

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

November 14, 2024

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

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- 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 Goals 1 And 2 Progress Measures 1.1 And 2.1
 - November Goal Progress Report
2. Update And Annual Report From The Board Audit Committee
 - Audit Committee November Report
 - Annual Audit Committee Report
3. Presentation Of NWEA Measures Of Academic Progress Beginning Of Year Assessment Data
 - HISD BOY NWEA Scores

ITEMS PULLED FROM CONSENT AGENDA

4. Approval Of Programming Change For Fondren Middle School
 - Program Changes For Fondren Middle School

5. Approval Of Entrance Requirement Change For Carnegie Vanguard High School
 - Entrance Criteria For Carnegie Vanguard High School
6. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchasing Request
7. Approval To Establish New Board Policy FOC(LOCAL), *Student Discipline: Placement In A Disciplinary Alternative Education Setting-Second Reading*
 - FOC(LOCAL), Second Reading

CONSENT AGENDA

8. Approval To Cast Votes For Cassandra Auzenne Bandy For Membership On The Board Of Directors Of The Harris Central Appraisal District
 - Resolution
 - Certification Of Ballot
9. Acceptance Of The Board's Annual Evaluation
 - Annual Self Evaluation 2024
10. Approval Of The District's Application For A Strategic Compensation Grant
 - Texas Strategic Compensation Grant Guidelines
11. Approval Of The 2023-2024 Bilingual And English As A Second Language Program Evaluation Report
 - 2023-2024 Bilingual And ESL Program Evaluation
12. Approval Of The *Annual Comprehensive Financial Report* For The Fiscal Year Ending June 30, 2024
 - Certificate
13. Consideration And Approval Of An Order Expressing Intent To Defeasce Certain Of The District's Outstanding Bonds
 - Order
14. Approval Of Order Authorizing The Issuance Of Houston Independent School District Limited Tax Refunding Bonds
 - Order

15. Approval Of An Order Approving A New Term Rate Period For The Houston Independent School District Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A-2; Approving A New Term Rate Period For The Houston Independent School District Variable Rate Limited Tax Refunding Bonds, Series 2023C; Authorizing The Redemption Of The Callable Bonds Or A Portion Thereof; And Approving Other Provisions Relating Thereto
 - Order
16. Approval Of Proposed Revisions To Board Policy BBD(LOCAL), *Board Members: Training And Orientation*-Second Reading
 - BBD(LOCAL), Second Reading
17. Approval Of Proposed Revisions To Board Policy CDB(LOCAL), *Other Revenues: Sale, Lease, Or Exchange Of School-Owned Property*-Second Reading
 - CDB(LOCAL), Second Reading
18. Approval Of Proposed Revisions To Board Policy CFC(LOCAL), *Accounting: Audits*-Second Reading
 - CFC(LOCAL), Second Reading
19. Approval Of Proposed Revisions To Board Policy CPC(LOCAL), *Office Management: Records Management*-Second Reading
 - CPC(LOCAL), Second Reading
20. Approval Of Proposed Establishment Of Board Policy CKE(LOCAL), *Safety Program/Risk Management: Security Personnel*, And Proposed Deletion Of Board Policy CKEA(LOCAL), *Security Personnel: Commissioned Peace Officers*-First Reading
 - CKE(LOCAL), First Reading
 - CKEA(LOCAL), First Reading
21. Approval Of Proposed Revisions To Board Policy DAA(LOCAL), *Employment Objectives: Equal Employment Opportunity*-First Reading
 - DAA(LOCAL), First Reading
22. 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.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, new initiatives, and education programs, on which there will be no action. 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) Receive legal advice regarding 2024 bond.
- e) Consideration and approval to settle in the matter of Noe Santos-Gomez and Cyndhya Cuadra v. Kimberly Yvette Jackson and HISD; in the 215th Judicial District Court of Harris County; Cause No. 2021-54236.
- f) Legal Update on contract with Mt. Carmel Academy.

- g) Legal Update on negotiations related to the February 2021 freeze (Winter Storm Uri).
- h) Legal Update regarding Union Pacific Railroad soil testing.

Real Estate

- a) Sale
 - 1) Consideration and possible action to declare the Brookline Facility, Chatham Facility, Dodson Facility, East Area Office Facility, Fairchild Facility, Fonwood Facility, Grimes Facility, Harper Facility, Haviland Acreage, Kirby and Orem Acreage, North Forest Acreage, North Forest Mesa Strip, Rhoads Facility, Ryon Facility, South Area Office, Southbank Acreage, Terrell Facility, and/or Tidwell Acreage as surplus and authorize sales procedures.

District Safety, Emergency Management, And Security Audits

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

ADJOURN



11/14/2024

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 2 Progress Measures 1.1 And 2.1

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 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 1.1: The percentage of grade 3 students projected at Meets Grade Level on NWEA Measures of Academic Progress (MAP) in reading will increase from 28 percent in September 2023 to 43 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 2.1: The percentage of all grade 3 students projected at Meets Grade Level on NWEA MAP in math will increase from 24 percent in September 2023 to 39 percent in May 2028.

GPM 1.1 & 2.1

November 2024 Board Meeting



Table of Contents: GPM 1.1 and GPM 1.2

Overview of Data	Exhibit(s)	Page
Background: Goal 1 and Goal 2	Exhibit 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.	Exhibit 2 – 3	4
GPM 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.	Exhibit 4 – 9	5 – 9
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.	Exhibit 10 – 11	10
GPM 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.	Exhibit 11 – 17	11 – 15
General Terms, Glossary and Targets for GPM 1.1 & 1.2	NA	16 – 18

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 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 1.1 and 2.1

Exhibit 1: Association between NWEA MAP EOY projections and actual STAAR performance

NWEA MAP projections are a key tool for tracking progress toward the district's goal of increasing the percentage of 3rd grade students achieving Meets Grade Level on the STAAR Reading and STAAR Math assessments by 15 percentage points from 2023 to 2028.

Research shows that NWEA MAP scores are highly predictive of STAAR performance, with studies demonstrating strong correlations ranging from 0.70 to 0.80 between MAP projections and actual STAAR results. This correlation highlights MAP's ability to provide an early and accurate indication of whether students are on track to achieve Meets Grade Level on the assessments.

For the school year 2023-2024, internal research was conducted on the association between of end of year (EOY) MAP performance level predictions and student performance on the STAAR assessments (see Table 1).

STAAR Actual Performance Level	MAP Projected Performance Level	
	Did Not Meet	Meets+
Did Not Meet	83,997 (52%)	9,985 (6%)
Meets+	16,809 (10%)	50,555 (31%)

EOY MAP performance levels **accurately matched 84% of students** observed STAAR performance levels.

Additionally, MAP overpredicted performance for **only 6% of students** (e.g., predicted meets+ on MAP when the student did not meet on STAAR).

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.

Exhibit 2: Percentage of HISD Students Met Grade Level in STAAR Reading (Goal 1)

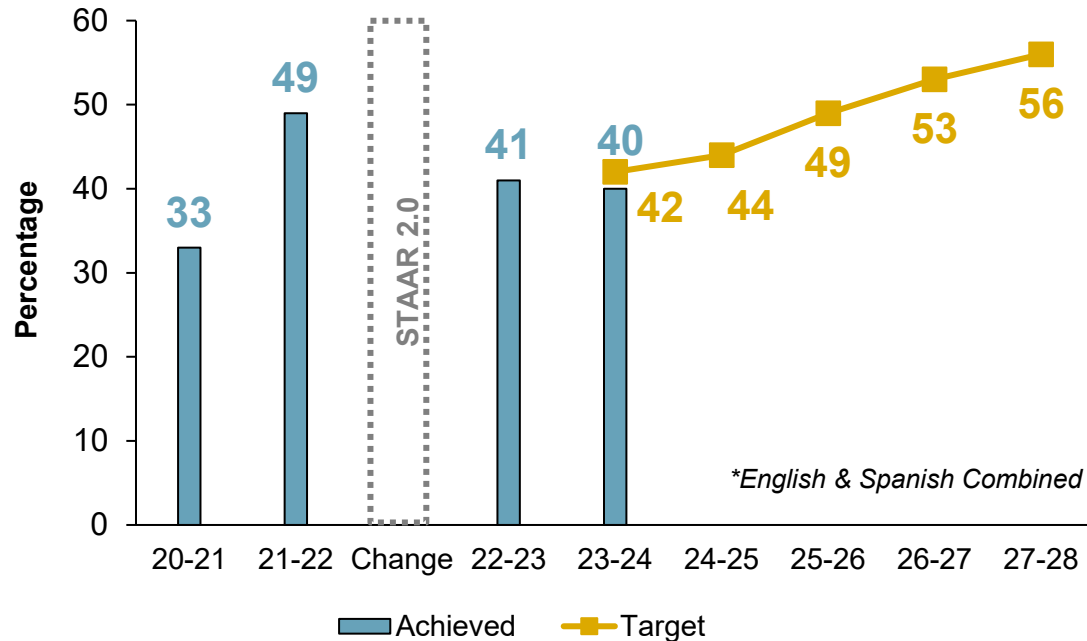


Exhibit 3: Percentage of HISD Students Met Grade Level in STAAR Reading (Goal 1)

Houston ISD	School Year		Targets	NES/A		PUA	
	2022-23	2023-24	2023-24	2022-23	2023-24	2022-23	2023-24
All Students	41	40	42	31	34	45	42
Econ. Dis.	33	32	34	30	34	34	32
SWDs	19	18	20	10	13	21	19
EB	32	30	32	29	30	33	30
Afr. Amer.	35	33	36	29	32	38	33
Hispanic	35	35	36	31	36	36	35
White	73	74	73	27	41	75	75
Asian	69	71	69	28	32	72	73
Two +	71	74	72	35	57	74	74

At the end of last year, while HISD saw significant growth across most grades and content areas, the district was below target for Goal 1. When looking at NES schools specifically, HISD increased students meeting grade level expectation by 3%, while results decreased for the PUA campuses. HISD must grow three percentage points this year to achieve its target, increasing importance of progress monitoring the district's interim assessments.

GPM 1.1: The percent 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.

On Track

Exhibit 4: Percentage of 3rd Grade Students Projected at Meets Grade Level in Reading

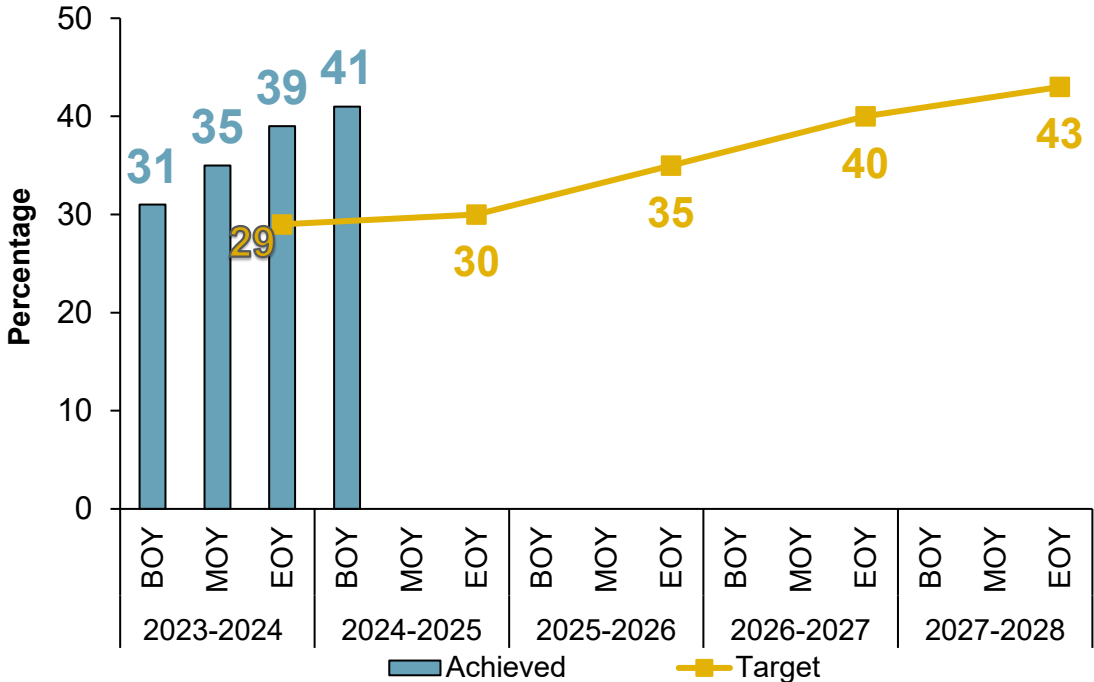


Exhibit 5: Percentage of 3rd Grade Students Projected at Meets Grade Level in Reading by Subgroup

Student Group	23-24 BOY	24-25 BOY	BOY to BOY % Point Change	24-25 EOY Target
All Students	31	41	+10 pts	30
Eco. Dis.	30	32	+2 pts	21
SWDs	14	19	+5 pts	14
EB	22	28	+6 pts	15
Afr. Amer.	29	41	+12 pts	29
Hispanic	28	32	+14 pts	20
White	68	75	+7 pts	66
Asian	65	74	+9 pts	65
Two +	70	71	+1 pts	72

HISD BOY results are on track at 41%, already exceeding the 30% end of year target for all students and the targets of all subgroups. Additionally, the BOY results this year are considerably higher than BOY results last year. This would be driven by high levels of growth in second graders last year.

Data Source: COGNOS data as of October 10, 2024;

Note: The baseline for this metric was originally set at 28% using the English only MAP test. However, the district tests EB students in English and Spanish. To increase reporting accuracy, HISD selects the Spanish or English MAP score for each individual student that has the lowest standard error and therefore results in the highest accuracy level. For comparison purposes, the baseline using this updated approach is listed at 31% for all students.

GPM 1.1: The percent 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.



Exhibit 6: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by NES Status by Ethnicity

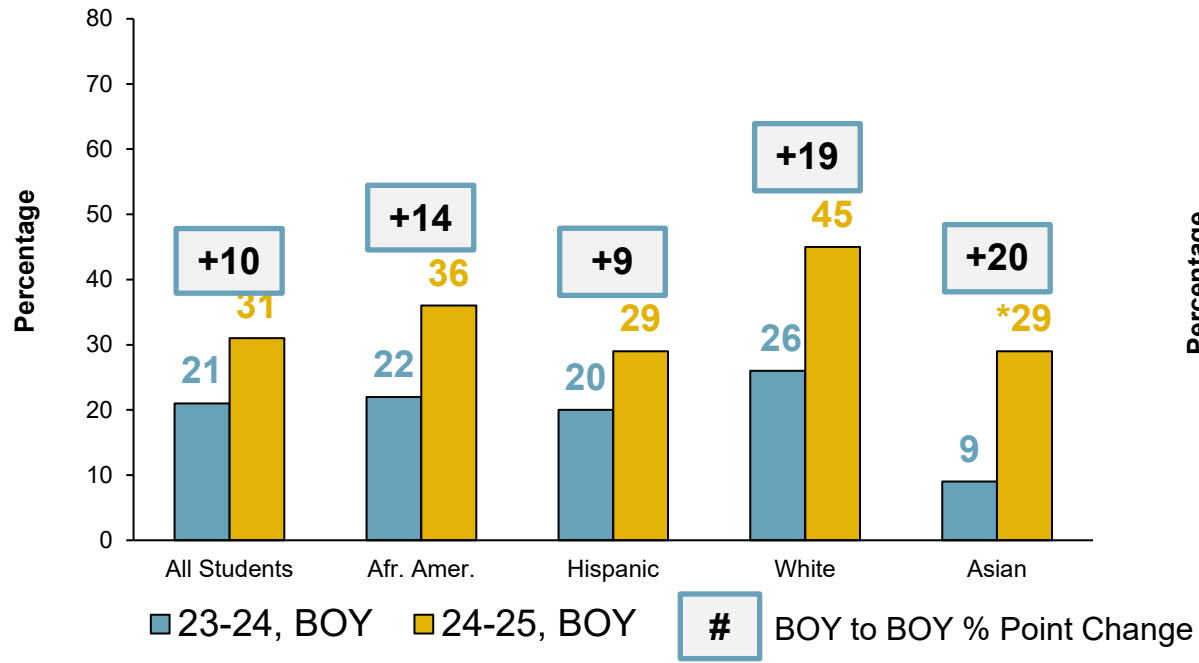
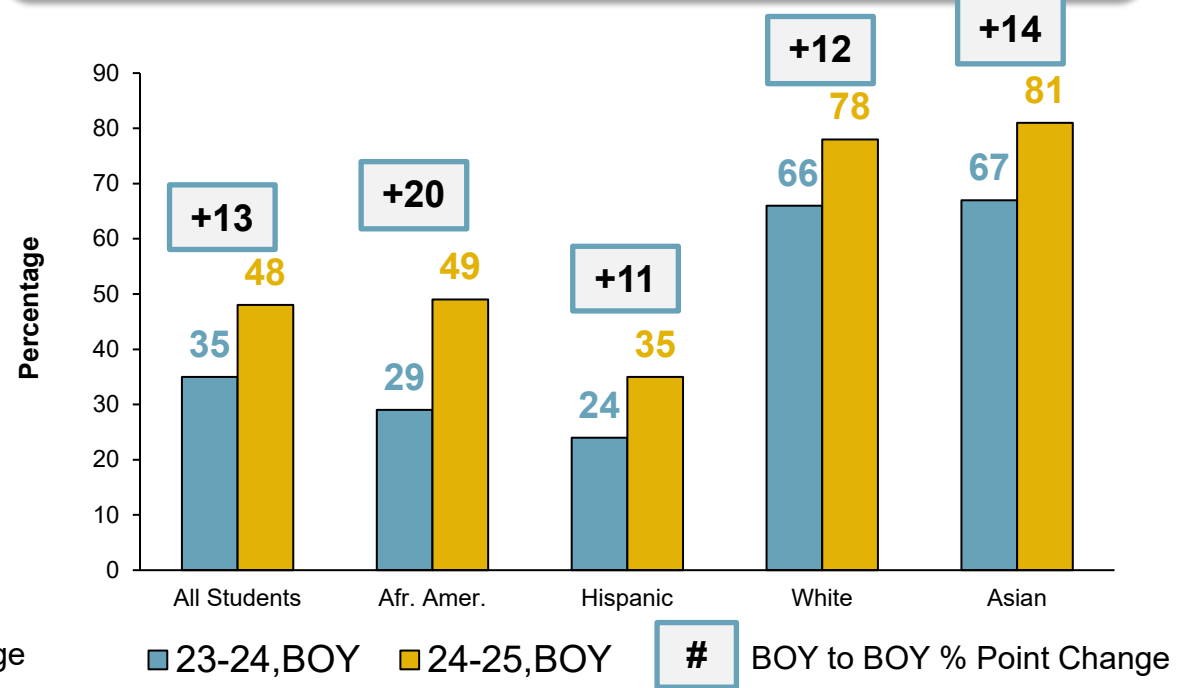


Exhibit 7: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by PUA Status by Ethnicity



PUA campuses show a higher percentage of students projected at meets grade level for all ethnicities in both SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show considerable increases in BOY to BOY results. Additionally, African American and Hispanic students at both NES and PUA campuses are seeing large discrepancies in predicted STAAR proficiency compared to their White counterparts in all campuses.

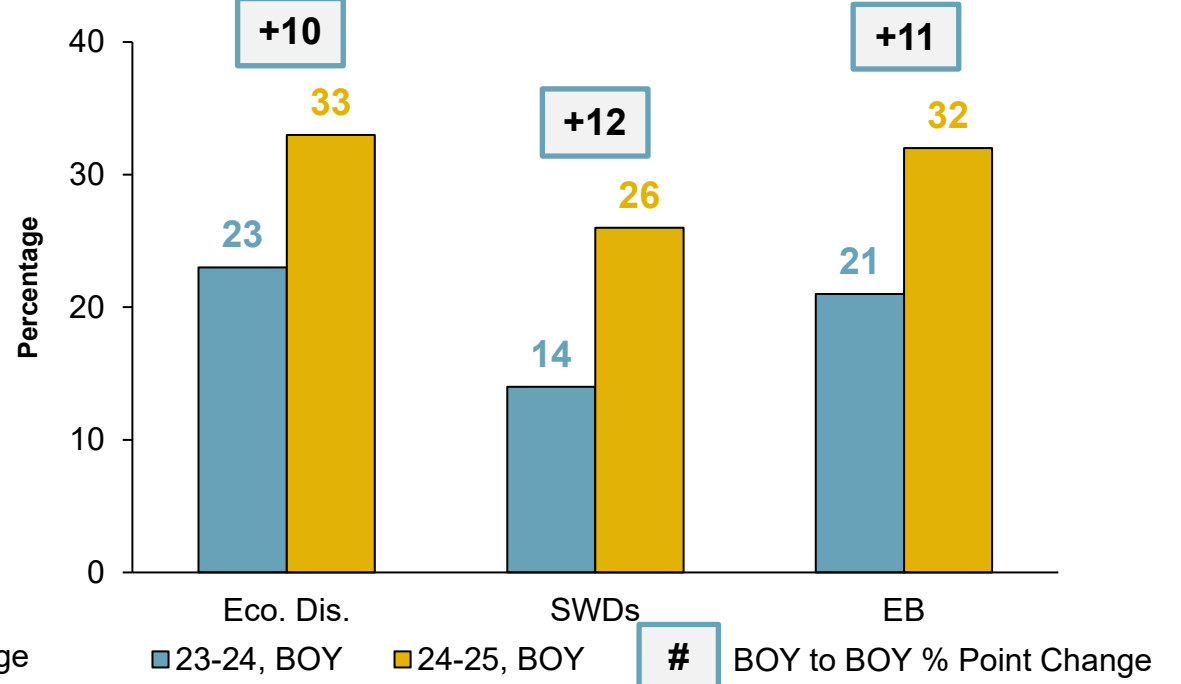
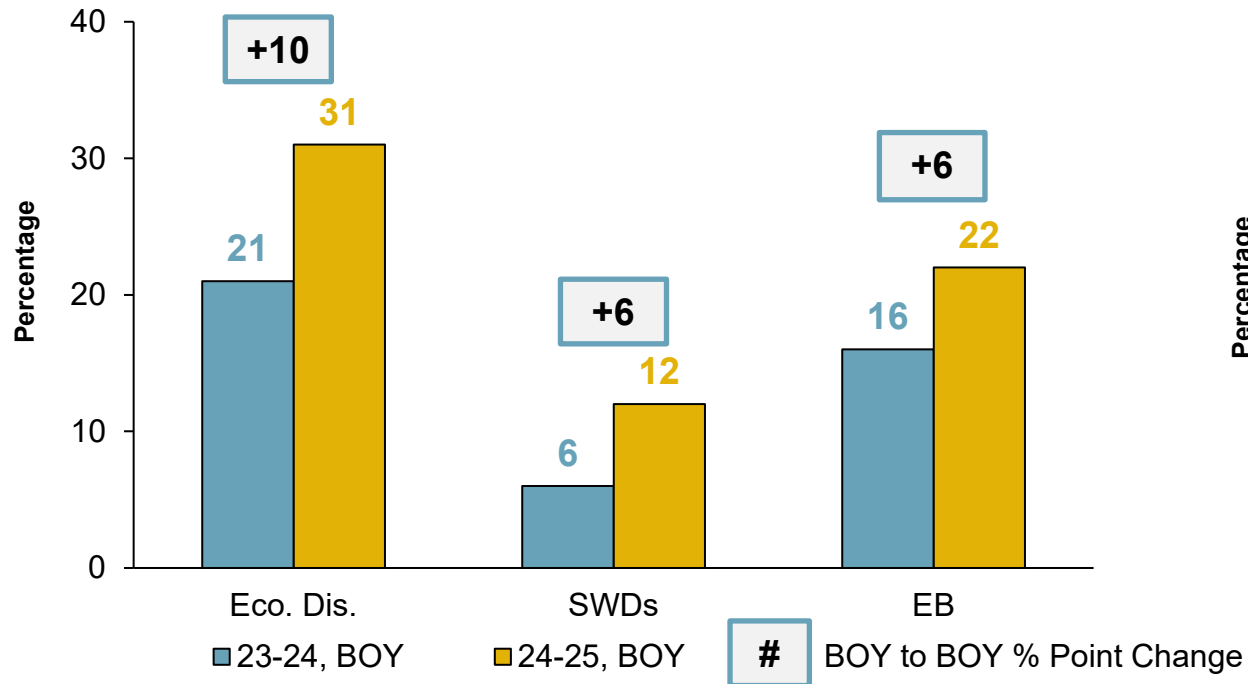
Data Source: 24-25 CIL Listings; COGNOS data extracted as of October 10, 2024; **Note:** (1) (*)Student group count <25 should be viewed with caution. (2) When reporting reading MAP scores, HISD selects the Spanish or English MAP score for each individual student that has the lowest standard error and therefore results in the highest accuracy level. (3) The BOY reporting for each year is based on the school classifications for that specific year. Comparison should be used with caution given 45 campuses became NES in SY24-25.

GPM 1.1: The percent 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.

On Tack

Exhibit 8: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by NES Status by Student Group

Exhibit 9: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Reading by PUA Status by Student Group



The results indicate that PUA campuses have a higher percentage of students projected to meet grade level in the SY23-24 and SY24-25 beginning-of-year (BOY) assessments, similar to trends observed with ethnicity. Additionally, both NES and PUA campuses demonstrate significant increases in BOY to BOY results.

GPM 1.1: The percent 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.

**On
Track**

Superintendent's Evaluation of Performance:

HISD BOY results are on track at 41%, already exceeding the SY24-25 end of year target of 30%. The district's BOY result by each sub-population have also exceeded the EOY targets. Additionally, the BOY results this year are considerably higher than BOY results last year across all ethnicities and student groups, indicating high levels of growth in second graders last year.

However, there are still performance gaps among different student groups, specifically Students with Disabilities and Emergent Bilingual students have lower percentages of meeting grade level standards in reading at 19% and 28%, respectively. African American and Hispanic students are also showing lower performance compared to their peers.

GPM 1.1: The percent 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.

**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.

Exhibit 10: Percentage of HISD Students Met Grade Level in STAAR Math (Goal 2)

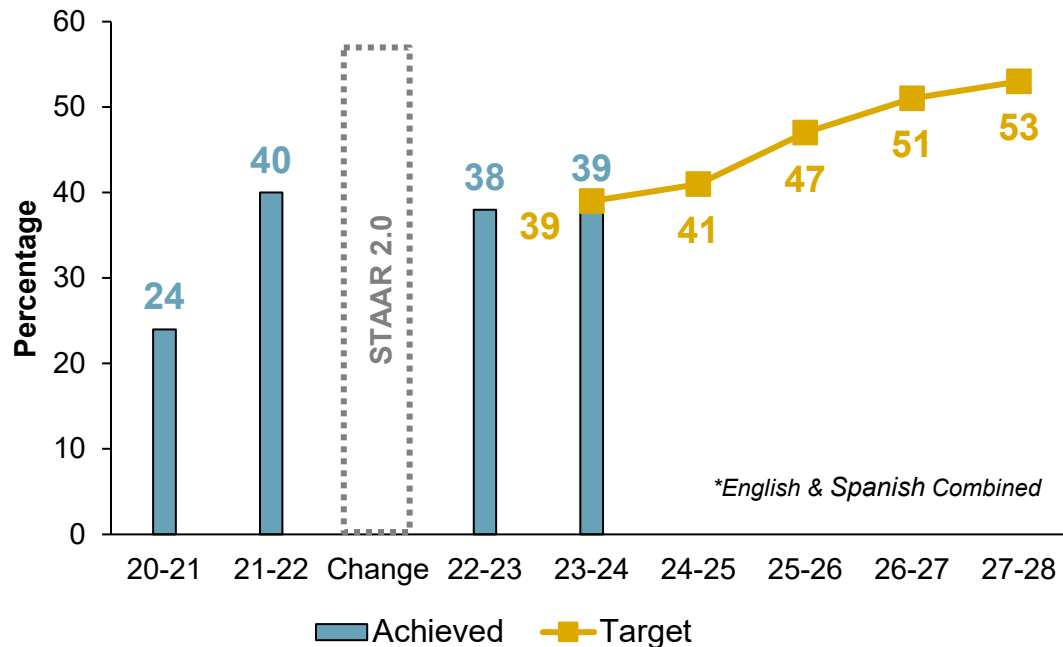


Exhibit 11: Percentage of HISD Students Met Grade Level in STAAR Math (Goal 2)

Houston ISD	School Year		Targets	NES/A		PUA	
	2022-23	2023-24	2023-24	2022-23	2023-24	2022-23	2023-24
All Students	38	39	39	28	35	42	41
Econ. Dis.	30	33	31	28	36	31	31
SWDs	18	20	20	7	19	21	20
EB	33	35	33	30	36	34	34
Afr. Amer.	25	26	26	21	25	27	27
Hispanic	34	37	35	31	41	35	35
White	69	70	71	33	46	71	71
Asian	72	73	73	25	37	75	75
Two +	62	67	66	33	39	64	69

At the end of last year, the district met target for Goal 2. When looking at NES schools specifically, HISD increased students meeting grade level expectation by 7%, while results decreased slightly for the PUA campuses. HISD must grow two percentage points this year to achieve its target, increasing importance of progress monitoring the district's interim assessments.

GPM 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.

On Track

Exhibit 12: Percentage of 3rd Grade Students Projected at Meets Grade Level in Math

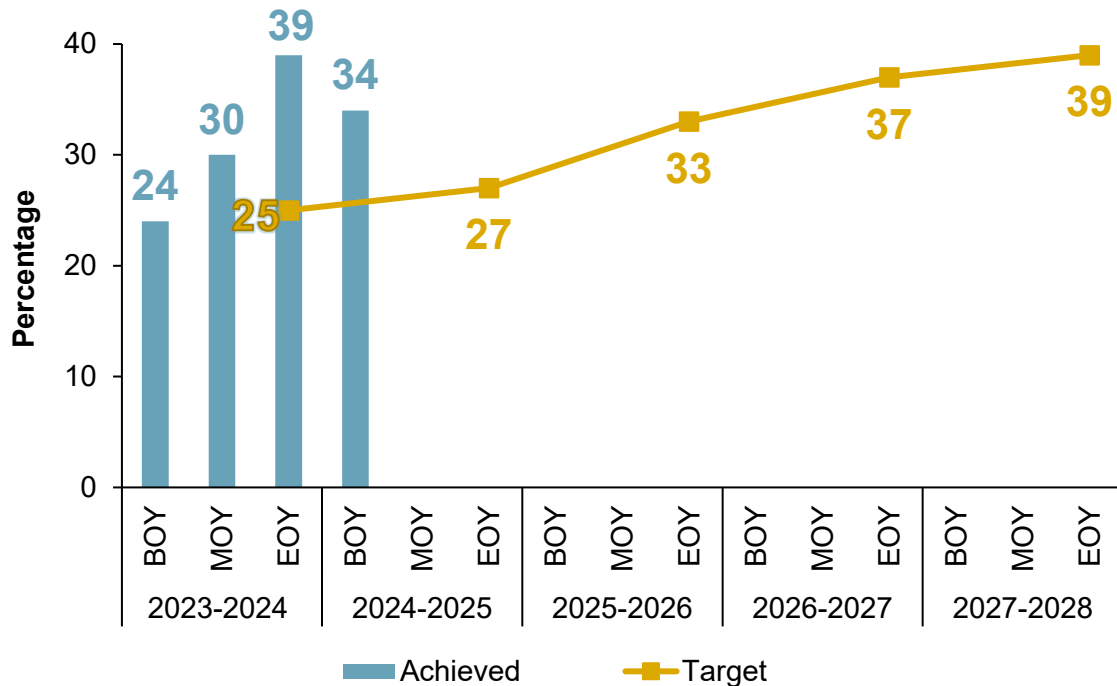


Exhibit 13: Percentage of 3rd Grade Students Projected at Meets Grade Level in Math by Subgroup

Student Group	23-24 BOY	24-25 BOY	BOY to BOY % Change	24-25 EOY Target
All Students	24	34	+10 pts	27
Eco. Dis.	15	25	+10 pts	18
SWDs	9	14	+5 pts	12
EB	17	28	+11 pts	20
Afr. Amer.	14	24	+10 pts	17
Hispanic	18	28	+10 pts	21
White	60	67	+7 pts	63
Asian	61	73	+12 pts	64
Two +	64	61	+3 pts	77

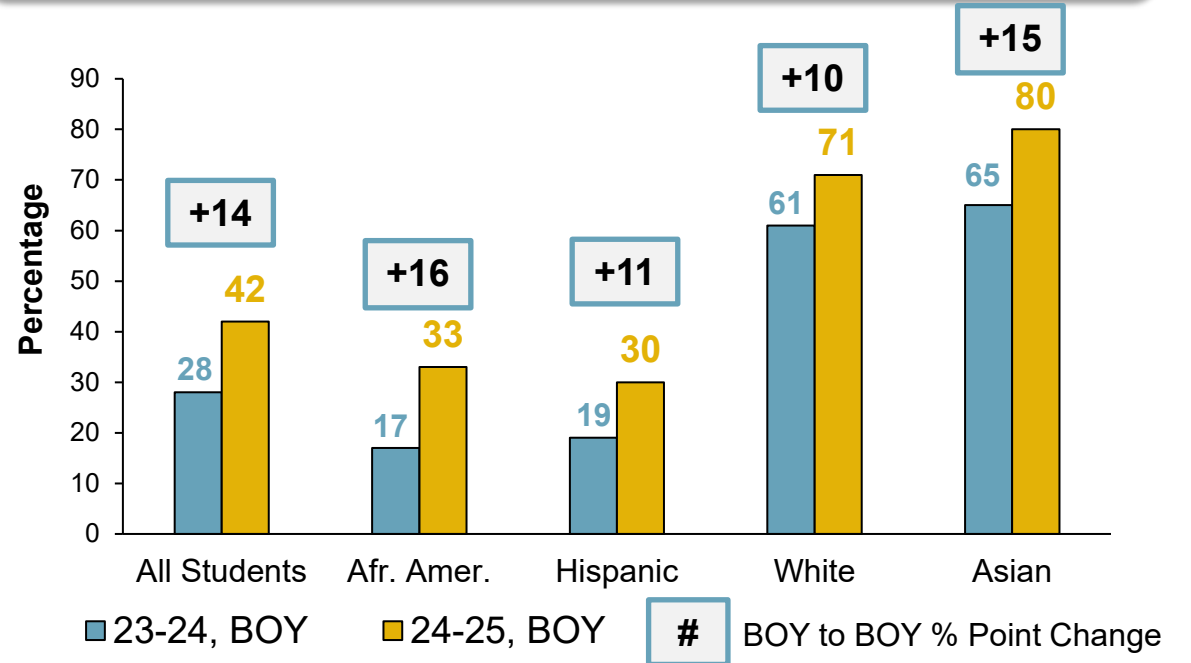
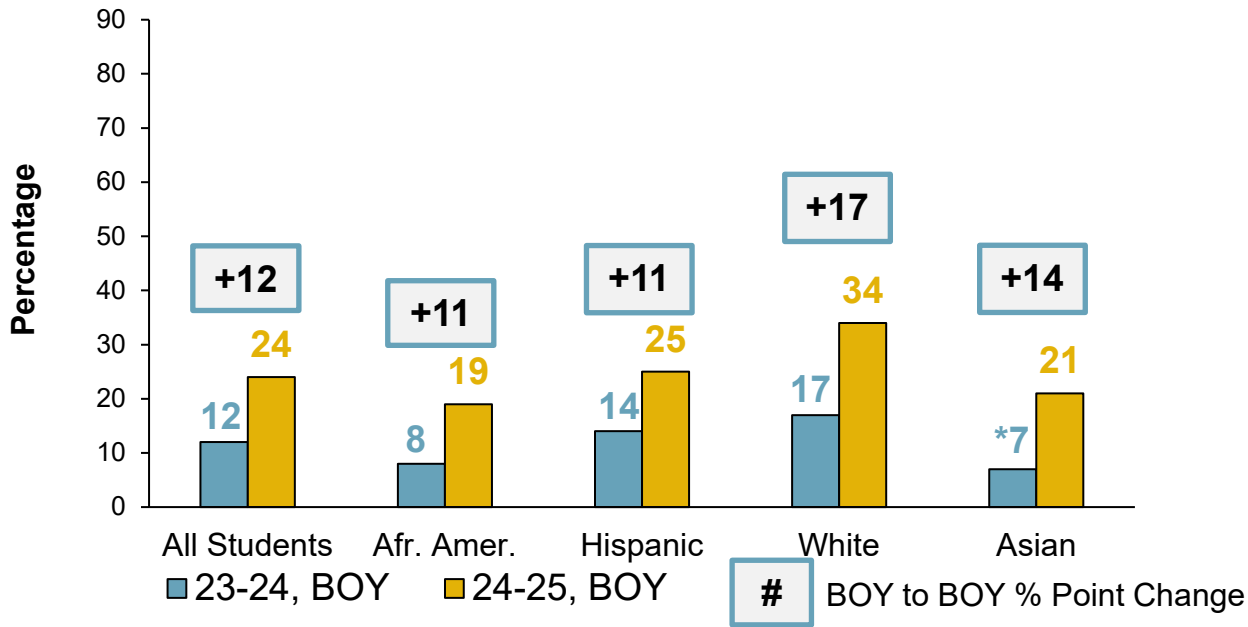
HISD BOY results are on track at 34%, already exceeding the 27% end of year target for all students and the targets of all but one subgroup. Additionally, the BOY results this year are considerably higher than BOY results last year. This would be driven by high levels of growth in second graders last year.

GPM 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.

On Track

Exhibit 14: : SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Math by NES Status by Ethnicity

Exhibit 15: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Math by PUA Status by Ethnicity



PUA campuses show a higher percentage of students projected at meets grade level for all ethnicities in both SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show considerable increases in BOY to BOY results. Compared to their White peers at NES and PUA campuses, African American and Hispanic students are seeing substantial gaps in math projections at meets grade level.

GPM 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.

On Track

Figure 16: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Math by NES Status by Student Group

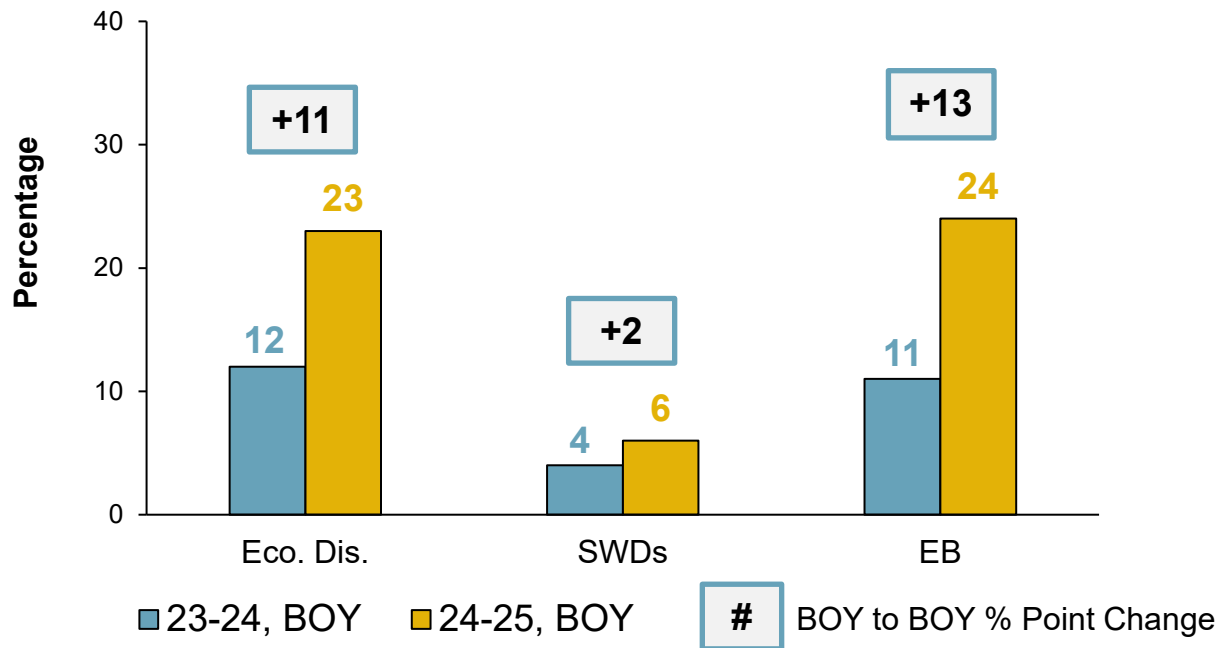
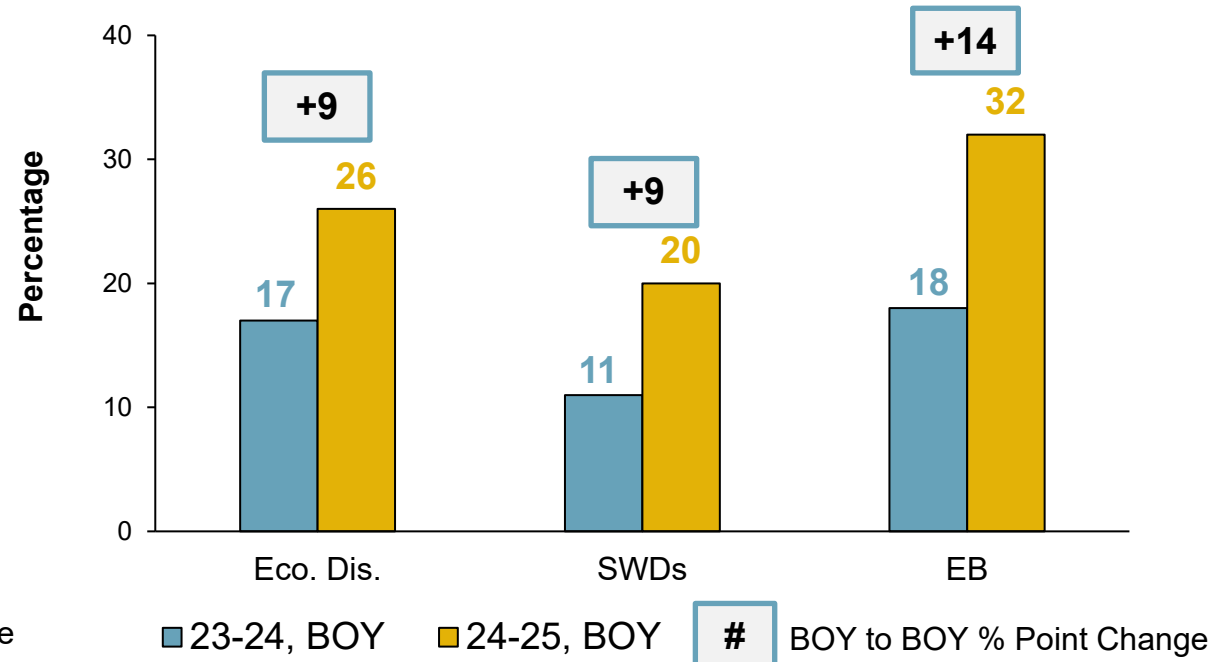


Figure 17: SY23-24 to SY24-25 BOY Comparison
Percent of 3rd Grade Students Projected at Meets Grade Level in Math by PUA Status by Student Group



The results by student groups are similar to ethnicity. PUA campuses show a higher percentage of students projected at meets grade level in SY23-24 and SY24-25 BOY results. However, NES and PUA campuses both show increases in BOY to BOY results.

GPM 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.

**On
Track**

Superintendent's Evaluation of Performance:

The percentage of 3rd grade students meeting the grade level in math has shown improvement. The Beginning-of-Year (BOY) data for the 2024-2025 school year indicates that 34% of students are predicted to be at or above the Meets Grade Level standard in math, which already exceeds the end of year target for all students and for all but one subgroup.

However, there are still performance gaps among different student groups, specifically Students with Disabilities and Economically Disadvantaged students have lower percentages of meeting grade level standards in math at 14% and 25%, respectively. As in Reading, African American and Hispanic students are also showing lower performance compared to their peers.

GPM 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.

**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.

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

Glossary: GPM 1.1 & 1.2

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP instrument used to measure student growth
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
STAAR	State of Texas Assessment of Academic Readiness	Standardized academic achievement test designed to measure the extent to what students know and are able to do.
PUA	Per Unit Allocation	This acronym has historically been used during the budgeting process to refer to the campus whose budget is developed based on the number of students. This grouping of schools does not include NES campuses.

Term	Definition
Achieved Growth	This measures students' academic progress over time by comparing their current proficiency to past performance, assessed through methods like standardized tests or teacher evaluations.
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 standardized tests, classroom assessments, or teacher evaluations aligned with curriculum standards.
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 authorities.

Appendix: HISD GPM 1.1 & 1.2

2023-2028, Goal Progress Measure 1.1 Targets

Student Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	28	29	30	35	40	43
Eco. Dis.	19	20	21	26	31	34
SWDs	12	13	14	19	24	27
EB	13	14	15	20	25	28
Afr. Amer.	27	28	29	34	39	42
Hispanic	18	19	20	25	30	33
White	64	65	66	71	76	79
Asian	63	64	65	70	75	78
Two +	70	71	72	77	82	85

2023-2028, Goal Progress Measure 2.1 Targets

Student Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	24	25	27	33	37	39
Eco. Dis.	15	16	18	24	28	30
SWDs	9	10	12	18	22	24
EB	17	18	20	26	30	32
Afr. Amer.	14	15	17	23	27	29
Hispanic	18	19	21	27	31	33
White	60	61	63	69	73	75
Asian	61	62	64	70	74	76
Two +	64	65	67	73	77	79



11/14/2024

2.

Office of the School Board

Update And Annual Report From The Board Audit Committee

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, and the *Audit Committee Charter*, the Houston Independent School District (HISD) Board Audit Committee chair presents to the board an update on the work and progress of the committee as well as the committee's annual report.

Copies of the chair's update and the committee's annual report are attached to this agenda item. 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

November 2024



At the November 5, 2024, Audit Committee meeting, all three committee members were present: Janette Garza Lindner (chairperson), Ric Campo, and Adam Rivon. Board President Audrey Momanaee was also in attendance.

- The committee met from 2:43 p.m.–3:51 p.m. and approved the minutes of the September 13, 2024, Audit Committee meeting.
- Representatives of the external auditing firm, Weaver and Tidwell, L.L.P., provided an update on the fiscal year (FY) 2024 financial audit. They reported that no material weaknesses, no significant deficiencies, and no non-compliance items material to the financial statements were identified or noted.
- Representatives of the district’s outsourced internal audit firm, RSM US LLP, provided a status update on the FY 2024 *Internal Audit Plan* and the upcoming FY 2025 *Internal Audit Plan*.
- RSM stated all 2024 audit projects are complete. They now move to a follow-up testing process to validate the effectiveness of remediated controls of previously reported open observations, of which there were 33 in 2024.
- Three audits are now in process for FY 2025 and RSM is working collaboratively with management on them: Extra Duty Pay, District Timekeeping/Overtime, and Districtwide Activity Funds Review. RSM has performed walk-throughs and expects to begin field work testing shortly. These audits are now expected to be presented at the Audit Committee meeting currently planned for February 4, 2025.
- RSM presented its final draft internal audit report on Records Management. They had two observations regarding Manual Processes in Digitation and Records Management, and Data Quality for DIS Destruction Projects. They made recommendations for ways to improve efficiencies and mitigate some potential human error risks, to include automation and integration of processes. Management agreed with recommendations with a targeted implementation date of June 2025.

- The minutes of the November 5, 2024, Audit Committee meeting will be reviewed for approval by the committee at its next meeting, presently scheduled for February 4, 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>.

Houston Independent School District FY2024 Annual Audit Committee Report

November 5, 2024

Hattie Mae White Educational Support Center
HOUSTON INDEPENDENT SCHOOL DISTRICT

Audit Committee Overview

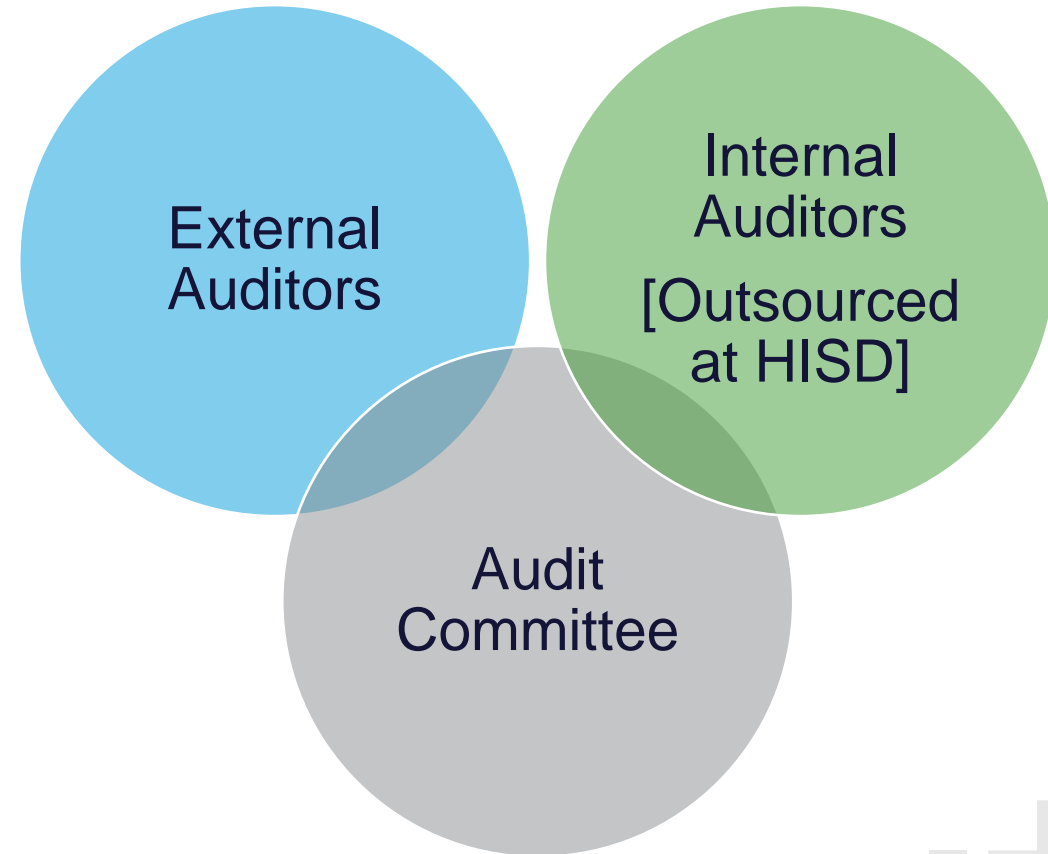
What is the Audit Committee?

The HISD Audit Committee Charter defines the role and responsibilities of the HISD Audit Committee. This includes oversight of both internal and external internal auditors.

According to the charter, the purpose of the Audit Committee is to provide structured oversight of the organization’s governance, risks, and internal controls. It advises the School Board on the adequacy of these practices, aiming to enhance accountability and transparency.

Specific responsibilities include:

- Oversight of the outsourcing of internal audit
- Monitor follow-up on open audit recommendations/observations
- Review financial statements and public accountability reporting



External Audit vs Internal Audit¹

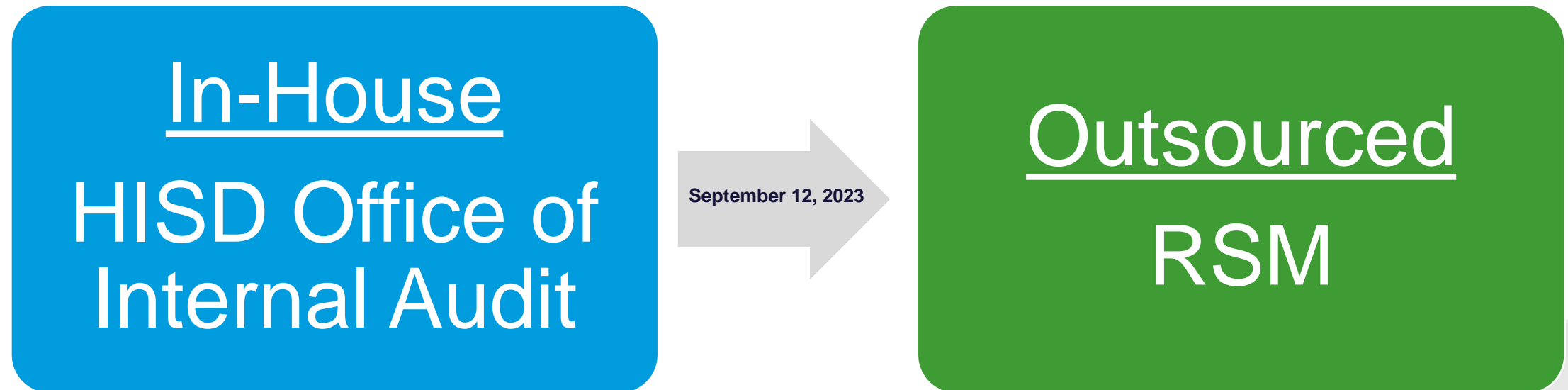
The Audit Committee oversees both internal and external audit functions. The table below describes some of the key differences between these two independent functions.

Aspect	Internal Audit	External Audit
Objective	Improve internal processes, controls, and governance.	Provide independent assurance on financial statements.
Focus	Risk, compliance, and operational efficiency.	Financial accuracy and compliance with standards.
Reporting	To management and the Audit Committee.	To external stakeholders, including the public.
Improvement Role	Recommends improvements; management implements.	Reports issues but does not advise on improvements.
Scope	Broad: internal controls, operations, and compliance.	Narrow: financial statement verification.
Frequency	Ongoing throughout the year.	Annual, aligned with financial reporting.
Regulation	Optional, but considered best practice.	Legally required for public entities.
Independence	Internal, but with objective oversight.	Completely independent of the organization.
Stakeholders	Management, Audit Committee, internal stakeholders.	Public, regulators, and external stakeholders.
Approach	Risk-based, proactive audits.	Compliance-driven, focused on financial standards.

¹Outsourced at HISD

Internal Audit Reorganization at HISD

Prior to September 12, 2023, the internal audit function was employed internally by the HISD Office of Internal Audit. Through a competitive solicitation, RSM was selected through the RFQ process as the most qualified firm to serve HISD. RSM now serves as the *independent* internal audit function for HISD.



Outsourced Internal Audit Function Overview

Outsourcing the internal audit function brings significant value to an organization, especially in enhancing **independence** and **objectivity**. It is a common practice for school districts to outsource their internal audit function.

Additional benefits include:

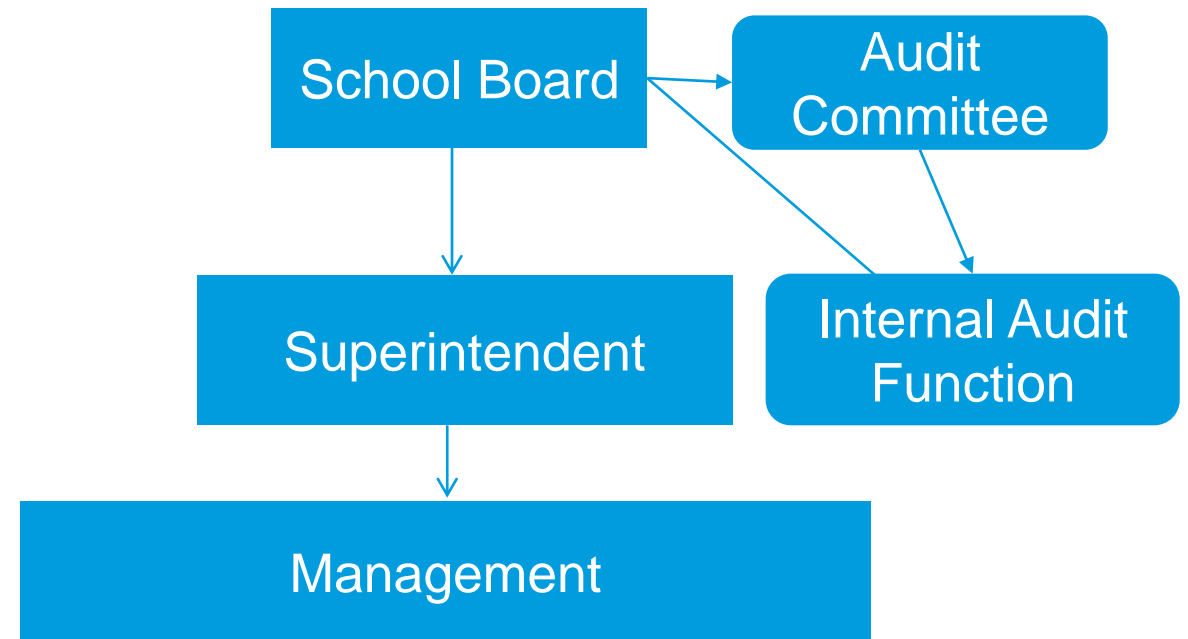
Unbiased Assessments: External auditors bring a fresh perspective, free from internal influences, facilitating impartial evaluations based purely on facts and best practices.

Enhanced Expertise: Outsourced teams often consist of specialists with a deep understanding of industry standards and emerging risks, offering higher scrutiny.

Cost Efficiency: Organizations can optimize resources by accessing a wide range of skills on demand without the overhead of maintaining a full-time internal audit staff.

This approach not only strengthens the internal control environment but also reinforces trust in the governance processes.

Independent Reporting Structure



FY2024 Audit Committee Accomplishments

 **Meetings Held:** 4 meetings on September 6, 2023; October 30, 2023; January 30, 2024; April 16, 2024.

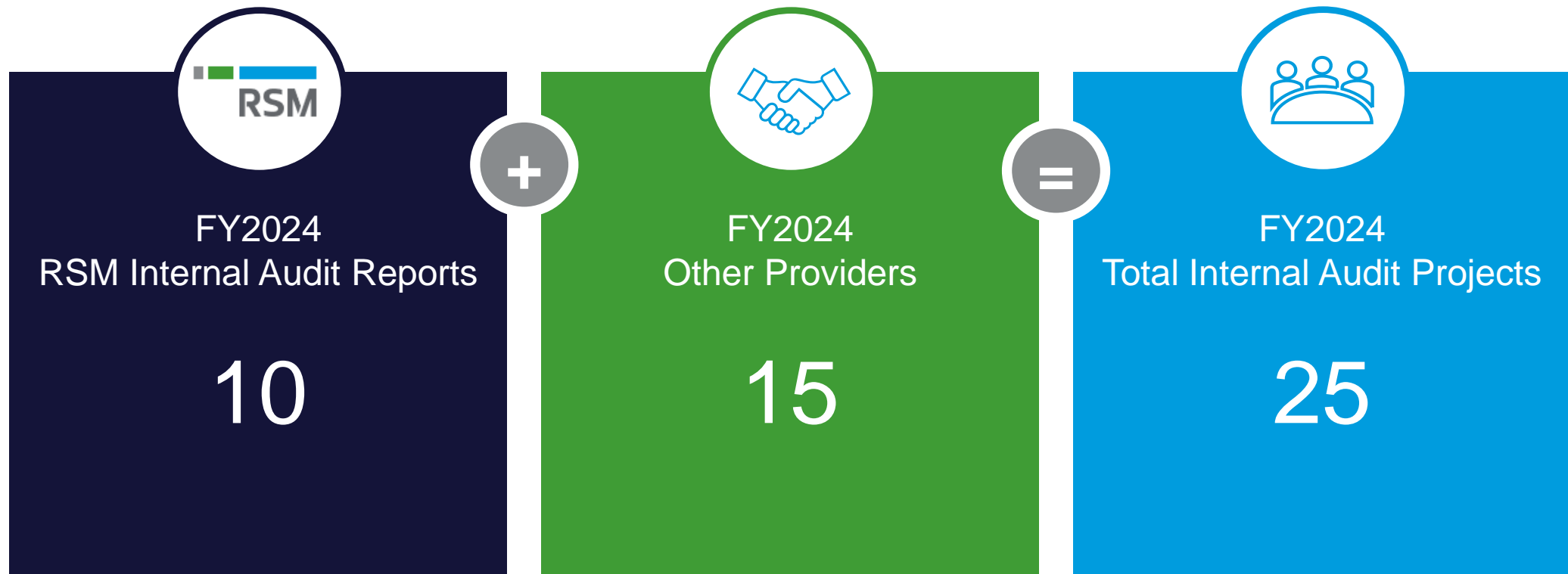
 **Outsourced Provider Established:** Engaged RSM as our Internal Auditors.

 **Charter Approved:** Revised and approved Audit Committee Charter in June 2024.

 **25 Internal Audit Reports Completed:** Key areas covered include IT security, vendor management, bus driver pay process, and student activity funds.

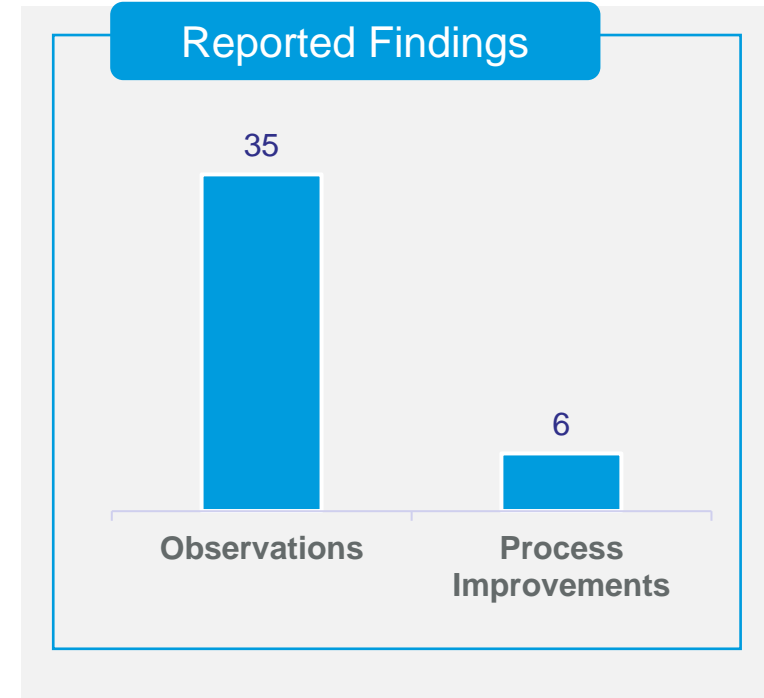
FY2024 Internal Audit Reports Completed

FY2024 was a transition year to RSM as the outsourced firm. During this year, projects were completed by other providers which had been started prior to RSM assuming the role. In addition to these projects, RSM executed and delivered on the FY2024 Internal Audit Plan.



RSM FY2024 Internal Audits

Internal Audit Project	Status
Risk Assessment	Complete
Nutrition Services	Complete
IT Security Maturity	Complete
IT Enterprise Data	Complete
IT Logical Security and Access Management	Complete
Bus Driver Pay Process	Complete
On-Time Grad Academy Data Quality	Complete
West University Elementary Technology Donations	Complete
Employee Terminations Process	Complete
Activity Funds Review	Complete
Records Management Process ²	Complete



¹ Due to the timing of contract execution, RSM began work on the FY2024 Internal Audit plan in November 2023.

² Internal Audit project was started later in the year to accommodate conflicting IT audit priorities.

The internal audit annual report timeframe has been adjusted to fiscal year from calendar year to align with the function’s activities.

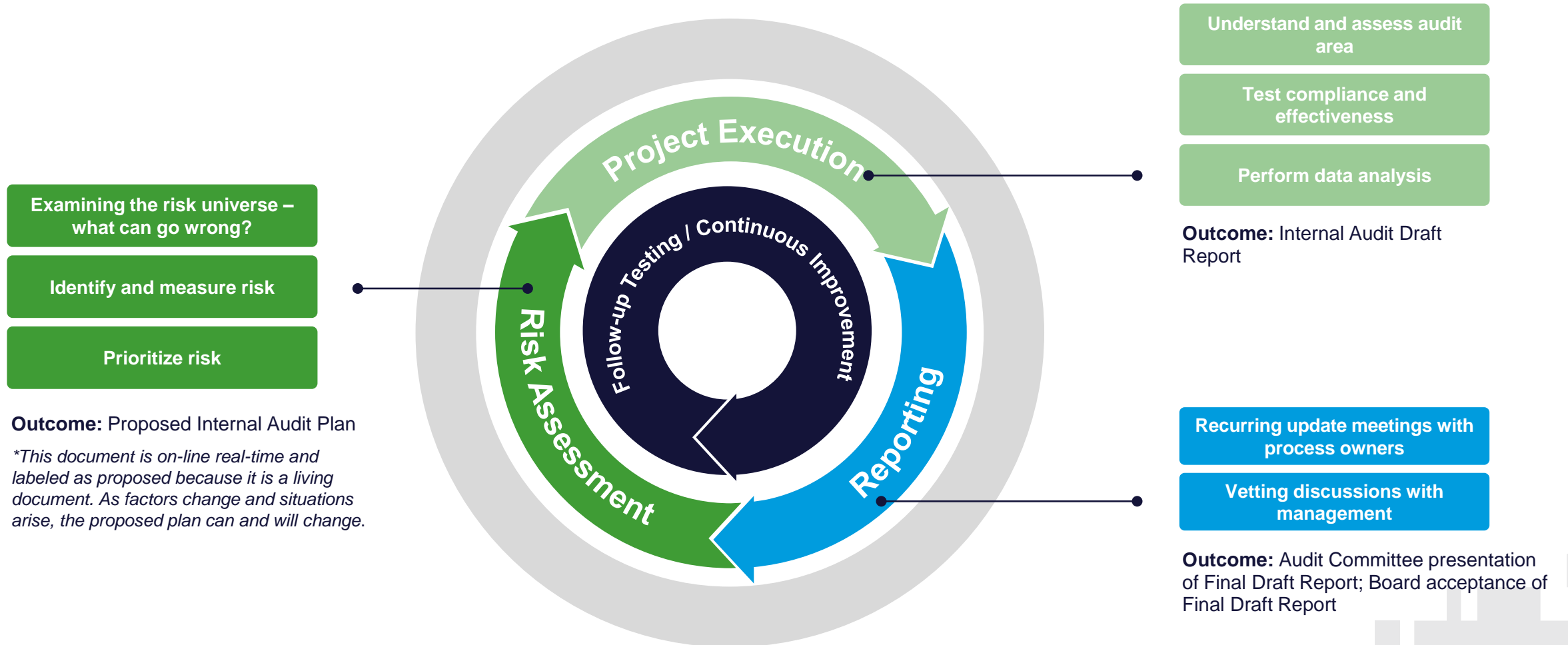
FY2024 Follow-up:
Follow-up activities typically begin 6 to 12 months after observations are reported

FY2024 Internal Audit Projects – Other Providers

Internal Audit Title	Category	Provider	Status
IT – Patch and Vulnerability Management	Information Technology	BDO	Complete
IT – OneSource SAP	Information Technology	BDO	Complete
IT – Prior Issue Follow-Up Audit	Information Technology	BDO	Complete
Public Solicitation Bidding Process	Financial and Operational	BDO	Complete
HR Investigations Process Audit	Financial and Operational	BDO	Complete
HR Grievances Process Audit	Financial and Operational	BDO	Complete
Central Warehouse Inventory Report	Financial and Operational	Whitley Penn	Complete
Nutrition Services Inventory - Audit Report	Financial and Operational	Whitley Penn	Complete
Student Membership Audit	Educational Programs	Whitley Penn	Complete
Magnet Programs	Educational Programs	Whitley Penn	Complete
Activity Fund Audit Wharton K-8 Dual Language Academy	Financial and Operational	[Former] HISD Office of Internal Audit	Complete
Activity Fund Audit - Westside HS	Financial and Operational	[Former] HISD Office of Internal Audit	Complete
Follow-up Jordan HS Construction Audit Report	Construction	[Former] HISD Office of Internal Audit	Complete
Milby Washington Yates Pool Construction Audit Report	Construction	[Former] HISD Office of Internal Audit	Complete
SPED PD Audit Findings Follow Up Findings	Educational Programs	McConnell Jones	Complete

Internal Audit Overview

Overview of Internal Audit Process



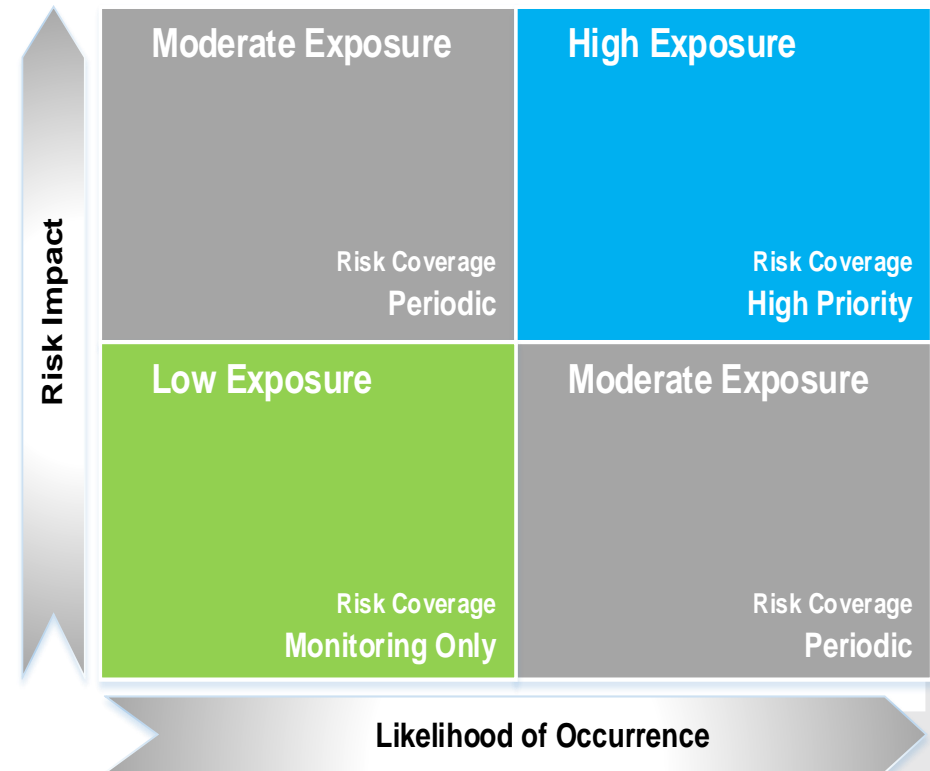
Risk Assessment

The objective of the risk assessment is to develop a proposed internal audit plan, which identifies those areas determined as having a **relatively high-risk profile** or that otherwise require internal audit attention for various reasons. This is a risk-based internal audit plan.

When we talk about risk we mean:

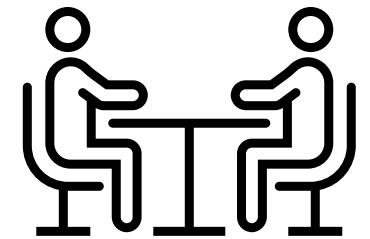
- Financial Risk
- Performance Risk
- Compliance Risk
- Public Perception

The internal audit plan will be accepted by the Audit Committee and Board each year but will remain a living plan. It can and should change throughout the year as risk at HISD continues to evolve. This allows HISD's internal audit function to remain proactive to the risks it faces every day.



Follow-up process

- ❑ As required by the Institute of Internal Auditors *Standards for the Professional Practice of Internal Auditing* (Performance Standard #2500), internal auditors “should establish a follow-up process to ensure that management actions have been effectively implemented or that senior management has accepted the risk of not taking action.”
- ❑ Follow-up procedures should be performed after the completion date noted by Management.
- ❑ Follow-up typically occurs after ample time has passed with the new control / procedure in place (generally six months) to verify and report the implementation status of the recommendations and Management’s action with regard to the previously reported findings.
- ❑ Follow-up is meant to validate, on a sample basis, the effectiveness of the remediated controls of the previously reported open issues.



THE POWER OF BEING UNDERSTOOD

ASSURANCE | TAX | CONSULTING

This document contains general information, may be based on authorities that are subject to change, and is not a substitute for professional advice or services. This document does not constitute assurance, tax, consulting, business, financial, investment, legal or other professional advice, and you should consult a qualified professional advisor before taking any action based on the information herein. RSM US LLP, its affiliates and related entities are not responsible for any loss resulting from or relating to reliance on this document by any person. Internal Revenue Service rules require us to inform you that this communication may be deemed a solicitation to provide tax services. This communication is being sent to individuals who have subscribed to receive it or who we believe would have an interest in the topics discussed.

RSM US LLP is a limited liability partnership and the U.S. member firm of RSM International, a global network of independent assurance, tax and consulting firms. The member firms of RSM International collaborate to provide services to global clients, but are separate and distinct legal entities that cannot obligate each other. Each member firm is responsible only for its own acts and omissions, and not those of any other party. Visit rsmus.com/aboutus for more information regarding RSM US LLP and RSM International.

RSM, the RSM logo and *the power of being understood* are registered trademarks of RSM International Association.

© 2024 RSM US LLP. All Rights Reserved.



11/14/2024

3.

Office of the Superintendent of Schools

Office of the Superintendent of Schools

Presentation Of NWEA Measures Of Academic Progress Beginning Of Year Assessment Data

The Houston Independent School District (HISD) monitors assessment performance on NWEA Measures of Academic Progress (MAP), a key indicator for student academic performance and growth compared to a national cohort.

Attached to this update is a presentation of NWEA MAP Beginning of Year (BOY) Assessment Data.

This is an informational report for the School Board and no board action or vote is required.

HISD BOY NWEA SCORES

UPDATED OCTOBER 31, 2024



The Last Generation



This is the last generation of at-risk children that will go through public education before the skills gap is locked in for the next 30 years.

KEY TAKEAWAYS

- HISD is between a half year to a whole year behind the national average in BOY RIT points in Reading.
- HISD is closer to the national average in Math.
- HISD is similar to the national average in Science.
- We have an internal achievement gap of over two years.
- Elementary students taking NWEA Reading exam in Spanish are generally starting at a lower BOY point.

KEY TAKEAWAYS

- Except for Elementary reading, 13 out of 15 BOY scores of the other grades and subjects are higher than the 2023-2024 BOY score.
- HISD is narrowing the gap with the national average, especially in Math and Science.
- Of the 21 exams (including Elementary reading in Spanish), we improved our starting percentile in 16 of them and remained flat in 5. No area saw a decrease.
- Overall, NES schools performed significantly higher in BOY RIT scores compared to last year and narrowed the gap significantly with regard to starting achievement percentile.



BOY RESULTS

SY24-25

HISD AVERAGE BOY RIT SCORE BY RACE/ETHNICITY



HISD Average BOY RIT Score – Reading (English)

Grade	U.S. BOY	U.S. EOY	Annual Growth Norm	HISD	Black	Hispanic	White
3	186.6	197.1	10.5	179.5	179.9	175.4	194.3
4	196.7	204.8	8.2	191.3	191.2	187.5	206.3
5	204.5	211.0	6.5	200.1	199.9	196.9	214.3
6	210.2	215.4	5.2	206.2	206.2	203.2	218.6
7	214.2	218.4	4.2	209.1	209.3	206.0	221.8
8	218.0	221.7	3.7	211.5	212.8	208.1	223.4

HISD Average BOY RIT Score – Reading (Spanish)

Grade	U.S. BOY	U.S. EOY	Annual Growth Norm	HISD	Black	Hispanic	White
3	182.0	189.0	7.0	181.3	176.9	181.3	181.9
4	191.0	198.0	7.2	189.1	175.3	189.2	190.3
5	198.0	204.0	6.6	195.4	188.2	195.4	195.1

HISD Average BOY RIT Score -- Math

Grade	U.S. BOY	U.S. EOY	Annual Growth Norm	HISD	Black	Hispanic	White
3	188.5	201.1	12.6	184.6	180.6	182.7	195.5
4	199.6	210.5	11.0	197.1	192.2	195.5	208.7
5	209.1	218.8	9.6	206.7	201.8	205.0	219.3
6	214.8	222.9	8.1	213.2	208.8	211.6	223.9
7	220.2	226.7	6.5	216.5	211.8	214.3	230.7
8	224.9	230.3	5.4	219.6	215.4	216.7	234.1

HISD Average BOY RIT Score -- Science

Grade	U.S. BOY	U.S. EOY	Annual Growth Norm	HISD	Black	Hispanic	White
3	187.8	195.9	8.1	185.8	184.8	182.9	198.0
4	194.7	201.2	6.5	193.4	191.6	191.2	204.6
5	200.2	206.2	6.0	200.1	198.4	198.0	210.8
6	203.9	208.5	4.6	205.0	203.4	202.8	216.0
7	206.6	210.6	4.0	207.5	205.9	205.2	219.2
8	209.6	213.4	3.8	209.0	208.5	206.4	219.7



BOY RESULTS

SY24-25

NES VS. PUA AVERAGE BOY RIT SCORE

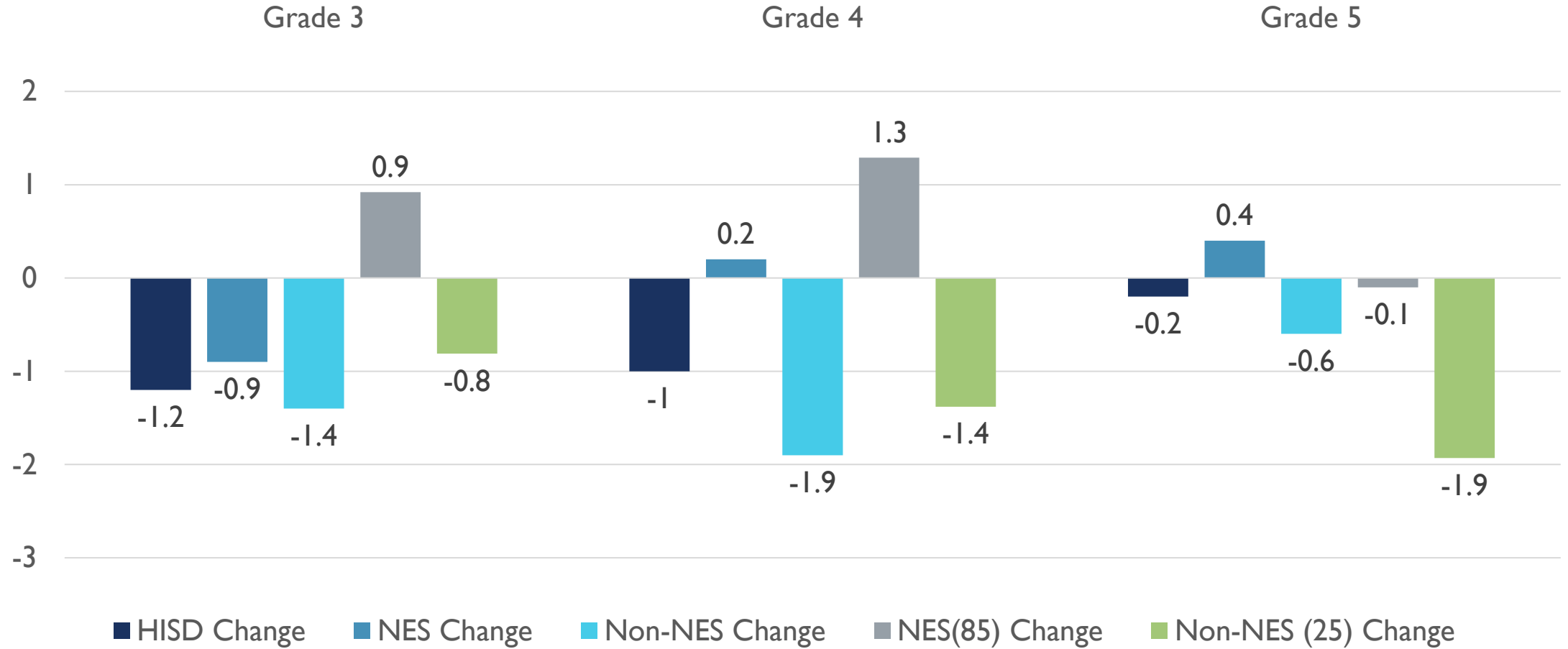


NES vs. PUA Average BOY RIT Score -- Reading (English)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	186.6	180.7	179.5	176.2	177.1	184.5	183.1
4	196.7	192.3	191.3	186.9	188.2	196.4	194.5
5	204.5	200.3	200.1	196.5	196.4	204.2	203.6

Note: The PUA results refers to SY24-25 PUA campuses.

Reading English Grade 3-5 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25

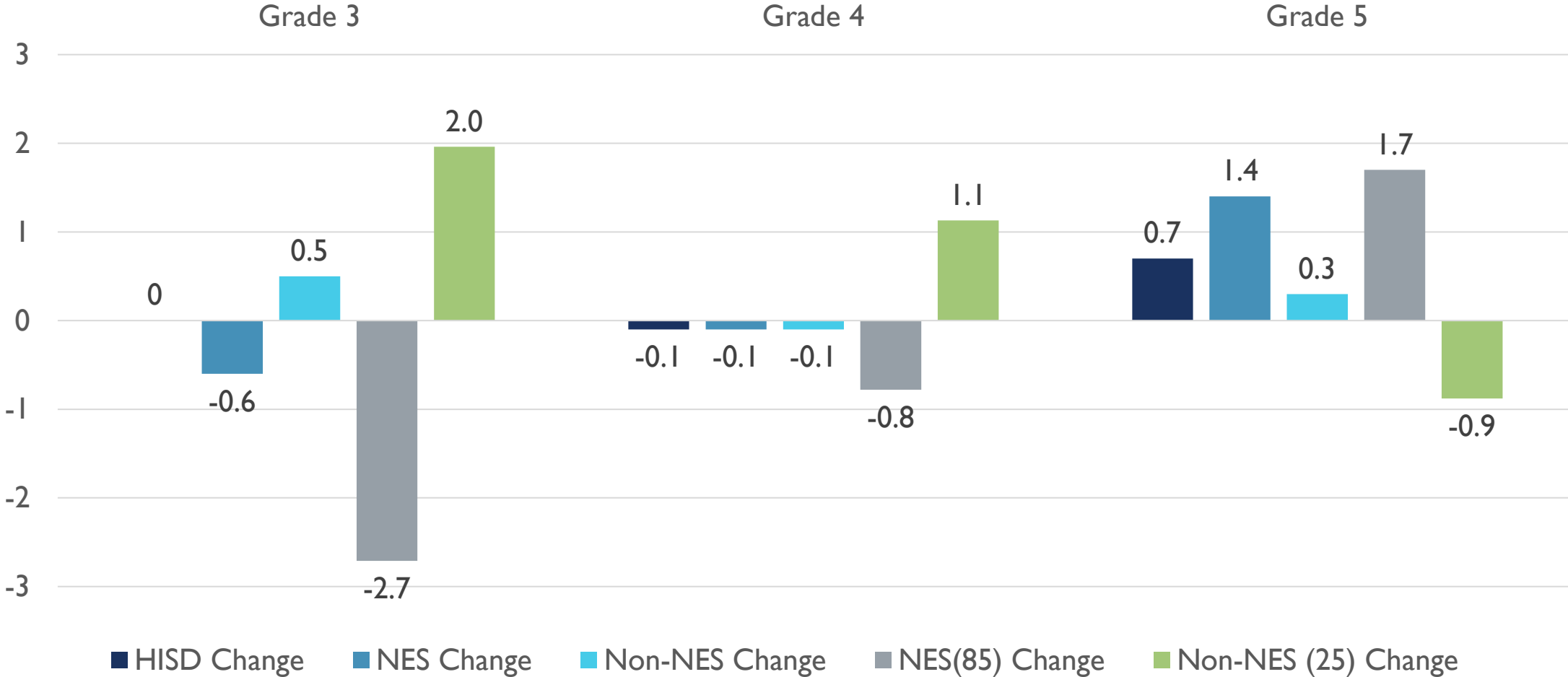


NES vs. PUA Average BOY RIT Score -- Reading (Spanish)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	182.0	181.3	181.3	182.1	179.4	181.2	181.7
4	191.0	189.2	189.1	187.3	186.5	189.2	189.1
5	198.0	194.7	195.4	192.9	194.6	195.3	195.6

Note: The PUA results refers to SY24-25 PUA campuses.

Reading Spanish Grades 3-5 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25

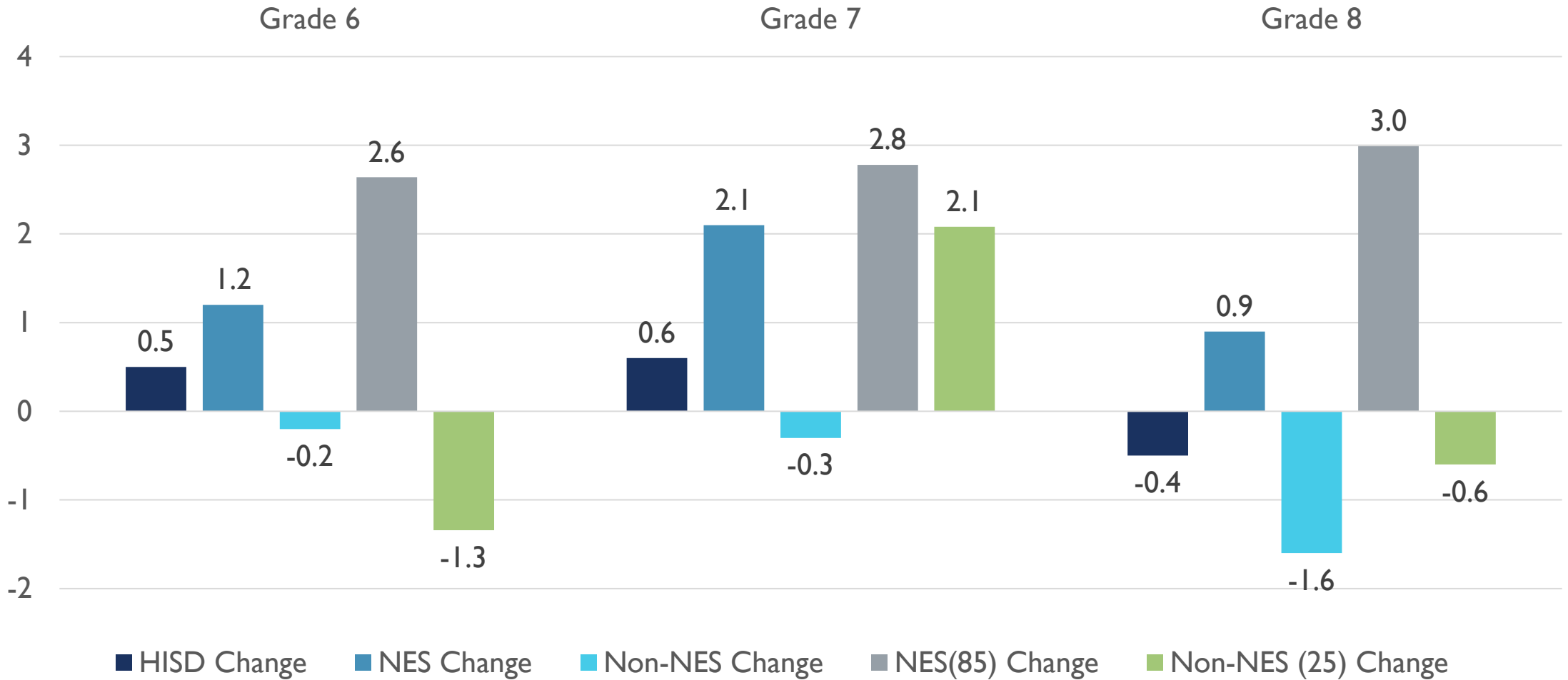


NES vs. PUA Average BOY RIT Score -- Reading (English)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	210.2	205.7	206.2	195.8	198.4	211.7	211.5
7	214.2	208.5	209.1	198.5	201.3	214.9	214.6
8	218.0	211.9	211.5	200.9	203.9	219.2	217.6

Note: The PUA results refers to SY24-25 PUA campuses.

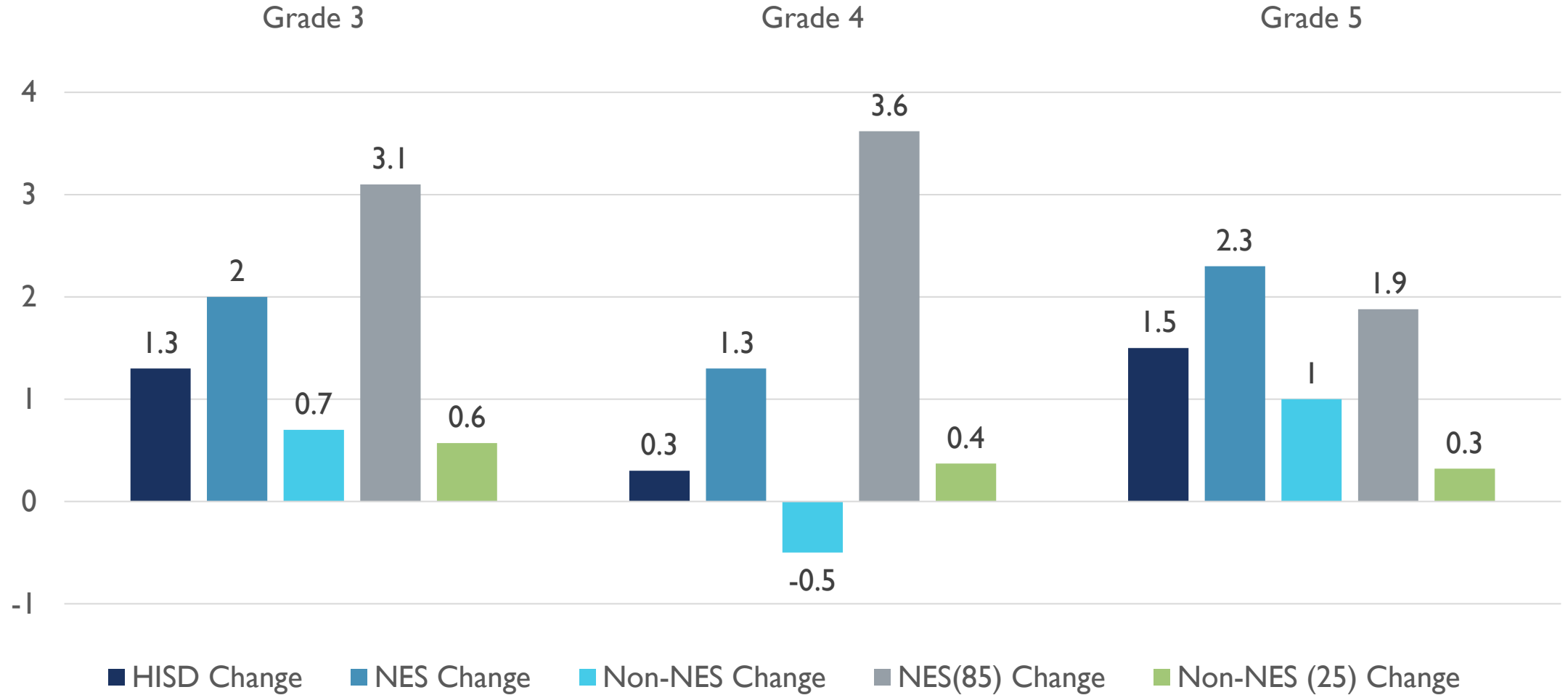
Reading English Grades 6-8 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25



NES vs. PUA Average BOY RIT Score -- Math							
Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	188.5	183.3	184.6	178.4	181.5	186.8	187.5
4	199.6	196.8	197.1	190.4	194.0	200.5	200.0
5	209.1	205.2	206.7	199.0	200.9	209.4	210.4

Note: The PUA results refers to SY24-25 PUA campuses.

Math Grade 3-5 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25

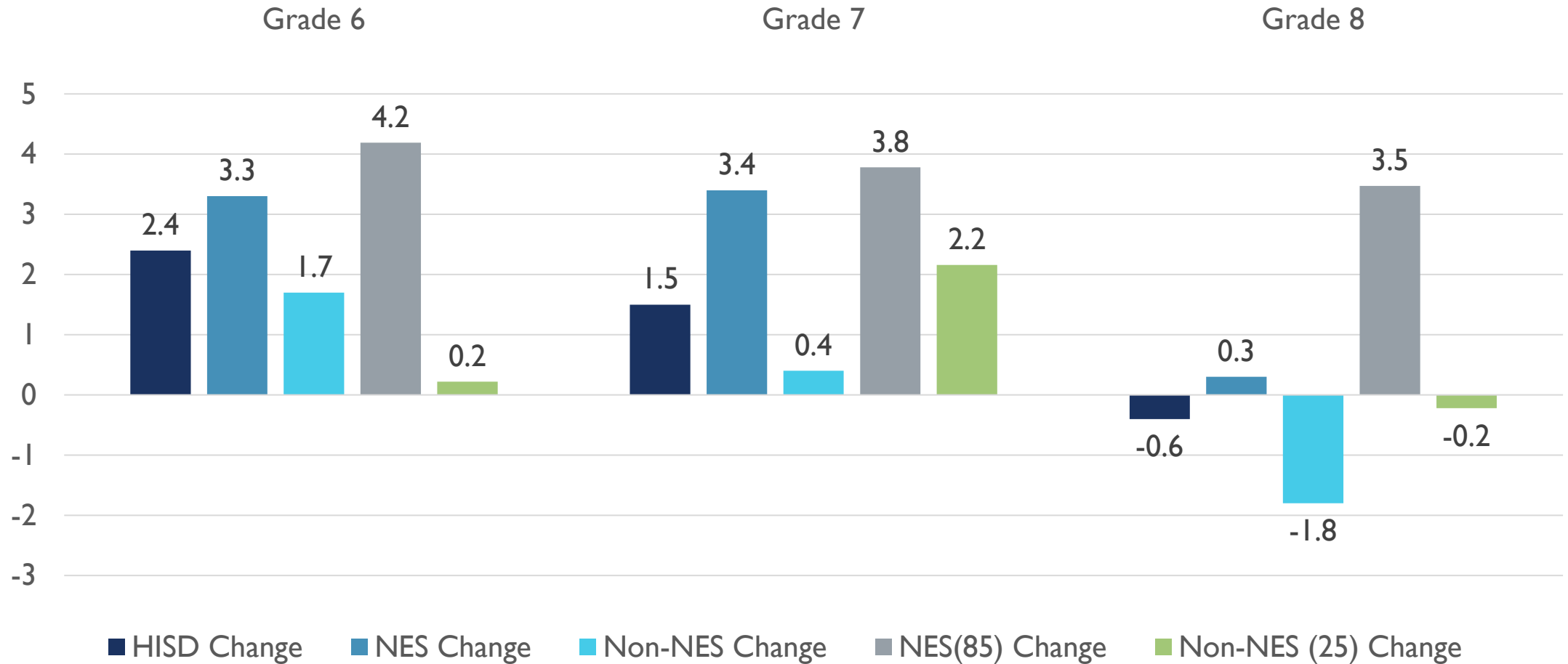


NES vs. PUA Average BOY RIT Score -- Math

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	214.8	210.8	213.2	201.1	205.3	216.1	217.8
7	220.2	215.0	216.5	205.0	208.8	221.4	221.8
8	224.9	220.2	219.6	208.9	212.4	227.8	226.0

Note: The PUA results refers to SY24-25 PUA campuses.

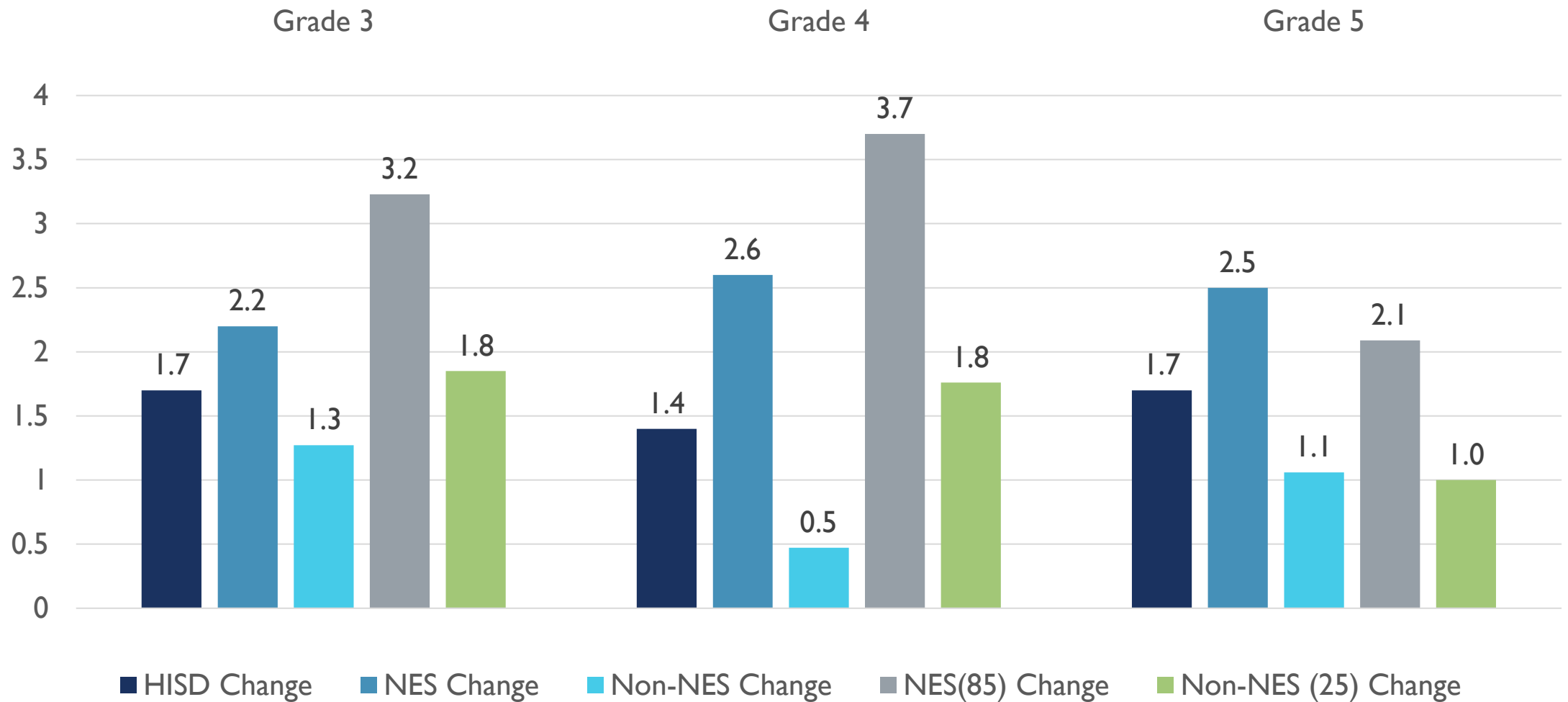
Math Grade 6-8 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25



NES vs. PUA Average BOY RIT Score -- Science							
Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	187.8	184.1	185.8	180.7	183.9	187.2	188.5
4	194.7	192.0	193.4	187.5	191.2	195.3	195.7
5	200.2	198.4	200.1	194.8	196.9	201.7	202.7

Note: The PUA results refers to SY24-25 PUA campuses.

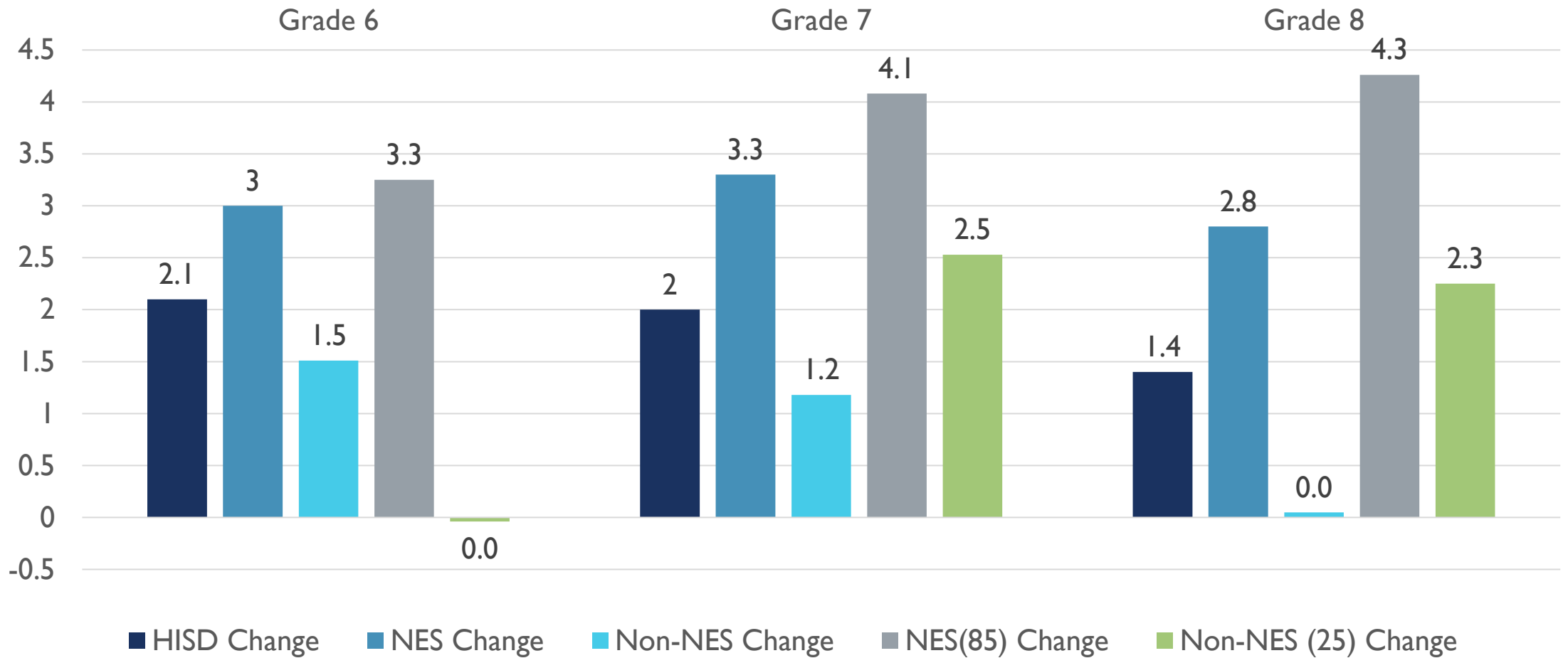
Science Grade 3-5 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25



NES vs. PUA Average BOY RIT Score -- Science							
Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	203.9	202.9	205.0	195.3	198.6	207.5	209.0
7	206.6	205.5	207.5	196.7	200.8	210.9	212.1
8	209.6	207.6	209.0	198.5	202.8	213.7	213.7

Note: The PUA results refers to SY24-25 PUA campuses.

Science Grade 6-8 RIT Score Change Year-Over-Year, BOY 2023-24, BOY 2024-25





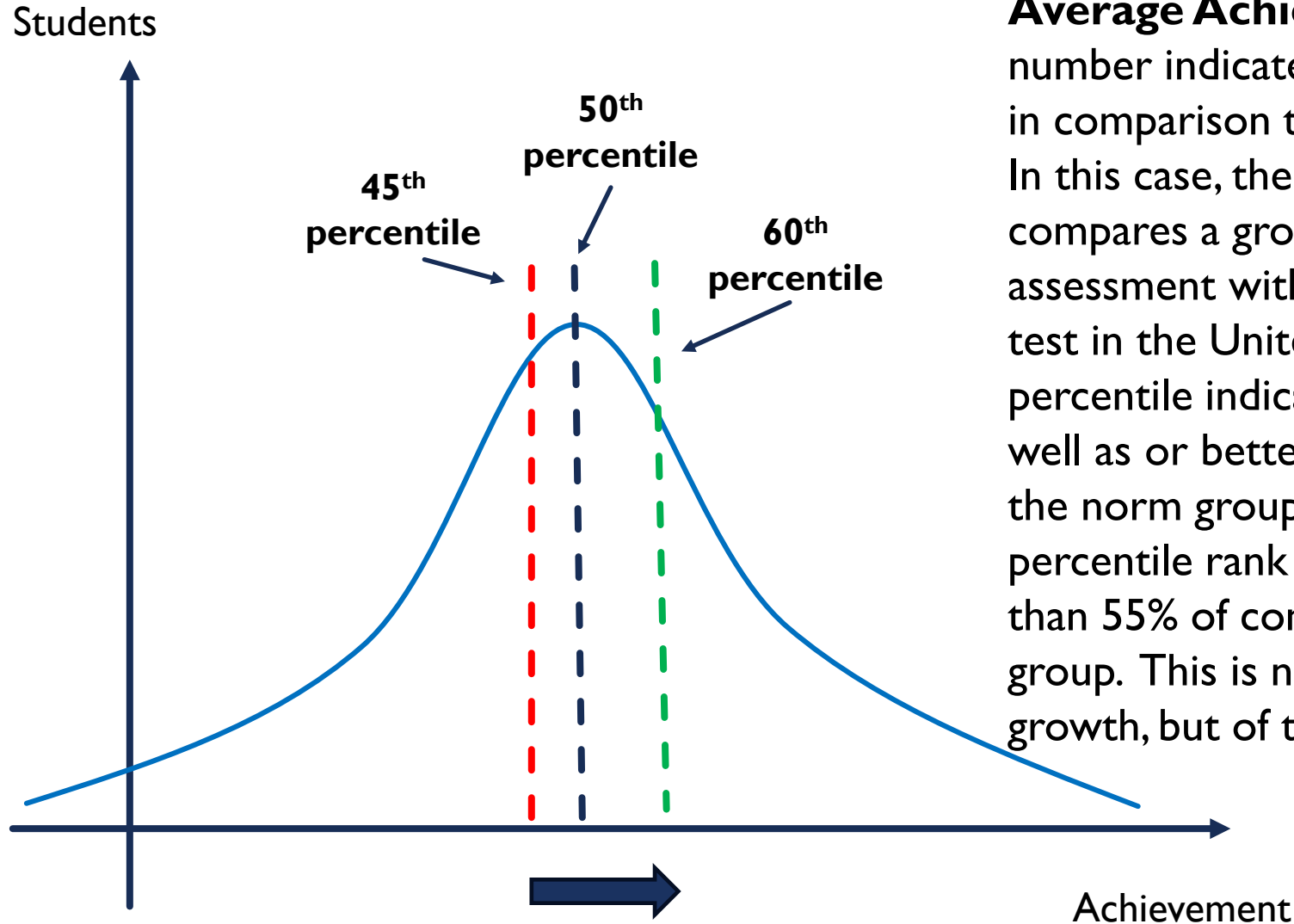
BOY RESULTS

SY24-25

HISD AVERAGE ACHIEVEMENT PERCENTILE BY RACE/ETHNICITY



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.

HISD Average BOY Percentile– Reading (English)

Grade	U.S.	HISD	Black	Hispanic	White
3	50	42	42	35	67
4	50	46	45	40	71
5	50	48	46	43	72

HISD Average BOY Percentile– Reading (Spanish)

Grade	U.S.	HISD	Black	Hispanic	White
3	50	48	38	48	47
4	50	46	19	47	47
5	50	46	35	46	46

HISD Average BOY Percentile– Reading (English)

Grade	U.S.	HISD	Black	Hispanic	White
6	50	48	47	44	69
7	50	46	44	41	68
8	50	44	44	39	64

HISD Average BOY Percentile– Math

Grade	U.S.	HISD	Black	Hispanic	White
3	50	46	39	42	69
4	50	49	40	46	72
5	50	49	40	46	73
6	50	51	42	48	70
7	50	46	38	43	70
8	50	44	37	40	67

HISD Average BOY Percentile– Science

Grade	U.S.	HISD	Black	Hispanic	White
3	50	48	47	42	75
4	50	51	47	46	76
5	50	53	49	49	77
6	50	56	52	52	78
7	50	55	51	51	78
8	50	52	50	47	73



BOY RESULTS

SY24-25

NES VS. PUA AVERAGE BOY ACHIEVEMENT PERCENTILE

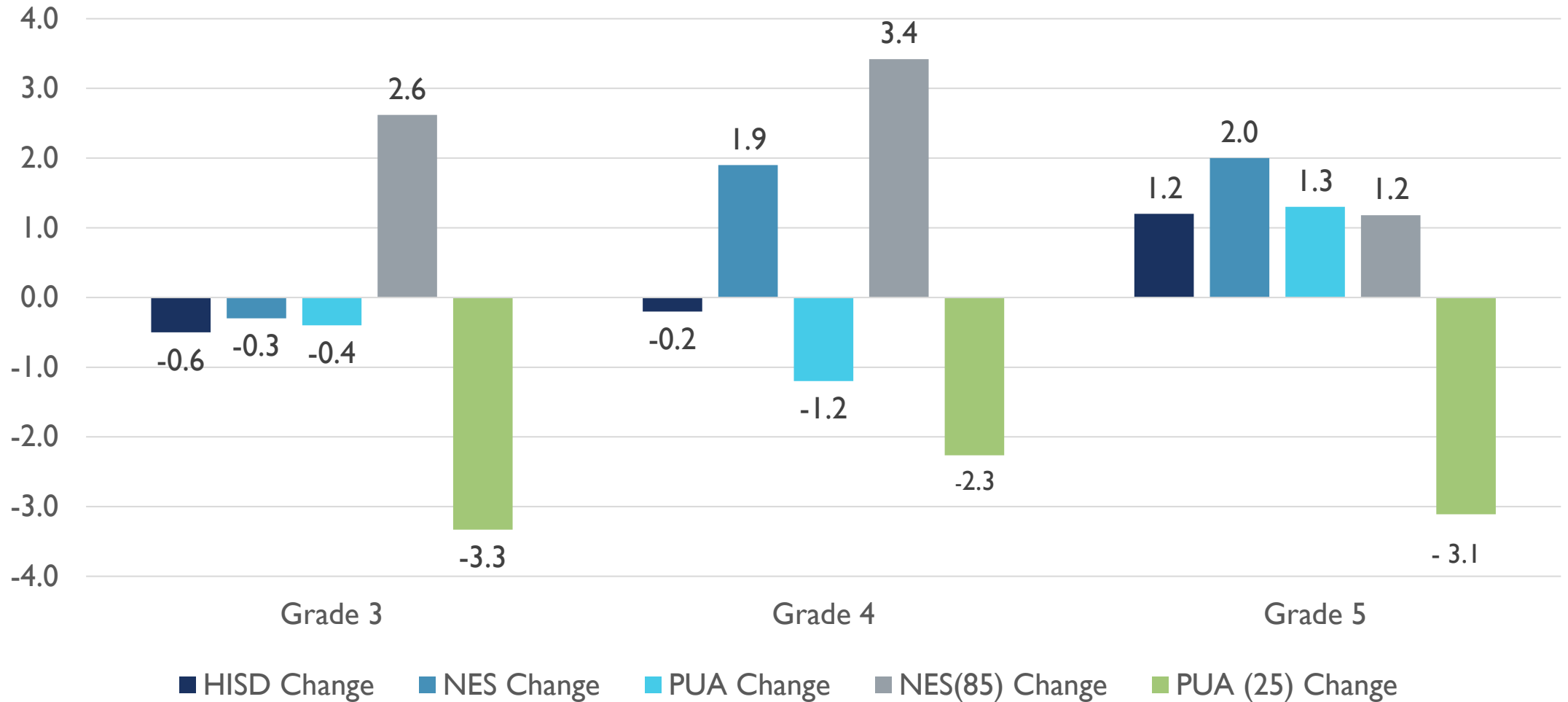


NES vs. PUA Average BOY Percentile -- Reading (English)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	50	42	41	35	37	48	47
4	50	46	46	37	40	52	51
5	50	47	48	40	41	52	54

Note: The PUA results refers to SY24-25 PUA campuses.

Reading English Grade 3-5 Average Achievement Percentile Point Difference - BOY 2023-24, BOY 2024-25

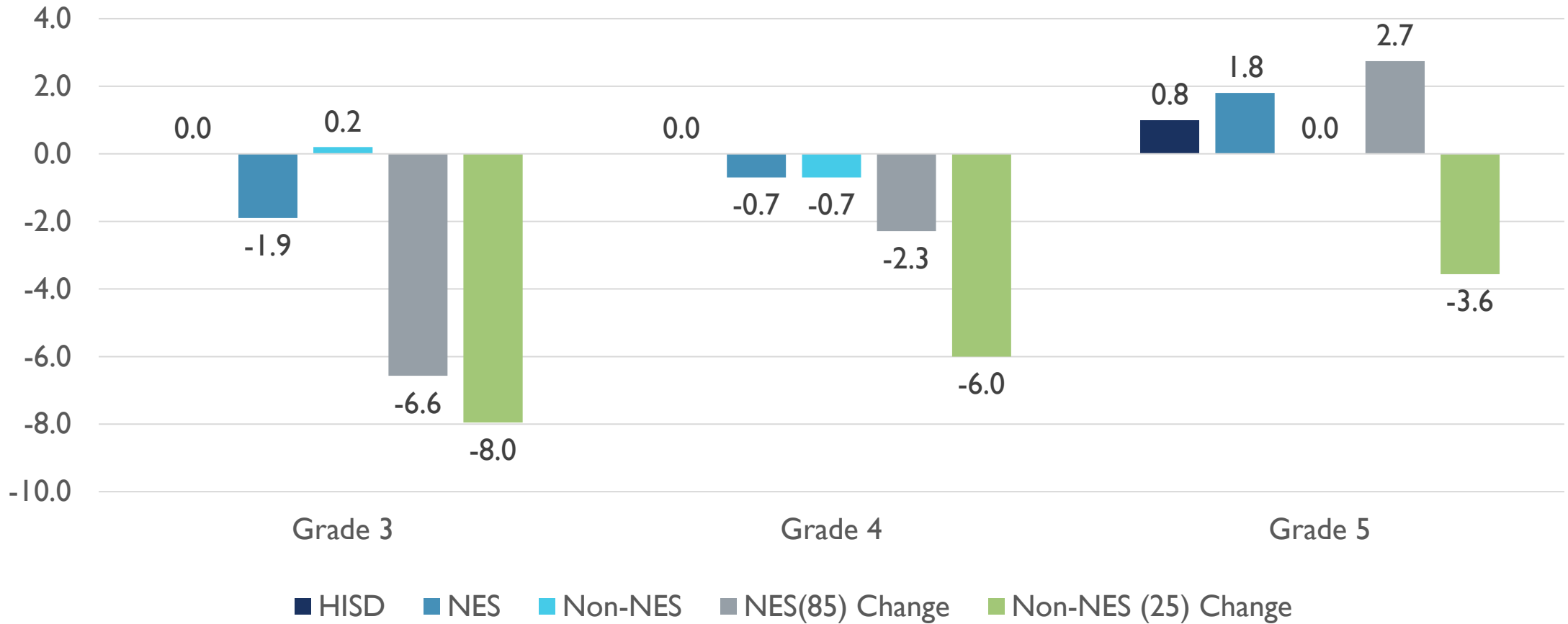


NES vs. PUA Average BOY Percentile -- Reading (Spanish)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	50	48	48	50	44	48	48
4	50	47	46	43	41	47	47
5	50	45	46	41	44	46	46

Note: The PUA results refers to SY24-25 PUA campuses.

Reading Spanish Grade 3-5 Average Achievement Percentile Point Difference - BOY 2023-24, BOY 2024-25



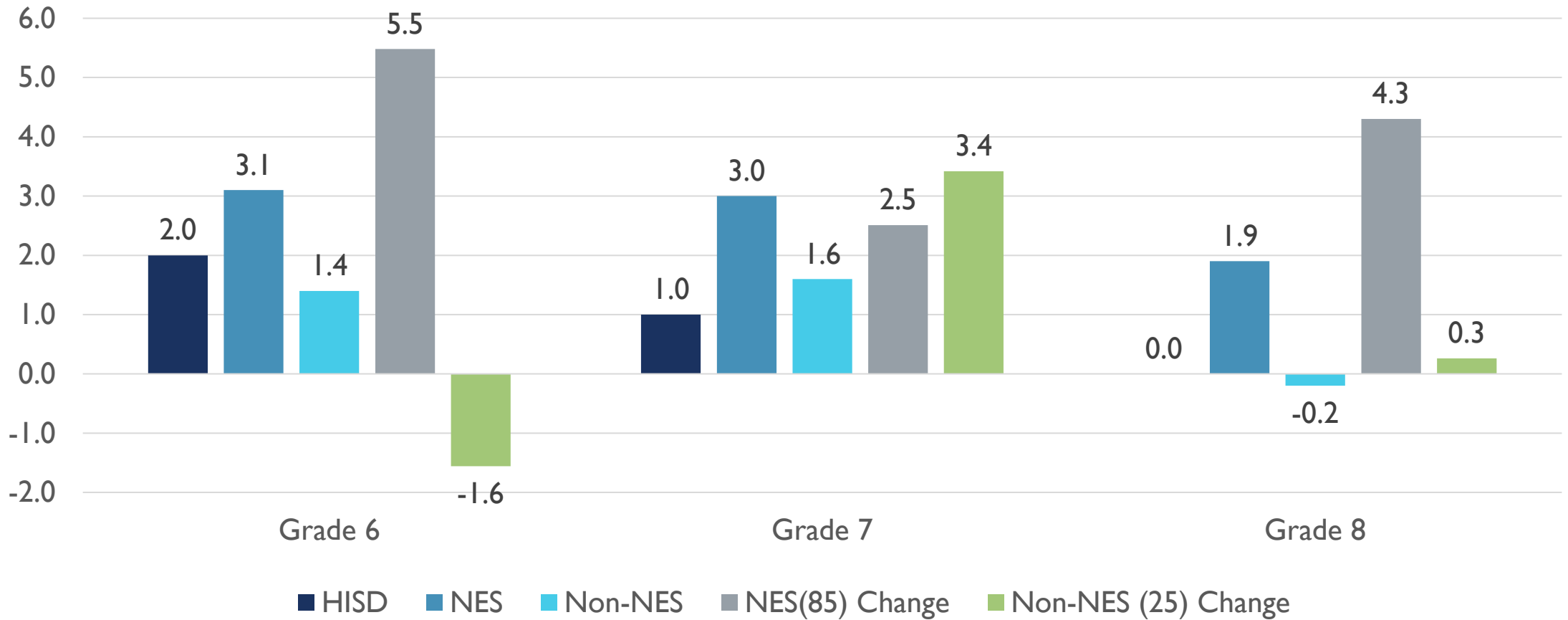
Note: For comparison purposes, the 130 NES campuses for SY24-25 were used to calculate the SY2023-24 and SY2024-25 BOY results.

NES vs. PUA Average BOY Percentile -- Reading (English)

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	50	46	48	30	35	55	56
7	50	45	46	30	32	52	54
8	50	44	44	28	32	53	53

Note: The PUA results refers to SY24-25 PUA campuses.

Reading English Grade 6-8 Average Achievement Percentile Point Difference - BOY 2023-24, BOY 2024-25



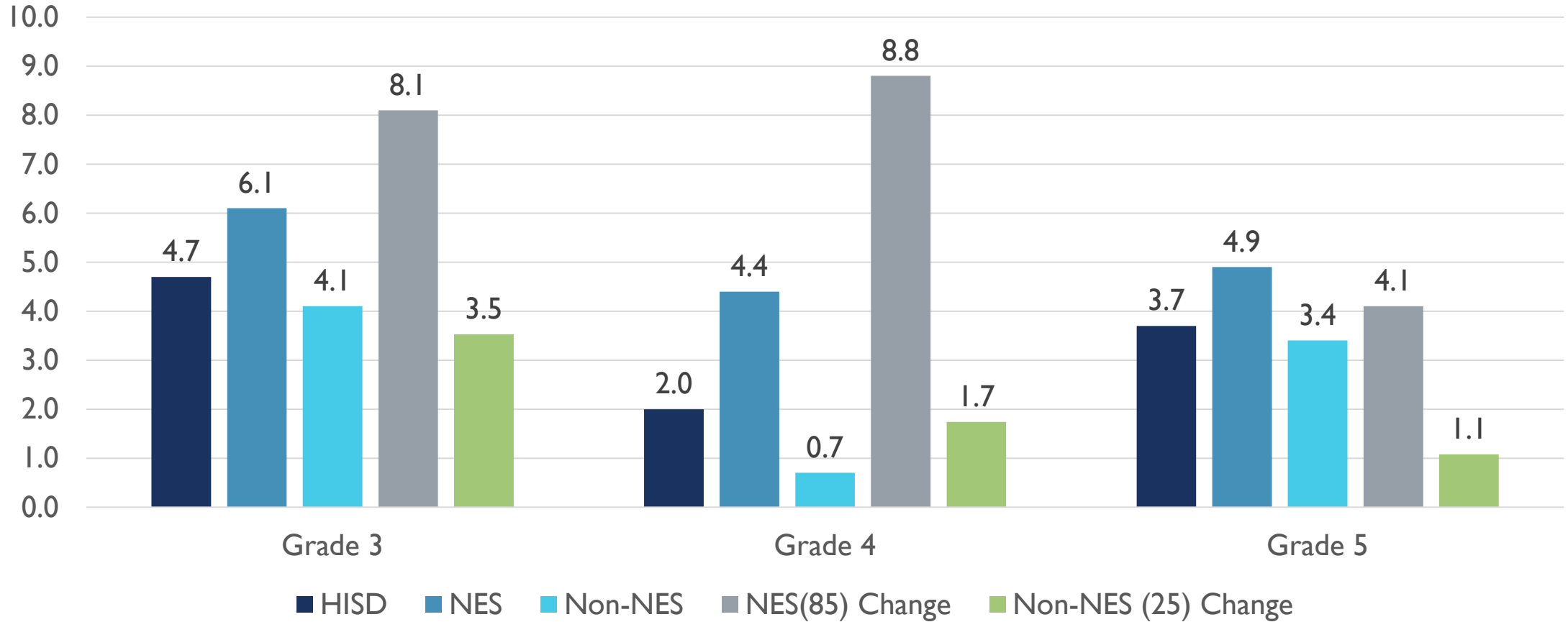
Note: For comparison purposes, the 130 NES campuses for SY24-25 were used to calculate the SY2023-24 and SY2024-25 BOY results.

NES vs. PUA Average BOY Percentile -- Math

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	50	42	46	32	40	48	52
4	50	47	49	35	44	54	55
5	50	46	49	34	39	52	56

Note: The PUA results refers to SY24-25 PUA campuses.

Math Grade 3-5 Average Achievement Percentile Point Difference - BOY 2023-24, BOY 2024-25

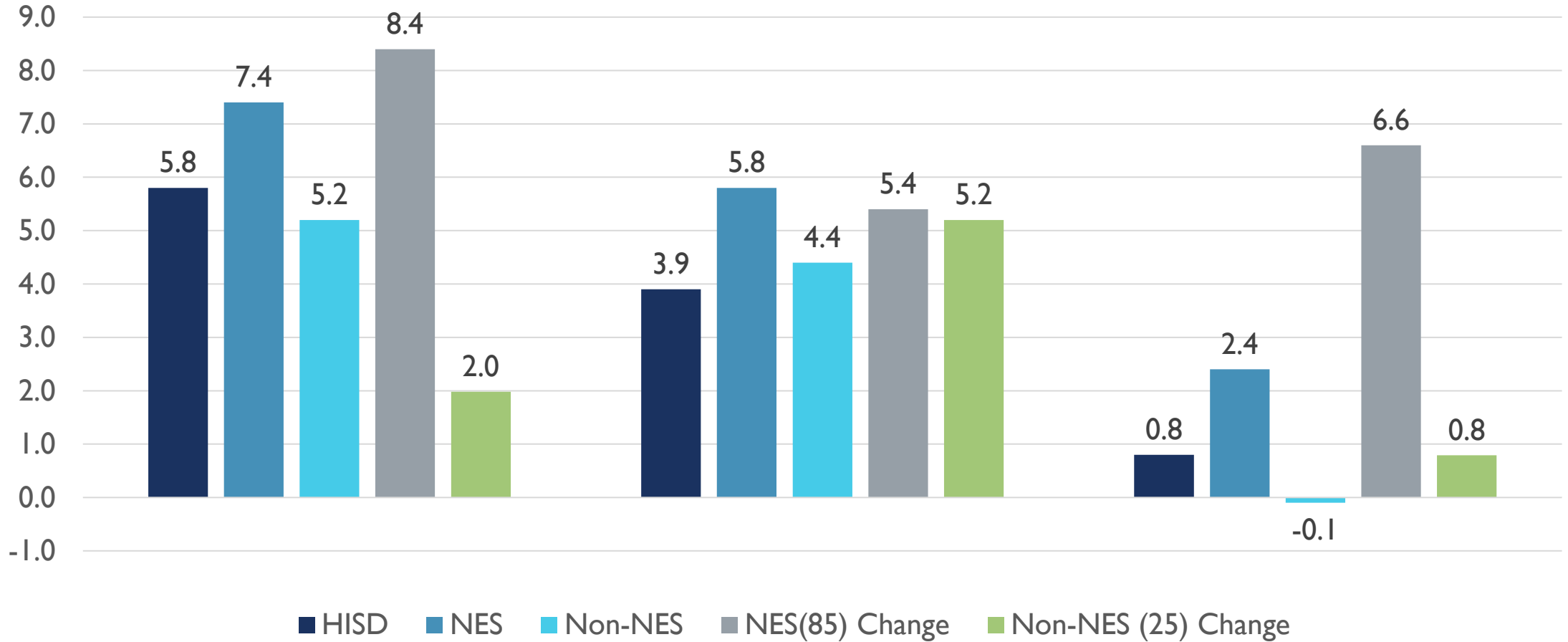


NES vs. PUA Average Percentile Score -- Math

Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	50	45	51	28	37	53	58
7	50	43	46	28	34	50	55
8	50	43	44	27	34	53	53

Note: The PUA results refers to SY24-25 PUA campuses.

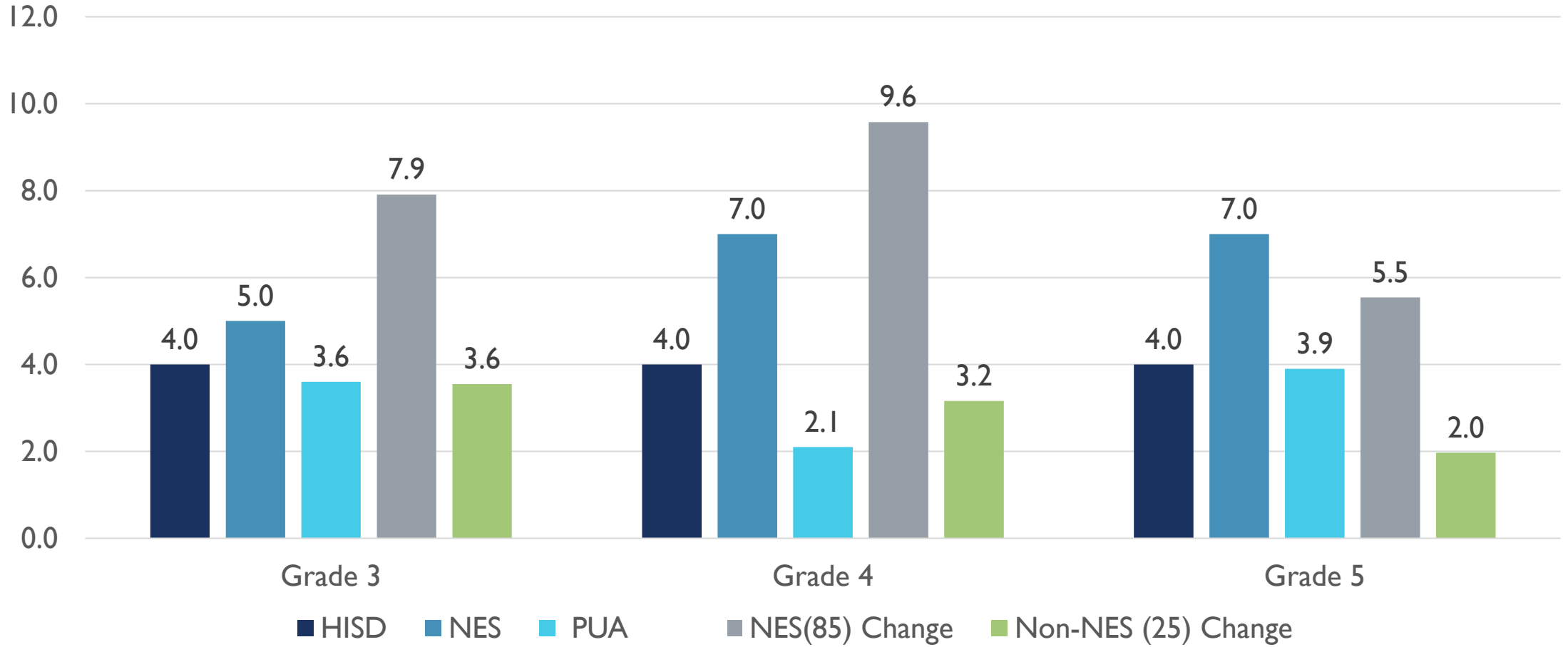
Math Grade 6-8 Average Achievement Percentile Point Difference - BOY 2023-24, BOY 2024-25



NES vs. PUA Average BOY Percentile -- Science							
Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
3	50	44	48	36	44	51	54
4	50	47	51	36	46	54	56
5	50	49	53	40	46	55	59

Note: The PUA results refers to SY24-25 PUA campuses.

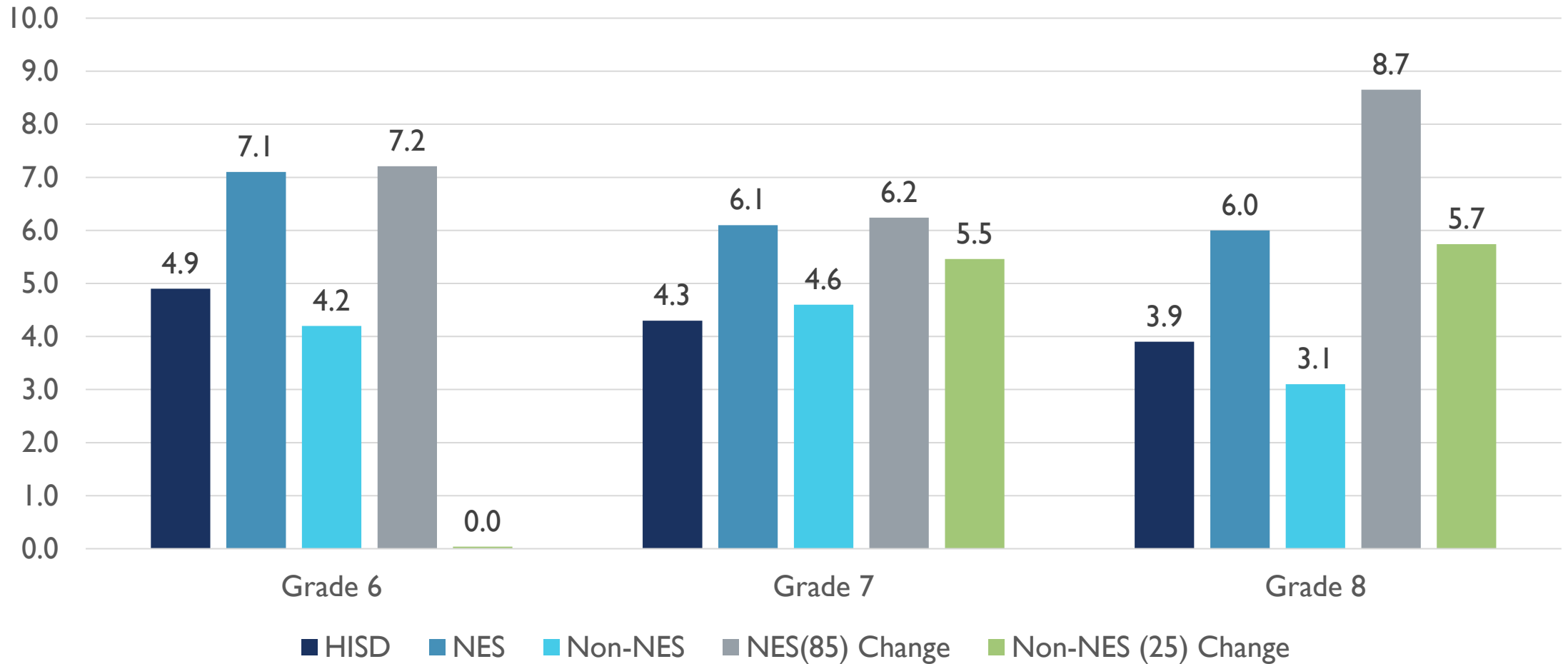
**Science Grade 3-5 Average Achievement Percentile Point Difference - BOY 2023-24,
BOY 2024-25**



NES vs. PUA Average Percentile Score -- Science							
Grade	U.S. BOY	HISD BOY (23-24)	HISD BOY (24-25)	NES (85) (23-24)	NES (85) (24-25)	PUA (23-24)	PUA (24-25)
6	50	51	56	35	42	60	64
7	50	51	55	34	41	59	64
8	50	48	52	31	40	58	61

Note: The PUA results refers to SY24-25 PUA campuses.

**Science Grade 6-8 Average Achievement Percentile Point Difference - BOY 2023-24,
BOY 2024-25**



The Last Generation



This is the last generation of at-risk children that will go through public education before the skills gap is locked in for the next 30 years.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

4.

Office of the Superintendent of Schools

Office of Academics

Approval Of Programming Change For Fondren Middle School

As per Board Policy EHB(L), *Special Programs: Innovative and Magnet Programs*, the School Board is required to approve modifications to magnet programs. The policy states, "Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication."

Given this policy, and at the request of Fondren Middle School, the Houston Independent School District is submitting a request and analysis to remove the magnet International Baccalaureate (IB) designation for the 2025-2026 school year given that the IB program is currently not being implemented at the school. Please see supplemental materials for full details.

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 requested magnet program change, effective November 15, 2024, for the 2025-2026 school year.


Final draft of Magnet Changes - Briefing

10/23/2024



Fondren MS

Division	School Level	NES Status	Type of change
West	MS	NES	Sunset Magnet

Summary of request	Sunset MS IB MYP program.
Context	Fondren’s IB program was authorized by the International Baccalaureate in 2013 and renewed in 2019. Fondren has not been implementing IB since SY21-22. There are zero current staff members who are IB-trained.
Alignment to Board goals	Board Goals #1 & 2 – current NES model implemented at Fondren has proven successful in advancing student outcomes (improvement of 19 percentage points from a F to D). Removing the IB model officially will have no negative impact on the ability for students to meet the Board goals given we have already seen improvement with no implementation of IB.
Rationale for change	Fondren is requesting to sunset the IB magnet given it is no longer being implemented at the school. The magnet is “in name only” and isn’t reflective of the instruction happening on campus. There is no strong impetus to bring IB back to the school, as the school continues to improve under the NES instructional model.
Community Engagement	<p><u>Community/Parent Feedback:</u> Campus gave a survey September 23-24, 2024. 50% of families are neutral about sunsetting the program; 50% somewhat or slightly oppose. Leader believes that this is due to the ideals of IB aligning with Fondren culture.</p> <p><u>Staff Feedback:</u> Campus met with staff on September 26, 2024. 44% of staff support or strongly support sunsetting the program, while only 17% oppose the sunset. Staff quotes include:</p> <ul style="list-style-type: none"> “Teachers and student expectations are high for the NES model and sunsetting the MYP IB program is a great idea. The district needs to allow schools to focus on one program at a time and work well on that program without adding additional programs.” “IB was poorly organized and poorly run at Fondren. The NES model has made significant improvements at our campus such as improving student growth. I don’t see the benefit of reintroducing IB to a campus still acclimating itself with NES. It would complicate matters and honestly, fondren isn’t a school that should be an IB campus as it stands.” <p><u>Student Feedback:</u> At a September 27, 2024, meeting, only 8% of students were even aware of the IB program. About 50% agree that IB functioning appropriately would have been nice, but 100% do not want to have another program on top of NES because they feel they’re doing what they need to now.</p>
Student Impact	Two students currently on magnet transfer, and one is graduating in 2025. One remaining student would be allowed to continue receiving transportation as needed until they graduate from Fondren MS. No students are currently receiving IB instruction.
Budget impact	Negligible (only two students currently on magnet transfer). Funding would need to become available for Fondren’s reaccreditation with IB if this proposal is not approved (~\$100-200K) given that none of the staff members are certified.
Leader statement LaKia Jackson 	<i>The IB MYP has not been implemented at Fondren for the past few years. Currently, no one on the campus is IB trained as required by IB. In 2023-24, Fondren implemented the NES model on campus and has been successful in improving growth in all areas.</i>

ADDITIONAL RESOURCES

What is a High-Quality Magnet Program in HISD?

According to **Magnet Schools of America (MSA)**, high-quality magnet schools adhere to five key pillars that guide their structure and functioning. These pillars help ensure the schools are not only innovative but also accessible and effective in delivering a strong, diverse education. The five pillars are:

1. Diversity

- A high-quality magnet school promotes diverse student enrollment, integrating students of different races, ethnicities, socioeconomic backgrounds, and academic abilities. The goal is to reduce minority group isolation and ensure equitable access to high-quality education.

2. Innovative Curriculum and Professional Development

- Magnet schools offer specialized and innovative curricula designed to engage students. These schools focus on unique themes or programs (e.g., STEM, arts, International Baccalaureate) and invest in professional development to equip teachers with the skills needed to deliver high-level instruction.

3. Academic Excellence

- High-quality magnet schools maintain high academic standards and create environments where all students can achieve at high levels. Academic rigor, accountability, and continuous improvement in student achievement are core components.

4. High-Quality Instructional Systems

- Magnet schools use a student-centered approach to learning, incorporating research-based practices that cater to the individual needs of students. They emphasize assessment systems that guide instruction and support student success.

5. Family and Community Partnerships

- High-quality magnet schools actively involve families and the local community in their educational processes. These partnerships help support the school's mission and ensure students have access to resources that enhance their learning experiences.

These pillars collectively create the foundation for what Magnet Schools of America considers a high-quality magnet school. <https://magnet.edu>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

5.

Office of the Superintendent of Schools

Office of Academics

Approval Of Entrance Requirement Change For Carnegie Vanguard High School

As per Board Policy EHB(L) (LOCAL), *Special Programs: Innovative and Magnet Programs*, the School Board is required to approve modifications to magnet programs. The policy states, "Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication."

Given this policy, and at the request of Carnegie Vanguard High School, a separate and unique magnet school, the Houston Independent School District is submitting a request and analysis to change the entrance requirements of the magnet program to go into effect for the incoming 2025-2026 school year freshman class. Please see supplemental materials for full details.

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 requested magnet program change, effective November 15, 2024, for the 2025-2026 school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT


Final draft of Magnet Changes - Briefing

10/23/2024



Carnegie Vanguard HS

Division	School Level	NES Status	Type of change
Central	HS	Non-NES	Change magnet

Summary of request	Supplement current entrance criteria to add requirement of an Academics matrix score of 80 or higher.
Context	The current entrance requirements for Carnegie Vanguard are that students must be identified as GT in Reading and Math by HISD and reside within the district. The proposed change would add that students must also score an 80 or higher on the Academics matrix (see next slide) in addition to current requirements.
Alignment to Board goals	Board Goal #3 – Students must receive required academic supports to be TSI ready. If students are not sufficiently prepared for the Carnegie Vanguard course load and rigor, their resulting success could be at risk.
Rationale for change	Declining average GPA data indicates a need to revise the entrance requirements to ensure that admitted students are better prepared for the demands of the CVHS GT program. Students are admitted each year with GT identifications dating from Pre-K that may not be reflective of the student's current preparedness. For example, if a student tested GT in Pre-K but has then failed multiple classes or STAAR exams by eighth grade, the student may not have the prerequisite skills or content knowledge needed to appropriately access the above-grade level rigor curriculum of Carnegie Vanguard. To set students up for success, Carnegie leadership proposes adding an additional lens to the entrance criteria – students must test GT, reside in the district, AND have succeeded academically in prior years by demonstrating sufficient grades and STAAR scores to meet or exceed an Academics matrix score of 80.
Student impact	Expected to restrict entrance for very few students, given that this change would only disqualify about 5% of last year's applicants to Carnegie Vanguard in School Choice. No impact to current students.
Budget impact	Campus cost: None District cost: None
Leader statement Principal Ramon Moss	 <p><i>The proposed updates to the entrance requirements for Carnegie Vanguard High School aim to create a more equitable system that better identifies and supports gifted students. These changes will ensure that students are both academically prepared for the challenges of CVHS and receive the support they need throughout their academic journey.</i></p>

School Choice Academic Matrix

- For Carnegie Vanguard entrance, students must score 80 points or higher on either the blue or green options.

HISD | School Choice
EDUCATION. YOUR FUTURE. YOUR CHOICE

School Choice Academic Matrix for 2025-2026
(*Highest Score from the two options will be applied)

Student Name:		ID #		DOB	
---------------	--	------	--	-----	--

Option 1: STAAR/Iowa and Academic Grades

Academic Grades (Average for 4 core classes only for 2023-2024)					
90-100 60 points	80-89 50 points	75-79 40 points	70-74 30 points	Below 70 0 points	Points
STAAR Scores (2023-2024 First Administration)					
Reading	Masters 20 points	Meets 15 points	Approaches 10 points	Did Not Meet 0 points	Points
Math	Masters 20 points	Meets 15 points	Approaches 10 points	Did Not Meet 0 points	Points
Total Points for STAAR					Total Points
Iowa/Logramos National Percentile Rank (2023-2024)					
<small>Iowa/Logramos scores are used only for students who do not have STAAR scores</small>					
Reading	80 or higher 20 points	60-79 15 points	40-59 10 points	Below 40 0 points	Points
Math	80 or higher 20 points	60-79 15 points	40-59 10 points	Below 40 0 points	Points
Total Points for Iowa/Logramos					Total Points
Considerations					
LEP, 504, Special Education, or Low SES - 10 Points					Points
Total points for Matrix					
<small>Sum of Academic Grades, STAAR Scores (or Iowa/Logramos), and Considerations</small>					

Option 2: Academic Grades Only

Academic Grades (Average for 4 core classes only for 2023-2024)					
90-100 100 points	80-89 85 points	75-79 65 points	70-74 50 points	Below 70 30 points	Points
Considerations					
LEP, 504, Special Education, or low SES 10 points					Points
Total points for Matrix					
<small>Sum of Academic Grades and Considerations</small>					

Highest Score of the Two Options:		Status: (Qualified or Not Qualified)	
Points Needed to Qualify:		Date:	
Magnet Coordinator Signature:			



11/14/2024

6.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More

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, and contracts associated with a board-approved cooperative or intergovernmental interlocal agreement.

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, effective November 15, 2024.

**Approval of Purchase \$1,000,000 or More
Recommended for 11/14/2024 Board Agenda**

Project Information	25-09-04 – RFP / Group Travel Services – (Contreras) – (CLPD)
Project Description	The purpose of this project is to provide international and domestic travel services for school-sponsored trips that will offer exposure to diverse cultures, historical landmarks, and educational programs that align with Houston Independent School District (HISD) academic objectives, fostering global awareness, leadership development, and critical thinking skills. Based on annual appropriations, the projected expenditure is not to exceed \$9,000,000 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 (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from November 15, 2024, through November 14, 2025, with two automatic annual renewals, not to extend beyond November 14, 2027.
Amount not to Exceed (Project Term)	\$9,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
3G Hospitality Solutions Worldwide, LLC	RFP-0%
American Council for International Studies, Inc.	RFP-0%
Anshwa Lewis dba SwaLaRue Events, LLC	RFP-100%
Bethany Dudley dba Summit Travel and Tours, LLC	RFP-0%
EF Explore America, Inc.	RFP-0%
EF Institute for Cultural Exchange, Inc.	RFP-0%
Gold Eagle Bus Company, Inc.	RFP-0%
Grand Fund, Inc., dba Green Light Group Tours	RFP-0%
Group Travel Consultants, Inc.	RFP-0%
Prometour USA, Inc., dba Forum by Prometour	RFP-0%
Royal Carriages Limousines & Charter, Inc.	RFP-0%
Tour-Rific of Texas, Inc.	RFP-0%
WH Blocker, Inc., dba Lakeland Tours, LLC, dba Worldstrides	RFP-0%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/14/2024 Board Agenda**

Project Information	23-11-01 – RFP / Fine Arts Materials and Services – (Ho) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Managers on August 15, 2024. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning September 12, 2024, with no additional increase in funding, to obtain materials, software, and student services for dance, instrumental music, general music, vocal music, piano, visual arts, and theatre to align with the district’s fine arts initiatives. Leapin’ Leotards, LTD, has changed its business name to NS Leotards, LLC, dba Leapin’ Leotards. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 16, 2024, through August 10, 2025, with three automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
NS Leotards, LLC, dba Leapin’ Leotards	C-D

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



11/14/2024

7.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Approval To Establish New Board Policy FOC(LOCAL), Student Discipline: Placement In A Disciplinary Alternative Education Setting-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the establishment of Board Policy FOC(LOCAL), *Student Discipline: Placement in a Disciplinary Alternative Education Setting*. This new local policy is recommended for addition to the district's policy manual to define the appeal process when a student is removed to a disciplinary alternative education program and some consequences for the student.

A copy of the proposed new policy is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board approves the establishment of FOC(LOCAL), *Student Discipline: Placement in a Disciplinary Alternative Education Setting*, on second reading, effective November 15, 2024.

Removal to DAEP

Removal to the disciplinary alternative education program (DAEP) shall be made pursuant to procedures in the *Student Code of Conduct*.

Appeal

A parent may appeal a student's removal to the DAEP, within five school days of being notified of the assignment to the DAEP, by submitting a DAEP appeal form to the Office of Discipline.

Removal to the DAEP shall not be delayed pending the hearing.

Within five school days of receipt of the DAEP appeal form, the Board's designee shall conduct a hearing to review the removal decision.

The designee's decision on the appeal to remove a student to the DAEP shall be communicated in writing within five school days of the date of the hearing.

The designee's decision shall be final and may not be appealed further.

Consequences

Students placed in the DAEP shall be prohibited from being on any District property other than the DAEP and from attending school-related extracurricular activities during the period of removal.



11/14/2024

8.

Office of the School Board

Approval To Cast Votes For Cassandra Auzenne Bandy For Membership On The Board Of Directors Of The Harris Central Appraisal District

The Houston Independent School District (HISD) is one of the taxing units which can make nominations and vote for the Board of Directors of the Harris Central Appraisal District (HCAD). The current HCAD board member terms expire on December 31, 2024.

Under changes made by Senate Bill 2 in 2023 during the 88th second special session, HISD may no longer directly appoint a member to the HCAD board. Instead, each taxing unit which can make nominations for the HCAD board may nominate up to five candidates. The HISD School Board voted to nominate Cassandra Auzenne Bandy on September 12, 2024. HISD submitted the candidate name and the nominating resolution to the HCAD chief appraiser before October 15, 2024.

HCAD prepared a voting ballot and sent it to the presiding officer of the governing body of each taxing unit that is entitled to vote. HISD must submit the certified resolution and certification of ballot to the HCAD chief appraiser within three days after the vote.

A resolution to cast all HISD votes for Cassandra Auzenne Bandy to hold a position on the HCAD Board of Directors 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 casting all HISD votes for Cassandra Auzenne Bandy for membership on the Board of Directors of the Harris Central Appraisal District, and adopts a resolution to that end, effective November 15, 2024.

A RESOLUTION OF THE SCHOOL BOARD OF THE

Houston Independent School District

CASTING ITS VOTE TO APPOINT DIRECTORS
TO THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS

WHEREAS, the chief appraiser of the Harris Central Appraisal District has delivered to the presiding officer of the Houston Independent School District (HISD) School Board the names of those persons duly nominated to be named a candidate to be appointed to serve on the board of directors of the Harris Central Appraisal District; and

WHEREAS, **the HISD School Board** deems it appropriate and in the public interest to cast its vote for the candidate(s) of its choice to be appointed to serve on the Harris Central Appraisal District's Board of Directors; now, therefore

BE IT RESOLVED BY THE HISD SCHOOL BOARD:

Section 1. That the facts and recitations set forth in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

Section 2. That the **HISD School Board** does hereby cast its vote, by casting **775** votes for the person(s) indicated on the enclosed Certificate of Ballot to be appointed to serve on the board of directors of the Harris Central Appraisal District, for a term beginning January 1, 2025.

Section 3. That the three candidates receiving the highest vote totals will serve three-year terms and the candidates receiving the fourth and fifth highest vote totals will serve a one-year term.

Section 4. That the presiding officer be, and he or she is hereby, authorized and directed to deliver or cause to be delivered an executed or certified copy of this resolution to the chief appraiser of the Harris Central Appraisal District no later than 5:00 p.m. on December 16, 2024, unless otherwise required to be delivered earlier pursuant to the provisions contained in Section 6.03 (k-1).

PASSED AND APPROVED this 14th day of November, 2024.

HISD School Board President

ATTEST

HISD School Board Secretary

Certification of Ballot - Houston ISD

CASTING ITS VOTE TO APPOINT DIRECTORS
TO THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS

I, _____, certify that on the _____ day of _____, 2024, the governing body of **Houston ISD** did by resolution cast its **775** votes as indicated below on this Certification of Ballot for the person(s) listed below to be appointed to the Harris Central Appraisal District's Board of Directors. There will be **five directors** appointed to the board through this voting process involving all taxing units eligible to vote.

You may cast your votes for one or more candidates or distribute them amongst the candidates listed below for any number of directorships. (Section 6.03 (c)).

You are not required to cast any or all of your votes for the candidate that you nominated.

(PLEASE PLACE an "X" NEXT TO THE CANDIDATE(S) OF YOUR CHOICE AND LIST THE NUMBER OF VOTES YOU ARE CASTING FOR THE CANDIDATE(S))

NAME	MARK WITH "X"	NUMBER OF VOTES <u>775</u>
Cassandra Auzenne Bandy	_____	_____
Jonathan Cowen	_____	_____
Martina Lemond Dixon	_____	_____
Bill Frazer	_____	_____
Melissa Noriega	_____	_____
Jim Robinson	_____	_____
Paul Shanklin	_____	_____
Mike Sullivan	_____	_____

I further certify that a true and correct copy of the resolution casting such ballot is attached hereto.

WITNESS MY HAND this _____ day of _____, 2024

Presiding Officer

ATTEST:

Witness



11/14/2024

9.

Office of the School Board

Acceptance Of The Board's Annual Evaluation

During its September 14, 2024, team building meeting, the Houston Independent School District (HISD) School Board conducted its annual Lone Star Governance evaluation, which included review of self-evaluations for the July-September 2024 quarter. The board is now asked to accept the annual evaluation.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board accepts its annual evaluation, effective November 15, 2024.

Lone Star Governance Annual Evaluation

Why Board Self-Evaluation Matters

The Board exists to represent the community's vision and values in its promise to improve student outcomes—the sole reason for a school system's existence. Lone Star Governance is a framework designed to drive the board's ability to function most effectively and deliver on its promise to improve student outcomes.

Self-evaluation is the process of calibration and recalibration that allows the board to align and realign its behaviors with those most effective in creating the context for improving student outcomes. These behaviors are often not intuitive; therefore, it can be easy for board members to fall back to the behaviors that are more intuitive, which, more often than not, are more appropriate in the realm of project management and work that belongs to the Superintendent. The Board assessing itself with the LSG instrument in a consistent fashion (quarterly) assists the board in shifting and maintaining its focus on governance vs. management.

Aligning Saying with Doing

In collaboration with a Lone Star Governance Coach, the board has adopted an implementation timeline to identify the scope and sequence that will be deployed as its members implement the LSG framework. This is what the board says they intend to do. Along the process of implementing the framework, it should be expected that conditions may change, and the work plan must be adapted to align with reality. The quarterly progress tracker is a tool for the board to assess how well its intention of becoming most effective is aligned with the reality of how it is actually governing.

Self-evaluation is a continuous improvement exercise and is not about laying blame and pointing fingers. It serves as a reminder for the board to match its doings with its sayings. A board that says it wants to be student outcomes-focused will need to employ behaviors that create the conditions for systemwide focus on improving student outcomes. As the board continues to improve, the board's growth and accomplishments are cause for celebration. In the times when the board's intentions become misaligned with its reality, it is proper to identify this fact and adapt the plan as necessary.

Previous Results

BASELINE: The board conducted a baseline self-evaluation in September 2023 at a regional LSG workshop. Unsurprisingly, the board's baseline was zero.

Q1 Results: The self-evaluation score for work completed in this quarter was 31 points. This progress was made because the board had completed the process of adopting their student outcome goals, goal progress measures, superintendent constraints, and constraint progress measures in the Fall and early Winter.

Q2 Results: The self-evaluation score for work completed in this quarter was 53 points. This increase came as a result of the board's progress monitoring practice and efficiencies in The Board's meeting management processes. Because this quarter is when the board began progress monitoring, the governance team also began keeping track of how much of that time was spent monitoring progress toward achieving the student outcome goals. During this quarter, the board spent 51.68% of its Board Authorized Public Meeting Minutes focused on their adopted Goals.

Q3 Results: The board of managers estimates their self-evaluation score to be 35 points for the months of April, May, and June 2024. The score declined primarily due to a reduction in the time spent in board-authorized public meetings monitoring student outcome goals. It is common for this metric to fluctuate across quarters. The takeaway from this quarter is that the board has met the 50% time-use threshold in the previous quarter, and it is reasonable to believe that the board can and will meet that threshold again.

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 3/10 points
- Vision and Goals 4- 2/5 points
- Progress and Accountability 1- 1/15 points
- Progress and Accountability 2- 0/5 points
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*
- Time Use- 14.77%

*Sections shown in red font are not included in TEA's exit criteria.

Q4 Reporting- Overall Q4 evaluation results are rolled into the annual results

- Time Use- 31.9%

Annual Results

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
 - Up from 3 points last quarter because the board has formalized board constraints.
- Vision and Goals 4- 2/5 points
- Progress and Accountability 1- 9/15 points
- Progress and Accountability 2- 4/5 points
 - Up from 0 points last quarter because of the following changes:
 - Annual board self-evaluation at least 45 days before the superintendent's annual evaluation.
 - Annual superintendent evaluation that considers, in part, the progress/achievement of the board's adopted goals and constraints using information in progress monitoring reports in accordance with the monitoring calendar.
 - Received a report on the cost of staff time dedicated to supporting governance no later than the annual
- **Systems and Processes-** 4/15 points
- **Advocacy and Engagement-** 1/10 points*
- **Synergy and Teamwork-** 0/10 points*
- Annual Time Use- 33.4%
- Staff Time- missing from this calculation are the suggested “other” category, and the delineation between time required by the board and time that would have been spent anyway. These are elements to include next time.

Month	Avg Hrs Preparing	Avg Hrs Attending	Avg Hrs Debriefing	Total Hours	Cost of Staff Time
March	101.75	195.15	15	348.4	\$30,629
February	91.25	137.4	2	293.4	\$23,654
January	90	120.5	1	234.75	\$18,981
Average Monthly	94.3	151	6	292.18	\$24,421
Average Annual Cost	1131.6	1812	72	3506	\$293,052

Next Implementation Priorities: The board has the following Steps to achieve the 64-point target by the next quarter

- **Move to “Meets Focus” in Vision and Goals 4**
 - Refine Constraint #3 language to clarify the definitions of "significant" and "programming options" and make it clearer that the constraint does not block program changes, only that significant changes should be supported by data-driven decision-making so that the CPM can be more reflective of the desired behavior change.
- **Move to the “masters focus” level in the “Progress and Accountability 1” category.**
 - Spend an average of at least 50% of minutes in all board-authorized public meetings monitoring student outcome goals.
- **Move to the “Approaches Focus” level in the “Synergy and Teamwork” category.**
 - Although this section is not part of TEA's formal exit criteria, the board still must spend 50% of their board meetings monitoring goals. This is rarely sustainable in the absence of a comprehensive governing policy review and refinement. When boards align their governing policies with processes that have been informally implemented through the continuous improvement process, they create the conditions for changes in governing behavior to sustain for boards that will come after them. This is how the board literally rewrites the governing behaviors that create the conditions for systemic transformation.

TEXAS FRAMEWORK: VISION AND GOALS									
Vision and Goals 1: The board has adopted student outcome goals									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<input type="checkbox"/> The board does not have a vision. <input type="checkbox"/> The board does not have goals . <input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes .		The board has <input checked="" type="checkbox"/> adopted a vision statement; <input checked="" type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input checked="" type="checkbox"/> adopted three to five goals ; and <input checked="" type="checkbox"/> owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include <input checked="" type="checkbox"/> a population ; <input checked="" type="checkbox"/> a five-year deadline of a month and a year; <input checked="" type="checkbox"/> a baseline of a month and a year ; <input checked="" type="checkbox"/> annual targets ; and <input checked="" type="checkbox"/> annual student group targets .		<input checked="" type="checkbox"/> All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. <input checked="" type="checkbox"/> The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals .		All board members and the superintendent <input checked="" type="checkbox"/> have committed the vision and student outcome goals to memory; <input type="checkbox"/> know the current status of each student outcome goal ; and <input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<p><i>The board does not meet focus if any of the following are true:</i></p>	<p><i>The board is preparing to focus if the following is true.</i></p>	<p><i>The board approaches focus if all prior conditions and the following are true.</i></p>	<p><i>The board meets focus if all prior conditions and the following are true.</i></p>	<p><i>The board masters focus if all prior conditions and the following are true.</i></p>					
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have goal progress measures (GPMs). <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are GPMs. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted GPMs for each student outcome goal. <input checked="" type="checkbox"/> The superintendent owned the GPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted no more than three GPMs for each student outcome goal. <input checked="" type="checkbox"/> All GPMs are student outputs, not adult inputs or outputs, that include <ol style="list-style-type: none"> 1. a population; 2. a five-year deadline of a month and year; 3. a baseline of a month and a year; 4. annual targets; and 5. annual student group targets. 	<p>All board members and the superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> will challenge the organization; <input checked="" type="checkbox"/> require adult behavior change; <input checked="" type="checkbox"/> are influenceable by the superintendent; and <input checked="" type="checkbox"/> are all predictive of their respective student outcome goals. 	<p>All board members and the superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members.</p>					

TEXAS FRAMEWORK: VISION AND GOALS									
Vision and Goals 3: The board has adopted constraints									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have constraints.		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> adopted 1 to 5 superintendent constraints; and <input checked="" type="checkbox"/> owned the constraint development process while working collaboratively with the superintendent. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted one to five board self-constraints. <input checked="" type="checkbox"/> The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent constraints. <input checked="" type="checkbox"/> All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values. 		<ul style="list-style-type: none"> <input type="checkbox"/> The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All board members and the superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members. 	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<input type="checkbox"/> The board does not have superintendent constraint progress measures (CPMs) .	<input checked="" type="checkbox"/> The board has adopted CPMs for each superintendent constraint . <input checked="" type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.		<input checked="" type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint . <input checked="" type="checkbox"/> All CPMs include: <ol style="list-style-type: none"> 1. a one- to five-year deadline of a month and year; 2. a baseline of a month and a year; and 3. annual targets. 		All board members and the superintendent agree that the superintendent CPMs <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input type="checkbox"/> will challenge the organization to uphold community values; <input type="checkbox"/> are all predictive of their respective constraint ; and <input checked="" type="checkbox"/> are influenceable by the superintendent.		All board members and the superintendent agree there is broad community ownership of the superintendent CPMs through involvement and communication with students, staff, and community members.		

TEXAS FRAMEWORK: Progress and Accountability									
Progress and Accountability 1: The board invests at least half of its time to improving student outcomes									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. <input type="checkbox"/> The board does not track its use of time in board authorized public meetings. <input type="checkbox"/> The board does not have a monitoring calendar. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors <ol style="list-style-type: none"> 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each constraint at least once per year. <input checked="" type="checkbox"/> The calendar spans the length of the student outcome goals. <input checked="" type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 10% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 25% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 		<ul style="list-style-type: none"> 50% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Any individual board member does not know if the school system is in low performing status and for how long. <input type="checkbox"/> Any individual board member does not know if any campus is in low performing status and for how long. <input type="checkbox"/> Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes. <input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months. 		<p>The board has</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input checked="" type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <input checked="" type="checkbox"/> been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and <input checked="" type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input checked="" type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and <input checked="" type="checkbox"/> evaluates the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker. <input checked="" type="checkbox"/> One quarter ago the board <ol style="list-style-type: none"> 1. Performed a self-evaluation using the LSG Integrity Instrument; and 2. voted to approve the quarterly progress tracker. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> unanimously approved the current quarterly progress tracker; <input checked="" type="checkbox"/> has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and <input type="checkbox"/> considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar. 	

*Campus goals should be aligned to the district's early childhood literacy and mathematics proficiency goals and CCMR goals required by H.B. 3 (86th Texas Legislature)

TEXAS FRAMEWORK: Systems and Processes									
Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not received a monitoring report. <input type="checkbox"/> There were six or more board authorized public meetings in a month (unless a state of emergency was declared). <input type="checkbox"/> Any meeting of the board lasted longer than eight hours. <input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting. 		<p>The board receives and votes to accept monitoring reports that include</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the student outcome goal and GPM or constraint and CPM being monitored; <input checked="" type="checkbox"/> the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; <input checked="" type="checkbox"/> the superintendent's interpretation of performance; and <input checked="" type="checkbox"/> supporting information that describes any needed next steps. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. <input checked="" type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ol style="list-style-type: none"> 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five other topics per meeting. <input type="checkbox"/> The board has <ol style="list-style-type: none"> 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work. 		<ul style="list-style-type: none"> <input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ol style="list-style-type: none"> 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three other topics per meeting. <input type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the public meeting. <input type="checkbox"/> No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared). 	

TEXAS FRAMEWORK: Advocacy and Engagement

Advocacy and Engagement: The board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals. <input type="checkbox"/> The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board authorized public meetings and/or required hearings. 		<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> listen for and discuss the vision and values of their students; and <input checked="" type="checkbox"/> listen for and discuss the vision and values of their staff and community members. 		<p>The board has</p> <ul style="list-style-type: none"> <input type="checkbox"/> provided time during regular scheduled board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and <input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12-month period. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the board most frequently holds regularly scheduled meetings; and <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous six-month period. 		<ul style="list-style-type: none"> <input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period. <input type="checkbox"/> Newly selected board members have received an orientation on Lone Star Governance by fellow board members or an LSG Coach prior to being seated. 	

TEXAS FRAMEWORK: Synergy and Teamwork

Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not adopted board operating procedures. <input type="checkbox"/> The board does not have a policy that contains a template of ethics and conflicts of interest statement; <input type="checkbox"/> The board has not achieved a quorum in two or more board-authorized public meetings during the previous three months. <input type="checkbox"/> Board members serve on committees formed by superintendent or staff, unless serving is required by law. <input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least every two years, it has reviewed all policies governing board operating procedures; <input checked="" type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; <input checked="" type="checkbox"/> agrees that a committees' role is to advise the board, not to advise the staff; <input checked="" type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and <input checked="" type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; <input checked="" type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and <input checked="" type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; <input checked="" type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures; <input checked="" type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> rather than the superintendent, led the completion of Lone Star Governance tasks. 		<p>All board members and the superintendent</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the Lone Star Governance Workshop; <input type="checkbox"/> agree that all board members have adhered to all adopted board constraints during the previous three months; and <input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months. 	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD					Date: 9/14/2024		Quarter: 4		
Framework	Three Quarters Ago		Two Quarters Ago		One Quarters Ago		Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1	12		12		12		12	12	15
Vision and Goals 2	12		12		12		12	12	15
Vision and Goals 3	3		3		3		9	9	10
Vision and Goals 4	4		4		2		2	4	5
Progress and Accountability 1	0		15		4		99	15	15
Progress and Accountability 2	0		2		0		4	4	5
Systems and Processes	0		4		4		4	4	15
Advocacy and Engagement	0		1		1		1	1	10
Synergy and Teamwork	0		0		0		00	3	10
Total	31	31	53	53	35	38	53	64	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

<i>Board Member Signatures:</i>	% Student Outcome Minutes	Vote Count for	Vote Count Against
	31 931.9%		

EVALUATION NOTES
 The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.



11/14/2024

10.

Office of the Superintendent of Schools

Office of Academics

Approval Of The District's Application For A Strategic Compensation Grant

Per the *2024-2025 Texas Strategic Compensation for Districts Program Guidelines*, the Houston Independent School District (HISD) School Board is asked to approve the HISD application to the Texas Education Agency (TEA) for a Strategic Compensation Grant for the 2024-2025 school year with the option to extend the grant for two additional years.

The Strategic Compensation Grant aims to improve and refine teacher and principal retention by aligning compensation with instructional effectiveness and student outcomes via evaluation. The Strategic Compensation Grant offers funding and expert technical assistance that will be utilized to further craft and refine principal and teacher evaluation and compensation systems at HISD; HISD may receive up to \$1.3 million in support over three years (school years 2024-2025 to 2026-2027) through the grant. As the work is already underway with the district's initiative for compensation solutions for teachers and leaders, the additional funding and state-approved technical expertise offered by this grant will benefit the ongoing development of pay-for-performance compensation systems for principals and teachers alike.

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 HISD application for a Strategic Compensation Grant for school year 2024-2025 with the option to extend the grant for two additional years, effective November 15, 2024.

Request for Application

Program Guidelines

2024-2025 Texas Strategic Compensation for Districts

Authorized by General Appropriations Act, Article III, Rider 77, 88th
Texas Legislature

Contents

Introduction to the Program Guidelines	3
Reference to the General and Fiscal Guidelines	3
Errata Notices	3
Contact for Clarifying Information	4
Grant Program Contact	4
Funding Contact	4
US Department of Education and/or State Appropriations	4
Grant Timeline	4
Grant at a Glance	5
Program Purpose, Goals, and Objectives.....	5
Eligible Applicants	5
Eligibility List	5
Shared Services Arrangement.....	6
Cost Share or Matching Requirement	6
Supplement, Not Supplant.....	6
Limitation of Administrative Funds.....	6
Direct Administrative Costs	6
Indirect Costs	6
Pre-Award Costs.....	6
Application Requirements and Assurances	7
Statutory Requirements	7
TEA Program Requirements	7
Program-Specific Assurances	8
Allowable Activities and Use of Funds	8
General Allowable Activities and Use of Funds.....	8
Unallowable Activities and Use of Funds.....	8
Performance Measures.....	9
Attachments	9
Required Fiscal-Related Attachments.....	10
Required Program-Related Attachments.....	10

Introduction to the Program Guidelines

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of Application Part 1 (PDF – narrative schedules) and Application Part 2 (Excel – budget schedules) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Contact for Clarifying Information

Grant Program Contact

Tracy Smith, Director of Strategic Compensation
District Talent Systems
Tracy.Smith@tea.texas.gov
Phone: (512) 463-9230

Funding Contact

Madison Foley, Grant Manager
Grants Administration Division
Madison.Foley@tea.texas.gov
Phone: (512) 463-9365

US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$900,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$900,000

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Purpose: The Strategic Compensation for Districts Grant was developed to support larger districts in transitioning from a step and ladder system to a system that supports teacher and administrator compensation based on educator effectiveness.

Goals: The goals of this grant are as follows:

1. Develop a refined principal evaluation system consistent with the Teacher Incentive Allotment (TIA) approach.
2. Develop and adopt a TIA-compliant teacher evaluation system for all teacher types.
3. Transition away from a step & ladder pay scale for principals and teachers to a salary schedule based on performance.
4. Blend TIA and other funding sources to ensure financial sustainability.
5. Adopt an approach to teacher assignment based on student need.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

Districts who show interest, complete an application that is supported by the district's Superintendent and Board of Trustees, and meet application criteria are eligible for this grant. These districts will be selected in August of 2024 and notified by September of 2025.

The goals for this grant are to support districts in developing robust strategic compensation systems. Therefore, larger districts are the primary focus. Other districts interested in strategic compensation, or the Teacher Incentive Allotment will receive benefits through the regional support grants at ESCs.

Eligibility List

An eligibility list is posted in the Application and Support Information section of the [TEA Grant Opportunities](#) page.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does not apply to this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

TEA limits the amount of direct administrative costs for this grant program to no more than 8% of the total grant award.

Indirect Costs

For this state-funded grant, the grantee may claim a maximum for indirect costs equal to **the lesser** of its current, approved unrestricted indirect cost rate or 8%.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are permitted, if requested, from September 1, 2024, to stamp-in date.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

1. Hire/designate a Senior Level Member to lead the Strategic Compensation for the district who reports directly to the Superintendent or to a staff member who reports directly to the Superintendent. Districts may request flexibility related to this requirement but will require approval from TEA.
2. Identify and utilize a Guiding Coalition to develop the district's strategic compensation plan
3. Keep the School Board apprised of the progress and direction of the strategic compensation work
4. Execute and return a data sharing agreement with identified partners (TEA, ESC, and/or Technical Assistance Providers) within a minimum of 30 days of request
5. Attend all meetings requested by TEA, the ESC, and Technical Assistance Providers
6. Develop and complete plans/documents requested by TEA, the ESC, and Technical Assistance Providers within the timeline requested.
7. Respond to program evaluation surveys/requests within the timeline requested.

8. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See Expenditure Reporting.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the grant program. Only the following travel costs may be allowable for these positions:

- Travel to TEA/ESC Region 10 sponsored meetings

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)

- Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
- Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
- Interest on Debt Costs (6523)
- Audit services for state-funded grants
- Professional and contracted services
- Consumable and durable supplies and materials
- Capital outlay
- Operating transfers out
- Other uses of funds (8949)
- Out-of-state travel
- Travel for students to conferences
- Field Trips
- Stipends for non-employees other than those included in 6419
- Non-employee costs for conferences
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory council
- Any activity not specified above in the Allowable Activities and Use of Funds section

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Semi-annual and program evaluations
2. Percentage of staff eligible for TIA and strategic compensation
3. Salary schedules considered as well as final adopted schedule
4. Participation of staff (central office, administrative, and teaching) in the development and implementation of the strategic compensation plan
5. Board updates and feelings regarding strategic compensation decisions and plans

Attachments

There are two types of attachments that may be required to be submitted with your application:

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this grant program.



11/14/2024

11.

Office of the Superintendent of Schools

Office of Academics

Approval Of The 2023-2024 Bilingual And English As A Second Language Program Evaluation Report

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program.

A district that is required to implement a bilingual education or ESL program shall conduct an annual evaluation in accordance with 19 Administrative Code 89.1265. The annual evaluation report shall be presented to the board. The report shall be retained at the district level and must meet the requirements of 19 Administrative Code 89.1265(b)-(c).

Attached is the evaluation report summarizing students' performance in the district's bilingual and ESL programs during the 2023-2024 school year. The report includes findings from assessments of academic achievement and English language proficiency for all students classified as emergent bilingual (EB), and demographic characteristics of students served by these programs. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

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 2023-2024 Bilingual and English as a Second Language Program Evaluation report, effective November 15, 2024.

MEMORANDUM

October 10, 2024

TO: Sonya Monreal
Executive Director, Multilingual Programs

FROM: Georgia Graham, Ph.D.
Interim Executive Director, Assessment, Accountability, & Compliance

SUBJECT: 2024 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing students' performance in the district's bilingual and ESL programs during the 2023–2024 school year. The report includes findings from assessments of academic achievement and English language proficiency for all students classified as emergent bilingual (EB) and demographic characteristics of students served by these programs. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings include:

- District EB enrollment in 2023–2024 was 71,651, an increase of 1,526 from 2022–2023.
- A total of 32,545 EB students participated in bilingual programs in 2023–2024, and an additional 36,831 in ESL programs.
- Results from the STAAR and STAAR EOC assessments showed that students currently enrolled in a bilingual or ESL program performed less well than students who were never EB on most subjects tested, with performance gaps being smallest on mathematics and Algebra assessments and greatest on the English I, English II, and Biology EOC exams.
- STAAR 3-8 reading performance of current bilingual students declined slightly between 2023 and 2024 (-1 percentage point), while current ESL students improved (+2 points), with never-EB students also showing an increase over the same period (+3 percentage points).
- Students from either program who had been reclassified as non-EB performed better than never-EB students on all STAAR and EOC assessments.
- On the TELPAS, ESL students showed higher English language proficiency through fourth grade, but this performance gap was eliminated by fifth grade. In 2024, more bilingual students showed growth on TELPAS than ESL students.
- Students who were either current or reclassified EBs were slightly more likely to be a valedictorian or salutatorian, as the average senior in the district.
- Four-year dropout and graduation rates for EB students improved over the previous year, and the number of EBs successfully reclassified as non-EB increased by over 4,000.

We welcome your feedback; please share it via the link: [AAC Evaluations](#). You may distribute this report further at your discretion. Should you have any further questions, please contact me at 713-556-6700.



GG

Attachment

cc: Kristen Hole

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2023–2024

Kevin A. Briand, Ph.D., Freda Smith, Travis Hunt, Ted D. Serrant, Ph.D. & Georgia Graham, Ph.D.

Executive Summary

Program Description

The Houston Independent School District (HISD) currently offers four bilingual programs and two English as a Second Language (ESL) programs for emergent bilingual (EB) students. These programs facilitate EB students' integration into the regular school curriculum and ensure access to equal educational opportunities. In elementary and selected middle schools, bilingual programs are offered to language-minority students who need to enhance their English language skills. Beginning in prekindergarten, the bilingual programs provide EB students with a carefully structured sequence of basic skills in their native language and gradual skill development in English through ESL methodology. The native language allows students to access the curriculum while they acquire English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically. ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English language skills. ESL programs provide intensive English instruction in all subjects, focusing on listening, speaking, reading, and writing using ESL methodology.

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of EB students;
- levels of English proficiency among EB students;
- the number of EB students who have been reclassified as English proficient;
- frequency and scope of professional development for teachers and staff serving EB students; and
- an accounting of the number of bilingual exceptions and ESL waivers granted.

Highlights

- EB student enrollment in the district in 2023–2024 was 71,651, an increase of 1,526 from the previous year.
- Current bilingual EB students did not perform as well as never-EB students on STAAR 3–8 English reading (a gap of 10 percentage points). However, their mathematics performance on the STAAR 3–8 assessment was higher than never-EBs (+5 percentage points).
- Current ESL students did not perform as well as never-EBs on all subjects tested (STAAR 3–8 and STAAR EOC), with low passing rates on English I and English II EOC exams (36 and 41 percent met Approaches Grade Level standard, respectively).
- Bilingual students showed a slight decline in Spanish and English STAAR 3–8 reading scores in 2023–2024 compared to 2022–2023 (-3 and -1 percentage points, respectively). However, ESL and never-EB students increased slightly (+2 and +3 percentage points, respectively).

- Students from bilingual and ESL programs who had been reclassified as non-EB performed better than the never-EB students on the STAAR 3–8 and STAAR EOC assessments.
- The STAAR 3–8 reading performance of both reclassified bilingual and reclassified ESL students showed no change in 2023–2024 compared to 2022–2023, while the reading performance of never-EB students increased by +3 percentage points.
- On the TELPAS, ESL students showed higher English language proficiency than bilingual students through 4th grade, but this advantage disappeared by grade 5. More bilingual than ESL students attained proficiency between 2022–2023 and 2023–2024 (38 percent vs. 33 percent).
- The proportion of valedictorians and salutatorians in the class of 2024 who had ever been EB was higher than the proportion of ever-EB students in the senior population.
- The number of EB students who successfully met reclassification criteria increased from 755 in 2022–2023 to 5,281 in 2023–2024.
- The annual dropout rate for district EB students decreased in 2023 (the most recent year for which data were available) compared to 2022. In addition, the four-year dropout rate for EB students declined, and the graduation rate increased in 2023.
- There were 39 staff development training courses provided in 2023–2024 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 3,158.
- The number of bilingual exceptions and ESL waiver requests increased from 2023 to 2024 (by 68 percent and 65 percent, respectively).
- A comparison of EB student performance at NES and non-NES campuses showed mixed results, with NES status linked to a reduced performance gap for EB students on STAAR 3–8 reading but not EOC (English I/II) or TELPAS.

Recommendations

1. School office administrators and Multilingual Programs Department personnel should continue to ensure that school administrators recruit and hire appropriately certified teachers to teach bilingual and ESL courses to provide all students an equitable opportunity to be successful.
2. Schools Office Administrators and Multilingual Programs Department personnel should verify that school administrators follow the identification and placement process and confirm that all non-English proficient students are identified as emergent bilinguals (EBs) and are placed in the appropriate bilingual or ESL program. It is also critical that the identification and placement process be conducted within the state-mandated four-week period. The district objective should be that all pre-kindergarten through fifth-grade Spanish-speaking EBs are allowed to participate in a bilingual program where students can learn and be assessed in their dominant language and where they can best show mastery of content objectives.
3. Schools Office Administrators and the Multilingual Programs Department should continue monitoring that school administrators are following the approved time allotments for both the Transitional Bilingual

Program and the Dual Language Program as appropriate, depending on campus designation. This is particularly important for those campuses that have begun implementing the Dual Language Program, as this program continues to expand into higher grade levels.

4. Collaboration between the Curriculum Design and the Multilingual Programs departments should lead to developing curricula that can be differentiated for EBs at various stages of English proficiency. This is especially important at the secondary level, where EBs struggle to meet standards on STAAR English I and II; however, this should continue for all content areas.

Introduction

Texas state law requires that specialized linguistic programs be provided for emergent bilingual (EB) students. These programs are intended to facilitate EB students’ integration into the regular school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC), Chapter 89, Subchapter BB, provides a framework for program implementation.

The Houston Independent School District (HISD) currently offers four bilingual programs ¹ and two English as a Second Language (ESL) programs for EB students. Bilingual programs are offered in elementary and selected secondary schools for language-minority students who need to enhance their English language skills. Beginning in prekindergarten, the bilingual programs provide EB students with a carefully structured sequence of basic skills in their native language and gradual skill development in English through ESL methodology. In bilingual programs, the native language provides access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

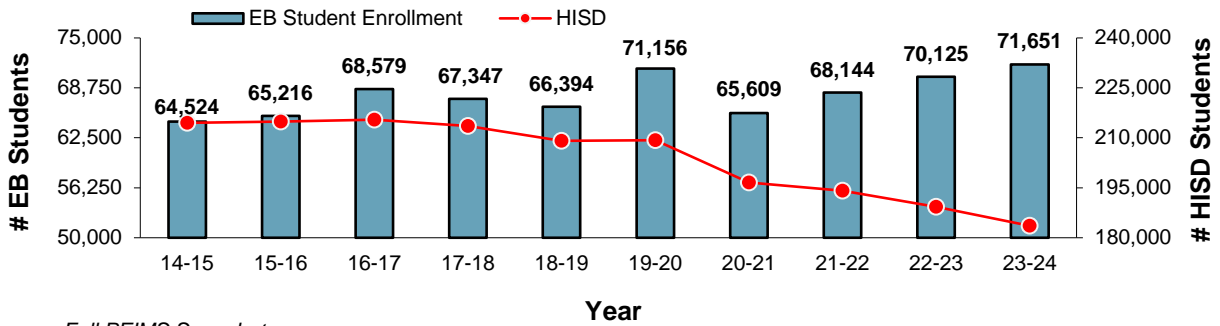
ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English language skills. ESL programs provide intensive English instruction in all subjects, focusing on listening, speaking, reading, and writing using ESL methodology. For this report, “bilingual programs” refer to both program models as a single unit. Similarly, “ESL programs” include both ESL program models as a single unit. Further details on state requirements and specific programs offered in HISD can be found in **Appendix A** (p. 19).

Methods

Participants

The total student population of HISD in October 2023 was 183,603, as reported in the PEIMS fall snapshot data file for the 2023–2024 school year. Thirty-nine percent of students in the district were categorized as EB. Forty-five percent of EBs were served in bilingual programs, 51 percent in an ESL program, and 3 percent received no special linguistic services due to parents opting not to have their child participate (see **Table 1** and **Appendix B**, p. 20). Data for 2023–2024 are shaded in blue.

	Program	Number of Students			% of All Students			% of EB Students		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
Non-EB		125,997	119,165	111,952	65	63	61			
EB		68,144	70,125	71,651	35	37	39			
	<i>Bilingual</i>	32,545	32,583	32,545	17	17	18	48	46	45
	<i>ESL</i>	32,983	35,123	36,831	17	19	20	48	50	51
	<i>Not Served</i>	2,616	2,419	2,275	1	1	1	4	3	3
Total		194,141	189,290	183,603						



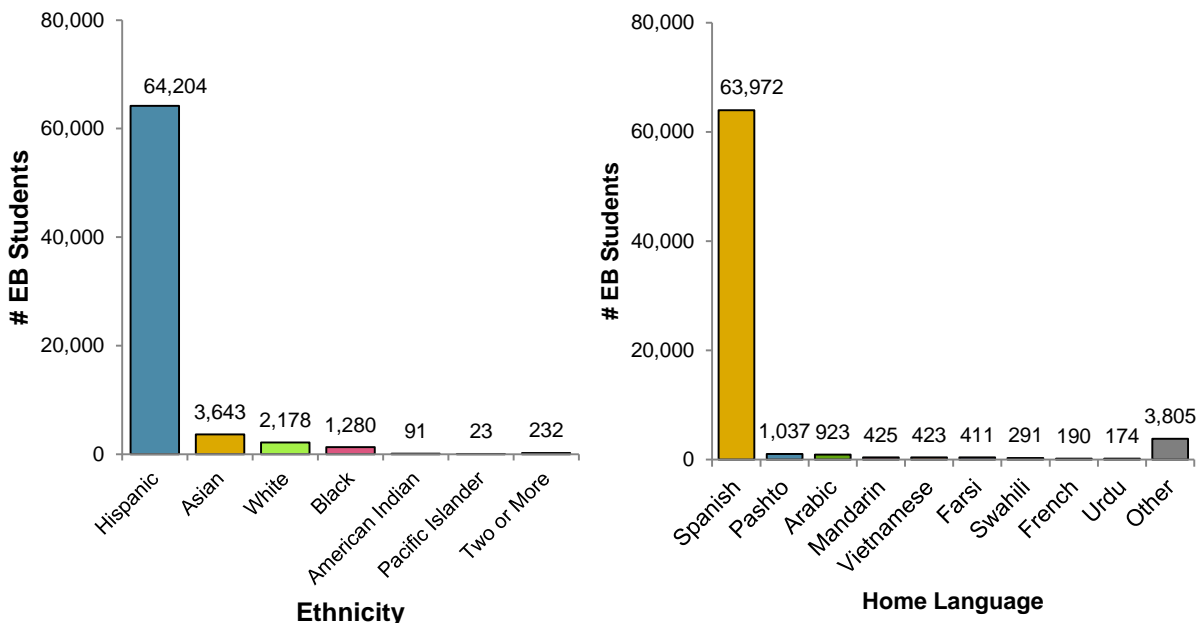
Source: Fall PEIMS Snapshots

HISD had 71,651 EB students in 2023–2024, an increase of 1,526 from the previous year. The EB population was at 64,524 in 2014–2015 (see **Figure 1**), and yearly changes have mirrored trends in the overall HISD student population (the solid red line represents district enrollment; see right axis). However, EB enrollment as a percentage of the district total has increased since 2019–2020; historically, it accounted for approximately 30% of the district students but was 39 percent in 2023–2024 (Table 1). Altogether, 46 percent of the district’s students were either current or exited EBs in 2023–2024.²

Figure 2 summarizes EB students’ ethnicity and home language. Eighty-nine percent of EB students in HISD were native Spanish speakers, with Pashto being the next most spoken language, followed by Arabic and Mandarin. As shown in **Appendix C** (p. 21), the number of Arabic speakers increased by 21 percent in 2023–2024, with Mandarin (+14%) and Urdu (+11%) also showing double-digit increases.

All current bilingual or ESL students with valid 2023–2024 assessment results were included in analyses for this report, as were all students who had previously participated in those programs but had since been reclassified as non-EB. These non-EB students were defined as either monitored (students who are one to four years after having exited EB status) or former EB students (five years or more post-EB status).

Figure 2. EB Student Ethnicity and Home Language, 2023-2024.



Source: PEIMS Fall 2023 Snapshot

Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had been reclassified and were no longer EB. Data from the State of Texas Assessments of Academic Readiness (STAAR 3–8, first administration only), STAAR End-of-Course (EOC, all students tested in spring, including retesters), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Comparisons were made between bilingual, ESL, never-EB students, and all students districtwide.

STAAR 3–8 results are reported for the reading and mathematics tests (first administration). The percentage of students who met the Approaches Grade Level standard or higher is shown for each test. For STAAR EOC, the percentage of students who met the standard (Approaches Grade Level standard) is reported for English I and II, Algebra I, Biology, and U.S. History. It should be noted that the STAAR 3–8 assessment was re-normed in 2023 because of HB 3906, passed by the Texas Legislature in 2019.

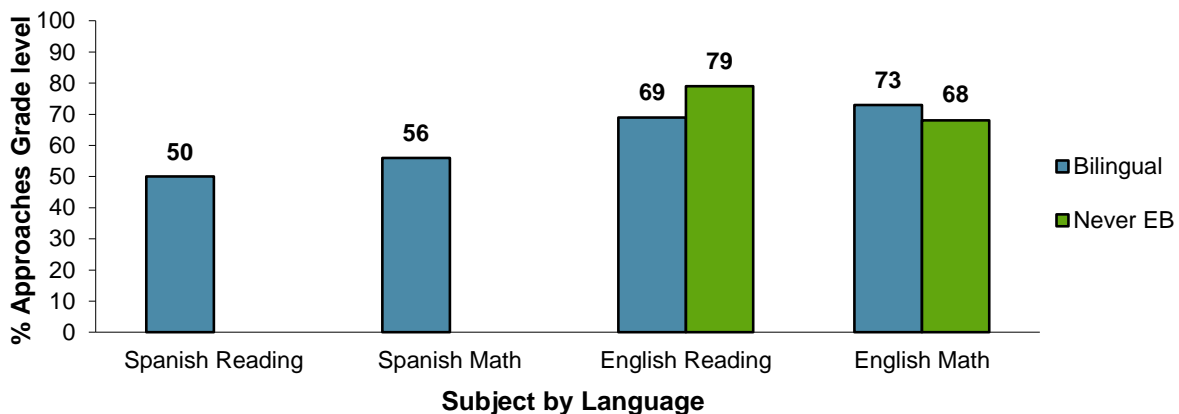
TELPAS results are reported for two indicators. The first indicator reflects the overall English language proficiency level exhibited by EBs. The percentage of students at each proficiency level (beginning, intermediate, advanced, or advanced high) is presented for this indicator. The second TELPAS indicator reflects progress, that is, whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percentage of students showing gains in proficiency between 2023 and 2024 is reported. **Appendix D** (p. 22) provides further details on each assessment analyzed for this report. Data on bilingual exceptions and ESL waivers was obtained from the Multilingual Programs Department. Finally, professional development and training data were collected from the Multilingual Programs Department, and EB reclassification data were obtained from PowerSchool/SIS records.

Results

What was the academic progress of EBs in bilingual and ESL programs?

STAAR

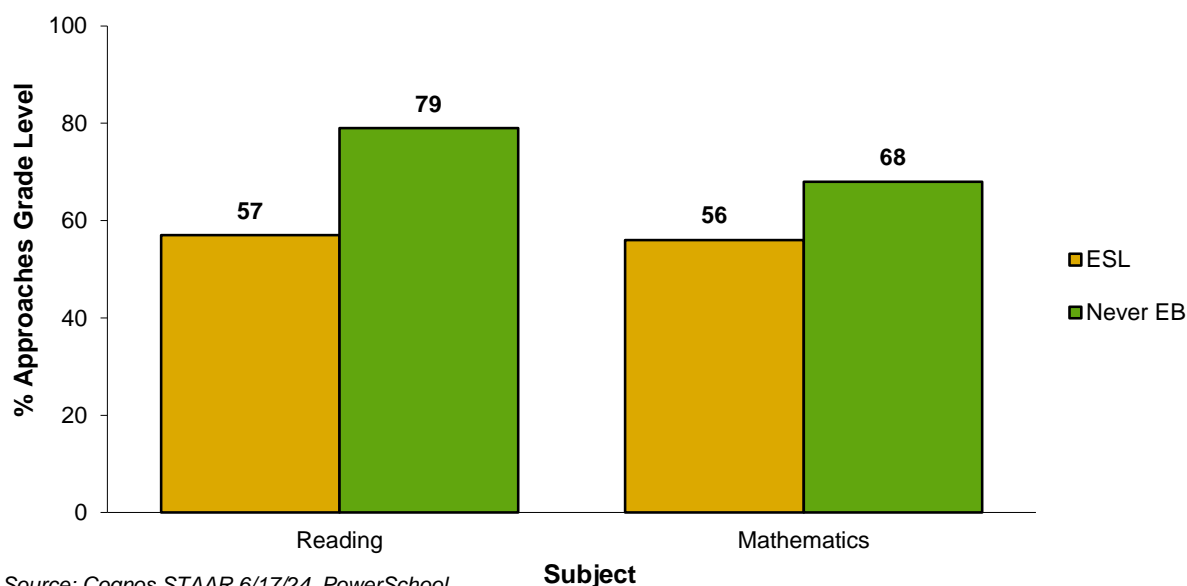
Figure 3 shows the percentage of current bilingual EB students who met the Approaches Grade Level standard on the 2024 STAAR 3–8. Results for both the Spanish and English language versions of the tests are included. Results are shown for bilingual students, as well as students who were never EB.³



Source: Cognos STAAR 6/17/24, PowerSchool

Never-EB Spanish-language results are not included since the number of students in this group is small (n = 154). **Appendices E and F** (pp. 23–24) provide further details, including performance by grade level.

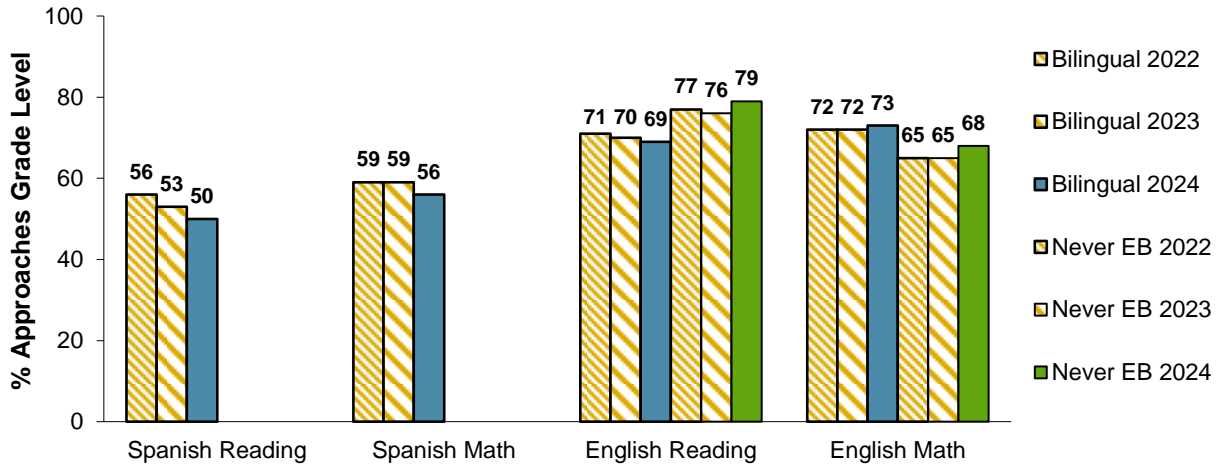
- A total of 13,898 current bilingual students took the reading portion of the STAAR 3–8, representing 99 percent of those enrolled. Of these, 32 percent completed the Spanish version, while 68 percent completed the English version.
- Performance of bilingual students on the Spanish-language STAAR 3-8 was lower than on the English version of the test for STAAR reading (50% vs. 69% students Approaches Grade Level) as well as mathematics (56% vs. 73% students Approaches Grade Level)
- Bilingual students' performance on the English STAAR 3–8 reading test was ten-percentage points lower than that of never-EB students (see Figure 3).
- Bilingual students had a higher passing rate than never-EBs on English STAAR mathematics (+5 percentage points).
- Data for ESL students (see **Figure 4** below) showed that STAAR 3–8 reading performance was well below that of never-EB students (-22 percentage points; details are in **Appendix G**, p. 25).
- STAAR 3–8 mathematics scores for ESL students were also lower than those of never-EBs, with a gap of 12 percentage points.



Source: Cognos STAAR 6/17/24, PowerSchool

Figure 5 (see p. 8) compares bilingual students' STAAR 3–8 results for 2022 through 2024. Given changes to the assessment's design, it is essential to note that comparisons of STAAR 3–8 performance in 2023 or later to that of previous years should be made with caution.

Figure 5. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2022 to 2024, Grades 3–8: Bilingual Students, and Never-EB Students.

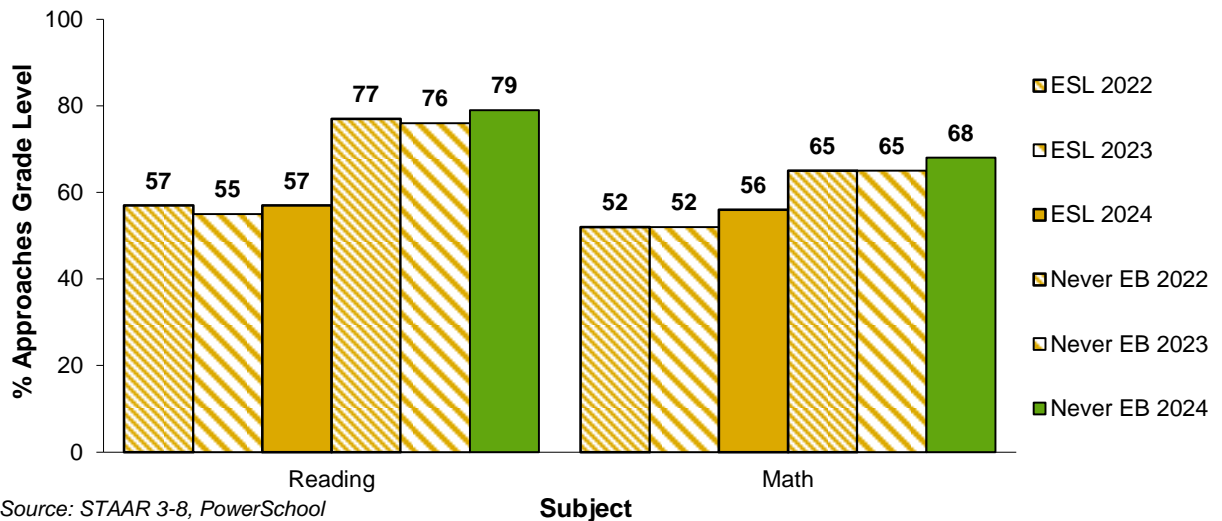


Subject by Language by Year

Source: STAAR 3-8, PowerSchool

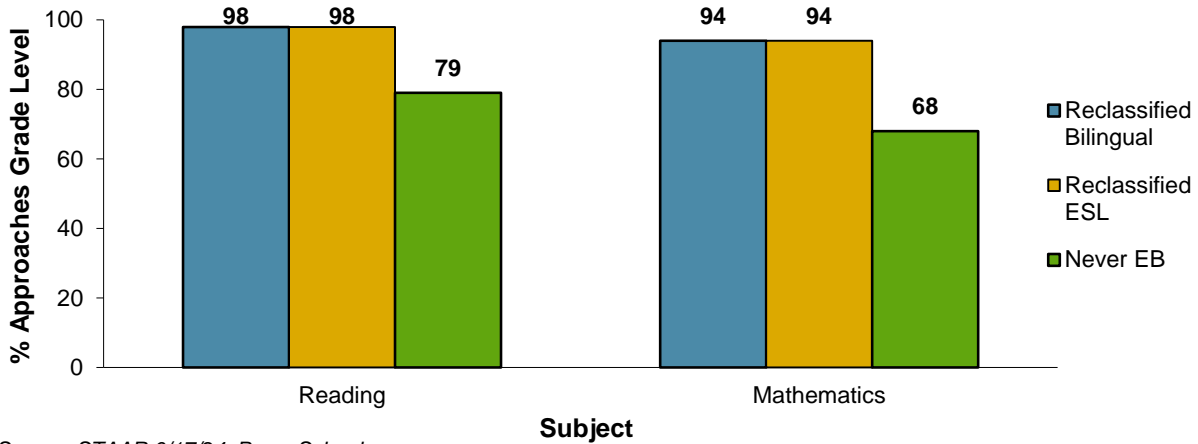
- Passing rates for STAAR 3–8 reading declined for bilingual students in 2024 compared to 2023 in both testing languages, whereas passing for never-EB students improved.
- Passing rates for STAAR 3–8 Spanish mathematics declined for bilingual students, but for both bilingual students and those who were never EB, passing rates improved on English STAAR mathematics.
- Scores for ESL students in STAAR 3–8 reading and mathematics improved in 2024 compared to 2023 (+2 and +4 percentage points, respectively), as did those of never-EB students. Passing rates for ESL students remained well below those of never-EB students (see Figure 6).

Figure 6. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2022 to 2024, Grades 3–8: ESL Students, and Never-EB Students.



- Results for reclassified bilingual students ⁴ (see **Figure 7**) show that monitored and former bilingual students outperformed never-EB students on STAAR 3–8 reading and mathematics (gaps of 19 and 26 percentage points, respectively).
- Reclassified ESL students had the same passing rates as reclassified bilingual students in reading and mathematics.

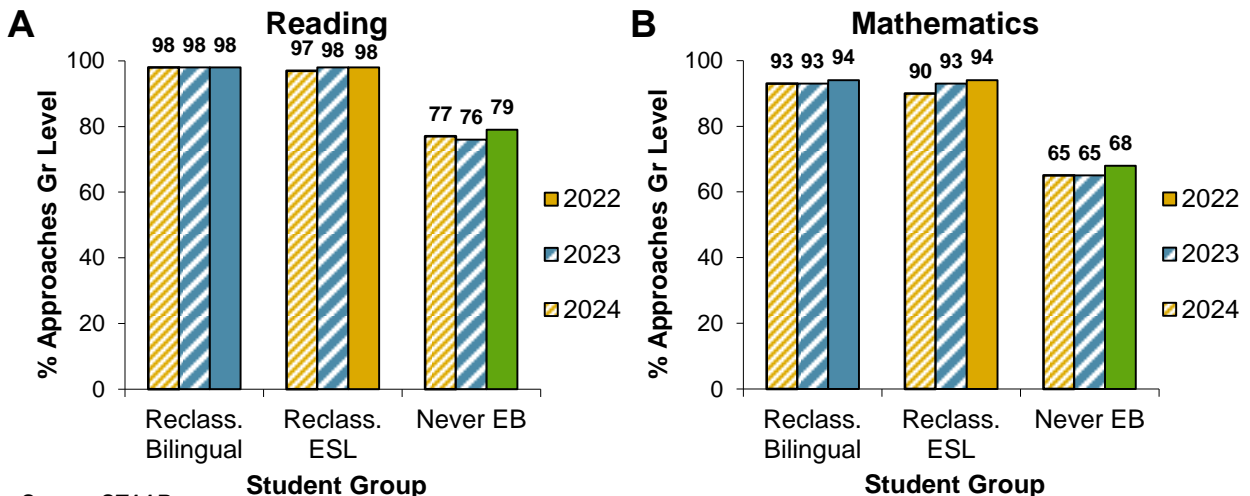
Figure 7. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR 3–8 Reading and Mathematics Tests, 2024: Reclassified (Monitored and Former) Bilingual



Source: STAAR 6/17/24, PowerSchool

- **Figure 8** shows the 2022 through 2024 STAAR 3–8 English reading and mathematics performance of reclassified bilingual and ESL students.
- STAAR 3–8 reading scores for reclassified bilingual and ESL students showed no change in levels observed in 2023. Mathematics passing rates improved for both groups. Performance for never-EB students improved in reading and mathematics but remained well below that of reclassified EB students.

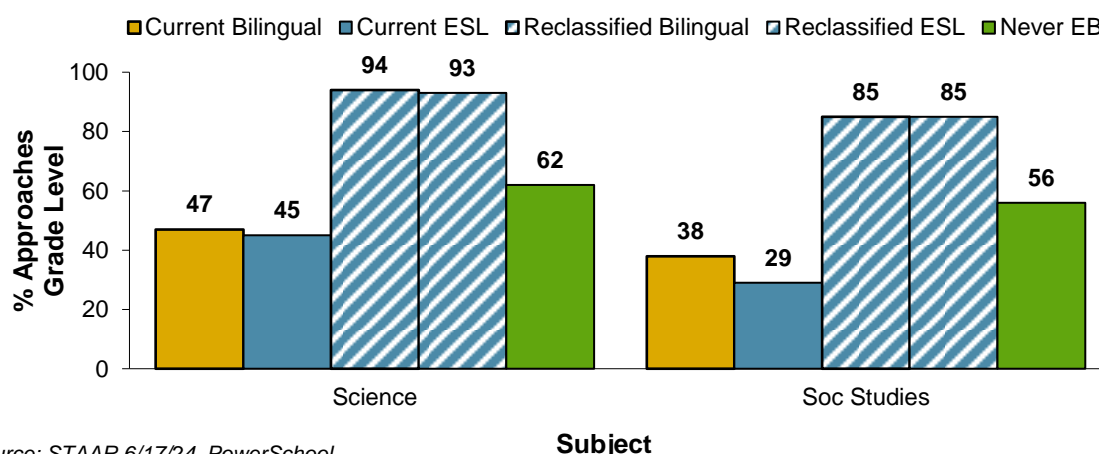
Figure 8. Percentage of Students Who Met Approaches Grade Level Standard on STAAR 3–8 Reading and Mathematics Tests, 2022 to 2024: Reclassified Bilingual and ESL Students, and Never-EB Students.



Source: STAAR, PowerSchool

- **Figure 9** (below) shows the percentage of students meeting the Approaches Grade Level standard in 2024 for STAAR 3–8 Science and Social Studies (see **Appendix H**, p. 26). The trend was the same for reading and mathematics; current EBs had lower performance than never-EB students, while reclassified EBs had the highest passing rates. Current bilingual students had higher passing rates than ESL students in science and social studies.

Figure 9. STAAR 3–8 Science and Social Studies: Percent Students Meeting Approaches Grade Level Standard in 2024



Source: STAAR 6/17/24, PowerSchool

STAAR EOC

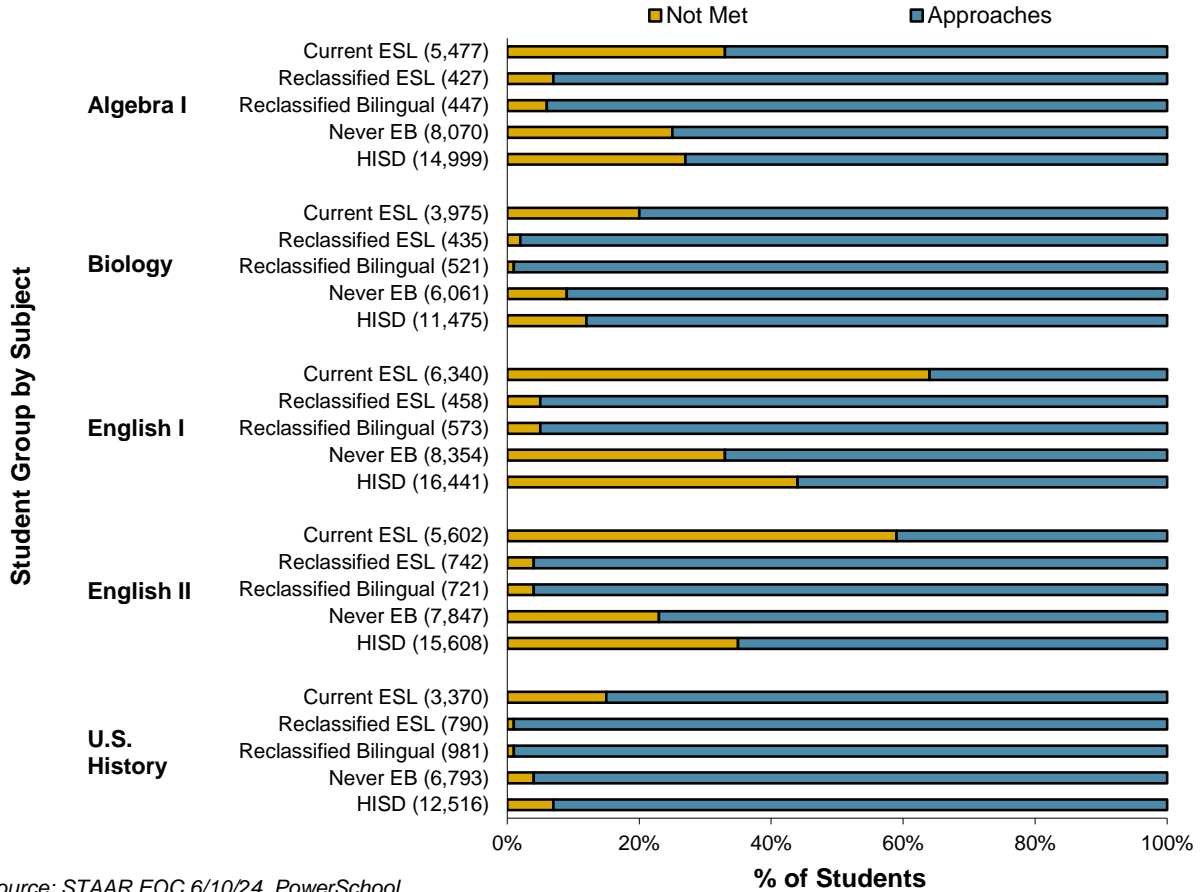
Figure 10 (p. 11) shows results for the STAAR EOC (see **Appendix I**, p. 27) Algebra I, Biology, English I and II, and U.S. History. The figure shows the percentage of students who met the 2023–2024 Approaches Grade Level standard or higher (dark green) for each test. Red indicates the percentage of students who Did Not Meet Grade Level standard (The number of students tested is in parentheses).

- Across all subject tests, current ESL students did not perform as well as the district or never-EB students. English I and II (36 and 41 percent Approaches Grade Level Standard, respectively) had the largest gaps compared to district or never-EB results.
- Reclassified bilingual students performed better than the district in all subjects (+6 to +39 percentage points) and better than never-EB students (+3 to +28 percentage points). Reclassified bilingual students did better than reclassified ESL students in Algebra I and Biology.
- Reclassified ESL students also did better than the district on all subjects (+6 to +39 points) and better than never-EB students (+3 to +28 points).

What were the levels of English language proficiency among EB students in bilingual and ESL programs?

Figures 11 (see p. 11) and **12** (p. 12) summarize TELPAS results for bilingual and ESL students. Figure 11 shows the percentage of students scoring at each proficiency level on the TELPAS. Figure 12 (see p. 11) shows yearly progress, that is, the percentage of students who made gains in English language proficiency between 2023 and 2024. Further details can be found in **Appendices J** and **K** (see pp. 28-29). A complete analysis of TELPAS results is available on the district website (Houston Independent School District, 2024)

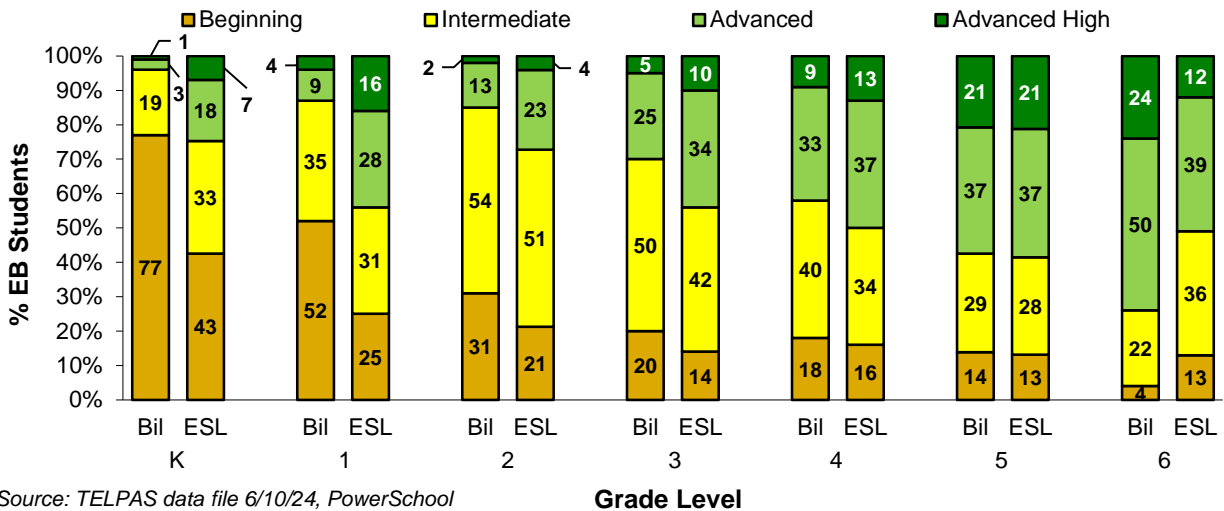
Figure 10. STAAR EOC Percent of Current and Reclassified ESL Students Who Met Approaches Grade Level Standard, by Subject, 2024: Results for All Current or Reclassified ESL Students, Reclassified Bilingual Students, Never-EB, Students, and the District Overall



Source: STAAR EOC 6/10/24, PowerSchool

- Through grade 4, a higher percentage of bilingual students had Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage had Advanced or Advanced High levels (light or dark green) compared to ESL students (Figure 11).

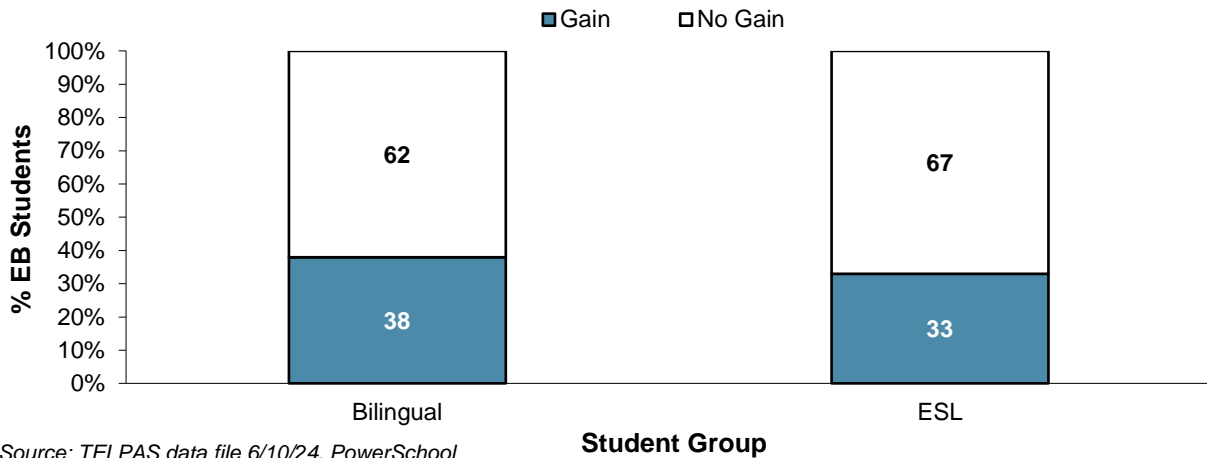
Figure 11. TELPAS Composite Proficiency Ratings for Bilingual and ESL Students, 2024



Source: TELPAS data file 6/10/24, PowerSchool

- By grade 5, where bilingual students transition to predominantly English instruction, the two groups have similar proficiency level distribution. By 6th grade, bilingual students showed more English proficiency than ESL students (more of them Advanced or better).
- More students in bilingual programs showed progress/improvement in English proficiency between 2022–2023 and 2023–2024 than did those in an ESL program (38% vs. 33%, see Figure 12 above). TELPAS progress scores for bilingual and ESL students were lower than in 2022 (the last year this measure was reported; see Appendix K, p. 28).

Figure 12. TELPAS Yearly Progress for Bilingual and ESL Students, 2023–2024



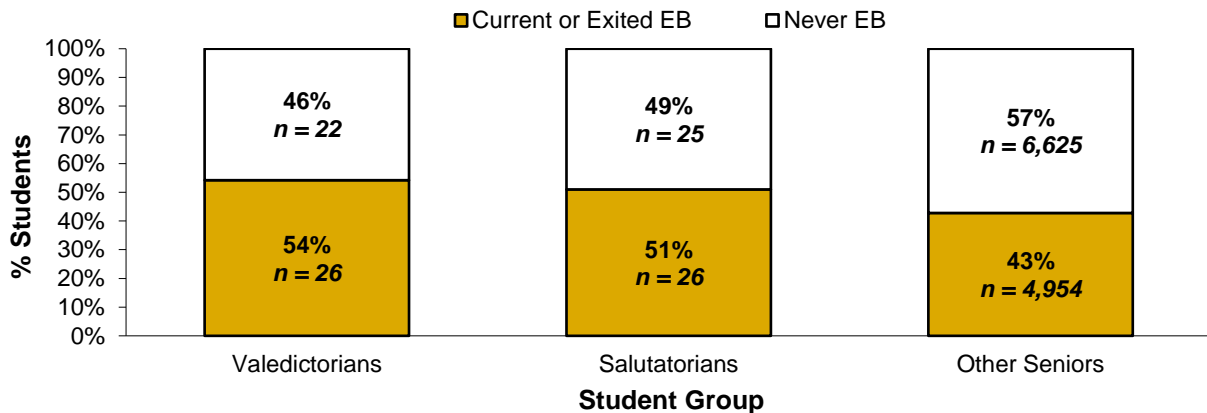
Source: TELPAS data file 6/10/24, PowerSchool

How many EBs were valedictorians or salutatorians in high school?

As evidence for the long-term success of EB students from the bilingual and ESL programs, **Figure 13** shows the percentages of students from the graduating class of 2024 who were either current or reclassified EBs or who were never EB. Comparison data comes from all other seniors in the class of 2024.

- Of the 11,576 seniors (non-valedictorian/salutatorian) in grade 12 during the 2023–2024 school year, 43% had been categorized as EB at some point between kindergarten and 12th grade.
- Fifty-four percent of valedictorians had also been EB at some point, and 51% of salutatorians had also been EB, but these differences were not large enough to be statistically significant.

Figure 13. Percentages of Valedictorians and Salutatorians (Class of 2024) Who Were Ever EB

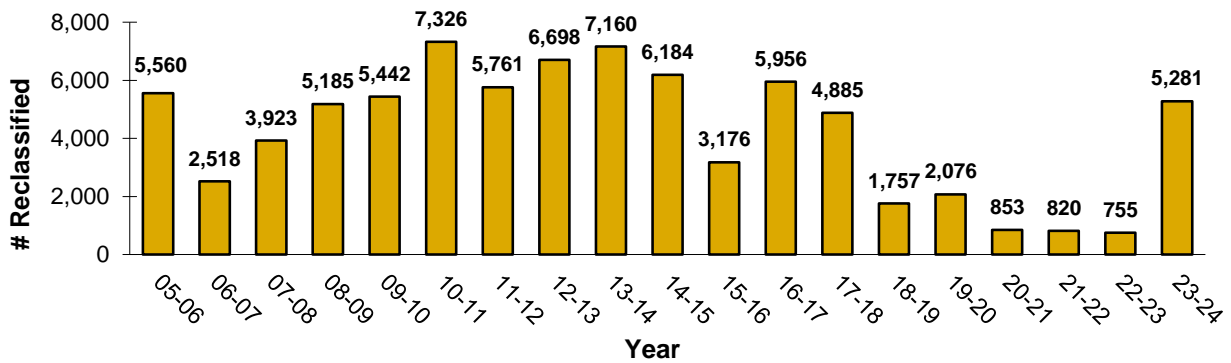


Source: HISD 2024 Scholars List, PowerSchool

How many students were successfully reclassified as non-EB in 2023–2024?

EB student reclassification data for 2023–2024 are shown below (Figure 14, Appendix L, p. 30). Also included is the number of reclassified EB students going back to 2005–2006. The number of reclassified EB students increased sharply in 2023–2024. This was likely due to a change in reclassification criteria, which include passing an English language reading assessment (STAAR 3–8 reading, EOC English I or II, or 40th percentile or better on the Iowa Survey, depending on the grade level), as well as scoring Advanced High on TELPAS. For the 2023–2024 school year, the TELPAS component was relaxed: rather than score Advanced High on each of the four language domains, students only had to score Advanced High in their composite rating.

Figure 14. Number of EB Student Reclassified, 2005–2006 Through 2023–2024



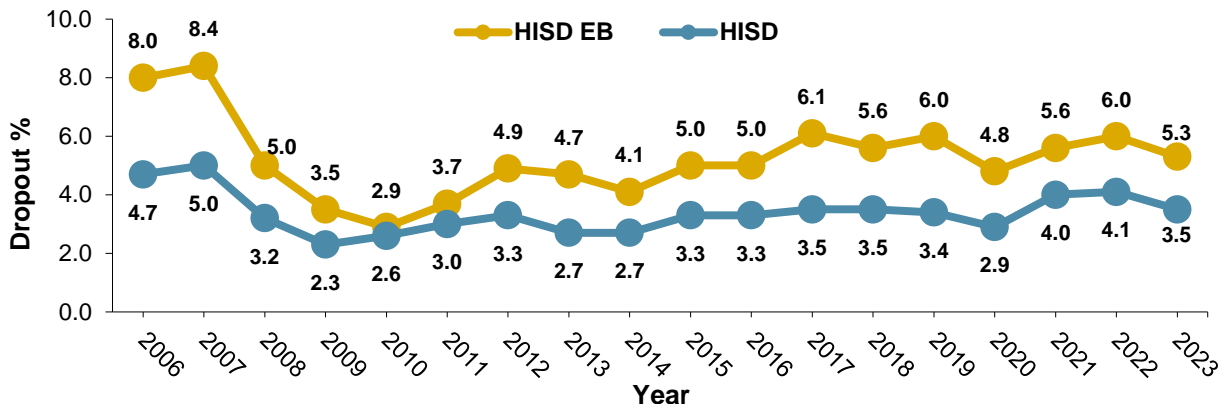
Source: PowerSchool, Chancery

How many EB students dropped out or successfully graduated in 2022–2023?

This section summarizes dropout and graduation data for EB students compared to the district's overall data. It includes annual dropout data (grades 7–12) and four-year completion rates for the class of 2023. Note that 2023 represents the most recent year for which results are available, as these data have a one-year lag.

- The annual dropout rate for EB students decreased by 0.7 percentage points in 2023 (from 6 to 5.3 percentage points), whereas the district rate decreased by 0.6 percent (Figure 15).

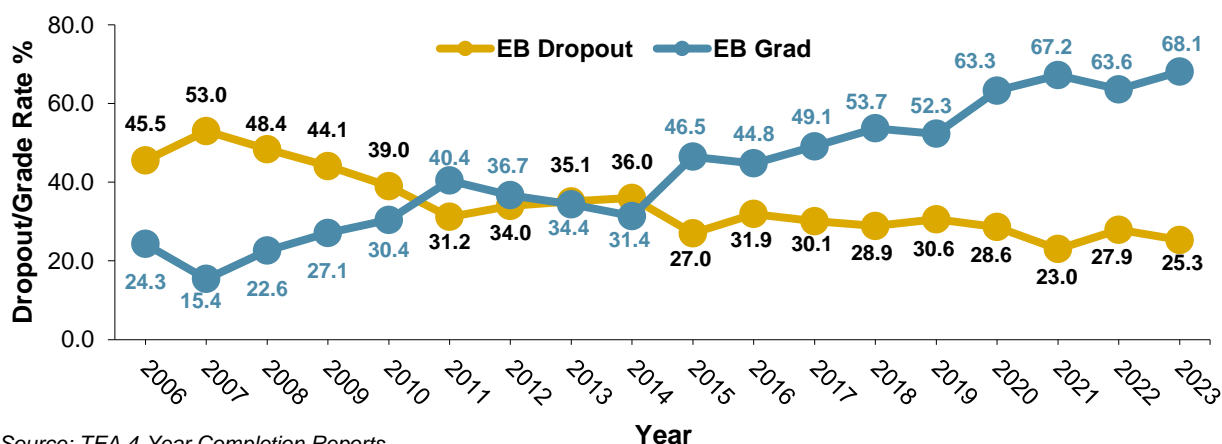
Figure 15. Annual Dropout Rate (Grades 7–12) for District EB Students and HISD Overall, 2006 Through 2023



Source: TEA Dropouts Reports

- **Figure 16** shows the four-year completion rates of EB students for the classes of 2006 through 2023. For the most recent year available (2023), the graduation rate for EB students increased (+4.5 percentage points), and the dropout rate declined (-2.6 percentage points).

Figure 16. Four-Year Completion (Dropout and Graduation) Rates for District EB Students, Classes of 2006 Through 2023



Source: TEA 4-Year Completion Reports

What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?

The Multilingual Programs department provided data on staff development training sessions offered by their department during the 2023–2024 school year (see **Appendix M**, p. 31). Sessions covered compliance, program planning, and instruction/information. Thirty-nine courses were offered, and 3,158 teachers and other district staff participated in at least one session. Note that this figure is duplicated; that is, individuals may have been counted more than once if they attended multiple sessions.

How many bilingual exceptions or ESL waivers were granted, and how many of those teachers ultimately received certification?

New Texas Education Code requirements (TAC § 89.1265) mandate that districts’ annual evaluation reports include data on bilingual exceptions and ESL waivers. **Table 2** shows the number of exceptions and waivers requested by the district for the last six school years. In 2023–2024, bilingual exceptions increased by 68 percent, and ESL waivers increased by 65 percent over the previous year. The number of teachers who successfully obtained ESL certification by the end of the school year declined by 12 percent in 2023–2024.

Table 2. Bilingual Exceptions & ESL Waivers, 2018–2019 to 2023–2024

Year	Bilingual Exceptions (Spanish)	Bilingual Exceptions (Other Languages)	Total Bilingual Exceptions	ESL Waivers Requested	Teachers Who Obtained ESL Certification
2018–2019	141	121	262	298	92
2019–2020	271	202	473	389	62
2020–2021	329	126	455	407	119
2021–2022	191	73	264	353	80
2022–2023	363	104	467	381	65
2023–2024	586	200	786	630	57

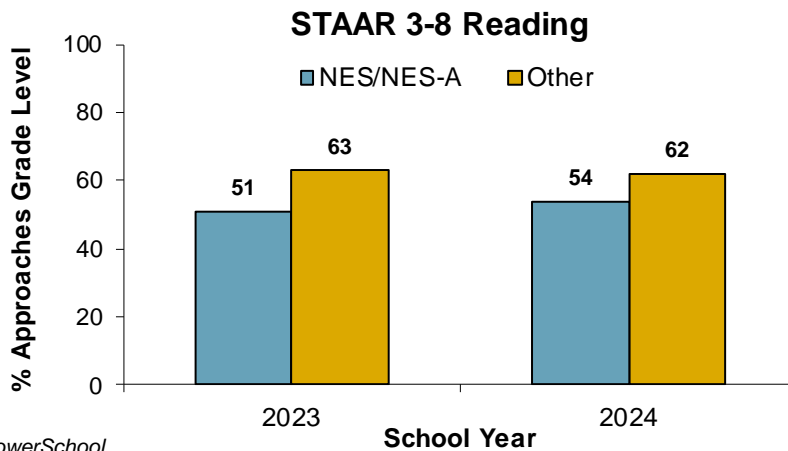
Source: Multilingual Programs Department

What impact did NES participation have on the academic achievement of EB students?

This section summarizes data on the effect of campus NES (New Education System) participation on the academic achievement of EB students. Three measures were considered: STAAR 3–8 reading (English and Spanish combined), EOC English I and English II combined passing rate, and TELPAS (composite rating and yearly progress). For these analyses, NES and NES-aligned campuses were grouped.

- For current EB students (**Figure 17**), the performance gap on STAAR 3–8 reading between NES and non-NES campuses was 12 percentage points in 2023, and this declined to 8 percentage points in 2024 (data for reclassified EBs is not shown because all groups scored 98 percent or better).

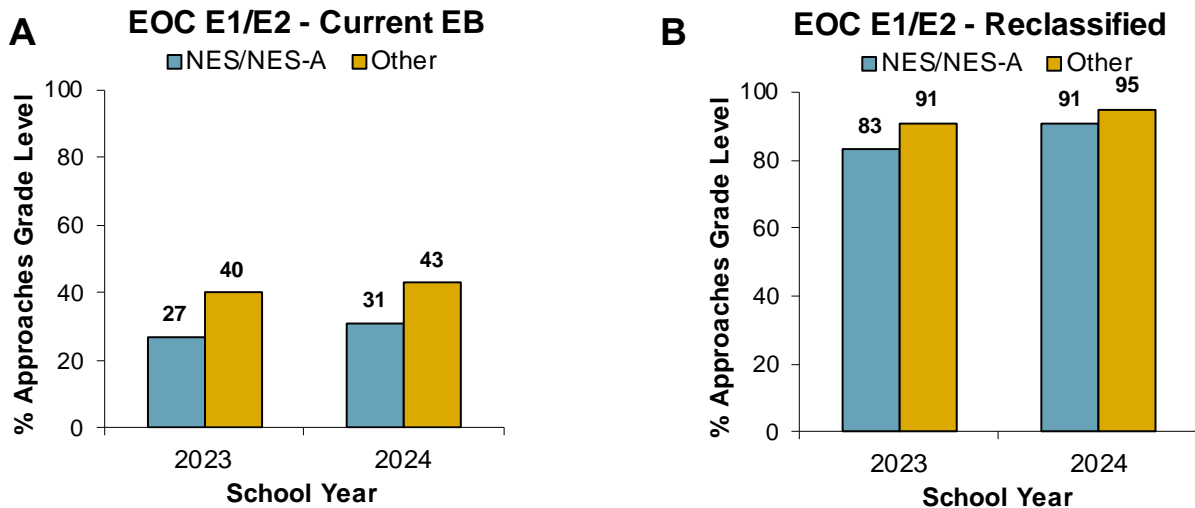
Figure 17. STAAR 3–8 Reading (English/Spanish Combined): Percent Approaches Grade Level for Current EB Students at NES/NES Aligned Campuses vs. Non-NES



Source: STAAR 3-8, PowerSchool

- For current EB students (**Figure 18A**), the performance gap on EOC English I/II between NES and non-NES campuses was 13 percentage points in 2023 and 12 points in 2024. For reclassified EB students (**Figure 18B**), the gap was eight percentage points in 2023 and four points in 2024.

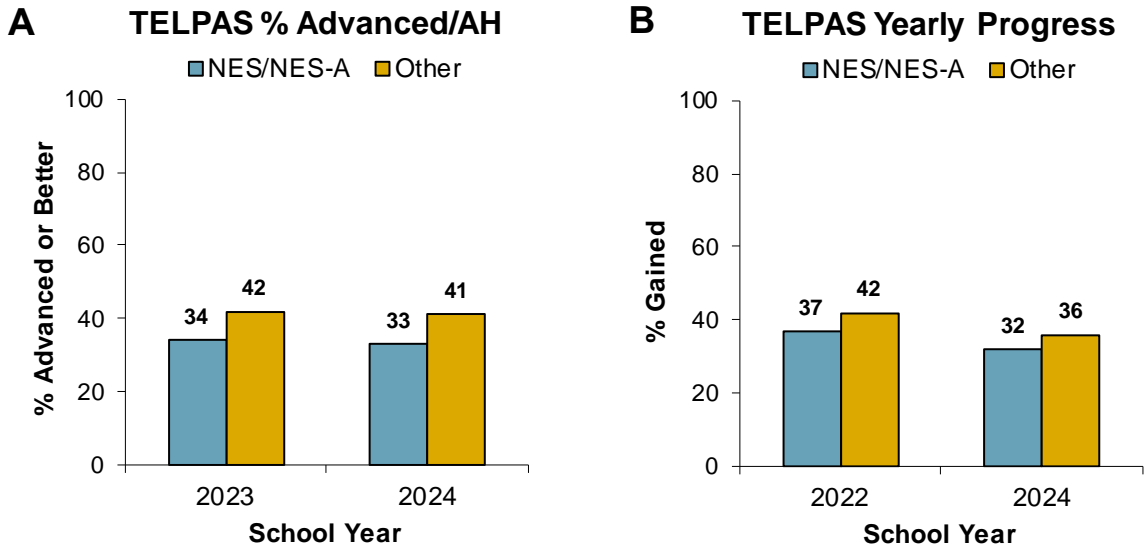
Figure 18. EOC English I/English II Combined: Percent Approaches Grade Level for Current EB and Reclassified EB Students at NES/NES Aligned Campuses vs. Non-NES



Source: EOC, PowerSchool

- In overall proficiency in 2023 and 2024 (percent scoring Advanced or better, Figure 19A), non-NES campuses had an 8-percentage point advantage over NES campuses in both years. In yearly progress (Figure 19 B), the gap between NES and non-NES campuses was five percentage points in 2022 (the most recent year this measure was reported) and four points in 2024.⁶

Figure 19. TELPAS: Percent Advanced or Better and Percent Gained in Proficiency for EB Students at NES/NES Aligned Campuses vs. Non-NES



Source: TELPAS, PowerSchool

Discussion

Nearly half of the district's enrolled students (46%) were current or reclassified EB students in 2023–2024, including 39% who were currently classified as EB. Statewide assessments (i.e., STAAR 3–8, STAAR EOC) show performance gaps for current EB students relative to the district overall, which is unsurprising given that EB students are still in the process of acquiring English. However, the bilingual and ESL programs appear to lead to long-term benefits, as indicated by reducing performance gaps relative to the district for reclassified EB students on each assessment.

Passing rates in STAAR 3–8 reading (both English and Spanish) for bilingual EB students declined marginally in 2024, with Spanish mathematics scores also decreasing but English mathematics improving slightly. For ESL students, reading and mathematics scores improved in 2024, as did those of students with no prior history of EB participation (never EB).

Current EB (ESL) students continued to perform poorly on the STAAR EOC assessments in 2023–2024, particularly in English I and English II. As seen in Appendix I (p. 26), only 36 percent to 41 percent of current ESL students met the Approaches Grade Level standard for English I and II, and the performance gap relative to both the district and never-EB students remains large. However, there is some cause for optimism. Since 2017, ESL students passing English I and II have improved by +23 and +32 percentage points, respectively. The district's corresponding improvement for this period has been +8 and +14 percentage points. Thus, the performance gap for current ESL students has narrowed since 2017. Since passing the English I and II assessments is a requirement for graduation, reducing performance gaps for ESL students is a positive development.

TELPAS data showed that overall proficiency levels were slightly lower for bilingual EB students compared to the previous year (see Appendix J, p. 27), while ESL students showed a marginal performance improvement. However, yearly progress scores for both groups were lower in 2024 compared to 2022 (the last year this measure was reported), possibly due to the introduction of online assessment of the writing domain in 2023.

The number of EB students who met reclassification criteria increased significantly, going from 755 in 2022–2023 to 5,247 in 2023–2024. This was most likely due to the relaxation of the TELPAS component of the criteria (see Appendix L, p. 29). In addition, EB students were not underrepresented in the valedictorian/salutatorian honors. Finally, EB students' dropout and graduation rates improved (based on the most recent data available).

In summary, the performance of EB students in HISD is mixed. On the positive side, reclassified EB students outperform the district average on STARR 3–8 and EOC assessments. Dropout and graduation rates show long-term improvement trends. EB students do not lag other district seniors regarding the likelihood of achieving the highest academic honors (i.e., valedictorian/salutatorian status). The reclassification rates for EBs showed signs of recovery and a return to historical levels. However, there are persistent gaps for EB students in English I and II performance and absolute dropout and graduation rates (despite long-term improvement). The bilingual and ESL programs provided by the district appear to work for some EB students (specifically, those who become proficient enough in English to be reclassified). Still, there remain performance gaps for EB students at the secondary level, and many of those students are long-term EBs (have been classified as EB for six years or more). The Multilingual program department must examine why many EB students fail to meet reclassification criteria in a timely manner and take the necessary steps to address this issue, as they play a crucial role in the success of these students.

References

Houston Independent School District. (2024). TELPAS Student Performance Report 2023–2024. HISD, Department of Assessment, Accountability, & Compliance.

Endnotes

- ¹ The four bilingual programs referenced here are the Transitional Bilingual program (an early-exit as well as a late-exit version) and the Dual Language Bilingual program (either one-way or two-way bilingual). The district also offers a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M White Elementary School. However, the latter three programs are administered by the Office of Advanced Academics, not the Multilingual Programs Department, and thus, they are not included under Multilingual Programs Department Guidelines. However, results for EB students in these three programs are contained in the present report as part of data for “bilingual” students.
- ² TEA now uses the terms “reclassified” or “reclassification” to refer to students who have met the criteria indicating they are now proficient in English. Previous reports use terms such as “exited EB” to refer to these students, but “reclassified” and “exited” are equivalent terms in this context.
- ³ Note that all districtwide performance data include results from EB students and all other comparison groups (e.g., monitored and former EB students).
- ⁴ Categorizing exited EB students as having come from a bilingual or ESL program can be problematic or arbitrary. Traditionally, the district’s evaluation reports have categorized reclassified EB students according to the identity of the program they were in during their last year under EB status. Thus, designating students as “Reclassified Bilingual” means they were in a bilingual program during the school year before they exited EB status.
- ⁵ Figure 14 shows that the number of EB reclassifications has decreased in specific years. These decreases correspond to changes in the criteria that EB students have been required to meet, i.e., as these requirements have gotten more stringent, fewer students have been able to meet the reclassification standards. Current criteria are that students must have a composite rating of Advanced High in TELPAS in addition to meeting criteria in a standardized English reading assessment (STAAR 3–8 reading, EOC English I, and II, or Iowa Survey reading/language arts in grades 1, 2, 11, and 12). In 2006-2007, oral (listening and speaking) proficiency requirements were added, and a writing requirement was added for all grades (previously, writing had been required only in grades four and seven). In 2015–2016, students who passed the STAAR 3–8 reading assessment could not use the results to meet proficiency standards if they had received linguistic accommodations during testing. This had been a rule set by TEA, but the district began to enforce this more rigorously. In 2018-2019, TELPAS listening and speaking began to be assessed via online technology, as opposed to the teacher or rater observations used previously. As a result, performance in these two language domains declined significantly. In 2020–2021, a new requirement was that students pass the English STAAR reading test and score advanced high on TELPAS reading. Previously, they only needed to pass the STAAR. Finally, in 2022–2023, TELPAS writing started to be assessed via online technology, and scores in this domain declined.
- ⁶ Note that the TELPAS replaced teacher ratings with an online assessment for the writing domain in 2023, which makes direct comparison of results from 2023 and 2024 to results from 2022 and prior years inadvisable due to changes in the overall levels of performance on the writing component. This is the reason why yearly progress in composite ratings was not reported in 2023. For this same reason, the apparent decline in absolute levels of yearly progress from the 2022 and 2024 TELPAS administrations is somewhat misleading.

Appendix A

Background on Bilingual and ESL Programs in Texas and HISD

Federal policy regarding bilingual education was first established in 1968 through Title VII of the Elementary and Secondary Education Act. The most recent update in federal policy came in 2015 through Title III of the *Every Student Succeeds Act (ESSA)*. Progress in acquiring English language proficiency for EB students is now a required indicator in state accountability systems, down to the campus level.

At the state level, the Texas Education Code (§29.053) specifies that districts must offer a bilingual program at the elementary grade level to English Language Learners (EB) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EB student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an ESL program, regardless of students' grade levels, home language, or the number of such students.

While the state board of education mandates some form of bilingual program (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children), HISD exceeds this mandate by implementing two bilingual education program models: a Transitional Bilingual Program (TBP) and a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers. From 2008–2009 through 2017–2018, the district also offered the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese, but this program is no longer offered.

Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction by grades four and five. Students who have attained literacy and cognitive skills in their native language gradually transition into English reading and other core subjects once they demonstrate proficiency in English. Throughout this transition, students maintain support in their native language. By grade six, most students who began in bilingual programs have either exited EB status or have transferred to an ESL program. There is an exception to this protocol for recent immigrants or arrivals who enter the school system in grade 3 or later. These students may continue to receive program instruction in their native language for an additional period.

ESL programs are offered to students at all grade levels whose native language is not English and who need to develop and enhance their English language skills. The Content-Based ESL model consists of an intensive program of English instruction in all subject areas with instruction delivered through ESL methodology. Commensurate with the student's level of English proficiency, the ESL program provides English-only instruction at both the elementary and secondary grade levels. The district also offers a Pullout ESL model, where students attend special intensive language classes for part of each day. In Pullout ESL, lessons from the English-language classes are typically not incorporated. Content-based ESL is mainly offered at the elementary level, while Pullout ESL is at the secondary level.

While these represent the main bilingual and ESL programs offered by the district, state law (19 TAC §89.1207) requires that students taught by teachers for whom a bilingual exception or ESL waiver was requested be considered served by an alternative bilingual/ESL program. There were 1,950 EB students in the district in an alternative bilingual program in 2023–2024 and 3,337 in an alternative ESL program (as of the last day of the school year, 6/5/2024).

Appendix B

Bilingual and ESL Program Enrollment: Background

Figure 1 shows the enrollment totals for bilingual and ESL programs by grade level for the 2023–2024 school year. Note that for grades 5 and lower, most EB students are in a bilingual program. Beginning in grade 6, this pattern reverses, with ESL becoming the dominant program model.

Appendix B, Figure 1: Bilingual and ESL Program Enrollment by Grade Level, 2023–2024

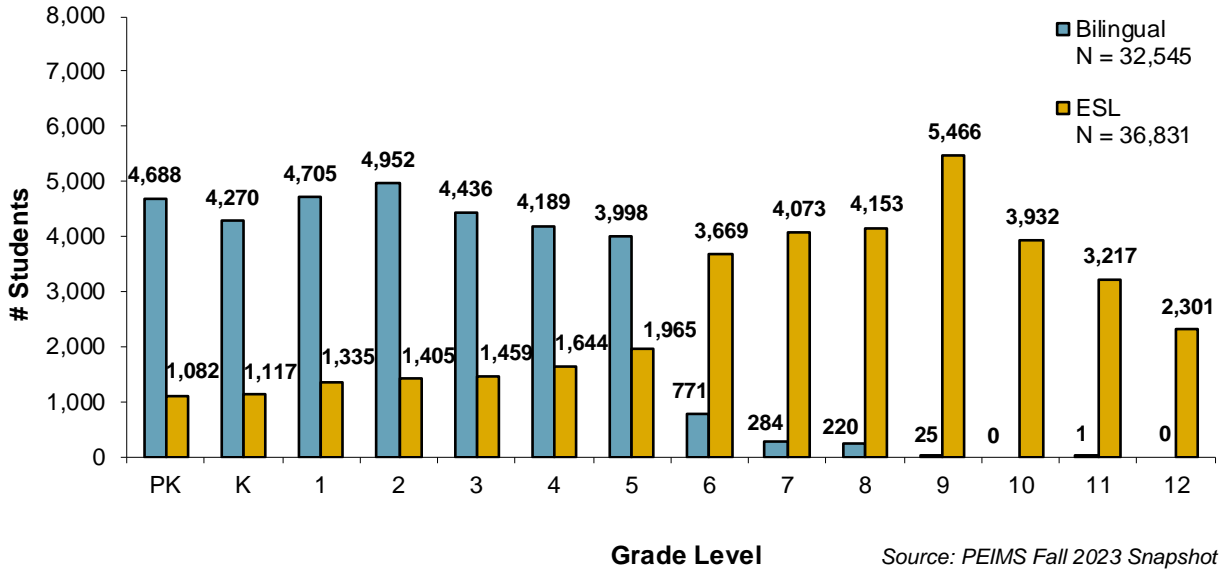
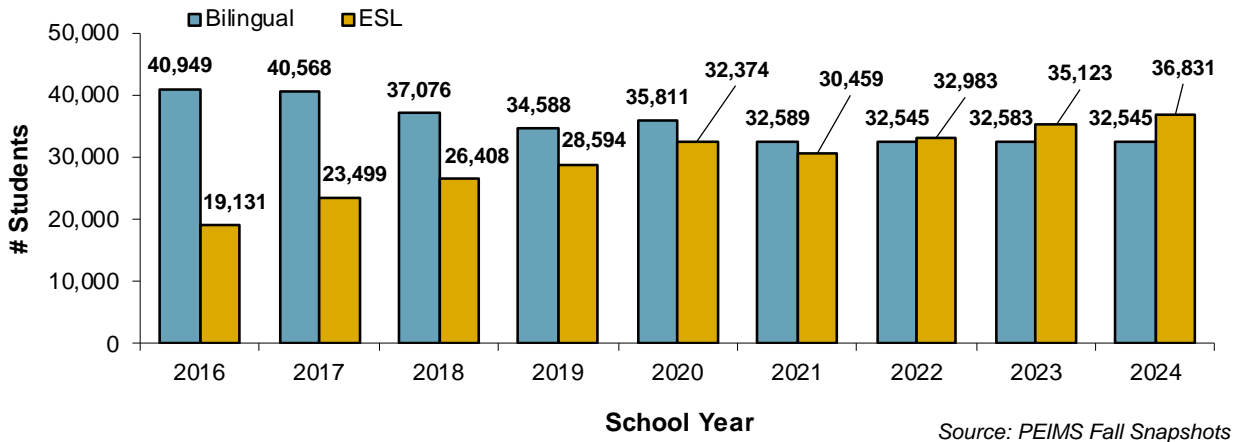


Figure 2 summarizes the bilingual and ESL program enrollment trends over the past nine years. One clear pattern from these data is that the relative dominance of the bilingual program has been reduced. Specifically, since 2016, participation in bilingual programs has fallen by 21 percent, while participation in ESL programs has more than doubled. The reasons for this are unclear but may partly be due to increased ESL enrollment at the secondary level due to higher numbers of immigrant EB students and decreased EB reclassifications in elementary grades.

Appendix B, Figure 2: Bilingual and ESL Program Enrollment, 2016 Through 2024



Appendix C

EB Student Ethnicity and Home Language, 2023–2024

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2022
Hispanic	64,204	90%	Spanish	63,972	89%	+1%
Asian	3,643	5%	Pashto	1,037	1%	+2%
White	2,178	3%	Arabic	923	1%	+21%
Black	1,280	2%	Mandarin	425	1%	+14%
American Indian	91	<1%	Vietnamese	423	1%	+7%
Pacific Islander	23	<1%	Farsi	411	1%	+1%
Two or More	232	<1%	Swahili	291	<1%	+5%
Total	71,651		French	190	<1%	+3%
			Urdu	174	<1%	+11%
	Number	Percent	Other	3,805	5%	+16%
Econ Disadvantaged	66,310	93%	Total	71,651		

Source: PEIMS Fall 2023 Snapshot

Appendix D

Explanation of Assessments Included in Report

The STAAR 3-8 is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR 3–8 measures academic achievement in reading and mathematics in grades 3–8, social studies in grades 8, and science in grades 5 and 8. The STAAR passing standard for the period 2016 through 2022 was “Approaches Grade Level Standard” (previously known as the “Level II Satisfactory progression standard”). Thus, different passing standards were applied for 2012–2015, compared to 2016 or later. Furthermore, in 2023, the STAAR 3-8 was redesigned in compliance with Texas HB 3906, passed in 2019. This required re-norming and setting new cut points for the Approaches, Meets, and Masters Grade Level standards. Accordingly, a direct comparison of STAAR 3-8 performance in 2023 to that from previous years should be made with caution. Full details of the STAAR redesign can be found [here](#).

For high school students, STAAR includes End-of-Course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History).

The TELPAS is an English language proficiency assessment administered to all EB students in kindergarten through twelfth grade. It was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are, in turn, used to indicate where EB students are on a continuum of English language development. Based on the stages of language development for second language learners, this continuum is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, all language domains are assessed via online technology. Note that TELPAS writing for these grade levels was previously assessed via student writing samples, but this was changed to an online assessment as of 2022-2023.

Appendix E

Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2023 and 2024)

Program	Grade	Enrollment [*]		Spanish Reading				Spanish Mathematics			
		2023		2024		2023		2024			
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current	3	4,276	4,579	2,843	57	2,306	48	2,567	62	2,081	57
Bilingual	4	3,876	4,281	1,558	44	1,357	47	1,479	53	1,268	53
	5	3,750	4,209	790	56	751	58	717	60	769	57
Total		11,902	13,069	5,191	53	4,414	50	4,763	59	4,118	56

Source: STAAR student data files, PowerSchool

* Enrollment figures shown in Appendix E include all EB students enrolled in bilingual programs but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EB students in this pre-exit phase are tested using the English STAAR, not the Spanish version. Also excluded are students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

** Thirty-one percent of enrolled bilingual students took the Spanish language STAAR reading test in 2024, a decrease from the 32 percent who took it in 2023.

Appendix F

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2023 and 2024)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2023		2024		2023		2024	
		2023 N	2024 N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current Bilingual	3	4,512	4,582	1,579	69	2,225	62	1,863	70	2,453	70
	4	4,532	4,313	2,883	67	2,918	71	2,973	69	2,995	69
	5	4,321	4,254	3,483	71	3,472	71	3,555	76	3,449	78
	6	279	426	275	72	421	73	276	75	423	77
	7	231	246	230	73	240	66	228	65	236	56
	8	162	211	162	78	208	69	128	65	164	68
Total		14,037	14,032	8,612	70	9,484	69	9,023	72	9,720	73
Reclassified Bilingual	3	41	46	40	100	45	98	40	100	45	96
	4	90	51	78	96	50	100	81	96	50	100
	5	119	124	118	98	121	99	116	97	114	97
	6	215	123	213	97	121	98	214	94	120	96
	7	356	246	353	98	243	98	333	90	214	91
	8	543	371	541	100	367	98	252	91	207	91
Total		1,364	961	1,343	98	947	98	1,036	93	750	94
Never EB	3	7,661	7,848	7,138	75	7,319	73	7,158	68	7,345	70
	4	7,551	7,547	7,143	75	7,123	82	7,152	64	7,117	67
	5	7,475	7,538	7,078	78	7,165	80	7,062	72	7,151	75
	6	6,459	6,150	6,111	73	5,818	79	6,091	67	5,750	68
	7	6,763	6,431	6,408	75	6,083	76	5,984	55	5,559	54
	8	7,441	6,833	7,118	80	6,451	82	5,642	62	5,228	68
Total		43,350	42,347	40,996	76	39,959	79	39,089	65	38,150	68
HISD	3	14,088	14,224	10,559	72	11,290	70	10,846	68	11,542	70
	4	14,509	13,931	12,362	71	12,049	77	12,458	65	12,118	67
	5	14,522	14,239	13,187	75	12,981	76	13,234	73	12,928	75
	6	11,755	11,291	11,226	67	10,909	69	11,292	64	10,791	64
	7	12,382	11,701	11,959	68	11,309	66	11,357	51	10,531	50
	8	13,332	12,535	12,921	73	12,022	74	10,269	60	9,924	66
Total		80,588	77,921	72,214	71	70,560	72	69,456	64	67,824	66

Source: STAAR Student Data Files, PowerSchool. * Indicates fewer than 5 students tested

****Bilingual student STAAR participation (English reading) increased in 2024 compared to 2023 (68 percent tested versus 61 percent in 2023). Participation for reclassified bilingual students increased slightly (99 percent versus 98 percent in 2023), while the district overall increased slightly (from 90 percent to 91 percent).**

Appendix G

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2023 and 2024)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2023		2024		2023		2024	
		2023 N	2024 N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr..	# Tested	% Appr.
Current ESL	3	1,423	1,522	1,319	60	1,404	62	1,319	61	1,424	64
	4	1,700	1,756	1,583	60	1,612	66	1,589	56	1,630	62
	5	1,857	1,925	1,722	66	1,765	66	1,726	69	1,774	71
	6	4,133	4,235	4,029	52	4,110	54	4,029	54	4,100	55
	7	4,221	4,309	4,108	51	4,189	49	4,043	38	4,076	40
	8	4,324	4,435	4,218	55	4,260	57	3,686	51	3,844	61
	Total	17,658	18,182	16,979	55	17,340	57	16,392	52	16,848	56
	Reclassified ESL	3	44	45	42	100	44	98	42	100	44
4		109	48	104	98	46	96	105	97	46	98
5		127	118	126	98	112	98	126	98	112	97
6		190	128	183	99	126	98	181	98	125	95
7		312	208	307	97	201	99	268	89	163	93
8		416	365	405	98	355	99	216	87	188	90
Total		1,198	912	1,167	98	884	98	938	93	678	94
Never EB		3	7,661	7,848	7,138	75	7,319	73	7,158	68	7,345
	4	7,551	7,547	7,143	75	7,123	82	7,152	64	7,117	67
	5	7,475	7,538	7,078	78	7,165	80	7,062	72	7,151	75
	6	6,459	6,150	6,111	73	5,818	79	6,091	67	5,750	68
	7	6,763	6,431	6,408	75	6,083	76	5,984	55	5,559	54
	8	7,441	6,833	7,118	80	6,451	82	5,642	62	5,228	68
	Total	43,350	42,347	40,996	76	39,959	79	39,089	65	38,150	68
	HISD	3	14,088	14,224	10,559	72	11,290	70	10,846	68	11,542
4		14,509	13,931	12,362	71	12,049	77	12,458	65	12,118	67
5		14,522	14,239	13,187	75	12,981	76	13,234	73	12,928	75
6		11,755	11,291	11,226	67	10,909	69	11,292	64	10,791	64
7		12,382	11,701	11,959	68	11,309	66	11,357	51	10,531	50
8		13,332	12,535	12,921	73	12,022	74	10,269	60	9,924	66
Total		80,588	77,921	72,214	71	70,560	72	69,456	64	67,834	66

Source: STAAR student data files, PowerSchool. * Indicates fewer than 5 students tested

** STAAR English reading participation rates for current ESL students declined slightly in 2024 (95 percent versus 96 percent in 2023), while the participation rate for reclassified ESL students remained the same (97 percent in both years).

Appendix H

English STAAR Performance of Bilingual and ESL Students in Other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2023 and 2024)

Subject & Year	Current Bilingual		Current ESL		Reclassified Bilingual		Reclassified ESL		Never EB		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Science 2023	4,005	51	5,908	46	635	94	514	91	14,069	62	26,238	58
Science 2024	3,906	47	6,013	45	470	94	461	93	13,545	62	25,109	57
Change		-4		-1		0		+2		0		-1
SocStu 2023	159	52	4,222	29	542	85	405	79	7,086	55	12,879	48
SocStu 2024	209	38	4,285	29	367	85	355	85	6,470	56	12,063	48
Change		-14		0		0		+6		+1		0

Source: STAAR student data files, PowerSchool

Appendix I

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Left) and Meets Grade Level Standard (Right), (Spring 2024 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL	5,477	1,812	33	3,665	67	1,571	29
	Reclassified ESL	427	29	7	398	93	309	72
	Reclassified Bilingual	447	29	6	418	94	318	71
	Never EB	8,070	2,006	25	6,064	75	3,271	41
	HISD	14,999	4,052	27	10,947	73	5,702	38
Biology	Current ESL	3,975	788	20	3,187	80	1,392	35
	Reclassified ESL	435	8	2	427	98	364	84
	Reclassified Bilingual	521	3	1	518	99	450	86
	Never EB	6,061	543	9	5,518	91	3,709	61
	HISD	11,475	1,421	12	10,054	88	6,148	54
English I	Current ESL	6,340	4,043	64	2,297	36	1,500	24
	Reclassified ESL	458	25	5	433	95	405	88
	Reclassified Bilingual	573	26	5	547	95	520	91
	Never EB	8,354	2,774	33	5,580	67	4,452	53
	HISD	16,441	7,228	44	9,213	56	7,162	44
English II	Current ESL	5,602	3,315	59	2,287	41	1,321	24
	Reclassified ESL	742	32	4	710	96	653	88
	Reclassified Bilingual	721	30	4	691	96	644	89
	Never EB	7,847	1,838	23	6,009	77	4,674	60
	HISD	15,608	5,470	35	10,138	65	7,616	49
U.S. History	Current ESL	3,370	520	15	2,850	85	1,293	38
	Reclassified ESL	790	9	1	781	99	680	86
	Reclassified Bilingual	981	9	1	972	99	821	84
	Never EB	6,793	271	4	6,522	96	4,754	70
	HISD	12,516	859	7	11,657	93	7,883	63

Source: STAAR EOC 6/10/24, Power School. Note: HISD percentages may differ from district EOC report due to rounding error

@ STAAR EOC participation rates (English I and English II only, combined) were calculated for grades 9 and 10 students. The district's overall participation rate was 92 percent, the same as in 2023, and for current ESL students, it increased from 91 percent to 92 percent. Participation rates remained the same for reclassified ESL students (96 in 2024 vs. 96 percent in 2023) but increased slightly for reclassified bilingual students (96 in 2024 vs. 95 percent in 2023).

Appendix J

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2024, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2023	Composite Score
		N	%	N	%	N	%	N	%	%	
K	4,263	3,275	77	798	19	133	3	57	1	1	1.3
1	4,750	2,458	52	1,669	35	440	9	183	4	3	1.6
2	4,982	1,533	31	2,698	54	661	13	90	2	2	1.9
3	4,477	875	20	2,260	50	1,112	25	230	5	8	2.2
4	4,210	762	18	1,672	40	1,392	33	384	9	13	2.3
5	4,167	567	14	1,201	29	1,528	37	871	21	21	2.6
6	421	18	4	92	22	210	50	101	24	34	2.9
7	239	12	5	58	24	99	41	70	29	37	2.9
8	206	7	3	60	29	85	41	54	26	40	2.8
Total	27,715	9,507	34	10,508	38	5,660	20	2,040	7	9	2.0

ESL Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2023	Composite Score
		N	%	N	%	N	%	N	%	%	
K	1,149	489	43	377	33	204	18	79	7	6	1.8
1	1,340	337	25	415	31	371	28	217	16	16	2.2
2	1,382	295	21	708	51	319	23	60	4	4	2.2
3	1,421	201	14	596	42	477	34	147	10	14	2.5
4	1,649	268	16	561	34	604	37	216	13	14	2.4
5	1,823	246	13	507	28	683	37	387	21	22	2.7
6	4,065	515	13	1,459	36	1,593	39	498	12	12	2.4
7	4,152	589	14	1,359	33	1,602	39	602	14	16	2.5
8	4,229	434	10	1,675	40	1,573	37	547	13	14	2.5
9	5,049	1,039	21	2,018	40	1,398	28	594	12	9	2.2
10	3,595	698	19	1,311	36	1,077	30	509	14	14	2.4
11	2,979	442	15	1,051	35	973	33	513	17	17	2.5
12	2,084	248	12	805	39	654	31	377	18	15	2.6
Total	34,917	5,801	17	12,842	37	11,528	33	4,746	14	13	2.4

Source: TELPAS data file 6/10/24, PowerSchool

Appendix K

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2024, by Grade. Results Shown Separately for Bilingual & ESL Students

Bilingual Students										
Grade Level	Cohort Size N	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2022
		N	%	N	%	N	%	N	%	
1	3,953	1,360	34	224	6	46	1	1,630	41	40
2	4,299	1,485	35	128	3	8	<1	1,621	38	50
3	3,998	1,383	35	56	1	0	0	1,439	36	47
4	3,818	999	26	29	1	0	0	1,028	27	32
5	3,787	1,745	46	88	2	2	0	1,835	48	47
6	404	150	37	4	1	0	0	154	38	43
7	221	99	45	0	0	0	0	99	45	69
8	196	72	37	0	0	0	0	72	37	47
Total	20,676	7,293	35	529	3	56	<1	7,878	38	43

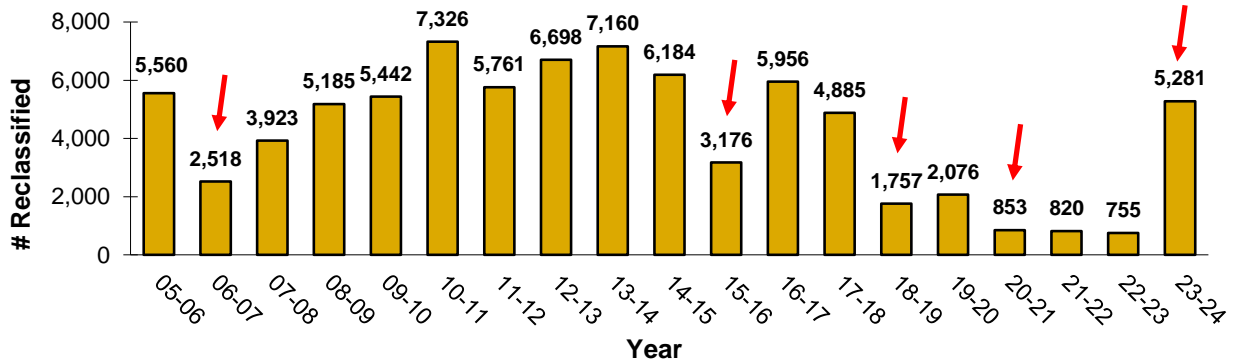
ESL Students										
Grade Level	Cohort Size N	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2022
		N	%	N	%	N	%	N	%	
1	1,047	454	43	148	14	18	2	620	59	61
2	1,145	290	25	25	2	1	<1	316	28	38
3	1,251	467	37	37	3	0	0	504	40	44
4	1,414	447	32	11	1	0	0	458	32	33
5	1,605	705	44	52	3	1	<1	758	47	48
6	3,530	988	28	19	1	0	0	1,007	29	31
7	3,583	1,218	34	33	1	0	0	1,251	35	46
8	3,608	1,143	32	33	1	0	0	1,176	33	39
9	4,161	1,018	24	26	1	0	0	1,044	25	28
10	3,207	877	27	54	2	0	0	931	29	37
11	2,715	856	32	40	1	0	0	896	33	36
12	1,951	541	28	30	2	1	<1	572	29	33
Total	29,217	9,004	31	508	2	21	<1	9,533	33	39

Appendix L

Variation in EB Student Reclassification

The number of EB students who met reclassification criteria has varied. Four years showed sharp decreases in reclassifications, corresponding to the time when changes were made to state-mandated EB exit criteria. Specifically, in 2006–2007, listening and speaking proficiency were introduced as exit criteria (previously, these were not needed); 2015–2016 saw the impact of district enforcement of state requirements that students receiving specific designated supports during STAAR testing (e.g., extra-time) could not exit based on those STAAR results; in 2018–2019 online testing for TELPAS listening and speaking was implemented. Finally, 2020–2021 saw the introduction of additional reclassification requirements; EB students were now required to pass the English STAAR reading assessment (or English I/II) and score Advanced High in each language domain of the TELPAS. In each case, the new requirements resulted in fewer EB students being reclassified (see **Appendix L, Figure 1**).

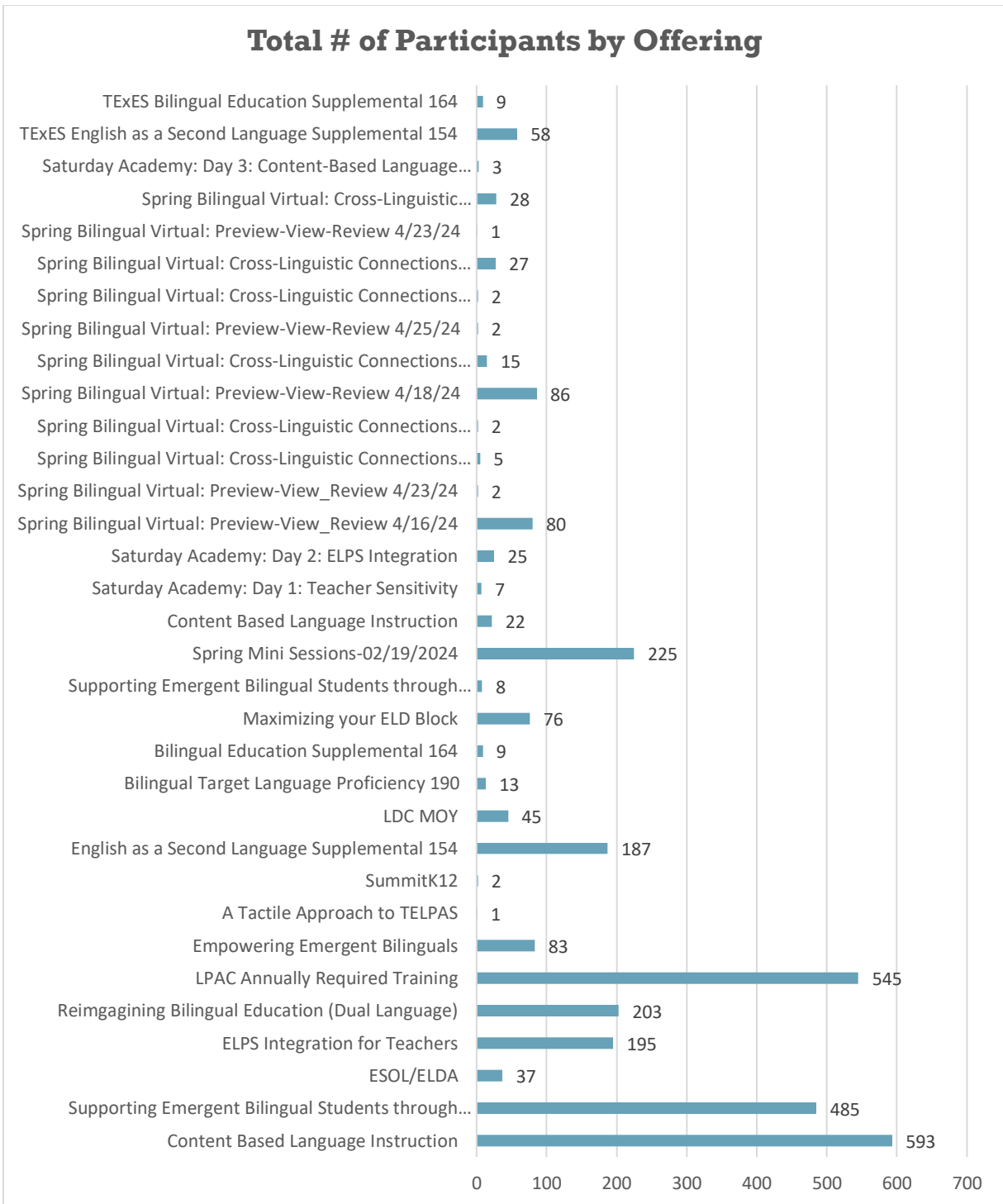
Appendix L, Figure 1: Number of EBs Reclassified by Year, 2005-2006 Through 2023–2024



The increase in reclassifications observed in 2023-2024 can be attributed to a change in the TELPAS component of the reclassification criteria. Rather than being required to score Advanced High in each TELPAS language domain (listening, speaking, reading, and writing), students only had to score Advanced High in their composite rating (combined score of all domains).

Appendix M

Scope and Frequency of Professional Development Training, 2023–2024



Source: Multilingual Programs Department



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

12.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The Annual Comprehensive Financial Report For The Fiscal Year Ending June 30, 2024

Section 44.008 of the Texas Education Code requires all school districts to have their fiscal accounts audited annually by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. In April 2023, the Houston Independent School District Board of Education approved a contract with Weaver & Tidwell, LLP, for the audit of fiscal accounts for the fiscal year ended June 30, 2024. The *Annual Comprehensive Financial Report* includes the fiscal year-end financial statements and the auditor's rendered opinion on the financial statements. The *Annual Comprehensive Financial Report* also includes the auditor's report on the district's internal control structure and compliance with state and federal regulations related to grants and other state and federal programs. The audit must be completed within 150 days after the end of the district's fiscal year, approved by the School Board, and filed with the Texas Education Agency by November 27, 2024.

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 *Annual Comprehensive Financial Report* for the fiscal year ended June 30, 2024, effective November 15, 2024.

CERTIFICATE OF BOARD

Houston Independent School District

Harris County

101-912-IV

We, the undersigned, certify that the attached auditors' report of the above-named school district was reviewed and approved for the fiscal year ended June 30, 2024, at a meeting of the School Board of such school district on the 14th day of November 2024.

Angela Lemond Flowers
Secretary, School Board
Houston Independent School District

Audrey Momanaee
President, School Board
Houston Independent School District



11/14/2024

13.

Office of the Superintendent of Schools

Office of Finance and Operations

Consideration And Approval Of An Order Expressing Intent To Defeasement Certain Of The District's Outstanding Bonds

The Houston Independent School District (HISD) has previously issued its \$109,650,000 Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A 2; \$92,260,000 Limited Tax Refunding Bonds, Series 2014B; \$520,065,000 Limited Tax Schoolhouse and Refunding Bonds, Series 2016A; \$480,205,000 Limited Tax Schoolhouse and Refunding Bonds, Series 2017; \$77,870,000 Limited Tax Schoolhouse Bonds, Series 2018, and \$80,785,000 Variable Rate Limited Tax Refunding Bonds, Series 2023C (collectively, the outstanding bonds).

The administration recommends that up to \$122,000,000 in principal amount of these outstanding bonds be defeased (i.e., paid off early) no later than the district's fiscal year ending June 30, 2025. Defeasance of these bonds will lower the district's indebtedness in its portfolio and/or create capacity for future bond issues. Approval of the attached order provides for the HISD superintendent and chief financial officer to determine the aggregate principal amount of the bonds to be defeased and the timing of such defeasance.

The order approving the defeasance of up to \$122,000,000 in principal amount of the outstanding bonds and provisions relating thereto is attached.

COST/FUNDING SOURCE(S): All interest costs and debt-servicing costs are paid from the Debt Service Fund

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the cash defeasance, at the discretion of the superintendent and the chief financial officer, of up to \$122,000,000 in principal amount of all or part of the outstanding bonds listed above, effective November 15, 2024.

CERTIFICATE FOR ORDER

STATE OF TEXAS §
COUNTY OF HARRIS §
HOUSTON INDEPENDENT SCHOOL DISTRICT §

The undersigned officers of the School Board (the “Board”) of the Houston Independent School District (the “District”), hereby certify as follows:

Section 1. The Board of the District convened in regular meeting on November 14, 2024, at the regular designated meeting place, and the roll was called of the duly constituted officers and members of said Board, to-wit:

Audrey Momanaee, President	Janette Garza Lindner, Member
Ric Campo, Vice President	Rolando Martinez, Member
Angela Lemond Flowers, Secretary	Paula Mendoza, Member
Cassandra Auzenne Bandy, Member	Adam Rivon, Member
Michelle Cruz Arnold, Member	

and all of such persons were present except _____ thus constituting a quorum. Whereupon, among other business, the following was transacted at said meeting: a written

ORDER EXPRESSING INTENT TO DEFEASE CERTAIN OF THE DISTRICT’S OUTSTANDING BONDS

was duly introduced for the consideration of the Board. It was then duly moved and seconded that such Order be passed; and, after due discussion, such motion, carrying with it the passage of such Order, prevailed and carried by the following vote:

AYES ___ NOES ___ ABSTENTIONS ___

Section 2. That a true, full and correct copy of such Order passed at the meeting described in the above and foregoing paragraph is attached to and follows this Certificate; that such Order has been duly recorded in such Board’s minutes of such meeting; that the above and foregoing paragraph is a true, full and correct excerpt from such Board’s minutes of such meeting pertaining to the passage of such Order; that the persons named in the above and foregoing paragraph are the duly chosen, qualified and acting officers and members of the Board as indicated therein; that each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance of the time, place and purpose of such meeting, and that such Order would be introduced and considered for passage at such meeting, and each of such officers and members consented, in advance, to the holding of such meeting for such purpose; and that such meeting was open to the public, and public notice of the time, place and purpose of such meeting was given all as required by Chapter 551, Texas Government Code, as amended.

SIGNED AND SEALED this 14th day of November, 2024.

Audrey Momanaee, President
School Board
Houston Independent School District

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District

**ORDER EXPRESSING INTENT TO
DEFEASE CERTAIN OF THE DISTRICT’S OUTSTANDING BONDS**

STATE OF TEXAS §
COUNTY OF HARRIS §
HARRIS INDEPENDENT SCHOOL DISTRICT §

WHEREAS, the Houston Independent School District (the “District”) has duly issued and has outstanding the following portions of bonds that could potentially be defeased by the District not later than the end of the District’s fiscal year ending June 30, 2025: its \$109,650,000 Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A-2; \$92,260,000 Limited Tax Refunding Bonds, Series 2014B; \$520,065,000 Limited Tax Schoolhouse and Refunding Bonds, Series 2016A; \$480,205,000 Limited Tax Schoolhouse and Refunding Bonds, Series 2017; \$77,870,000 Limited Tax Schoolhouse Bonds, Series 2018, and \$80,785,000 Variable Rate Limited Tax Refunding Bonds, Series 2023C (collectively, the “Outstanding Bonds”); and

WHEREAS, the School Board (the “Board”) of the District desires to express its present intent to defease up to approximately \$122,000,000 in aggregate principal amount of such Outstanding Bonds not later than the end of the District’s fiscal year ending June 30, 2025.

NOW, THEREFORE, BE IT ORDERED BY THE SCHOOL BOARD OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. The Board declares its present intent to defease up to approximately \$122,000,000 in aggregate principal amount of such Outstanding Bonds not later than the end of the District’s fiscal year ending June 30, 2025. The Board hereby directs the Superintendent of the District and the District’s Chief Financial Officer to identify potential bonds of the Outstanding Bonds recommended to be defeased as contemplated by this Order. Notwithstanding the foregoing, the Board reserves the right to not defease any of the Outstanding Bonds upon a determination by the Board that the funds of the District intended for such purpose could be better utilized for (i) the payment of debt service on any Outstanding Bonds or limited tax bonds to be issued, (ii) the contribution to any refunding of any Outstanding Bonds or (iii) the reduction of future interest and sinking fund tax levies of the District.

Section 2. (a) The Board hereby determines that the discharge and defeasance of up to approximately \$122,000,000 in aggregate principal amount of the Outstanding Bonds may be effectuated in any legal manner including by cash defeasance by the deposit of funds with the respective paying agent for the Outstanding Bonds and/or pursuant to the terms and provisions of an Escrow Agreement to be entered into by and between the District and The Bank of New York Mellon Trust Company, N.A., as Escrow Agent. The Escrow Agreement shall be in a form similar to such agreements previously utilized by the District for its bond refundings. The President, Vice President, or Secretary of the Board, the Superintendent of the District, or the District’s Chief Financial Officer are each hereby authorized to execute and deliver the Escrow Agreement, for and on behalf of the District and as the act and deed of this Board; and such Escrow Agreement as executed by said officials shall be deemed approved by the Board and constitute the Escrow Agreement herein approved.

(b) Furthermore, the President, Vice President, and Secretary of the Board, the Superintendent of the District, and the District’s Chief Financial Officer, the District’s Financial Advisor, and Bond Counsel, in cooperation with the Escrow Agent are hereby authorized and directed to make the necessary arrangements for the deposit of cash and/or the purchase of any securities referenced in the Escrow Agreement and the delivery thereof to the Escrow Agent funds to be deposited for to the credit of certain of the Outstanding Bonds (the “Escrow Fund”), including the execution of subscription forms or agreements, if any, for the purchase of eligible securities for investment of amounts deposited to the Escrow Fund; all as contemplated and provided by the provisions of Chapter 1207, as amended, Texas Government Code, this Order, and the Escrow Agreement.

(c) The President, Vice President, and Secretary of the Board, the Superintendent of the District, and the District’s Chief Financial Officer are authorized to appoint a verification agent (the “Verification Agent”) to verify the sufficiency of the deposit to the Escrow Fund to accomplish the defeasance of the Outstanding Bonds, to the extent such appointment is necessary or desired and in the event of the establishment of a net defeasance escrow fund; provided, however, that in the event of a gross defeasance of the Outstanding Bonds, the sufficiency of the deposit to the Escrow Fund to accomplish such defeasance may be certified to the District by the District’s Financial Advisor or another qualified financial institution in lieu of verification by the Verification Agent.

2. The President, Vice President, and Secretary of the Board are authorized to evidence adoption of this Order and, together with the Superintendent of the District and the District’s Chief Financial Officer, execute and deliver such agreements, certificates, notices, redemption notices, letters and other instruments as any such official shall deem necessary, appropriate or convenient to effect the defeasance and redemption described herein and otherwise give effect to the intent and purpose hereof.

PASSED AND APPROVED this 14th day of November, 2024.

Audrey Momanaee, President,
School Board
Houston Independent School District

Angela Lemond Flowers, Secretary,
School Board
Houston Independent School District



11/14/2024

14.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Order Authorizing The Issuance Of Houston Independent School District Limited Tax Refunding Bonds

This agenda item seeks School Board approval of an order authorizing the issuance of Houston Independent School District (HISD) Limited Tax Refunding Bonds, as term-rate or fixed-rate bonds, in one or more series; setting certain parameters for the bonds; and authorizing a pricing officer to approve the amount, the interest rate, and price, including the terms thereof and certain other procedures and provisions related thereto.

The administration recommends authorizing the issuance of up to \$889,765,000 principal amount of bonds to refund certain of the district's outstanding bonds, subject to achievement of a minimum present value savings threshold of three percent.

The order approving the refunding of up to \$889,765,000 in principal amount of the outstanding bonds and provisions relating thereto is attached.

COST/FUNDING SOURCE(S): All interest costs and debt-servicing costs are paid from the Debt Service Fund.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the order authorizing the issuance of HISD Limited Tax Refunding Bonds of up to \$889,765,000 in par amount for the refunding of certain of the district's outstanding bonds, at the discretion of the superintendent, the chief financial officer, or the controller of the district, effective November 15, 2024.

purpose of such meeting was given all as required by Chapter 551, Texas Government Code, as amended.

SIGNED AND SEALED this _____, 2024.

Audrey Momanaee, President
School Board
Houston Independent School District

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District

ORDER AUTHORIZING THE ISSUANCE OF HOUSTON INDEPENDENT SCHOOL DISTRICT LIMITED TAX REFUNDING BONDS, AS TERM BONDS OR FIXED RATE BONDS, IN ONE OR MORE SERIES; SETTING CERTAIN PARAMETERS FOR THE BONDS; AUTHORIZING A PRICING OFFICER TO APPROVE THE AMOUNT, THE INTEREST RATE, PRICE, INCLUDING THE TERMS THEREOF AND CERTAIN OTHER PROCEDURES AND PROVISIONS RELATED THERETO

THE STATE OF TEXAS §
COUNTY OF HARRIS §
HOUSTON INDEPENDENT SCHOOL DISTRICT §

WHEREAS, Houston Independent School District (the “District”) has heretofore issued the bonds described in Exhibit A attached hereto; and

WHEREAS, the District desires to refund a portion of said bonds (the “Refunded Bonds”) in advance of their maturities; and

WHEREAS, Chapter 1207, Texas Government Code, authorizes the District to issue refunding bonds as fixed rate bonds or Term Rate Bonds (pursuant to Appendix A) for the purpose of refunding the Refunded Bonds in advance of their maturities, and to accomplish such refunding by depositing directly with a paying agent for the Refunded Bonds (or other qualified escrow agent), the proceeds of such refunding bonds, together with other available funds, in an amount sufficient to provide for the payment or redemption of the Refunded Bonds, and provides that such deposit shall constitute the making of firm banking and financial arrangements for the discharge and final payment or redemption of the Refunded Bonds; and

WHEREAS, the District desires to authorize the execution of an escrow agreement or other deposit agreement, if necessary, to provide for the deposit of proceeds of the refunding bonds, together with other lawfully available funds of the District, to pay the Refunded Bonds; and

WHEREAS, upon the issuance of the refunding bonds herein authorized and the deposit of funds referred to above, the Refunded Bonds shall no longer be regarded as being outstanding, except for the purpose of being paid pursuant to such deposit, and the pledges, liens, trusts and all other covenants, provisions, terms and conditions of the orders authorizing the issuance of the Refunded Bonds shall be, with respect to the Refunded Bonds, discharged, terminated and defeased; and

WHEREAS, the School Board (the “Board”) hereby finds and determines that the refunding of the Refunded Bonds as contemplated by this Order by fixed rate bonds will benefit the District by providing net present value debt service savings to the District and that such benefit constitutes a valid public purpose and is sufficient consideration for the refunding contemplated herein; and

WHEREAS, the Board hereby finds that it may be in the best interest of the District for certain of the Refunded Bonds to be refunded pursuant to a tender offer to purchase such Refunded Bonds in the secondary market at a discount or a premium or at par (the “Tender Offer”) and hereby wishes to provide the Pricing Officer (as defined herein) with such authority to execute such documents and take such actions as necessary or required to complete the Tender Offer and the refunding of the Refunded Bonds pursuant to the Tender Offer; and

WHEREAS, the Board hereby finds and determines that the manner in which the refunding of the Refunded Bonds with Term Rate Bonds does not make it practicable to make the determination required by Section 1207.008(a)(2) of the Texas Government Code; and

WHEREAS, the Board hereby finds and determines that it is necessary and in the best interest of the District and its citizens that it authorize by this Order the issuance and delivery of its refunding bonds at this time; and

WHEREAS, the District has a principal amount of at least \$100,000,000 in a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued, and some amount of such long-term indebtedness is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation, and therefore, the District qualifies as an “Issuer” under Chapter 1371, Texas Government Code; and

WHEREAS, the District intends that the Term Rate Bonds will be refinanced with refunding bonds or other obligations issued under Chapter 1207, Texas Government Code, as amended, and, therefore (in accordance with Section 1371.057(c) of Chapter 1371), the District will treat such Term Rate Bonds as having the intended term and payment schedule of such refunding obligations, as determined by the Pricing Officer; and

WHEREAS, pursuant to Section 1207.007 and Section 1371.053, Texas Government Code, the District desires to delegate the authority to a Pricing Officer to effect the sale of the Bonds; Now, therefore

BE IT ORDERED BY THE SCHOOL BOARD OF HOUSTON INDEPENDENT SCHOOL DISTRICT:

1. Recitals; Consideration. It is hereby found and determined that the matters and facts set out in the preamble to this Order are true and correct.

2. Definitions. Throughout this Order the following terms and expressions as used herein shall have the meanings set forth below:

“Acts” means Chapters 1207 and 1371, Texas Government Code, and Chapter 45 Texas Education Code.

“Blanket Issuer Letter of Representations” means the Blanket Issuer Letter of Representations between the District, the Registrar and DTC.

“Bonds” means one or more series of Bonds issued by Houston Independent School District authorized in this Order and in Appendix A to this Order, as designated in an Officer’s Pricing Certificate.

“Business Day” means any day which is not a Saturday, Sunday, or a day on which the Registrar is authorized by law or executive order to close.

“Capital Appreciation Bonds” means those Bonds bearing compound interest at the rate set out in the Officer’s Pricing Certificate to accrete from their date of delivery and compounding on the dates set forth in the Officer’s Pricing Certificate, payable only at maturity.

“Code” means the Internal Revenue Code of 1986, as amended.

“Comptroller” means the Comptroller of Public Accounts of the State of Texas.

“Current Interest Bonds” mean those Bonds on which interest is paid semiannually on the Interest Payment Dates.

“Debt Service Fund” means the interest and sinking fund for payment of the Bonds established by the District in Section 19 of this Order.

“District” means the Houston Independent School District.

“OTC” means The Depository Trust Company of New York, New York, or any successor securities depository.

“OTC Participant” means brokers and dealers, banks, trust companies, clearing corporations and certain other organizations on whose behalf OTC was created to hold securities to facilitate the clearance and settlement of securities transactions among OTC Participants.

“Escrow Agent” has the meaning given such term in the Officer’s Pricing Certificate. “Escrow Agreement” means the agreement between the District and the Escrow Agent relating to the escrow of funds to pay the Refunded Bonds.

“Initial Bonds” means each Initial Current Interest Bond and the Initial Capital Appreciation Bond.

“Initial Capital Appreciation Bond” means an Initial Capital Appreciation Bond authorized by Section 4(b)(ii).

“Initial Current Interest Bond” means an Initial Current Interest Bond authorized by Section 4(b)(i).

“Interest Payment Date”, when used in connection with any Current Interest Bond, means the dates set forth in the Officer’s Pricing Certificate.

“I&S Tax” means interest and sinking fund tax.

“M&O Tax” means maintenance and operations tax.

“MSRB” means the Municipal Securities Rulemaking Board.

“Officer’s Pricing Certificate” means the certificate signed by the Pricing Officer and containing the information regarding each issuance of the Bonds specified herein.

“Order” as used herein and in the Bonds means this order authorizing the Bonds.

“Owner” means any person who shall be the registered owner of any outstanding Bond.

“Pricing Officer” means the Superintendent, the Chief Financial Officer or the Controller.

“Purchase Agreement” means the agreement(s) between the District and the Underwriters described in Section 4(e) of this Order.

“Record Date” means, for any Interest Payment Date, the close of business on the last Business Day of the month next preceding each Interest Payment Date or as otherwise set forth in the Officer’s Pricing Certificate.

“Refunded Bonds” means any of those bonds of the District described in Exhibit A attached hereto and as more particularly described in each Officer’s Pricing Certificate.

“Register” means the books of registration kept by the Registrar, in which are maintained the names and addresses of, and the principal amounts of the Bonds registered to, each Owner.

“Registrar” has the meaning given to such term in the Officer’s Pricing Certificate.

“Report” means the report of a verification agent, verifying the accuracy of certain mathematical computations relating to each issuance of the Bonds and the Refunded Bonds.

“Rule” means SEC Rule 15c2-12, as amended from time to time.

“Underwriters” means the individual underwriter or underwriting syndicate identified in each Officer’s Pricing Certificate.

3. Authorization. (i) Bonds secured by an I&S Tax shall be issued in fully registered form in a maximum principal amount not to exceed \$821,765,000 and (ii) Bonds secured by a M&O Tax shall be issued in fully registered form in a maximum principal amount not to exceed \$68,000,000, each for the purpose of refunding the respective Refunded Bonds, and paying the cost of issuance related thereto, under and in strict conformity with the Constitution and laws of the State of Texas, particularly Chapter 1207, Texas Government Code and Chapter 45, Texas Education Code, applicable.

4. Delegation of Authority. As authorized by Section 1207.007 and Section 1371.053, Texas Government Code, as amended, the Pricing Officer is hereby authorized to act on behalf of the District in selling and delivering the Bonds, and carrying out the other procedures specified in this Order including, without limitation, determining if the bonds shall be issued as fixed rate bonds

or Term Rate Bond (as provided in Appendix A), determining the date on and price at which the Bonds will be sold, any premium or discount for the Bonds, the issuance date and dated date, whether and how many tranches in which the Bonds may be issued and the appropriate distinguishing designation for each such tranche, the year(s) in which the Bonds will mature, the aggregate principal amount of the Bonds, the interest rate mode(s), the Initial Rate(s) for the Bonds, the length of the Initial Rate Period(s), the Stepped Rate, length of any Term Rate Period, conversion to another Rate Period, any optional and mandatory sinking fund redemption provisions, whether the bonds are to be issued as taxable or tax-exempt and all other matters not expressly provided in this Order relating to the issuance, sale and delivery of the Bonds including the refunding of the Refunded Bonds. The Pricing Officer's authority to sell and deliver the Bonds is subject to the conditions and carrying out the other procedures as set forth below:

(a) Designation. The Bonds shall be designated as _____.¹

(b) The Bonds may be issued as Current Interest Bonds and/or Capital Appreciation Bonds.

(i) Each Initial Current Interest Bond shall be numbered ICI-1 and all other Current Interest Bonds shall be numbered in sequence beginning with RCI-1. Current Interest-Bonds delivered on transfer of or in exchange for other Current Interest Bonds shall be numbered in order of their authentication by the Registrar, shall be in the denomination of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.

(ii) Each Capital Appreciation Bonds, if any, shall be initially issued bearing compound interest at the rates set out in the Officer's Pricing Certificate. The Initial Capital Appreciation Bond shall be numbered ICA-1 and all other Capital Appreciation Bonds shall be numbered in sequence beginning with RCA-I. Capital Appreciation Bonds delivered on transfer of or in exchange for other Capital Appreciation Bonds shall be numbered in order of their authentication by the Registrar, shall be in the Maturity Amount of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.

(c) Date, Denomination, Interest Rates, and Maturities. The Bonds shall be dated, mature on the dates in each of the years and in the amounts set out in any Officer's Pricing Certificate; shall be subject to prior optional and mandatory redemption on the dates, for the redemption prices and in the amounts, set out in the Officer's Pricing Certificate and shall bear interest at rates and from their issue date as set out in the Officer's Pricing Certificate payable on each Interest Payment Date.

¹ Insert from Officer's Pricing Certificate.

(d) Selling and Delivering Bonds. The Pricing Officer shall determine any mandatory sinking fund redemption provisions for the Bonds, whether the Bonds will be issued as Current Interest Bonds and/or Capital Appreciation Bonds, and all other matters not expressly provided in this Order, relating to the issuance, sale and delivery of the Bonds, all of which shall be specified in the Officer's Pricing Certificate; provided that:

- (i) the price to be paid for the Bonds shall not be less than 90% of the aggregate original principal amount of the Bonds plus accrued interest thereon from their date to their delivery;
- (ii) the net effective interest rate on the Bonds shall not exceed the maximum rate allowed by Chapter 1204, Texas Government Code, as amended, except as otherwise provided in Appendix A;
- (iii) the aggregate principal amounts of all series of the Bonds, may not exceed the maximum principal amount authorized in Section 3 hereof, and such amounts plus any net premium from the sale of the Bonds and any available funds of the District, must be sufficient to provide amounts necessary to fund the costs of refunding the Refunded Bonds and the costs of issuance of the Bonds, including underwriters' discount;
- (iv) the net present value savings in debt service resulting from any refunding of the Refunded Bonds with fixed rate bonds shall be at least 3% of the principal amount of the Refunded Bonds, as shown by a table of calculations prepared by the District's financial advisor and attached to the Officer's Pricing Certificate;
- (v) for avoidance of doubt any refunding of Refunded Bonds with Term Rate Bonds for restructuring purposes shall not be subject to a savings parameter; and
- (vi) the Bonds shall mature not later than the Refunded Bonds that such Bonds were issued to refund.

(e) Sale; Purchase Agreement. The Bonds shall be sold and delivered to the Underwriters at a price to be set forth in an Officer's Pricing Certificate, in accordance with the terms of one or more Purchase Agreements to be approved by the Pricing Officer. The Pricing Officer is hereby authorized and directed to execute one or more Purchase Agreements on behalf of the District, and the Pricing Officer and all other officers, agents and representatives of the District are hereby authorized to do any and all things necessary or desirable to satisfy the conditions set out therein and to provide for the issuance and delivery of the Bonds.

(f) Use of Proceeds. Proceeds from the sale of the Bonds shall, promptly upon receipt by the District, be applied as follows: •

- (i) Accrued interest in the amount of \$_____² and, if necessary, net premium on the Bonds in the amount of \$_____³ shall be deposited into the Debt Service Fund.
- (ii) Net premium on the Bonds in the amount of \$_____⁴ shall be used to pay the costs of issuance.
- (iii) Net premium on the Bonds in the amount of \$_____⁵ shall be used to pay the underwriters' discount.
- (iv) Bond proceeds in the amount of \$_____,⁶ and if necessary other available funds from the District in the amount of \$_____⁷ shall be applied establish an escrow fund/or deposit with the paying agent to refund the Refunded Bonds, as more fully provided in Section 23 of the Order, and, to the extent not otherwise provided for, to pay all expenses arising in connection with the issuance of the Bonds, the establishment of such escrow fund and the refunding of the Refunded Bonds. Any proceeds of the Bonds remaining after making all such deposits and payments shall be deposited into the Debt Service Fund.

5. Execution and Registration of Bonds. (a) The Bonds shall be signed by the President of the Board and countersigned by the Secretary of the Board, by their manual, lithographed, or facsimile signatures, and the official seal of the District shall be impressed or placed in facsimile thereon. Such facsimile signatures on the Bonds shall have the same effect as if each of the Bonds had been signed manually and in person by each of said officers, and such facsimile seal on the Bonds shall have the same effect as if the official seal of the District had been manually impressed upon each of the Bonds.

(b) If any officer of the District whose manual or facsimile signature shall appear on the Bonds shall cease to be such officer before the authentication of such Bonds or before the delivery of such Bonds, such manual or facsimile signature shall nevertheless be valid and sufficient for all purposes as if such officer had remained in such office.

(c) Except as provided below, no Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit of this Order unless and until there appears thereon the Registrar's Authentication Certificate substantially in the form provided herein, duly authenticated by manual execution by an officer or duly authorized signatory of the Registrar. In lieu of the executed Registrar's Authentication Certificate described above, the Initial Bonds delivered at the Closing Date shall have attached thereto the Comptroller's Registration Certificate substantially in the form provided herein, manually executed by .the Comptroller, or by her duly

² Insert from Officer's Pricing Certificate.

³ Insert from Officer's Pricing Certificate.

⁴ Insert from Officer's Pricing Certificate.

⁵ Insert from Officer's Pricing Certificate.

⁶ Insert from Officer's Pricing Certificate.

⁷ Insert from Officer's Pricing Certificate.

authorized agent, which certificates shall be evidence that the Initial Bonds have been duly approved by the Attorney General of the State of Texas and that they are valid and binding obligations of the District, and have been registered by the Comptroller.

(d) On the Closing Date, the Initial Bonds, payable in stated installments to the Underwriters or their designee, executed by manual or facsimile signature of the President of the Board and Secretary of the Board, approved by the Attorney General, and registered and manually signed by the Comptroller, shall be delivered to the Underwriters or their designee. Upon payment for the Initial Bonds, the Registrar shall cancel the Initial Bonds and definitive Bonds shall be delivered to DTC.

6. Payment of Principal and Interest. The Registrar is hereby appointed as the paying agent for the Bonds. The principal of the Bonds shall be payable, without exchange or collection charges, in any coin or currency of the United States of America which, on the date of payment, is legal tender for the payment of debts due the United States of America, upon their presentation and surrender as they respectively become due and payable at the principal payment office of the Registrar, in Dallas, Texas. The interest on each Bond shall be payable on each Interest Payment Date, by check mailed by the Registrar on or before the Interest Payment Date to the Owner of record as of the Record Date, to the address of such Owner as shown on the Register.

If the date for payment of the principal of or interest on any Bond is not a Business Day, then the date for such payment shall be the next succeeding Business Day with the same force and effect as if made on the date payment was originally due.

7. Successor Registrars. The District covenants that at all times while any Bonds are outstanding it will provide a commercial bank or trust company, organized under the laws of the United States or any state, duly qualified to serve as and perform the duties and services of Registrar for the Bonds. The District reserves the right to change the Registrar for the Bonds on not less than 30 days written notice to the Registrar, so long as any such notice is effective not less than 60 days prior to the next succeeding principal or interest payment date on the Bonds. Promptly upon the appointment of any successor Registrar, the previous Registrar shall deliver the Register or copies thereof to the new Registrar, and the new Registrar shall notify each Owner, by United States mail, first class postage prepaid, of such change and of the address of the new Registrar. Each Registrar hereunder, by acting in that capacity, shall be deemed to have agreed to the provisions of this Section.

8. Special Record Date. If interest on any Bond is not paid on any Interest Payment Date and continues unpaid for thirty (30) days thereafter, the Registrar shall establish a new record date for the payment of such interest, to be known as a Special Record Date. The Registrar shall establish a Special Record Date when funds to make such interest payment are received from or on behalf of the District. Such Special Record Date shall be fifteen (15) days prior to the date fixed for payment of such past due interest, and notice of the date of payment and the Special Record Date shall be sent by United States mail, first class, postage prepaid, not later than five (5) days prior to the Special Record Date, to each affected Owner of record as of the close of business on the day prior to the mailing of such notice.

9. Book-Entry Only System. (a) The Initial Bonds shall be registered in the name designated in the Officer's Pricing Certificate. Except as provided in Section 10 hereof, all other Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

(b) With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the District and the Registrar shall have no responsibility or obligation to any OTC Participant or to any person on behalf of whom such OTC Participant holds an interest in the Bonds, except as provided in this Order. Without limiting the immediately preceding sentence, the District and the Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any amount with respect to principal of, premium, if any, or interest on the Bonds. Notwithstanding any other provision of this Order to the contrary, the District and the Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Register as the 'absolute Owner of such Bond for the purpose of payment of principal of and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfer with respect to such Bond, and for all other purposes whatsoever. The Registrar shall pay all principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owners, as shown in the Register as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payments of principal, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Register, shall receive a Bond certificate evidencing the obligation of the District to make payments of amounts due pursuant to this Order. Upon delivery by OTC to the Registrar of written notice to the effect that OTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions of this Order with respect to interest checks being mailed to the Owner of record as of the Record Date, the phrase "Cede & Co." in this Order shall refer to such new nominee of OTC.

10. Successor Securities Depository; Transfer Outside Book-Entry Only System. In the event that the District, in its sole discretion, determines that the beneficial owners of the Bonds should be able to obtain certificated Bonds, or in the event OTC discontinues the services described herein, the District shall (i) appoint a successor securities depository, qualified to act as such under Section 17(a) of the Securities and Exchange Act of 1934, as amended, notify DTC and OTC Participants, as identified by OTC, of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and OTC Participants, as identified by OTC, of the availability through OTC of Bonds and transfer one or more separate Bonds to OTC Participants having Bonds credited to their OTC accounts, as identified by OTC. In such event, the Bonds shall not longer be restricted to being registered in the Register in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names Owners transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

11. Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bonds are registered in the name of Cede & Co., as nominee of OTC, all

payments with respect to principal of, premium, if any, and interest on such Bonds, and all notices with respect to such Bonds, shall be made and given, respectively, in the manner provided in the Blanket Letter of Representations.

12. Ownership; Unclaimed Principal and Interest. The District, the Registrar and any other person may treat the person in whose name any Bond is registered as the absolute owner of such Bond for the purpose of making and receiving payment of the principal of or interest on such Bond, and for all other purposes, whether or not such Bond is overdue, and neither the District nor the Registrar shall be bound by any notice or knowledge to the contrary. All payments made to the person deemed to be the Owner of any Bond in accordance with this Section shall be valid and effectual and shall discharge the liability of the District and the Registrar upon such Bond to the extent of the sums paid.

Amounts held by the Registrar which represent principal of and interest on the Bonds remaining unclaimed by the Owner after the expiration of three years from the date such amounts have become due and payable shall be reported and disposed of by the Registrar in accordance with the applicable provisions of Texas law including, to the extent applicable, Title 6 of the Texas Property Code, as amended.

13. Registration, Transfer, and Exchange. So long as any Bonds remain outstanding, the Registrar shall keep the Register at its principal payment office in Dallas, Texas. Subject to such reasonable regulations as it may prescribe, the Registrar shall provide for the registration and transfer of Bonds in accordance with the terms of this Order.

Each Bond shall be transferable only upon the presentation and surrender thereof at the principal payment office of the Registrar in Dallas, Texas, duly endorsed for transfer, or accompanied by an assignment duly executed by the registered Owner or his authorized representative in form satisfactory to the Registrar. Upon due presentation of any Bond for transfer, the Registrar shall authenticate and deliver in exchange therefor, within three Business Days after such presentation, a new Bond or Bonds of the same type registered in the name of the transferee or transferees, in authorized denominations and of these maturity and aggregate principal amount and bearing interest at the same rate as the Bond or Bonds so presented.

All Bonds shall be exchangeable upon presentation and surrender thereof at the principal payment office of the Registrar in Dallas, Texas, for a Bond or Bonds of the same type, maturity and interest rate in any authorized denomination, in an aggregate amount equal to the unpaid principal amount of the Bond or Bonds presented for exchange. The Registrar shall be and is hereby authorized to authenticate and deliver exchange Bonds in accordance with the provisions of this Section. Each Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such Bond is delivered.

The-District or the Registrar may require the Owner of any Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with the transfer or exchange of such Bond. Any fee or charge of the Registrar for such transfer or exchange shall be paid by the District.

14. Mutilated, Lost, or Stolen Bonds. Upon the presentation and surrender to the Registrar of a mutilated Bond, the Registrar shall authenticate and deliver in exchange therefor a replacement Bond of like maturity, interest rate, and principal amount, bearing a number not contemporaneously outstanding. If any Bond is lost, apparently destroyed, or wrongfully taken, the District, pursuant to the applicable laws of the State of Texas and in the absence of notice or knowledge that such Bond has been acquired by a bona fide purchaser, shall authorize and the Registrar shall authenticate and deliver a replacement Bond of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding.

The District or the Registrar may require the Owner of a mutilated Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection therewith and any other expenses connected therewith, including the fees and expenses of the Registrar. The District or the Registrar may require the Owner of a lost, apparently destroyed or wrongfully taken Bond, before any replacement Bond is issued, to:

- (1) furnish to the District and the Registrar satisfactory evidence of the ownership of and the circumstances of the loss, destruction or theft of such Bond;
- (2) furnish such security or indemnity as may be required by the Registrar and the District to save them harmless;
- (3) pay all expenses and charges in connection therewith, including, but not limited to, printing costs, legal fees, fees of the Registrar and any tax or other governmental charge that may be imposed; and
- (4) meet any other reasonable requirements of the District and the Registrar.

If, after the delivery of such replacement Bond, a bona fide purchaser of the original Bond in lieu of which such replacement Bond was issued presents for payment such original Bond, the District and the Registrar shall be entitled to recover such replacement Bond from the person to whom it was delivered or any person taking therefrom, except a bona fide purchaser, and shall be entitled to recover upon the security or indemnity provided therefor to the extent of any loss, damage, cost or expense incurred by the District or the Registrar in connection therewith.

If any such mutilated, lost, apparently destroyed or wrongfully taken Bond has become or is about to become due and payable, the District in its discretion may, instead of issuing a replacement Bond, authorize the Registrar to pay such Bond.

Each replacement Bond delivered in accordance with this Section shall be entitled to the benefits and security oh is Order to the same extent as the Bond or Bonds in lieu of which such replacement Bond is delivered.

15. Cancellation of Bonds. All Bonds paid in accordance with this Order, and all Bonds in lieu of which exchange Bonds or replacement Bonds are authenticated and delivered in accordance herewith, shall be cancelled and destroyed upon the making of proper records

regarding such payment. The Registrar shall furnish the District with appropriate certificates of destruction of such Bonds.

16. Optional and/or Mandatory Redemption; Defeasance. The Bonds are subject to optional and/or mandatory redemption as set forth in the Form of Bonds and in an Officer's Pricing Certificate.

Except as otherwise set forth in Appendix A, notice of any redemption identifying the Bonds to be redeemed in whole or in part shall be given by the Registrar at least thirty days prior to the date fixed for redemption by sending written notice by first class mail to the Owner of each Bond to be redeemed in whole or in part at the address shown on the Register. Such notices shall state the redemption date, the redemption price, the place at which Bonds are to be surrendered for payment and, if less than all Bonds of a particular maturity are to be redeemed, the numbers of the Bonds or portions thereof of such maturity to be redeemed. Any notice given as provided in this Section shall be conclusively presumed to have been duly given, whether or not the Owner receives such notice. By the date fixed for redemption, due provision shall be made with the Registrar for payment of the redemption price of the Bonds or portions thereof to be redeemed. When Bonds have been called for redemption in whole or in part and due provision has been made to redeem same as herein provided, the Bonds or portions thereof so redeemed shall no longer be regarded as outstanding except for the purpose of receiving payment solely from the funds so provided for redemption, and the rights of the Owners to collect interest which would otherwise accrue after the redemption date on any Bond or portion thereof called for redemption shall terminate on the date fixed for redemption.

The District reserves the right to give notice of its election or direction to optionally redeem Bonds conditioned upon the occurrence of subsequent events. Such notice may state (i) that the redemption is conditioned upon the deposit of moneys and/or authorized securities, in an amount equal to the amount necessary to effect the redemption, with the Paying Agent/Registrar, or such other entity as may be authorized by law, no later than the redemption date or (ii) that the District retains the right to rescind such notice at any time prior to the scheduled redemption date if the District delivers a certificate of the District to the Paying Agent/Registrar instructing the Paying Agent /Registrar to rescind the redemption notice, and such notice of redemption shall be of no effect if such moneys and/or authorized securities are not so deposited or if the notice is rescinded. The Paying Agent/Registrar shall give prompt notice of any such rescission of a conditional notice of redemption to the affected owners. Any Bonds subject to conditional redemption where redemption has been rescinded shall remain Outstanding.

Except as may be otherwise specified in the Officer's Pricing Certificate, the Bonds may be discharged, defeased, redeemed or refunded in any manner now or hereafter permitted by law.

17. Forms. The form of the Bonds issued as fixed rate bonds, including the form of Registration Certificate of the Comptroller, which shall be attached or affixed to each Initial Bond, the form of the Registrar's Authentication Certificate, the form of Assignment and the form of Guarantee Endorsement of the Commissioner of Education of the State of Texas, shall be, respectively, substantially as follows, with such additions, deletions and variations as may be required by the Superintendent and Chief Financial Officer, necessary or desirable and not prohibited by this Order:

(a) Form of Current Interest Bond.

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTY OF HARRIS

REGISTERED
NUMBER

REGISTERED
DENOMINATION
\$ _____

HOUSTON INDEPENDENT SCHOOL DISTRICT
_____ ⁸

INTEREST RATE: MATURITY DATE: DATED DATE: CUSIP:
February 15, _____ ⁹

REGISTERED OWNER:

PRINCIPAL AMOUNT: DOLLARS

HOUSTON INDEPENDENT SCHOOL DISTRICT (the “District”) promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the principal payment office of _____ ¹⁰ (the “Registrar”), the principal amount identified above, payable in any coin or currency of the United States of America which on the date of payment is legal tender for the payment of debts due the United States of America, and to pay interest thereon at the rate shown above, calculated on the basis of 360-day year of twelve 30-day months, from the [Dated Date/Date of Delivery] ¹¹, or the most recent interest payment date to which interest has been paid or duly provided for. Interest on this Bond is payable by check on _____ ¹² and _____ ¹³ beginning on _____ ¹⁴, mailed to the registered owner as shown on the books of registration kept by the Registrar as of the close of business on the last business day of the month next preceding each interest payment date.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$ _____ ¹⁵ (the “Bonds”), issued for the purpose of refunding the Refunded Bonds under and in strict conformity with the Constitution and laws of the State of Texas particularly Chapter 1207 and Chapter 1371, Texas Government Code and pursuant to the Order. [The Bonds are issued as (i) Capital Appreciation Bonds in the aggregate principal amount of \$ _____ ¹⁶ which pay

⁸ As designated in the Officer’s Pricing Certificate.

⁹ Insert from Officer’s Pricing Certificate.

¹⁰ Insert from Officer’s Pricing Certificate.

¹¹ Insert from Officer’s Pricing Certificate.

¹² Insert from Officer’s Pricing Certificate.

¹³ Insert from Officer’s Pricing Certificate.

¹⁴ Insert from Officer’s Pricing Certificate.

¹⁵ Insert from Officer’s Pricing Certificate.

¹⁶ Insert from Officer’s Pricing Certificate.

interest only at maturity, and (ii) Current Interest Bonds in the aggregate principal amount of \$ _____¹⁷ which pay interest semiannually until maturity or earlier redemption.]¹⁸

THE DISTRICT RESERVES THE RIGHT, at its option, to redeem Bonds maturing on or after _____,¹⁹ in whole or from time to time in part, in integral multiples of \$5,000, on _____²⁰, or any date thereafter at par plus accrued interest on the principal amounts called for redemption to the date fixed for redemption. If less than all the Bonds are to be redeemed, the District shall select the Bonds to be redeemed.

[If applicable, mandatory redemption language]²¹

NOTICE OF ANY REDEMPTION shall be given by the Registrar at least thirty (30) days prior to the date fixed for redemption by first class mail, addressed to the registered owners of each Bond to be redeemed in whole or in part at the address shown on the books of registration kept by the Registrar. When Bonds or portions thereof have been called for redemption, and due provision has been made to redeem the same, the principal amounts so redeemed shall be payable solely from the funds provided for redemption, and interest which would otherwise accrue on the amounts called for redemption shall terminate on the date fixed for redemption.

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar in Dallas, Texas, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar in Dallas, Texas, for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to

¹⁷ Insert from Officer's Pricing Certificate.

¹⁸ Remove bracketed language if there are no CABs.

¹⁹ Insert from Officer's Pricing Certificate.

²⁰ Insert from Officer's Pricing Certificate.

²¹ Insert from Officer's Pricing Certificate.

exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes²², within the limits prescribed by law as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the President and countersigned with the manual or facsimile signature of the Secretary, and the official seal of the District has been duly impressed, or placed in facsimile, on this Bond.

(AUTHENTICATION
CERTIFICATE)

(SEAL)

HOUSTON INDEPENDENT SCHOOL
DISTRICT

President, School Board
Houston Independent School District

Secretary, School Board
Houston Independent School District

²² Insert from Officer's Pricing Certificate whether Bonds are paid from I&S Tax or M&O Tax.

(b) Form of Capital Appreciation Bonds (if required).

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTY OF HARRIS

REGISTERED
NUMBER

REGISTERED
MATURITY
\$ _____

HOUSTON INDEPENDENT SCHOOL DISTRICT
_____ ²³

INTEREST RATE: _____
ISSUANCE DATE: _____ ²⁴
CUSIP: _____

REGISTERED OWNER:

MATURITY AMOUNT: _____ DOLLARS

HOUSTON INDEPENDENT SCHOOL DISTRICT (the “District”) promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the principal payment office of _____ ²⁵ (the “Registrar”), the Maturity Amount identified above, representing the principal amount hereof and accrued and compounded interest hereon (both as shown in the table attached to this Bond), in any coin or currency of the United States of America which on the date of payment is legal tender for the payment of debts due the United States of America. The date of this Bond is _____ ²⁶, but interest shall accrue on the principal amount hereof from the Issuance Date at the per annum rate specified on the Table of Accreted Values attached hereto. The Accreted Value (per \$5,000 of Maturity Amount) of this Bond, as of the Issuance Date and as of each _____ ²⁷ and _____ ²⁸ is set forth in the Table of Accreted Values attached hereto. Such value as of any other date shall be determined by straight-line interpolation between such values.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$ _____ ²⁹ the “Bonds”), issued for the purpose refunding the Refunded Bonds under and in strict conformity with the Constitution and laws of the State of Texas particularly Chapter 1207 and Chapter 1371, Texas Government Code and pursuant to the Order. [The Bonds are issued as (i) Current Interest Bonds in the aggregate principal amount of \$ _____ ³⁰ which pay interest only at

²³ As designated in the Officer’s Pricing Certificate.

²⁴ Insert from Officer’s Pricing Certificate.

²⁵ Insert from Officer’s Pricing Certificate.

²⁶ Insert from Officer’s Pricing Certificate.

²⁷ Insert from Officer’s Pricing Certificate.

²⁸ Insert from Officer’s Pricing Certificate.

²⁹ Insert from Officer’s Pricing Certificate.

³⁰ Insert from Officer’s Pricing Certificate.

maturity, and (ii) Capital Appreciation Bonds in the aggregate principal amount of \$_____ ³¹ which pay interest semiannually until maturity or earlier redemption.]

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar, in _____ ³², duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar, in Dallas, Texas, for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes³³, within the limits prescribed by law as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the President and countersigned with the manual or facsimile signature of the Secretary, and the official seal of the District has been duly impressed, or placed in facsimile, on this Bond.

³¹ Insert from Officer's Pricing Certificate.

³² Insert from Officer's Pricing Certificate.

³³ Insert from Officer's Pricing Certificate either that Bonds are paid from I&S Tax or M&O Tax.

(AUTHENTICATION
CERTIFICATE)

(SEAL)

HOUSTON INDEPENDENT SCHOOL
DISTRICT

President, School Board
Houston Independent School District

Secretary, School Board
Houston Independent School District

TABLE OF ACCRETED VALUES³⁴

³⁴ Insert from Officer's Pricing Certificate, if necessary.

(c) Form of Comptroller's Registration Certificate.

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. _____

I hereby certify that this Bond has been examined, certified as to validity, and approved by the Attorney General of the State of Texas, and that this Bond has been registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS MY SIGNATURE AND SEAL this _____.

Comptroller of Public Accounts
of the State of Texas

(SEAL)

(d) Form of Registrar's Authentication Certificate.

AUTHENTICATION CERTIFICATE

It is hereby certified that this Bond has been delivered pursuant to the Bond Order described in the text of this Bond.

As Paying Agent/Registrar

By _____
Authorized Signature

Date of Authentication _____

(e) Form of Assignment.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns, and transfers unto

(Please print or type name, address, and zip code of Transferee)

(Please insert Social Security or Taxpayer Identification Number of Transferee)
the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints

attorney to transfer said Bond on the books kept for registration thereof, with full power of substitution in the premises.

DATED: _____

Signature Guaranteed:

NOTICE: Signature must be guaranteed by a member firm of the New York Stock Exchange or a commercial bank or trust company

Registered Owner:

NOTICE: The signature above must correspond to the name of the registered owner as shown on the face of this Bond in every particular, without any alteration, enlargement or change whatsoever.

(f) Form of Guarantee Endorsement.

PSF CERTIFICATE

Under the authority granted by Article 7, Section 5 of the Texas Constitution and Subchapter C of Chapter 45 of the Texas Education Code, the payment, when due, of the principal of and interest on the issuance by the Houston Independent School District of its _____³⁵, dated _____³⁶, in the principal amount of \$_____³⁷ is guaranteed by the corpus of the Permanent School Fund of the State pursuant to the bond guarantee program administered by the Texas Education Agency. This guarantee shall be removed in its entirety upon defeasance of such bonds.

Reference is hereby made to the continuing disclosure agreement of the Texas Education Agency, set forth in Section I of the Agency's Investment Procedure Manual and the Agency's commitment letter for the guarantee. Such disclosure agreement has been made with respect to the bond guarantee program, in accordance with Rule 15c2c-12 of the United States Securities and Exchange Commission, for the benefit of the holders and beneficial owners of the bonds.

In witness thereof I have caused my signature to be placed in facsimile on this bond.

Mike Morath
Commissioner of Education

(g) The Initial Bond shall be in the form set forth in paragraphs (a), (b), (c), (e) and (f) of this Section, except for the following alterations: START HERE

- (i) immediately under the name of the Current Interest Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As Shown Below" and the word "CUSIP" deleted; immediately under the name of the Capital Appreciation Bond, the heading "MATURITY DATE" shall be completed with the words "As Shown Below" and the word "CUSIP" deleted;
- (ii) in the first paragraph of the Current Interest Bond, the words "on the maturity date specified above" and "at the rate shown above" shall be deleted and the following shall be inserted at the end of the first sentence "..., with such principal to be paid in installments on the dates, in each of the years and in the principal amounts identified in the following schedule and with such installments bearing interest at the per annum rates set forth in the following schedule:"

³⁵ As designated in the Officer's Pricing Certificate.

³⁶ Insert from Officer's Pricing Certificate.

³⁷ Insert from Officer's Pricing Certificate.

[Information to be inserted from schedule in the Officer's Pricing Certificate]

- (iii) in the first paragraph of the Capital Appreciation Bond, the words "on the maturity date specified above" shall be deleted, and the words "the Maturity Amount identified above" shall be replaced with "the Maturity Amounts shown in the schedule below".

[Information to be inserted from schedule in the Officer's Pricing Certificate]

- (iv) the Initial Bonds shall be numbered ICI-1 and ICA-1, respectively.

18. CUSIP Numbers. CUSIP Numbers may be printed on the Bonds, but errors or omissions in the printing of such numbers shall have no effect on the validity of the Bonds.

19. Debt Service Fund; Tax Levy. A special fund(s) to be designated "Houston Independent School District _____³⁸, Debt Service Fund" (the "Debt Service Fund") is hereby created, and the proceeds from all taxes levied³⁹, assessed and collected for and on account of the Bonds authorized by this Order shall be deposited, as collected, in such Fund. While the Bonds or any part of the principal thereof or interest thereon remain outstanding and unpaid, there is hereby levied and there shall be annually assessed and collected in due time, form and manner, and at the same time as other District taxes are assessed, levied and collected, in each year, a continuing direct annual ad valorem tax⁴⁰, within the limits prescribed by law as to maximum rate or amount, upon all taxable property in the District, sufficient to pay the interest on the Bonds as the same becomes due and to pay each installment of the principal of the Bonds as the same matures, full allowance being made for delinquencies and costs of collection, and said taxes are hereby irrevocably pledged to the payment of the interest on and principal of the Bonds and to no other purpose; provided that the annual aggregate bond taxes (payable from I&S Taxes) in the District shall never be more than \$1.00 on each \$100 valuation of taxable property in the District.

Money on deposit in the Debt Service Fund may, at the option of the District, be invested as permitted under Texas law, provided that all such investments shall be made in such manner that the money will be available at the proper time or times. For purpose of maximizing investment returns, money in the Debt Service Fund may be invested with other money of the District in common investments, or in a common pool of investments, which shall not be deemed to be or constitute a commingling of such money as long as safekeeping receipts or certificates of participation clearly evidencing the investment or investment pool in which such money is invested and the share thereof purchased with such money or owned by the Debt Service Fund are held by or on behalf of the Debt Service Fund.

To pay the debt service coming due on any Bonds issued prior to receipt of the taxes levied to pay such debt service, there is hereby appropriated from current funds on hand, which are hereby

³⁸ As designated in the Officer's Pricing Certificate.

³⁹ Insert from Officer's Pricing Certificate that Debt Service Fund is for taxes levied from either I&S Tax or M&O Tax.

⁴⁰ Insert from Officer's Pricing Certificate that the taxes levied are either I&S Tax or M&O Tax.

certified to be on hand and available for such purpose, an amount sufficient to pay such debt service, and such amount shall be used for no other purpose.

Any money received by the District with respect to the Bonds as state assistance pursuant to the instructional allotment or as state assistance with existing debt, each as authorized by Chapter 46, Texas Education Code, shall be deposited in the Debt Service Fund as required by Sections 46.009 and 46.035, Texas Education Code, respectively. The District will take into account the balance in the Debt Service Fund when it sets its debt service tax rate each year.

20. Application of Chapter 1208, Government Code. Chapter 1208, Government Code, applies to the issuance of the Bonds and the pledge of the taxes granted by the District under Section 19 of this Order, and such pledge is therefore valid, effective and perfected. If Texas law is amended at any time while the Bonds are outstanding and unpaid such that the pledge of the taxes granted by the District under Section 19 of this Order is to be subject to the filing requirements of Chapter 9, Business & Commerce Code, then in order to preserve to the registered owners of the Bonds the perfection of the security interest in said pledge, the District agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

21. Further Proceedings. After the Initial Bonds have been executed, it shall be the duty of the President of the Board and other appropriate officials and agents of the District to deliver the Initial Bonds and all pertinent records and proceedings to the Attorney General of the State of Texas, for examination and approval. After the Initial Bonds have been approved by the Attorney General, they shall be delivered to the Comptroller for registration. Upon registration of the Initial Bonds, the Comptroller (or the Comptroller's bond clerk or an assistant bond clerk lawfully designated in writing to act for the Comptroller) shall manually sign the Comptroller's Registration Certificate prescribed herein and the seal of said Comptroller shall be impressed, or placed in facsimile, thereon.

22. Federal Income Tax Exclusion. For any Bonds for which the District intends that the interest on the Bonds shall be excludable from gross income of the owners thereof for federal income tax purposes pursuant to Sections 103 and 141 through 150 of the Internal Revenue Code of 1986, as amended (the "Code"), and all applicable temporary, proposed and final regulations (the "Regulations") and procedures promulgated thereunder and applicable to the Bonds: For this purpose, the District covenants that it will monitor and control the receipt, investment, expenditure and use of all gross proceeds of the Bonds (including all property the acquisition, construction or improvement of which is to be financed directly or indirectly with the proceeds of the Bonds) and take or omit to take such other and further actions as may be required by Sections 103 and 141 through 150 of the Code and the Regulations to cause interest on the Bonds to be and remain excludable from the gross income, as defined in Section 61 of the Code, of the owners of the Bonds for federal income tax purposes. Without limiting the generality of the foregoing, the District shall comply with each of the following covenants:

(a) The District will use all of the proceeds of the Bonds to (i) provide funds for the purposes described in Section 3 hereof, which will be owned and operated by the District and (ii) to pay the costs of issuing the Bonds. The District will not use any portion of the proceeds

of the Bonds to pay the principal of or interest or redemption premium on, any other obligation of the District or a related person.

(b) The District will not directly or indirectly take any action, or omit to take any action, which action or omission would cause the Bonds to constitute “private activity bonds” within the meaning of Section 141(a) of the Code.

(c) Principal of and interest on the Bonds will be paid solely from ad valorem taxes collected by the District, investment earnings on such collections, and as available, proceeds of the Bonds.

(d) Based upon all facts and estimates now known or reasonably expected to be in existence on the date the Bonds are delivered, the District reasonably expects that the proceeds of the Bonds will not be used in a manner that would cause the Bonds or any portion thereof to be an “arbitrage bond” within the meaning of Section 148 of the Code.

(e) At all times while the Bonds are outstanding, the District will identify and properly account for all amounts constituting gross proceeds of the Bonds in accordance with the Regulations. The District will monitor the yield on the investments of the proceeds of the Bonds and, to the extent required by the Code and the Regulations, will restrict the yield on such investments to a yield which is not materially higher than the yield on the Bonds. To the extent necessary to prevent the Bonds from constituting “arbitrage bonds,” the District will make such payments as are necessary to cause the yield on all yield restricted nonpurpose investments allocable to the Bonds to be less than the yield that is materially higher than the yield on the Bonds.

(f) The District will not take any action or knowingly omit to take any action that, if taken or omitted, would cause the Bonds to be treated as “federally guaranteed” obligations for purposes of Section 149(b) of the Code.

(g) The District represents that not more than fifty percent (50%) of the proceeds of the Bonds will be invested in nonpurpose investments (as defined in Section 148(f)(6)(A) of the Code) having a substantially guaranteed yield for four years or more within the meaning of Section 149(g)(3)(A)(ii) of the Code, and the District reasonably expects that at least eighty-five percent (85%) of the spendable proceeds of the Bonds will be used to carry out the governmental purpose of the Bonds within the three-year period beginning on the date of issue of the Bonds.

(h) The District will take all necessary steps to comply with the requirement that certain amounts earned by the District on the investment of the gross proceeds of the Bonds, if any, be rebated to the federal government. Specifically, the District will (i) maintain records regarding the receipt, investment, and expenditure of the gross proceeds of the Bonds as may be required to calculate such excess arbitrage profits separately from records of amounts on deposit in the funds and accounts of the District allocable to other obligations of the District or moneys which do not represent gross proceeds of any obligations of the District and retain such records for at least six years after the day on which the last outstanding Bond is discharged, (ii) account for all gross proceeds under a reasonable, consistently applied method of accounting, not employed

as an artifice or device to avoid in whole or in part, the requirements of Section 148 of the Code, including any specified method of accounting required by applicable Regulations to be used for all or a portion of any gross proceeds, (iii) calculate, at such times as are required by applicable Regulations, the amount of excess arbitrage profits, if any, earned from the investment of the gross proceeds of the Bonds and (iv) timely pay, as required by applicable Regulations, all amounts required to be rebated to the federal government. In addition, the District will exercise reasonable diligence to assure that no errors are made in the calculations required by the preceding sentence and, if such an error is made, to discover and promptly correct such error within a reasonable amount of time thereafter, including payment to the federal government of any delinquent amounts owed to it, interest thereon and any penalty.

(i) The District will not directly or indirectly pay any amount otherwise payable to the federal government pursuant to the foregoing requirements to any person other than the federal government by entering into any investment arrangement with respect to the gross proceeds of the Bonds that might result in a reduction in the amount required to be paid to the federal government because such arrangement results in a smaller profit or a larger loss than would have resulted if such arrangement had been at arm's length and had the yield on the Bonds not been relevant to either party.

(j) The District will timely file or cause to be filed with the Secretary of the Treasury of the United States the information required by Section 149(e) of the Code with respect to the Bonds on such form and in such place as the Secretary may prescribe.

(k) The District will not issue or use the Bonds as part of an "abusive arbitrage device" (as defined in Section 1.148-10(a) of the Regulations). Without limiting the foregoing, the Bonds are not and will not be a part of a transaction or series of transactions that attempts to circumvent the provisions of Section 148 of the Code and the Regulations, by (i) enabling the District to exploit the difference between tax-exempt and taxable interest rates to gain a material financial advantage, or (ii) increasing the burden on the market for tax-exempt obligations.

(l) Proper officers of the District charged with the responsibility for issuing the Bonds are hereby directed to make, execute and deliver certifications as to facts, estimates or circumstance& in existence as of the date of issuance of the Bonds and stating whether there are facts, estimates or circumstances that would materially change the District's expectations. On or after the date of issuance of the Bonds, the District will take such actions as are necessary and appropriate to assure the continuous accuracy of the representations contained in such certificates.

(m) The covenants and representations made or required by this Section are for the benefit of the Bond holders and any subsequent Bond holder, and may be relied upon by the Bond holders and any subsequent Bond holder and bond counsel to the District.

In complying with the foregoing covenants, the District may rely upon an unqualified opinion issued to the District by nationally recognized bond counsel that any action by the District or reliance upon any interpretation of the Code or Regulations contained in such opinion will not cause interest on the Bonds to be includable in gross income for federal income tax purposes under existing law.

Notwithstanding any other provision of this Order, the District's representations and obligations under the covenants and provisions of this Section shall survive the defeasance and discharge of the Bonds for as long as such matters are relevant to the exclusion of interest on the Bonds from the gross income of the owners for federal income tax purposes.

23. Escrow Agreement/Deposit with Paying Agent for Refunded Bonds. The discharge and defeasance of the Refunded Bonds may be effectuated pursuant to the terms and provisions of one or more Escrow Agreements or other deposit agreement to be entered into by and between the District and the Escrow Agent or pursuant to a deposit of funds with the paying agent for the Refunded Bonds. The terms and provisions of an Escrow Agreement or other deposit agreement, if needed, are hereby approved, subject to such insertions, additions and modifications as shall be necessary to carry out the terms of this Order and the Pricing Certificate. The mathematical accuracy of the terms of the refunding shall be certified to by a verification agent selected by the District or by a certificate of sufficiency of deposit executed by the District's financial advisor or the paying agent for the Refunded Bonds. The President or Vice President is hereby authorized to execute and deliver such Escrow Agreement or other such deposit agreement on behalf of the District in multiple counterparts and the Secretary or the Assistant Secretary is hereby authorized to attest thereto and affix the District's seal.

24. Purchase of Escrowed Securities. If the Escrow Agreement is utilized, to assure the purchase of the Escrowed Securities referred to in the Escrow Agreement, if required, a Pricing Officer is hereby authorized to subscribe for, agree to purchase and purchase obligations which are authorized investments for escrow accounts pursuant to Section 1207.062, Texas Government Code, in such amounts and maturities and bearing interest at such rates as may be provided for in the Report to be attached to the Escrow Agreement, and to execute any and all subscriptions, agreements, commitments, letters of authorization and other documents necessary to effectuate the foregoing. Any actions heretofore taken for such purpose are hereby ratified and approved.

25. Redemption Prior to Maturity of Refunded Bonds. The District has exercised its option to call the bonds of the District for redemption prior to maturity on the dates and at the prices shown on Exhibit A attached to an Officer's Pricing Certificate, and authorized and directed notice of such redemption to be given in accordance with the orders authorizing the issuance of such bonds.

26. Permanent School Fund Guarantee. The Bonds may be guaranteed by the Permanent School Fund. The District may apply for and receive approval from the Texas Commissioner of Education (the "Commissioner"), subject to compliance with the Commissioners rules and regulations, for payment of the principal of and interest on the Bonds to be guaranteed by the Permanent School Fund of the State of Texas. If the Bonds are defeased, the guarantee of the Bonds will be removed in its entirety and, in case of default and in accordance with Texas Education Code § 45.061, the Comptroller of Public Accounts will withhold the amount paid, plus interest, from the first state money payable to the District in the following order: foundation school fund, available school fund. In connection with the guarantee of the Bonds by the Permanent School Fund, the District, hereby certifies and covenants that

(a) a certified copy of this Order and copies of the Final Official Statement (and final savings schedule for refunded bonds) shall be furnished to the Division of State Funding, School Facilities and Transportation, within ten (10) calendar days;

(b) following any determination by the District that it is or will be unable to pay maturing or matured principal or interest on the bonds, the District will take all action required by Subchapter C of Chapter 45 of the Texas Education Code, as amended, including, but not limited to, the giving of timely notice of such determination to the Commissioner; and

(c) the District will notify the Division of State Funding in writing within ten (10) calendar days of the defeasance of any guaranteed Bonds.

27. Continuing Disclosure Undertaking. (a) Annual Reports. The District will provide certain updated financial information and operating data to the MSRB annually in an electronic format as prescribed by the MSRB and available via the Electronic Municipal Market Access (“EMMA”) system at www.emma.msrb.org. The information to be updated includes all quantitative financial information and operating data with respect to the District of the general type included in the Official Statement authorized by Section 28, as determined by the Pricing Officer and identified in the Officer’s Pricing Certificate. The District will update and provide this information within six months after the end of each fiscal year. Any financial statements so to be provided shall be (1) prepared in accordance with the accounting principles prescribed by the Texas State Board of Education or such other accounting principles as the District may be required to employ from time to time pursuant to State law or regulation and (2) audited, if the District commissions an audit of such statements and the audit is completed within the period during which they must be provided. If audited financial statements are not so provided, then the District shall provide unaudited financial statements for the applicable fiscal year by the required time, and audited financial statements when audited financial statements become available.

If the District changes its fiscal year, it will submit a notice of such change to the MSRB, and the date of the new fiscal year end prior to the next date by which the District otherwise would be required to provide financial information and operating data pursuant to this Section.

The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document, if it is available from the MSRB).

(b) The District shall notify the MSRB in an electronic format prescribed by the MSRB, in a timely manner (not in excess of ten (10) days after the occurrence of the event), of any of the following events with respect to the Bonds:

- (i) Principal and interest payment delinquencies;
- (ii) Non-payment related defaults, if material;
- (iii) Unscheduled draws on debt service reserves reflecting financial difficulties;

- (iv) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (v) Substitution of credit or liquidity providers or their failure to perform;
- (vi) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (vii) Modifications to rights of holders of the Bonds, if material;
- (viii) Bond calls, if material, and tender offers;
- (ix) Defeasances;
- (x) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (xi) Rating changes;
- (xii) Bankruptcy, insolvency, receivership or similar event of the District;
- (xiii) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
- (xiv) Appointment of a successor or additional trustee or the change of name of a trustee, if material;
- (xv) Incurrence of a financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (xvi) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

For these purposes, (a) any event described in the immediately preceding paragraph (xii) is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has

assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers of the District in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District and (b) the District intends the words used in the immediately preceding paragraphs (xv) and (xvi) and the definition of Financial Obligation in this Section to have the same meanings as when they are used in the Rule, as evidenced by SEC Release No. 34-83885, dated August 20, 2018.

The District shall notify the MSRB, in a timely manner, of any failure by the District to provide financial information or operating data in accordance with Section 28(a) of this Order by the time required by such Section.

The Pricing Officer is authorized and directed to establish and implement written procedures to ensure compliance with the reporting requirements imposed by this Section. Such procedures may be modified and amended by the Pricing Officer from time to time to the extent the modification or amendment of such procedures are deemed necessary, useful or appropriate.

(c) Limitations, Disclaimers, and Amendments. The District shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the District remains an “obligated person” with respect to the Bonds within the meaning of the Rule, except that the District in any event will give notice of any deposit made in accordance with Texas law that causes Bonds no longer to be outstanding.

The provisions of this Section are for the sole benefit of the holders and the beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The District undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation. of the District’s financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The District does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

UNDER NO CIRCUMSTANCES SHALL THE DISTRICT BE LIABLE TO THE HOLDER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE DISTRICT, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE UNLIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.

No default by the District in observing or performing its obligations under this Section shall comprise a breach of or default under this Order for purposes of any other provision of this Order.

Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the District under federal and state securities laws.

The provisions of this Section may be amended by the District from time to time to adapt to changed circumstances that arise from a change-in legal requirements, a change in law, or a change in the identity, nature, or status or type of principal payment of the District, if (1) the agreement, as so amended, would have permitted an underwriter to purchase or sell Bonds in the initial primary offering in compliance with the Rule, taking into account any amendments or interpretations of the Rule to the date of such amendment, as well as such changed circumstances, and (2) either (a) the holders of a majority in aggregate amount of the outstanding Bonds consent to such amendment or (b) a person unaffiliated with the District (such as nationally recognized bond counsel) determines that the amendment will not materially impair the interests of the holders and beneficial owners of the Bonds. The District may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds. If any such amendment is made, the District will include in its next annual update an explanation in narrative form of the reasons for the change and its impact on the type of operating data or financial information being provided.

28. Official Statement. The District hereby approves the form and content and distribution of the Preliminary Official Statement prepared in the initial offering and sale of the Bonds and hereby authorizes the preparation of a final Official Statement reflecting the terms of the Purchase Agreement and other relevant information. The use of such final Official Statement by the Underwriters is hereby approved and authorized and the proper officials of the District are authorized to sign such Official Statement.

29. Power to Revise Form of Documents. Notwithstanding any other provision of this Order, the President of the Board or the Pricing Officer is hereby authorized to make or approve such revisions, additions, deletions, and variations to this Order and in the form of the documents attached hereto as exhibits as, in the judgment of the President or the Pricing Officer, and in the opinion of Bond Counsel to the District, may be necessary or convenient to carry out or assist in carrying out the purposes of this Order, the Preliminary Official Statement, the final Official Statement, or as may be required for approval of the Bonds by the Attorney General of Texas; provided, however, that any changes to such documents resulting in substantive amendments to the terms and conditions of the Bonds or such documents shall be subject to the prior approval of the Board.

30. Amendments. Except as otherwise provided in Appendix A, the District may amend this Order without the consent of or notice to any Owner in any manner not detrimental to the interests of the Owners, including the curing of any ambiguity, inconsistency, or formal defect or omission therein. In addition, the District may with the written consent of the holders of a majority

of the aggregate principal amount or, in the case of Capital Appreciation Bonds, Maturity Amount, of the Bonds then outstanding affected thereby, amend, add to, or rescind any of the provisions of the Order; except that, without the consent of the Owners of the Bonds affected, no such amendment, addition or rescission may (i) make any change in the maturity of any of the outstanding Bonds; (ii) reduce the rate of interest borne by any of the outstanding Bonds; (iii) reduce the amount of the principal of or Maturity Value of, or redemption premium, if any, payable on any outstanding Bonds; (iv) modify the terms of payment of principal or Maturity Value or, of interest or redemption premium on outstanding Bonds or any of them or impose any condition with respect to such payment; or (v) change the minimum percentage of the principal amount or, in the case of the Capital Appreciation Bonds, the Maturity Amount, of the Bonds necessary for consent to such amendment.

31. Tender Offer. If the Pricing Officer determines that it is in the best interest of the District to purchase certain of the Refunded Bonds at a discount or a premium or at par pursuant to a Tender Offer and further determines that the refunding of Refunded Bonds purchased through the Tender Offer will comply with Section 3 of this Order, the Pricing Officer is hereby authorized to take such actions necessary to carry out such Tender Offer including but not limited to executing any agreements, certificates or other documents necessary or required in connection with such Tender Offer.

32. Related Matters. To satisfy in a timely manner all of the District's obligations under this Order and the Purchase Agreement, the President or Vice President, the Secretary or the Assistant Secretary, and all other appropriate officers and agents of the District are hereby authorized and directed to take all other actions that are reasonably necessary to provide for the issuance of the Bonds and the refunding of the Refunded Bonds including, without limitation, executing and delivering on behalf of the District all agreements, certificates, consents, receipts, requests, and other documents as may be reasonably necessary to satisfy the District's obligations under the Purchase Agreement and this Order and to direct the application of funds of the District consistent with the provisions of this Order.

33. Registrar. The form of agreement setting forth the duties of the Registrar is hereby approved, and the appropriate officials of the District are hereby authorized to execute such agreement for and on behalf of the District.

34. No Personal Liability. No recourse shall be had for payment of the principal of or interest on any Bonds or for any claim based thereon; or on this Order, against any official or employee of the District or any person executing any Bonds.

35. Open Meeting. It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and that public notice of the time, place and purpose of said meeting was given, all as required by the Texas Open Meetings Act.

PASSED AND APPROVED this 14th day of November, 2024.

President, School Board
Houston Independent School District

ATTEST:

Secretary, School Board
Houston Independent School District

(SEAL)

Exhibit A

Houston Independent School District

Refunding Candidates

I&S Tax Refunding Candidates

Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A-2

Limited Tax Refunding Bonds, Series 2014B

Limited Tax Schoolhouse and Refunding Bonds, Series 2016A

Limited Tax Schoolhouse and Refunding Bonds, Series 2017

Limited Tax Schoolhouse Bonds, Series 2018

Variable Rate Limited Tax Refunding Bonds, Series 2023C

M&O Tax Refunding Candidates

Maintenance Tax Notes, Series 2018

APPENDIX A

This Appendix A applies to Bonds issued as Initial Term Rate Bonds, Term Rate Bonds or Fixed Rate Bonds after the Fixed Rate Conversion Date. To the extent the provisions of such Bonds are not expressly addressed in this Appendix A, the provisions of the body of the Order shall govern.

ARTICLE I. **DEFINITIONS**

Section 1.01 Definitions. Capitalized terms used in this Appendix A shall have the meanings provided for them in this Section 1.01 and capitalized terms not defined in this Appendix A, shall have the meaning set forth in the body of the Order.

“Authorized Denominations” shall mean, unless otherwise set forth in the Officer’s Pricing Certificate, with respect to Bonds bearing interest at a Term Rate (including the Initial Term Rate) \$100,000 and any integral multiple of \$5,000 in excess thereof (provided, however, at the District’s sole discretion, Bonds bearing interest at a Term Rate (including the Initial Term Rate) may be issued in denominations of \$5,000 or any integral multiple thereof); and with respect to Bonds bearing interest at a Fixed Rate, \$5,000 and integral multiples thereof.

“Board” shall mean the School Board of the District.

“Conversion Date” shall mean: (a) with respect to the Fixed Rate Period, the Fixed Rate Conversion Date; and (b) with respect to a Term Rate Period, the Term Rate Conversion Date.

“Fixed Rate” shall mean the per annum rate or rates of interest the Bonds shall bear during the Fixed Rate Period after the Fixed Rate Conversion Date.

“Fixed Rate Conversion Date” shall mean the date on which the Bonds begin to bear interest at the Fixed Rate.

“Fixed Rate Period” shall mean the period beginning on the Fixed Rate Conversion Date and ending at the stated maturity or maturities of the Bonds, during which the Bonds bear interest at one or more Fixed Rates.

“Initial Term Rate” shall mean the initial interest rate or rates the Bonds (which may include separate rates for separate maturities of the Bonds or subseries of the Bonds) shall bear for the Initial Term Rate Period(s). The Initial Term Rate(s) shall be set forth in the Officer’s Pricing Certificate.

“Initial Term Rate Bonds” means the first issuance of Bonds issued pursuant to this Appendix A.

“Initial Term Rate Period” shall mean the period (or periods) commencing on the issuance date and ending the date (or dates) set forth in the Officer’s Pricing Certificate.

“Interest Payment Date” shall mean, unless otherwise provided in the Officer’s Pricing Certificate (a) with respect to Bonds bearing interest at the Initial Term Rate or the Term Rate, each February 15 and August 15, beginning on the first such date occurring after the Term Rate Conversion Date; (b) with respect to Bonds bearing interest at the Fixed Rate, each February 15 and August 15, beginning on the first such date occurring after the Fixed Rate Conversion Date unless the District provides for different payment dates at the time of conversion of the Bonds to a Fixed Rate; (c) each mandatory tender date; (d) each Conversion Date, in the even such date is not an Interest Payment Date; and (e) the maturity date for the Bonds or scheduled mandatory sinking fund redemption dates for the Bonds subject to mandatory sinking fund redemption.

“Interest Period” unless otherwise set forth in the Officer’s Pricing Certificate, shall mean (i) during the Initial Term Rate Period, the period from and including the Issuance Date to the date set forth in the Officer’s Pricing Certificate, and (ii) upon the expiration of the Initial Term Rate Period, the period from and including any Interest Payment Date to and including the day immediately preceding the next following Interest Payment Date.

“Maximum Rate” means the lesser of (a) Maximum Rate set forth in the Officers Pricing Certificate, (b) 15% per annum or (c) the maximum net effective interest rate permitted by law to be paid thereon as provided by Section 1204.006, Texas Government Code, as amended, or any successor statute.

“Opinion of Bond Counsel” shall mean an opinion of nationally recognized bond counsel, unless otherwise specified herein, that the action proposed to be taken is authorized or permitted by this Order and State law and does not adversely affect the excludability of interest on the Bonds from gross income for federal income tax purposes.

“Outstanding” shall mean when used to modify Bonds, Bonds issued, authenticated and delivered under this Order, excluding (i) Bonds which have been exchanged or replaced or otherwise surrendered for cancellation, (ii) Bonds which have been paid, (iii) Bonds which have become due and for the payment of which money has been duly provided, (iv) Bonds deemed tendered for purchase and not delivered to the Tender Agent on the applicable purchase date, provided sufficient funds for payment of the Purchase Price are on deposit with the Tender Agent, and (v) Bonds with respect to which this Order has been discharged pursuant to the terms of this Order.

“Payment Fund” shall mean the fund described in Section 4.01(b)(ii) hereof.

“Purchase Price” shall mean, unless otherwise set forth in the Officers Pricing Certificate, with respect to each Bond (or any portion thereof) tendered for purchase pursuant to Article IV hereof, the par amount thereof, plus accrued but unpaid interest thereon to the date of purchase.

“Rate Determination Date” shall mean the date when the Remarketing Agent determines the rate of interest to be borne by the Bonds pursuant to Section 3.02(b) and (c), as applicable.

“Rate Period” shall mean the period during which a particular rate of interest determined for the Bonds is to remain in effect pursuant to Article III.

“Remarketing Agent” shall mean the entity designated in the Remarketing Agreement pertaining to the Bonds, and any successors thereto.

“Remarketing Agreement” shall mean the Remarketing Agreement between the District and the Remarketing Agent pertaining to the Bonds.

“Stepped Rate” shall mean the rate set forth in the Officer’s Pricing Certificate.

“Stepped Rate Period” shall mean the period of time commencing on the Mandatory Tender Date described in Sections 4.03(g) and 4.05 and continuing through a subsequent remarketing or redemption of the Bonds.

“Tender Agent” shall have the meaning set forth in the Officer’s Pricing Certificate. “Tender Agent Agreement” shall mean the Tender Agent Agreement between the District and the Tender Agent pertaining to the Bonds, or any similar agreement entered into from time to time with any successor Tender Agent.

“Term Rate” unless otherwise set forth in the Officer’s Pricing Certificate, shall mean the interest rate to be determined for the Bonds in a Term Rate Period.

“Term Rate Conversion Date” unless otherwise set forth in the Officer’s Pricing Certificate shall mean the day the Bonds first bear interest at a Term Rate.

“Term Rate Period” shall mean each period during which the Bonds bear interest at a Term Rate.

“Undelivered Bonds” shall mean Bonds which are required to be delivered to the Tender Agent pursuant to the terms of this Order and which are not in fact delivered.

ARTICLE II. MISCELLANEOUS

Section 2.01 Term Rate Held in Book Entry System. This Section 2.01 shall apply with respect to tenders and purchases of Term Rate Bonds held in the Book Entry System. The Remarketing Agent will transfer proceeds from the remarketing of tendered Term Rate Bonds directly to DTC to be distributed in accordance with DTC’s normal procedures. Evidence of beneficial ownership in Term Rate Bonds purchased with such remarketing proceeds shall be provided to the purchasers thereof according to OTC’s normal procedures.

ARTICLE III. INTEREST RATES ON BONDS

Section 3.01 Initial Interest Rates; Subsequent Interest Rates. The Bonds shall bear interest at the Initial Term Rate(s) for the Initial Term Rate Period(s) as set forth in the Officer’s Pricing Certificate. At the end of the Initial Term Rate Period(s), the Bonds shall be subject to mandatory tender on the date(s) set forth in the Officer’s Pricing Certificate, without right of retention by the Owner; provided, however, that a failure of the Remarketing Agent to remarket any of the Bonds at the end of the Initial Term Rate Period(s), as further described in Section 4.05,

shall result in the holders of all the Bonds retaining such Bonds until the same are remarketed or redeemed pursuant to the applicable provisions of this Order. After the Initial Term Rate Period, the Bonds shall be converted to bear interest in a different Rate Period (as provided in an Officer's Pricing Certificate) as determined in accordance with the provisions of this Order, until the Bonds mature or are converted to a different Rate Period, as applicable, all as provided herein. Notwithstanding the foregoing, if the Remarketing Agent fails to remarket the Bonds, resulting in the holders thereof retaining such Bonds subsequent to the end of the Initial Term Rate Period(s), the Bonds shall bear interest at the Stepped Rate for the duration of the Stepped Rate Period. No opinion of counsel is required prior to conversion from the Initial Term Rate Period(s) to a Rate Period of one year or more.

Section 3.02 Term Rates; Conversions to Term Rate Periods.

(a) Determination by Remarketing Agent. Subject to the further provisions of this Article III the Term Rate to be applicable to Bonds during any Term Rate Period shall be determined by the Remarketing Agent. The Remarketing Agent shall determine the Term Rate in accordance with this section on the Rate Determination Date, and all Bonds, unless otherwise set forth in the Officer's Pricing Certificate (other than Bonds bearing interest at the Stepped Rate) shall be issued in the same Term Rate mode. The Term Rate so determined shall become effective on the first day of the next succeeding Rate Period.

(i) In each case, the Term Rate for the Term Rate Period in question shall be determined by the Remarketing Agent on the Rate Determination Date required pursuant to Section 3.02(b) or (c) below, as is applicable.

(ii) Each Term Rate determined by the Remarketing Agent shall be the lowest rate of interest which, in the judgment of the Remarketing Agent, would cause the Bonds to have a market value not less than the principal amount thereof, plus accrued interest, under prevailing market conditions as of the Rate Determination Date, provided, however, the Term Rate will not cause such Bonds to exceed the Purchase Price; provided that: (A) if the Remarketing Agent fails for any reason to determine or notify the Pricing Officer, the Tender Agent or the Paying Agent/Registrar of the Term Rate for any Term Rate Period when required hereunder, the Term Rate for such period shall be deemed to be determined as the Term Rate then in effect; and (B) in no event shall the Term Rate for any Term Rate Period exceed the Maximum Rate.

(iii) All determinations of Term Rates pursuant to this Section shall be conclusive and binding, absent manifest error, upon the District, the Tender Agent, the Paying Agent/Registrar, and the Owners of the Bonds to which such rates are applicable. The District, the Tender Agent, the Paying Agent/Registrar and the Remarketing Agent shall not be liable to any Owners for failure to give any notice required above or for failure of any Owners to receive such notice.

(b) Term Rates. A Term Rate shall be determined for each Term Rate Period as follows:

(i) Term Rate Periods shall (A) commence initially on the Term Rate Conversion Date and (B) end on the last day preceding either the commencement date of the

following Term Rate Period or the Conversion Date on which a different Rate Period shall become effective.

(ii) The Term Rate for each Term Rate Period shall be effective from and including the commencement date of such Period and remain in effect through and including the last day thereof. Each such Term Rate shall be determined for each Term Rate Period not later than 12:00 p.m., New York City time on the Rate Determination Date, which date shall be the day immediately preceding the commencement date of such Term Rate Period, and each such Term Rate shall be made available to the Paying Agent/Registrar and the Tender Agent by the Remarketing Agent by the close of business on its Rate Determination Date.

(iii) Notice of each Term Rate shall be given by the Paying Agent/Registrar to each Owner promptly after such Term Rate is determined.

(iv) At the expiration of then-applicable Term Rate Period, there occurs a failed remarketing of the type described in Section 4.03(g) hereto, such Bonds shall bear interest at the Stepped Rate for the duration of the Stepped Rate Period.

(c) Conversions between Term Rate Periods. At the option of the District, the Bonds may be converted from one Term Rate Period to another. To accomplish the proposed conversion, the District shall give written notice of the proposed conversion together with a copy of the Opinion of Bond Counsel, if required, to the Remarketing Agent not less than one day prior to the date that notice is required to be given pursuant to Section 3.02(c)(ii). The conversion shall be accomplished as follows:

(i) Unless otherwise provided in the Officer's Pricing Certificate, the Conversion Date of a conversion to a different Term Rate Period shall be an Interest Payment Date on which interest is payable for the Term Rate Period from which the conversion is to be made; provided, however, that if the conversion is from a Term Rate Period to a different Term Rate Period, the Conversion Date shall be limited to an Interest Payment Date on which a new Term Rate Period would otherwise have commenced pursuant to Section 3.02(c) above. Conversions from a Stepped Rate Period may occur on any date during the Stepped Rate Period.

(ii) The District shall give written notice of any such conversion to the Paying Agent/Registrar and the Tender Agent (if any) not less than forty-five (45) days prior to the proposed Conversion Date. Such notice shall specify the proposed Conversion Date and the Term Rate Period to which the conversion will be made.

(iii) Not less than thirty (30) days prior to the Conversion Date, the Paying Agent/Registrar shall provide a written notice of the conversion to the Owners. Such notice shall:

(A) contain the information set forth in the notice from the District pursuant to Section 3.02(c)(ii) above;

(B) set forth the dates by which the Remarketing Agent will determine and the Paying Agent/Registrar will notify the Owners of the Term Rate for the Term Rate Period commencing on the Conversion Date pursuant to Section 3.02(c)(iv) below; and

(C) set forth the matters required to be stated pursuant to Section 4.03 with respect to purchases of such Bonds governed by such Section.

(iv) The Term Rate for the Term Rate Period commencing on the Conversion Date shall be determined by the Remarketing Agent in the manner provided in Section 3.02(a) above on the date set forth in Section 3.02(b) or (c), whichever is applicable to the Term Rate Period to which the conversion shall be made.

(v) Any conversion pursuant to this Section 3.02 - (a) from a Term Rate Period of one year in duration to a Term Rate Period of longer than one year in duration or vice versa; or (b) to a Fixed Rate shall be subject to the condition that on or before five (5) days prior to the date the Paying Agent/Registrar is required to give notice of the date of such conversion, the District shall have delivered to the Paying Agent/Registrar and the Remarketing Agent an Opinion of Bond Counsel. If such Opinion of Bond Counsel is not delivered, the conversion shall not occur and the Bonds shall not be converted but shall remain in the same Rate Period; provided, however, that such Bonds shall be subject to mandatory tender as provided herein. For the avoidance of doubt, no opinion of Bond Counsel is required when converting from the Initial Term Rate Period to a Rate Period of one year or more in duration (unless otherwise provided in the Officer's Pricing Certificate).

(d) On any Conversion Date, in accordance with all applicable law, the District reserves the right to divide the Bonds into two or more subseries or to further divide the Bonds currently in a subseries.

Section 3.03 Reserved.

Section 3.04 Fixed Rate Conversion at Option of the District. At the option of the District, and pursuant to an order of the Board, Bonds bearing interest at a Term Rate (including the Initial Term Rate) may be converted in whole or in part to a Fixed Rate to their maturity or prior redemption. In the event of a partial conversion pursuant to this Section, the Paying Agent/Registrar shall select by lot or other customary random method the Bonds to be converted to a Fixed Rate in order to effectuate a pro rata allocation of the mandatory redemption schedule as set forth in the Officer's Pricing Certificate between the Bonds to be converted to a Fixed Rate and the Bonds remaining in a Term Rate. Any such conversion shall be made as follows:

(a) The Fixed Rate Conversion Date shall be an Interest Payment Date on which a new Term Rate Period would otherwise have commenced pursuant to Section 3.02(c) hereof; provided, further that Bonds bearing interest at a Stepped Rate may be converted to a Fixed Rate or Rates on any Business Day. The Fixed Rate Conversion Date for a conversion from the Initial Term Rate Period shall be on the schedule date of the mandatory tender at the end of the Initial Term Rate Period as further described in Section 3.01 of this Order.

(b) (i) The District shall give written notice of any such conversion to the Remarketing Agent, the Paying Agent/Registrar and the Tender Agent, if any, not less than forty-five (45) days prior to the proposed Conversion Date, Such notice shall specify the Fixed Rate Conversion Date and the principal amount of Bonds to be converted.

(ii) Not less than thirty (30) days prior to the Fixed Rate Conversion Date, the Paying Agent/Registrar shall give written notice of the conversion to the Owner of all Bonds to be converted, specifying the Conversion Date and setting forth the matters required to be stated pursuant to Section 3.04(c).

(c) Notice of conversion shall be given by the Paying Agent/Registrar to Moody's, S&P, and Fitch (if rating the Bonds) and the Owners of all Bonds to be converted. Such notice shall inform the Owners of:

(i) the proposed Fixed Rate Conversion Date;

(ii) the dates by which the Remarketing Agent will determine and the Paying Agent/Registrar will notify the Owners of the Fixed Rate pursuant to Section 3.04(d) below;

(iii) the conditions to the conversion pursuant to Section 3.04(e) below;

and

(iv) the matters required to be stated pursuant to Section 4.04 with respect to purchases of Bonds governed by such Section.

(d) Not later than 12:00 p.m., New York City time, on the seventh (7th) Business Day prior to the Fixed Rate Conversion Date the Remarketing Agent shall, in consultation with and subject to the approval of the District, determine the Fixed Rate or Rates for the Bonds which will cause the Bonds to have a market value equal to the principal amount thereof (with the redemption dates and prices determined pursuant to Section 5.02(c) hereof), and make the Fixed Rate or Rates available to the Paying Agent/Registrar; provided, however, in no event shall the Bonds converted to Fixed Rate bear interest at a rate exceeding the Maximum Rate. Such determination shall be conclusive and binding upon the District, the Paying Agent/Registrar and the Owners of the Bond to which such Rate will be applicable. Promptly after the date of determination, the Paying Agent/Registrar shall give notice of such Fixed Rate or Rates to the Tender Agent, and the Owners (as of the Fixed Rate Conversion Date).

(e) Any conversion to a Fixed Rate pursuant to this Section 3.04 shall be subject to the following conditions:

(i) on or before the Fixed Rate Conversion Date, the District shall have delivered to the Paying Agent/Registrar and the Remarketing Agent an Opinion of Bond Counsel; and

(ii) as of the Fixed Rate Conversion Date, sufficient funds shall be available to purchase Bonds which are then required to be purchased pursuant to Section 4.04.

If the foregoing conditions are not met for any reason, the conversion shall not be effective, the Bonds shall continue to bear interest at the last effective Term Rate or Stepped Rate, as applicable and the provisions of Section 4.03(g) to the extent applicable and not contradictory shall apply.

(f) At its option, the District also may determine the serial or term maturities, redemption provisions and other terms which shall be applicable to the pricing of the Bonds on and after the Fixed Rate Conversion Date. Such option may be exercisable only on a Fixed Rate Conversion Date. Serial maturities shall be determined by the Board at the time of the conversion to a Fixed Rate. Following the Fixed Rate Conversion Date, the Bonds shall be subject to optional redemption in whole or in part on such dates as shall be determined at the time of the conversion. If the District so elects, the serial maturities or mandatory redemption provisions for the Bonds converted to a Fixed Rate shall be determined in the basis of providing similar relative principal and interest payments on such Bonds, including the principal payment schedule set forth in Section 5.03 (after giving pro rata effect for any prior sinking fund redemptions of the Bonds, if any, not then converted to a Fixed Rate). Also, if the District exercises its option to change the redemption provisions and the serial maturity dates, then on or before the Fixed Rate Conversion Date on which such option is exercised, the District shall, as a condition to the exercise of such option, deliver to the Paying Agent/Registrar an Opinion of Bond Counsel.

ARTICLE IV. **TENDER AND PURCHASE OF BONDS**

Section 4.01 Procedures for Tendered Bonds.

- (a) No Optional Tender. Bonds are not subject to optional tender.
- (b) Purchase of Tendered Bonds.

(i) Notice. At or before 3:00 p.m., New York City time, on the Business Day immediately preceding the 'date fixed for purchase of tendered Bonds, the Remarketing Agent shall give notice by telephone, telegram, teletype, time-sharing terminal, telex, facsimile transmission, or other similar communication to the Tender Agent of the principal amount of tendered Bonds which were not remarketed. Not later than 4:00 p.m., New York City time, on the date of receipt of such notice the Tender Agent shall give notice by telephone, telegram, teletype, facsimile transmission, or other similar communication to a Pricing Officer, and the Paying Agent/Registrar specifying the principal amount of tendered Bonds as to which the Remarketing Agent has not found a purchaser. At or before 3:00 p.m., New York City time, on the Business Day prior to the purchase date, to the extent known to the Remarketing Agent, but in any event, no later than 10:30 a.m., New York City time, on the date fixed for purchase, the Remarketing Agent shall give notice to the Tender Agent by telephone (promptly confirmed in writing) of any change in the names, addresses, and taxpayer identification numbers of the purchaser, the Authorized Denominations of the Bonds to be delivered to each purchaser and, if available, payment instructions for regularly scheduled interest payments.

(ii) Sources of Payment. At or before 10:30 a.m., New York City time, the Remarketing Agent shall cause to be paid to the Tender Agent for deposit in the "Houston

Independent School District Remarketing Proceeds Payment Fund” (the “Payment Fund”) on the date fixed for purchase of the tendered Bonds, all amounts representing proceeds of the remarketing of such Bonds.

(iii) Payments by the Tender Agent. At or before 2:30 p.m., New York City time, on the date set for purchase of tendered Bonds and upon receipt by the Tender Agent of 100% of the aggregate Purchase Price of the tendered Bonds the Tender Agent shall pay the Purchase Price of such Bonds to the Owners thereof at its designated office or by bank wire transfer. Such payments shall be made in immediately available funds. If sufficient funds are not available for the purchase of all tendered Bonds, no purchase shall be consummated.

(iv) Registration and Delivery of Tendered or Purchased Bonds. Bonds purchased or remarketed by the Remarketing Agent shall be registered by the Tender Agent and delivered to the new registered owner in accordance with the instructions of the Remarketing Agent.

Notwithstanding anything to the contrary in the foregoing paragraph, for so long as the Bonds are held in the Book-Entry System of DTC hereof, any Bond remarketed by the Remarketing Agent shall be delivered to the new beneficial owner thereof by a transfer in the Book-Entry System of OTC of such remarketed Bond to the applicable DTC Participant account for such beneficial owner.

(v) Delivery of Bonds; Effect of Failure to Surrender Bonds. All Bonds to be purchased on any date shall be required to be delivered to the office of the Tender Agent at or before 5:00 p.m., New York City time, on the Business Day next preceding the purchase date (12:00 noon New York City time on the tender date for Bonds held in book entry only system). If the Owner of any Bond (or portion thereof) that is subject to purchase pursuant to this Section fails to deliver such Bond to the Tender Agent for purchase on the purchase date, and if the Tender Agent is in receipt of the Purchase Price therefor, such Bond (or portion thereof) shall nevertheless be deemed purchased on the day fixed for purchase thereof and shall constitute an Undelivered Bond. Ownership of Undelivered Bonds (or portions thereof) shall be transferred to the purchaser thereof as provided in Section 4.01(d)(iv) above. Any Owner of Undelivered Bonds shall have no further right thereunder except the right to receive the Purchase Price thereof upon presentation and surrender of said Bond to the Tender Agent. The Tender Agent shall, as to any Undelivered Bonds, (A) promptly notify the Remarketing Agent of such nondelivery and (B) place a stop transfer against such Undelivered Bonds.

Section 4.02 Reserved.

Section 4.03 Mandatory Tender Upon Term Rate Conversion.

(a) Conversions to Term Rate Periods. Bonds to be converted from any Term Rate Period to a different Term Rate Period on any Conversion Date pursuant to Section 3.02(c), are subject to mandatory tender for purchase on the Conversion Date at the Purchase Price. The Owners of such Bonds shall not have the right to elect to retain such Bonds.

(b) Reserved.

(c) Reserved.

(d) Notice to Owners. Any notice of a Conversion Date given to Owners pursuant to Section 3.02(c)(iii) shall, in addition to the requirements of such Section state that the Bonds to be converted will be subject to mandatory tender for purchase on the Conversion Date and the time at which Bonds are to be tendered for purchase.

(e) Remarketing. On the date any notice of a Conversion Date is given to Owners pursuant to Section 4.03(a:) above, the Tender Agent shall notify a Pricing Officer and the Remarketing Agent by telephone, telegram, telecopy, facsimile transmission or other similar communication, of the principal amount of Bonds to be tendered for purchase on the Conversion Date. The Remarketing Agent shall offer for sale and use its best efforts to find purchasers for such Bonds. The terms of any sale by the Remarketing Agent shall provide for the payment of the Purchase Price of tendered Bonds to the Remarketing Agent in immediately available funds at or before 9:30 a.m., New York City time, on the Conversion Date.

(f) Purchase of Tendered Bonds. The provisions of Section 4.01(b) shall apply to tenders pursuant to this Section 4.03.

(g) Conversions - Stepped Rate. If the conversion of Bonds relates to a conversion from a Term Rate then the Bonds shall be subject to mandatory tender on the Term Rate Conversion Date pursuant to Section 4.03(a). In the event that such Bonds are not converted and remarketed to new purchasers on the scheduled date of mandatory tender, the District shall have no obligation to purchase the Bonds tendered on such date, the failed conversion and remarketing shall not constitute an event of default under this Order or the Bonds, the mandatory tender will be deemed to have been rescinded for that date with respect to all the Bonds and the Bonds (i) will continue to be Outstanding, (ii) will be purchased upon the availability of funds to be received from the subsequent remarketing of such Bonds, (iii) will bear interest at the Stepped Rate during the Stepped Rate Period, (iv) will be subject to redemption and mandatory tender for purchase on any date during the Stepped Rate Period upon which a conversion occurs (which shall occur at the District's discretion upon delivery of at least one day's notice to the holders thereof), and (v) will be deemed to continue in a Term Rate Period for all other purposes of this Order (including the identification of the Interest Payment Dates until the Bonds are remarketed or redeemed), though bearing interest during such time at the Stepped Rate until remarketed or redeemed in accordance with the terms of this Order. In the event of a failed conversion and remarketing as described above, the District will cause the Bonds to be converted and remarketed . on the earliest reasonably practicable date on which they can be sold at par, in such interest rate mode or modes as the District directs, at a rate not exceeding the Maximum Rate. All other provisions of Section 4.03 shall apply to and govern Bonds described in this Subsection (g) to the extent such terms are not in conflict with those included herein.

Section 4.04 Mandatory Tender Upon Fixed Rate Conversion.

(a) Mandatory Tender Upon Conversion. Bonds to be converted to a Fixed Rate pursuant to Section 3.04 shall be subject to mandatory tender for purchase on the Fixed Rate Conversion Date at the Purchase Price. The Owners shall not have the right to elect to retain their Bonds.

(b) Notice to Owners. Any notice of conversion given to Owners pursuant to Section 3.04(c) shall, in addition to the requirements of such Section, state that Owners shall not have the right to waive mandatory tender and that Bonds not delivered to the Tender Agent for purchase on the date specified in the notice shall be deemed tendered on such date and that after such date Owners will not be entitled to any payment (including interest to accrue subsequent to the required purchase date) other than the Purchase Price for such Undelivered Bonds and such Undelivered Bonds shall no longer be entitled to the benefits of this Order.

(c) Remarketing. The Remarketing Agent shall offer for sale and use its best efforts to find purchasers for the Bonds; provided that in no event shall the Remarketing Agent offer any such Bond for sale to any person unless the Remarketing Agent has advised such person of the fact that, after the Fixed Rate Conversion Date, the Bond will no longer be subject to tender at the option of the Owner. The terms of any sale by the Remarketing Agent shall provide for the payment of the Purchase Price to the Remarketing Agent of the tendered Bonds in immediately available funds at or before 9:30 a.m., New York City time on the Fixed Rate Conversion Date.

(d) Purchase of Tendered Bonds. The provisions of Section 4.01(b) shall apply to mandatory tenders pursuant to this Section 4.04.

Section 4.05 Mandatory Tender at End of Initial Term Rate Period. The District shall use its best efforts to take all such actions required by this Order to be performed by the District to cause all Bonds (of a particular series or subseries) to be converted from the Initial Term Rate Period to a different Rate Period on the first Business Day immediately following the last day of the applicable Initial Term Rate Period. Notwithstanding any provisions of this Order to the contrary, the Bonds issued hereunder shall be subject to mandatory tender on the Conversion Date immediately following the end of the Initial Term Rate Period, without right of retention by the Owner, at the Purchase Price. Bonds tendered pursuant to this Section 4.05 shall be delivered to the Remarketing Agent against payment therefor in accordance with the provisions of Section 4.01(b). In the event that such Bonds are not converted and remarketed to new purchasers on the scheduled date of mandatory tender, the District shall have no obligation to purchase the Bonds tendered on such date, the failed conversion and remarketing shall not constitute an event of default under this Order or the Bonds, the mandatory tender will be deemed to have been rescinded for that date and the Bonds (i) will continue to be Outstanding, (ii) will be purchased upon the availability of funds to be received from the subsequent remarketing of such Bonds, (iii) will bear interest at the Stepped Rate during the Stepped Rate Period, (iv) will be subject to redemption and mandatory tender for purchase on any date during the Stepped Rate Period upon which a conversion occurs (which shall occur at the District's discretion upon delivery of at least one day's notice to the holders thereof), and (v) will be deemed to continue in an Initial Term Rate Period for all other purposes of this Order (including the identification of Interest Payment Dates until the bonds are remarketed or redeemed), though bearing interest during such time at the Stepped Rate, until remarketed or redeemed in accordance with the terms of this Order. In the event of a failed conversion and remarketing as described above, the District will cause the Bonds to be converted and remarketed on the earliest reasonably practicable date on which they can be sold at not less than par, in such interest rate mode or modes as the District directs, at a rate not exceeding the Maximum Rate.

ARTICLE V.
REDEMPTION OF BONDS BEFORE MATURITY

Section 5.01 Limitation on Redemption. The Bonds shall be subject to redemption before scheduled maturity only as provided in in the Officer's Pricing Certificate.

Section 5.02 Optional Redemption. (a) Unless otherwise provided for in the Officer's Pricing Certificate, prior to the Fixed Rate Conversion Date, Bonds, other than Bonds bearing interest at the Initial Term Rate during the Initial Term Rate Period; and Bonds bearing interest at the Stepped Rate during the Stepped Rate Period, are subject to redemption at the option of the District, in whole or in part, at a redemption price equal to the principal amount thereof plus interest accrued thereon to the redemption date, on any Interest Payment Date.

(b) Bonds bearing interest at the Stepped Rate during the Stepped Rate Period are subject to redemption, in whole or in part, at the option of the District, at a redemption price equal to the principal amount thereof plus interest accrued thereon at the Stepped Rate, as applicable, to the redemption date, on any Business Day. Bonds bearing interest at the Initial Term Rate during the Initial Term Rate Period are subject to redemption at the option of the District as set forth in the Officer's Pricing Certificate.

(c) Bonds bearing interest at a Fixed Rate are subject to redemption at the option of the District, in whole or in part, on the dates and at the prices determined and established by the District on the Fixed Rate Conversion Date.

(d) The District shall deliver notice to the Paying Agent/Registrar of its intention to redeem Bonds, which notice shall specify the principal amount of the Bonds to be redeemed (i) with respect to Bonds bearing interest at a Stepped Rate, at least one (2) days prior to the redemption date, (ii) with respect to Bonds bearing interest at any Term Rate at least twelve (12) days prior to the redemption date; and (iii) with respect to Bonds bearing interest at a Fixed Rate, at least thirty-five (35) days prior to the redemption date.

Section 5.03 Notice of Redemption. The Paying Agent/Registrar shall cause notice of redemption of any Bond to be redeemed in whole or in part to be given to any Rating Agency then rating the Bonds, and to the Owner thereof at the address of the Owner appearing in the Register (i) with respect to a Bond bearing interest at a Stepped Rate at least one (1) day prior to the redemption date; (ii) with respect to a Bond bearing interest at a Term Rate at least ten (10) days prior to the redemption date; and (iii) with respect to a Bond bearing interest at the Fixed Rate, at least thirty (30) days prior to the redemption date.

ARTICLE VI.
REMARKETING AGENT; TENDER AGENT

Section 6.01 Remarketing Agent. The District shall select a Remarketing Agent and enter into a Remarketing Agreement for the Bonds prior to the end of the Initial Term Rate Period. The Pricing Officer is hereby authorized to select and appoint the initial Remarketing Agent for the Bonds, which appointment shall be set forth in the Officer's Pricing Certificate and to approve the terms (including fees) in the Remarketing Agreement. The President of the Board, Vice President

of the Board or a Pricing Officer are hereby authorized to executed and deliver the Remarketing Agreement.

Section 6.02 Appointment of Initial Tender Agent. The Pricing Officer is hereby authorized to select and appoint the initial Tender Agent for the Bonds, which appointment shall be set forth in the Officer's Pricing Certificate and to approve the terms (including fees) in the Tender Agent Agreement. The Tender Agent shall signify its acceptance of the duties and obligations imposed on it hereunder by its execution of the Tender Agent Agreement in a form similar to other tender agent agreements entered into by the District, the execution of which is hereby approved. Additionally, the President or Vice President of the Board is hereby authorized and directed to execute and deliver the Tender Agent Agreement for and on behalf of the District and this Board, and such Tender Agent Agreement as executed by the President or Vice President of the Board shall be deemed to be the Tender Agent Agreement herein approved and authorized to be executed and delivered for and on behalf of the District and this Board.

Each Tender Agent shall be a commercial bank or trust company organized under the laws of the United States or any state, or other entity duly qualified and legally authorized to serve as and perform the duties and services of tender agent for the Bonds.

Section 6.03 Maintaining Remarketing Agent and Tender Agent. (a) Subject to Section 6.01 hereof, the District hereby agrees that, while any of the Bonds bear interest at a Term Rate, it will maintain a Remarketing Agent (if required by the interest rate mode of the Bonds) and Tender Agent with respect to the Bonds, qualified to act in such respective capacity. No resignation or removal of the Remarketing Agent or Tender Agent shall become effective until a successor has been appointed and accepted such appointment. Any successor Tender Agent shall have capital of not less than \$50,000,000. The Remarketing Agent shall use its best efforts to remarket the Bonds on the terms described in this Order.

(b) Promptly upon each change in the entity serving as Remarketing Agent or Tender Agent the District will cause notice of such change to be sent to each Owner by first class mail.

ARTICLE VII. FORM OF THE BONDS

Section 7.01 Form Generally. The Bonds, including the Registration Certificate of the Comptroller of Public Accounts of the State of Texas, the Certificate of the Paying Agent/Registrar, and the Assignment form to appear on each of the Bonds, (i) shall be substantially in the form set forth in Exhibit A, with such appropriate insertions, omissions, substitutions, and other variations as are permitted or required by this Order, and (ii) may have such letters, numbers, or other marks of identification (including identifying numbers and letters of the Committee on Uniform Securities Identification Procedures of the American Bankers Association) and such legends and endorsements (including the guarantee of the Permanent School Fund, insurance legends in the event the Bonds (or any Stated Maturities thereof) are insured., and any reproduction of an opinion of counsel) thereon as, consistently herewith, may be determined by the District or by the officers executing such Bonds, as evidenced by their execution.

ARTICLE VIII.
AMENDMENTS AND SUPPLEMENTS TO ORDER

Section 8.01 Without Consent of Owners. Without notice to or the consent of any Owner, the District may, at any time, amend this Order to cure any ambiguity or cure, correct or supplement any defective or inconsistent provision contained in this Order (including any particular series or subseries):

(a) to cure or correct any ambiguity or defective provision herein or to correct or supplement any provisions in this Order which may be inconsistent with any other provision contained herein; ,

(b) to modify this Order or the Bonds. to permit qualification under the Trust Indenture Act of 1939, as amended, or any similar federal statute at the time in effect, or to permit the qualification of the Bonds for sale under the securities laws of any state of the United States;

(c) to authorize different authorized denominations of the Bonds and to make correlative amendments and modifications to this Order regarding exchangeability of Bonds of different authorized denominations, redemptions of portions of Bonds of particular authorized denominations and similar amendments and modifications of technical nature;

(d) to increase or decrease the number of days specified for the giving of notices in Articles III, IV and V of this Order and to make corresponding changes to the period for notice of redemption of the Bonds provided that no decreases in any such number of days shall become effective except while the Bonds bear interest at a Term Rate and until 10 days after the Paying Agent/Registrar has given notice to the Owners of the Bonds;

(e) to provide for an uncertificated system of registering the Bonds or to provide for the change to or from a Book-Entry System for the Bonds;

(f) to make any change to this Order when all Bonds have been tendered to the Remarketing Agent pursuant to the terms of this Order, but have not been remarketed following such tender; provided, however, that the Remarketing Agent has received. notice of such amendment or supplement;

(g) effective upon any Conversion Date to a new Rate Period to make any amendment affecting only the Bonds being converted;

(h) to increase the Maximum Rate; or

(i) to make any other change that does not, in the opinion of bond counsel to the District, materially adversely affect the interests of the Owners.

Section 8.02 With Consent of Owners. If an amendment of or supplement to this Order or the Bonds without any consent of Owners is not permitted by the preceding Section, the District may enter into such amendment or supplement without prior notice to any Owners but with the consent of Owners of at least a majority in principal amount of the Bonds then Outstanding. However, nothing herein contained shall permit or be construed to permit the amendment, without

the consent of each Owner affected thereby, of or supplement to the terms and conditions in this Order, so as to:

- (a) change the sinking fund requirements, if any, interest payment dates, rights to tender or the maturity or maturities of the Outstanding Bonds;
 - (b) reduce the rate of interest borne by any of the Outstanding Bonds;
 - (c) reduce the amount of the principal or purchase price of or premium, if any, payable on the Outstanding Bonds;
 - (d) modify the terms of payment of principal or purchase price of, premium, if any, or interest on the Outstanding Bonds, or impose any conditions with respect to such payments.;
 - (e) affect the rights of the Owners of fewer than all of the Outstanding Bonds;
- or
- (f) decrease the minimum percentage of the principal amount of Outstanding Bonds necessary for consent to any such amendment.

In addition, if money or investments have been deposited or set aside with the Paying Agent/Registrar for the payment of Bonds and those Bonds shall not have in fact been actually paid in full, no amendment to the provisions of that Article shall be made without the consent of the Owner of each of those Bonds affected.

Section 8.03 Effect of Consents. Any consent received pursuant to Section 8.02 will bind each Owner delivering such consent and each subsequent Owner of a Bond or portion of a Bond evidencing the same debt as the consenting Owner's Bond.

Section 8.04 Notation on or Exchange of Bonds. If an amendment or supplement changes the terms of a Bond, the Paying Agent/Registrar may require the Owner to deliver it to the Paying Agent/Registrar. The Paying Agent/Registrar may place an appropriate notation on the Bond about the changed terms and return it to the Owner. Alternatively, if the Paying Agent/Registrar and the District determine, the District in exchange for the Bond will issue and the Paying Agent/Registrar will authenticate a new Bond that reflects the changed terms.

Section 8.05 Notice to Owners. Upon receipt of notice of an amendment or change to the Order, the Paying Agent/Registrar shall cause notice of the execution of each supplement or amendment to this Order to be mailed to the Owners. The notice will at the option of the Paying Agent/Registrar, either (i) briefly state the nature of the amendment or supplement and that copies of it are on file with the Paying Agent/Registrar for inspection by Owners or (ii) enclose a copy of such amendment or supplement.

ARTICLE IX.
MISCELLANEOUS

Section 9.01 Notice to Rating Agencies. At any time during which the Bonds are rated by Moody's, S&P, or Fitch, the Paying Agent/Registrar shall notify Moody's, S&P, and Fitch promptly of (i) any change in the Paying Agent/Registrar, Tender Agent, or Remarketing Agent, (ii) the expiration, termination, extension or any other material change to this Order or the Remarketing Agreement, and (iii) the redemption, defeasance or payment of all of the Bonds or conversion of the Bonds to a Fixed Rate. Any such notice shall be sent by first class mail, postage prepaid, to: Moody's Investors Service, Inc., 7 World Trade Center, 250 Greenwich Street, New York, New York 10007, Attention: Public Finance Group-Texas Local Ratings; Standard & Poor's, 55 Water Street, 38th Floor, New York, New York 10004, Attention: Municipal Structured Finance, email pubfin_structuredstandardandpoors.com; and Fitch Ratings, One State Street Plaza, New York, New York, 10004, Attention: Municipal Structured Finance.



11/14/2024

15.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of An Order Approving A New Term Rate Period For The Houston Independent School District Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A-2; Approving A New Term Rate Period For The Houston Independent School District Variable Rate Limited Tax Refunding Bonds, Series 2023C; Authorizing The Redemption Of The Callable Bonds Or A Portion Thereof; And Approving Other Provisions Relating Thereto

The Series 2014A-2 Bonds currently bear interest at a term rate for a term rate period ending on May 31, 2025. The Houston Independent School District (HISD) administration recommends that all or a portion of the Series 2014A-2 Bonds be remarketed to bear interest at a new term rate for a term rate period commencing June 1, 2025. The duration and other terms of the new term rate period for the Series 2014A-2 Bonds will be at the discretion of the superintendent, chief financial officer, and controller (each an authorized representative).

The Series 2023C Bonds currently bear interest at a term rate for a term rate period ending June 1, 2025. The administration recommends that all or a portion of the Series 2023C Bonds be remarketed to bear interest at a new term rate for a term rate period commencing June 1, 2025. The duration and other terms of the new term rate period for the Series 2023C Bonds will be at the discretion of authorized representatives.

The order being considered also provides that at the discretion of the authorized representatives, all or a portion of the Series 2014A-2 Bonds and/or the Series 2023C Bonds may be redeemed in advance of their maturities on June 1, 2025, in a principal amount not to exceed \$122,000,000.

COST/FUNDING SOURCE(S): All interest costs and debt-servicing costs are paid from the Debt Service Fund.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the order approving a new term rate period for the HISD Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A-2;

approving a new term rate period for the HISD Variable Rate Limited Tax Refunding Bonds, Series 2023C; authorizing the redemption of the callable bonds or a portion thereof; and approving other provisions relating thereto, effective November 15, 2024.

CERTIFICATE FOR ORDER

STATE OF TEXAS §
COUNTY OF HARRIS §
HOUSTON INDEPENDENT SCHOOL DISTRICT §

The undersigned officers of the School Board (the “Board”) of the Houston Independent School District (the “District”), hereby certify as follows:

1. The Board of the District convened in regular meeting on November 14, 2024, at the regular designated meeting place, and the roll was called of the duly constituted officers and members of said Board, to-wit:

Audrey Momanaee, President	Janette Garza Lindner, Member
Ric Campo, Vice President	Rolando Martinez, Member
Angela Lemond Flowers, Secretary	Paula Mendoza, Member
Cassandra Auzenne Bandy, Member	Adam Rivon, Member
Michelle Cruz Arnold, Member	

and all of such persons were present except _____ thus constituting a quorum. Whereupon, among other business, the following was transacted at said meeting: a written

ORDER APPROVING NEW TERM RATE PERIOD FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT VARIABLE RATE LIMITED TAX SCHOOLHOUSE BONDS, SERIES 2014A-2; APPROVING NEW TERM RATE PERIOD FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT VARIABLE RATE REFUNDING BONDS, SERIES 2023C; AUTHORIZING THE REDEMPTION OF THE CALLABLE BONDS OR A PORTION THEREOF; AND APPROVING OTHER PROVISIONS RELATING THERETO

was duly introduced for the consideration of the Board. It was then duly moved and seconded that such Order be passed; and, after due discussion, such motion, carrying with it the passage of such Order, prevailed and carried by the following vote:

AYES ___ NOES ___ ABSTENTIONS ___

2. That a true, full and correct copy of such Order passed at the meeting described in the above and foregoing paragraph is attached to and follows this Certificate; that such Order has been duly recorded in such Board’s minutes of such meeting; that the above and foregoing paragraph is a true, full and correct excerpt from such Board’s minutes of such meeting pertaining to the passage of such Order; that the persons named in the above and foregoing paragraph are the duly chosen, qualified and acting officers and members of the Board as indicated therein; that each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance of the time, place and purpose of such meeting, and that such Order would be introduced and considered for passage at such meeting, and each of such officers and members consented, in advance, to the holding of such meeting for such purpose; and that such meeting was open to the public, and public notice of the time, place and

purpose of such meeting was given all as required by Chapter 551, Texas Government Code, as amended.

SIGNED AND SEALED this 14th day of November, 2024.

Audrey Momanaee, President
School Board
Houston Independent School District

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District

ORDER APPROVING NEW TERM RATE PERIOD FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT VARIABLE RATE LIMITED TAX SCHOOLHOUSE BONDS, SERIES 2014A-2; APPROVING NEW TERM RATE PERIOD FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT VARIABLE RATE REFUNDING BONDS, SERIES 2023C; AUTHORIZING THE REDEMPTION OF THE CALLABLE BONDS OR A PORTION THEREOF; AND APPROVING OTHER PROVISIONS RELATING THERETO

WHEREAS, pursuant to Chapter 45, Texas Education Code, as amended, and Chapters 1207 and 1371, Texas Government Code, as amended, and an order adopted on June 12, 2014 (the “2014 Bond Order”), the Board of Education of the Houston Independent School District (the “District”) authorized the issuance of the District’s Variable Rate Limited Tax Schoolhouse Bonds, Series 2014A (the “2014A Bonds”);

WHEREAS, the Series 2014A Bonds were issued in a single tranche for an Initial Rate Period ending on May 31, 2015;

WHEREAS, upon expiration of the Initial Rate Period, the Series 2014A Bonds were divided into two subseries and remarketed as “Series 2014A-1 Bonds” and “Series 2014A-2 Bonds” with Term Rate Periods of one and two years, respectively;

WHEREAS, the 2014A-2 Bonds currently bear interest at a Term Rate for a Term Rate Period ending on May 31, 2025;

WHEREAS, the School Board (the “Board”) of the District has determined that it is in the best interests of the District for all or a portion of the 2014A-2 Bonds to bear interest at a new Term Rate for a Term Rate Period commencing June 1, 2025 (the “Conversion Date”);

WHEREAS, pursuant to Chapter 45, Texas Education Code, as amended, and Chapters 1207 and 1371, Texas Government Code, as amended and an order adopted on December 8, 2022 (the “2023 Bond Order” and together with the 2014 Bond Order, the “Bond Orders”), the District authorized the issuance of the District’s Variable Rate Limited Tax Refunding Bonds, Series 2023C (the “2023C Bonds”);

WHEREAS, the 2023C Bonds currently bear interest at a Term Rate for a Term Rate Period ending June 1, 2025 (the “Conversion Date”);

WHEREAS, the Board desires to delegate authority to the Superintendent, Chief Financial Officer and Controller (each, an “Authorized Representative”) to determine certain terms of the 2014A-2 Bonds and the 2023C Bonds in connection with the remarketing and conversion of such bonds;

WHEREAS, the District has heretofore issued the 2014A-2 Bonds and the 2023C Bonds (collectively, the “Callable Bonds”), all or a portion of which the Board may desire to redeem in advance of their maturities on June 1, 2025, in a principal amount not to exceed \$122,000,000, as more fully determined by an Authorized Representative;

NOW, THEREFORE, BE IT ORDERED BY THE SCHOOL BOARD OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. Recitals. The recitals to this Order are hereby approved by the Board and incorporated into and made a part hereof.

Section 2. Definitions. Terms not otherwise defined in this Order shall have the same meanings set forth in the respective Bond Orders.

Section 3. Approval of Term Rate Period for the 2014A-2 Bonds. Pursuant to Section 3.02(f) of the 2014 Bond Order and subject to the availability of sufficient funds to purchase the 2014A-2 Bonds, the 2014A-2 Bonds will be purchased pursuant to Section 4.03 of the Bond Order. Upon conversion, the 2014A-2 Bonds shall bear interest at a new Term Rate for the Term Rate Period approved by the Authorized Representative as provided herein. An Authorized Representative is authorized to approve the Term Rate and the Term Rate Period, when established by the Remarketing Agent. Costs of the remarketing shall be paid from available funds of the District or from the proceeds of a premium, if any, generated from the remarketing of the 2014A-2 Bonds.

Section 4. Approval of Term Rate Period for the 2023C Bonds. Pursuant to Section 3.02(c) of Appendix A to the 2023 Bond Order and subject to the availability of sufficient funds to purchase the 2023C Bonds, the 2023C Bonds will be purchased pursuant to Section 4.03 of Appendix A to the Bond Order. Upon conversion, the 2023C Bonds shall bear interest at a new Term Rate for the Term Rate Period approved by the Authorized Representative as provided herein. An Authorized Representative is authorized to approve the Term Rate and the Term Rate Period, when established by the Remarketing Agent. Costs of the remarketing shall be paid from available funds of the District or from the proceeds of a premium, if any, generated from the remarketing of the 2023C Bonds.

Section 5. Delegation. The Authorized Representative is hereby authorized to act on behalf of the District in connection with the remarketing and conversion of the 2014A-2 Bonds and the 2023C Bonds and to approve any modifications to the terms of all or a portion of the bonds subject to conversion deemed necessary or advisable to effectuate the remarketing of such the 2014A-2 Bonds and 2023C Bonds on the most favorable terms, including, but not limited to, terms related to optional redemption, the Term Rate, the duration of the Term Rate Period, the Stepped Rate and any term-out provisions applicable upon a failed remarketing of such 2014A-2 Bonds and 2023C Bonds. Any determinations by the Authorized Representative shall be set forth in an Officer's Pricing Certificate delivered to the Remarketing Agent, the Paying Agent/Registrar and the Tender Agent on or before the Conversion Date. Any finding or determination by the Authorized Representative as authorized herein shall have the same force and effect as a finding or determination made by the Board. The Authorized Representative and all other appropriate officers, agents and representatives of the District are hereby authorized and directed to take all other actions and to execute, deliver, and accept on behalf of the District all agreements and documents that are necessary to carry out the actions contemplated by this Order or the Bond Orders.

Section 6. Reoffering Memorandum. The Board hereby authorizes one or more Authorized Representatives to assist in the preparation of an Offering Memorandum or Offering Memorandums, and any addendum, supplement or amendment thereto, as the Authorized Representative(s) deem appropriate in connection with the remarketing of the 2014A-2 Bonds and the 2023C Bonds for a Term Rate Period. The Board further approves the use and distribution of such Offering Memorandum(s) in the remarketing of the 2014A-2 Bonds and the 2023C Bonds.

Section 7. Redemption of Bonds. The Board hereby approves the redemption of all or a portion of the Callable Bonds on June 1, 2025, in a principal amount not to exceed \$122,000,000. An Authorized Representative is authorized to determine the maturities and aggregate principal amount of the Callable Bonds to be redeemed on such date, and is hereby authorized and directed to provide notice of such redemption in accordance with the order authorizing the issuance of the Callable Bonds. On or before June 1, 2025, the District shall deposit with the paying agent/registrars for the Callable Bonds lawfully available funds sufficient to pay the redemption price of the Callable Bonds to be redeemed on such date. The Board hereby ratifies and confirms any and all action taken by any Authorized Representative prior to the date hereof, and hereby authorizes the Authorized Representative(s) to do any and all things necessary and convenient to effectuate such redemption.

Section 8. Open Meeting. It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and public notice of the time, place and purpose of the meeting was given, all as required by the Texas Open Meetings Act.

Section 9. Effective Date; Effect of Failure of Term Rate. (a) This Order shall be in full force and effect from and upon its adoption.

(b) If, for any reason, the conditions precedent to the remarketing of the 2014A-2 Bonds and/or the 2023C Bonds in a new Term Rate are not satisfied, the new Term Rate shall not be effective, the 2014A-2 Bonds and/or the 2023C Bonds shall bear interest at the Stepped Rate, and the Paying Agent/Registrar and the Authorized Representative shall promptly notify the Owners of such fact and shall give such additional notices and take such further actions as may be required pursuant to respective Bond Orders.

Section 10. Selection of Remarketing Agent. The Board hereby authorizes one or more Authorized Representatives to select and designate an investment banking firm as remarketing agent (the "Remarketing Agent") in connection with the remarketing of the 2014A-2 Bonds and the 2023C Bonds. Any such designation shall be set forth in the Officers Pricing Certificate delivered by the District in connection with the remarketing of the 2014A-2 and 2023C Bonds. The designated Remarketing Agent shall undertake the duties and obligations imposed on the Remarketing Agent under a Remarketing Agreement with terms consistent to the District's existing Remarketing Agreements.

Section 11. Severability. If any section, paragraph, clause or provision of this Order shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Order.

Section 12. Repealer. All orders, resolutions and ordinances, or parts thereof, inconsistent herewith are hereby repealed to the extent of such inconsistency.

[The remainder of the page is intentionally left blank.]

PASSED AND APPROVED this 14th day of November, 2024.

President, School Board
Houston Independent School District

ATTEST:

Secretary, School Board
Houston Independent School District

(SEAL)



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

16.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BBD(LOCAL), *Board Members: Training And Orientation*-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 BBD(LOCAL), *Board Members: Training And Orientation*. The changes are recommended by the Texas Association of School Boards and HISD administration to reflect House Bill 3033.

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 BBD (LOCAL), *Board Members: Training And Orientation*, on second reading, effective November 15, 2024.

**Public Information
Coordinator**

[After Election or
Appointment](#)

After a Violation

The Superintendent or designee shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

[A Board member who receives written notice from the attorney general that the member must complete Public Information Act \(PIA\) training described by GBAA\(LEGAL\) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.](#)

Team Building

The entire Board, including all Board members, must participate with the Superintendent in team-building sessions as follows:

- Annually in January, or no later than the second regular Board meeting of the calendar year;
- Within 30 days of any change in Board membership or hiring a new Superintendent; and
- At any time determined by the Board.

The annual January team-building session must be:

1. Facilitated by a regional education service center or any registered provider; and
2. At least three hours in length, as provided by state law. [See BBD-(LEGAL)]

The Board shall annually assess the need for additional team-building sessions at the first team-building session of the calendar year and prepare a calendar of sessions based on this assessment.

**Reporting
Continuing
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

17.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CDB(LOCAL), *Other Revenues: Sale, Lease, Or Exchange Of School-Owned Property*-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 CDB(LOCAL), *Other Revenues: Sale, Lease, or Exchange of School-Owned Property*.

This change is recommended to update the requirements for selling, leasing, or exchanging school-owned property and where the proceeds can be deposited.

A copy of CDB(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 CDB(LOCAL), *Other Revenues: Sale, Lease, or Exchange of School-Owned Property*, on second reading, effective November 15, 2024.

OTHER REVENUES
SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

CDB
(LOCAL)

**Sale or Lease of Real
Property**

Real property may be sold or leased provided it has been determined that the property will not be needed for school purposes. Proceeds from sales of property shall be deposited in the Capital Renovations Fund or General Fund as determined by the Superintendent or designee.

Real property acquired by the District through tax foreclosure proceedings may be sold in accordance with procedures specified under the Tax Code.

District property that is needed by others for rights-of-way or easements shall be sold or traded at its fair market value.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

18.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of Proposed Revisions To Board Policy CFC(LOCAL), *Accounting: Audits*
-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 CFC(LOCAL), *Accounting: Audits* to clarify that the annual internal audit plan shall be approved by the board.

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 CFC (LOCAL), *Accounting: Audits*, on second reading, effective November 15, 2024.

Internal Audit

The Board shall have the option of appointing an external or internal auditor (or auditors) for the purpose of conducting a broad, comprehensive program of financial compliance and performance auditing within the District. The auditor(s) shall review the adequacy of the systems of internal controls to ascertain whether they provide reasonable assurance that the District's objectives and goals will be met efficiently and economically and that the systems of internal controls are functioning as intended.

Regardless of whether the Board appoints an external auditor or an internal auditor as described above, the auditor shall report directly to the Board. The auditor(s) shall work directly with the Superintendent of Schools and/or the Superintendent's designee.

The auditor(s) shall review the quality of performance of various activities and departments to ascertain whether goals and objectives have been achieved and if the District's resources have been utilized effectively. To this end, audit reports shall furnish management with objective analyses, appraisals, information, counsel, and/or recommendations concerning the activities reviewed.

Duties

The auditors shall:

1. Prepare an annual internal audit plan for submission to the Board Audit Committee [and approval by the Board](#) by May 31 of each year;
2. Prepare an annual internal audit report for presentation to the Board and for publication in compliance with statutes; and
3. Perform other services as may be required by the Board.

E-Rate Matters

In the case of E-Rate matters, refer to governance provided at CAA.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

19.

Office of the Superintendent of Schools

Office of Information Technology

Approval Of Proposed Revisions To Board Policy CPC(LOCAL), *Office Management: Records Management*-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 CPC(LOCAL), *Office Management: Records Management*. The changes are recommended by the Texas State Library and Archives Commission and the HISD administration to improve compliance with state law.

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 CPC (LOCAL), *Office Management: Records Management*, on second reading, effective November 15, 2024.

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records administrator, as prescribed by Local Government Code 176.001 and 176.0065. [See BBFA]
- Officer for public information, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public information coordinator, as prescribed by Government Code 552.012. [See BBD]

**Local Government
Records Act**

“Local Government
Record”

Records
Management
Officer

The term “local government record” shall pertain to all items identified as such by Section 201.003 (8) of the Local Government Records Act.

The ~~Board shall designate the position of~~ manager, Records and Information Management, shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code ~~203.025~~ 203.023, ~~who and~~ shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act. [See CPC(EXHIBIT)]

Notification

The records management officer shall file their name with the director and librarian of the Texas State Library and Archives Commission (TSLAC) within 30 days after the date of designation.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules	The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.
Website Postings	Website postings that are the only copy of the record that exists must be retained according to the District's records retention schedule. If the record copy is kept elsewhere (not on the District's website), then the version posted on the website is a duplicate and does not need to be retained for the full retention period.
Records Destruction Practices	All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.
Training	The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

20.

Office of the Superintendent of Schools

Office of the Chief of Police

Approval Of Proposed Establishment Of Board Policy CKE(LOCAL), *Safety Program/Risk Management: Security Personnel*, And Proposed Deletion Of Board Policy CKEA(LOCAL), *Security Personnel: Commissioned Peace Officers-First Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves establishment of Board Policy CKE(LOCAL), *Safety Program/Risk Management: Security Personnel*, and deletion of Board Policy CKEA(LOCAL), *Security Personnel: Commissioned Peace Officers*, as recommended by the Texas Association of School Boards (TASB) and the administration. These changes bring the information from CKEA(LOCAL) together with new content in CKE(LOCAL) and address in one policy all security arrangements the district has implemented. TASB has recommended changes to the CKE series to promote compliance and clarification with House Bill 3 and other legal requirements.

Copies of CKE(LOCAL) and CKEA(LOCAL) showing the proposed establishment and deletion are attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH AND DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed establishment of Board Policy CKE (LOCAL), *Safety Program/Risk Management: Security Personnel*, and proposed deletion of Board Policy CKEA(LOCAL), *Security Personnel: Commissioned Peace Officers*, on first reading, effective November 15, 2024.

District Police
Department

The Board has chosen to employ commissioned peace officers to carry out the provisions of Texas Education Code, Chapter 37, Subchapter C, relating to law and order. The mission of the District police department is to provide a safe learning environment by protecting the rights and property of the District, staff, and students through the establishment and maintenance of an innovative, knowledgeable, dedicated, and highly trained police department capable of adapting to a changing educational community environment.

Supervisory
Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority and
Duties

District police officers are employees of the District and shall comply with all District policies, procedures, and regulations to the extent consistent with the requirements of state law and the Texas Commission on Law Enforcement.

A District police officer shall exercise police authority and powers in accordance with the provisions of the Texas Code of Criminal Procedure. Police department officers are required to limit their actions to incidents that are clearly District-related, except in cases where, as Texas police officers, they have a statutory duty to involve themselves in non-District incidents that are life-threatening, considered felony offenses, or are listed in Chapter 14 of the Texas Code of Criminal Procedure (arrest without warrant).

Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District and as defined in the Texas Code of Criminal Procedure. Subject to limitations in law, each District police officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants and arrest warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.

3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Investigate violations of District policies, rules, and regulations that also constitute potential criminal conduct and/or violations of the Texas Penal code or other relevant criminal laws that occur on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations that also constitute potential criminal conduct and/or violations of the Texas Penal code or other relevant criminal laws that occur as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police.

A District police officer shall not be assigned to handle or address routine classroom discipline, administrative tasks, and/or investigations that pertain to violations of campus or District policy that do not involve potential criminal conduct and/or violations of the Texas Penal Code or other relevant criminal laws.

This does not preclude officers from participating in District-sanctioned events or from participating in mentorship opportunities or restorative justice programs designed to encourage individual accountability and meet the needs of all students.

Outside
Employment

A District police officer shall adhere to the regulations in the *HISD Police Department Policies and Procedures Manual* and to applicable directives governing police-related and non-police-related extra employment. A District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.

Relationship with
Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agree-

ments that outline reasonable communication and coordination efforts among the department and the agencies. All such agreements shall be approved by the Superintendent.

Interlocal Agreement for Mutual Aid

While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

Access to Recordings

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Body-Worn Cameras

A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. The cameras shall be used to record incidents that are of a criminal nature, or that will bring scrutiny to the department or the District, or to document actions and reactions regarding a request for police service. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.

Training

Each District police officer and police dispatchers shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling

The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.

<u>Use of Force</u>	<u>The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.</u>
<u>High-Speed Pursuit</u>	<u>A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.</u>
<u>Vehicular Pursuit</u>	<p><u>A District police officer shall adhere to regulations in the <i>HISD Police Department Policies and Procedures Manual</i> and applicable directives governing vehicular pursuits. An officer shall not engage in a motor vehicle pursuit when the suspect's only possible offense (other than the Evading Arrest itself) includes:</u></p> <ul style="list-style-type: none"><u>• Class C offenses,</u><u>• Traffic or municipal warrants, or</u><u>• Non-violent misdemeanor warrants.</u> <p><u>Once involved in a pursuit, the District police officer involved shall weigh the risks of the pursuit against the danger to the public, themselves, and fellow officers on a continual basis. If the risk of danger outweighs the benefit of capturing the fleeing suspect, the pursuit shall be terminated immediately. If a pursuit is for a crime that is not District-related, the officer involved shall continue the pursuit only until units of the agency having primary jurisdiction become involved in the pursuit. At this time, the District officer shall discontinue direct involvement in the pursuit.</u></p>
<u>Duty During Inclement Weather or Other Emergencies</u>	<u>District police officers and police department communications personnel are not included in the plan for dismissal of employees because of inclement weather and/or other conditions that may cause the schools or offices to close, except as provided in the administrative regulations. All District police officers shall notify the District's police department office as soon as possible after arrival at their designated assignments.</u>
<u>Notice of Exposure to Communicable Disease</u>	<u>Notice of Health and Safety Code requirements regarding a work-related exposure to a reportable communicable disease that may affect eligibility for workers' compensation benefits shall be available to each District police officer as specified by law. [See CKE(LEGAL)]</u>
<u>Complaints</u>	<u>Law enforcement related complaints against a District police officer shall be in writing on a form provided by the District police department and shall be signed by the person making the complaint. In</u>

accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKE(LEGAL) and CKEA(LEGAL)]

Contracted Security Officers

To assist with implementing the District's comprehensive safety programs, the District has entered into an agreement with a security services contractor for security officers in accordance with law. Contracted security officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of contracted security officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authorization

Pursuant to its authority under state law, the Board may authorize contracted security officers to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each contracted security officer shall have immunities as provided by law.

Each specifically authorized contracted security officer shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved officer. The written authorization shall specify the District premises and other property where the contracted security officer is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific contracted security officer's authorization to possess a firearm on District property under this policy.

In addition, authorization for a specific contracted security officer to possess a firearm on District property under this policy shall be automatically revoked if the agreement with the security services contractor expires or is severed.

Duties

A contracted security officer shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.

In the scope of their services as contracted security personnel, each security officer shall:

DATE ISSUED:

Adopted:

5 of 6

CKE(LOCAL)-X

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Carry out all other duties in accordance with the agreement.

Training

The District shall ensure that each contracted security officer receives appropriate training.

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

**District Police
Department**

~~The Board has chosen to employ commissioned peace officers to carry out the provisions of Texas Education Code, Chapter 37, Subchapter C, relating to law and order. The mission of the District police department is to provide a safe learning environment by protecting the rights and property of the District, staff, and students through the establishment and maintenance of an innovative, knowledgeable, dedicated, and highly trained police department capable of adapting to a changing educational community environment.~~

~~Supervisory
Authority~~

~~The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.~~

~~Jurisdiction~~

~~The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.~~

~~District police officers shall exercise police authority and powers in accordance with the provisions of the Texas Code of Criminal Procedure. Police department officers are required to limit their actions to incidents that are clearly District related, except in cases where, as Texas police officers, they have a statutory duty to involve themselves in non-District incidents that are life threatening, considered felony offenses, or are listed in Chapter 14 of the Texas Code of Criminal Procedure (arrest without warrant).~~

~~Scope of Powers
and Duties~~

~~Authority~~

~~District police officers are employees of the District and shall comply with all District policies, procedures, and regulations to the extent consistent with the requirements of state law and the Texas Commission on Law Enforcement. Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District and as defined in the Texas Code of Criminal Procedure. Subject to limitations in law, District police officers shall have the authority to:~~

- ~~1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.~~
- ~~2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants and arrest warrants in connection with District related investigations in compliance with the Texas Code of Criminal Procedure.~~

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

- ~~3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.~~
- ~~4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.~~
- ~~5. Investigate violations of District policies, rules, and regulations that also constitute potential criminal conduct and/or violations of the Texas Penal code or other relevant criminal laws that occur on District property, in school zones, at bus stops, or at District functions.~~
- ~~6. Investigate violations of District policy, rules, and regulations that also constitute potential criminal conduct and/or violations of the Texas Penal code or other relevant criminal laws that occur as requested by the Superintendent and participate in hearings concerning alleged violations.~~
- ~~7. Carry weapons as directed by the chief of police and approved by the Superintendent.~~
- ~~8. Carry out all other duties as directed by the chief of police.~~

~~District police officers shall not be assigned to handle or address routine classroom discipline, administrative tasks, and/or investigations that pertain to violations of campus or District policy that do not involve potential criminal conduct and/or violations of the Texas Penal Code or other relevant criminal laws.~~

~~This does not preclude officers from participating in district sanctioned events or from participating in mentorship opportunities or restorative justice programs designed to encourage individual accountability and meet the needs of all students.~~

Outside
Employment

~~Officers shall adhere to regulations of the *HISD Police Department Policies and Procedures Manual* and applicable directives governing police-related and non-police-related extra employment.~~

Memorandum of
Understanding

~~The District police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and agencies. Approval to enter into or maintain relationships established by memoranda of understanding shall be approved by the Superintendent.~~

Video Monitoring

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

	<p>If available, video equipment shall be used in a District police car for safety purposes whenever the flashing lights on the car are in use.</p>
<p><i>Access to Recordings</i></p>	<p>Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]</p>
<p><i>Body-Worn Cameras</i></p>	<p>District officers shall use body worn cameras only when performing official law enforcement duties and in accordance with the provisions of the District police department's body worn camera program. The cameras shall be used to record incidents that are of a criminal nature, or that will bring scrutiny to the department or the District, or to document actions and reactions regarding a request for police service. Officers shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body worn cameras shall receive training on storage, retention, and release of recordings.</p>
<p><i>Training</i></p>	<p>All District officers and police dispatchers shall receive at least the minimum amount of education and training required by law.</p>
<p><i>Department Regulations Manual</i></p>	<p>To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.</p>
<p><i>Racial Profiling</i></p>	<p>The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.</p>
<p><i>Use of Force</i></p>	<p>The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.</p>
<p><i>Vehicular Pursuit</i></p>	<p>Officers shall adhere to regulations in the <i>HISD Police Department Policies and Procedures Manual</i> and applicable directives governing vehicular pursuits.</p> <p>Once involved in a pursuit, the District police officers involved shall weigh the risks of the pursuit against the danger to the public, themselves, and fellow officers on a continual basis. If the risk of danger outweighs the benefit of capturing the fleeing suspect, the</p>

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

	<p>pursuit shall be terminated immediately. If a pursuit is for a crime that is not District related, the officer(s) involved shall continue the pursuit only until units of the agency having primary jurisdiction become involved in the pursuit. At this time, the District officer(s) shall discontinue direct involvement in the pursuit.</p>
<p>Duty During Inclement Weather or Other Emergencies</p>	<p>District police officers and police department communications personnel are not included in the plan for dismissal of employees because of inclement weather and/or other conditions that may cause the schools or offices to close, except as provided in the administrative regulations. All police officers shall notify the District's police department office as soon as possible after arrival at their designated assignments.</p>
<p>Notice of Exposure to Communicable Disease</p>	<p>Notice of Health and Safety Code requirements regarding a work-related exposure to a reportable communicable disease that may affect eligibility for workers' compensation benefits shall be available to District police officers as specified by law. [See CKE(LEGAL)]</p>
<p>Complaints</p>	<p>Law enforcement related complaints against a District police officer shall be in writing on a form provided by the District police department and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.</p> <p>Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.</p>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

21.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DAA(LOCAL), *Employment Objectives: Equal Employment Opportunity*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DAA(LOCAL), *Employment Objectives: Equal Employment Opportunity*. The changes are recommended by the HISD administration in response to organizational restructuring and departmental title changes.

A copy of DAA(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 accepts the proposed revisions to Board Policy DAA (LOCAL), *Employment Objectives: Equal Employment Opportunity*, on first reading, effective November 15, 2024.

**Title IX and
ADA/Section 504
Coordinator**

The District designates the following ~~office~~ department to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 as amended and Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973:

Office: ~~Houston ISD Equal Employment Opportunity Office (EEO)~~ Employee Relations

Address: 4400 W. 18th St., Houston, TX 77092

Telephone: (713) 556-7313

[Contact information for specific individuals designated as the Title IX Coordinator and ADA/Section 504 Coordinator for employees is in DIA\(EXHIBIT\).](#)

[Contact information for specific individuals designated as the Title IX Coordinator and ADA/Section 504 Coordinator for students is in FB\(EXHIBIT\) and FFH\(EXHIBIT\).](#)

Complaints

The ~~EEO~~ Employee Relations Office shall be responsible for investigation of complaints on behalf of employees and citizens. For complaint procedures, see DGBA(LOCAL) and GF(LOCAL).

Records Retention

Copies ~~Of Reports Alleging Discrimination Or Prohibited Harassment, Including Sexual Harassment; Investigation Reports; And Related~~ of reports alleging discrimination or prohibited harassment, including sexual harassment; investigation reports; and related records shall be maintained by the District for a period of at least three years.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/14/2024

22.

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 meetings on October 10, 2024.

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 meetings on October 10, effective November 15, 2024.