth**
Feedback from students helps teachers identify strengths and areas for improvement. This fosters a growth mindset and encourages reflective practices that contribute to professional development and enhanced instructional quality.
4. **Equity and Inclusivity**
Student surveys empower students by giving them a voice in their educational experience. This inclusive approach values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.

STUDENT SURVEY ADMINISTRATION

Survey Content:

Surveys will include questions aligned with key domains of teaching effectiveness, such as:

- Classroom Climate
- Classroom Student Teacher Relationships
- Pedagogical Effectiveness
- Classroom Rigorous Expectations
- Classroom Engagement

Updated March 17th, 2025

See [here](#) for more survey research and list of questions.

Administration:

To ensure fairness and equity in the administration of student surveys for those who participate, we have taken deliberate steps to address the diverse needs of HISD students. The survey will be provided in HISD’s top languages, supporting accessibility for students whose primary language is not English. To support comprehension, the survey can be read aloud in multiple languages via the platform to support understanding and equitable participation. Additionally, students will have access to visual aids, simplified instructions, vocabulary definitions, and examples to help clarify survey concepts, reducing barriers to participation. Students who receive accommodations and/or are identified as special education students will receive the same accommodations and support they typically receive during assessments, ensuring equitable access to the survey. This may include extended time, alternative formats, or additional assistance as needed. To further uphold the integrity of the survey process, it will not be administered by the student’s teacher of record. Proctors will receive training on how to administer the survey in an inclusive and supportive manner, ensuring that each student feels confident and comfortable during the process. This approach minimizes potential biases and ensures that students feel comfortable providing honest feedback. Our goal is to create an environment where every student’s voice can be heard, without barriers limiting their ability to share their experiences.

Methodologies:

Student responses will remain confidential to encourage honest and thoughtful feedback. Results will be aggregated and anonymized before being shared with teachers and leaders.



CHAPTER 9: CONFERENCES

Teachers will receive various forms of coaching and support throughout the school year. These include the Beginning-of-Year (BOY) Conference, Mid-Year (MOY) Conference, and End-of-Year (EOY) Conference. In addition to these structured meetings, teachers will also have opportunities for one-on-one (1:1) conferences with their evaluator and are expected to actively participate in Professional Learning Communities (PLCs).

BEGINNING-OF-YEAR (BOY) CONFERENCE

The Beginning-of-Year (BOY) Conference is a valuable opportunity for teachers and evaluators to connect and collaborate on several key topics. This conference is designed to:

- Review incoming student cohort data.
- Discuss teacher professional goals and development.
- Delve into the HISD teacher evaluation system.
- Establish clear expectations and norms between the teacher and evaluator.

PURPOSE OF THE BOY CONFERENCE

Think of the BOY Conference as the starting point for a productive year of teaching and evaluation. It sets a strong foundation for the relationship between teachers and evaluators, ensuring both parties are aligned and prepared to support each other throughout the school year.

FOCUS AREAS DURING THE BOY CONFERENCE

1. **Teacher Goals and Professional Development:**
 - Teachers will outline their goals for the 25-26 school year.
2. **Student Achievement and Growth:**
 - Engage in discussions about student achievement metrics.
 - Understand how these metrics will be used to assess performance in the Student Academic Outcomes component of the evaluation.

OBJECTIVES OF THE BOY CONFERENCE

The BOY Conference is designed to help teachers:

- Reflect on their current teaching practices.
- Set professional growth objectives.
- Develop a plan to achieve these goals.
- Monitor progress throughout the year.

This involves:

- Applying new knowledge.
- Evaluating professional practices.
- Receiving feedback through both formative and summative evaluations.
- Addressing students' academic and social-emotional needs.

ULTIMATE AIM

The ultimate aim of the BOY Conference is to enhance instructional effectiveness. This is crucial for meeting students' needs and improving both teacher and student performance. By the end of the BOY Conference, teachers and evaluators will have a clear and actionable plan for the year, fostering a collaborative and supportive environment aimed at achieving excellence in education.

MIDDLE-OF-YEAR CONFERENCE

The Mid-Year (MOY) Conference is a crucial check-in point for teachers and their evaluators. This meeting provides an opportunity for a comprehensive review and reflection on the progress made so far this year. Here's what you can expect during the MOY Conference:

PURPOSE OF THE MOY CONFERENCE

The MOY Conference is designed to be a supportive and collaborative process. It offers a chance to celebrate your achievements, address any challenges, and plan for continued growth. Your active participation and honest reflection are key to making this a valuable experience.

FOCUS AREAS DURING THE MOY CONFERENCE

1. **Review of Quality of Instruction Data:**
 - You and your evaluator will review your monthly Spot Observation data from October through January.
 - This reflection on your instructional practices will help identify strengths and areas for growth.

- You will understand how you perform relative to other teachers in HISD.
- 2. **Review MOY Achievement Data:**
 - You and your evaluator will review your MOY Student Academic Outcomes data.
 - This reflection on your student impact will allow for a direct connection between quality of instruction and student outcomes.
 - You will understand how you perform relative to other teachers in HISD.
- 3. **Progress Towards Additional Goals:**
 - Discuss the goals you set at the beginning of the year.
 - Evaluate the progress you've made towards achieving these goals and identify any challenges you've faced.
 - Consider strategies to help you stay on track or adjust your goals as needed.
- 4. **Planning & Professionalism Ratings:**
 - Your Planning and Professionalism self-evaluation will be reviewed along with any artifacts submitted.
 - Your evaluator will provide feedback on-Planning & Professionalism.

OBJECTIVES OF THE MOY CONFERENCE

The objectives of the MOY Conference include:

- Reflecting on your current instructional practices.
- Evaluating progress towards professional growth objectives.
- Evaluating progress towards growth in lesson planning.
- Identifying areas for improvement and developing strategies to address them.
- Monitoring student progress and adjusting instructional strategies as needed.
- Understanding your MOY performance relative to other teachers in the district.

ULTIMATE AIM

The ultimate aim of the MOY Conference is to support and enhance your instructional effectiveness. This is crucial for meeting students' needs and improving both teacher and student performance.

By the end of the MOY Conference, you and your evaluator will have a clear understanding of your progress and a plan for continued growth, fostering a collaborative and supportive environment aimed at achieving excellence in education.

END-OF-YEAR CONFERENCE

The End-of-Year (EOY) Conference is a comprehensive review of a teacher's performance throughout the school year. This meeting is crucial for summarizing progress, evaluating achievements, and setting the stage for future growth. Here's what you can expect during the EOY Conference:

PURPOSE OF THE EOY CONFERENCE

The EOY Conference is designed to be a comprehensive and reflective process. It offers an opportunity to:

Updated March 17th, 2025

- Celebrate your achievements and recognize areas of excellence.
- Address any remaining challenges and develop strategies for future improvement.
- Summarize your professional growth and performance over the entire school year.

FOCUS AREAS DURING THE EOY CONFERENCE

1. **Cumulative Review of Performance:**

- You and your evaluator will conduct a review of your performance across all components of your professional practice.
- This includes reflecting on your teaching practices, student achievement, and professional growth throughout the year.

2. **Progress Towards Goals:**

- Discuss the goals you set at the beginning of the year and reviewed during the MOY Conference.
- Evaluate the extent to which you have achieved these goals, including successes and challenges faced.
- Review student academic outcomes data, including end-of-year metrics if possible, to assess overall progress and outcomes.

3. **Formal Evaluative Planning & Professionalism Ratings:**

- Your evaluator will provide a formal and evaluative rating for Planning & Professionalism
- This rating will be a key component of your summative end-of-year evaluation, impacting your overall performance rating.
- The feedback will highlight areas of strength and opportunities for improvement.

OBJECTIVES OF THE EOY CONFERENCE

The objectives of the EOY Conference include:

- Conducting a detailed review of your teaching practices and professional growth.
- Evaluating progress towards set goals and student academic outcomes.
- Providing formal feedback and ratings for planning and professionalism, contributing to your summative evaluation.
- Planning for future professional development and setting new goals for the next school year.

ULTIMATE AIM

The ultimate aim of the EOY Conference is to provide a comprehensive evaluation of your instructional effectiveness and professional growth. This is crucial for meeting students' needs, enhancing teaching practices, and improving both teacher and student performance.

By the end of the EOY Conference, you and your evaluator will have a complete understanding of your performance over the year. This process will help in setting a clear path for continued professional development and achieving excellence in education for the upcoming school year.



CHAPTER 10: TEACHER APPEAL PROCESS

If you have concerns about your evaluation, it's important to discuss them with your evaluator, Principal, or another appropriate administrator. The following steps outline what you can do if you disagree with your Spot Observation score, Formal Observation, Planning & Professionalism rating, or a larger holistic concern.

Step 1: Discuss with Your Evaluator

- Begin by having a conversation with your evaluator to share your concerns and seek clarification. Ensure you have documentation that this conversation occurred (including but not limited to, a follow up email with key points discussed)
- If needed, you may also request a meeting with your evaluator and Principal together to address your concerns. In the event that your evaluator is also your Principal, you may request to have your Executive Director of Instruction present at the meeting.

Step 2: Submit a Written Review Request

- If you still have concerns after speaking with your evaluator and/or Principal, you can submit a written review request via email within 10 working days of discussion with your evaluator to the campus Executive Director of Instruction or Senior Executive Director of

Updated March 17th, 2025

Instruction. Attach the following supporting documentation: a) evidence the discussion with your evaluator (Step 1) has occurred (including but not limited to, meeting notes, email summary of the conversation, or confirmation from your evaluator). and b) specific information, evidence, or context to help understand the specificities of the situation.

- A response must be provided within 10 working days with a resolution. This resolution may be a change in score (e.g., change in Planning & Professionalism Rating) or a re-evaluation (e.g., replacement spot), or another normed solution with the Division Chief. If your principal decides a new score/rating is merited, the new score/rating will completely replace the old score/rating.
- Submitting a written review request is not considered a grievance; it is part of the standard appeal process

When you complete these two steps, you are finished with the teacher appeal process.

APPENDIX A: TEACHER EVALUATION POLICIES & PROCEDURES

TEACHER ELIGIBILITY

In all cases, our policy on eligibility reflects a desire to balance what is best for the teacher, upholding the integrity of teacher evaluation at HISD, and ensuring equity and consistency in evaluation expectations through HISD. While most teachers at HISD will be evaluated within our TES framework, there are some basic requirements to be eligible for an annual evaluation on HISD's Teacher Evaluation TES System.

For an employee to be eligible for evaluation under HISD's TES Teacher Evaluation System, the individual must be employed as and compensated in a teaching role for:

- 50% or more of the day for a minimum of 180 days; or
- 100% of the day for a minimum of 90 days, **or** the equivalent of one semester.

HISD does not limit teacher evaluation eligibility to teachers of record. Support teachers such as (and not limited to) interventionists, special education inclusion teachers, and dyslexia teachers are all evaluated under HISD's teacher evaluation system. Teachers of any course, in any grade level, are eligible for evaluation on TES. Qualification for TES is dependent upon an employee's Public Education Information Management System (PEIMS) code; **all** teachers at HISD share an **087** PEIMS Role ID, and as such, any individual with an 087 PEIMS Role ID is evaluated under the TES teacher evaluation system.

The following teacher-like roles are evaluated using HISD's Non-Instructional Evaluation System (NIES) and thus are excluded from TES evaluation:

- Special Education Aide
- Teaching Assistant
- Student Teacher
- Teacher Fellow
- Learning Coach
- Part-Time Teacher (less than 50%)

TES evaluation eligibility can **only** be determined by the Performance Management and Human Resources Teams stationed at Central Office. Campuses and divisions do not have discretion to determine which evaluation system should be used for teachers on their campus. Any questions about eligibility should be sent to the Executive Director of Performance Management.

TEACHER ABSENCES AND TES END-OF-YEAR SUMMATIVE RATING

Teachers must qualify for a creditable year of service to be eligible for a summative end-of-year rating. For the 2024-2025 school year, this means a teacher working full-time (100% full-time

Updated March 17th, 2025

employee) must report to work for a minimum of **90 days** to maintain summative rating eligibility. A teacher working part-time (50% full-time employee) must report to work for a minimum of **180 days** to qualify for an end-of-year summative rating. Ineligibility for the end-of-year summative rating does not exclude a teacher from engaging in coaching, observations, conferences, and other evaluative and non-evaluative components of TES.

LATE HIRES

The teacher Late Hire Policy outlines the evaluation process for teachers hired after the first day of instruction. Teachers will receive TES Teacher Evaluation Training provided twice a month by the Performance Management Team, signup in OneSource. Teachers who are hired on or before **January 31, 2026** will qualify for an end-of-year summative rating. Teachers hired on **February 1, 2026 and later** will not be eligible for an end-of-year summative rating. If a teacher is hired on or after February 1st, the teacher is expected to engage in coaching, observations, conferences, and other evaluative and non-evaluative components of TES.

TEACHER FMLA, DISABILITY, AND EVALUATION

The Family and Medical Leave (FML) or protected leave policy ensures teachers' rights to take necessary leave for qualified medical and family reasons without risking their employment status. Teachers must follow the district's process for requesting and documenting leave, including providing required documentation to their supervisor or Human Resources department.

While a teacher is on Full Leave, all evaluation expectations will be paused; the teacher shall not engage in any conferences or observations. Upon their return to active-duty status, a teacher who was on Full Leave will engage in all teacher evaluation system expectations. Teachers who are on Partial or Intermittent Leave will continue to participate in all teacher evaluation processes and expectations while Partial or Intermittent Leave is active; the teacher's evaluator should plan around the partial leave to ensure that observations and conferences are conducted.

Teachers on extended leave should refer to the section titled **Teacher Absences and TES End-of-Year Summative Rating** to learn more about qualification for the end-of-year summative rating. Based on the length of time of a teacher's Leave, the teacher may not be eligible for the end-of-year summative rating and any performance incentives connected with that rating.

MILITARY LEAVE, POLITICAL LEAVE, DEVELOPMENTAL LEAVE

Teachers who are on Military Leave, Political Leave, or Developmental Leave will not engage in any evaluation actions until their return to active-duty status. While a teacher is on Full Leave, all evaluation expectations will be paused; the teacher shall not engage in any conferences or observations. Upon their return to active-duty status, a teacher who was on Full Leave will engage in all teacher evaluation system expectations.

Teachers on extended leave should refer to the section titled **Teacher Absences and TES End-of-Year Summative Rating** to learn more about qualification for the end-of-year

summative rating vs. a modified evaluation. Based on the length of time of a teacher's Leave, the teacher may qualify for either the end-of-year summative rating or a modified evaluation.

TRANSFERS AND EVALUATION

Within a school year, teachers may transfer between teaching positions or even transfer between campuses within HISD. A teacher's evaluation at HISD will follow them throughout the entirety of the school year, regardless of campus transfer status. If a teacher transfers from one campus to another, the teacher's previous evaluations conducted at their former campus will still apply to the teacher's Summative Evaluation Rating. Additionally, a teacher transferring from one teaching position to another (ex: 6th Grade Science Teacher to 7th Grade Science Teacher) will see all evaluation touchpoints and data follow them into their new position.

In addition, when a teacher is transferred between teaching positions or between campuses within HISD, there could potentially be an impact on the middle of year Student Academic Outcomes score. A transfer to a new position or a new campus may result in teachers not having students on their rosters for 60 days. When this occurs, a teacher would not receive a middle of year Student Academic Outcomes score but rather would receive 100% of their Student Academic Outcomes data from their end of year student achievement data. In the case in which a teacher has students on their roster for 60 days at the first teaching assignment and does not have students for 60 days at the new assignment, the student achievement data would include the roster of students from the first teaching assignment in which the teacher taught the students for 60 days.

TEACHERS ON REASSIGNMENT

Teachers who are reassigned will have all evaluation processes ceased during their reassignment. Like teachers on extended leave, teachers who are on long-term reassignment may not qualify for the end-of-year summative rating and may instead qualify for a modified evaluation. More information can be found in the section titled **Teacher Absences and TES End-of-Year Summative Rating**.

WAIVERS AND TEACHER EVALUATION

HISD believes all students deserve access to high-quality instruction; our way of guaranteeing this for our students is to ensure all teachers engage in observation, analysis, and reflection of their teaching practice through a rigorous evaluation system. HISD also believes teacher evaluations should be an integral part of any district system, connected to professional development, continuous improvement, recruitment and retention, and the development of a high-performance culture. Because of these unwavering beliefs, **all HISD teachers will be appraised by HISD's TES Teacher Evaluation System in the 25-26 school year.**

TEACHER EVALUATOR ASSIGNMENT

All teachers will be assigned a **Primary Evaluator**. A teacher's Primary Evaluator is responsible for meeting all minimum evaluation requirements, including monthly spot observations, BOY/MOY/EOY Conferences, and the on-the-spot coaching. A teacher will also have assigned to them a **Secondary Evaluator**. This Secondary Evaluator will serve as an additional layer of

support for the teacher and will also step in as the teacher's Primary Evaluator should the assigned Primary Evaluator take leave or depart the District (see **Teacher Evaluator Vacancies or FML** for more information). In most cases, a teacher's Secondary Evaluator will be their Principal. In the chance a teacher's Primary Evaluator is the Principal, then the Principal may delegate a credentialed and qualified Teacher Evaluator of their choosing to act as the teacher's Secondary Evaluator. For teachers who have split responsibilities between two campuses, their Primary and Secondary Evaluators may be located at one or both campuses at which they serve.

Both the Primary and Secondary Evaluator may conduct spot observations of the teacher's practice, and the scores from those spot observations will contribute towards a teacher's monthly spot score. In alignment with HISD policy, only the **first** spot observation conducted by a Primary or Secondary Evaluator in one instructional day will be credited towards that teacher's monthly average (see **Multiple Observations in One Day** for more information). While both the Primary and Secondary Evaluator may both conduct observations of a teacher in one instructional day, only the first spot recorded by either evaluator will be captured for evaluation purposes.

TEACHER EVALUATOR VACANCIES OR FML

Should a Primary Evaluator take a prolonged Leave of Absence, the Secondary Evaluator shall assume all Primary Evaluator evaluation and coaching responsibilities until the return of the Primary Evaluator. A Teacher Evaluator Leave or vacancy shall not disrupt the support and evaluation a teacher receives. Should a teacher's Primary Evaluator be unable to engage in their evaluation duties and responsibilities, the teacher should expect a written memo documenting this shift, issued by the teacher's Secondary Evaluator or Principal.

MULTIPLE OBSERVATIONS IN ONE DAY

The purpose of observation is to assess the effectiveness of instructional practice, and to provide coaching, both on-the-spot and during post-observation conferences, to develop a teacher's instructional skill. A teacher's instructional practice may be observed multiple times in one instructional day, or even one instructional period. Because of this, HISD's policy dictates that only **first** scored spot observation conducted during an instructional day may be credited towards a teacher's monthly average. Once an evaluator conducts and records a spot observation in the HISD evaluation platform, the evaluator will no longer be able to record a scored second spot observation that day. This does not preclude the evaluator from conducting multiple observations of the teacher's instructional practice; however, this does prevent multiple scored observations from the same instructional day factoring into a teacher's monthly spot observation average.

MISSED APPRAISAL DEADLINES

Per Board Policy DN(LOCAL), "In the event an appraisal deadline is missed by either the employee or appraiser, the appraiser shall document the reason in a memorandum to the employee and a copy shall be sent to the appraiser's manager. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document."

Updated March 17th, 2025

In all instances of missed appraisal deadlines, the teacher evaluator shall submit to the teacher a memo documenting the missed appraisal deadline, the reason for missing the deadline, and the teacher evaluator shall copy their own manager in the memo.

For more information about Summative Rating ineligibility, please refer to the section titled **Summative Rating Ineligibility**.

SUMMATIVE RATING INELIGIBILITY

Teachers who are ineligible for an end-of-year summative rating due to days worked, late hire status, missed appraisals, or any other factor *shall not* be entitled to performance incentives tied to the Summative Rating. Additionally, teacher employment status shall still be considered, and employment actions shall still be taken in the absence of a Summative Rating.

APPENDIX B: STUDENT ACADEMIC OUTCOMES POLICIES & PROCEDURES

TESTING LANGUAGE AND EVALUATION

All campuses shall follow the testing language expectations set by the district. If teachers or campuses do not adhere to district testing language expectations, student academic outcomes data will be credited as **0 points** towards the teacher's (and LEADer's) Student Academic Outcomes component of their evaluation.

TESTING WINDOWS AND EVALUATION

Only student achievement data captured within the District-defined testing windows will be used for evaluation purposes. Testing windows are subject to change pending changes to the district testing calendar, student calendar, or Roster Verification schedule. They may also change due to other procedural changes or inclement weather days that occur during the school year. For extenuating circumstances and with prior approval only, a campus's student achievement data collected outside of the testing window may be considered for evaluation purposes.

APPENDIX C: PLANNING & PROFESSIONALISM RUBRIC

Planning: Instructional Planning and/or Internalization <i>These indicators are designed to be assess the actions teachers take prior to instructional delivery, which may include, but is not limited to, lesson internalization in PLCs and/or other planning conferences and/or deliverables.</i>			
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>
Standards Alignment	The teacher is inconsistent with ensuring alignment between instructional materials and state standards.	The teacher ensures alignment between instructional materials and state standards the majority of the time.	The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards.
Lesson Objectives Alignment	The teacher is inconsistent with ensuring instructional activities are aligned to the lesson objective.	The teacher ensures instructional activities in the lesson are aligned to the lesson objective most of the time.	The teacher consistently plans to ensure all instructional activities align to the lesson objective
Planning for Pacing and At-Bats	The teacher rarely, inconsistently, or never plans for pacing that gets to objective quickly and allows for multiple at-bats.	The teacher plans for pacing that gets to objective quickly and allows for multiple at-bats most of the time.	The teacher consistently plans for pacing that gets to objective quickly and allows for multiple at-bats.
Planning for Misconceptions	The teacher rarely, inconsistently, or never identifies common student misconceptions ahead of the lesson.	The teacher identifies common student misconceptions most of the time ahead of the lesson.	The teacher identifies common student misconceptions and pre-plans targeted instructional moves to address them most of the time ahead of the lesson.
Planning to Meet Diverse Needs	The teacher rarely, inconsistently, or never plans to differentiate and/or scaffold instruction for specified student groups.	The teacher finds opportunities to differentiate and/or scaffold instruction for specified student groups most of the time .	The teacher consistently plans opportunities to differentiate and/or scaffold instruction for specified student groups.
Reflective Planning	The teacher rarely or never uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher occasionally uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.	The teacher consistently uses data (e.g. DOL, unit assessment) and/or student work analyses to improve quality of instruction.
Intervention	The teacher does not utilize district-required and/or other high-quality intervention and/or digital resources.	The teacher inconsistently utilizes district-required and/or other high-quality intervention and/or digital resources.	The teacher consistently utilizes district-required and/or other high-quality intervention and/or digital resources.
Plans for Student Ownership	The teacher rarely or never plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher inconsistently plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher consistently plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).

Professionalism: High-Performance Culture			
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>
Campus Culture Participation	The teacher rarely contributes to a positive school culture.	The teacher contributes to a positive school culture most of the time.	The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan.
Growth Mindset	The teacher rarely or never approaches challenges with persistence and effort, and/or struggles to see challenges as opportunities to learn.	The teacher approaches challenges with persistence and effort or sees challenges as opportunities to learn most of the time.	The teacher consistently approaches challenges with persistence and effort and sees challenges as opportunities to learn.
Response to Feedback	The teacher struggles to consistently engage in meaningful, productive discussions about feedback.	The teacher engages in meaningful, productive discussions about feedback most of the time.	The teacher consistently engages in meaningful, productive discussions about feedback and proactively seeks it.

Professionalism: Expectations			
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>
Timeliness	The teacher is inconsistent with timeliness to work and/or scheduled meetings.	The teacher is typically on time to work and scheduled meetings, with some rare exceptions.	The teacher is consistently on time to work and all scheduled meetings.
Attendance	The teacher is inconsistent with adhering to attendance requirements and rules.	The teacher is typically on time to work and scheduled meetings, with some rare exceptions.	The teacher consistently adheres to the attendance requirements and rules
Adherence to Deadlines	The teacher struggles to meet deadlines set by their supervisor(s) and/or district.	The teacher meets deadlines set by their supervisor(s) and district most of the time .	The teacher consistently meets deadlines set by their supervisor(s) and district.
Respectful Workplace Behaviors	The teacher struggles to model respect for others when interacting with students, parents, staff, and/or the community.	The teacher models respect for others when interacting with students, parents, staff, and the community with some coaching .	The teacher consistently models respect for others when interacting with students, parents, staff, and the community without or with limited coaching .

APPENDIX D: DTR RUBRIC

Leadership A Distinguished Teacher serves as a role model and leader for peers across their campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.			
0 points	1-3 points	4-6 points	7-8 points
<ul style="list-style-type: none"> • No evidence of leadership in student activities, among staff, or family and community engagement described at right. 	<ul style="list-style-type: none"> • Assists with and/or assumes a student-facing leadership role in co-curricular or extra-curricular activities that impact some student lives and that requires a limited preparation time per month. • Takes on some formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require limited preparation time. • Participates in initiative(s) related to school improvement or goals that go beyond the scope of their duties. • Shares ideas on more effective ways to accomplish goals and improve the campus and/or district. • Collaborates and/or problem solves effectively with other teachers or teams. • Speaks up sometimes in meetings, helping to make sense of information and contributing to professional dialogue and problem solving. • Demonstrates broad perspective and understanding of the interests of some different groups or parts of the campus. • Participates in parental and/or community involvement at the campus that impact some families. 	<ul style="list-style-type: none"> • Assumes a student-facing leadership role in co-curricular or extra-curricular activities that impact some student lives and that requires a substantial amount of preparation time per month. • Takes on some formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require substantial preparation time. • Takes on some leadership role at campus in improving instructional practices. • Leads an initiative(s) related to school improvement or goals that goes beyond the scope of their duties. • Challenges the status quo, in a productive manner, seeking more effective ways to accomplish goals and improve the campus and/or district. • Relays information and/or collaborates with other teachers or teams to help the campus make sense of information and identify problems. • Speaks up consistently in meetings, helping to make sense of information and contributing to professional dialogue and problem solving. • Demonstrates broad perspective and understanding of the interests of many different groups or parts of the campus. • Establishes opportunities for parental and/or community involvement at the campus that impact some families. 	<ul style="list-style-type: none"> • Assumes significant student-facing leadership roles in co-curricular or extra-curricular activities that impact many student lives and that requires a significant amount of preparation time per month. • Takes on significant formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) that require significant preparation time and this work has had a positive impact amongst staff as demonstrated by qualitative and/or quantitative data. • Takes on significant leadership role at campus in improving instructional practices. • Establishes and leads a significant initiative(s) related to school improvement or goals that goes beyond the scope of their duties. • Challenges the status quo, in a productive manner, leading to implementation of more effective ways to accomplish goals and improve the organization. • Collaborates with others to help the campus make sense of information, identify and resolve problems, <u>and</u> improve practice or policy, taking an active role in change-making beyond the scope of their duty. • Helps to effect change in ways that secure staff cooperation and advances the goals of the organization. • Establishes and leads significant parental and community involvement that improves campus practice as demonstrated by qualitative and/or quantitative data.

Contributions to the Profession		
A Distinguished Teacher contributes to the improvement of instructional practice of other teachers and/or impacts education policy at the campus, district, state or national level.		
0 points	1-2 points	3-4 points
<ul style="list-style-type: none"> • No evidence of sharing ideas or resources to advance the profession. • No evidence of developing other professionally provided. 	<ul style="list-style-type: none"> • Shares some work and/or ideas that advance the profession beyond the campus. • Contributes somewhat to an initiative, team, committee, or board at the district, state, or national level, to improve or influence educational practices or policies. • Plays some role in mentoring and/or providing feedback to teachers and/or student teachers. • Develops and/or delivers formal professional development at the campus. 	<ul style="list-style-type: none"> • Shares significant work and/or ideas that advance the profession beyond the campus (i.e., through published journals, books, websites, articles, etc.). • Contributes significantly to an initiative, team, committee, or board at the district, state, or national level, to improve or influence educational practices or policies that have an impact beyond the school or district. • Plays a significant role in mentoring and/or providing feedback to teachers and/or student teachers. • Formally teaches other professionals beyond the campus level.

Lifelong Learning		
A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve their campus practice, showing a commitment to team innovation and growth.		
0 points	1-2 points	3-4 points
<ul style="list-style-type: none"> • No evidence of participating in relevant coursework at an institution of higher learning or other professional program. 	<ul style="list-style-type: none"> • Participates in relevant coursework at an institution of higher learning OR participates in other professional programs. • Has obtained some certification(s) and/or advanced degree(s) related to education or the content/course they teach. 	<ul style="list-style-type: none"> • Has obtained National Board Certification. • Has obtained rigorous certification(s) and/or advanced degree(s) related to education or the content/ course they teach.

Student Impact					
A Distinguished Teacher's impact is most critical at the student level. As such, student surveys are used to identify strengths and areas for improvement related to teacher effectiveness. This feedback complements other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations and values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.					
Key Topics	0 points	1 points	2 points	3 points	4 points
Classroom Climate	<ul style="list-style-type: none"> • The teacher's percentile ranking falls below the 60th percentile for all topics surveyed. 	<ul style="list-style-type: none"> • The teacher's percentile ranking falls at or above the 60th percentile for 1 of the topics surveyed. 	<ul style="list-style-type: none"> • The teacher's percentile ranking falls at or above the 60th percentile for 2 of the topics surveyed. 	<ul style="list-style-type: none"> • The teacher's percentile ranking falls at or above the 60th percentile for 3 of the topics surveyed. 	<ul style="list-style-type: none"> • The teacher's percentile ranking falls at or above the 60th percentile for 4 of the topics surveyed.
Student-Teacher Relationships					
Pedagogical Effectiveness					
Rigorous Expectations					
Classroom Engagement					

APPENDIX E: SPOT FORM

SY24-25 Core HISD Spot Observation Form - Feb 2025 Update						
Teacher:						
Campus:		Date:				
Grade level:		Time:				
Observer:		Content:				
Circle # of points earned:						
PLANNING						
Students have a clear lesson objective. Lesson delivery, materials, and activities are aligned to the objective and to state standards. Teacher demonstrates strong evidence of lesson internalization (some examples include, but are not limited to, obvious knowledge of the slides or materials, fluid delivery, anticipated misconceptions, purposeful plans for at-bats, rigorous questioning aligned to objective). <i>Teacher questioning engages students in complex, higher order thinking and problem-solving.</i>	Demonstrated at an unsatisfactory level		0 pts.			
	Partially demonstrated as written		1 pt.			
	Demonstrated as an exemplar of written		2 pts.			
ENGAGE & DELIVER						
Instruction is on or above grade level, rigorous, and delivered in a way to maximize understanding. Teacher provides student with multiple opportunities to practice skills aligned to the objective. Lesson is paced so that all students are actively learning. All students engage in meaningful, challenging, real-world content independently or with their peers through listening, speaking, reading, writing, and/or thinking. Teacher utilizes visuals, sentence stems, gestures, and/or other supports for all students and special populations. <i>Lesson promotes productive struggle.</i>	Demonstrated at an unsatisfactory level		1 pt.			
	Partially demonstrated as written		2-3 pts.			
	Mostly demonstrated as written		4-5 pts.			
	Demonstrated as an exemplar of written		6 pts.			
MONITOR & ADJUST						
Teacher monitors student progress throughout the lesson, utilizes student answers to reinforce key ideas, and adjusts accordingly based on collected data. Teacher scaffolds instruction proactively and in response to student misunderstanding as needed. Teacher differentiates instruction based on student needs.	Demonstrated at an unsatisfactory level		1 pt.			
	Partially demonstrated as written		2 pts.			
	Mostly demonstrated as written		3 pts.			
	Demonstrated as an exemplar of written		4 pts.			
REINFORCE & REDIRECT						
The teacher reinforces positive behaviors and/or intercepts misbehavior without disruption to lesson momentum.	Demonstrated at an unsat. or partial level		0 pt.			
	Mostly demonstrated as written		1 pt.			
LEARNING ENVIRONMENT						
The classroom is inviting, safe, and respectful to support student learning and positive interactions. Transitions and routines support an organized environment that allows for maximized instructional time.	Demonstrated at an unsatisfactory level		0 pt.			
	Partially demonstrated as written		1 pt.			
	Demonstrated as an exemplar of written		2 pts.			
Total Points						
Praise:						
Polish:						
Question:						
Proficiency Level						
0-4	5-6	7-8	9-11	12-13	14	15
UNSAT	PROG I	PROG II	PROF I	PROF II	EXEMP I	EXEMP II

APPENDIX F: BILINGUAL GUIDANCE

District Assessments:

All campuses will participate in District screener assessments for BOY, MOY, and EOY.

- CIRCLE
- mClass DIBELS/Lectura: Kindergarten – 1st
- mClass DIBELS: 2nd **(Required for NES only)**
- NWEA MAP Reading: 2nd – 5th
- NWEA MAP Math: K – 5th
- NWEA MAP Science: 2nd – 5th

Language of Assessment:

The recommended assessment guidance is listed below for Pre-K – 5th grade. Please note all Bilingual (Transitional and Dual Language) students will be assessed in both English and Spanish for mClass DIBELS (K-1) and NWEA MAP Reading to support progress monitoring of English Language Development, Biliteracy and Academic Growth over time.

Grades	Assessment	Language of Assessment	EB Statistic Rule for LEAD and TES Evaluation Systems
Pre-K	CIRCLE	English or Spanish <ul style="list-style-type: none"> If the student is Emergent Bilingual (EB) and the home language is Spanish, test in Spanish; otherwise, test in English. MOY & EOY must be tested in same language as BOY (no alternating languages) 	No EB statistic rule
K-1	mClass DIBELS/Lectura	English and Spanish	If growth in in Spanish only, 0.5 point If growth in English only, 1.0 point If growth in BOTH Spanish and English, 1.5 point
2	mClass DIBELS	English Only (Required for NES only)	
2-5	NWEA MAP Reading	English and Spanish	If growth in in Spanish only, 0.5 point If growth in English only, 1.0 point If growth in BOTH Spanish and English, 1.5 point
K-5	NWEA MAP Math	English or Spanish <ul style="list-style-type: none"> District will select BOY Language MOY & EOY must be tested in same language as BOY (no alternating languages) 	No EB statistic rule
2-5	NWEA MAP Science	English ONLY	No EB statistic rule

Unit Assessment:

All NES campuses will have at least one unit assessment each grading cycle in the below listed content areas.

Language of Assessment:

Grades	Content	Language of Assessment
K-2	Read/Write	English and Spanish depending on unit language of instruction (ex. Unit 1 Read/Write LOI English, Unit Assessment English)
	Science of Reading	English
	Spanish Skills	Spanish
	Math	Spanish
	Science	English
	Social Studies	English
Below Guidance is ONLY for campuses who are Dual Language beyond 2 nd grade.		
3-5	Read/Write	English
	SLA/Social Studies/Science of Reading	Spanish
	Math	Spanish
	Science	English

Rationale: Assessments should be aligned to language of instruction to support data-driven decisions.

APPENDIX G: TES Spot Specialty Guidance

The Spot Specialty Guidance provides specialized observation guidance for various classroom contexts across HISD. It serves as a companion to the Core Spot Form, offering targeted criteria for success in unique instructional settings, such as gifted and talented, multilingual, special education, fine arts, and advanced coursework. This resource ensures that spot observations are tailored to accurately reflect instructional excellence in diverse learning environments. The SY25-26 version is undergoing revisions based off feedback from this school year and will be updated no later than July of 2025. See here: [SY24-25 Spot Specialty Guidance](#)

APPENDIX H: TES GUIDEBOOK REVISIONS

Any enhancements or revisions made to any portion of the TES Guidebook will be documented in the table below. No entries in the table indicates no changes have been made to the document.

Rationale for Change	Pg. No.	Date of Change



3/20/2025

4.

Office of the Superintendent of Schools

Office of Academics

Consideration And Adoption Of Revised Goal Progress Measures

The Houston Independent School District (HISD) School Board is asked to consider and adopt the revised progress measures for the existing goals, specifically Goal Progress Measures 1.3, 2.1, 2.2, 2.3, 4.1, and 4.2, along with the addition of 3.4 and 3.5. These revisions are intended to clarify the language and targets, providing a more accurate forecast of student outcomes, enhancing alignment with broader district goals, and strengthening efforts to promote equity across all student groups.

The revised progress measures are attached for review and will be published on the Lone Star Governance (LSG) section of the HISD public website.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the revisions to goal progress measures as provided, effective March 21, 2025.

Proposed Goal Progress Measure Revisions

March 2025 Board Meeting



Overview of Proposed Revisions

Goal 1	Goal 2	Goal 3	Goal 4
GPM 1.1	GPM 2.1	GPM 3.1	GPM 4.1
GPM 1.2	GPM 2.2	GPM 3.2	GPM 4.2
GPM 1.3	GPM 2.3	GPM 3.3	GPM 4.3
		GPM 3.4	
		GPM 3.5	

**LSG
Calendar
Revisions**

*Items in **blue** will be considered today.*

What Are the Proposed GPM Revisions?

Revise Targets
2.1 , 2.2

Any metric where the 5-year long term target was met has new proposed targets

Revise Growth Metrics
1.3, 2.3, 4.1, 4.2

Any metric originally written around CGI has a proposed change to improve visibility and transparency of progress toward goals

Add metrics related to College Readiness
3.4 , 3.5

Proposed metrics monitor MAP data for students in grades 4-8 as a leading indicator for college readiness

GPM Recommendations Summary

GPM	Current Metric	Proposed Metric Change	Approved Targets						Actual	Proposed Target Revision	Status
			Baseline	2024	2025	2026	2027	2028	2024		
1.3	GPM 1.3: The percentage of 3rd students that have a CGI of .6 or higher on the NWEA MAP in reading will increase from 34% in January 2024 to 49% in May 2028.	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from XX in June 2024 to YY in June 2028.	41	41	49	53	56	56	41	Revised GPM metric - Proposed Targets are in blue	Approved To Move to Full Board
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.	Original Targets	24	25	27	33	37	39	39	See Adjusted Target recommendations in blue	Approved To Move to Full Board
		Adjusted Targets	39	39	41	44	48	53			
2.2	The percentage of 3rd grade students attending NES or NES-A campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.	Original Targets	12	14	17	22	27	32	34	See Adjusted Target recommendations in blue	Approved To Move to Full Board
		Adjusted Targets	34	34	36	39	42	46			
2.3	The percentage of 3rd grade students that have a CGI of .6 or higher on the NWEA MAP in math will increase from 40% in January 2024 to 55% in May 2028.	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Math will increase from 51% in June 2024 to 53% in June 2028.	51	51	52	53	54	55	51	Revised GPM metric - Proposed Targets are in blue	Approved To Move to Full Board
3.4		The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 48% in May 2028.	40	40	42	44	46	48	40	NEW GPM metric - Proposed Targets are in blue	Approved To Move to Full Board
3.5		The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 35% in May 2024 to 43% in May 2028.	35	35	37	39	41	43	35	NEW GPM metric - Proposed Targets are in blue	Approved To Move to Full Board
4.1	The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32% in January 2024 to 47% in May 2028.	The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 60% in June 2028.	48	48	50	52	54	55	48	Revised GPM metric - Proposed Targets are in blue	Approved To Move to Full Board
4.2	The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 30% in January 2024 to 45% in May 2028.	The percentage of 4th-8th students with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	46	46	49	52	56	58	46	Revised GPM metric - Proposed Targets are in blue	Approved To Move to Full Board

Thank you





3/20/2025

5.

Office of the Superintendent of Schools

Office of Academics

Approval And Adoption Of Proposed Revisions To Lone Star Governance Monitoring Calendar

In accordance with the Texas Education Agency (TEA) Lone Star Governance (LSG) continuous improvement model and the Framework for School Board Development, the Houston Independent School District (HISD) School Board monitors progress towards the district's goals and compliance with certain constraints. This item seeks approval from the board of revisions to the current board monitoring calendar. A copy of the calendar is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves and adopts the revised board monitoring calendar, effective March 21, 2025.

Proposed LSG Calendar Revision

March 2025 Board Meeting



Proposed LSG Calendar

- Emphasizes timely and accurate data reporting.
- Enhances and streamlines the data delivery process.
- Eliminates monitoring reports for two months to improve efficiency
- Adjusts report timelines to better align with data availability
- TEA / LSG approval received

BOY	Goal 1	Constraint
MOY	Goal 2	
EOY	Goal 3	
	Goal 4	

Annual Proposed LSG Calendar

Month	Goal/ GPM	Subject	Data Source	Reporting Period
October	Goal 3.2	CCMR - CTE Completer	Summer PEIMS	EOY/BOY (for previous year due to delay in data)
November	GPM 1.1 & 1.2	Reading 3 rd grade	NWEA MAP	BOY
	GPM 2.1 & 2.2	Math 3 rd grade	NWEA MAP	BOY
December	GPM 4.3	SWD Reading or Math 3 rd – 8 th	NWEA MAP	BOY
January	No report given MOY data not yet available			
February	GPM 3.3	CCMR - College Credit	College Board, HCC	MOY
March	Goal 1- ALL GPMs	Reading 3 rd grade	NWEA MAP	MOY
	Goal 2- ALL GPMs	Math 3 rd grade	NWEA MAP	MOY
April	GPM 4.1 & 4.2	SWD	NWEA MAP	MOY
	GPM 3.4 & 3.5	Reading & Math 4 th - 8 th	NWEA MAP	MOY
May	No report			
June	GPM 4.3	SWD	NWEA MAP	MOY
	GPM 3.1	CCMR – TSI	College Board	MOY
	Constraint 3.1	Specialized Programming	OOA	EOY
July	No Meeting			
August	Goal 1	Reading 3 rd grade	STAAR	EOY
	Goal 2	Math 3 rd grade	STAAR	EOY
Sept	Goal 4	SWD	STAAR Accountability	EOY
	GPM 3.4 & 3.5	MAP – 4 th – 8 th	NWEA MAP	
	Constraint 2.1 & 2.2	SPED Compliance	SPED Audits	EOY
	Constraint 1.1	Campus ratings (D/F)	Accountability	EOY
	Constraint 1.3	CCMR	Accountability	EOY (previous year graduates)

All GPMs will be reported when listed as overall goal unless otherwise noted.

Thank you





Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

6.

Office of the Superintendent of Schools

Office of Academics

Approval Of The 2024-2025 District Improvement Plan

The District Improvement Plan (DIP) is a comprehensive document that must align with specific requirements outlined in the Texas Education Code (TEC). According to TEC §11.252(a)(1), school districts are required to develop, evaluate, and revise a DIP annually. The purpose of the DIP is to improve student performance and ensure the district meets state standards per TEC §11.252(a) and TEC §39.053.

Attached is the 2024-2025 DIP, which is based on an evaluation of student performance, including achievement indicators and other relevant measures, as well as a strategic action plan with measurable performance objectives for both the district and individual campuses (TEC §11.252). The DIP outlines the resources required to implement these strategies, along with the staff responsible for executing them. Timelines for monitoring the implementation of the strategies are clearly defined to ensure accountability and track progress over time. Lastly, the plan includes evaluation criteria to measure whether the strategies are successfully achieving the desired outcomes and improving student performance.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the 2024-2025 DIP, effective March 21, 2025.



HOUSTON INDEPENDENT SCHOOL DISTRICT
101912
F. MIKE MILES
DISTRICT IMPROVEMENT PLAN, 2024-2025

“HISD is engaged in the most important, transformation effort in the country. We will lead all large urban districts in preparing our students for a fundamentally different workplace and world.”

REVISED 2 OCTOBER 2024



HISD 2024–2025 District Improvement Plan

District Improvement Plan Overview

The District Improvement Plan (DIP) for Houston Independent School District (HISD) is a strategic framework focused on enhancing educational outcomes, ensuring academic excellence, and supporting the holistic development of students districtwide. Aligned with state and local requirements, including guidelines from the Texas Education Agency (TEA), the DIP addresses HISD’s unique challenges and opportunities through targeted, data-informed strategies.

Developed through a comprehensive needs assessment, the DIP evaluates district programs and services to ensure they meet the diverse needs of HISD’s student population. This plan integrates insights from the annual District Action Plan and departmental strategic initiatives, aligning efforts to promote academic growth, close achievement gaps, and provide equitable opportunities for all students. HISD remains committed to leveraging the DIP as a roadmap for continuous improvement and student success.

Vision Statement

The Houston Independent School District (HISD) empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

Table of Contents

- DISTRICT IMPROVEMENT PLAN OVERVIEW 2
- VISION STATEMENT 2
- BOARD GOALS 5
- COMPREHENSIVE NEEDS ASSESSMENT (CNA)..... 6
- STUDENT DEMOGRAPHICS (2023 – 2024) 6
- STUDENT PERFORMANCE 7
- GRADUATION AND DROPOUT ANALYSIS (CLASS OF 2023) 8
- COLLEGE READINESS 8
- DISTRICT ACTION PLAN: GOALS AND KEY ACTIONS 10
- GOAL 1: IMPROVE ACADEMIC PERFORMANCE 10
 - KEY ACTIONS 1: IMPLEMENT THE NEW EDUCATION SYSTEM IN 45 ADDITIONAL SCHOOLS 10
 - KEY ACTIONS 2: GROW STAFF CAPACITY TO PROVIDE THE HIGHEST QUALITY INSTRUCTION 11
 - KEY ACTIONS 3: STRENGTHEN PRINCIPAL AND EXECUTIVE DIRECTOR LEADERSHIP 12
 - KEY ACTION 4: IMPROVE SPECIAL EDUCATION INSTRUCTION AND SERVICE DELIVERY 13
 - KEY ACTION 5: IMPROVE READING PROFICIENCY IN GRADES K – 8 14
 - KEY ACTION 6: BEGIN THE TRANSFORMATION OF HISD’S CCMR OPERATIONS AND SYSTEMS 15
 - KEY ACTION 7: EXPAND HISD’S PRE-K3 AND PRE-K4 PROGRAMS 17
 - KEY ACTION 8: CREATE A NEW TEACHER EVALUATION AND COMPENSATION SYSTEM 18
- GOAL 2: ENHANCE SCHOOL SAFETY AND CLIMATE 20
 - KEY ACTIONS 9: EXPLORE ASKING THE VOTERS FOR A BOND ELECTION IN NOVEMBER 2024 20
 - KEY ACTIONS 10: IMPROVE CENTRAL OFFICE SYSTEMS AND EFFICIENCY 20
- GOAL 3: ENHANCE INSTRUCTIONAL SUPPORT AND OUTCOMES 22
 - KEY ACTION 11: IMPLEMENT TARGETED INSTRUCTIONAL STRATEGIES AND RESOURCES 22
 - KEY ACTION 12: IMPROVE GRADUATION AND COLLEGE PATHWAY 24
- GOAL 4: INCREASE STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT 26
 - KEY ACTION 13: ENSURE FAMILIES SEEKING SUPPORT HAVE ACCESS TO SERVICES 26
 - KEY ACTIONS 14: IMPROVE MULTI-TIERED SYSTEM OF SUPPORT (MTSS) 27
 - KEY ACTIONS 15: DECREASE THE DROPOUT RATE 29
- FUNDING 30
- TARGETED & SCHOOLWIDE PROGRAMS 30
- AT RISK STUDENTS - STATE COMPENSATORY EDUCATION (2022-2023) 31
- STAKEHOLDER ENGAGEMENT 32

APPENDIX..... 33

BULLYING PREVENTION POLICIES AND PROCEDURES 33

SUICIDE PREVENTION 34

DATING VIOLENCE POLICIES 33

POLICIES ADDRESSING SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN..... 33

POLICE DEPARTMENT 33

STATUTORILY REQUIRED DESCRIPTIONS 34

Board Goals

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

Goal Progress Measure 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 28% in September 2023 to 43% in May 2028.

Goal Progress Measure 1.2: The percentage of 3rd graders attending an NES or NESA campuses projected at Meets Grade Level in reading on NWEA MAP will increase from 18% in September 2023 to 42% in May 2028.

Goal Progress Measure 1.3: The percentage of 3rd grade students that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 34% in January 2024 to 49% in May 2028.

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.

Goal Progress Measure 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

Goal Progress Measure 2.2: The percentage of 3rd grade students attending an NES or NESA campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 41% in May 2028.

Goal Progress Measure 2.3: The percentage of 3rd grade students that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 40% in January 2024 to 55% in May 2028.

Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

Goal Progress Measure 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

Goal Progress Measure 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

Goal Progress Measure 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Goal Progress Measure 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32% in January 2024 to 47% in May 2028.

Goal Progress Measure 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 30% in January 2024 to 45% in May 2028.

Goal Progress Measure 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 11% in September 2023 to 26% in May 2028.

Comprehensive Needs Assessment (CNA)

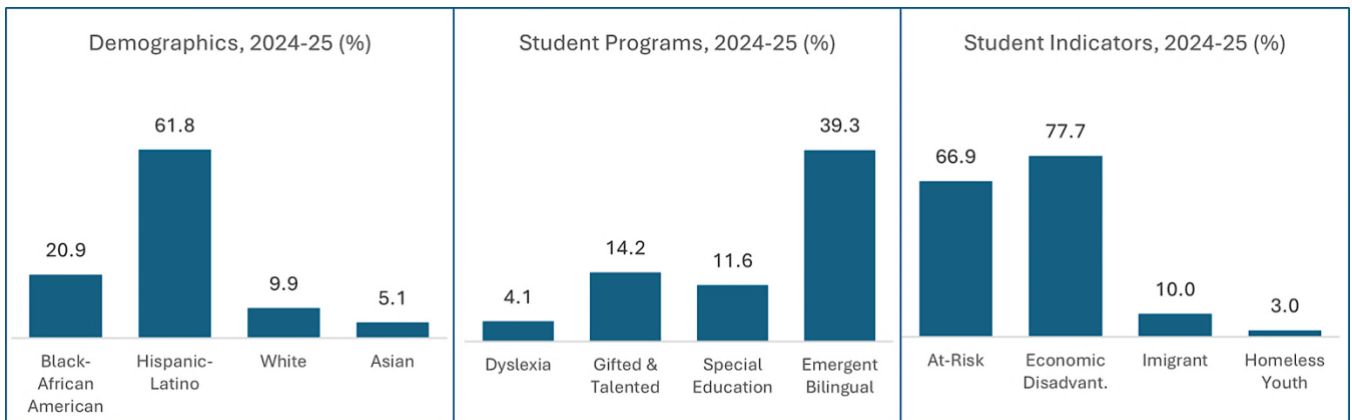
As part of the District Improvement Plan, a comprehensive needs assessment was conducted using student performance data from the prior year to analyze HISD student performance data and evaluate district programs, including academics, curriculum, and instruction. This assessment identifies strengths, achievement gaps, and growth opportunities across student groups such as economically disadvantaged students, English Language Learners (ELLs), and students with disabilities.

Data Sources Examined in CNA Process	
<ul style="list-style-type: none"> Evaluations from program, activities, and initiatives Census TEA Accountability Rating Student Achievement (STAAR, STAAR EOC, MAP) CCMR Data (Graduation, College Readiness, Postsecondary Outcomes) 	<ul style="list-style-type: none"> SPOT Observation and Teacher Evaluation Data Staff Development Other Standardized Tests (SAT, ACT) Surveys and Interviews of Students/Staff/Parents/Community Technology Inventory Culture and Discipline

The following findings highlight critical insights from the Comprehensive Needs Assessment:

Student Demographics (2023 – 2024)

The Houston Independent School District is the largest public school system in Texas and the eighth largest in the United States. Serving approximately 183,000 students across 274 schools, HISD encompasses 333 square miles within the greater Houston area.



Source: On Data Suite, Preliminary PEIMS data (12.10.2024)

Student Performance

STAAR 3-8, Spring 2024

Areas of Strength	<p>Reading and Math Gains: District performance in reading increased from 45% to 48%, with notable gains in 4th grade. Math improved from 36% to 39%, with the largest increase seen in 8th grade (28% to 34%).</p> <p>Social Studies Improvement & Narrowing Gaps: Social studies performance increased slightly from 23% to 24%. The performance gap between HISD and state averages decreased across all subjects.</p>
Areas of Improvement	<p>3rd and 7th Grade Declines: Performance in reading declined for 3rd grade and math decreased for 7th grade.</p> <p>5th Grade Science: 5th grade science results dropped from 27% to 23%.</p>

STAAR EOC, Spring 2024

Areas of Strength	<p>Performance Gap Reductions: The performance gap between the district and state decreased across all proficiency levels for Algebra I, Biology, and English I EOC assessments. Gaps decreased in most subjects for African American students.</p> <p>Improved Performance for Special Education Students: Students receiving Special Education services showed improvement in Algebra I and English II, particularly at higher proficiency levels (Satisfactory and Accomplished).</p>
Areas of Improvement	<p>Masters-Level Gaps: At the Masters Grade Level, the gap in performance remained unchanged between district and state students for both English II and U.S. History.</p> <p>Increasing Gaps in Student Groups: The gap between Hispanic and non-Hispanic students increased in Algebra I and Biology, with a significant gap in Biology. Gaps for African American students worsened for U.S. History and remained unchanged for English I among economically disadvantaged students.</p>

Title I Student Achievement (2023 – 2024)

Areas of Strength	<p>Narrowing Disparities: Disparities between Title I and non-Title I students performing at or above the Meets Grade Level standard have decreased in STAAR 3–8 RLA, Mathematics, and Science, and STAAR EOC Algebra I, Biology, English I, and U.S. History assessments over the past two years.</p> <p>Improved Performance: Title I schools showed increased percentages of students meeting the Meets Grade Level standard in STAAR 3–8 RLA, Mathematics, Social Studies, and STAAR EOC Algebra I, Biology, English I, and English II.</p>
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Areas of Improvement	Social Studies and Science: Disparities between Title I and non-Title I students increased on STAAR 3–8 Social Studies and Science assessments, as well as on the STAAR EOC U.S. History assessment. Title I schools saw a decrease in students meeting the Meets Grade Level standard on STAAR 3–8 Science and STAAR EOC U.S. History assessments.
-----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Graduation and Dropout Analysis (Class of 2023)

Areas of Strength	<p>Overall Graduation Rate Improvement: The class of 2023 had a graduation rate of 85.1%, 1.2 percentage points higher than the class of 2022 and 4.1 percentage points higher than the pre-pandemic class of 2019.</p> <p>Decreased Dropout Rate: The dropout rate for the class of 2023 was 12.8%, a 0.2 percentage point decrease from the previous year and 0.8 percentage points lower than the class of 2019.</p> <p>Student Group Graduation Rates (African American/Hispanic): Graduation rates for African American and Hispanic students increased by 2.3 and 0.4 percentage points, respectively.</p>
Areas of Improvement	Dropout Rate for Emergent Bilingual Students: Despite improvements, the dropout rate for emergent bilingual students (23.7%) remains higher than that of African American (13.0%) and Hispanic (14.6%) student groups.

College Readiness

SAT (Class of 2023)

Areas of Strength	<p>Improvement for Students with Disabilities: Students with disabilities in the Class of 2023 showed significant improvement, with a 30-point increase in the average composite score, a 16-point increase in Evidence-Based Reading and Writing (ERW), and a 14-point increase in mathematics.</p> <p>TSI Benchmark Achievement: Of the 9,760 students who took the SAT, 45% met the Texas Success Initiative (TSI) benchmark for reading, and 24% met the TSI benchmark for math.</p>
Areas of Improvement	Overall Score Decline: The Class of 2023 scored lower than the Class of 2022, with an average composite score of 935, and lower scores in both Evidence-Based Reading and Writing (477) and mathematics (458).

PSAT (2023 – 2024)

Areas of Strength	<p>College Readiness: In 2023–2024, the percentage of students meeting both college readiness benchmarks ranged from 17% for 9th graders to 22% for 10th graders.</p> <p>Grade Level Score Range: Average total PSAT scores for 2023–2024 ranged from 733 for 8th graders to 862 for 11th graders.</p>
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Areas of Improvement	<p>Declining Scores: Average PSAT scores decreased across all grade levels from 2022–2023 to 2023–2024.</p> <p>Widening Performance Gaps: The gap in average scores between the district and the state/total group widened, with the gap for 11th graders reaching 114 points.</p> <p>Student Groups: Economically disadvantaged students, students with disabilities, emergent bilingual students, and students from NES and NES-Aligned campuses scored below the district average across all grade levels.</p>
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

International Baccalaureate (IB) Program (2023 – 2024)

Areas of Strength	<p>Increase in Career-Related Program: The number of candidates for and recipients of the Career-related Program certificate increased by 25%.</p>
Areas of Improvement	<p>Declining Participation and Achievement: Fewer students took IB exams, and the number achieving a score of 4 or higher decreased.</p> <p>Diploma Program: Participation in the Diploma program and Diplomate status decreased from the previous year, 10% and 8% respectively.</p> <p>Achievement Gaps: African American and Hispanic students scored lower than their White and Asian peers.</p>

Advanced Placement (AP) Exams (2023 – 2024)

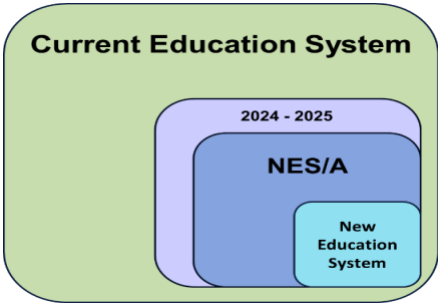
Areas of Strength	<p>Increase in AP Success: The number of AP exams scored 3 or higher increased by 14%, and the percentage of exams with a score of 3 or higher rose from 44% to 48%.</p>
Areas of Improvement	<p>Achievement Gaps: White students scored 3 or higher on AP exams, at rates 2.6 and 2.1 times higher than their African American and Hispanic peers, respectively.</p>

District Action Plan: Goals and Key Actions

Goal 1: Improve Academic Performance

Key Actions 1: Implement The New Education System In 45 Additional Schools

In the 2023–2024 school year, HISD conducted wholesale, systemic reform in 85 of its 274 schools. These schools became New Education System schools (NES schools) and followed different principles of operating schools in staffing, evaluation, compensation, the instructional model, instructional coaching, the art of thinking, providing experiences, and more. While the District only has one year of achievement results, the NES model has already shown its effectiveness in improving the quality of instruction, supporting teachers, and raising expectations among students and staff. Given that the District has significantly decreased the number of D and F campuses in large part due to the NES model, our first key action for the 2024–2025 school year will be to expand wholesale, systemic reform and increase the number of NES schools.



Indicators of Success:

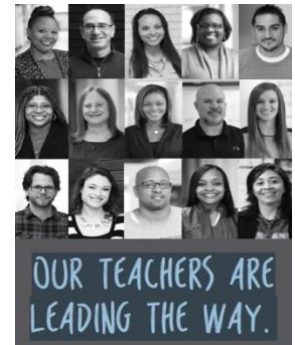
- The District establishes 45 additional NES schools by 1 August 2024.
- All classrooms in the NES schools, including the ones in the new schools, successfully implement NES principles and practices and demonstrates overall proficient instruction on the first day of school
- All new NES schools are fully staffed by the first day of school in August 2024.
- All new NES schools are fully outfitted with materials and equipment by the first day of school in August 2024.
- Using a rubric based on the NES Playbook and created by the Leadership and Strategic Initiatives Department, all 45 additional NES schools will score Proficient or higher on implementing the Playbook with fidelity.

Strategy - Key Actions	Reviews		
	Aug	Mar	Jun
Identify and advertise at least 45 additional NES schools by 1 March 2024.			
Identify principals for the new NES schools by 1 May 2024.			
Recruit staff for new NES schools by 1 August 2024.			
Order materials and equipment by 1 April 2024.			
Publish an NES planning document (“Playbook”) by 1 April 2024. Develop an NES teachers’ professional development plan by 1 April 2024 and begin implementing that plan by 1 May 2024.			

Key Actions 1	Implement New Education System In 45 Additional Schools
PWA 7	Create new education system
Lead Dept./ Person	Leadership and Strategic Initiatives; Miles; Chief of Staff
Approx. Cost	\$102,000,000 (Total, for 45 schools)

Key Actions 2: Grow Staff Capacity to Provide the Highest Quality Instruction

Our students need effective teachers. The manifestation of that effectiveness is high-quality instruction. A review of over 50,000 SPOT observations conducted during the first semester of the 2023–2024 school year demonstrated that the overall quality of instruction was below proficient. This was not surprising given the lack of focus on instruction in the previous years.



In the first semester of 2023–2024, HISD ensured there was good alignment of effective instruction throughout the District, meaning that all leaders overseeing instruction at all levels had the same picture of effective instruction and used the same characteristics of high-quality instruction to coach teachers. After laying the foundation for effective instruction and providing teachers with instructional coaching daily, the District is poised to make strong instructional gains.

Indicators of Success:

- 65% of the scores on spot observations conducted in December 2024 by an independent review team will be proficient or higher (9 points out of 15 is Proficient I); that percentage will increase to 75% in May 2025.
- The average score of the spot observations conducted by school leaders in December 2024 will be at least 9.5 and that score will differ from the average IRT’s score by no more than 1.5 points overall.
- The average score of the spot observations conducted by school leaders in May 2025 will be at least 10 and that score will differ from the average IRT’s score by no more than 1.3 points overall.

Strategy - Key Actions	Reviews		
	July	Feb	Jun
Conduct rigorous HISD certification training for all evaluators of teachers and for members of the IRT teams prior to 30 August 2024.			
Implement periodic instructional audits of schools where the average score on spot observations is over 1.5 points greater than the IRT average.			
Conduct teacher professional development on high-quality instruction as outlined in HISD’s key instructional characteristics and the spot observation.			
Explore and make recommendations about a micro-credential strategy for SY25-26 to determine if credentialing trainings can lead to increased participation and results.			
Create an Art of Thinking certification program (in person for the Summer 2025 and virtually).			
Strengthen ELA, Math, Science of Reading, Art of Thinking, and Science instructional materials for NES elementary and middle schools; strengthen ELA and Math instructional materials for NES high schools. Add instructional materials for additional high priority courses (e.g., Algebra II and English III to integrate TSI prep, ESOL 1 & 2).			

Key Actions 2	Grow Staff Capacity to Provide the Highest Quality Instruction
PWA 2	Improve the quality of instruction
Lead Dept./ Person	Division Superintendents; Leadership and Strategic Initiatives
Approx. Cost	\$0 (Done with current people and Professional Development monies)

Key Actions 3: Strengthen Principal and Executive Director Leadership

Effective leadership is crucial to the success of a school. And their most important job is to improve the quality of instruction. That had not been the case in HISD in the past: principals spent way more time on management than leading instruction. The new leadership team started to change that orientation in 2023; now all school leaders and executive directors of schools are required to be instructional leaders.



To help grow and expand Principal and Executive Director leadership, the Superintendent and Board of Managers adopted the largest pay-for-performance plan in the nation for principals. A separate plan was created for Executive Directors. Using evaluation results at the end of the 2023-2024 school years, HISD will strengthen the principal corps and require instructional leadership training.

Indicators of Success:

- The average principal evaluation score (out of 100 points) increases by at least 5 points over the average 2023-2024 score.
- 95% of all principals starting the 2024-2025 school year have a Proficient I or higher evaluation rating, have completed the Principal Leadership Academy, or have successfully completed the week-long instructional leadership program in July 2024.
- 95% of all Executive Directors who coach principals and starting the 2024-2025 school year have a Proficient I or higher evaluation rating or have successfully completed the week-long instructional leadership program in July 2024.
- 90% of all principals who begin the Principal Leadership Academy will complete the program or be placed in a Principal role prior to completing the program, and all Principals who complete the Principal Leadership Academy will be rated as "Principal Ready" by June 2025.

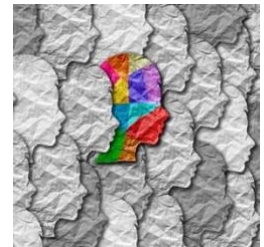
Strategy - Key Actions	Reviews		
	Aug	Feb	Jun
Strengthen the Principal Leadership Academy and graduate 55 school leaders by May 1, 2025.			
Establish a mandatory, week-long instructional leadership program for all school leaders and Executive Directors, offered quarterly and in the summer. [Mandatory]			

Conduct school leader professional development at least once a month.			
Create and implement a required performance interview process for all new principals and assistant principals, or those new to an NES school.			
Train Executive Directors and school leaders on the LEAD system prior to August 15, 2024.			
Remove school leaders with an "Progressing I" evaluation. [However, Division Superintendents may make some unique exceptions.]			

Key Action 3	Strengthen Principal and Executive Director Leadership
PWA 1	Expand leadership density
Lead Dept./ Person	Division Superintendents; Leadership and Strategic Initiatives
Approx. Cost	\$0 (<i>July 2024 instructional leadership program will be funded by Title funds</i>)

Key Action 4: Improve Special Education Instruction and Service Delivery

HISD significantly improved the services to special needs students in the 2023-2024 school year. Many more students were identified early, and almost all ARD meetings were conducted on time. However, much of the improvement was in compliance and not as much in instruction. HISD will continue to meet state and federal compliance requirements but will place more emphasis on improving the quality of instruction in SPED classrooms.



Indicators of Success:

- Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase by 3 percentage points from 2024 to 2025
- The percentage of "instructionally proficient" IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from 88.8% in May 2024 to 95% in May 2025.

Strategy - Key Actions	Reviews		
	Nov	Feb	Jun
Create a rubric to assess the instructional proficiency of an IEP.			
Create and train instructional review teams for the Special Education Department.			
Review at least 10% of all IEPs quarterly.			
As a result of the annual ARD process, ensure that all IEPs meet proficient criteria according to HISD IEP rubric.			
Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the SPOT observation.			
At NES campuses, ensure that all 4th through 7th special education students are taught by a highly qualified special education teacher in ELA and Math courses.			
Implement strategic staffing model to increase the number of special education teacher assistants across the district by at least 5% overall.			
Increase salaries of Special Education teachers.			
Monitor and evaluate SPED support personnel in each Unit.			

Key Action 4	Improve SPED instruction and Service Delivery
PWA 5	Improve SPED and SEL services
Lead Dept./ Person	SPED Department
Funding Source	State, Federal, Local
Approx. Cost	\$17,400,000 <ul style="list-style-type: none"> • \$200,000 to assess IEPs during the summer • Up to \$5,000,000 to add up to 50 “resource SPED classroom” in the NES schools • SPED Salaries – approx. 600 non-NES SPED teachers receiving \$15,000 increase • Increase SPED salaries in new NES schools • SPED teacher assistants in new NES schools (approx. 40 X 80,000 = \$3,200,000)

Key Action 5: Improve Reading Proficiency in Grades K – 8

In 2023-2024, HISD implemented a “science of reading” course in all NES elementary and middle schools. We also expanded the use of high-quality reading materials in both the NES schools and in many other schools in the District. This was a start. For the 2024-2025 school year, we will be stronger in our implementation of the science of reading courses and programs and also strengthen reading instruction in the elementary and middle schools among the schools that are rated F, D, or C.



Indicators of Success:

- The number of D and F rated campuses will reduce from 41 to 31 by June 2025
- The average percentile growth of 3rd - 8th grade students in NES campuses in NWEA reading will exceed 3 percentile points.
- In the 2024-2025 school year, 70% of the students in grades in NES campuses will demonstrate typical or above typical growth in DIBELS at the end of the year.

Strategy - Key Actions	Reviews		
	Oct	Feb	Jun
Train NES elementary teachers in DIBELS and how to assess students regularly.			
Mandate DIBELS assessments for NES elementary students as follows: biweekly for those significantly below benchmark, monthly for those below benchmark, and BOY/MOY/EOY for students at or above benchmark			
Design NES elementary schedule to support DIBELS assessments			
Support elementary teachers in completing the TEA required Science of Reading certification (Reading Academies) within two years of teaching a K-3 course.			
Strengthen ELA, Math, Science of Reading, Art of Thinking, and Science instructional materials for NES elementary and middle schools.			

Key Program Strategy	Description
Academic data dashboard	A data tracking system (tracker and dashboard) will be created by this team. Collaborate with the AAC team to ensure accurate data tracking for PEIMS, specifically for RTI students and HB1416 students. The AAC team will design and develop the app and work closely with our team to make sure entries are accurate and that the app is user-friendly. This team will support efforts to ensure that data entry and tracking include checks for accuracy, validity, and completeness to maintain the integrity of the reported data. Additionally, the team, will ensure that the appropriate users have access to track and review the data.
Academic Digital Integrations	Partner with the digital integration team to ensure all stakeholders (teachers, administrators, division leaders) have access to digital and/or paper-based materials to support with instructional delivery for tiered students and HB1416 students
Data Science	Partner with data science team to track and monitor assessment data for NWEA MAP for BOY - MOY
Curriculum Instruction	Partner with curriculum and instruction team to provide suggestions for interventions strategies/accommodations for tiered supports
SPED	Collaborate with SPED team to ensure that referral process is aligned follows Child Find timeline
IT	Compiling STAAR/EOC data to generate a report in A4E that campuses will utilize to identify HB1416 students
Curriculum PD	Collaborating with PD team to facilitate professional learning opportunities to model effective intervention strategies and accommodations
Academic Technology	Collaborating with the team to build a streamlined tracking system inclusive of a dashboard and data entry tracker for HB1416

Key Action 5	Improve Reading Proficiency in Grades K through 8
PWA 4	Improve reading instruction Pre-K through 4 th grade
Lead Dept./ Person	Chief Academic Officer; Leadership and Strategic Initiatives
Approx. Cost	\$0 (will use current budget for CAO or LPD)

Key Action 6: Begin The Transformation of HISD’s CCMR Operations and Systems

Much of what the District does to prepare students for College, Career, and Military Readiness must improve. We must do a better job helping students complete a pathway and tracking their progress. More than that, we must transform CCMR operations and systems to prepare students for a different workplace and world. We need to provide upgraded programs of study, and we need to provide pathways that also help students learn how to use artificial intelligence to enhance their skills. A quick analysis of our career-tech-ed offerings also reveal large inequities in access to programs of study and pathways that are more rigorous and that will



lead to higher-skilled careers. We need to change our operations to address these inequities and provide all students access to “future-oriented” programs of study.

Indicators of Success:

- Improve TSI Readiness: By June of 2025, HISD will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). Note: Beginning in SY 24-25, Texas College Bridge may be used for Grade 12 students only.
- College Pathways: By June 2025, there is a 10% increase in the number of TSI-Ready seniors AND non-TSI ready CTE Concentrators* that submitted three or more college applications and completed their financial aid requirements, as defined by student self-reported information verified by the counselor or advising specialist (FAFSA, TASFA, or opt-out form). Note: Also tracking college acceptance but data is student self-reported.
- Career Pathways: By June 2025, there will a 5% increase of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification.

Strategy - Key Actions	Reviews	
	Feb	June
Develop four programs of study integrating AI or marketplace-valued skills by April 1, 2024, with implementation at comprehensive high schools based on enrollment		
Develop a District CCMR plan to improve HISD’s score in this area by October 1, 2024.		
Train high school counselors to execute the District CCMR plan and hold establish accountability system for clear CCMR metrics.		

Key Program Strategy	Description
Classroom Infrastructure for Networking Systems	Classrooms have been designated by Campus Leader and ensure work to prepare classrooms
Curriculum Support	Ensure HISD is strategically communicating with HISD families in areas where Pre-K seats are available.
Teacher PD for Foundation Program of Study (FPOS)	Ensure FPOS teachers are being supported with Course level PD to upskill their skills to provide effective instruction.
Equipment Support	Ensure we are auditing FPOS equipment monthly, servicing and updating if needed.

Key Action 6	Begin Transformation of HISD’s CCMR Operations and Systems
PWA 11	Develop and implement Year 2035 competencies and experiences
Lead Dept./ Person	Chief Academic Officer
Approx. Cost	\$10,000,000 (for up to four new programs of studies at each high school)

Key Action 7: Expand HISD’s Pre-K3 and Pre-K4 Programs

Over time, if we are to improve reading proficiency in elementary and middle school, we will have to grow the number of Pre-K seats and improve the quality of instruction in preschool. High-quality Pre-K programs require adequate facilities, effective teachers, and high-quality instructional materials. In the 2024-2025 school year, we will expand the number of Pre-K seats and work to improve the quality of instruction in preschool. We will prioritize our underserved areas of the District where there are not as many high-quality preschool seats.



Indicators of Success:

- By 1 September 2024, HISD will add at least 300 high-quality Pre-K seats in the District; it will add an additional 300 seats by 1 September 2025.
- By May 2025, 5% increase of Pre-K students will meet benchmark scores on all subtests aligned to the teacher performance measures for literacy and math in the EOY CIRCLE Assessment.

Strategy - Key Actions	Reviews	
	Feb	June
In areas where there is a demand, identify schools that could accommodate more Pre-K classrooms and prepare those classrooms for use by 1 April 2025.		
Zone students for Pre-K3 and Pre-K4.		
Market open Pre-K seats at various campuses.		
To add Pre-K classrooms, support campuses in optimizing space within campus, adding modular buildings or launching partnerships with Early Childhood providers.		
Raise salaries of Pre-K teachers in all NES elementary schools and Early Childhood Centers.		
Support NES campuses in reaching a 1:11 adult to student ratio to align with HB3 guidance in Pre-K by funding a teaching assistant for every 22 students enrolled. Support non-NES campuses by funding 50% for teaching assistants.		
Add guidance for Pre-K classrooms in the specialty guidance support document to support alignment and calibration during spot observations.		
Provide effective professional development for all Pre-K teachers in the Science of Reading and high-quality instruction during the teacher orientation in the summer of 2024 and every quarter during the 2024-2025 school year.		
Raise accountability of Pre-K teachers in growing students’ proficiency on the Circle exam.		

Key Program Strategy	Description
School Expansion Selection	Identify priority set of schools for expansion.
School Choice Application	Collaborate with School Choice staff to ensure we have a finalized barrier-free Pre-K application before launch. Ensure SIRs/Registrars/CTA and leaders are trained on latest application process.
Partnerships/Childcare Centers	Collaborate with childcare owners, TWC, and HISD staff to ensure the partnership contract process, enrollment process, material delivery, and instructional practices are aligned to district goals.
Targeted Marketing	Ensure HISD is strategically communicating with HISD families and non-HISD families in areas where Pre-K seats are available.
Recruitment	Ensure we offer multiple events throughout the district to recruit new families to enroll in HISD.
Enrollment Supports	Ensure families and campus staff have enrollment/application support needed for students show up on day 1 ready to learn.
Classroom Readiness	Ensure classrooms are ready with all equipment and materials needed for learning (curriculum, furniture, materials, technology, etc.)
Division Communications	Ensure full division leadership and principals are aligned with and in sync with recommendation and timelines.
Pre-K Teacher Hiring	Ensure all Pre-K classrooms are staffed with a teacher and a TA (aligned to guidelines).
Pre-K Tuition	Collaborate with budgeting, accounting, controller's office, and TEA to update tuition process (flowchart) for SY25-26, train campus staff on the new process. Ensure we have TEA approval for new tuition rate by end of June to announce it to parents and advertise in HISD sites.

Key Action 7	Expand HISDs Pre-K3 and Pre-K4 Programs
PWA 4	Improve reading instruction Pre-K through 4 th grade
Lead Dept./ Person	Chief Academic Office
Funding Source	Local and State
Approx. Cost	\$10,000,000 (<i>majority of cost is in modular buildings (\$2,000,000 per building)</i>)

Key Action 8: Create A New Teacher Evaluation and Compensation System

In September 2023, HISD's Board of Managers approved the nation's largest and most rigorous principal pay-for-performance plan. While a new teacher evaluation and compensation plan was halted, the District developed a rigorous T-TESS evaluation incorporating key components from the original plan.

The District Accountability Committee's District of Innovation plan, approved by the Board, enables the development of a new teacher evaluation system for the 2024-2025 school year.

Indicators of Success:

- HISD will create a pay-for-performance evaluation and compensation system by March 1, 2025.
- By June 2025, 60% of teachers and leaders will agree/strongly agree that "The Teacher Excellence System is designed to be a fair and equitable measure of teacher performance."
- The Board of Managers will approve a new teacher evaluation and compensation system by March 1, 2025.
- HISD will begin implementing the new system in August 2025.

Strategy - Key Actions	Reviews		
	Apr	Sep	Feb
Draft a new teacher evaluation and compensation system by 1 April 2024 (use the 2023–2024 draft as a starting point).			
Create a teacher evaluation trailblazer group of campuses to pilot the draft evaluation system and provide feedback to HISD to ensure final proposal incorporates significant school leader and teacher input.			
By 1 September 2024, develop a communications plan to present the draft plan and receive input and feedback from teachers, principals, and selected stakeholder groups; Include focus groups and surveys.			
Present the new teacher evaluation and compensation system to the Board of Managers for approval by 1 March 2025.			
By 1 January 2025, develop a plan to train principals and teachers on the new evaluation system.			

Key Action 8	Create A New Teacher Evaluation and Compensation System
PWA 1	Implement new Principal and Teacher evaluation systems
Lead Dept./ Person	CAO; Division Superintendents; HR; Chief of Staff
Approx. Cost	\$0 (will use current budgets)

Goal 2: Enhance School Safety and Climate

Key Actions 9: Explore asking the voters for a bond election in November 2024

The HISD community last passed a bond measure in November 2012. Since then, we have not brought a bond measure to the community, and our schools and infrastructure have deteriorated in a number of ways. Safety and security, cooling and heating systems, water and air quality, and technology platforms are all in need of significant investment to bring them in line with more effective and efficient systems. Increasingly, failure or ineffectiveness in these areas will negatively impact academic performance.



We cannot wait much longer to ask the public to provide additional revenue to help our schools. If the Board of Managers approve, HISD will ask the voters for a bond election in November 2024.

Indicators of Success:

- Voters approve a bond election in November 2024.
- The approved bond will address at least 80% of the identified safety and security needs in the bond planning document.

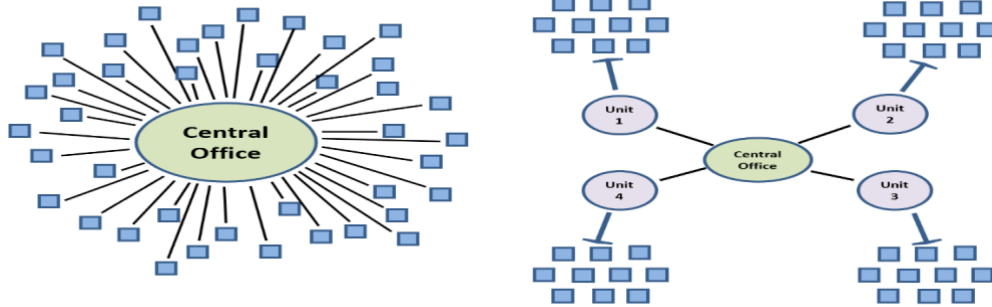
Strategy - Key Actions	Reviews		
	Apr	Aug	Dec
Identify specific needs in safety and security; air and water quality and heating and cooling systems; career-tech-ed facilities and renovations; and technology hardware and infrastructure.			
Draft the bond measure plan by 1 April 2024.			
Receive Board approval for the plan by 15 August 2024.			
Develop and begin to implement a communications plan to receive input by 1 July 2024.			

Key Action 9	Ask voters for a bond election in November 2024
PWA 6	Improve safety of facilities
Lead Dept./ Person	Chief of Staff; Communication
Approx. Cost	\$2,000,000 (plan development and consulting support)

Key Actions 10: Improve Central Office Systems and Efficiency

As outlined in the Efficiency Report of the effectiveness of various processes and systems throughout the central office departments, numerous systems were dysfunctional or broken. Others are obsolete or simply cannot be tailored enough to help the District accomplish its vision in a transformative period. While the focus of the District's work is on improving the quality of

instruction and preparing students for a Year 2035 world and workplace, it is clear that the District needs a lean and effective Central Office in order to prioritize resources and provide the supports that schools need to implement the District’s changes well.



Indicators of Success:

- By 15 August 2024, HISD will decrease the size of Central Office personnel by at least 700 positions.
- For SY2024–2025 budget, HISD will decrease purchased services by \$50 million.
- By July 2025, 80 percent of each Department’s key indicators of success will have been completed as assessed by the Superintendent, the Chief of Staff, and an independent consulting group.

Strategy – Key Actions	Reviews		
	Sep	Feb	Aug
Reduce the size of Central Office by at least 700 positions by 15 August 2024.			
Review all purchased services contract prior to 1 June 2024 and eliminate \$50,000,000 for the 2024–2025 school year.			
Restructure Chief of Operations Office.			
Strengthen “Unit Concept” of support – clarify responsibilities, strengthen processes, assign KPIs, increase accountability for support.			
Identify priority systems from the Efficiency Report and create a plan to transform those systems (via Department Action Plan).			
Consolidate Departments that have several satellites or people in different buildings.			

Key Action	Improve Central Office Systems and Efficiency
PWA 3	Strengthen Central Office effectiveness
Lead Dept./ Person	Chief of Staff; Finance Department
Approx. Cost	\$0 (<i>Cut expenditures by \$140,000,000</i>) <ul style="list-style-type: none"> • \$20,000,000 in rightsizing NES staffing • \$20,000,000 in Central Office cuts • \$20,000,000 in purchased services and other contracts • \$20,000,000 in operational efficiencies

Goal 3: Enhance Instructional Support and Outcomes

Key Action 11: Implement Targeted Instructional Strategies and Resources

The Curriculum & Instruction Division is focused on using High Quality Instructional Material (HQIM); resources that cover the Texas Essential Knowledge and Skills (TEKS), align with evidence-based instructional strategies across subjects, and cater to the diverse needs of students, including those with disabilities, English learners, and gifted and talented students. The Division is dedicated to supporting and enhancing student learning across all levels, including Early Childhood, Interventions, Multilingual Education, and Professional Development. These areas are essential to fostering an inclusive, high-quality educational experience for all students. Our strategies focus on supporting emergent bilinguals, enhancing English language development, and effectively implementing dual language curricula, ensuring that every student has the tools and opportunities needed to succeed and thrive. The

Indicators of Success:

- By June 2025, 80% of students on priority (NES) campuses will meet their BOY to EOY target growth score on their identified grade-level assessment (e.g., NWEA, DIBELS).
- By June 2025, 90% of students will hit EOY usage goals for associated digital curriculum by May 2025.

Strategy 1 – Support High-Quality Instruction	Reviews			
	Oct	Jan	Mar	Jun
90% of students will hit EOY usage goals for the associated digital curriculum by May 2025.				
By June 2025, 5% more 504 students will score approaches or higher on STAAR compared to previous school year.				
By June 2025, 90% of 504 Liaisons and campus leaders will agree or strongly agree that they have clear understanding of expectations for 504 implementation and student support, as measured by a survey.				
By June 2025, 80% of tier 2 and tier 3 Grade K-8 students on prioritized campuses will meet expected growth on DIBELS (K-1) and NWEA MAP (2-8) EOY scores.				
By June 2025, 60% of Emergent Bilingual Students will meet growth target in Spanish and English literacy from BOY to EOY as measured by MAP for grades 2-5				
100% of 17% of G2-12 students performing at the beginning reading level of TELPAS will grow one reading proficiency level or more by June 2025.				

Key Program Strategy	Description
Support Instruction & Digital Resources for HB1416 G4-8 Students	Support high-quality instruction and digital resource usage for qualifying HB1416 grade 4-8 students.

Monitor Section 504 Student Progress & Plans	Monitor and support all stakeholders with Section 504 student achievement progress and service plan implementation.
Monitor RTI/Child Find for Tier II & III Students	Monitor Response to Intervention (RTI)/Child Find process and practices for Tier II and Tier III students.
Support Instruction & Resources for Tier II & III 3rd Graders	Support High-Quality Instruction for intervention students and monitor the effective use of resources and strategies to support closing the achievement gap for tier 2 and tier 3 3rd grade students
Boost English Language Development	Increase the English language development proficiency of emergent bilinguals.
Dual Language Curriculum	Effective Dual Language curriculum and implementation.

Key Action	Support High-Quality Instruction
Division Priority	Support High-Quality Instruction through tailored campus supports for all students including specified groups (EBs, Tier II & III, and PreK)
Lead Dept./ Person	Curriculum and Instruction, Intervention, Multilingual
Approx. Cost	\$0 (<i>will use current budgets</i>)

Strategy 2 – Curriculum Professional Development	Reviews			
	Oct	Jan	Mar	Jun
80% of students on priority campuses will meet their BOY to EOY target growth score on their identified grade-level assessment (e.g., NWEA, DIBELS) by June 2025.				
90% of students will hit EOY usage goals for associated digital curriculum by May 2025.				
90% of students meet usage goals for associated pilot by identified pilot timeline and deadline by May 2025.				

Key Program Strategy	Description
Innovative Pilot Programs for Closing Achievement Gaps	Develop innovative pilot programs to help close achievement gaps
Tailored Campus Supports for High-Quality Instruction	Support High-Quality Instruction through tailored campus supports for all students including specified groups (EBs, Tier II & III, and PreK)
Enhanced Usage of Digital Supplemental Curriculum	Increase usage and implementation of digital supplemental curriculum
Systems of Support and Curriculum Protocols for Increased Capacity	Create and monitor systems of support including implementation curriculum protocols to increase capacity

Key Action	Curriculum Professional Development
Division Priority	Increase usage and implementation of digital supplemental curriculum and pilot initiatives.
Lead Dept./ Person	Curriculum and Instruction
Approx. Cost	\$0 (<i>will use current budgets</i>)

Key Action 12: Improve Graduation and College Pathway

The Division of College, Career & Military Readiness (CCMR) empowers students to succeed through access to rigorous learning environments, and life-changing experiences with colleges, industry partners, and the military. This Division includes Business Partnerships, Career and Technical Education, Counseling & Advising, JROTC, Postsecondary Programming, and CCMR Unit Support.



Indicators of Success:

- By July 2025, the percent of students that earn both an IBC and are TSI ready via SAT, ACT, TSIA 2.0 or TCB will increase by 2% from SY 23–24.
- By July 2025, 75% of Seniors will achieve Completer status by successfully completing 3 or more courses for 4 or more credits.
- By July 2025, the number of students graduating TSIA ready in English and Math (SAT/ACT/TSIA/TCB) will increase by 5%.
- By July 2025, increase the percentage of subpopulation seniors earning a CCMR point by 5% compared to the 2023–2024 school year.

Strategy 1 - Improve Graduation and College Pathway	Reviews			
	Oct	Jan	Mar	Jun
College Pathway - Increase the percentage of actively enrolled TSI-ready seniors* and CTE Concentrators actively participating in the college application & financial aid process				
Graduation Pathway - Enhance compliance with HB5 requirements and ensure all 9th-12th grade students are on track for graduation				
Continued Course Sequence - Support enrollment of students in CTE Programs of Study (POS) district-wide				
Advanced Coursework - Increase the number of students enrolled in Advanced Courses (Pre-AP/AP, Pre-IB/IB, HCC Dual Credit, UT OnRamps)				

Key Action	Improve Graduation and College Pathway
Division Priority	Increasing seniors to achieve completer status allows us to move towards the goal of meeting TEA's CCMR accountability for SY 25–26.
Lead Dept./ Person	Counseling & Advising
Approx. Cost	\$0 (will use current budgets)

Strategy 2 - Increase Number of Student Earn an IBC and are TSI Ready	Reviews			
	Oct	Jan	Mar	Jun
TSI Readiness - Increase the number of students who are TSI ready in English and Math (TSIA/SAT/ACT/TCB: CPE/CPM)				
Earning College Credit - Increase the number of students earning College Credit (HCC Dual Credit, UT OnRamps, AP/IB)				
Increasing Advanced Course Access - Increase the number of students enrolled in Advanced Courses (Pre-AP/AP, Pre-IB/IB, HCC Dual Credit, UT OnRamps)				

Key Action	Increase Number of Student Earn an IBC and are TSI Ready
Division Priority	Increase students that earn an IBC and are TSI ready
Lead Dept./ Person	Postsecondary
Funding Source	
Approx. Cost	\$0 (will use current budgets)

Strategy 3 - Key Improve CTE Course Completion	Reviews			
	Oct	Jan	Mar	Jun
Foundational Programs of Study - Focus on the effective implementation of Foundation Programs of Study (FPOS), districtwide				
Continued Course Sequence - Ensure all students continue in their Programs of Study (POS) to achieve completer status, aligning with TEA's CCMR accountability goals for the 2025–2026 school year.				
IBC Attainment - Increase the attainment of Industry-Based Certifications (IBCs) among CTE students across all programs of study				
Student Career Engagement - Enhance student engagement through participation in Career and Technical student organizations and real-world experiences with industry and business partners.				

Key Action	Improve CTE Course Completion
Division Priority	Increase students that earn an IBC and are TSI ready
Lead Dept./ Person	CTE
Approx. Cost	\$0 (will use current budgets)

Goal 4: Increase Student, Family, and Community Engagement

Key Action 13: Ensure Families Seeking Support Have Access to Services

HISD outreaches to the parents, guardians, and family members of participating students and implemented procedures, programs, and activities to help create systems and opportunities to initiate, enhance, and sustain shared accountability between family members, educators, and students focused on improved student learning and academic achievement.



Indicators of Success:

- 80% of campuses will report a 10% increase in the submission of Student Assistance Forms (SAFs) in the categories of basic needs, food, health, and transportation compared to the SY 22-23 and connected to a resource and/or referral within two business days by June 2025.
- 70% of parents will complete the consent form, and of those students with completed consent forms, 70% will utilize Hazel Telehealth for physical and mental health visits by June 2025.
- By July 2025, 15% of students identified within Tier II behavior skills deficits that disrupt the learning environment will transition to Tier I by June 2025.
- 50% increase in the number of tips submitted on the anonymous reporting system.
- By January 2025, 50% of students and families with unmet basic needs (i.e. clean clothing, food, home/hygiene needs) will report having at least two basic needs met.

Strategy - Ensure Families Seeking Support Have Access to Services	Reviews			
	Oct	Jan	Mar	Jun
HISD will reduce the percentage of students who were chronically absent (missing 10% or more of school days from the day they enrolled) by 5% in SY 24-25 compared to SY 23-24.				
HISD will increase the identification of Student Assistance special population programs by 15% by June 2025.				
100% of parenting students will be connected to options for free or discounted childcare and 80% of those who do not have childcare will be signed up.				
95% of campus leaders agree or strongly agree resource hubs fully stocked with resources during the school year.				
10% increase in the average number of families served at food distribution events over the school year by June 2025.				
Increase the number of trained and actively engaged volunteers who are impacting students and families by 3% by June 2025.				
By June 2025, FACE will increase and improve two-way communication by regularly reporting observed trends from monitored data with families, provide resources, and improve customer satisfaction				

By June 2025, Sunrise Centers will reach 30,000 documented actions among participating families.				
FACE will support family and school partnerships by providing programming in at least 50% campuses to increase academic achievement and strengthen family-school partnerships.				

Key Program Strategy	Description
Conferences	Meetings held between parents and school educators to discuss factors related to student learning and academic achievement.
Education Meetings	Sessions designed to address topics such as nutrition, school safety, English or Spanish language, and other relevant areas.
Parent Literacy Trainings	Training sessions aimed at equipping parents or guardians with skills in Reading, Language Arts, and computer literacy.
Family Literacy Trainings	Sessions designed for students and their family members to develop skills in Reading, Language Arts, and computer literacy.
Planning Sessions	Meetings conducted with parents or guardians to share important information about their children’s academic progress, including promotion, retention, extended learning opportunities, tutorials, testing, etc.
Volunteering	Opportunities for parents or guardians to assist with campus events and activities.

Key Action	Improve Graduation and College Pathway
Division Priority	Build capacity across the district to support family and school partnerships by providing district wide capacity building sessions for district and/or divisional level staff and families.
Lead Dept./ Person	Family and Community Engagement Department
Funding Source	State and Federal
Approx. Cost	\$0 (will use current budgets)

Key Actions 14: Improve Multi-tiered System of Support (MTSS)

Strategy 1 – Counseling and Supports	Reviews			
	Oct	Jan	Mar	Jun
By July 2025, 15% of students identified within Tier II re: behavior skills deficits that disrupt the learning environment will transition to Tier I.				
By June 2025, 95% of campus staff who used the crisis response services will agree/ strongly agree they had the support needed to address the crisis at hand as measured by the post-crisis survey.				
By June 2025, 95% of students identified as moderate, high or imminent risk via mental health, threat assessment or crisis				

screeners will receive a Hazelhealth referral for mental health support.				
50% increase in the number of tips submitted on the anonymous reporting system.				

Key Program Strategy	Description
Assessment and Intervention	Upon receiving reports of a crisis, the team conducts thorough screeners and assessments to determine the nature and severity of the situation. They then implement research-based strategies tailored to the needs of the individuals involved.
Crisis Management Protocols	The department develops and maintains comprehensive crisis management protocols that outline step-by-step procedures for responding to various types of crises, ensuring consistency and efficiency in the response efforts.
Support Services	In addition to immediate crisis intervention, the department provides referrals to external resources for individuals in need of continued assistance following a crisis.
Preventive Measures	Recognizing the importance of prevention, the Crisis Department also engages in proactive measures such as mental health awareness programs, training sessions on crisis response techniques, and promoting a culture of open communication and support within the school community.
Collaboration and Coordination	The Crisis Department works collaboratively with other departments, including law enforcement agencies, and mental health professionals to ensure a coordinated and comprehensive approach to crisis management and support.
Training and Professional Development	Team members undergo regular training and professional development sessions to enhance their skills in crisis intervention, trauma-informed care, and psychological first aid. This ensures that they remain well-equipped to address the diverse needs of the school community effectively.
Evaluation and Continuous Improvement	The department regularly evaluates its crisis response procedures, identifies areas for improvement, and implements necessary revisions to enhance the overall effectiveness of its services. Feedback from stakeholders (students, parents, and staff), is actively sought and incorporated in the improvement process.

Key Action	Improve Multi-tiered System of Support (MTSS)
Division Priority	Improve multi-tiered system of support (MTSS) with a focus on behavior and mental health, specifically targeting at-risk students and providing timely interventions.
Lead Dept./ Person	Crisis Response and Behavioral Supports Department, Wraparound Services, Campus Leaders
Approx. Cost	\$0 (will use current budgets)

Strategy 2 – Improve Homeless and Foster Care Supports	Reviews			
	Oct	Jan	Mar	Jun
By June 2025, 60% of identified homeless and foster care students will have received at least two direct services from the Sunrise Centers.				

Key Program Strategy	Description
Training and Support	Provide homeless and foster care training to campus personnel (At-risk Coordinators, Registrars, SIRs).
Data Management	Use Purple data to track direct service for each student

Key Action 14	Improve Homeless and Foster Care Supports
Division Priority	Identify and support at least 7,000 homeless student and support students in foster care.
Lead Dept./ Person	Homeless and Foster Care Services, Wraparound Services, Campus Leaders
Funding Source	State and Federal
Approx. Cost	\$0 (will use current budgets)

Key Actions 15: Decrease the Dropout Rate

Strategy - Key Actions	Reviews			
	Oct	Jan	Mar	Jun
HISD will reduce the percentage of students who were chronically absent (missing 10% or more of school days from the day they enrolled) by 5% in SY 24-25 compared to the SY 23-24.				
Key Program Strategy	Description			
Stakeholder Collaborative Meetings	Campus staff and administrators meet weekly or biweekly to identify and address student needs, assign action items, and connect potential dropouts to community resources.			
Attendance Monitoring and Intervention	Houston ISD partners with EveryDay Labs to monitor attendance weekly, provide tiered interventions for chronically absent students, and refer those with greater needs to Sunrise Centers for additional support.			
Potential Dropout Report	Weekly reports guide Wraparound Specialists in partnering with registrars to contact at-risk students or parents, often through home visits.			
Campus Coordinators	At-Risk Coordinators monitor and support students under high-risk categories, while CCMR Coordinators assist with career, college, and military readiness, focusing on academic progress and post-graduation plans.			
Wraparound Resource Specialists	A team of 48 specialists helps remove learning barriers by connecting students to essential services and resources.			

Key Action 15	Decrease the Dropout Rate
Division Priority	Decrease the number of students that dropout
Lead Dept./ Person	Wraparound Services, Campus Leaders
Funding Source	State and Federal
Approx. Cost	\$0 (<i>will use current budgets</i>)

Funding

To support students' academic success, it is crucial to ensure that schools have adequate resources and funding to address the diverse needs of all learners, particularly those who are at risk of academic failure. The Houston Independent School District (HISD) utilizes various funding streams, including Title I and State Compensatory Education (SCE), to support both targeted and schoolwide programs aimed at enhancing the educational experience of students, especially those from low-income backgrounds. These programs provide vital support and interventions, ensuring that students receive the appropriate resources and services to help them succeed academically. The allocation of resources is based on a thorough understanding of the student population's needs, as well as evidence-based methods and instructional strategies to support student achievement.

Targeted & Schoolwide Programs

HISD implements either a school-wide or targeted assistance program, both of which use evidence-based methods and instructional strategies. A schoolwide program serves schools with at least 40 percent of its students living at the poverty level to utilize Title I funds and other federal resources to enhance and enrich the educational program. Alternatively, schools with 35 to 39 percent of students from low-income families offer targeted assistance to those at risk or those failing to meet state standards (Houston Independent School District, 2025). In the 2023–2024, HISD had 246 Title I campuses with a schoolwide program and five with a targeted assistance program.

Table 1: Summary Title Funds Related Budget Allocation by Object Code, 2024-2025

Object Codes		Entitlement	Estimated Carryover	Total Budget
6100	Payroll	\$73,202,290	\$4,800,000	\$78,002,290
6200	Contracted Services	\$10,741,632	\$0	\$10,741,632
6300	Materials and Supplies	\$19,634,322	\$1,269,469	\$20,903,791
6400	Other Operating Costs	\$8,623,774	\$1,622,221	\$10,245,995
6600	Capital Outlay	\$3,970,681	\$0	\$3,970,681
IDC	Indirect Cost	\$5,535,629	\$366,509	\$5,902,138
Total Allocation:		\$121,708,328	\$8,058,199	\$129,766,527

Source: External Funding (02/13/2025)

At Risk Students - State Compensatory Education (2022-2023)

HISD's SCE budget for the 2022–2023 academic year was \$113.3 million, with at least 55% allocated to direct services for at-risk students. Out of 189,920 total students, 123,173 (64.9%) were identified as at-risk, with slightly more males (51.2%) than females (48.8%). Most at-risk students were Hispanic (72%), followed by African American (18.1%), White (5.5%), and Asian/Pacific Islander (3.5%), with 88.3% identified as economically disadvantaged. Additionally, 57% of at-risk students were Emergent Bilingual, and 19.4% had been retained in one or more grades.

Table 2: Summary SCE Related Budget Allocation by Object Code, 2024-2025

SCE Total Amount		Required 55% Spend
\$234,808,810		\$129,144,845
Object Codes		Budget
6100	Payroll Costs	\$98,731,664
6200	Professional & Contracted Services	\$10,112,265
6300	Supplies & Materials	\$2,048,300
6400	Other Operating Costs	\$180,348
6600	Capital outlay for land, buildings, and equipment	\$491,475
Total Allocation		\$111,663,978

Source: Summary of Finance (12/10/2024)

Stakeholder Engagement

Stakeholders, including parents, community members, district staff, and school board members, were actively involved in the development of the District Improvement Plan (DIP) to ensure it addresses the needs of all students and aligns with district priorities. The district employed a collaborative and transparent process to gather input, analyze data, and develop goals and strategies.

Formation of Committees

A [District Advisory Committee](#) (DAC) was established, including representatives from:

- Campus-based professional staff
- Classroom teachers
- District-level professional staff
- Parents
- Community members
- Business representatives

Comprehensive Needs Assessment (CNA)

Stakeholders participated in the CNA by reviewing district-wide data in areas such as student achievement, demographics, school climate, and family engagement.

Board Approval

The finalized DIP was presented to the school board in an open meeting.

APPENDIX

Bullying Prevention Policies and Procedures

HISD encourages all students and staff to foster a climate of mutual respect in order to enhance the learning environment. In this sense, students should not engage in harassment conduct, which shall result in disciplinary action (See [HISD's Policy on Bullying](#)). HISD prohibits bullying conduct which includes repeated, unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical actions related to an individual's race, color, religion, national origin, or disability that harms another student's physical or emotional health or safety. According to HISD's Student Code of Conduct, reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act so that the District's ability to investigate and address is not impaired ([Student Handbook](#), pp. 31–32, 2024).

Dating Violence Policies

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, sexual orientation, gender identity and/or gender expression, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at HoustonISD.org (See [Student Handbook](#), pp. 35–38, 2024).

Policies Addressing Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing allegations of child sexual abuse, trafficking, and other maltreatment of children. Trafficking includes both sex and labor trafficking ([Student Handbook](#), pp. 33–34, 2024).

Police Department

The HISD Police Department (PD) works to ensure students and staff are safe and the community is confident in the safety of the district. The only accredited public school district police department in the nation, as designated by the Commission on Accreditation for Law Enforcement Agencies, HISD PD responds to more than 80,000 calls per year and covers more than 300 square miles in the Houston area. See [HISD Police Department](#) website for additional information.

Suicide Prevention

A goal of the Houston Independent School District (HISD) is to foster the emotional safety of students by reducing the risk of suicide attempts and completions, to help school personnel recognize the signs of potentially dangerous behavior to students themselves or others, and to respond appropriately (See [Suicide Risk Assessment Guide](#)).

The current processes in place for suicide prevention:

1. Any person on a campus who becomes aware of a suicide threat by a student contacts the Suicide Prevention liaison on the campus to request immediate assistance. The building administrator should be notified immediately.
2. Staff shall speak calmly to the student and protect the student's privacy by speaking to the student privately. The student is "handed off" to the Suicide Prevention liaison. The student is NEVER left alone for any reason.
3. All dangerous substances or items are immediately removed from the student and the area. Secure the area for safety.
4. A parent, guardian or relative is notified of the student's threat by the Suicide Prevention liaison or other designated campus personnel. Notification of Emergency Conference is completed (See Appendix A). No student is released from the school prior to notification and consent of an adult family member, preferably a parent or guardian, unless the student is an adult.
5. The Suicide Prevention liaison administers the Columbia-Suicide Severity Rating Scale (CSSRS- Screener) to the student ([See Appendix B](#)). The Suicide Prevention liaison contacts a Psychologist at Crisis Intervention (713-923-8597) to consult regarding the results of the CSSRS- Screener.
6. If the results of the CSSRS-Screener are low, the student shall be asked to complete a safety plan ([Appendix C](#)) with the assistance of the Suicide Prevention liaison, the parent/guardian will be provided community referrals and resources ([Appendix D](#)), and the school's Suicide Liaison should provide guidance in problem solving and supporting the immediate needs of the student.
7. If the results of the CSSRS-Screener are moderate or high, HISD Crisis Intervention will dispatch a Licensed Psychologist or Psychology Intern supervised by a Licensed Psychologist to complete a full risk assessment and determine the next appropriate steps.

Statutorily Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions:

Description 1: Applies to all Title I, Part A LEAs How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]– 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Houston Independent School District (HISD) monitors students' progress in meeting State academic standards by implementing a well-rounded curriculum, identifying at-risk students through assessments, and providing targeted support such as tutoring and personalized learning plans. The district also uses evidence-based instructional strategies and continuously adjusts programs to improve academic outcomes and create better school environments for learning. These efforts ensure all students, especially those from underserved backgrounds, receive the support needed to succeed.

Description 2: Applies to all Title I, Part A LEAs How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)].

As part of the Equity Plan, HISD has made it a priority to identify and address disparities that exist among low-income and minority students. A central focus of the district's strategy is to ensure that every student, regardless of background, has access to effective, experienced, and high-quality instruction. This includes providing professional development for teachers, implementing targeted recruitment and retention practices to attract highly qualified educators to underserved schools, and creating systems to regularly monitor and support teacher effectiveness. By prioritizing high-quality instruction for all students, HISD aims to create an equitable learning environment that provides every student the opportunity to succeed.

Description 3: Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2) How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)].

HISD addresses school improvement for Title I schools by conducting comprehensive needs assessments, providing targeted professional development for educators, and engaging parents and the community in the process. The district allocates Title I funds to support academic programs and closely monitors progress through performance goals and regular evaluations. These strategies aim to ensure equitable access to quality education for low-income and minority students.

Description 4: Applies to all Title I, Part A LEAs The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)].

HISD determines Title I, Part A eligibility based on the percentage of low-income students residing within a school's attendance area. A school qualifies for Title I funding when the proportion of low-income children in its attendance area meets or exceeds the district-wide average. To assess eligibility, HISD utilizes the Houston ISD Socioeconomic Form, which collects economic status information from households. This data is essential for determining Title I funding and is reported solely for this purpose.

Description 5: Applies to all Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children) The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)].

The District implements both Schoolwide and Targeted Assistance programs under Title I, Part A to support students from low-income families. Schools with 40% or more students from low-income households are eligible for Schoolwide programs, which integrate federal, state, and local resources to enhance the overall educational program and improve academic achievement for all students. For schools with 35% to 39% low-income students, HISD provides Targeted Assistance programs, focusing on additional support for students identified as most at risk of academic failure, offering interventions to help them meet state academic standards. HISD also offers educational services to children living in local institutions for neglected or delinquent children, as well as those in community day school programs. These services aim to support the academic and social development of neglected or delinquent students, assisting them in transitioning back into regular educational settings. Through these programs, HISD works to ensure all students, regardless of their circumstances, receive the support they need to succeed academically.

Description 6: Applies to all Title I, Part A LEAs The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)] This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

HISD is committed to supporting homeless children and youth by providing services that facilitate their enrollment, attendance, and academic success. In alignment with the McKinney-Vento Homeless Assistance Act, HISD's Homeless Education Office offers essential support to students and families experiencing homelessness or transitions. Services include assistance with enrollment, obtaining school and medical records, and providing uniforms, school supplies,

undergarments, and personal hygiene items for identified students. To ensure these services are adequately funded, HISD reserves a portion of its Title I, Part A funds specifically for homeless children and youth. This allocation is determined based on the district's assessment of the needs of homeless students and the resources required to meet those needs effectively. The reserved funds are utilized to enhance the educational experience of homeless students, ensuring they have access to the necessary resources and support to succeed academically.

Description 7: Applies to all Title I, Part A LEAs The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

HISD implements a comprehensive strategy for parent and family engagement. HISD's Parent and Family Engagement Policy emphasizes the importance of involving parents in their children's education. The district hosts annual meetings to inform parents about Title I programs and their rights, and offers flexible meeting times to accommodate various schedules, including providing transportation, childcare, or home visits. HISD also supports parents by providing training to enhance their skills in supporting their children's academic success. The district works collaboratively with parents to develop and review the engagement policy, ensuring it meets community needs, and conducts annual evaluations to assess the policy's effectiveness. Through these efforts, HISD fosters a strong partnership with families to support student achievement.

Description 8: Applies to Title I, Part A LEAs reserving Title I, Part A funds for preschool programs If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)].

The District is dedicated to supporting early childhood education through its Pre-K programs, which are designed to provide a strong foundation for young learners. HISD offers Pre-K programs in 159 elementary schools, with an average of 2-3 classrooms per school, including English, ESL, Bilingual, and Dual Language programs. To facilitate the transition from Pre-K to elementary school, HISD implements a comprehensive transition plan. This plan includes activities such as orientation sessions for families, collaboration between Pre-K and elementary school staff, and the sharing of student progress information to ensure continuity in education. By coordinating these efforts, HISD aims to provide a seamless transition for students moving from early childhood education programs to local elementary schools.

Description 9: Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus How teachers and school leaders, in consultation with parents, administrators, paraprofessionals,

and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)].

In HISD, Targeted Assistance programs are designed to provide supplemental educational services to students who are failing or at risk of failing to meet state academic standards. To identify these students, HISD employs a collaborative approach involving teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel. This team utilizes multiple data sources, including state assessments, classroom performance, and other relevant indicators, to determine which students require additional support. By engaging in this comprehensive process, HISD ensures that Title I, Part A funds are directed toward students most in need of assistance, thereby enhancing their academic success.

Description 10: Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools) How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]– 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

HISD works to ensure smooth transitions for students from middle grades to high school and from high school to postsecondary education. The district collaborates with institutions of higher education, local employers, and other partners to offer students valuable opportunities such as Early College High Schools (ECHS), which allow students to earn both a high school diploma and college credit. Additionally, HISD provides dual or concurrent enrollment programs, enabling students to take college-level courses while still in high school. Career counseling is also available to help students explore their interests, develop skills, and identify career paths. To further support these transitions, HISD offers various programs, including orientation sessions and mentorship opportunities, that help students navigate the academic and social changes they encounter. Through these strategies, HISD helps prepare students for success in both higher education and the workforce.

Description 11: Applies to all Title I, Part A LEAs How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student population; [Section 1112(b)(11)].

HISD focuses on reducing the overuse of discipline practices that remove students from the classroom, such as suspensions and expulsions, by emphasizing progressive discipline, social-

emotional learning, and restorative practices. HISD provides professional development for staff to promote positive student behavior and decrease exclusionary consequences. HISD tracks disciplinary data, disaggregated by student population, to identify schools with high discipline rates and ensure equitable practices. Through these strategies, HISD aims to create a supportive learning environment and address discipline disparities.

Description 12: Applies to all Title I, Part A LEAs operating Career and Technical Education programs If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b) (12)]– 1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The District integrates academic and career and technical education (CTE) through coordinated instructional strategies that align with industry needs. HISD offers a wide range of CTE programs designed to promote skills necessary for high-demand occupations, such as in health science, business, information technology, and construction. These programs incorporate experiential learning opportunities, including internships, apprenticeships, and partnerships with local businesses and community organizations. HISD also provides work-based learning opportunities, where students engage with industry professionals to gain real-world experience, which can also count for academic credit. Through these initiatives, HISD ensures that students are well-prepared for both academic success and careers in the workforce.

Description 13: Applies to all Title I, Part A LEAs Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b) (13)]– 1) Assist schools in identifying and serving gifted and talented students.

HISD uses Title I, Part A funds to support the identification and services for gifted and talented (G/T) students through its Vanguard programs. These programs are offered at both neighborhood schools and magnet schools, ensuring G/T students from diverse backgrounds have access to specialized educational opportunities. HISD employs a comprehensive identification process that includes assessments, teacher recommendations, and parent input to ensure that all eligible students, particularly those from low-income families, are identified and provided with the appropriate resources. Through these efforts, HISD promotes educational equity and ensures that gifted students receive the support needed to thrive academically.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

7.

Office of the Superintendent of Schools

Office of Public Affairs and Communications

Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandums Of Understanding With The Houston Community College System For Adult Basic Education At Sunrise Centers And Houston Independent School District Campuses

This is a request to enter into a Memorandum of Understanding with the Houston Community College System (HCC) for services for Adult Basic Education including English as-a-Second Language (ABE/ESL), EL/Civics, Career4U Academy, and Adult Secondary Education (ASE) to eligible clients at Houston Independent School District (HISD) facilities, including Sunrise Centers, and online.

HCC will be responsible for providing all instructional materials necessary for operation of the program; conduct the adult education classes in compliance with Houston-Galveston Area Council guidelines, Texas Workforce Commission guidelines, and applicable HCC policies and procedures; set up and administer adult education classes at HISD facilities, including Sunrise Centers, and online; and recruit a sufficient number of students to maintain a minimum average daily attendance of 15 ESL and 10 ABE/ASE students per class.

COST/FUNDING SOURCE(S): There is no cost to the district for this program.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate and execute agreements and/or interlocal memorandums of understanding with HCC for Adult Basic Education, effective March 21, 2025.



3/20/2025

8.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids comply with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders and a description of the items to be purchased.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more and purchases associated with a board-approved cooperative or intergovernmental interlocal agreement, effective March 21, 2025.

**Approval of Project
Recommended for 3/20/2025 Board Agenda**

Project Information	24-08-15-A – RFP / Family and Community Empowerment Services – (Salazar) – (CPAC)
Project Description	This project was originally approved by the School Board on November 9, 2023. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to obtain a multifaceted network of vendors that engages students, parents, family members, caregivers, community members, and educational staff within Houston Independent School District campuses and communities. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through November 9, 2025, with three automatic annual renewals, not to extend beyond November 9, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Anissa Joubert dba Creative Outlook Counseling & Consulting Services, PLLC	A-100%
Aungelique Roberts dba Mother Daughter ISH	A-100%
BEYONDTHEWRDS, INC. dba BEYONDTHEWRDS STUDIOS FOUNDATION, INC. / BEYONDTHEWRDS STUDIOS	NP-0%
Bunifu, LLC	A-100%
Demetra Claudette Jones dba Training and Leadership Consulting	A-100%
Diversity in the Arts and Entertainment	NP-0%
EDU Specialist, LLC	A-100%
Educational Programs Inspiring Communities dba The H.E.A.R.T. Program	NP-0%
Family Learning Company	C-D
Family Service Center of Houston and Harris County dba Family Houston	NP-0%
Fashion Museum of Texas	NP-0%
Gracefully Global Group	A-100%
Houston Healthy Hip-Hop, LLC	C-D
Joshlyn Ross dba Maximized Money, LLC	A-100%
Kultured Kids Club, LLC	A-100%
Latifat Abiola Akanni dba Yoga by Biola, LLC	A-100%
Level UP Enrichment	NP-0%
Natasha McDaniel dba Lit for Life, LLC	A-100%
National Literacy Professional Development Consortium, The, LLC dba The National Literacy Institute	A-100%
National Multilingual Services, LLC	A-100%
Parent ProTech, Inc.	C-D
Parent Teacher Collaborative Co., The	NP-0%
Patience Edwards dba BrainBuzzed Tutoring, Inc.	A-100%
Teacher Created Materials, Inc.	A-100%
TX Citywide Professional Services, Corp.	A-100%
Young Audiences of Houston	NP-0%

**Approval of Project
Recommended for 3/20/2025 Board Agenda**

Project Information	24-03-01 – RFP / Broadline Distribution and Warehouse Services for K12 Program – (Cortez) – (CFOO)
Project Description	The purpose of this project is to obtain warehouse and distribution services offering a broad line of food and related products directly to campuses districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$240,000,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2025, through June 30, 2026, with four annual renewals, not to extend beyond June 30, 2030.
Amount not to Exceed (Project Term)	\$240,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Dairyland Produce, LLC, dba Hardie’s Fresh Foods	B-20%
Labatt Institutional Supply Company dba Labatt Food Service, LLC	C-2%

**Approval of Cooperative Purchase
Recommended for 3/20/2025 Board Agenda**

Project Information	25-01-05-54 – Cooperative / Office Supplies and Related Items – (Chevalier) – (CFOO)
Project Description	The purpose of this project is to obtain office supplies and related items. Based on annual appropriations, the projected expenditure is not to exceed \$6,000,000 for the duration of the project. This is a cooperative agreement with Sourcewell utilizing cooperative project number 070924-SCC in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from April 7, 2025, through February 2, 2026, with two automatic renewals, if Sourcewell executes its renewal options, not to extend beyond February 2, 2028.
Amount not to Exceed (Project Term)	\$6,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Staples, Inc., dba Staples Contract & Commercial, LLC	N/A

**Approval of Cooperative Project
Recommend for 3/20/2025 Board Agenda**

Project Information	25-01-09-23 – Cooperative / Technology Solutions and Related Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to obtain technology equipment, software applications, and related products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,800,000 for the duration of the project. This is a cooperative agreement with the Texas Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through May 31, 2026, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2028.
Amount not to Exceed (Project Term)	\$1,800,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Raptor Technologies, LLC	N/A

**Approval of Cooperative Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-01-10-01 – Cooperative / Athletic Supplies, Equipment, and Related Services – (Ly) – (CFMO)
Project Description	The purpose of this cooperative project is to obtain athletic and physical education supplies and equipment for University Interscholastic League (UIL) sports and other districtwide activities. Based on annual appropriations, the projected expenditure is not to exceed \$6,500,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 766-25 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 1, 2025, through March 31, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2028.
Amount not to Exceed (Project Term)	\$6,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Alert Services, Inc.	N/A
All American Sports Corp. dba Riddell All American Sports	N/A
America Team Sports, LLC, dba America Team Sports	N/A
ASB Sports Acquisition Inc. dba Game One	N/A
Concourse Team Express LLC	N/A
Educator’s Depot, Inc.	N/A
Everlast Climbing Industries, Inc., dba Colorado Time Systems	N/A
Game Court Services	N/A
Image Maker4U, Inc.	N/A
It’s Greek to Me, Inc., dba Champion Teamwear	N/A
Key Installations, LLC, dba Key Installations, LLC	N/A
Lisco Sports, LLC	N/A
Michele Summerall dba Getproms.com	N/A
Nasco Education LLC	N/A
Pioneer Manufacturing Company dba Pioneer Athletics, Revere Products, Missouri Turf Paint	N/A
Prophet Corporation, The dba Gopher Sport, Play with a Purpose, Moving Minds, and STEM Supplies	N/A
Rogers Athletic Company	N/A
School Health Corporation	N/A
Schutt Sports, LLC	N/A
Sports Imports, Inc.	N/A
S&S Worldwide	N/A
Varsity Brands, Inc., dba Varsity Spirit Fashions & Supplies LLC	N/A
Varsity Brands, LLC, dba BSN Sports, LLC, dba US Games	N/A
VS Athletics	N/A
WestCom Wireless, Inc.	N/A

**Approval of Cooperative Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-01-11-01 – Cooperative / Athletic Field Equipment and Related Services – (Ly) – (CFMO)
Project Description	The purpose of this project is to obtain gymnasium and outdoor sports field equipment and supplies for University Interscholastic League sports and other districtwide activities. Based on annual appropriations, the projected expenditure is not to exceed \$600,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 765-25 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 1, 2025, through March 31, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2028.
Amount not to Exceed (Project Term)	\$600,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Educator’s Depot, Inc.	N/A
Game Court Services	N/A
Pioneer Manufacturing Company dba Pioneer Athletics, Revere Products, Missouri Turf Paint	N/A
Varsity Brands Holding Co., Inc., dba BSN Sports LLC	N/A

**Approval of Cooperative Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-01-14-01 – Cooperative / Athletic Exercise Equipment and Services – (Ly) – (CFMO)
Project Description	The purpose of this project is to obtain commercial-grade, heavy-duty exercise equipment and related accessories for University Interscholastic League sports and other districtwide activities. Based on annual appropriations, the projected expenditure is not to exceed \$100,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 764-25 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from April 1, 2025, through March 31, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2028.
Amount not to Exceed (Project Term)	\$100,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Advanced Healthstyles Fitness Equipment, Inc., dba Advanced Exercise	N/A
Comm-Fit Holding, LLC	N/A
Dynamic Fitness and Strength	N/A
Varsity Brands, Inc., dba BSN Sports LLC	N/A
Wynnpro, LLC, dba PMX Promaxima	N/A

**Approval of Cooperative Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-02-01-23 – Cooperative / Software Accessories and Supplies – (Chevalier) – (CAO)
Project Description	The purpose of this project is to obtain technology supplies, software, and accessories to be utilized by students in career and technical education programs aligned with state accountability and certification requirements, and for districtwide use. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105, in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through May 31, 2026, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2028.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
JourneyEd.com, Inc., dba Academic Superstore	N/A

**Approval of Cooperative Purchase
Recommended for 3/20/2025 Board Agenda**

Project Information	25-09-06-01 — Cooperative / Building Materials, Supplies, Equipment, and Services — (Chevalier) — (CFOO)
Project Description	The purpose of this project is to obtain building materials, supplies, equipment, and services. Based on annual appropriations, the projected expenditure is not to exceed \$750,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 756-24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from March 21, 2025, through November 30, 2025, with two automatic renewals if BuyBoard executes its renewal options, not to extend beyond November 30, 2027.
Amount not to Exceed (Project Term)	\$750,000

Recommended Vendor(s) for Approval	M/WBE Commitment
City Supply Company	N/A
Lawson Products, Inc.	N/A
RAE Security, Inc.	N/A
Wholesale Electric Supply Company of Houston, Inc.	N/A
W.W. Grainger, Inc., dba Grainger	N/A

**Approval of Cooperative Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-12-03-02 – Cooperative / Hardware and Software Maintenance, Support, and Related Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to renew the hardware and software maintenance, support, and related services for web filtering and cloud web security services, as well as service and repair for uninterruptible power supply (UPS) devices. Currently, Fortinet and iBoss are used for web filtering and cloud web security services, and Tripp Lite is used to provide service and repair for UPS devices for servers, networks, and telecommunications equipment. Based on annual appropriations, the projected expenditure is not to exceed \$1,350,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project DIR-CPO-4866 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through November 16, 2025, with two automatic renewals, if DIR executes its project renewal options, not to extend beyond November 16, 2027.
Amount not to Exceed (Project Term)	\$1,350,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Netsync Network Solutions, Inc.	N/A

**Approval of Cooperative Project
Recommend for 3/20/2025 Board Agenda**

Project Information	25-12-04-01 – Cooperative / TIPWeb Software Licensing & Related Products and Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to renew the software licensing and support for TIPWeb-IT, TIPWeb-IM, and related products and services used as a repository and inventory tracking tool for textbooks, technology equipment, musical instruments, and athletic equipment districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$825,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing project number 759-25 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from March 21, 2025, through January 31, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond January 31, 2028.
Amount not to Exceed (Project Term)	\$825,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Frontline Technologies Group, LLC, dba Frontline Education	N/A

**Approval of Cooperative Project
Recommend for 3/20/2025 Board Agenda**

Project Information	25-12-06-01 – Cooperative / Technology Solutions and Related Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to obtain technology equipment, software applications, and related products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,200,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 760-25 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through January 31, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond January 31, 2028.
Amount not to Exceed (Project Term)	\$1,200,000

Recommended Vendor(s) for Approval	M/WBE Commitment
BMP Rackmount Solutions, LLC, dba Newbart Products, A Division of Rackmount Solutions	N/A

**Approval of Cooperative Purchase
Recommended for 3/20/2025 Board Agenda**

Project Information	25-12-08-01 – Cooperative / Janitorial Supplies, Related Items, and Services – (Chevalier) – (CFOO)
Project Description	The purpose of this project is to obtain janitorial supplies, related items, and services. Based on annual appropriations, the projected expenditure is not to exceed \$750,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 747-24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from March 21, 2025, through September 30, 2025, with two automatic renewals, if BuyBoard executes its renewal options, not to extend beyond September 30, 2027.
Amount not to Exceed (Project Term)	\$750,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Buckeye International, Inc., dba Buckeye Cleaning Center-Houston	N/A
Competitive Choice, Inc.	N/A
Pollock Investments Incorporated	N/A
Staples Inc. dba Staples Contract & Commercial, LLC	N/A

**Approval of Interlocal Project
Recommended for 3/20/2025 Board Agenda**

Project Information	25-09-10-48 – Interlocal / Fine Arts Supplies and Equipment – (Majano) – (CAO)
Project Description	The purpose of this project is to obtain fine arts supplies and equipment. Based on annual appropriations, the projected expenditure is not to exceed \$750,000 for the duration of the project. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA) / Cypress-Fairbanks Independent School District (CFISD) utilizing project number 25-01-4500RFP in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through December 31, 2025, with two automatic renewals, if CFISD executes its project renewal options, not to extend beyond December 31, 2027.
Amount not to Exceed (Project Term)	\$750,000

Recommended Vendor(s) for Approval	M/WBE Commitment
J.W. Pepper & Son, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	23-01-06-22 – Cooperative / Application Portfolio Management Software Products and Services – (Garcia) – (CITO) – NTE Increase
Project Description	This cooperative project was originally approved by the Board of Education on April 13, 2023. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain application portfolio management software products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$5,700,000 for the duration of the project. This is a cooperative agreement with the Purchasing Association of Cooperative Entities (PACE) Purchasing Cooperative utilizing cooperative project number P00185 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 14, 2023, through December 31, 2023, with three automatic renewals, if PACE executes its project renewal options, not to extend beyond December 31, 2026.
Amount not to Exceed (Project Term)	\$5,700,000

Recommended Vendor(s) for Approval	M/WBE Commitment
SHI Government Solutions, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	24-01-12-23 – Cooperative / Consulting & Other Related Services – (Salazar) – (COE) – NTE Increase
Project Description	This project was originally approved by the Board of Education on February 8, 2024. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain consulting and related services for planning and analysis, strategy and coherence support, and project and process management. Based on annual appropriations, the projected expenditure is not to exceed \$1,080,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 220601 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from February 9, 2024, through June 30, 2025.
Amount not to Exceed (Project Term)	\$1,080,000

Recommended Vendor(s) for Approval	M/WBE Commitment
MGT Impact Solutions, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-09-09-48 – Interlocal / Master Scheduling Software – (Svitek) – (COS(F)) – NTE Increase and Term / Title Correction
Project Description	This project was originally approved by the board on January 16, 2025. The purpose of this project amendment is to request an increase to the spending limit authorization to provide a program to improve scheduling efficiency and accuracy by reducing the time required to create and adjust campus master schedules while minimizing scheduling conflicts and errors. Based on annual appropriations, the project expenditure is not to exceed \$600,000 for the duration of the project. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA) and Richardson Independent School District (RISD) utilizing interlocal project number 24-283 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from October 11, 2024, through June 30, 2025, with two automatic renewals, if RISD executes its project renewal options, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	\$600,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Timely Schools, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-02-02-33 – Interlocal / Teacher Pipeline Recruitment Services – (Salazar) – (CHRO) – Project Assignment and Term Correction
Project Description	This project was originally approved by the board on March 21, 2024. The purpose of this amendment is to identify the interlocal agreement with Dallas Independent School District (DISD) to obtain products and services for educational support districtwide and term correction. This is an interlocal agreement with Central Texas Purchasing Alliance (CTPA) / DISD utilizing interlocal project number KH-206016 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 22, 2024, through March 21, 2025, with one remaining automatic renewal not to exceed December 31, 2025.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Teach for America, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	20-01-01 RFP / Electronic Disposal and Recycling Services – (Chevalier) – (CFOO) – Term Extension
Project Description	This project was originally approved by the Board of Education on April 9, 2020. The purpose of this project amendment is to request a term extension to obtain disposal and recycling services for electronic waste. This is a revenue-generating project and will be at no cost to the district. The district applied the Best Value process in selecting the vendor to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 10, 2020, through April 9, 2021, with four automatic annual renewals, not to extend beyond July 9, 2025.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Recycling Surplus, Inc., dba ABM System	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	20-11-09 – RFP / Boiler and Machinery Equipment Insurance – (Cortez) – (CFOO) – Term Extension
Project Description	This project was originally approved by the Board of Education on March 12, 2020. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain insurance to protect the district against boiler and machinery/equipment breakdown-related losses. The district applied the Best Value process in selecting the vendor to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from March 13, 2020, through March 12, 2021, with four automatic annual renewals, not to extend beyond June 10, 2025.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Arthur J. Gallagher Risk Management Services, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	22-03-10-54 – Cooperative / Global Positioning System (GPS) Tracking System Hardware, Software, and Services – (Scherer) – (COE) – Term Extension
Project Description	This cooperative project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to maintain the existing Synovia GPS tracking system used by the police department. This is a cooperative agreement with Sourcewell utilizing cooperative project number 020221-CAW in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 2, 2022, through March 26, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
CalAmp Wireless Networks Corporation dba Synovia Solutions, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	21-06-04-C – RFP / Leadership, Teacher, and Staff Development – (Ho) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the School Board on December 10, 2024. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to provide professional development that is interactive, research-based, and focused on supporting teachers and other district personnel with training, coaching, and classroom observation. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through June 30, 2025, with two automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Brigitte O'Michaels, LLC	A-100%
California Creative Solutions, Inc., dba CCS Learning Academy	A-100%
EDU Specialist, LLC	A-100%
Eduservice, Inc., dba CT3	A-100%
Jennifer Taylor Boykins dba Nothing But Education, LLC	A-100%
Latifat Abiola Akanni dba Yoga by Biola, LLC	A-100%
Lexia Voyager Sopris, Inc., dba Lexia Learning Systems, LLC	C-D
MGT Impact Solutions, LLC	B-25%
Parent Teacher Collaborative Co., The	NP-0%
Teachers' Teacher, The LLC	A-100%
Teaching and Learning Alliance, Inc.	NP-0%
Zia Professional Learning, LLC	B-25%

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	23-01-02-04 – Cooperative / Graduation Items, Yearbooks, Commemorative Items – (Svitek) – (CFOO) – Additional Vendor(s)
Project Description	This cooperative project was originally approved by the Board of Education on March 9, 2023. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain graduation items, yearbooks, and commemorative items. This is a cooperative agreement with Choice Partners utilizing cooperative project number 23/012SG in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through January 17, 2026, with two automatic renewals if Choice Partners executes its project renewal options, not to extend beyond January 17, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Dilly Campus Supply, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-08-07-01 – Cooperative / Classroom and Teaching Aids, Supplies, and Equipment – (Guerrero Martinez) – (CAO) – Additional Vendor(s)
Project Description	This cooperative project was originally approved by the School Board on January 16, 2025. The purpose of this project amendment is to request an additional vendor, with no additional increase in funding, to obtain instructional materials, products, and services, including but not limited to special-education materials, technology equipment, supplies, professional development services, and a full line of related districtwide general classroom supplies/equipment. This is a cooperative agreement with BuyBoard utilizing cooperative project number 750-24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through October 31, 2025, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond October 31, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Educational Products, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-08-13-01 – Cooperative / Theatrical Supplies and Equipment – (Majano) – (CAO) – Additional Vendor(s)
Project Description	This cooperative project was originally approved by the School Board on February 13, 2025. The purpose of this project amendment is to award additional vendors, with no additional increase in funding to obtain theatrical supplies and equipment districtwide. This is a cooperative agreement with BuyBoard utilizing cooperative project number 752-24, in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through November 30, 2025, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Barbizon Light of the Rockies, Inc., dba Barbizon Light	N/A
Display Products, Inc., dba Radius Display Products	N/A
Ford Audio-Video Systems, LLC	N/A
NSEC, LLC, dba National Stage Equipment Company	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-11-07 – RFP / Nursing Services – (Contreras) – (COE) – Additional Vendor(s)
Project Description	This project was originally approved by the School Board on February 13, 2025. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain supplemental nursing services and healthcare services for eligible students with complex medical needs. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through February 13, 2026, with two automatic annual renewals, not to extend beyond February 13, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
LAP Dog, LLC, dba LD Staffing	B-35%

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	21-06-03 – RFP / Student Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling – (Contreras) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain contracted services in the following areas: enrichment, mentoring, and student tutorial instruction in reading, math, English/language arts, social studies, and science that is designed to increase the progress and academic achievement of students, including English Language Learners and Special Education students. Paper Education Company, Inc., has changed its business name to Paper Education America, Inc. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Paper Education America, Inc.	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 3/20/2025 Board Agenda**

Project Information	25-09-04 – RFP / Group Travel Services – (Contreras) – (COS(S) – Vendor Name Change
Project Description	This project was originally approved by the School Board on November 14, 2024. The purpose of this project amendment is to change the name of an awarded vendor with no additional increase in funding, to provide international and domestic travel services for school-sponsored trips that will offer exposure to diverse cultures, historic landmarks, and educational programs that align with Houston Independent School District academic objectives, fostering global awareness, leadership development, and critical thinking skills. EF Institute for Cultural Exchange, Inc., changed its business name to EF Institute for Cultural Exchange, Inc., dba EF Education First International AG. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 21, 2025, through November 14, 2025, with two automatic annual renewals, not to extend beyond November 14, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
EF Institute for Cultural Exchange, Inc., dba EF Education First International AG	RFP-0%

Code Legend

M/WBE - Minority and Women Business Enterprise Notations

- a. Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).
- b. Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.
- c. Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The Purchase Of Property Insurance From Various Insurers And Authority To Negotiate And Execute The Purchase Of \$250 Million Of Property Insurance Coverage

The Houston Independent School District (HISD) carries a portfolio of all risk property insurance policies based on a manuscript form to protect HISD's schools, support service facilities, and contents valued at approximately \$7.52 billion spread over an area of more than 333 square miles within Houston. The current portfolio of policies includes limits of \$250 million per occurrence, with separate sublimits for named storm, wind, flood, and earthquake. The 2025-2026 deductibles are \$2,500,000 per occurrence for wind, hail, and/or flood losses due to a named storm; and \$500,000 per occurrence for losses due to wind, hail, flood, and earthquake.

In May 2021, a request for proposals for property insurance brokerage services was issued. In September 2021, the HISD Board of Education approved the award of the services contract to Alliant Insurance Services, Inc., which has a minority/women-owned business enterprise participation of 25 percent.

Alliant Insurance Services, Inc., is negotiating the policies at an annual cost not to exceed \$24,600,000. There may be minor changes in the positioning and pricing of some of the insurance carriers within the various layers, as negotiations continue.

COST/FUNDING SOURCE(S): The total cost for this program is not to exceed \$24,600,000 and will be funded as follows:

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1999000001	1090800003	AD51990000000000	6429020000	N/A	\$23,552,015.40
Nutrition Services	2400010000	1040830000	AD35990000000000	6429020000	N/A	\$1,047,984.60

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the purchase of property insurance from various insurers through Alliant Insurance Services, Inc., and authorizes the superintendent of schools or a designee to negotiate and execute the purchase of up to \$250 million in property insurance coverage, subject to market availability, for the policy period of April 1, 2025, through April 1, 2026, effective March 21, 2025.



3/20/2025

10.

Office of the Superintendent of Schools

Office of Finance and Operations

Authority To Negotiate, Execute, And Amend All Documents Pertaining To A Lease Agreement With The City of Houston For McReynolds Park Located On The John McReynolds Middle School Site, 5910 Market Street, Houston, Texas 77020

The Houston Independent School District (HISD) has had a long-term lease agreement with the City of Houston for the joint use of a portion of the John McReynolds Middle School (MS) site for the city's McReynolds Park. The city constructed improvements on the property including a baseball field, two soccer fields, and multipurpose fields, thus providing a city park to be utilized by the school and community. The city has requested that the district renew this agreement for an additional five-year term. The current agreement will expire on March 10, 2025.

Approval of this lease agreement would allow the community and citizens of HISD to continue to use and enjoy this city park and would ensure that the site would continue to be maintained by the city. It would also be beneficial to HISD students through continued use of the public park improvements that would be made available to them through the use of this property.

The new agreement would be for a term not to exceed five years, with either party having the right to terminate without cause or for convenience with written notice not to exceed 90 days to the other party. Rental would be \$1 for the entire term.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend all documents pertaining to a lease agreement with the City of Houston for McReynolds Park located on the John McReynolds MS site, 5910 Market Street, Houston, Texas 77020, effective March 21, 2025.



3/20/2025

11.

Office of the School Board

Approval To Revise The Fiscal Year 2025 Internal Audit Plan

The board's Audit Committee recommends approval to add two new internal audit projects to the fiscal year (FY) 2025 Internal Audit Plan. These projects will audit cooperative purchases and competitive procurement.

At the committee's February 27, 2025, meeting, representatives of the district's outsourced internal audit firm, RSM US LLP, offered three options to add the projects. The committee selected and recommends for approval the option with the least impact to currently planned audits, deferring only one-regarding the ProCard program-to FY 2026.

COST/FUNDING SOURCE(S): TBA

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the revision of the FY 2025 Internal Audit Plan to include cooperative purchases and competitive procurement, effective March 21, 2025.



3/20/2025

12.

Office of the Superintendent of Schools

Office of Leadership and Strategic Initiatives

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The Harris County Commissioner Precinct One Bike One Program

This agenda item requests that the Houston Independent School District (HISD) School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with Harris County Commissioner Precinct One (Precinct 1) for the Bike One Program. This partnership will allow students from four selected campuses (Thomas Middle School (MS), Lawson MS, Ortiz MS, and Edison MS) along the Sims Bayou route to partake in an experience that aligns with the Fitness Dyad Pillar. Students will participate in bike lessons and will receive safety equipment for their efforts. Students will also receive nutritional education and have continued fitness experiences with the Houston Texans and volunteer dyad consultants.

The outcome of this partnership is to foster a robust knowledge of the importance of fitness and health in a unique way that can be carried out beyond the classroom and school setting.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with Precinct 1 for the Bike One Program, effective March 21, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

13.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BE(LOCAL), *Board Meetings*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BE(LOCAL), *Board Meetings*, to simplify and clarify several parts of the policy, including:

- The process for withdrawing agenda items;
- Changes to the order of business;
- The recording of votes and minutes;
- Limitations on discussion; and
- Public conduct.

A copy of BE(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to BE(LOCAL), *Board Meetings*, effective March 21, 2025.

The Board shall hold regularly scheduled meetings and any special or emergency meetings or workshops as it deems necessary. Portions of a meeting where action will not be taken may be conducted with less than a quorum at the discretion of the Board President.

Meeting Place and Time

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the second Thursday of each month (except for the month of July) at the time specified in the posted notice for the meeting. When determined necessary and for the convenience of Board members, the Board President may change the date or time of a regular meeting with proper notice. Regular meetings of the Board shall not be held during the month of July.

Special or
Emergency
Meetings

The Board President shall call special meetings at the Board President's discretion or on request by three members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Workshops

Workshops may be scheduled as deemed appropriate and may be conducted with less than a quorum at the discretion of the Board President. [See BE(LEGAL)]

Agenda

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Before the official agenda is posted for any meeting, the Superintendent or designee shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. The Board President or designee shall ensure all Board members are notified as to any agenda items ~~he or she withdrew~~ withdrawn, ~~at the time of the withdrawal request and no later than~~ within 24 hours ~~prior to the posting of the agenda, to allow adequate time for Board members to respond to withdrawn items~~ of such withdrawal.

In reviewing the agenda before posting, the Board President shall ensure that any topics the Board or at least three Board members have requested to be addressed are either on the agenda for the first regular meeting that is at least seven calendar days after the date the Board President receives the request, or on the agenda for a special or emergency meeting if the Board President determines that the item requires immediate consideration and should be communicated to the public in accordance with state law [see BE(LEGAL)].

Notice to Members	Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.
Closed Meeting	<p>Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.</p> <p>The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]</p>
Order of Business	The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consent of all Board members present, or at the discretion of the Board president.
Rules of Order	The Board shall generally observe the parliamentary procedures as found in <i>Robert's Rules of Order, Newly Revised</i> , except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.
Voting	Voting shall be by voice vote, show of hands, or electronic voting system, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights.]
Board Members' Requests for Information	Requests by Board members for information on the operation of the District shall be addressed to the Superintendent. If the information is not readily available or would require significant administrative staff time to prepare, the Superintendent may refer the request to the full Board at a subsequent meeting, for direction. [See also BBE(LOCAL)]
Minutes	<p>Board action shall be carefully recorded by the Board Services staff Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.</p> <p>The official minutes of the Board shall be retained on file in the Office of Board Services and shall be available for examination during regular office hours a District webpage after they are approved.</p>
Discussions and Limitation	Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President

shall halt discussion that ~~does not apply~~ is not relevant to the business before the Board, or that is redundant.

The Board President may impose limitation on discussion and shall ~~also~~ halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. ~~Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.~~

Conduct during Board Meetings

Persons attending a meeting of the Board shall conduct themselves in an appropriate manner and shall not engage in conduct that disrupts or interferes with the proceedings. Failure to adhere to the required standards of conduct may result in removal of the responsible persons from the premises and may subject such persons to criminal penalties as provided in the Texas Penal Code.

Prohibited Conduct

The following conduct has been determined by the Board to constitute disruptive behavior and is, therefore, prohibited:

1. Possessing a weapon at the meeting;
2. Waving or displaying signs, placards, posters, or banners in such a manner as to pose a potential safety hazard or disrupt the proceedings;
3. Applauding, booing, cheering, or making other audible expressions of approval or disapproval in such a ~~loud and/or raucous~~ manner as calculated to disrupt the meeting; or
4. Using profane or vulgar language or gestures, including during presentation to, or interaction with, the Board.

Violations

Any violation of the standards of behavior shall result in a warning. Failure to refrain from engaging in the prohibited conduct upon receipt of a warning shall result in removal of the responsible person(s) from the meeting location and may subject such person(s) to criminal penalties as provided in the Texas Penal Code. [See BED]

Effective Date

~~This policy shall be effective as of the adoption date, August 13, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

14.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BED(LOCAL), *Board Meetings: Public Participation*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BED(LOCAL), *Board Meetings: Public Participation* to modify and clarify practices regarding public comment and language assistance services, as well as to remove the Complaints and Concerns section because those topics are addressed in other policies.

A copy of BED(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to BED(LOCAL), *Board Meetings: Public Participation*, effective March 21, 2025.

Limit on Participation	Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy and the Board Operating Procedures . At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.
Public Comment	A person may comment as a speaker at a Board meeting regarding any item posted for consideration on an agenda for an open meeting during that meeting. All speakers must register before the meeting in accordance with this policy. Members of the public will be given a choice of speaking in person or by videoconference when registering to speak. In accordance with state law, any person participating remotely must be visible to the Board and the audience.
Regular Meetings	At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.
Special Meetings	At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.
Speakers to Agenda Items	A person may comment as a speaker at a Board meeting regarding any item posted for consideration on an agenda for an open meeting during that meeting.
Hearing of the Community	The Hearing of the Community is the portion of a regular Board meeting in which a person wishing to speak regarding any District-related matter <i>not</i> listed on the meeting notice may do so.
Timing	Public comment on topics included in a meeting agenda shall occur near the beginning of the meeting. Public comment on topics not included in the meeting agenda shall occur during the Hearing of the Community. The Hearing of the Community shall be held no later than 7:00 p.m.
Students	Students enrolled in HISD shall be heard near the beginning of the meeting and before other speakers, at the discretion of the Board president even if the students have registered for the Hearing of the Community.
Time Limit	Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed two minutes per meeting.
Meeting Management	Although speakers have a maximum limit of two minutes each, once the number of speakers exceeds 30, speaker time shall be reduced to one minute each. When necessary for effective meeting management or to accommodate large numbers of individuals

wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, ~~deferring public comment on nonagenda items~~, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Language
Assistance Services

The District provides language assistance services in relation to Board meetings and Board information as required by law. Interpreter assistance can be requested for ~~filling out the public comment form for Board meetings~~, providing public comment to the Board, ~~and simultaneous interpretation services during the in-person Board meeting or broadcast~~. Interpretation services shall be provided in Spanish for all regular Board meetings ~~in Spanish, and for other Board meetings if a written request is made at least 48 hours before the meeting~~. Persons needing assistance in other languages must make that request in writing at least 48 hours before the Board meeting at which the services are needed. The District will accommodate the request subject to interpreter availability. The Superintendent or designee will make available on the District's website ~~and in the Board Services Office information concerning how requests~~ instructions for requesting translation and/or interpretation services ~~can be made, including the name, title, and contact information for the individual(s) who can assist with requests for translation and interpretation services~~. Subject to the meeting management discretion of the presiding officer, as described above, only individuals who use District language assistance services will receive extra time in accordance with BED(LEGAL).

Speaker Registration

A person wishing to speak during a Board meeting may do so by completing the appropriate registration form and submitting it to the Office of Board Services by 12:00 p.m. on the day before the meeting.

Distribution of
Materials

Should any registered speaker wish to distribute handout materials to the Board, the materials shall be provided to the Office of Board Services by 12:00 p.m. on the day before the meeting. Should any registered speaker wish to distribute handout materials to the audience, this shall be done after, not during, the meeting.

Process

Speakers shall be ~~selected~~ heard prior to or during the Board's consideration of the agenda item upon which they are registered to speak in the order determined by the presiding officer ~~in which they signed up to speak~~, except that preference ~~shall~~ may be given to public officials and students enrolled in HISD ~~(who shall be heard~~

~~near the beginning of the meeting and before other speakers) and to individuals who have not appeared before the Board within the last 30 days.~~

A speaker may not yield unused time to another person. Should there be a speaker who has registered to speak to multiple agenda items, ~~or to one or more agenda items and for the Hearing of the Community,~~ the ~~Board President~~ presiding officer shall direct the speaker to consolidate their comments under the first item on the agenda for which the speaker has registered, and the speaker shall be given a maximum of two minutes to make their consolidated comments.

Should a speaker drift from the stated subject, or become disruptive or abusive, the speaker shall be given one warning; if a second warning is required, then the speaker shall forfeit the remaining time allotment for the current meeting, any allotment for any meeting within the next 30 days, and may be removed from the meeting. Speakers are required to follow the rules of behavior specified at BE(LOCAL).

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**Awards and
Recognitions**

Most awards and recognitions for achievements of students and employees shall be presented at the campus or department giving rise to the award or recognition. Awards and recognition for major achievements of students, such as national and state awards, ~~shall~~ may be presented at regular meetings of the Board as the occasions arise for such acknowledgments. Scheduling shall take into consideration the order of business for the meeting as determined by the Board President and the convenience of the persons to be presented.

**~~Complaints and
Concerns~~**

~~The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution.~~

- ~~• Employee complaints: DGBA~~
- ~~• Student or parent complaints: FNG~~
- ~~• Public complaints: GF~~

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If after at least one warning from the presiding

officer, any individual continues to disrupt the meeting by words or actions, the presiding officer [or designee](#) may request assistance from law enforcement officials to have the individual removed from the meeting.

Effective Date

~~This policy shall be effective as of the adoption date, November 19, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

15.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*. The changes are recommended to update information.

A copy of DBD(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DBD (LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*, on second reading, effective March 21, 2025.

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities.

Gifts

No gift, favor, loan, service, entertainment, or anything of more than token value shall be accepted by District employees from any District vendor or prospective vendor seeking to do business with the District. Items of token value include trinkets of minimal value such as coffee mugs, key chains, caps, and the like. Plaques and commemorative items are not considered to be gifts. [See CAA, CB, and CBB]

Meals

Meals exceeding \$100 in the aggregate per year from any single source, District vendor, or prospective District vendor are strictly prohibited. Meals that exceed \$50 per meal or up to \$100 in the aggregate per year from any District vendor or prospective vendor must be reported.

E-Rate

In the case of E-Rate matters, governance provided at CAA supersedes these requirements.

Conflict of Interest

An employee shall not have a personal financial interest, business interest, or any other obligation (e.g., Board member, consultant) that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of the District.

The Board and the District require employees to put the interests of the District before the interests of external organizations with which they are affiliated, such as being a board member of a volunteer organization. To avoid the appearance of a conflict of interest, any work with outside organizations that are interested in or likely to be interested in any contract, purchase, or financial transaction with the District shall be subject to disclosure by an administrative employee as defined in administrative regulation.

Disclosure Statement

Each employee shall be required to execute the semiannual disclosure statement (i.e., semiannually), certifying that the employee will conform with the requirements of Section 16 of the Special Act of 1923, which created the District.

Definition

"Conflict of interest" includes the common law conflict of interest and the following definition in Section 16 of the Special Act of 1923:

No Superintendent, business manager, or any other person holding any position of employment under said Board, shall

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

be directly or indirectly interested in any purchase, sale, business, work or contract, the expense, price or consideration of which is paid from the school funds of said District; nor shall any employee purchase any warrants or claims against said Board or District, or any interest therein, or become surety for any person or persons having a contract or any kind of business with said Board, for the performance of which security may be required. Anyone violating this provision shall be discharged from services.

If the employee is in doubt about a particular item, written clarification shall be requested [via Ethics@houstonisd.org](mailto:Ethics@houstonisd.org) concerning any transaction or potential transaction that might create a conflict of interest.

**Conflict of Interest
Review Committee**

~~The conflict of interest review committee shall analyze possible conflict of interest disclosures submitted to the Superintendent or designee, and the committee shall make recommendations to the Superintendent for appropriate action by the Board, if necessary.~~

~~The committee shall analyze possible conflict of interest disclosures involving the Superintendent and shall make recommendations to the Board for appropriate action, if necessary. Conflict of interest disclosures involving the Superintendent should be submitted directly to the conflict of interest review committee.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

16.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Revisions To Board Policy EC(LOCAL), *School Day*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy EC(LOCAL), *School Day*. The changes are recommended to remove outdated information.

A copy of EC(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy EC (LOCAL), *School Day*, on second reading, effective March 21, 2025.

Loss of Class Time

The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent's written consent.

Interruptions

The District shall limit nonacademic activities that interrupt and distract from the academic process and shall enforce the following restrictions:

- Schoolwide or all-call announcements, other than emergency announcements, shall be made over the public address system only once during the school day.
- Selling or solicitation shall not be permitted during class time. [For fund-raising activities, see FJ]

School Day

The daily program shall be established in accordance with the needs of the individual school, the District, and Texas Education Agency (TEA) guidelines.

~~All schools shall operate on a minimum seven-hour, 15-minute standard school day, including intermissions and recesses.~~

Kindergarten Program

All kindergarten classes in the District shall operate on a full-day, full-year basis. [See EC(LEGAL) and FD(LEGAL)]

Effective Date

~~This policy shall be effective as of the adoption date, April 11, 2014.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

3/20/2025

17.

Office of the School Board

Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meeting on February 27, 2025.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the minutes of its meeting on February 27, 2025, effective March 21, 2025.