

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

January 18, 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 OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 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 OR EXECUTIVE SESSION

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goal 1 Progress Measure 1.1 And Goal 2 Progress Measure 2.1
 - January 2024 Monitoring Report
2. Investment Report
 - Quarterly Investment Report
3. Budget To Actual Report
 - Quarterly Financial Report For The Period Ending December 31
4. Purchasing Services Quarterly Report
 - Quarterly Purchasing Report

ITEMS PULLED FROM CONSENT AGENDA

5. Completion And Approval Of The Board's Quarterly Self-Evaluations
 - Self-Evaluation Homework
 - LSG Quarterly Progress Tracker
6. Approval Of Organization Of The Board And Selection Of Officers For 2024

CONSENT AGENDA

7. Approval Of Resolution Regarding Chaplains In Schools
 - Resolution Regarding The Employment Of Chaplains Or Acceptance Of Chaplains As Volunteers To Provide Support, Services, And Programs For Students
8. Approval Of The Goals And Measurable Objectives For The District Improvement Plan For 2023-2024
 - 2023–2024 District Improvement Plan (Goals Only)
9. Approval Of The Goals And Measurable Objectives For School Improvement Plans For 2023-2024
10. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchase Requests Cover Sheet
 - Purchase Requests
11. Authorization To Negotiate, Execute, And Amend An Agreement Of Affiliation With The Harris County Hospital District
12. Adoption Of A Resolution To Designate Investment Officers For The Houston Independent School District
 - Resolution
13. Approval Of Resolution Amending Authorized Representatives at TexPool and Authorized Representative Add Form at Lone Star Investment Pool
 - Resolutions
14. Ratification And Approval Of A Proposed Amendment To The 2023-2024 *Code Of Student Conduct* To Reflect The Exemption Approved By The District Of Innovation Plan Related To Mandatory Disciplinary Alternative Education Program Placement For Possession Or Use Of E-Cigarettes Or Vape Pens
 - Proposed Amendment To The Code Of Student Conduct

15. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy, Regarding Goal 4-First Reading*
 - AE(LOCAL), First Reading
16. Approval Of Proposed Revisions To Board Policy CLB(LOCAL), *Buildings, Grounds, And Equipment Management: Maintenance-Second Reading*
 - CLB(LOCAL), Second Reading
17. Approval To Temporarily Waive A Portion Of Board Policy BBD(LOCAL), *Board Members: Training and Orientation*
 - BBD(LOCAL)
18. 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, assistant superintendents, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements, including Resignation and Release Agreement for Chief Operating Officer.
- 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) Update in the matter of Symmetry Energy Solution, LLC, v. HISD.
- e) Update in the matter of EEOC v. HISD; in the U. S. District Court Southern District of Texas, Houston Division; Case No. 4:24-cv-00122.

Security Devices Or Security Audits

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

ADJOURN



1/18/2024

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 1 Progress Measure 1.1 And Goal 2 Progress Measure 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 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.

January 2024 Goal Progress Monitoring Report—GPM 1.1

Goal 1

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

Goal Progress Measure 1.1

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

BACKGROUND

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

According to the Beginning of Year (BOY) data, it is projected that 28% of the district’s third-grade students are at or above the Meets Grade Level standard, as defined by the state. Since this marks the first time the district has employed the NWEA MAP, the BOY data has been used to establish performance targets for the End of Year (EOY) assessments over a five-year period.

In alignment with Goal 1, the district aims to achieve a minimum growth of 15 percentage points during this time frame. This growth target is set to meet the community’s vision for Houston ISD.

On Track

The presented data was used for goal setting

Figure 1. GPM 1.1—MAP Third Grade Students Reading Meets Grade Level

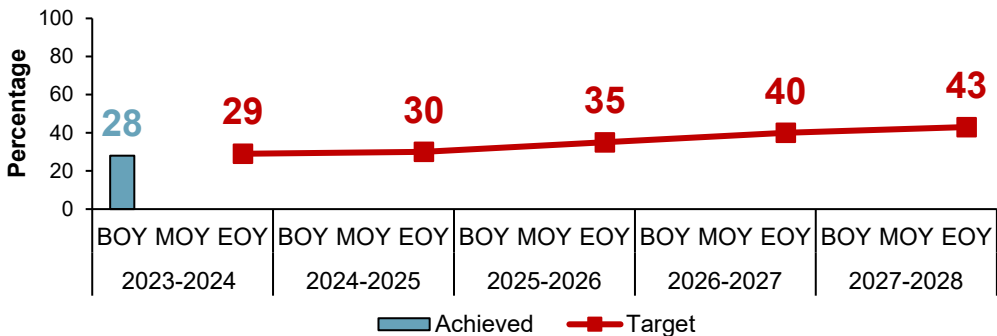
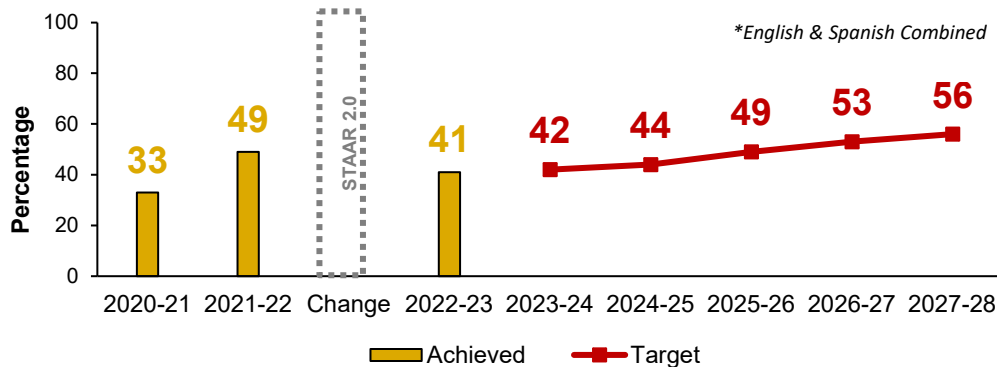


Figure 2. Overall Goal 1—Third Grade Students Meets Grade Level for Reading

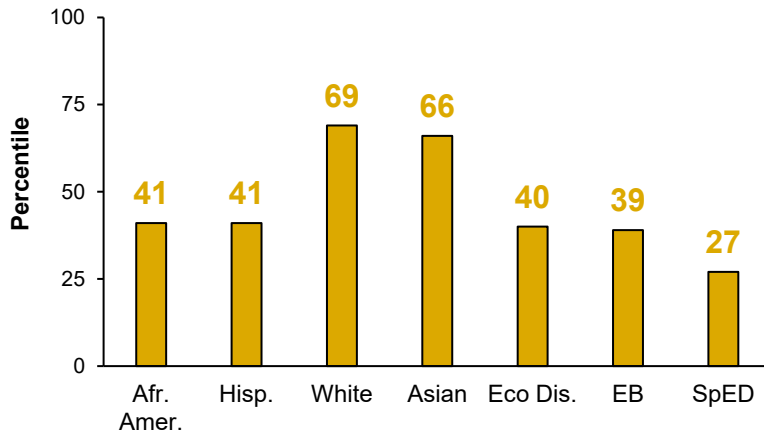


January 2024 Goal Progress Monitoring Report—GPM 1.1

Table 1. BOY NWEA MAP Target & Growth by Group (Reading)

Student Group	23–24 BOY	23–24 Target	Needed Growth
All Students	28	29	1% pt.
Econ. Dis.	19	20	1% pt.
SWDs	12	13	1% pt.
EBs	13	14	1% pt.
Race/Ethn.			
Afr. Amer.	27	28	1% pt.
Hisp.	18	19	1% pt.
White	64	65	1% pt.
Amer. Ind.	30	31	1% pt.
Asian	63	64	1% pt.
Pac. Isl.	64	65	1% pt.
Two+	70	71	1% pt.

Figure 3. NWEA Grade 3 Average Percentile Rank for Reading



SUPERINTENDENT EVALUATION OF PERFORMANCE

- Description of Data**

The data reflects the overall low proficiency of our third-grade students in reading. Our students of color and economically disadvantaged students, in particular, are well below average including students with special needs. The data also shows that we are far from our pre-COVID score of 49 on the 3rd-grade reading STAAR assessment.

Our White and Asian students demonstrate much greater proficiency and are at the 69th and 66th percentile nationally. However, and as noted several times this year when describing other assessments, our achievement gap in percentile is very concerning and continues at 25 to 30 percentage points.

Several studies correlate the NWEA MAP assessment scores to the STAAR. Still, readers should keep in mind that this is the first year HISD is requiring the NWEA assessments district wide. We will establish a baseline and then be able to analyze trend data over time.

- Root Cause Analysis**

There are two root causes for our students' low proficiency in reading:

- Science of Reading Curriculum**

The research is clear now that students who are learning to read need to learn how to decode. Also, students need language comprehension skills. The District began to assess and upgrade its reading curriculum in the 2022-2023 school year by piloting Amplify, a science-of-reading curriculum, in 6 schools. Most of the District's schools were not being intentional about ensuring students received strong science-of-reading curriculum.

January 2024 Goal Progress Monitoring Report—GPM 1.1

• Root Cause Analysis (cont.)

2. The Quality of Instruction

A strong curriculum is necessary, but it is insufficient. Teachers need to implement the curriculum effectively and provide high quality instruction. After thousands of observations by school leaders this year, the overall quality of instruction needs to be improved across the board, including in the early grades.

There may be one other root cause: access to high-quality Pre-K. Our students' ability to read at grade level on the MAP assessments and the STAAR exams begin in Pre-K and the early grades. If we assumed that the number of kindergarten students are approximately the same as the number of students who could enroll in Pre-K3 and who could enroll in Pre-K4, then 24 % of HISD's three-year-olds enroll in Pre-K3 and 70% of four-year-olds enroll in Pre-K4. We know that 23% of White students enroll in Pre-K4, while 78% of Black students enroll in Pre-K4 and 78% of Hispanic students enroll in Pre-K4. Still, our students of color have lower literacy skills than their White or more affluent peers. However, we need more information about the quality of the Pre-K classes and lessons and also the quality of the non-District, Pre-K schools our White students are attending.

(Data based on current enrollment as of 12/19/23)

Supplemental Data:

The CIRCLE assessment for Pre-K3 and Pre-K4, and the DIBELS assessment for grades K through 3 provides insight into the root causes. The CIRCLE curriculum is approved by TEA and the test informs teachers' understanding of early literacy proficiency. DIBELS assesses the five components of literacy, including phonemic awareness and language comprehension. This data provides support for progress monitoring that will enable teachers and schools to adjust instruction and support to help accomplish Goal Progress Measure 1.1.

We believe an analysis of the NWEA MAP reading assessments in grades 3 through 8 will also provide information about the District's system of support to improve the quality of instruction and to provide high-quality instructional materials. These systems impact two of the root causes for third-grade NWEA scores and thus will impact Goal Progress Measure 1.1.

Figure 4. CIRCLE Met Proficiency for Reading

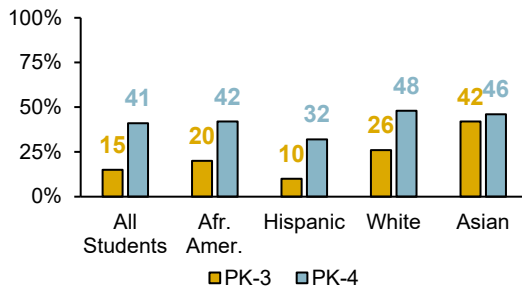


Figure 5. DIBELS/LECTURA Met Proficiency

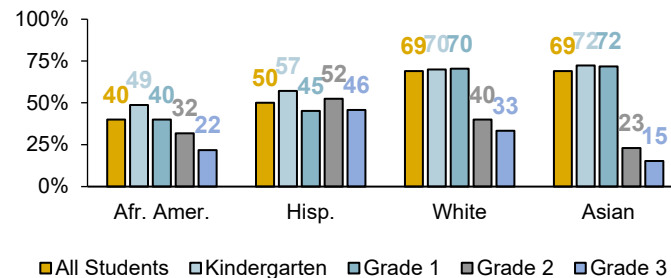
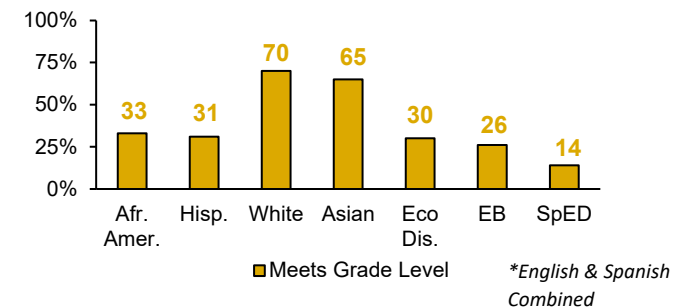


Figure 6. NWEA MAP Grades 3-8 Meets Reading



January 2024 Goal Progress Monitoring Report—GPM 1.1

Goal Progress Measure 1.1 Action Steps:

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

- Expanded the Amplify curriculum to the 85 NES/A schools and 108 other schools.
- Implemented an additional "Science of Reading" course in grades 2 through 6 in all elementary and middle NES/A schools.
- Began implementation of DIBELS assessments in all elementary schools.
- Focused professional development on the improvement of the quality of instruction.
- Improved the quality of instruction significantly.
- Lowered the class size in Pre-K in the NES/A schools to 15 to 1.
- Added teacher assistants to the NES/A Pre-K classrooms.
- Expanded the number of Pre-K seats by 66 since the first day of school.
- Improved processes to expand access to Pre-K seats.

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

- **Science of Reading**
 - Ensure all elementary and middle schools are using an approved "science of reading" curriculum and provide lesson-planning support.
 - Provide professional development to all elementary and middle schools to use the curriculum effectively.
 - Expand the number of NES schools and provide "science of reading" courses in those new elementary and middle schools.
 - Prepare non-NES schools for transition to science of reading curriculum in the 2025-2026 school year.
 - Train all elementary reading or ELA teachers in grades K through 4 on how to conduct DIBELS assessments and how to progress monitor with DIBELS.
- **Quality of Instruction**
 - Continue to provide strong professional development around improving the quality of instruction.
 - Conduct mandatory PD on literacy for all elementary reading or ELA teachers (Pre-K through 5).
 - Provide strong lesson-planning and curricular supports for all teachers across the District.
 - Create a Pre-K instructional support team to help principals improve the quality of instruction in the Pre-K classrooms of the NES schools.
- **Pre-K Access**
 - Maintain low class size (15 to 1) in the NES Pre-K classes and Early Childhood Centers.
 - Expand the number of Pre-K students by 200 by August 2024 and by another 300 by August 2025.

January 2024 Goal Progress Monitoring Report—GPM 2.1

Goal 2

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

Goal Progress Measure 2.1

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

BACKGROUND

Mirroring Goal 1, the district is also using NWEA MAP to progress monitor the second board goal.

According to the Beginning of Year (BOY) data, it is projected that 24% of the district's third-grade students are at or above the Meets Grade Level standard, as defined by the state. Since this marks the first time the district has employed the NWEA MAP, the BOY data has been used to establish performance targets for the End of Year (EOY) assessments over a five-year period.

In alignment with Goal 2, the district aims to achieve a minimum growth of 15 percentage points during this time frame. This growth target is set to meet the community's vision for Houston ISD.

Figure 7. GPM 2.1—MAP Third Grade Students Meets Grade Level in Math

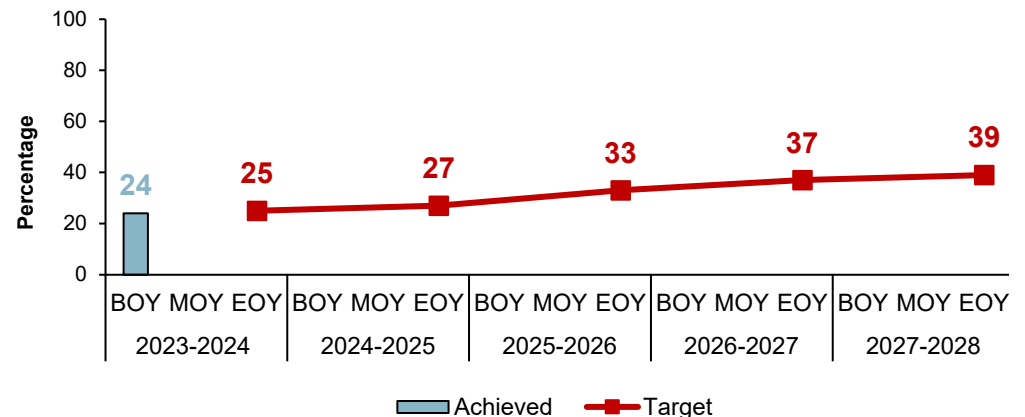
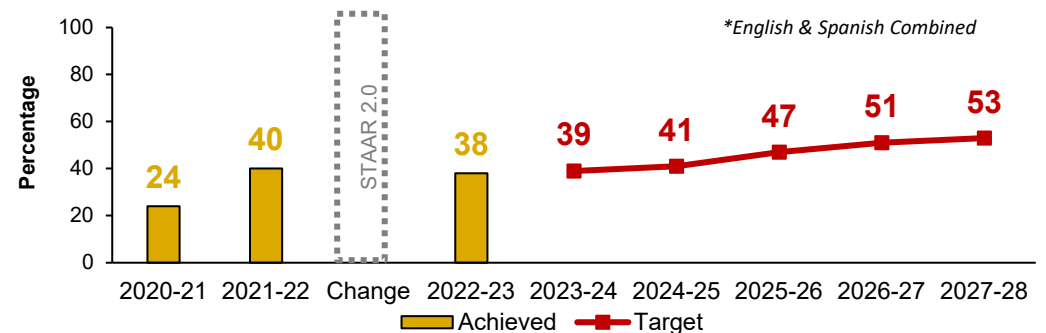


Figure 8. Overall Goal 2—Third Grade Students Meets Grade Level for Math



On Track

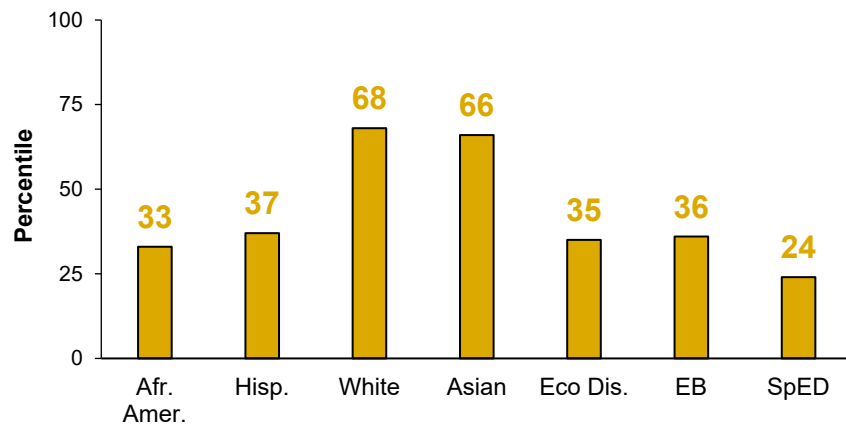
The presented data was used for goal setting

January 2024 Goal Progress Monitoring Report—GPM 2.1

Table 2. BOY NWEA MAP Target & Growth by Group

Student Group	22–23 BOY	22–23 Target	Needed Growth
All Students	24	25	1% pt.
Econ. Dis.	15	16	1% pt.
SWDs	9	10	2% pt.
EBs	17	18	1% pt.
Race/Ethn.			
Afr. Amer.	14	15	1% pt.
Hisp.	18	19	1% pt.
White	60	61	1% pt.
Amer. Ind.	41	42	1% pt.
Asian	61	62	1% pt.
Pac. Isl.	56	57	1% pt.
Two+	64	65	1% pt.

Figure 9. NWEA MAP Grade 3 Average Percentile Rank for Math



SUPERINTENDENT EVALUATION OF PERFORMANCE

• Description of Data

Similar to the NWEA reading data, the math data reflect the low proficiency of our students in math. Both our African American students and Hispanic students score below 20% proficiency in NWEA math. Our pre-COVID math scores on STAAR were low, and we have not returned to that low level.

Again, our White and Asian students demonstrate much greater proficiency, but are only at the 60th and 61st percentile nationally (compared with their 69th and 66th ratings in reading). The achievement gap in percentile ranking is larger at 35 percentile points for our Black students and 31 percentile points for our Hispanic students.

This is the first year we have administered NWEA MAP assessments district-wide. Our first progress monitoring number will be available at the beginning of February. We will be able to establish trend data over time.

• Root Cause Analysis

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

1. High-quality instructional materials

The movement in the state and country around high-quality instructional materials is warranted. The schools in HISD have had a great deal of autonomy without accountability for raising student achievement. There are dozens of different math curricula in the District and not all of them are rigorous or aligned with the Texas Essential Knowledge and Skills. The District only began to pilot TEA-approved math curricula in the 2022-2023 school year.

January 2024 Goal Progress Monitoring Report—GPM 2.1

• Root Cause Analysis (cont.)

2. The Quality of Instruction

The quality of instruction is the leading indicator of overall academic achievement, but there has been very little attention paid to the quality of instruction within HISD in the past. Judging by thousands of spot observations, our instruction in math needs significant improvement.

Supplemental Data:

The CIRCLE assessment for Pre-K3 and Pre-K4 will help inform teachers' understanding of early math proficiency. The data provide progress monitoring metrics that will enable teachers and schools to adjust instruction and supports to help accomplish Goal Progress Measure 2.1.

An analysis of the NWEA MAP math assessments in grades 3 through 8 will also provide information about the District's system of supports to improve the quality of instruction and to provide high-quality instructional materials. These systems impact the two root causes for third grade NWEA math scores and thus will impact Goal Progress Measure 2.1.

Figure 10. CIRCLE Met Proficiency for Math

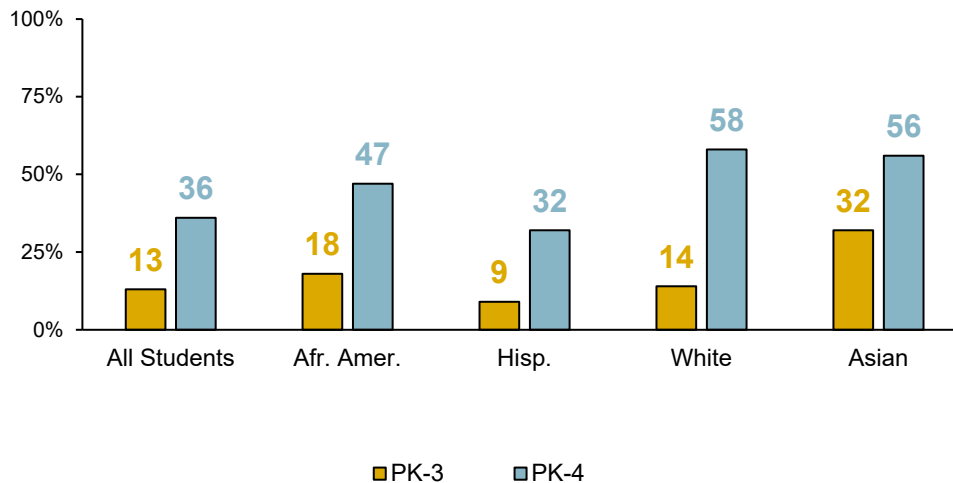
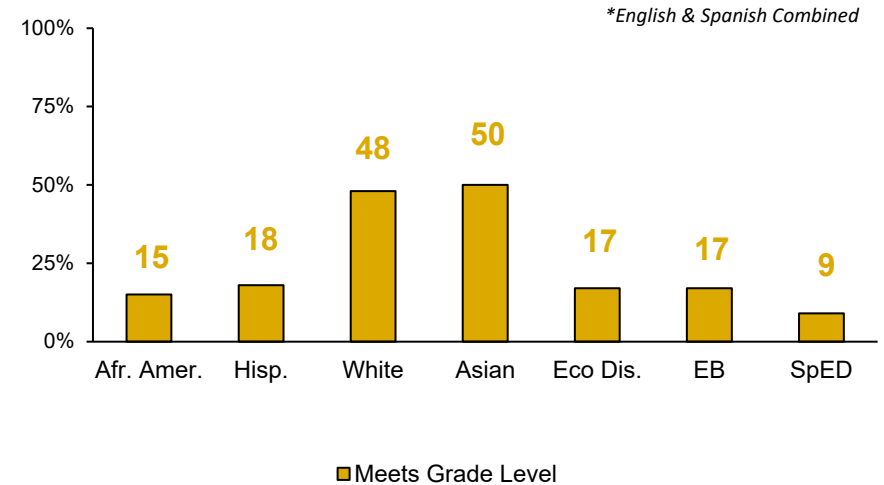


Figure 11. NWEA MAP 3-8 Met Proficiency for Math



January 2024 Goal Progress Monitoring Report—GPM 2.1

Goal Progress Measure 2.1 Action Steps:

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

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

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

- **High-quality instructional materials**
 - Ensure all elementary and middle schools and NES high schools are using an approved math curriculum that qualifies as HQIM.
 - Provide professional development to all elementary and middle schools and NES high schools to use the curriculum effectively.
 - Expand the number of NES schools and provide HQIM to those new schools.
 - Prepare non-NES schools for transition to HQIM in the 2025-2026 school year.
- **Quality of Instruction**
 - Provide aligned curriculum maps to all math teachers across the District.
 - Continue to provide strong professional development around improving the quality of instruction.
 - Provide strong lesson-planning and curricular supports for all teachers across the District.
 - Support principals in improving the quality of instruction across the board and including math instruction.
 - Improve the quality of instruction significantly.



1/18/2024

2.

Office of the Superintendent of Schools

Office of Finance and Business Services

Investment Report

Government Code Chapter 2256, Public Funds Investment Act (PFIA), requires that the board-designated investment officers prepare and submit to the School Board, not less than quarterly, a written report of investment transactions for all funds covered by the PFIA for the preceding reporting period.

Houston Independent School District (HISD) investments are further governed by the board-approved *Cash Management and Investment Policy*. All investments purchased meet the three basic tenets included in policy: investment safety, investment liquidity, and investment yield. All investments are held to maturity. HISD does not invest on a speculative basis.

The attached investment report for the fiscal year 2024 quarter ended December 31, 2023, meets the reporting requirements of Section 2256.023, Internal Management Reports, of the PFIA. The report has been reviewed and signed by the chief financial officer, the deputy chief financial officer, the treasurer, and the treasury manager who have been designated by the HISD School Board as the district's investment officers for the day-to-day management of HISD's cash and investment position.

FY 2024

Investment Report

October 1, 2023 – December 31, 2023



January 18, 2024

FOREWORD



Under the Public Funds Investment Act (PFIA), governmental units are required to have Board approved investment policies, investment portfolios limited to only those investments specifically authorized by law, and quarterly reports submitted to the governing body which disclose both the book and market values of investments held.



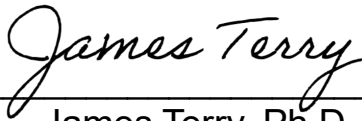
The Houston Independent School District is in compliance with the PFIA. All investments purchased adhere to PFIA guidelines. This includes maintaining sufficient liquidity to provide adequate and timely working funds, attaining the highest possible rate of return while providing necessary protection of the principal, matching the maturity of investment instruments to the daily cash flow requirements, and diversifying investments as to maturity, instruments, and financial institutions where permitted under state law, while also actively pursuing portfolio management techniques and avoiding investment for speculation.



The day-to-day management of the District's cash and investment position is the responsibility of the Chief Financial Officer, the Deputy CFO, the Treasurer, and the Treasury Manager who have all been designated by the Board as the District's investment officers.

COMPLIANCE CERTIFICATION

We hereby certify that the Quarterly Investment Report represents the investment position of the District as of December 31, 2023, and that all investments were purchased in compliance with the Board approved Cash Management and Investment Policy.



James Terry, Ph.D.

Chief of Finance and Business Services



Glenn Reed
Deputy CFO



Lisa Pepi
Treasurer

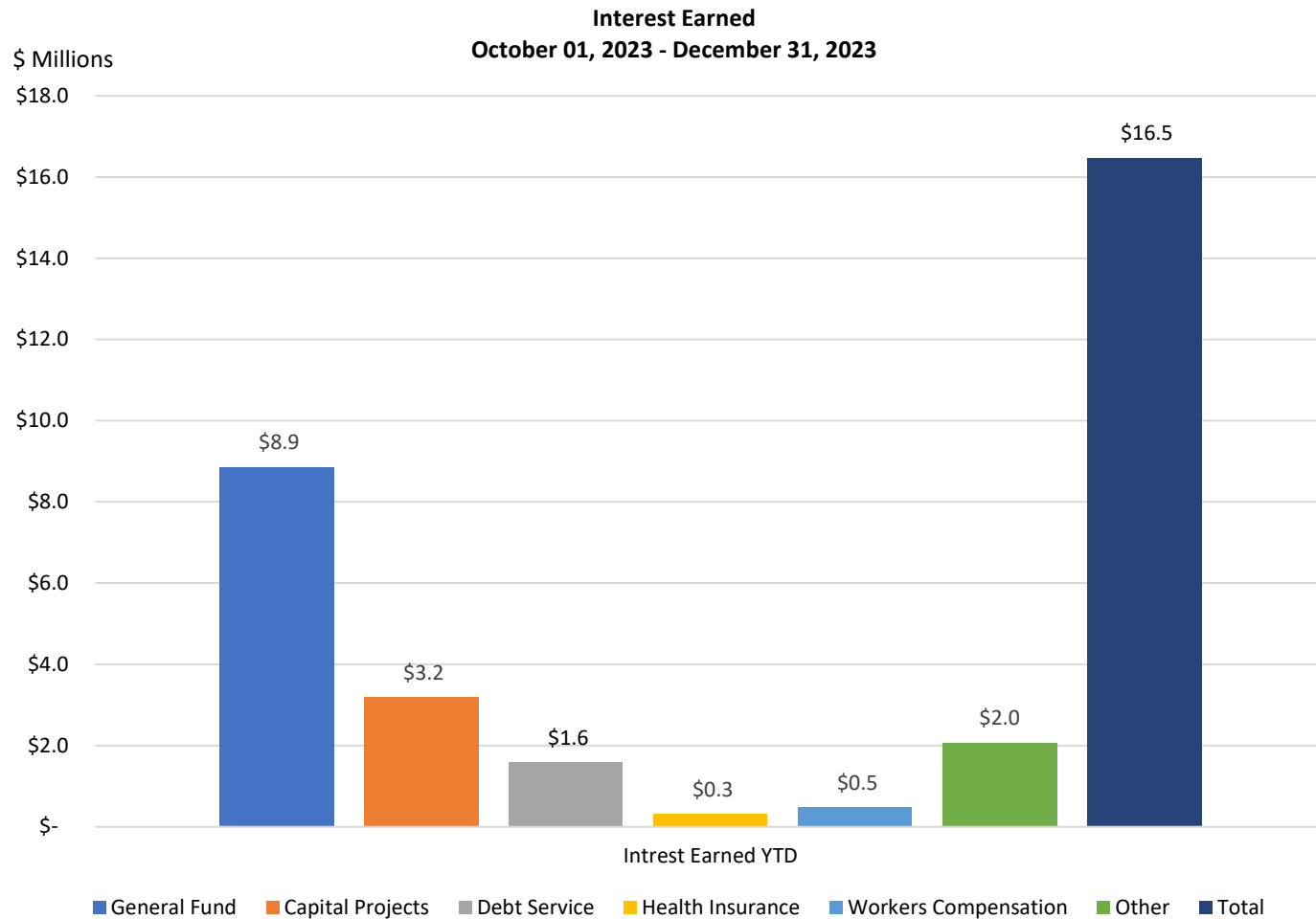


Margie Grimes
Assistant Treasurer

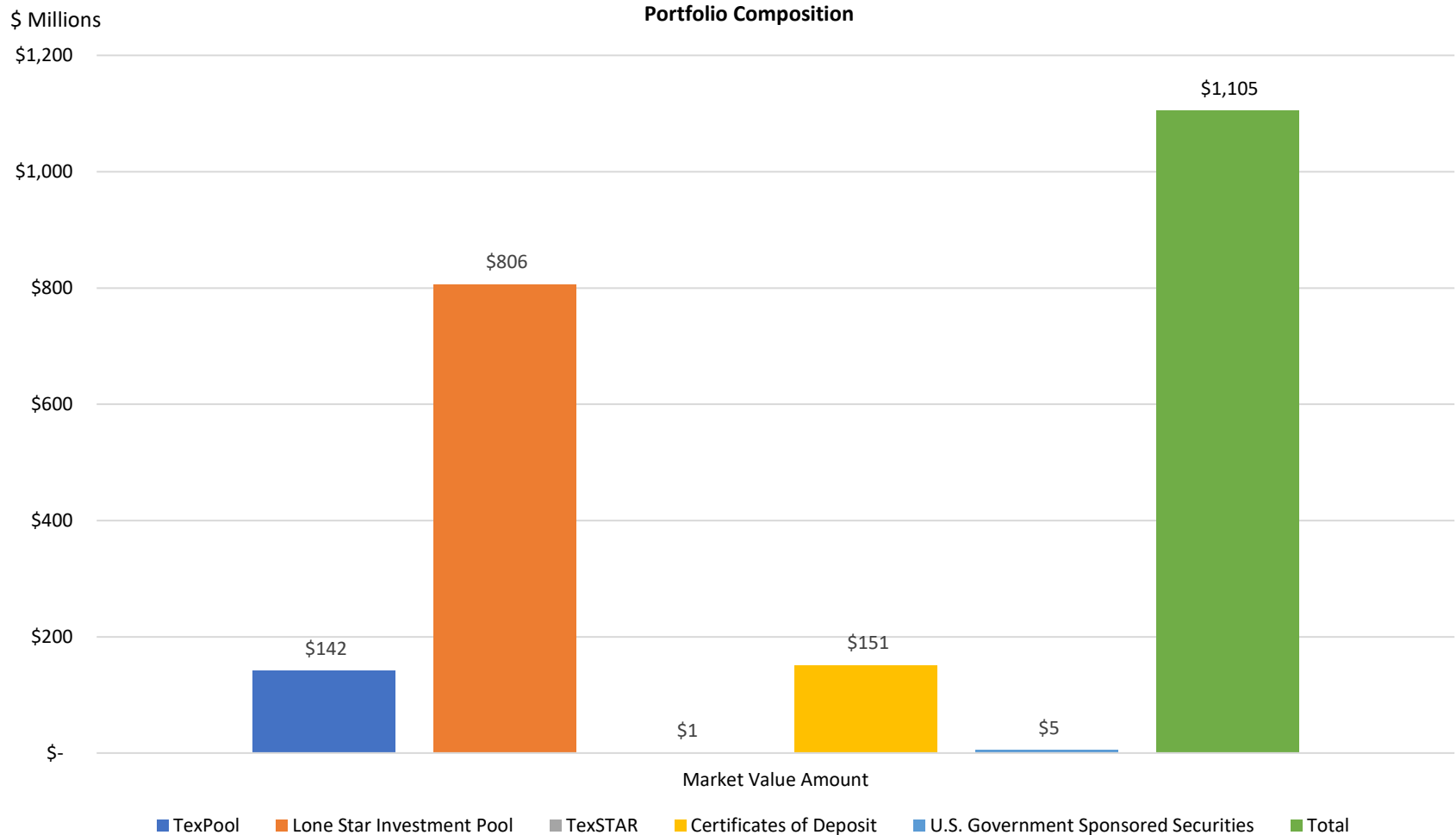
Rate Comparison

Average Yield for the Quarter	
HISD (WAM 25 days)	5.644%
Federal Funds (Daily Rate)	5.500%
Treasury Bill- 30 day	5.386%
Treasury Bill- 1yr	5.224%
Treasury Note- 2 yr	4.821%

INTEREST EARNED



PORTFOLIO COMPOSITION BY TYPE



PORTFOLIO REPORTS

Summary Report: This report shows the change in book value and market value from the beginning of the second quarter, October 1, 2023, to the end of the quarter, December 31, 2023, in summary form. The report also shows accrued interest receivable by fund groups for those funds which have investments paying interest on a non-monthly basis.

Portfolio Inventory and Transaction Report: This report details each individual investment security and pool account subtotaled by fund group.

- Security type or pool name are detailed.
- Purchase and maturity dates are shown for those investments which have a stated final maturity.
- The change in book and market value for each investment is shown for the period reported.
- Purchases and redemptions in investment pool accounts are shown on a net basis.
- Purchases, sales, and maturities of securities are shown on an individual transaction basis.
- The final maturity (Par) value of securities are detailed.

Summary Report

Houston ISD

10/01/23 - 12/31/23

	10/1/2023	12/31/2023	10/1/2023	12/31/2023				
Fund	Book Value	Book Value	Market Value	Market Value	Change in Book Value	Change in Market Value	Accrued Interest Receivable	
General Fund	\$ 802,628,042	\$ 599,611,697	\$ 802,628,042	\$ 599,638,397	\$ (203,016,345)	\$ (202,989,645)	\$ 598,518	
Capital Projects Fund	\$ 236,878,677	\$ 191,212,455	\$ 236,878,677	\$ 191,212,455	\$ (45,666,222)	\$ (45,666,222)	\$ -	
Debt Service Fund	\$ 97,807,747	\$ 144,989,231	\$ 97,807,747	\$ 144,989,231	\$ 47,181,485	\$ 47,181,485	\$ 719,963	
Food Service Fund	\$ 76,219,092	\$ 34,869,628	\$ 76,219,092	\$ 34,869,628	\$ (41,349,465)	\$ (41,349,465)	\$ -	
Health Insurance Fund	\$ 5,424,673	\$ 44,917,383	\$ 5,424,673	\$ 44,917,383	\$ 39,492,709	\$ 39,492,709	\$ -	
Workers Compensation Fund	\$ 33,293,772	\$ 33,143,374	\$ 33,293,772	\$ 33,143,374	\$ (150,398)	\$ (150,398)	\$ -	
Internal Service Fund	\$ 5,751,019	\$ 14,690,518	\$ 5,751,019	\$ 14,690,518	\$ 8,939,499	\$ 8,939,499	\$ -	
Medicaid Fund	\$ 14,260,612	\$ 12,667,097	\$ 14,260,612	\$ 12,667,097	\$ (1,593,515)	\$ (1,593,515)	\$ -	
Print Shop Fund	\$ 3,789,549	\$ 6,110,922	\$ 3,789,549	\$ 6,110,922	\$ 2,321,373	\$ 2,321,373	\$ -	
Special Revenue Fund	\$ 117,248,223	\$ 650,338	\$ 117,248,223	\$ 650,338	\$ (116,597,885)	\$ (116,597,885)	\$ -	
Activity Fund	\$ 17,921,962	\$ 16,784,345	\$ 17,921,962	\$ 16,784,345	\$ (1,137,618)	\$ (1,137,618)	\$ -	
Trust and Agency Fund	\$ 5,349,016	\$ 5,424,800	\$ 5,349,016	\$ 5,424,800	\$ 75,784	\$ 75,784	\$ -	
Total Investments	\$ 1,416,572,384	\$ 1,105,071,787	\$ 1,416,572,384	\$ 1,105,098,487	\$ (311,500,597)	\$ (311,473,897)	\$ 1,343,396	

PORTFOLIO POSITION

HOUSTON ISD
Portfolio Position
10/01/23 - 12/31/23

<i>Security Description</i>	<i>Book Value On 10/01/23</i>	<i>Book Value On 12/31/23</i>	<i>Market Val On 10/01/23</i>	<i>Market Val On 12/31/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Interest Received in the Period</i>	<i>Accrued Interest</i>
GF1 Lone Star Corporate General Fund	\$ 24,040	\$ 210,678	\$ 24,040	\$ 210,678	\$ -	\$ -	\$ 1,113	\$ -
GF1 Lone Star Corporate Plus General Fund	\$ 401,656,049	\$ 519,329,125	\$ 401,656,049	\$ 519,329,125	\$ -	\$ -	\$ 6,436,241	\$ -
GF1 Lone Star Government General Fund	\$ 9	\$ 936,683	\$ 9	\$ 936,683	\$ -	\$ -	\$ 3,422	\$ -
GF1 Texpool General Fund	\$ -	\$ 169,837	\$ -	\$ 169,837	\$ -	\$ -	\$ 2,179	\$ -
GF1 Texpool Prime General Fund	\$ 328,649,336	\$ 1,946,606	\$ 328,649,336	\$ 1,946,606	\$ -	\$ -	\$ 1,439,783	\$ -
GF1 Texstar General Fund	\$ 600,690	\$ 608,797	\$ 600,690	\$ 608,797	\$ -	\$ -	\$ 8,107	\$ -
CD East West Bank 4.76 10/30/23	\$ 10,019,018	\$ -	\$ 10,019,018	\$ -	\$ -	\$ 10,019,018	\$ 39,651	\$ -
CD East West Bank 4.76 10/30/23	\$ 20,038,036	\$ -	\$ 20,038,036	\$ -	\$ -	\$ 20,038,036	\$ 79,301	\$ -
CD Independent Bank 4.50 12/01/23	\$ 30,022,613	\$ -	\$ 30,022,613	\$ -	\$ -	\$ 30,022,613	\$ 233,926	\$ -
CD East West Bank 4.49 03/15/24	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ -	\$ -	\$ -	\$ 116,426
CD Unity 4.51 08/31/24	\$ 95,044	\$ 95,044	\$ 95,044	\$ 95,044	\$ -	\$ -	\$ -	\$ 1,084
CD East West Bank 5.918 5.918 04/30/24	\$ -	\$ 30,000,000	\$ -	\$ 30,000,000	\$ 30,000,000	\$ -	\$ -	\$ 311,303
CD Independent Bank 5.25 12/01/24	\$ -	\$ 31,000,000	\$ -	\$ 31,000,000	\$ 31,000,000	\$ -	\$ -	\$ 137,631
CD Unity 1.145 06/18/24	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ -	\$ -	\$ -	\$ 406
FHLB 5.70 11/21/28	\$ -	\$ 5,000,000	\$ -	\$ 5,026,700	\$ 5,000,000	\$ -	\$ -	\$ 31,667
TAX Lone Star Corporate Plus	\$ 1,378,206	\$ 169,928	\$ 1,378,206	\$ 169,928	\$ -	\$ -	\$ 14,901	\$ -
General Fund Total	\$ 802,628,042	\$ 599,611,697	\$ 802,628,042	\$ 599,638,397	\$ 66,000,000	\$ 60,079,667	\$ 8,258,623	\$ 598,518
CP1 Lone Star Corporate Plus Capital Projects	\$ 120,381,975	\$ 93,714,094	\$ 120,381,975	\$ 93,714,094	\$ -	\$ -	\$ 1,609,125	\$ -
CP1 Lone Star Government 698 SAP BP	\$ 5,369,293	\$ 4,505,246	\$ 5,369,293	\$ 4,505,246	\$ -	\$ -	\$ 69,205	\$ -
CP1 Texpool Capital Projects	\$ 893	\$ 905	\$ 893	\$ 905	\$ -	\$ -	\$ 12	\$ -
CP1 Texpool Series 2018	\$ 896	\$ 908	\$ 896	\$ 908	\$ -	\$ -	\$ 12	\$ -
CP1 Texpool Prime Capital Projects	\$ 25,409,884	\$ 25,770,124	\$ 25,409,884	\$ 25,770,124	\$ -	\$ -	\$ 360,240	\$ -
CP1 Texpool Prime Series 2018	\$ 85,382,282	\$ 66,883,225	\$ 85,382,282	\$ 66,883,225	\$ -	\$ -	\$ 1,135,261	\$ -
CP1 Texstar Series 2018	\$ 333,454	\$ 337,954	\$ 333,454	\$ 337,954	\$ -	\$ -	\$ 4,499	\$ -
Capital Projects Total	\$ 236,878,677	\$ 191,212,455	\$ 236,878,677	\$ 191,212,455	\$ -	\$ -	\$ 3,178,354	\$ -

<i>Security Description</i>	<i>Book Value On 10/01/23</i>	<i>Book Value On 12/31/23</i>	<i>Market Val On 10/01/23</i>	<i>Market Val On 12/31/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Interest Received in the Period</i>	<i>Accrued Interest</i>
DS1 Lone Star Corporate Plus Debt Service	\$ 44,633,637	\$ 64,341,676	\$ 44,633,637	\$ 64,341,676	\$ -	\$ -	\$ 567,857	\$ -
DS1 Lone Star Government Debt Service	\$ 568,950	\$ 576,646	\$ 568,950	\$ 576,646	\$ -	\$ -	\$ 7,696	\$ -
DS1 Texpool Debt Service	\$ 168	\$ 170	\$ 168	\$ 170	\$ -	\$ -	\$ 2	\$ -
DS1 Texpool Prime Debt Service	\$ 52,535,194	\$ -	\$ 52,535,194	\$ -	\$ -	\$ -	\$ 289,778	\$ -
DS1 Texstar Debt Service	\$ 69,797	\$ 70,739	\$ 69,797	\$ 70,739	\$ -	\$ -	\$ 942	\$ -
CD East West Bank 6.01 02/13/24	\$ -	\$ 80,000,000	\$ -	\$ 80,000,000	\$ 80,000,000	\$ -	\$ -	\$ 719,963
Debt Service Total	\$ 97,807,747	\$ 144,989,231	\$ 97,807,747	\$ 144,989,231	\$ 80,000,000	\$ -	\$ 866,274	\$ 719,963
FD1 Lone Star Corporate Plus Food Service	\$ 64,842,984	\$ 23,359,259	\$ 64,842,984	\$ 23,359,259	\$ -	\$ -	\$ 714,838	\$ -
FD1 Lone Star Government Food Service	\$ 4,811	\$ 4,876	\$ 4,811	\$ 4,876	\$ -	\$ -	\$ 65	\$ -
FD1 Texpool Food Service	\$ 282	\$ 285	\$ 282	\$ 285	\$ -	\$ -	\$ 4	\$ -
FD1 Texpool Prime Food Service Fund	\$ 11,140,600	\$ 11,298,542	\$ 11,140,600	\$ 11,298,542	\$ -	\$ -	\$ 157,942	\$ -
FD2 Lone Star Corporate CAVE	\$ 230,415	\$ 206,665	\$ 230,415	\$ 206,665	\$ -	\$ -	\$ 3,774	\$ -
Food Service Total	\$ 76,219,092	\$ 34,869,628	\$ 76,219,092	\$ 34,869,628	\$ -	\$ -	\$ 876,623	\$ -
IS1 Lone Star Corporate Plus Health Insurance	\$ 5,389,975	\$ 44,882,213	\$ 5,389,975	\$ 44,882,213	\$ -	\$ -	\$ 316,451	\$ -
IS1 Lone Star Government Health Insurance	\$ 1,010	\$ 1,024	\$ 1,010	\$ 1,024	\$ -	\$ -	\$ 14	\$ -
IS1 Texpool Health Insurance	\$ 33,688	\$ 34,146	\$ 33,688	\$ 34,146	\$ -	\$ -	\$ 458	\$ -
Health Insurance Total	\$ 5,424,673	\$ 44,917,383	\$ 5,424,673	\$ 44,917,383	\$ -	\$ -	\$ 316,922	\$ -
IS2 Lone Star Corporate Plus Workers Comp	\$ 24,866,819	\$ 24,987,013	\$ 24,866,819	\$ 24,987,013	\$ -	\$ -	\$ 352,195	\$ -
IS2 Texpool Workers Comp	\$ 522	\$ 529	\$ 522	\$ 529	\$ -	\$ -	\$ 7	\$ -
IS2 Texpool Prime Workers Comp	\$ 8,426,432	\$ 8,155,832	\$ 8,426,432	\$ 8,155,832	\$ -	\$ -	\$ 116,450	\$ -
Workers Compensation Total	\$ 33,293,772	\$ 33,143,374	\$ 33,293,772	\$ 33,143,374	\$ -	\$ -	\$ 468,652	\$ -
IS3 Texpool Internal Service	\$ 5,751,019	\$ 14,690,518	\$ 5,751,019	\$ 14,690,518	\$ -	\$ -	\$ 117,949	\$ -
Internal Service Total	\$ 5,751,019	\$ 14,690,518	\$ 5,751,019	\$ 14,690,518	\$ -	\$ -	\$ 117,949	\$ -
MD1 Lone Star Corporate Plus Medicaid	\$ 13,958,933	\$ 8,902,037	\$ 13,958,933	\$ 8,902,037	\$ -	\$ -	\$ 173,838	\$ -
MD1 Lone Star Corporate Medicaid	\$ 255,393	\$ 3,718,145	\$ 255,393	\$ 3,718,145	\$ -	\$ -	\$ 29,752	\$ -
MD1 Texpool Medicaid	\$ 46,287	\$ 46,916	\$ 46,287	\$ 46,916	\$ -	\$ -	\$ 629	\$ -
Medicaid Total	\$ 14,260,612	\$ 12,667,097	\$ 14,260,612	\$ 12,667,097	\$ -	\$ -	\$ 204,219	\$ -

<i>Security Description</i>	<i>Book Value On 10/01/23</i>	<i>Book Value On 12/31/23</i>	<i>Market Val On 10/01/23</i>	<i>Market Val On 12/31/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Interest Received in the Period</i>	<i>Accrued Interest</i>
PS1 Texpool Print Shop	\$ 3,789,549	\$ 6,110,922	\$ 3,789,549	\$ 6,110,922	\$ -	\$ -	\$ 61,666	\$ -
Print Shop Total	\$ 3,789,549	\$ 6,110,922	\$ 3,789,549	\$ 6,110,922	\$ -	\$ -	\$ 61,666	\$ -
SR1 Lone Star Corporate Special Revenue	\$ 6	\$ 7	\$ 6	\$ 7	\$ -	\$ -	\$ -	\$ -
SR1 Lone Star Corporate Plus Special Revenue	\$ 117,247,980	\$ 224,202	\$ 117,247,980	\$ 224,202	\$ -	\$ -	\$ 487,143	\$ -
SR1 Lone Star Government Special Revenue	\$ 40	\$ 41	\$ 40	\$ 41	\$ -	\$ -	\$ 1	\$ -
SR1 Texpool Special Revenue	\$ 187	\$ 190	\$ 187	\$ 190	\$ -	\$ -	\$ 3	\$ -
SR1 Texpool Prime Special Revenue	\$ 9	\$ 425,899	\$ 9	\$ 425,899	\$ -	\$ -	\$ 5,890	\$ -
Special Revenue Total	\$ 117,248,223	\$ 650,338	\$ 117,248,223	\$ 650,338	\$ -	\$ -	\$ 493,035	\$ -
TA2 Lone Star Corporate Plus Cent Student Activity	\$ 16,819,337	\$ 13,562,670	\$ 16,819,337	\$ 13,562,670	\$ -	\$ -	\$ 212,551	\$ -
TA3 Lone Star Corporate Plus Admin Activity	\$ 2,452	\$ 435,083	\$ 2,452	\$ 435,083	\$ -	\$ -	\$ 2,101	\$ -
TA2 Texpool Cent Student Activity	\$ 643,218	\$ 651,958	\$ 643,218	\$ 651,958	\$ -	\$ -	\$ 8,740	\$ -
TA2 Lone Star Corporate Cent Principal Activity	\$ 456,955	\$ 2,134,634	\$ 456,955	\$ 2,134,634	\$ -	\$ -	\$ 18,678	\$ -
Activity Total	\$ 17,921,962	\$ 16,784,345	\$ 17,921,962	\$ 16,784,345	\$ -	\$ -	\$ 242,070	\$ -
TO4 Lone Star Corporate Plus Scholarship 960	\$ 16,903	\$ 17,144	\$ 16,903	\$ 17,144	\$ -	\$ -	\$ 241	\$ -
TO4 Lone Star Government Janis Jackson	\$ 26,956	\$ 27,321	\$ 26,956	\$ 27,321	\$ -	\$ -	\$ 365	\$ -
TO3 Lone Star Government Fund 956	\$ 51,857	\$ 52,558	\$ 51,857	\$ 52,558	\$ -	\$ -	\$ 701	\$ -
TO5 Texpool Gear Up Trust	\$ 442	\$ 448	\$ 442	\$ 448	\$ -	\$ -	\$ 6	\$ -
TO5 Texpool Prime Gear Up Trust	\$ 5,252,858	\$ 5,327,329	\$ 5,252,858	\$ 5,327,329	\$ -	\$ -	\$ 74,463	\$ -
Trust and Agency Total	\$ 5,349,016	\$ 5,424,800	\$ 5,349,016	\$ 5,424,800	\$ -	\$ -	\$ 75,777	\$ -
Combined Port Total	\$ 1,416,572,384	\$ 1,105,071,787	\$ 1,416,572,384	\$ 1,105,098,487	\$ 146,000,000	\$ 60,079,667	\$ 15,160,165	\$ 1,318,481



1/18/2024

3.

Office of the Superintendent of Schools

Office of Finance and Business Services

Budget To Actual Report

Board Policy CE(LOCAL) requires that the budget officer or designee prepares and submits to the board a quarterly budget to actual report for the General Fund, the Child Nutrition Fund, and the Debt Service Fund.

The quarterly budget to actual report for the quarter ending December 31, 2023, for fiscal year 2023-2024 contains comparisons of budget to current financial data for the General Fund, Child Nutrition Fund, and Debt Service Fund.

This is an informational report for the School Board reporting the progress of actual revenues and expenditures for the current year as of December 31, 2023, vs. the same period in 2022. It also contains the percentage of revenues and expenditures recognized in the same period. There is no board action or vote required for this report.

General Fund | Quarterly Financial Report

For the Period Ending December 31

		Actual as of December 31, 2022	Budget as of December 31, 2022	YTD % of PY Actual	Actual as of December 31, 2023	Budget as of December 31, 2023	YTD % of Budget
	REVENUES						
	Local sources	\$539,567,370	\$1,900,655,772	28.39%	\$405,751,823	\$1,671,840,298	24.27%
	State sources	149,480,701	190,733,783	78.37%	62,787,998	205,590,595	30.54%
	Federal sources	4,799,747	71,905,107	6.68%	5,987,472	62,538,142	9.57%
	TOTAL REVENUE	\$693,847,818	\$2,163,294,662	32.07%	\$474,527,293	\$1,939,969,035	24.46%
	EXPENDITURES FUNCTIONS						
11	Instruction	\$519,319,361	\$1,165,035,132	44.58%	565,997,055	1,197,656,405	47.26%
12	Instructional Media	8,322,509	17,934,750	46.40%	6,295,468	17,426,317	36.13%
13	Curriculum & Personnel Development	14,469,577	35,886,852	40.32%	11,602,186	27,052,799	42.89%
21	Instructional Leadership	10,830,691	27,247,356	39.75%	27,834,685	36,579,511	76.09%
23	School Leadership	80,092,699	168,472,212	47.54%	98,437,670	180,686,888	54.48%
31	Guidance & Counseling	34,747,891	73,472,617	47.29%	34,381,702	68,243,875	50.38%
32	Social Work Services	5,249,313	10,703,614	49.04%	2,622,843	8,033,747	32.65%
33	Health Services	11,947,129	26,870,302	44.46%	12,171,472	25,841,863	47.10%
34	Pupil Transportation	26,635,415	55,983,856	47.58%	28,179,690	62,972,784	44.75%
35	Food Services	36,386	0		37,459	114,332	32.76%
36	Extracurricular Activities	13,059,748	14,733,844	88.64%	14,517,097	28,482,830	50.97%
41	General Administration	18,917,670	49,410,125	38.29%	26,453,757	55,517,520	47.65%
51	Plant Maintenance & Operations	105,124,571	224,538,905	46.82%	114,448,305	233,273,341	49.06%
52	Security & Monitoring Services	15,167,889	32,196,142	47.11%	14,311,341	31,064,300	46.07%
53	Data Processing Services	27,628,926	82,884,427	33.33%	29,941,041	74,681,664	40.09%
61	Community Service	819,445	2,128,031	38.51%	1,484,223	12,078,242	12.29%
71	Debt Service	0	0		5,130,350	5,130,350	100.00%
81	Facilities Acq. & Construction	46,538	786,666	5.92%	5,672,379	9,329,192	60.80%
91	Contracted Instructional Services Between Public Schools	0	247,439,733	0.00%	0	41,868,578	0.00%
95	Payments to JJAEP Programs	0	792,000	0.00%	0	792,000	0.00%
97	Payments to Tax Increment Fund	0	68,625,372	0.00%	0	77,304,451	0.00%
99	Other Intergovernmental Charges	7,821,087	16,108,790	48.55%	8,510,262	16,501,457	51.57%
	TOTAL EXPENDITURES	\$900,236,845	\$2,321,250,726	38.78%	\$1,008,028,985	\$2,210,632,443	45.60%
	SURPLUS / (DEFICIT)	(\$206,389,027)	(\$157,956,064)		(\$533,501,692)	(\$270,663,408)	
	OTHER FINANCING SOURCES / (USES)						
	Other Financing Sources		\$20,000,000			\$30,000,000	
	Other Financing Uses		(16,386,200)			(16,213,650)	
	TOTAL OTHER FINANCING SOURCES / (USES)		\$3,613,800			\$13,786,350	
	Net change in Fund Balances	(\$206,389,027)	(\$154,342,264)		(\$533,501,692)	(\$256,877,058)	
	Beginning Fund Balance	\$1,126,908,568	\$1,126,908,568		\$1,127,068,920	\$1,127,068,920	
	Projected Ending Fund Balance	\$920,519,541	\$972,566,304		\$593,567,228	\$870,191,862	

(1) The budget as of December 31, 2023 does not include all budget reorganization adjustments. Revenue and appropriation amendments will be presented to the board once enrollment data is submitted to TEA through PEIMS.

(2) Quarter 2 TRS on behalf Expenses (State revenue and expenses) has not been booked.

Debt Service Fund | Quarterly Financial Report

For the Period Ending December 31

	Actual as of December 31, 2022	Budget as of December 31, 2022	YTD % of PY Actual	Actual as of December 31, 2023	Budget as of December 31, 2023	YTD % of Budget
REVENUES						
Local sources	\$100,870,058	\$349,306,871	28.88%	\$91,677,070	\$386,709,784	23.71%
State sources	\$5,864,587	\$3,262,825	179.74%	\$15,415,633	\$1,910,080	807.07%
Federal sources						
TOTAL REVENUE	\$106,734,645	\$352,569,696	30.27%	\$107,092,703	\$388,619,864	27.56%
EXPENDITURES FUNCTIONS						
Debt Service	57,421,936	374,724,771	15.32%	47,430,934	410,694,639	11.55%
TOTAL EXPENDITURES	\$57,421,936	\$374,724,771	15.32%	\$47,430,934	\$410,694,639	11.55%
SURPLUS / (DEFICIT)	\$49,312,709	(\$22,155,075)		\$59,661,769	(\$22,074,775)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources		\$22,155,075			\$22,074,775	
TOTAL OTHER FINANCING SOURCES / (USES)		\$22,155,075			\$22,074,775	
Net change in Fund Balances	\$49,312,709	\$0		\$59,661,769	\$0	
Beginning Fund Balance	\$115,547,958	\$115,547,958		\$126,657,122	\$126,657,122	
Projected Ending Fund Balance	\$164,860,667	\$115,547,958		\$186,318,891	\$126,657,122	

(1) Revenue will be amended in March.

Child Nutrition Fund | Quarterly Financial Report

For the Period Ending December 31

	Actual as of December 31, 2022	Budget as of December 31, 2022	YTD % of PY Actual	Actual as of December 31, 2023	Budget as of December 31, 2023	YTD % of Budget
REVENUES						
Local sources	3,349,128	3,925,452	85.32%	3,616,862	7,821,040	46.25%
State sources	0	537,594	0.00%	0	537,594	0.00%
Federal sources	62,768,405	129,011,655	48.65%	56,544,524	126,413,769	44.73%
TOTAL REVENUE	\$66,117,533	\$133,474,701	49.54%	\$60,161,386	\$134,772,402	44.64%
EXPENDITURES FUNCTIONS						
Food Services	62,075,627	124,573,839	49.83%	60,464,469	146,311,228	41.33%
Plant Maintenance & Operations	1,221,952	1,221,952	100.00%	1,430,709	3,082,526	46.41%
TOTAL EXPENDITURES	\$63,297,579	\$125,795,791	50.32%	\$61,895,178	\$149,393,754	41.43%
Net change in Fund Balances	\$2,819,954	\$7,678,910		(\$1,733,792)	(\$14,621,352)	
Beginning Fund Balance	\$55,389,882	\$55,389,882		\$72,110,725	\$72,110,725	
Projected Ending Fund Balance	\$58,209,836	\$63,068,792		\$70,376,933	\$57,489,373	



1/18/2024

4.

Office of the Superintendent of Schools

Office of Finance and Business Services

Purchasing Services Quarterly Report

Board Policy CH(LOCAL) requires that the superintendent and/or designee furnish a quarterly report to the board of all district solicitation purchase costs or aggregates between \$250,000 and \$1,000,000.

The report for the quarter ending December 31, 2023, for the fiscal year 2023-2024 is attached. There is no board action or vote required on this report.

Aggregated Purchase Order Expenditure Report, \$250,000 to \$1,000,000 (10/1/23 - 12/19/23)

Fiscal Year	Full Project Number	Full Project Name	Supplier	Amount	No. of POs	Chief
2024	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	GREAT MINDS PBC	\$ 983,871.26	1	Academic Officer
2024	20-50-70-99	River Oaks Academy (E-Contract E7517)	RIVER OAKS ACADEMY	\$ 903,700.00	1	Academic Officer
2024	20-10-07-01	Vehicle Purchases- Various	DONALSON-HINER AUTOMOTIVE GROUP	\$ 840,016.00	2	Operating Officer
2024	22-10-01-41	Demographic Services	POPULATION AND SURVEY ANALYSTS (PASA)	\$ 745,000.00	1	Academic Officer
2024	21-02-03-01	Plumbing Services	AMS OF HOUSTON LLC	\$ 713,036.19	2	Operating Officer
2024	20-10-04	Rentals – Venues, Products, and Related Services	SMG	\$ 689,778.56	1	Leadership & Professional Development Officer
2024	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	BRAINPOP, LLC	\$ 661,963.22	1	Academic Officer
2024	21-06-03	Student Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling	A YANCY LIFE TRANSITION CENTER	\$ 656,300.00	2	Academic Officer
2024	21-06-05	College and Career Readiness Materials and Services	COLLEGE BOARD	\$ 646,902.00	1	Academic Officer
2024	31-58-80-99	Providence Treatment Center (E7511)	PROVIDENCE TREATMENT CENTER/LIFE SK	\$ 622,640.00	1	Academic Officer
2024	20-09-05-04	Harris County Department of Education (HCDE)	HARRIS COUNTY DEPT OF EDUCATION	\$ 604,027.50	2	Academic Officer
2024	22-10-10	Instructional Materials, Technology, Professional Development Services for Instructional Technology and Materials, & Teacher and Staff Development	RETHINK AUTISM, INC.	\$ 600,000.00	1	Academic Officer
2024	23-06-16	Rental of Heating, Ventilation, and Air Conditioning (HVAC) and Boiler Equipment	DAIKIN APPLIED AMERICAS, INC.	\$ 584,508.00	2	Operating Officer
2024	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	GARY D. STROMBERG & ASSOCIATES, LLC	\$ 557,208.00	1	Academic Officer
2024	21-10-13-01	Heating, Ventilation, and Air Conditioning (HVAC) Services, Repairs, Preventive Maintenance, and Window and Portable AC Units and Parts	AMS OF HOUSTON LLC	\$ 528,769.94	8	Operating Officer
2024	22-03-02-23	High-School Master Schedule Auditing for Optimal School Design	ALWAYS BE LEARNING, INC	\$ 525,000.00	1	Academic Officer
2024	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	GARY D. STROMBERG & ASSOCIATES, LLC	\$ 476,741.25	1	Academic Officer
2024	23-01-06-22	Application Portfolio Management Software Products and Services	SHI GOVERNMENT SOLUTIONS	\$ 463,781.69	1	Information Officer
2024	19-08-09	End User Computing Devices	NETSYNC NETWORK SOLUTIONS, INC.	\$ 460,122.00	1	Information Officer
2024	19-11-18	Onsite Wellness Clinic	NEXT LEVEL MEDICAL LLC	\$ 441,027.45	6	Financial Officer
2024	23-08-14-23	Website and Content Management System and Related Services	ACTIVE INTERNET TECHNOLOGIES, INC	\$ 434,781.00	3	Information Officer
2024	20-06-02-04	Grounds Maintenance, Tree Trimming and Irrigation Services Districtwide	YELLOWSTONE LANDSCAPE	\$ 426,654.90	10	Operating Officer
2024	22-10-09	Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational/Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services	NATIONAL RECRUITING CONSULTANTS, LLC	\$ 423,330.00	1	Academic Officer
2024	21-06-05	College and Career Readiness Materials and Services	SCHOOLINKS, INC	\$ 420,087.20	1	Academic Officer
2024	23-08-03-48	Appraisal and Incentive Management (AIM) Platform	BATTELLE FOR KIDS	\$ 405,299.00	1	Information Officer
2024	21-06-04	Leadership, Teacher, and Staff Development	Public Impact LLC	\$ 397,500.00	1	Academic Officer
2024	23-02-16-04	Nutrition Services Branding & Design Concepts	THE EDU-SOURCE CORPORATION	\$ 381,449.16	1	Operating Officer
2024	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	COLLEGE BOARD	\$ 381,000.00	1	Academic Officer
2024	19-07-06-02	Cisco Branded Products & Related Service	NETSYNC NETWORK SOLUTIONS, INC.	\$ 375,495.60	1	Information Officer
2024	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	GARY D. STROMBERG & ASSOCIATES, LLC	\$ 354,169.50	1	Academic Officer
2024	09-10-13	Network Cabling (E-Rate Eligible)	MCA COMMUNICATIONS, INC	\$ 352,590.54	3	Information Officer
2024	22-09-12	Nursing Services	MAXIM HEALTHCARE SERVICES, INC.	\$ 338,842.36	3	Academic Officer
2024	19-08-09	End User Computing Devices	NETSYNC NETWORK SOLUTIONS, INC.	\$ 338,640.00	40	Information Officer
2024	24-07-07-23	Ath. Sports Field NON-JOC	PARAGON SCI, LP	\$ 338,144.18	1	Operating Officer
2024	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	NCS PEARSON INC	\$ 330,366.28	1	Academic Officer
2024	19-02-29	IT CONTRACTORS	LABYRINTH SOLUTIONS, LLC.	\$ 320,280.00	1	Information Officer
2024	41-67-70-99	Shiloh Treatment Center, Inc. (E7516)	SHILOH TREATMENT CENTER INC.	\$ 314,885.00	1	Academic Officer
2024	21-10-13-01	Heating, Ventilation, and Air Conditioning (HVAC) Services, Repairs, Preventive Maintenance, and Window and Portable AC Units and Parts	AMS OF HOUSTON LLC	\$ 314,794.72	2	Operating Officer
2024	22-10-09	Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational / Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services	NATIONAL RECRUITING CONSULTANTS, LLC	\$ 312,360.00	1	Academic Officer
2024	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	GREAT MINDS PBC	\$ 312,134.58	1	Academic Officer
2024	41-67-70-99	Shiloh Treatment Center, Inc. (E7514)	SHILOH TREATMENT CENTER INC.	\$ 309,147.00	1	Academic Officer
2024	21-10-13-01	Heating, Ventilation, and Air Conditioning (HVAC) Services, Repairs, Preventive Maintenance, and Window and Portable AC Units and Parts	AMS OF HOUSTON LLC	\$ 297,480.10	4	Operating Officer
2024	23-10-03-03	Enterprise Resource Planning (ERP) Software and Related Products and Services	CARASOFT TECHNOLOGY CORPORATION	\$ 285,917.00	1	Information Officer
2024	21-10-13-01	Heating, Ventilation, and Air Conditioning (HVAC) Services, Repairs, Preventive Maintenance, and Window and Portable AC Units and Parts	AMS OF HOUSTON LLC	\$ 279,977.12	2	Operating Officer
2024	23-06-04-04	Apple Products and Services	APPLE COMPUTER, INC.	\$ 279,919.45	4	Information Officer
2024	19-02-29	IT CONTRACTORS	ISPHERE INNOVATION PARTNERS LLC	\$ 275,000.00	1	Information Officer
2024	22-07-15-04	Technology Hardware, Software, and Related Services	NETSYNC NETWORK SOLUTIONS, INC.	\$ 272,163.16	17	Information Officer
2024	22-07-15-04	Technology Hardware, Software, and Related Services	NETSYNC NETWORK SOLUTIONS, INC.	\$ 268,036.88	27	Information Officer
2024	96-11-00	Financial Systems & Associated Services (SAP)	SAP PUBLIC SERVICES, INC.	\$ 263,171.93	2	Information Officer
2024	19-02-29	IT CONTRACTORS	PRECISION TASK GROUP, INC.	\$ 259,000.00	1	Information Officer
2024	12-57-90-99	Bayes Achievement Center, Inc. (E10102)	BAYES ACHIEVEMENT CENTER, INC.	\$ 258,825.00	1	Academic Officer
2024	19-11-28	Norm Referenced - Tests	RIVERSIDE ASSESSMENTS, LLC	\$ 258,555.88	1	Academic Officer
2024	12-57-90-99	Bayes Achievement Center, Inc. (E10102)	BAYES ACHIEVEMENT CENTER, INC.	\$ 258,002.00	1	Academic Officer
2024	41-67-70-99	Shiloh Treatment Center, Inc. (E7513)	SHILOH TREATMENT CENTER INC.	\$ 254,472.00	1	Academic Officer
Total				\$ 23,796,864.60	176	



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

5.

Office of the School Board

Completion And Approval Of The Board's Quarterly Self-Evaluations

Approval of self-evaluations is requested. A sample copy of the LSG Quarterly Self-Evaluation 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 completes and approves the quarterly self-evaluations, effective January 19, 2024.

LONE STAR GOVERNANCE

Board Self-Evaluation Homework

What is a Board Self-Evaluation?

It is a systematic method of self monitoring that helps the board stay on track with its commitment to becoming more intensely focused on improving student outcomes. Using the LSG Framework to calculate a baseline score provides a way for the Board to understand its current reality which can be used as actionable data from which to move forward. Knowing exactly which items need to be true to score higher in each of the five competencies allows the board to determine what is doable in the next quarter toward continuous improvement in becoming more student outcomes focused.

Why is Self-Evaluation Valuable?

The Board exists to represent the vision and values of the community in its promise to improve outcomes for students - the sole reason for a school system's existence. LSG is a framework designed to drive the board's ability to function most effectively to deliver on that promise.

It 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.

Implementation Timeline Alignment

The implementation timeline is an actionable plan for board growth. This timeline lays out which steps (and when) the board will take as they implement the LSG framework. 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 correlate to improvement in student outcomes. When coupled with routine board self-evaluations, the timeline can be an empowering mechanism for board effectiveness. As the board continues to improve, the board's growth and accomplishment is cause for celebration.

Assignment Completion Steps

1. Complete a Board Self Evaluation for the most recent quarter of the school year
2. Upon completing the evaluation, review the rubric and identify priorities for the next quarter.
3. If the board has an implementation timeline, review the next quarter on that timeline and see how it aligns with the expectations you have for LSG implementation.
4. Turn your completed self evaluation and implementation priorities into the board coach. They will compare all of the results from all of the board members and synthesize into a summary document for board calibration and deliberation.

**Please schedule a 1-1 session with your board coach to review the instrument if it is your first time completing the evaluation.*

Resources for Task Completion

- [LSG Manual](#)
- [LSG Board Self Eval Template](#)

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 type="checkbox"/> adopted a vision statement; <input type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input type="checkbox"/> adopted three to five goals ; and <input type="checkbox"/> owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include <input type="checkbox"/> a population ; <input type="checkbox"/> a five-year deadline of a month and year; <input type="checkbox"/> a baseline of a month and a year ; <input type="checkbox"/> annual targets ; and <input type="checkbox"/> annual student group targets .		<input 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 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 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
<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 goal progress measures (GPMs) . <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are GPMs.		<input type="checkbox"/> The board has adopted GPMs for each student outcome goal . <input type="checkbox"/> The superintendent owned the GPM development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year.		<input type="checkbox"/> The board has adopted no more than three GPMs for each student outcome goal . <input 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. 		All board members and the superintendent agree that the GPMs : <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the superintendent; and <input type="checkbox"/> are all predictive of their respective student outcome goals. 		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.	

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 .		The board has <ul style="list-style-type: none"> <input type="checkbox"/> adopted 1 to 5 superintendent constraints; and <input type="checkbox"/> owned the constraint development process while working collaboratively with the superintendent. 		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 type="checkbox"/> The board has adopted one to five board self-constraints. <input 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 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 type="checkbox"/> The board has adopted CPMs for each superintendent constraint . <input type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.		<input type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint . <input 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 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 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>	
<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.		<input 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 type="checkbox"/> The calendar spans the length of the student outcome goals. <input type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the time use tracker.		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.		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.		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 type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <input 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 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 type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and <input 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 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 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 type="checkbox"/> unanimously approved the current quarterly progress tracker; <input 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> <ol style="list-style-type: none"> 1. the student outcome goal and GPM or constraint and CPM being monitored; 2. the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; 3. the superintendent's interpretation of performance; and 4. supporting information that describes any needed next steps. 		<ul style="list-style-type: none"> <input 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 type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter. 		<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 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 type="checkbox"/> listen for and discuss the vision and values of their students; and <input 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 type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; <input type="checkbox"/> agrees that a committees' role is to advise the board, not to advise the staff; <input type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and <input 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 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 type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and <input 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 type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures; <input 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:				Date:		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1						15
Vision and Goals 2						15
Vision and Goals 3						10
Vision and Goals 4						5
Progress and Accountability 1						15
Progress and Accountability 2						5
Systems and Processes						15
Advocacy and Engagement						10
Synergy and Teamwork						10
Total						100

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

Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against

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.

Glossary

Annual Targets: A measure of yearly outcomes. The aggregate of all student groups identified by the population. These are never Goal Progress Measures.

Annual Student Group Targets: A measure of yearly outcomes for each applicable student group identified by the closing the gaps domain with 25 or more students.

Baseline: The measure's agreed starting point, current state. Used for comparing and monitoring growth.

Board Authorized Public Meetings: Any non-closed meeting authorized by the board or board president including, but not limited to, board workshops, board hearings, and board committees.

Board Self-Constraints: Specific operational actions or class of actions the board places on itself and/or members that support behaviors that keep the boards' focus on board work, align with the vision, and grounded in community values.

Board Self-Evaluation: Boards use the LSG Integrity Instrument to self-evaluate quarterly as a means of monitoring whether or not their adult behaviors are increasingly focused on improving student outcomes.

Board Work: Operations designated by state or federal law/rule or items designated by the board's adopted student outcome goals, superintendent constraints, progress measures, vision, and/or values. Items that are not legally required and that the board has not designated as board work are, by default, superintendent work.

Consent-eligible Items: All items for board consideration that may be placed by default on the board's consent agenda. Examples: personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, regular financial reports where financial activities remained within budgetary parameters, and any other item up for board consideration.

Constraint: Specific operational actions or class of actions that are not used or allowed and are aligned with the vision and grounded in community values.

Constraint Progress Measures (CPMs): Specific graph-plottable indicators used to determine if the superintendent constraint is likely to be honored or not. CPMs include a baseline, target, population, and deadline, are predictive of the constraint, and influenceable by the superintendent.

Deadline: Month and year by when the measure's current state will equal the future state by reaching the target.

Goals: Specific, measurable, attainable, results-based, and timebound statements that describe a desired state.

Goal Progress Measures (GPMs): Specific graph-plottable indicators used to determine if the goal is likely to be met or not. GPMs include a baseline, target, population, and deadline, are predictive of the goal, and influenceable by the superintendent. It is recommended that the superintendent select one to three GPMs per Student Outcome Goal.

Inputs: Resources and activities invested in a particular program, process, or strategy; usually knowable at the beginning of a cycle; a measure of effort applied. In school systems, operational and instructional inputs are selected by the superintendent.

Influenceable: The superintendent has authority over roughly 80% of whatever the progress measure is measuring.

Leadership Evaluations: Routine monitoring of board and superintendent performance conducted by the board. Superintendent evaluation is indistinguishable from district evaluation. As such, the superintendent's evaluation is based only on accomplishment of the student outcome goals, avoidance of the constraints, and progress as determined by their respective progress measures.

Lone Star Governance (LSG): Texas' continuous improvement framework for governing teams—boards and their superintendents -- that choose to be intensely focused on improving student outcomes. Governing teams that implement the LSG framework with integrity understand that student outcomes do not change until adult behaviors change—starting with me.

LSG Integrity Instrument: A continuous improvement framework, used for quarterly self-evaluations on researched based behaviors, for school governance teams that commit to focus on improving student outcomes.

Monitoring Calendar: A board-adopted, multi-year schedule that describes the months during which student outcome goals, constraints, and progress measures are reported to the board and when leadership evaluations are conducted.

Monitoring Report: A report that provides evidence of progress to the board regarding their adopted Student Outcomes Goals, Goal Progress Measures, Constraints, and Constraint Progress Measures according to the Monitoring Calendar. A monitoring report must contain: the student outcome goal and GPM or constraint and CPM being monitored; the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; the superintendent's interpretation of performance; and supporting information that describes any needed next steps.

Adult Outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. Examples: parent engagement, financial performance, staff retention.

Other Topics: Items that require board debate, discussion, and/or discernment during a board authorized public meeting that are categorized as Other Topic Minutes according to the Time Use Tracker.

Outcomes: The impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary.

Outputs: The result of a particular set of inputs; usually knowable in the midst of a cycle; a measure of the implementation of the program, process, or strategy. In school systems, operational and instructional outputs are selected by the superintendent. Example: interim assessment.

Population: The group of students who will be impacted, evaluated, and/or who are being measured.

Predictive: There is some evidence of a correlation between the progress measure and the student outcome goal or constraint.

Quarterly Progress Tracker: A tool used to monitor the progress of board self-evaluation scores using the LSG Integrity Instrument.

Staff Use Tracker: A tool used to report the average cost of staff time spent on governance.

Standard of Evidence: Physical evidence that can be provided to support the score in the LSG Integrity Instrument. 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.

Standard of Integrity: Doing what I have allowed people to expect of me—to the degree I have allowed them to expect it—by when I have allowed them to expect it.

State of Texas Assessments of Academic Readiness (STAAR): A criterion-referenced group of TEKS-based, standardized summative assessments that measure the extent to which Texas students have learned and are able to apply the knowledge and skills defined in the TEKS. Every STAAR question is directly aligned to the TEKS for the grade/subject or course being assessed.

Student Outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Example: summative assessment.

Student Outcome Goals: Student outcomes that describe what students know or be able to do -- as distinct from adult inputs, adult outputs, student inputs, and student outputs. Student Outcome Goals include a baseline, target, population, and deadline. They challenge the organization and require adult behavior change. A board's student outcome goals are the superintendent's first priority for resource allocation.

Superintendent Evaluation: A tool used to report performance towards achieving student outcome goals and constraints. As superintendent performance is indistinguishable from school performance, evaluation targets are considered met if the annual targets of the student outcome goals or Constraints are met OR 2/3 of the respective GPMs or CPMs are met. Superintendent performance is considered met if 75% or more evaluation targets are met. If 75% or more of the evaluation targets are not met, the board will use their own judgement for performance based upon the Monitoring Reports received and voted upon according to the Monitoring Calendar.

Superintendent Constraints: Specific operational actions or class of actions the superintendent may not use or allow that are aligned with the vision and grounded in community values.

Superintendent Work: The operational inputs and outputs of the school system, except the operations legally required by state or federal law/rule or items directly pertaining to the board's adopted student outcome goals, constraints, progress measures, or theories of action.

Target: The measure's desired future state.

Texas Essential Knowledge and Skills (TEKS): Specific knowledge or skills that every child, K-12, in Texas is expected to know and be able to do.

Theories of Action: A research-based high-level strategic constraint with which inputs and outputs must be aligned and which drives overall strategic direction. Unlike other constraints, the theory of action does not have CPMs.

Time Use Tracker: A tool used to track the board's use of time during board authorized public meetings.

Two-way Communication: Communication that is intentional, meaningful, and purposeful that allows for input from stakeholders and responses from board members and administrative staff. Stakeholders include, but are not limited to, students, parents, residents, staff members, and business owners.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

6.

Office of the School Board

Approval Of Organization Of The Board And Selection Of Officers For 2024

The Houston Independent School District (HISD) School Board is asked to approve the organization of the board, including the selection and confirmation of individuals to serve in the positions of board officers, for the year 2024.

This action is requested in order to comply with Texas Education Code 11.061(c), Board Policy BDAA (LEGAL), and Board Policy BDAA(LOCAL), which specify how and when the board should organize.

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 organization of the board, including the selection and confirmation of individuals to serve in the positions of board officers, for the year 2024, effective January 19, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

7.

Office of the School Board

Approval Of Resolution Regarding Chaplains In Schools

The Houston Independent School District (HISD) School Board is asked to approve a resolution regarding the hiring or acceptance as volunteers of chaplains to provide support, services, and programs for students as assigned by the Board.

Senate Bill (SB) 763 requires each Texas school board to take a record vote on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23. This vote must be taken between September 1, 2023, and March 1, 2024.

A copy of the resolution 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 the resolution regarding chaplains in schools, effective January 19, 2024.

Resolution of the Board Regarding the Employment of Chaplains or Acceptance of Chaplains as Volunteers to Provide Support, Services, and Programs for Students

WHEREAS, Section 23.001 of the Texas Education Code permits the district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the Board;

WHEREAS, Senate Bill 763, passed by the 88th Texas Legislature, requires each school board to take a record vote between September 1, 2023, and March 1, 2024, on whether to adopt a policy authorizing a campus of the district to employ or accept as a volunteer a chaplain under Education Code Chapter 23;

WHEREAS, the district has in place Houston Independent School District (HISD) Board Policy GKG(LOCAL) which governs the volunteer program of HISD, including qualifications to serve as a volunteer in the district; and

WHEREAS, the district has in place policies governing the hiring of individuals to serve as district employees if they are qualified and possess the required credentials;

NOW, THEREFORE, BE IT RESOLVED that the HISD School Board hereby affirms its practice of allowing individuals who meet the requirements of HISD Board Policy GKG(LOCAL) to engage in volunteer activities in accordance with that policy;

BE IT FURTHER RESOLVED that the HISD School Board hereby declines to expand our current support, services, or programs as permitted under Chapter 23 of the Texas Education Code, including that the HISD Board hereby declines to allow chaplains to supplant the position or functions of professional or paraprofessional employees; and

BE IT FURTHER RESOLVED that the HISD School Board hereby does not permit hiring chaplains to serve in the capacity of counselors or mental health or behavioral health professionals, except that they, like all applicants, remain eligible for hire if they meet all qualifications for the desired positions and are deemed the best candidates.

Adopted this 18th day of January 2024 by the School Board.

Audrey Momanaee, President
School Board
Houston Independent School District

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

8.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Goals And Measurable Objectives For The District Improvement Plan For 2023-2024

Texas Education Code (TEC) §11.252 requires that each school district have a District Improvement Plan (DIP) that is developed, evaluated, and revised annually. In addition, the goals and measurable objectives for the DIP must be approved by the board annually.

The purpose of the DIP is to guide district and campus staff members in the improvement of student performance for all student groups in order to attain state standards with respect to the academic excellence indicators and the performance index framework established by the Texas Education Agency. The DIP is an annual strategic improvement plan informed by a comprehensive needs assessment of the district's performance in the areas of student achievement, student support, graduation support, and dropout prevention. The plan is inclusive of department objectives and strategies for improvement that are monitored for progress throughout the year and modified throughout the year as emergent district needs arise.

This item requests approval of the goals and measurable objectives for the 2023-2024 DIP. Goals and measurable objectives for the DIP are on file in Board Services for review.

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 goals and measurable objectives for the 2023-2024 DIP, effective January 19, 2024.

2023–2024 Houston Independent School District Improvement Plan

Vision Statement

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

Strategic Priority:

- Expand leadership density
- Improve the quality of instruction
- Strengthen central office effectiveness
- Improve reading instruction in prekindergarten (pre-K) through grade 4
- Improve special education (SPED) and social and emotional learning (SEL) services
- Improve safety of facilities

Goals

Student Outcome Goals:

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.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	41	42	44	49	53	56
American Indian	50	51	53	58	62	64
Asian	69	69	70	72	74	75
Black	35	36	40	46	51	55
Hispanic	35	36	40	46	52	55
Pacific Islander	62	63	65	66	67	68
Two or More	71	72	74	77	79	80
White	73	73	74	75	76	77
Economically Disadvantaged (Eco. Dis.)	33	34	38	44	49	53
Emergent Bilingual (EB)	31	32	35	41	46	50
SPED	19	20	24	30	34	36

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.

Alignment to Goal: NWEA MAP-aligned cut scores for Meets Grade Level are based on STAAR data from prior years. As students test in beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY), these cut scores increase to align with expected EOY STAAR performance.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	28	29	30	35	40	43
American Indian	30	31	32	37	42	45
Asian	63	64	65	70	75	78
Black	27	28	29	34	39	42
Hispanic	18	19	20	25	30	33
Pacific Islander	64	65	66	71	76	79
Two or More	70	71	72	77	82	85
White	64	65	66	71	76	79
Eco. Dis.	19	20	21	26	31	34
EB	13	14	15	20	25	28
SPED	12	13	14	19	24	27

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

Alignment to Goal: NES and NES-A campuses reflect the superintendent's priority and are campuses with the highest needs.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	18	20	23	28	33	38
American Indian	-					
Asian	9	11	14	19	24	29
Black	22	24	27	32	37	42
Hispanic	15	17	20	25	30	35
Pacific Islander	-					
Two or More	40	42	45	50	55	60
White	26	28	31	36	41	46
Eco. Dis.	18	20	23	28	33	38
EB	10	12	15	20	25	30
SPED	5	7	10	15	20	25

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

Alignment to the goal: Students need to grow at 0.6 or more to accelerate learning and achieve the Meets Grade Level standard on STAAR. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29 following close of MOY MAP testing window. Baseline data will be set using BOY – MOY Conditional Growth Index (CGI). Summative progress measure data will be based on EOY – EOY CGI, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students						70
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						
SPED						

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.

Grolup	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	38	39	41	47	51	53
American Indian	45	46	48	54	56	58
Asian	72	73	75	78	79	80
Black	25	26	31	36	41	45
Hispanic	34	35	40	45	49	53
Pacific Islander	38	41	44	47	50	53
Two or More	62	63	66	69	72	75
White	69	71	73	75	78	80

Eco. Dis.	30	31	35	39	44	48
EB	32	33	36	40	44	47
SPED	18	20	24	28	32	35

Goal Progress Measure 2.1: The percentage of 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.

Alignment to Goal: NWEA MAP aligned cut scores for Meets Grade Level based on STAAR data from prior years. As students test in BOY, MOY, and EOY, these cut scores increase to align with expected EOY STAAR performance.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	24	25	27	33	37	39
American Indian	41	42	44	50	54	56
Asian	61	62	64	70	74	76
Black	14	15	17	23	27	29
Hispanic	18	19	21	27	31	33
Pacific Islander	56	57	59	65	69	71
Two or More	64	65	67	73	77	79
White	60	61	63	69	73	75
Eco. Dis.	15	16	18	24	28	30
EB	17	18	20	26	30	32
SPED	9	10	12	18	22	24

Goal Progress Measure 2.2: The percentage of grade 3 students attending an NES or NES-A campus projected at Meets Grade Level on NWEA MAP in math will increase from 12 percent in September 2023 to 32 percent in May 2028.

Alignment to Goal: NES and NES-A campuses reflect the superintendent's priority and are campuses with the highest needs.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	12	14	17	22	27	32
American Indian	-					
Asian	6	8	11	16	21	26
Black	8	10	13	18	23	28
Hispanic	14	16	19	24	29	34
Pacific Islander	-					
Two or More	4	6	9	14	19	24
White	17	19	22	27	32	37

Eco. Dis.	12	14	17	23	28	30
EB	11	13	16	21	26	31
SPED	4	6	9	14	19	24

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

Alignment to the goal: Students with a CGI of 0.6 or higher are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard.

Baseline data is anticipated January 29, 2024, following closure of the MOY MAP testing window. Baseline data will be set using BOY – MOY CGI. Summative progress measure data will be based on EOY – EOY CGI, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						
SPED						

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

Group	2023 Baseline (2022 Grads.)	2024 Goal (2023 Grads.)	2025 Goal (2024 Grads.)	2026 Goal (2025 Grads.)	2027 Goal (2026 Grads.)	2028 Goal (2027 Grads.)
All Students	11	12	15	20	23	26
American Indian	15	16	18	20	22	23
Asian	14	16	18	21	23	24
Black	9	10	12	17	20	23
Hispanic	10	11	13	18	21	24
Pacific Islander	21	22	24	27	30	32
Two or More	9	10	12	15	17	20
White	13	14	17	20	22	24
Eco. Dis.	10	11	14	19	22	25
EB	5	6	10	15	18	20
SPED	4	5	7	10	12	14

This goal accomplishes responding to the community’s values, the desire of the Board to incorporate the College, Career, and Military Readiness (CCMR) Outcomes Bonus higher threshold, and the alignment with the needs assessment that produced Destination 2035. Focusing on the career-ready component of the outcomes bonus is the highest leverage because it is the lowest component of the outcomes bonus measure, and it also addresses the needs assessment as outlined in Destination 2035 (Year 2035 competencies and experiences).

Goal Progress Measure 3.1: The percentage of grade 11 students meeting TSI criteria on the SAT, ACT, or TSI Assessment (TSIA) in both math and reading will increase from 15 percent in May 2023 to 30 percent in May 2028.

Alignment to goal: Demonstrating TSI readiness is one way to demonstrate college readiness for the Texas accountability system. By ensuring that students are meeting the TSI prior to their senior year, the district increases the percentage of graduates who are college ready. TSI is one of the requirements of the outcomes bonus for both career and college ready.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	15	16	17	22	27	30
American Indian	21	22	23	28	33	36
Asian	42	43	44	49	54	57
Black	10	11	12	17	22	25
Hispanic	11	12	13	18	23	27
Pacific Islander	20	21	22	27	32	35
Two or More	31	32	33	38	43	47
White	30	31	32	37	42	45
Eco. Dis.	9	10	11	16	21	24
EB	11	12	13	18	23	26
SPED	4	5	6	11	16	19

Goal Progress Measure 3.2: The percentage of grade 10, 11, and 12 students who are on-track to achieve career and technical education (CTE) completer status by graduation will increase from 34 percent in May 2023 to 49 percent in May 2028.

Alignment to goal: CTE completers must complete three courses in an aligned program of study to be eligible for a CCMR point after passing the IBC exam. This metric also ensures that students are on track to obtain an IBC before graduation. Success on an IBC exam is a component of the career readiness outcomes bonus funding.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	34	35	36	41	46	49
American Indian	27	28	29	34	39	42
Asian	37	38	39	44	49	52
Black	32	33	34	39	44	47
Hispanic	36	37	38	43	48	51
Pacific Islander	29	30	31	36	41	44
Two or More	27	28	29	34	39	42
White	27	28	29	34	39	42
Eco. Dis.	34	35	36	41	46	49
EB	36	37	38	43	48	51
SPED	25	26	27	32	37	40

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

Alignment to goal: Advanced Placement (AP), International Baccalaureate (IB), dual credit, and dual enrollment (DE) provide students the opportunity to earn college credit and earn a CCMR point. These are all areas leading to students being successful in TSI as well, aligning to the outcomes bonus career readiness component.

Current baseline data is missing 2021 DE data, which is a minimal portion of the dataset, given the scope of DE in that year and the fact that most students do not participate in DE in their freshman year.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	33	34	35	40	45	48
American Indian	25	26	27	32	37	40
Asian	71	72	73	78	83	86
Black	22	23	24	29	34	37
Hispanic	33	34	35	40	45	48
Pacific Islander	20	21	22	27	32	35
Two or More	45	46	47	52	57	60
White	38	39	40	45	50	53
Eco. Dis.	28	29	30	35	40	43
EB	37	38	39	44	49	52
SPED	9	10	11	16	21	24

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

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)	63	64	66	72	76	78
American Indian	--					
Asian	82	83	84	85	86	87
Black	62	63	66	72	76	78
Hispanic	61	6	65	71	75	78
Pacific Islander	75	76	77	78	79	80
Two or More	70	71	72	75	77	78
White	72	73	74	75	77	78
Eco. Dis.	62	63	65	70	74	78

EB	59	60	62	66	69	70
----	----	----	----	----	----	----

Goal Progress Measure 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a CGI of 0.6 or higher on NWEA MAP in reading will increase from XX percent in January 2024 to YY percent in May 2028.

Alignment to the goal: Students with a CGI of 0.6 or higher are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29, 2024, following closure of the MOY MAP testing window. Baseline data will be set using BOY – MOY CGI. Summative progress measure data will be based on EOY – EOY CGI, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						

Goal Progress Measure 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a CGI of 0.6 or higher on NWEA MAP in math will increase from XX percent in January 2024 to YY percent in May 2028.

Alignment to the goal: Students with a CGI of 0.6 or higher are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29, 2024, following closure of MOY MAP testing window. Baseline data will be set using BOY – MOY CGI. Summative progress measure data will be based on EOY – EOY CGI, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						

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

Alignment to the goal: NWEA MAP conducted a linking study between the STAAR assessment on the MAP assessment to determine projected proficiency performance. Those that attain the Meets Grade Level standard on the STAAR assessment are likely to receive a point toward the school growth indicator.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)	11	12	13	18	23	26
American Indian	-					
Asian	43	44	45	50	55	58
Black	6	7	8	13	18	21
Hispanic	7	8	9	14	19	22
Pacific Islander	-					
Two or More	35	36	37	42	47	50
White	41	42	43	48	53	56
Eco. Dis.	6	7	8	13	18	21
EB	6	7	8	13	18	21

Superintendent Constraints:

Constraint #1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

Note: Five-year targets are based on the campus component score aligned with a C in domain 2a of the accountability system for progress measures one and two and a C for CCMR for domain 1 for progress measure three. As campuses which are rated D/F are not at the C level yet, these constraint progress measures are the path to meeting the constraint.

CPM 1.1: The percentage of grade 2-5 students enrolled in a campus with a prior year unacceptable rating who have a CGI of 0.6 or higher on NWEA MAP in reading or math will increase from XX percent in January 2024 (beginning to middle of year) to 63 percent in May 2028 (beginning to end of year).

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						63%
Actual						

No baseline due to MOY being in January 2024

CPM 1.2: The percentage of grade 6-8 students enrolled in a campus with a prior-year unacceptable rating who have a CGI of 0.6 or higher on NWEA MAP in reading or math will increase from XX percent in January 2024 (beginning to middle of year) to 61 percent in May 2028 (beginning to end of year).

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						61%
Actual						

No baseline due to MOY being in January 2024

CPM 1.3: The percentage of graduates from campuses with a prior-year unacceptable rating who graduate college-, career-, or military-ready will increase from XX percent in August 2023 to 64 percent in August 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						64%
Actual						

No baseline due to delay in accountability ratings release

Constraint #2: The Superintendent shall not allow ineffective supports, systems, and processes for students receiving special education services across the district to negatively impact Individual Education Plan (IEP) development and implementation.

CPM 2.1: The District will increase the percentage of initial eligibility Admission, Review, Dismissal (ARD) committee meetings conducted in compliance with federally required timelines from 87 percent in June 2023 to 100 percent in June 2024 and maintain 100 percent compliance through June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target		100%	100%	100%	100%	100%
Actual	87%					

CPM 2.2: The percentage of IEPs reviewed by an independent team from the Special Education Department for compliance and delivery of services will increase from XX percent in January 2024 to XX percent in June 2028.

Group	2024 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						
Actual						

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

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

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target		0	0	0	0	0
Actual	0					

Houston Independent School District
2023–2024 District Improvement Plan
Goals and Measurable Objectives, By Department

Counseling

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Counseling Department	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): All campuses were not providing a comprehensive counseling program. In addition, all students were not exposed to post-secondary options prior to entering high school.	
Department Goal 1: All school counselors will submit their campus comprehensive counseling plans to the counseling department by September 27, 2023	
Strategic Priority: <ul style="list-style-type: none"> • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction pre-K through grade 4 • Improve SPED and SEL services • Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> ○ Expand leadership density ○ Strengthen central office effectiveness ○ Improve SEL services ○ Improve safety
Department Goal 2: Implement five tier I activities across the district that promotes college, career, and life-readiness skills.	
Strategic Priority: <ul style="list-style-type: none"> • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> • Expand leadership density • Strengthen central office effectiveness • SEL services • Improve safety

Crisis Response Department – District Improvement Plan (DIP)

DIP Component: Evidence-based practices that address the needs of students for special programs:

1a) Suicide Prevention including parental notification procedures. (TEC 11.252(3)(B)(i))

Description of Work: HISD has a district crisis protocol that address suicide ideation, self-harm, and threat assessments. This protocol provides a comprehensive plan to support students and staff on behaviors associated with suicide ideation, self-harm, and severe psychiatric behaviors.

2023–2024 District Metric

- By June 2024, **95 percent** of campus and division leaders will have completed the crisis protocol mandatory training in accordance with Senate Bill 11. This increases their knowledge and best practices on crisis management for their campuses.

DIP Component:

2a) Integrate best practices on grief-informed and trauma informed care (TEC 11.252(a)(3))

Description of Work: The HISD Crisis Response Department provides crisis intervention specific to addressing trauma & grief informed practices related to crisis events. This includes increasing district campaigns and programs related to mental health and suicide awareness.

Career and Technical Education (CTE)

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Career and Technical Education (CTE)	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Due to the various degrees of specific work experience in program of study area for teachers and the length of time out of active industry participation, many CTE teachers demonstrate the need for additional knowledge and skill in latest industry-based practices. In order to prepare teachers to better serve the needs of students in IBC attainment and hands-on practice at current level of industry standards.	
Department Goal 1: By June 2024, 25% of CTE programs of study to begin in SY 2024-2025 will be aligned to 2035 competencies.	
Strategic Priority: <ul style="list-style-type: none"> • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction pre-K through grade 4 • Improve SPED and SEL services • Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: 2. Improve the quality of instruction
Department Goal 2: By August 2024, 30 percent of CTE teachers will have participated in an industry aligned upskilling opportunity.	
Strategic Priority: <ul style="list-style-type: none"> • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction pre-K through grade 4 • Improve SPED and SEL services • Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: 2. Improve the quality of instruction

Curriculum

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Curriculum Design	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Despite efforts to enhance the reading proficiency of 3rd-grade 4 students, the current percentage of students reading at or above grade level falls below the desired standard. This is caused by a lack of rigorous, high-quality standards-aligned, Tier 1 instructional materials.	
Department Goal 1: Increase the percentage of grade 3 and 4 students reading at or above grade level by 3% by providing high quality, rigorous reading language arts curriculum as measured by STAAR and monitored by NWEA.	
Strategic Priority: <ul style="list-style-type: none"> • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction pre-K through grade 4 • Improve SPED and SEL services • Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: 4. Improve reading instruction pre-K through grade 4

Discipline

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Program Compliance-Discipline/JJAEP	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Campus discipline data must be audited and assessed for accuracy and compliance. New coding implementation has taken place and campuses must follow proper protocol when coding incidents.	
Department Goal 1: By May 2024, 85 percent of campuses will be in compliance with all monitored program expectations established by AAC to reduce exclusionary consequences. Campus administrators must adhere to district, state, or federal policies aimed at reducing exclusionary consequences by providing ongoing adult-centered staff training (bias, trauma-sensitive, etc.)	
Strategic Priority: <ul style="list-style-type: none"> Expand leadership density Improve the quality of instruction Strengthen central office effectiveness Improve reading instruction pre-K through grade 4 Improve SPED and SEL services Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> Expand leadership density

Department Goal 2: By May 2024, 85 percent of campuses will be in compliance with all monitored program expectations established by AAC for the Discipline Compliance Department through district-wide and campus-specific discipline training, to build the capacity of all campuses to establish effective campus-specific discipline management systems in order to appropriately code incidents and remain in compliance with the implementation of new discipline codes.	
Strategic Priority: <ul style="list-style-type: none"> Expand leadership density Improve the quality of instruction Strengthen central office effectiveness Improve reading instruction pre-K through grade 4 Improve SPED and SEL services Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> Strengthen central office effectiveness <ul style="list-style-type: none"> Expand leadership density

Interventions

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Specialized Learning Division: Interventions Department	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): The interventions department will implement systematic supports for all tiered students to narrow deficit skills aimed toward closing the achievement gaps to prepare students for 2035 and beyond utilizing the MTSS framework.	
Department Goal 1: By May 2024, the number of grade 4 Rtl/Intervention students will increase reading scores by 3-5 percent as indicated on the STAAR assessment.	
Strategic Priority: <ul style="list-style-type: none"> Improve reading instruction pre-K through grade 4 Expand leadership density 	List the Strategic Priority/Priorities this Goal Addresses: Accelerated Instruction HB 1416 Child Find Title 34 Provides a systematic process for identifying and providing supports for students who need additional assistance.

Department Goal 2: By May 2024, 95% of HISD campuses will have identified their Rtl/Intervention students.	
Strategic Priority: <ol style="list-style-type: none"> Continued Professional Development of district personnel aligned to the multi-tiered system of support (MTSS) framework and its tiered support system of academic, behavioral, and socio-emotional supports. Compile data that is accessible for analysis to all district staff Create an auditing tool to capture identified Rtl/IAT students (audit tool) Support the implementation of campus data PLCs with the aim of identifying tiered students. (protocol) 	List the Strategic Priority/Priorities this Goal Addresses: Provide parents written notice when their child begins to receive intervention strategies (Senate Bill 1153) Provide support to campuses in providing a secure and safe environment (TEC 11.252)

Multilingual

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Multilingual Department	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment	
Department Goal 1: <i>Enhancing Language Proficiency:</i> <i>Decreasing the TELPAS reading beginning level percentage rate to ensure that Emergent Bilinguals (EBs) develop stronger language skills.</i>	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Improve reading instruction pre-K through grade 4 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 1. Improve reading instruction in grades Pre-k –grade 5 by expanding Dual Language into 32 New Education System campuses for the 2023–2024 school year. 2. Implement a structured English Language Development block (ELD) in all elementary campuses that are currently supporting a transitional bilingual program. 3. Provide targeted Content Based Language Instruction professional development for all teachers with a primary focus on visuals, vocabulary, and structured sentence stems. 4. Professional development focused on increasing leader capacity on how to effectively support EB students. 5. Progress monitoring of English Language Development.
Department Goal 2: <i>Academic Advancement:</i> <i>Raising the EB graduation rate and simultaneously reducing the dropout rate, equipping EBs for the 2035 workplace.</i>	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Strengthen central office effectiveness 3. Improve SEL supports 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 1. Newcomer Support Programs: Establish targeted support programs for newcomer students, providing orientation, language assistance, and academic guidance. 2. Mentoring: Assign Mentors and academic tutors to provide individualized guidance and support to at-risk students. 3. Educate parents and the community in dropout prevention efforts, providing resources and workshops to enhance student support systems.

Office of Special Education

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Office of Special Education Services	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment	
Department Goal 1: HISD will improve the initial evaluation timeline.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services 6. Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: Improve SPED and SEL services
Department Goal 2: HISD will improve the quality of instruction for all students receiving Special Education services.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services 6. Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: Improve the quality of instruction. Improve reading instruction pre-K through grade 4. Improve SPED and SEL services.

Office of Special Education- Dyslexia

Goal 1 Increase the population of students identified with dyslexia in grades K–12.

Measurable Objective: HISD will increase identification of students with dyslexia from 6100 to 7000 by the end of school year 2023–2024.

Goal 2: Improve the quality of instruction for all students receiving special education services.

Measurable Objective: By the end of school year 2023–2024, 90% - 100% of students with dyslexia in grades two through five, served by district dyslexia interventionists will complete the MAP oral fluency benchmark at the 50th percentile or at least 15 percentile points.

Leadership and Professional Development

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Leadership and Professional Development	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Despite the district’s overall accountability rating, there exists a concerning stagnation in student achievement, coupled with a significant achievement gap, particularly affecting minority students, specifically those of Black and Hispanic backgrounds. Addressing this issue requires a wholesale systematic overhaul aimed at growing leadership capacity among administrators and teachers.	
Department Goal 1: Support Destination 2035 and the expansion of Leadership Density – 1) Develop, implement, and grow the next generation of principals in the HISD Leadership Academy with 75 Principal Apprentices.	
Strategic Priority: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction pre-K through grade 4 ● Improve SPED and SEL services ● Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction
Department Goal 2: Support Destination 2035 and the expansion of Leadership Density – 2) Develop a pipeline of future leaders in HISD with the development and implementation of the Assistant Principal Academy and Teacher Leader Academy.	
Strategic Priority: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction pre-K through grade 4 ● Improve SPED and SEL services ● Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction
Department Goal 3: Support Destination 2035 and the expansion of Leadership Density – 3) Support the training and development of the NES model and a high performing culture in NES and NES A schools	

Strategic Priority: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction pre-K through grade 4 ● Improve SPED and SEL services ● Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction
---	--

Department Goal 4: Support Destination 2035 and the expansion of Leadership Density – 4) Provide on-going professional development and support to teachers, assistant principals, and principals in all schools across the district.	
Strategic Priority: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction pre-K through grade 4 ● Improve SPED and SEL services ● Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction

State Compensatory Education

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Program Compliance – State Compensatory Education	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment	
Department Goal 1: By December 2023, State Compensatory Education Program will be equipped with a comprehensive compliance monitoring expectations.	
Strategic Priority: <ul style="list-style-type: none"> ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction pre-K through grade 4 ● Improve SPED and SEL services ● Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 2. Improve the quality of instruction. 3. Strengthen central office effectiveness.
Department Goal 2: By May of 2024, through a valid survey of campus program administration stakeholders, 75 percent (205 of 274 campuses) will agree they are equipped with a clear understanding of State Compensatory Education Program compliance expectations.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services 6. Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 1. Strengthen central office effectiveness.

Talent Acquisition

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: Human Resources – Talent Acquisition	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): TRACS data to track number of eligible for hire candidates for all campus-based positions vs. the number of vacancies at any given time; attrition/retention rates	
Department Goal 1: To ensure a quality school system, HISD will <i>recruit and hire</i> the most effective and talented workforce to improve the quality of instruction and increase student achievement.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services 6. Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 2. Improve the quality of instruction 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services

Department Goal 2: To ensure a quality school system, HISD will <i>retain</i> the most effective and talented workforce to improve the quality of instruction and increase student achievement.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services 6. Improve safety of facilities 	List the Strategic Priority/Priorities this Goal Addresses: <ol style="list-style-type: none"> 2. Improve the quality of instruction 4. Improve reading instruction pre-K through grade 4 5. Improve SPED and SEL services

Title I

Houston Independent School District- District Improvement Plan 2023–2024	
Department Name: External Funding – Title I	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Outcome gaps between African American and Hispanic students and White and Asian students are significant and occur across grade levels, subject areas, and student achievement measures. District efforts to mitigate the impacts of poverty on learning are critical to closing these gaps. Efforts must also address the range of student needs that arise from their varying backgrounds.	
Department Goal 1: To provide low-performing students an opportunity to obtain a high-quality education, increase academic achievement and perform proficiently on state academic assessments.	
Strategic Priority: <ol style="list-style-type: none">1. Expand leadership density2. Improve the quality of instruction3. Strengthen central office effectiveness4. Improve reading instruction pre-K through grade 45. Improve SPED and SEL services6. Improve safety of facilities	List the Strategic Priority/Priorities this Goal Addresses: Improve the quality of instruction



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

9.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Goals And Measurable Objectives For School Improvement Plans For 2023-2024

In accordance with Texas Education Code (TEC) Section 11 and TEC Section 39 subchapter E, schools are required to submit campus performance objectives that are part of the School Improvement Plan (SIP) to the Houston Independent School District (HISD) School Board for approval. SIPs are approved by each school's faculty and are revised annually. School support officers and assistant superintendents reviewed and approved each school's SIP. The plan for each campus will be made available on its respective HISD website after the goals and measurable objectives are approved. This item seeks board approval for the goals and measurable objectives for all HISD SIPs.

A copy of each campus's goals and measurable objectives are on file for review in Board Services.

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 goals and measurable objectives for the 2023-2024 SIPs, effective January 19, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

10.

Office of the Superintendent of Schools

Office of Finance and Business Services

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): Cost details are in the attachments to this item.

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 January 19, 2024.

Project Number	AUTHORIZATION – NEW PROJECT Project Name and Description for Approval	Requesting Department	SPENDING LIMIT AUTHORIZATION		PROJECT TERM		
			Annually	Full Term	Begin Date	End Date	Renewal(s)
23-04-09	Fuel: Unleaded, Biodiesel, Ultra-Low Sulfur Diesel (ULSD), And Related Products & Services - To obtain unleaded, biodiesel, and ULSD as well as other related products and services for Transportation Services.	Transportation Services	\$6,800,000	\$34,000,000	1/19/2024	1/18/2029	4
23-05-03	Norm-Referenced Tests - To obtain norm-referenced tests to measure reading, language arts, and mathematics achievement in kindergarten through grade 12 (K-12) for the Student Assessment Department.	Academics	\$1,820,000	\$9,100,000	1/19/2024	1/18/2029	4
24-07-08	Houston Independent School District (HISD) Procurement Card Program - To obtain a fully integrated procurement card and single use account (SUA) program for use districtwide.	Finance	\$80,000,000	\$400,000,000	1/19/2024	1/18/2029	4
24-08-13	Onsite Clinic Services - To obtain onsite medical clinic services for district employees.	Benefits	\$5,800,000	\$29,000,000	4/1/2024	3/31/2029	4
24-09-03	Stadium Concessions Food and Supplies - To obtain concession food and supplies for district stadiums, athletic complexes, and/or various sporting events.	Athletics	\$250,000	\$1,250,000	1/19/2024	1/18/2029	4
24-09-06	Various Paper - To obtain various types of paper (printing, copy paper, envelopes, etc.) to be utilized districtwide.	Finance	\$2,500,000	\$12,500,000	1/19/2024	1/18/2029	4
24-10-01	Safety and Security - To obtain armed security officers for use districtwide.	HISD Police	\$1,240,000	\$6,200,000	1/19/2024	1/18/2029	4
Project Number	AUTHORIZATION – ADDITIONAL VENDOR(S) Project Name and Description for Approval	Requesting Department	SPENDING LIMIT AUTHORIZATION		PROJECT TERM		
			Annually	Full Term	Begin Date	End Date	Renewal(s)
21-06-02-B	Instructional Curriculum Materials, Supplies, and Digital Services - To provide supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide.	Academics	Additional Vendor(s)	Prior Board Approval \$470,000,000	1/19/2024	6/30/2027	3
21-06-03-B	Student Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling - To obtain contracted services in the following areas: enrichment, mentoring, and student tutorial instruction in reading, math, English/language arts, social studies, and science that is designed to increase the progress and academic achievement of students, including English language learners (ELL) and Special Education students.	Academics	Additional Vendor(s)	Prior Board Approval \$175,000,000	1/19/2024	6/60/27	3

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	23-04-09 – RFP / Fuel: Unleaded, Biodiesel, Ultra-Low Sulfur Diesel (ULSD), and Related Products & Services – (James) – (COO)
Project Description	The purpose of this project is to obtain unleaded, biodiesel, and ULSD as well as other related products and services for Transportation Services. Based on annual appropriations, the projected expenditure is not to exceed \$34,000,000 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 January 19, 2024, through January 18, 2025, with four automatic annual renewals, not to extend beyond January 18, 2029.
Amount not to Exceed (Project Term)	\$34,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Atlantic Petroleum & Mineral Resources, Inc.	A-100%
Colonial Oil Industries, Inc.	B-20%
Southern Counties Oil Co., a California Limited Partnership dba SC Fuels	B-20%
Sun Coast Resources, LLC	B-20%
Sunoco, LP, dba Sunoco, LLC	B-20%

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	23-05-03 – RFP / Norm-Referenced Tests – (Svitek) – (CAO)
Project Description	The purpose of this project is to obtain norm-referenced tests to measure reading, language arts, and mathematics achievement in kindergarten through grade 12 (K–12) for the Student Assessment Department. Based on annual appropriations, the projected expenditure is not to exceed \$9,100,000 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 January 19, 2024, through January 18, 2025, with four automatic annual renewals, not to extend beyond January 18, 2029.
Amount not to Exceed (Project Term)	\$9,100,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Riverside Assessments, LLC, dba Riverside Insights	C-D

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	24-07-08 – RFP / Houston Independent School District (HISD) Procurement Card Program – (March) – (CFO)
Project Description	The purpose of this project is to obtain a fully integrated procurement card and single use account (SUA) program for use districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$400,000,000 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 May 10, 2024, through May 9, 2025, with four automatic annual renewals, not to extend beyond May 9, 2029.
Amount not to Exceed (Project Term)	\$400,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
JPMorgan Chase Bank, N.A.	RFP-0%

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	24-08-13 – RFP / Onsite Clinic Services – (Wright) – (CFO)
Project Description	The purpose of this project is to obtain onsite medical clinic services for district employees. Based on annual appropriations, the projected expenditure is not to exceed \$29,000,000 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 April 1, 2024, through March 31, 2025, with four automatic annual renewals, not to extend beyond March 31, 2029.
Amount not to Exceed (Project Term)	\$29,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Next Level Medical, LLC	A-100

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	24-09-03 – RFP / Stadium Concessions Food and Supplies – (Wells) – (COO)
Project Description	The purpose of this project is to obtain concession food and supplies for district stadiums, athletic complexes, and/or various sporting events. Based on annual appropriations, the projected expenditure is not to exceed \$1,250,000 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 January 19, 2024, through January 18, 2025, with four automatic annual renewals, not to extend beyond January 18, 2029.
Amount not to Exceed (Project Term)	\$1,250,000

Recommended Vendor(s) for Approval	M/WBE Commitment
The Masters Distribution Systems Company, Inc.	C-D

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	24-09-06 – RFP / Various Paper – (Chevalier) – (CFO)
Project Description	The purpose of this project is to obtain various types of paper to be utilized districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$12,500,000 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 January 19, 2024, through January 18, 2025, with four automatic annual renewals, not to extend beyond January 18, 2029.
Amount not to Exceed (Project Term)	\$12,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Butler Business Products, LLC	A-100%
Clampitt Paper Co. of Houston, LLC, dba Clampitt Paper of Houston	C-D
DD Office Products, Inc., dba Liberty Paper	A-100%
Gateway Printing & Office Supply, Inc.	C-D
Lee Office Solutions, Inc.	A-100%
ODP Business Solutions, LLC	C-D
School Specialty, LLC	C-D
Western-BRW Paper Company, Inc., dba OVOL USA f/k/a Baxter, High Point, Bosworth Papers, Bosworth Office & Technology	C-D

**Approval of Purchase \$1,000,000 or More
Recommended for 1/18/2024 Board Agenda**

Project Information	24-10-01 – RFP / Safety and Security – (Diaz) – (COP)
Project Description	The purpose of this project is to obtain armed security officers for use districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$6,200,000 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 January 19, 2024, through January 18, 2025, with four automatic annual renewals, not to extend beyond January 18, 2029.
Amount not to Exceed (Project Term)	\$6,200,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Jet Security, LLC	B-20%
S&S Management Group, LLC, dba Security Solutions of America	B-20%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/18/2024 Board Agenda**

Project Information	21-06-02-B – RFP / Instructional Curriculum Materials, Supplies, and Digital Services – (Svitek) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the School Board on October 12, 2023. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to provide supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. 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 January 19, 2024, through June 30, 2024, with three automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Legends of Learning, Inc.	B-25%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 1/18/2024 Board Agenda**

Project Information	21-06-03-B – RFP / Students Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling – (Contreras) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the School Board on October 12, 2023. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to obtain contracted services in the following areas: enrichment, mentoring, and student tutorial instruction in reading, math, English/language arts, social studies, and science that is designed to increase the progress and academic achievement of students, including English language learners (ELL) and special education students. 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 January 19, 2024, through June 30, 2024, with three automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
BBA After School, Inc.	C-10%
Eight Million Stories, Inc.	NP-0%

Code Legend

M/WBE - Minority and Women Business Enterprise Notations

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

Other Status Options

(NP-0%) - Non-profit



1/18/2024

11.

Office of the Superintendent of Schools

Office of Academics

Authorization To Negotiate, Execute, And Amend An Agreement Of Affiliation With The Harris County Hospital District

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board authorizes the superintendent of schools or a designee to execute an agreement with the Harris County Hospital District, doing business as Harris Health System, to provide training in a patient setting to students in health science programs of study across the district.

This affiliation agreement is designed to advance the knowledge of students in the field of health care and create sustainable employment opportunities through a multi-pronged approach, including observational training, job market assessments, and potential job placement for students. This collaborative agreement would allow students in a health science practicum across the district to obtain relevant, real-world experience at Harris Health System facilities.

Key program highlights include:

- **Work-based learning.** Harris Health System will serve as a work-based learning site for health science students in their practicum course and for Career and Technology Education (CTE) students across the district, providing real-world experience and industry exposure.
- **Culinary arts and sustainability.** Culinary students will partner with hospital staff to learn about healthy menus and sustainable practices through a farm-to-table program at a facility near the Barbara Jordan Career Center.
- **Externships for CTE teachers.** CTE teachers will participate in externships to gain new skills in their fields and observe how skills transfer across different career areas.
- **Middle school career exploration.** Hospital staff representing various careers will interact with middle school students during career exploration activities, sparking interest and awareness of diverse healthcare professions.
- **Career awareness and exploration events.** Harris Health System will participate in career awareness and exploration events for elementary and middle-school students, further enriching their understanding of potential career paths.
- **High school-community college collaboration.** In partnership with the Houston Community College health science program, high-school students will have the opportunity to work alongside near peers and explore post-secondary education options.
- **Student hiring.** Harris Health System will prioritize hiring HISD graduates with relevant CTE skills for positions within the Lyndon B. Johnson (LBJ) Hospital.

1/18/2024

11.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an agreement with the Harris County Hospital District to provide training and employment services to students in health science programs of study across the district, effective January 19, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

12.

Office of the Superintendent of Schools

Office of Finance and Business Services

Adoption Of A Resolution To Designate Investment Officers For The Houston Independent School District

The Public Funds Investment Act (PFIA) requires that “each investing entity shall designate, by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees of the state agency, local government, or investment pool as investment officer to be responsible for the investment of its funds consistent with the investment policy adopted by the entity. (Govt. Code 2256.005).”

A copy of the resolution to designate investment officers for the Houston Independent School District is attached. This item is being submitted to meet the requirements of the PFIA.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the resolution to designate investment officers for the Houston Independent School District, effective January 19, 2024.

**A RESOLUTION TO DESIGNATE INVESTMENT OFFICERS
FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT**

§ THE STATE OF TEXAS
§ COUNTY OF HARRIS

Be it resolved that the School Board of the Houston Independent School District hereby approves the following designation of investment officers:

James Terry	Chief Financial Officer
Glenn Reed	Deputy Chief Financial Officer
Lisa Pepi	Treasurer
Margaret "Margie" Grimes	Assistant Treasurer

The Resolution shall become effective at 8:00 a.m. on the 19th day of January 2024.

THE STATE OF TEXAS §
COUNTY OF HARRIS §

I, Angela Lemond Flowers, Secretary of the School Board of the Houston Independent School District, do hereby certify that the foregoing is a true and correct copy of the resolution passed by the School Board at the meeting held on January 18, 2024.
WITNESS MY HAND this the _____ day of _____, 2024.

ANGELA LEMONF FLOWERS
SECRETARY, SCHOOL BOARD
HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBSCRIBED AND SWORN TO BEFORE ME this the _____ day of _____, 2024.

NOTARY PUBLIC IN AND FOR
HARRIS COUNTY, TEXAS

My commission expires: _____



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

13.

Office of the Superintendent of Schools

Office of Finance and Business Services

Approval Of Resolution Amending Authorized Representatives at TexPool and
Authorized Representative Add Form at Lone Star Investment Pool

The School Board has previously approved, and the district currently utilizes, multiple local government investment pools. Two of these pools, TexPool and Lone Star Investment Pool, as part of their operating guidelines, require board approval in order to add individuals authorized to invest and redeem funds on behalf of the district.

Authorized representatives include the investment officers and certain staff of the district. The authorizations in place need to be revised due to changes in district personnel.

Attached are the Resolution Amending Authorized Representatives at TexPool and Authorized Representatives Add Form for Lone Star Investment Pool.

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 attached Authorized Representative Add Form and Resolution Amending Authorized Representatives, effective January 19, 2024.

Authorized Representative Add Form

Name of Participant HOUSTON ISD Participant Number 101912

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	<u>Margie Grimes</u>	<u>Krystal Flores (View Only)</u>	<u></u>
Title	<u>Assistant Treasurer</u>	<u>Sr. Treasury Analyst</u>	<u></u>
E-mail address	<u>Margie.Grimes@houstonisd.org</u>	<u>Krystal.Flores@houstonisd.org</u>	<u></u>
Signature	<u></u>	<u></u>	<u></u>

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this 18th day of January, 2024.

By: <u></u>	By: <u></u>
<u>AUDREY MOMANAEE</u>	<u>ANGELA LEMOND FLOWERS</u>
<i>Printed Name, Board President</i>	<i>Printed Name, Board Secretary</i>

State of Texas, County of HARRIS.

Before me, , on this day personally appeared , and
(name of notary) (name of President) (name of Clerk/Secretary)

known to me (or proved to me on the oath of) or through to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this day of , 20.

(Personalized Seal)

Notary Public's Signature

If you have any questions, call the Lone Star Investment Pool at 800-758-3927 for assistance.

Please return the completed form to customer.service@lonestarinvestmentpool.com or fax 512-452-7842.



Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

* Required Fields

1. Resolution

WHEREAS,

HOUSTON ISD

Participant Name*

7 7 6 3 8

Location Number*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("TexPool / Texpool Prime"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

- That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. JAMES TERRY CFO

Name Title

7 1 3 5 5 6 5 5 0 0 7 7 6 3 8 james.terry@houstonisd.org

Phone Fax Email

Signature
2. GLENN REED DEPUTY CHIEF FINANCIAL OFFICER

Name Title

7 1 3 5 5 6 5 5 0 0 7 7 6 3 8 breed@houstonisd.org

Phone Fax Email

Signature
3. LISA PEPI TREASURER

Name Title

7 1 3 5 5 6 6 4 8 7 7 7 6 3 8 lisa.pepi@houstonisd.org

Phone Fax Email

Signature

1. Resolution (continued)

4. MARGIE GRIMES ASSISTANT TREASURER
Name Title
7 1 3 5 5 6 6 4 9 1 margie.grimes@houstonisd.org
Phone Fax Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

LISA PEPI
Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

KRYSTAL FLORES SR TREASURY ANALYST
Name Title
7 1 3 5 5 6 6 4 8 6 krystal.flores@houstonisd.org
Phone Fax Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the 1 8 day of January, 2 0 2 4.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

Houston ISD
Name of Participant*

SIGNED

Signature*
AUDREY MOMANAEE
Printed Name*
PRESIDENT
Title*

ATTEST

Signature*
ANGELA LEMOND FLOWERS
Printed Name*
SECRETARY
Title*

2. Delivery Instructions

Please return this document to **TexPool Participant Services:**

Email: texpool@dstsystems.com

Fax: 866-839-3291



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

14.

Office of the Superintendent of Schools

Office of the Central Division

Ratification And Approval Of A Proposed Amendment To The 2023-2024 *Code Of Student Conduct* To Reflect The Exemption Approved By The District Of Innovation Plan Related To Mandatory Disciplinary Alternative Education Program Placement For Possession Or Use Of E-Cigarettes Or Vape Pens

The School Board of the Houston Independent School District (HISD) is asked to consider amending the *Code Of Student Conduct* to reflect the exemption approved by the District of Innovation (DOI) plan adopted by the board on December 14, 2023. The amendment clarifies that the district will not automatically send students to Disciplinary Alternative Education Program (DAEP) placements for possession and/or use of an e-cigarette or vape pen.

As set forth in the DOI plan, the change in the law requiring mandatory placement to a DAEP for any student who possesses or uses an e-cigarette or vape pen provides no flexibility in assessing discipline. Instituting the flexibility granted by the DOI plan is essential to ensuring students are not unnecessarily removed from the classroom. This amendment to the *Code of Student Conduct* codifies the decision to put decisions back in the hands of educators and local district leadership.

The language of the amendment is attached hereto.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board ratifies and approves the amendment to the 2023-2024 *Code of Student Conduct* to reflect the exemption approved by the DOI plan related to mandatory DAEP placement for possession or use of e-cigarettes or vape pens, effective January 19, 2024.

**AMENDMENT TO THE 2023–2024 *CODE OF STUDENT CONDUCT* TO REFLECT
DISTRICT OF INNOVATION EXEMPTION RELATED TO MANDATORY
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM FOR POSSESSION OR
USE OF E-CIGARETTES OR VAPE PENS**

Pg. 14: Section entitled Level IV- Placement in a Disciplinary Alternative Education Program (DAEP) shall be amended as follows:

Level IV – Placement in a Disciplinary Alternative Education Program.

Criminal offenses as defined in Level IV and offenses that have been determined to be significantly serious by the School Board. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior. Effective January 1, 2024, HISD has opted out of the mandatory requirement to place a student in a Disciplinary Alternative Education Program pursuant to Texas Education Code § 37.006, for possession and/or use of an e-cigarette or vape pen. This means that the district will not automatically send students to DAEP for possession and/or use of an e-cigarette or vape pen. Administrators should refer to the Disciplinary Guidelines for assistance in determining the appropriate disciplinary action for these infractions. This action constitutes a Level III offense and shall be disciplined in accordance with the guidelines set forth on page 23 of this *Code of Student Conduct*.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

15.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*,
Regarding Goal 4-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 AE(LOCAL), *Educational Philosophy*, to update Goal 4. These changes provide baseline data and a five-year target for growth in Domain 2 Part A of the state accountability system.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, 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 AE(LOCAL), *Educational Philosophy*, on first reading, effective January 19, 2024.

Vision Statement

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

Student Outcome Goals

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.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	41	42	44	49	53	56
American Indian	50	51	53	58	62	64
Asian	69	69	70	72	74	75
Black	35	36	40	46	51	55
Hispanic	35	36	40	46	52	55
Pacific Islander	62	63	65	66	67	68
Two or More	71	72	74	77	79	80
White	73	73	74	75	76	77
Economically Disadvantaged	33	34	38	44	49	53
Emergent Bilingual	31	32	35	41	46	50
Special Education	19	20	24	30	34	36

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

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.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	38	39	41	47	51	53
American Indian	45	46	48	54	56	58
Asian	72	73	75	78	79	80
Black	25	26	31	36	41	45
Hispanic	34	35	40	45	49	53
Pacific Islander	38	41	44	47	50	53
Two or More	62	63	66	69	72	75
White	69	71	73	75	78	80
Economically Disadvantaged	30	31	35	39	44	48
Emergent Bilingual	32	33	36	40	44	47
Special Education	18	20	24	28	32	35

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Goal 3

The percentage of students graduating Texas Success Initiative (TSI)-ready and with an industry-based certification (IBC) will increase from 11 percent for the 2021-22 graduates to 26 percent for the 2026-27 graduates.

Group	2023 Baseline (2022 Grads.)	2024 Goal (2023 Grads.)	2025 Goal (2024 Grads.)	2026 Goal (2025 Grads.)	2027 Goal (2026 Grads.)	2028 Goal (2027 Grads.)
All Students	11	12	15	20	23	26
American Indian	15	16	18	20	22	23
Asian	14	16	18	21	23	24
Black	9	10	12	17	20	23
Hispanic	10	11	13	18	21	24
Pacific Islander	21	22	24	27	30	32
Two or More	9	10	12	15	17	20
White	13	14	17	20	22	24
Economically Disadvantaged	10	11	14	19	22	25
Emergent Bilingual	5	6	10	15	18	20
Special Education	4	5	7	10	12	14

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Goal 4

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

Note: Baseline data is expected when accountability ratings are released by the state, which is still undetermined.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (Special Education)	<u>63</u>	<u>64</u>	<u>66</u>	<u>72</u>	<u>76</u>	<u>78</u>
American Indian	--					
Asian	<u>82</u>	<u>83</u>	<u>84</u>	<u>85</u>	<u>86</u>	<u>87</u>
Black	<u>62</u>	<u>63</u>	<u>66</u>	<u>72</u>	<u>76</u>	<u>78</u>
Hispanic	<u>61</u>	<u>6</u>	<u>65</u>	<u>71</u>	<u>75</u>	<u>78</u>
Pacific Islander	<u>75</u>	<u>76</u>	<u>77</u>	<u>78</u>	<u>79</u>	<u>80</u>
Two or More	<u>70</u>	<u>71</u>	<u>72</u>	<u>75</u>	<u>77</u>	<u>78</u>
White	<u>72</u>	<u>73</u>	<u>74</u>	<u>75</u>	<u>77</u>	<u>78</u>
Economically Disadvantaged	<u>62</u>	<u>63</u>	<u>65</u>	<u>70</u>	<u>74</u>	<u>78</u>
Emergent Bilingual	<u>59</u>	<u>60</u>	<u>62</u>	<u>66</u>	<u>69</u>	<u>70</u>

**Superintendent
Constraints**

- Constraint 1 The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.
- Constraint 2 The Superintendent shall not allow ineffective supports, systems, and processes for students receiving special education services across the district to negatively impact Individual Education Plan (IEP) development and implementation.
- Constraint 3 The Superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

16.

Office of the Superintendent of Schools

Office of Business Operations

Approval Of Proposed Revisions To Board Policy CLB(LOCAL), *Buildings, Grounds, And Equipment Management: Maintenance*-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 CLB(LOCAL), *Buildings, Grounds, And Equipment Management: Maintenance*, as recommended by the Texas Association of School Boards (TASB).

RATIONALE

TASB recommends changes to Board Policy CLB(LOCAL), *Buildings, Grounds, And Equipment Management: Maintenance*, to include district-owned residential property used as student housing among the district facilities subject to integrated pest management (IPM) requirements, based on Administrative Code changes and information from the Texas Department of Agriculture.

A copy of CLB(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 changes to Board Policy CLB (LOCAL), *Buildings, Grounds, And Equipment Management: Maintenance*, on second reading, effective January 19, 2024.

BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
MAINTENANCE

CLB
(LOCAL)

**Integrated Pest
Management
Program**

The District is committed to following integrated pest management (IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code in all pest control activities that take place on District property.

Definition

IPM is a pest management strategy that relies on multiple pest control tactics, including the judicious use of pesticides, informed by accurate identification and scientific knowledge of pests, reliable monitoring methods to assess pest presence, preventative measures to avoid pest infestations, and thresholds to determine when corrective control measures are needed.

Standards

The District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities, [including residential property primarily used as student housing](#).

IPM Coordinator

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law and shall provide training to District employees, as necessary.

Application Time
Frame

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

No Unauthorized
Application

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a District facility, [including residential property primarily used as student housing](#), without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.

Effective Date

~~This policy shall be effective as of the adoption date, November 12, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

17.

Office of the School Board

Approval To Temporarily Waive A Portion Of Board Policy BBD(LOCAL), *Board Members: Training and Orientation*

The School Board of the Houston Independent School District is asked to approve waiving until August 2024 the requirement in Board Policy BBD(LOCAL), *Board Members: Training and Orientation*, that the superintendent and the members of the board participate in a team-building session in January or no later than the second regular Board meeting of the calendar year.

The board has recently fulfilled the requirement to participate in a team-building training for 2023 and will continue to meet the legal requirement to hold a team-building training annually by postponing to August 2024.

A copy of BBD(LOCAL), *Board Members: Training and Orientation*, 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 waiving until August 2024 a portion of Board Policy BBD(LOCAL), *Board Members: Training and Orientation* as described above, effective January 19, 2023.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LOCAL)

**Public Information
Coordinator**

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]

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.

Effective Date

This policy shall be effective as of the adoption date.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/18/2024

18.

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 December 7 and 14, 2023.

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 December 7 and 14, 2023, effective January 19, 2024.