

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**School Board  
Meeting**

**June 27, 2024**

**4:00 P.M. – BOARD AUDITORIUM – OPEN SESSION**

- CALL TO ORDER
- SPEAKERS TO AGENDA ITEMS
- DISCUSSION OF A POTENTIAL BOND ELECTION
- DISCUSSION OF POSSIBLE REVISIONS TO BOARD POLICY AE(LOCAL)
- REPORT ON STAAR RESULTS
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- 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 1.3 And Goal 2 Progress Measure 2.3
  - June 2024 Goal Progress Monitoring Report
2. Acceptance Of Board Monitoring Update: Presentation Of Constraint 3 Progress Measure 3.1
  - June 2024 Constraint Progress Monitoring Report
3. Update From The Community Engagement *Ad Hoc* Committee Chair
  - Community Engagement Committee Report

**CLOSED SESSION**

**Personnel**

- a) Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, 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.

### **Security Devices Or Security Audits**

- a) Discussion Of Districtwide Intruder Detection Audit Report Findings And Corrective Actions Put Into Place

### **ADJOURN**



---

6/27/2024

1.

---

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 1 Progress Measure 1.3  
And Goal 2 Progress Measure 2.3

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

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD School Board 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 1.3:** The percentage of grade 3 students that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 34 percent in January 2024 to 49 percent in May 2028.

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

**Goal Progress Measure 2.3:** The percentage of grade 3 students that have a CGI of 0.6 or higher on NWEA MAP in math will increase from 40 percent in January 2024 to 55 percent in May 2028.

## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

**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.

### Goal Progress Measure 1.3

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

#### Background:

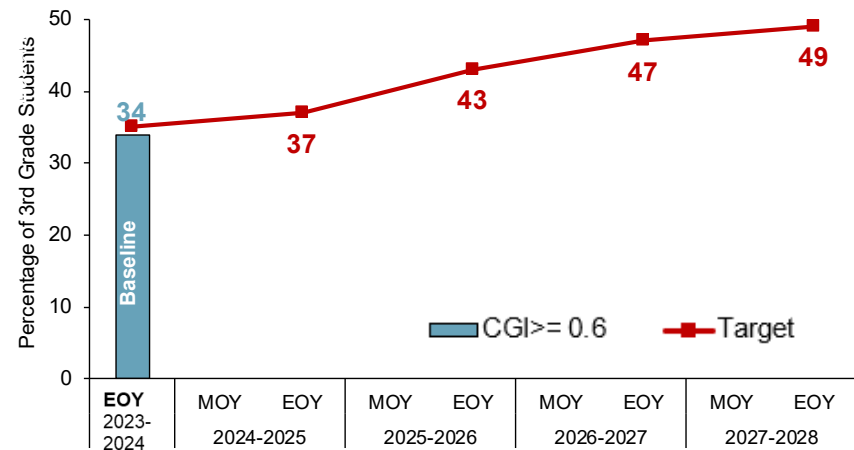
In the 2023–24 school year, the district introduced the NWEA MAP as an interim assessment to monitor student proficiency and performance. This assessment, which is computer adaptive, not only provides immediate feedback to both teachers and students but also offers a projected proficiency level tied to the State of Texas’ STAAR assessments.

The District now uses several NWEA metrics to assess progress, including growth in RIT points as a percentage of a year’s growth, percentage of students who met expected growth, and the increase in average percentile. Another metric is the Conditional Growth Index (CGI). The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared NWEA growth norms.

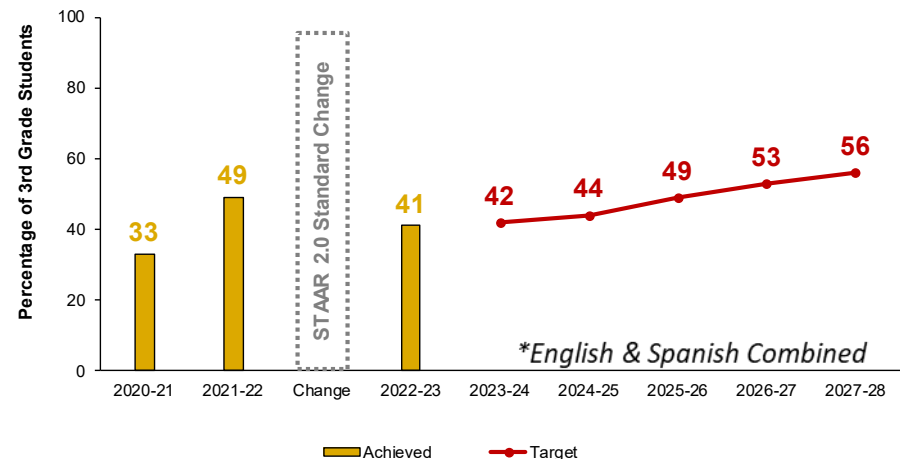
The CGI expresses student growth in standard deviation units above or below the growth norms. A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student’s growth exceeded the growth norms, whereas negative CGI scores indicate that a student’s growth was less than the growth norms. A CGI score of 1.0 means a student’s growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student’s growth is one standard deviation below the growth norm. The CGI allows for growth comparisons to be made between students of differing achievement levels, and across different grades and subject areas. *(continued next page)*

<sup>^</sup> Note: MOY refers to students enrolled BOY-MOY; EOY refers to students enrolled BOY-EOY. Therefore, tested student counts may vary due to student mobility.

**Figure 1^.** NWEA MAP 3rd Grade Students CGI At or Above 0.6 in Reading (GPM 1.3)

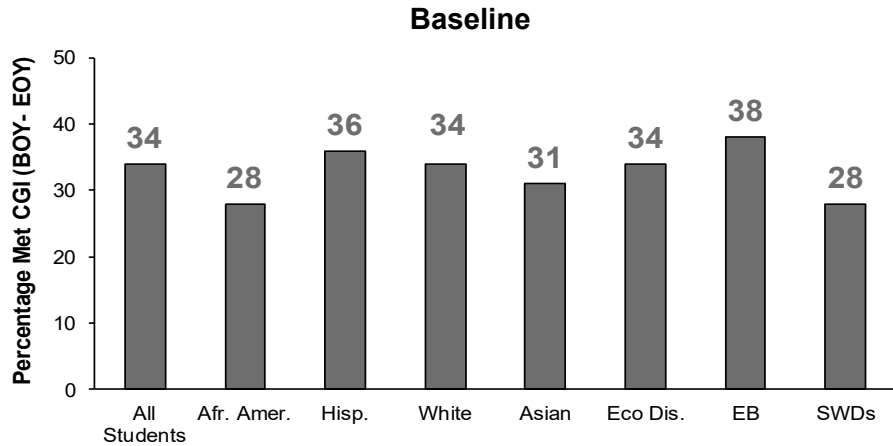


**Figure 2.** STAAR 3rd Grade Students Meets Grade Level in Reading (Goal 1)

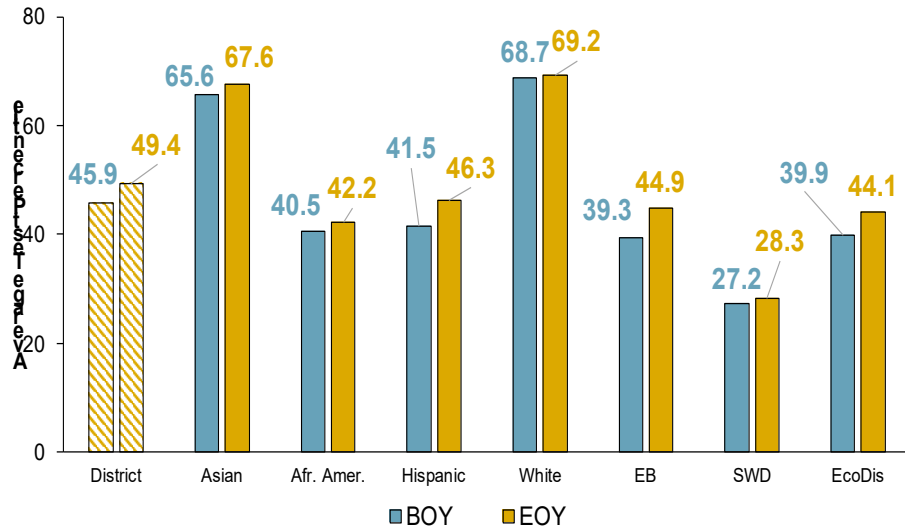


## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

**Figure 3. EOY Baseline Data, NWEA MAP 3rd Grade CGI At or Above 0.6 (Reading)**



**Figure 4. NWEA MAP Test Percentile, 3rd grade BOY – EOY (Reading)**



\*English & Spanish Combined

### **Background** *(continued from pg. 1)*

HISD’s choice of a CGI score of 0.6 is well above the median, and as such represents high expectations for student growth over time.

The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District’s baseline data. Based on Middle-of-Year (MOY) data, which provides some information on which to base a projection, the District projected that 34% of the district’s third-grade students would achieve a Conditional Growth Index (CGI) of 0.6 or higher in reading, as measured from Beginning-of-Year (BOY) to End-of-Year (EOY). Our third graders did achieve 34%, but whatever they would have achieved would have been the District’s baseline. The District neither met nor did not meet this expectation. [In the Board monitoring report from January 2024, the District stated the following: “. . . readers should keep in mind that this is the first year HISD is requiring the NWEA assessments district wide. We will establish a baseline and then be able to analyze trend data over time.”]

This data only includes students who were in HISD in both the BOY testing window and the EOY testing window.

Next year, the District will have a CGI measurement that shows the increase (or decrease) in the percentage of students growing in 3<sup>rd</sup> grade reading as compared to a national norm. In the meantime, the District will rely on its alignment with Goal 1 and other NWEA data. The district aimed to achieve a minimum growth of 15 percentage points from 2024 to 2028 on the STAAR reading test. As of the 2023-24 school year, the district declined one percentage point. The District did not meet this metric. However, with regard to NWEA data, there are other signs of progress, which are discussed below.

## Superintendent’s evaluation of performance

The CGI data is baseline, so it is too early to determine progress with just the one metric. Additionally, trying to get 49% of the students to exceed a CGI of .6 in 5 years is our most rigorous metric. Since our students are considerably behind in proficiency, it is important to set rigorous goals and take steps to achieve them.

Other academic data suggest that we are making progress in 3<sup>rd</sup> grade reading. While the 3<sup>rd</sup> grade STAAR reading “meets or exceeds” score dropped by 1% point, the District still narrowed the distance from the state score by 3 percentage points (since the State declined 4% points in 3<sup>rd</sup> grade reading). 3<sup>rd</sup> graders in the NES schools improved 3 percentage points on the STAAR reading assessment. Their achievement gains indicates that the overarching strategy to improve reading is working and that the District is making progress.

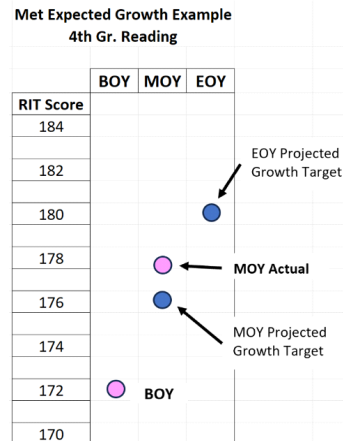
Other NWEA metrics show more progress being made. For “Met Expected Growth,” a good score that demonstrates progress is 55% or greater. (See definition below.) For the 2023-2024 school year, 56% of HISD’s 3<sup>rd</sup> graders met expected growth in reading.

Our end-of-year NWEA data also show that our students gained ground on achievement percentile measured against the national achievement distribution in 3<sup>rd</sup> grade reading. In third grade reading, our students increased from the 46<sup>th</sup> percentile (45.9) to the 49<sup>th</sup> percentile (49.4). That is a 3 percentile increase in one year.

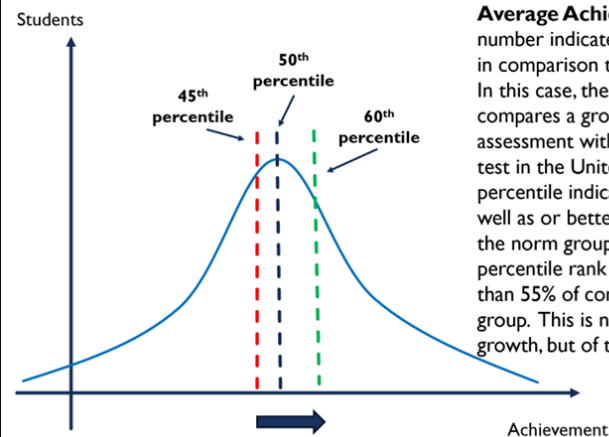
We are making progress, but we have a long way to go. Only 40% of our 3<sup>rd</sup> graders are reading at grade level. We need to continue to follow through on the action steps described in this report.

### Met Expected Growth

**Met Expected Growth:** NWEA calculates a projected growth target for each student based on maintaining percentile rank (see example at right). **Met Expected Growth** percentage is the percentage of students who met their individualized projected growth target. For example, in a class of 25 students, if 15 met or exceeded their target growth, the percentage would be 60%. For a NWEA MAP test, about half of a typical group of students will meet or exceed their growth projections.



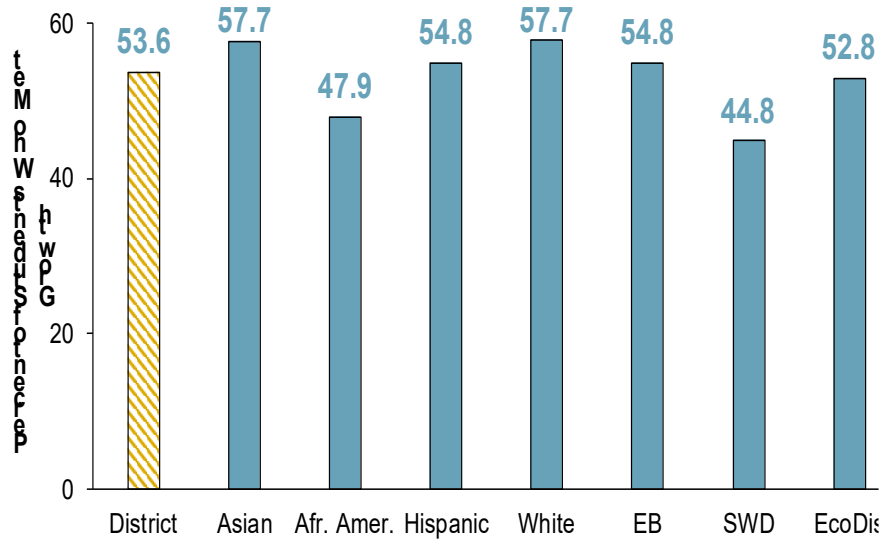
### Average Achievement Percentile



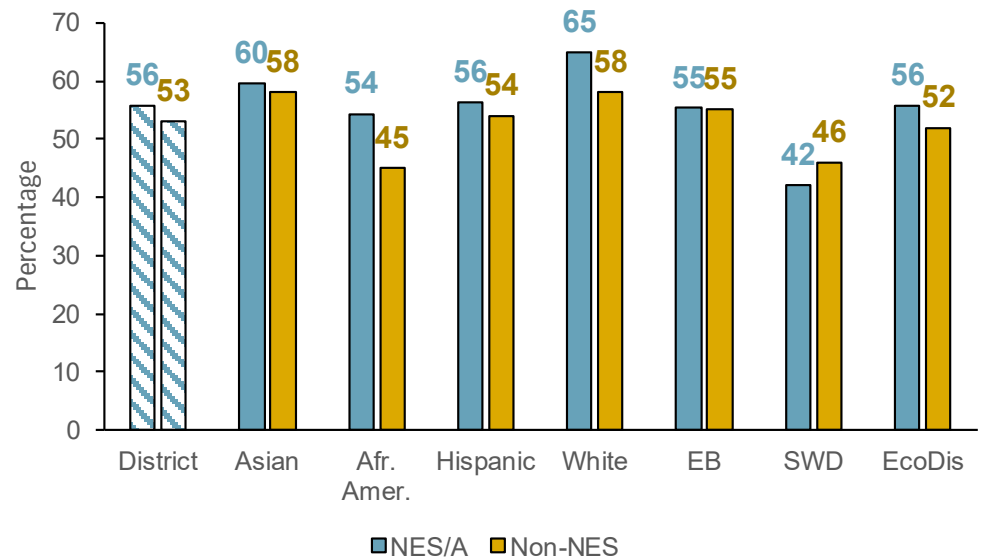
**Average Achievement Percentile:** This number indicates how well a student performed in comparison to the other students in a group. In this case, the average achievement percentile compares a group of students taking a MAP assessment with other students taking the same test in the United States. A student’s achievement percentile indicates that the student scored as well as or better than the percent of students in the norm group. In other words, a student with a percentile rank of 55 scored as well as or better than 55% of comparable students in the norm group. This is not a measure of a student’s growth, but of their relative proficiency.

## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

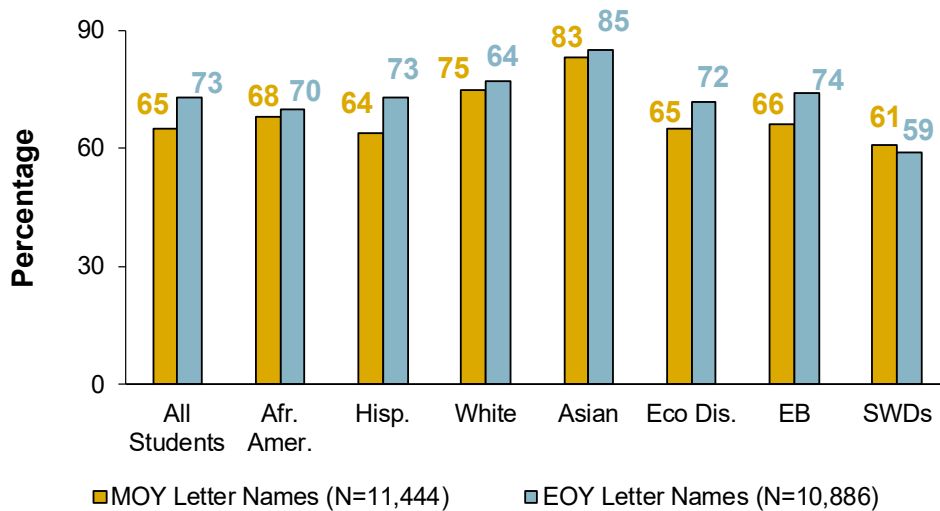
**Figure 5. NWEA MAP 3rd Grade Met Expected Growth BOY—EOY (Reading)**



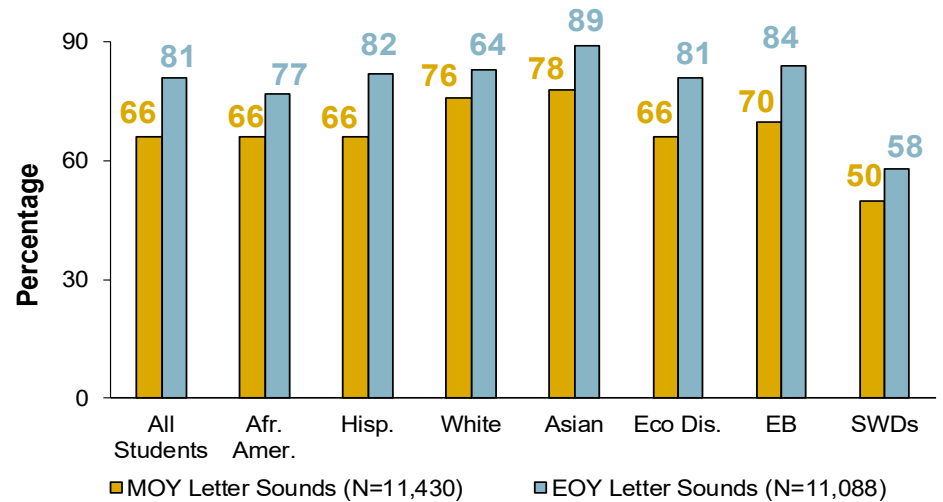
**Figure 6. NWEA MAP 3rd Grade Met Expected Growth BOY—EOY (Reading) by NES/A Status Revised June 24**



**Figure 7. MOY-EOY, PK3 & PK4 CIRCLE Met Proficiency, Letter Names**



**Figure 8. MOY-EOY, PK3 & PK4 CIRCLE Met Proficiency, Letter Sounds**



Note: BOY sample may include different students than EOY sample. All charts are English & Spanish combined. Due to rounding, Figure 6 may appear not to align with Figure 5.



**Root Cause Analysis**

There are three root causes for our students’ low proficiency in reading:

**Science of Reading Curriculum**

The research is clear now that students who are learning to read need to learn how to decode. Also, students need language comprehension skills. The District began to assess and upgrade its reading curriculum in the 2022-2023 school year by piloting Amplify, a science-of-reading curriculum, in 6 schools. Most of the District’s schools were not being intentional about ensuring students received strong science-of-reading curriculum. Once schools have a strong curriculum, teachers must be trained on how to use the curriculum effectively. School leadership must ensure that the curriculum is being used with fidelity.

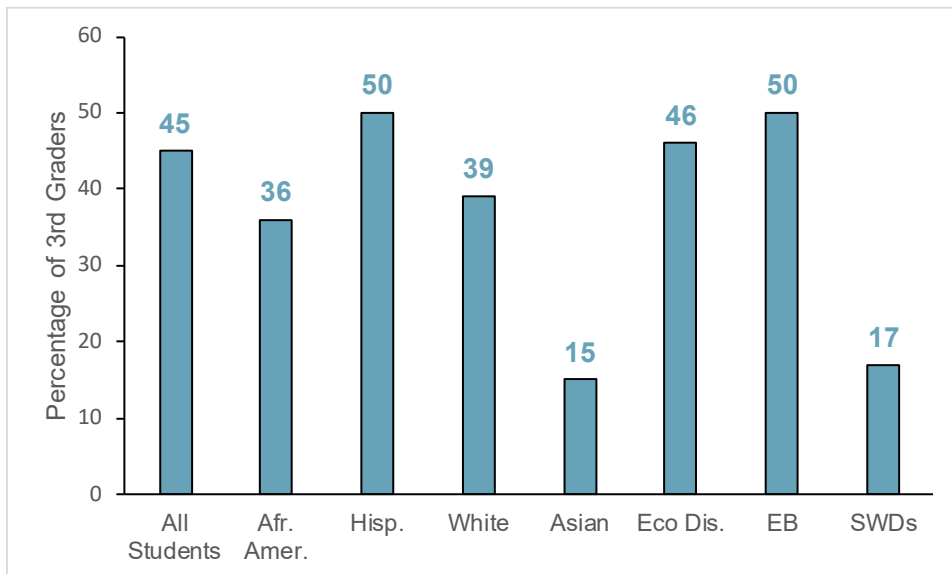
**The Quality of Instruction**

A strong curriculum is necessary, but it is insufficient. Teachers need to implement the curriculum effectively and provide high quality instruction. After thousands of observations by school leaders this year, the overall quality of instruction needs to be improved across the board, including in the early grades. The LSAE model in the NES schools focuses on grades 3 through 10. In the elementary schools, more needs to be done to ensure strong implementation of high-quality instruction and strong curriculum design in grades K through 2.

**Access to high-quality Pre-K**

Our students’ ability to read at grade level on the MAP assessments and the STAAR exams begin in Pre-K and the early grades. We need to increase the number of Pre-K students across the District. We also need to ensure strong and effective curricular supports for the early grades and train the teachers to have higher quality instruction in the early grades.

**Figure 9. EOY, 3rd Grade DIBELS/Lectura, Met Proficiency**  
(NES/A Only, N=1,615 students)~



~ NES/A 3rd graders were required to test in DIBELS, Non-NES/A was not.

**Goal Progress Measure 1.3 Action Steps**

While the leadership team’s arrival in the summer did not allow time for more comprehensive changes, many steps have already been taken to improve third-grade reading. Most significantly, HISD has:

- Expanded the Amplify curriculum to the 85 NES/A schools and 108 other schools.
- Implemented an additional “Science of Reading” course in grades 2 through 6 in all elementary and middle NES/A schools.
- Began implementation of DIBELS assessments in all elementary schools.
- Focused professional development on the improvement of the quality of instruction.
- Improved the quality of instruction significantly.
- Added teacher assistants to the NES/A Pre-K classrooms.
- Expanded the number of Pre-K seats by 800 since the first day of school.
- Improved processes to expand access to Pre-K seats.

For the 2024-2025 school year, HISD will:

**Science of Reading**

- Expand NES to a total of 130 schools and ensure all elementary and middle schools are using the approved NES “science of reading” curriculum. We will revise and improve curricula in Pre-K, Kindergarten, and first grade and provide lesson-planning support.
- Provide professional development to all elementary and middle schools to use the curriculum effectively.
- Support non-NES schools that have Level 2 autonomy in curriculum and instruction, especially in the early grades in reading.
- Train all elementary reading or ELA teachers in grades K through 4 on how to conduct DIBELS assessments and how to progress monitor with DIBELS.
- Monitor and support the implementation of the use of DIBELS on a more frequent basis.

**Quality of Instruction**

- Continue to provide strong professional development around improving the quality of instruction.
- Conduct mandatory PD on literacy for all elementary reading or ELA teachers (Pre-K through 5) in the NES schools and the schools that have Level 2 autonomy. We will also support other schools if they desire.
- Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
- Create a Pre-K, Kindergarten, and first-grade instructional support team to help principals improve the quality of instruction in the Pre-K and early childhood classrooms of the NES schools and Level 2 schools.

**Goal Progress Measure 1.3 Action Steps** (continued from pg. 6)

*For the 2024-2025 school year, HISD will:*

**Science of Reading**

- Expand NES to a total of 130 schools and ensure all elementary and middle schools are using the approved NES “science of reading” curriculum. We will revise and improve curricula in Pre-K, Kindergarten, and first grade and provide lesson-planning support.
- Provide professional development to all elementary and middle schools to use the curriculum effectively.
- Support non-NES schools that have Level 2 autonomy in curriculum and instruction, especially in the early grades in reading.
- Train all elementary reading or ELA teachers in grades K through 4 on how to conduct DIBELS assessments and how to progress monitor with DIBELS.
- Monitor and support the implementation of the use of DIBELS on a more frequent basis.

**Quality of Instruction**

- Continue to provide strong professional development around improving the quality of instruction.
- Conduct mandatory PD on literacy for all elementary reading or ELA teachers (Pre-K through 5) in the NES schools and the schools that have Level 2 autonomy. We will also support other schools if they desire.
- Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
- Create a Pre-K, Kindergarten, and first-grade instructional support team to help principals improve the quality of instruction in the Pre-K and early childhood classrooms of the NES schools and Level 2 schools.

**Access to high-quality Pre-K**

- Continue to improve the process for enrolling Pre-K students.
- Expand the number of Pre-K students by 800 by August 2024 and by another 800 by August 2025.
- Include Pre-K and early childhood classrooms in the bond package.

## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

**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 2.3

The percentage of 3rd grade students 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 40% in January 2024 to 55% in May 2028.

### BACKGROUND

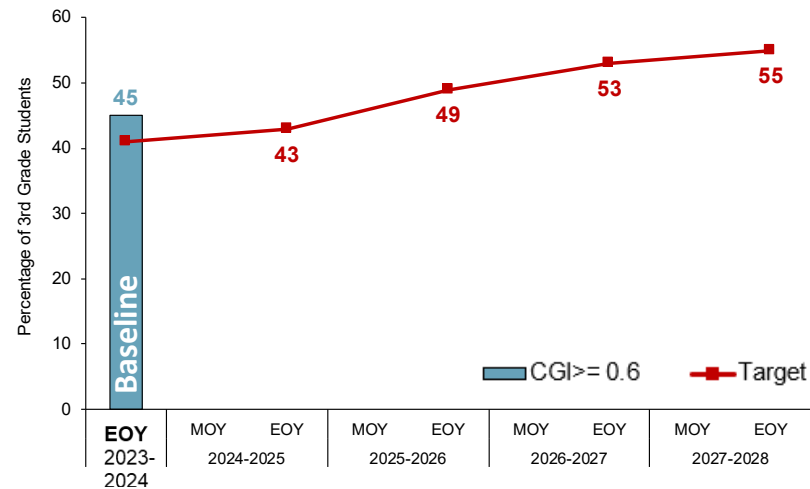
Similar to the reading metric (Goal Progress Measure 1.3), the District uses the Conditional Growth Index (CGI) to help assess progress in math. The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared NWEA growth norms.

To review: a CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm.

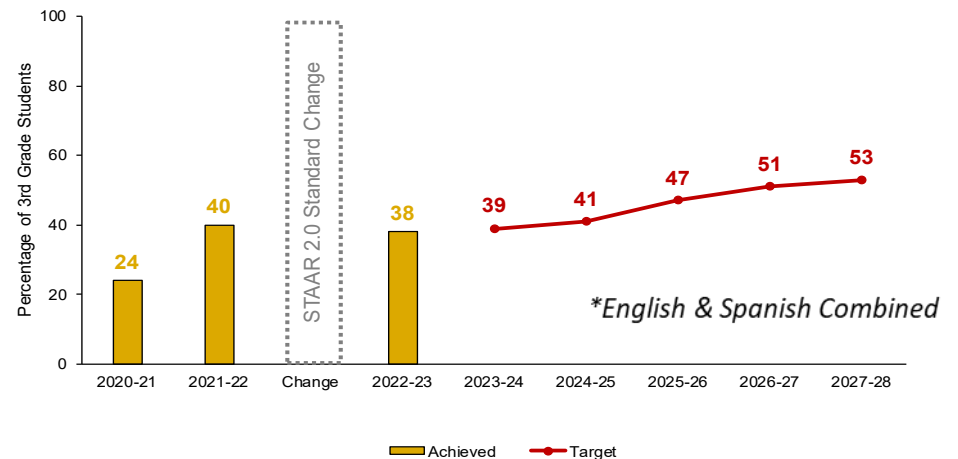
HISD's choice of a CGI score of .6 is well above the median, and as such represents high expectations for student growth over time.

*(continued on next page)*

**Figure 10^ . NWEA MAP 3rd Grade Students CGI At or Above 0.6 in Math (GPM 2.3)**



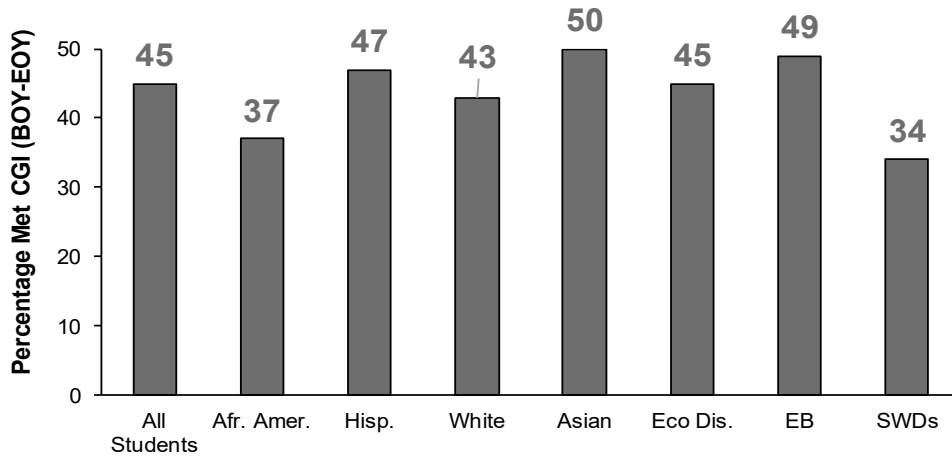
**Figure 11. STAAR 3rd Grade Students Meets Grade Level in Math (Goal 2)**



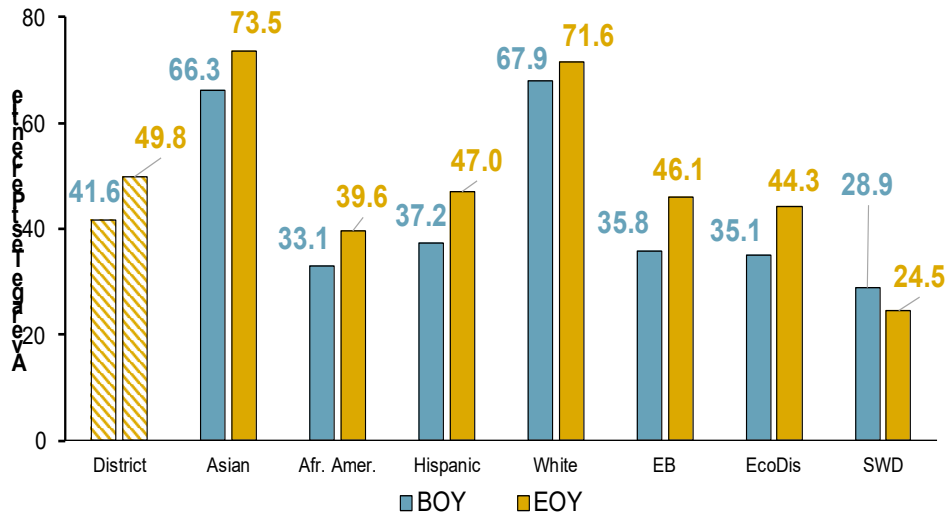
<sup>^</sup>Note: MOY reflects students enrolled BOY-MOY; EOY reflects students enrolled BOY-EOY. Therefore, tested student counts may vary due to student mobility.

## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

**Figure 12. EOY Baseline Data, NWEA MAP 3rd Grade CGI At or Above 0.6 (Math)**



**Figure 13. NWEA MAP Test Percentile, 3rd grade, BOY –EOY (Math)**



\*English & Spanish Combined

### **Background** *(continued from pg.1)*

And similar to the reading CGI metric, the math CGI metric is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data. Based on Middle-of-Year (MOY) data, which provides some information on which to base a projection, the District projected that 40% of the district's third-grade students would achieve a Conditional Growth Index (CGI) of 0.6 or higher in math as measured from Beginning-of-Year (BOY) to End-of-Year (EOY). Our third graders achieved 45%, but whatever they would have achieved would have been the District's baseline. The District neither met nor did not meet this expectation. This data only includes students who were in HISD in both the BOY testing window and the EOY testing window. *(continued on next page)*

This data only includes students who were in HISD in both the BOY testing window and the EOY testing window.

Next year, the District will have a CGI measurement that shows the increase (or decrease) in the percentage of students growing in 3<sup>rd</sup> grade math as compared to a national norm. In the meantime, the District will rely on its alignment with Goal 2 and other NWEA data. The district aimed to achieve a minimum growth of 15 percentage points from 2024 to 2028 on the STAAR math test. As of the 2023-24 school year, the district increased one percentage point, which was the target using the slow initial growth approach. The District met this metric. With regard to NWEA data, there are other signs of progress, which are discussed below.

**Superintendent’s Evaluation of Performance**

The CGI data is baseline, so it is too early to determine progress with just the one metric. Additionally, trying to get 53% of the third-grade students to exceed a CGI of .6 in 5 years is our most rigorous metric. Since our students are considerably behind in proficiency, it is important to set rigorous goals and take steps to achieve them.

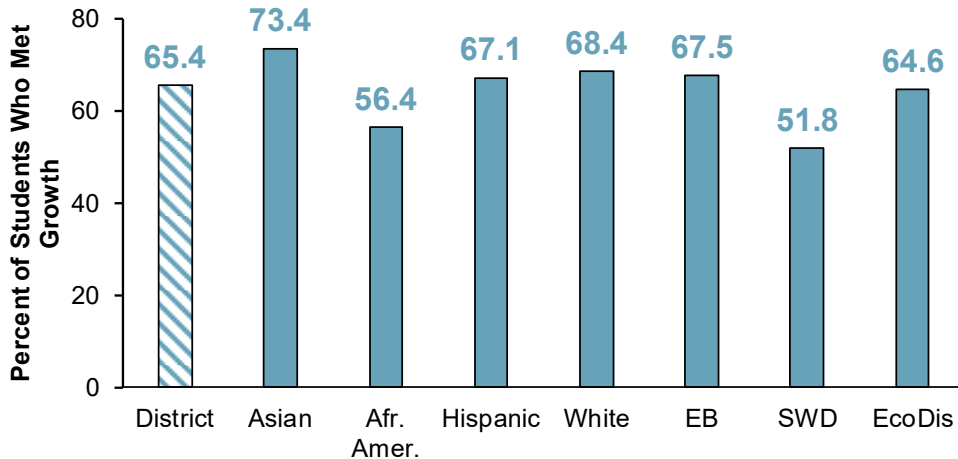
In addition to the overall increase in third-grade math STAAR exam score, other academic data suggest that we are making progress in 3<sup>rd</sup> grade math. The District’s third-grade math score increased while the State saw a 5 percentage point decrease. This means our students narrowed the gap with the State by six percentage points. 3<sup>rd</sup> graders in the NES schools improved 7 percentage points on the STAAR math assessment. Their achievement gains indicates that the overarching strategy to improve math is working and that the District is making progress.

Other NWEA metrics show even more progress being made. For “Met Expected Growth,” a good score that demonstrates progress is 55% or greater. For the 2023-2024 school year, 63% of HISD’s 3<sup>rd</sup> graders met expected growth in math.

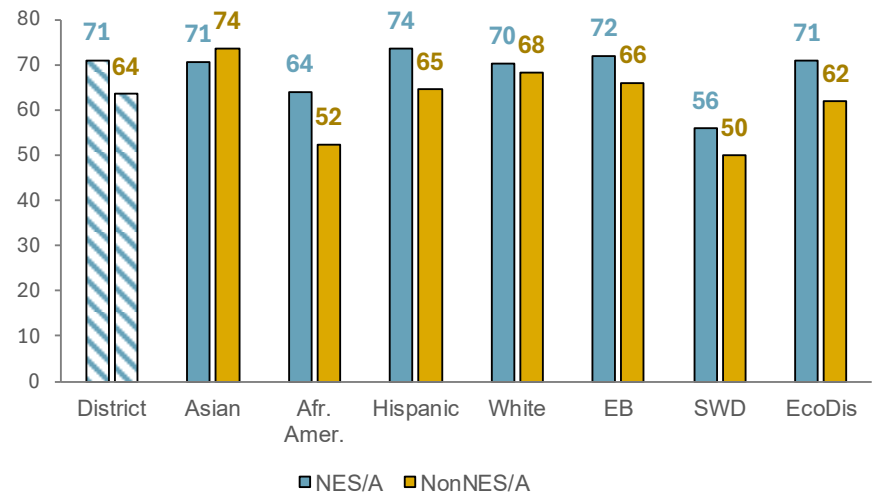
Our end-of-year NWEA data also show that our students gained ground on achievement percentile measured against the national achievement distribution in 3<sup>rd</sup> grade math. In third grade math, our students increased from the 42<sup>nd</sup> percentile (41.6) to the 50<sup>th</sup> percentile (49.8). That is a 8 percentile (7.8) increase in one year, which is phenomenal.

We are making progress, but we have a long way to go. Only 39% of our 3<sup>rd</sup> graders are doing math at grade level. We need to continue to follow through on the action steps described in this report.

**Figure 14. NWEA MAP 3rd Grade Met Expected Growth BOY—EOY (Math)**



**Figure 15. NWEA MAP 3rd Grade Met Expected Growth BOY—EOY (Math) by NES/A Status**



*Due to rounding, Figure 15 may appear not to align with Figure 14.*

**Root-Cause Analysis:**

In the case of third-grade math there are two root causes for our students’ low proficiency over many years:

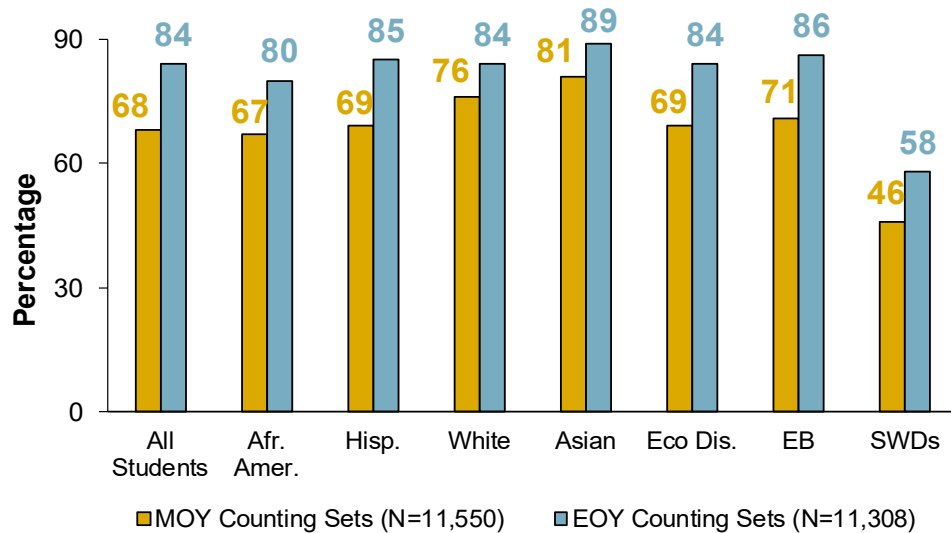
**High-quality instructional materials**

The movement in the state and country around high-quality instructional materials is warranted. In the 2022-2023 school year, all schools enjoyed a great deal of autonomy around the selection of curriculum. As a result, there were dozens of different math curricula in the District and not all of them were rigorous or aligned with the Texas Essential Knowledge and Skills. The District only began to pilot TEA-approved math curricula in the 2022-2023 school year.

**The Quality of Instruction**

The quality of instruction is the leading indicator of overall academic achievement, but there has been very little attention paid to the quality of instruction within HISD in the past. Judging by thousands of spot observations, our instruction in math needed significant improvement. Additionally, high quality instruction includes the use of high-quality instructional materials with fidelity and purposefulness.

**Figure 16. MOY-EOY, PK3 & PK4 CIRCLE Met Proficiency for Math**



Note: MOY sample may include different students than EOY sample. All charts are English & Spanish combined.

**Goal Progress Measure 2.3 Action Steps:**

While the leadership team's arrival in the summer did not allow time for more comprehensive changes, many steps have already been taken to improve third-grade math. Most significantly, HISD has:

- Created curriculum maps that are more tightly aligned with the Texas Essential Knowledge and Skills in math.
- Used the Eureka and Carnegie math curricula as a base for the NES math curriculum in 85 schools and expanded the Eureka and Carnegie math curricula to 117 other schools.
- Designed highly differentiated math lessons for use in the 85 NES/A schools; these lessons are also focused on math concepts, story problems, and real-world scenarios.
- Focused professional development on the improvement of the quality of instruction.
- Improved the quality of instruction significantly.

*For the 2024-2025 school year, HISD will:*

**High-quality instructional materials**

- Ensure all NES schools are using the math curriculum that was created for the NES model and that qualifies as HQIM.
- Expand the number of NES schools and provide HQIM to those new schools.
- Ensure all schools with Level 2 autonomy is also using a vetted curriculum and support those schools with the implementation of that curriculum.
- Provide professional development to all NES schools and Level 2 autonomy schools to use the curriculum effectively.
- Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).

**Quality of Instruction**

- Provide aligned curriculum maps to all math teachers in NES and Level 2 schools. [These maps will also be available for other teachers.]
- Continue to provide strong professional development of principals and Executive Directors around improving the quality of instruction.
- Continue to support and coach principals in providing professional development for teachers.
- Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
- Support principals in improving the quality of instruction across the board and including math instruction.
- Continue to build a culture of continuous improvement.



## June 2024 Goal Progress Monitoring Report—Goal Progress Measure 1.3 & 2.3

### GLOSSARY:

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

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP metric that standardizes growth against norms

Term	Definition
Achieved Growth	This measures students' academic progress over time by comparing their current proficiency to past performance, as-
Meets Grade Level/Met GL	This assesses if a student's performance matches expected knowledge and skills for their grade level. Students meeting this standard show proficiency in subjects outlined for their grade level. Assessment methods may include standard-
Met Proficiency	This assesses if students have achieved expected competency levels in specific subjects or skills, often determined by standardized tests. It indicates meeting the required knowledge and skill levels, with standards set by educational au-



---

6/27/2024

2.

---

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Constraint 3 Progress Measure 3.1

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

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

Attached to this update is a report regarding a constraint and constraint progress measure (CPM). The following measure has new data this month:

**Constraint #3:** The superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals.

**CPM 3.1:** The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

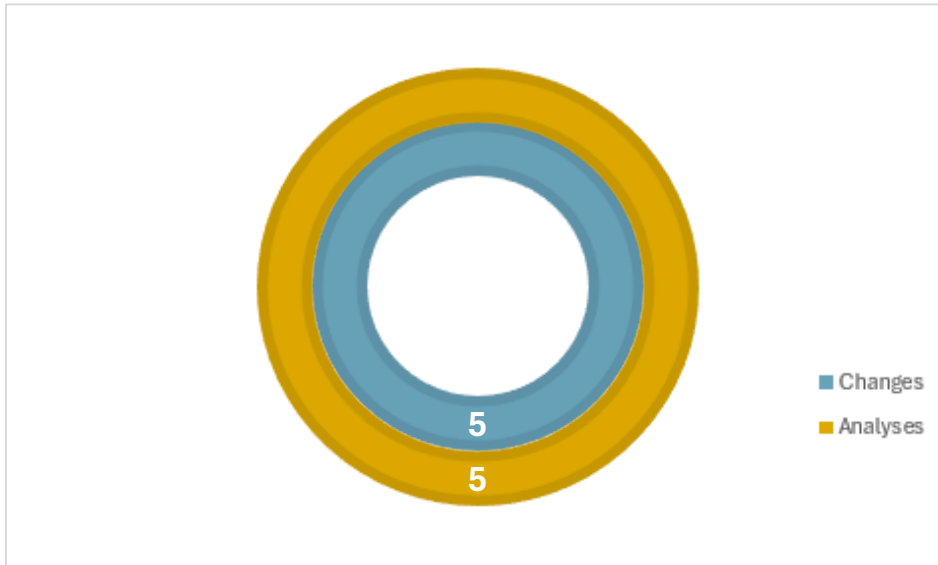
### Constraint 3

The superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals.

#### Constraint Progress Measure 3.1

The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

**Figure 1. Number of Significant Changes to School Options or Programming\***



**Number of changes made without analysis:**

Zero (0)

#### Explanation of Data

The original intent of this constraint is to ensure magnet programming is not impacted as the district implements its core strategy to raise student achievement and meet board goals. HISD's core strategy is implementing the NES model in underperforming schools.

**\*Programming** is defined as an academic offering directly impacting how instruction is delivered in the classroom on a daily basis.

**\*Significant change to school options** is defined as a change that impacts the core identify of a school. It also includes changes at a campus resulting from district-wide, required programs.

Examples of changes that impact the core identify of a school include the change of a magnet theme, downsizing of a magnet program offering, and the addition of a new district-wide required initiative. This term does not include day-to-day operational decisions outlined in a campus leader's defined autonomy (e.g., class size changes, number of classes for each grade level, budget spending decisions, etc.).

Examples of changes resulting from district-wide, required programs include the launch of Foundational Programs of Study across comprehensive high schools.

Any change that requires board approval through **EHBJ(Local)** and/or **CT(Local)** will also require an analysis, given that the board has an obligation to vote on these changes, and therefore will be reported in this constraint.

### Constraint 3

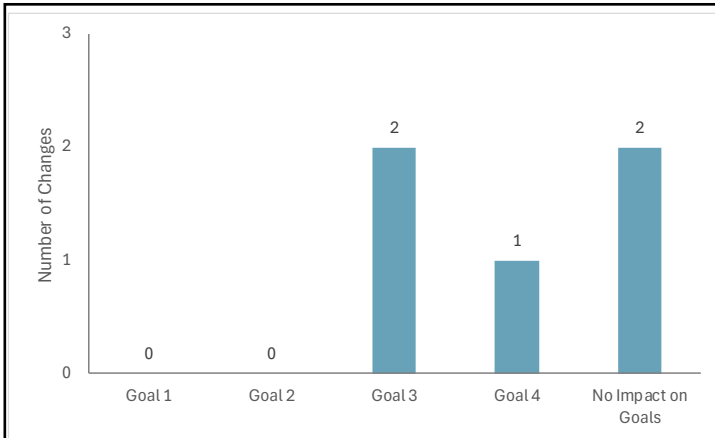
The superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals.

### Constraint Progress Measure 3.1

The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

**Figure 2. Changes Affecting Each Board Goal**

#### Explanation of Data



**2023-24 data:**

A total of five (5) changes were made between November 2023—and June 2024, and five (5) analyses were completed. Therefore, ZERO changes were made without an analysis. The following changes include an analysis:

- **Helms ES Transition to Separate and Unique School** – Analysis completed to recommend the implementation plan for the transition to a Separate and Unique school, including any impact on magnet programming. HISD central office is not recommending changes to the magnet programming, so this change will not impact board goals.
- **Wharton Dual Language Academy Transition to Separate and Unique School** – Analysis completed to recommend the implementation plan for the transition to a Separate and Unique school, including any impact on magnet programming. HISD central office is not recommending changes to the magnet programming, so this change will not

impact board goals.

- **Ortiz MS Adjustments to IB Program**– Analysis completed to determine adjustments to IB programming. Ortiz is an NES school so changes to magnet programming do not require Board approval. The change is expected to positively impact Board goals 3 and 4.
- **Cullen MS Launch of Military Academy** – Analysis completed to determine positive impact of School within a School Military Academy. No changes to the magnet program are being recommended to the Board. The change is expected to positively impact Board Goals 3 and 4.
- **Career and Technical Education (CTE) Foundational Programs of Study** – Analysis completed to identify four priority programs of study aligned to the future of work and to determine methodology for what high schools would offer each program. This change is expected to positively impact HISD’s ability to achieve goal 3 given all FPOS are aligned with an Industry Based Certification (IBC) and the FPOS implementation approach increases access and quality of programming across the district.

As seen in Figure 2, analyses were conducted regardless of impact, therefore any analysis, even if no goals were impacted, will be included in this calculation. *Note: Each change is represented in Figure 2 only one time.*



---

6/27/2024

3.

---

Office of the School Board

Update From The Community Engagement *Ad Hoc* Committee Chair

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, the Houston Independent School District (HISD) Community Engagement *Ad Hoc* Committee chair presents to the board an update on the work and progress of the committee.

A copy of the update is attached.

## Community Engagement Committee Report

### **Event Details**

On March 29, 2024, over 70 high school seniors were invited and present to participate in our first student engagement session. Invitees, unbeknownst to them, were Board awardees. The School Board Award is given to high school seniors in recognition of their overall exceptional accomplishments in the areas of academic achievement, character, service, and leadership to their respective schools.

### **Format**

Each high school senior was assigned to one of four groups led by a board member. Each participant was asked to answer and share responses to questions directly related the vision statement. In addition to each board member taking notes, each group had at least one scribe that would capture feedback on a flip chart. The questions were:

- As you end your time at HISD, how has the district set you up and/or not set you up to have a choice-filled life?
- In what way has HISD prepared you and/or not prepared you to be critical thinkers and visionary leaders?

At the conclusion of the feedback session, each group assigned 1 or 2 students to report to the bigger group.

### **Overlapping Feedback**

Overall, the students expressed appreciation for our school choice programs, teacher support, and IBC and CTE options. They recognized the importance of support systems and programs such as Emerge, athletics, and real world/engagement opportunities.

Several of the positive experiences at some campuses were also found to be challenges at others. The inequities of access to quality career pathways, lack of college and careers counselors, and the need for more diverse extra-curricular activities were some of the concerns shared.

Depending on the campus, information about opportunities wasn't consistently shared and student experience varied.

Please see below for more specific feedback shared by our high school seniors.

### **Specific Feedback**

#### **Choice Filled**

##### **Positives**

- HISD provided programs to help think.
- Sports to develop partnerships
- Allowing liberty to become a leader; allowed creative freedom
- Open to help open clubs and opportunities
- Faculty interaction helps student support organizations.
- Career certifications

- Specialty programs
- Credit recovery
- College support (financial support)
- Choice of class selections
- Magnet programs
- Night-school option

### **Challenges**

- Had to take initiative for everything. Hard to navigate needed exposure.
- Underfunding of organizations - funds are low and do not allow for activities.
- Facilities infrastructure needs improvement.
- New restrictions do not allow for fundraising events.
- Lack of transparency. Lack of guidance - need more help in classes
- No motivation to do coursework
- Do not give skills to learn outside of class.
- Not enough college advisors
- Not enough career speakers
- Freedom of expression
- No career preparation
- This year's limitations on teaching styles
- Limitations

### **Critical Thinkers and Visionary Leaders**

#### **Positives**

- Internship opportunities
- Access to APS
- Real world connections
- Personable/modifying teachers & lessons
- Public speaking class
- Access to library books
- IB curriculum
- Field trips
- Fine art magnet programs
- Career preparation programs
- Dual credit programs
- Basic resources
- Career certifications
- Engaging schools
- Comfortable environments
- Organizations (My Brother's Keeper)

- EMERGE
- College and career center
- Specialty programs
- Sports
- Teachers and support
- Magnet/specialty program
- Project-based learning
- CCMR resources
- School choice
- Tutoring (FREE!!)
- CTE and industry-based certifications
- Internships
- Sports
- Teachers
- Leadership positions and opportunities
- Diversity and socioeconomics
- AP, dual enrollment, and tutoring (FREE!!)
- Industry engagement
- Safe environment factions
- Electives
- Inclusion

### **Challenges**

- Not enough college advisors
- Structures imploding
- Focus on testing
- Limiting opportunity
- ESL supports
- Equal opportunities for small campuses
- More electives
- More extracurricular options
- Lack of financial literacy
- Mental and physical health
- Lack of support management
- More club engagement!
- Meeting students' individual needs across campus/district engagement
- District crisis management
- Absence management by campus
- Inconsistency
- Teacher stress
- Administrator stress



- Libraries (access)
- Unorganized curriculum
- Inconsistent career pathways across schools
- Some schools' equity of access
- Motivate students \*APEX shade\*
- Reduction of Emerge - "the only reason I knew"
- Reduction of AVID: introduced to college entrance
- Level of autonomy campuses support
- (Magnet school) pathways – content scale doesn't match
- College center overwhelmed (9 of 17) – 4 changes on a single campus in a year
- Scale discourages extra academic credit (because of grade bump loss).
- Weighted + unweighted
- Understanding – navigating the college process
- Late 4:30 stop time – practice, homework (or even a job) (BUS)