

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

September 12, 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
- EDUCATOR RETENTION AND EFFECTIVENESS
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- REMARKS AND REPORTS
- RECESS TO CLOSED SESSION UNDER SECTIONS 551.004 THROUGH 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE
- RECONVENE IN OPEN SESSION
- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED SESSION

DISCUSSION AND REPORT ITEMS

1. Report From The Board Audit Committee Chair
 - Audit Committee Report For September
2. Acceptance Of Board Monitoring Update: Presentation Of Goals 3 And 4
 - September Goal Progress Report
3. Acceptance Of Board Monitoring Update: Presentation of Constraint 1 Progress Measures 1.1, 1.2, And 1.3
 - September Constraint Progress Report

ITEMS PULLED FROM CONSENT AGENDA

4. Approval Of Resolution Adopting Tax Rate And Levying Ad Valorem Taxes For Tax Year 2024
 - Resolution

CONSENT AGENDA

5. Approval To Submit Four Innovative Course Applications To The Texas Education Agency For Gifted And Talented High-School Students
6. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchasing Requests
7. Authorization To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Houston To Establish A Work-Study Program
8. Authorization To Negotiate, Execute, And Amend An Interlocal Agreement With The Houston Community College System To Establish A Work-Study Program
9. Adoption Of A Resolution To Nominate Cassandra Auzenne Bandy As A Candidate To The Board Of Directors Of The Harris Central Appraisal District
 - Resolution
10. Approval Of A Delegate And Alternate For The 2024 Texas Association Of School Boards Delegate Assembly
11. Approval To Designate Dates In Calendar Year 2024 As Nonbusiness Days In Compliance With House Bill 3033
 - Resolution
12. Approval To Obtain A Waiver To Provide Remote Homebound Services
13. Approval Of Establishment Of Board Policy AF(LOCAL), *Innovation Districts*-Second Reading
 - AF(LOCAL), Second Reading
14. Approval Of Proposed Revisions To Board Policy CDB(LOCAL), *Other Revenues: Sale, Lease, Or Exchange Of School-Owned Property*-Second Reading
 - CDB(LOCAL), Second Reading
15. Approval Of Proposed Revisions To Board Policy EEH(LOCAL), *Instructional Arrangements: Homebound Instruction*-Second Reading
 - EEH(LOCAL), Second Reading
16. Approval Of Proposed Revisions to Board Policy FD(LOCAL), *Admissions*-Second Reading
 - FD(LOCAL), Second Reading

17. Approval Of Proposed Revisions To Board Policy FFAC(LOCAL), *Wellness And Health Services: Medical Treatment*-Second Reading
 - FFAC(LOCAL), Second Reading
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, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements, including Resignation and Release Agreement for former West Division Superintendent Laura Stout.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Receive legal advice regarding 2024 bond.

Real Estate

- a) Sale
 - 1) Declaration of the property located at 0 Mesa Drive, Houston, Texas 77078 and with Legal Description TR 12A, ABST 600 E Noland, as surplus and authorization of sales procedures to abutting property owner.
- b) Purchase
- c) Exchange
- d) Other

Security Devices Or Security Audits

- a) Discussion of Districtwide Intruder Detection Audit Report findings and corrective actions put into place.
- b) Update on district's HB3 compliance and district safety considerations.

ADJOURN



9/12/2024

1.

Office of the School Board

Report From The Board Audit Committee Chair

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, the Houston Independent School District (HISD) Board Audit Committee chair presents to the board a report on the work and progress of the committee.

A copy of the report is attached.

Audit Committee Report

September 2024



At the July 30, 2024, Audit Committee meeting, all three committee members were present: Janette Garza-Lindner (chairperson), Ric Campo, and Adam Rivon.

- Since its last report in March, the committee has met twice: 3:03 p.m.–5:15 p.m. April 16 and 2:04 p.m.–3:52 p.m. July 30, 2024.
- At its July 30 meeting, representatives of the external internal auditing firm, RSM, provided a status update on the fiscal year 2024 *Internal Audit Plan* and the upcoming fiscal year 2025 *Internal Audit Plan*, as well as a summary of the Institute of Internal Auditors' *Unique Aspects of Internal Auditing in the Public Sector 2nd Edition*.
- RSM also presented its draft internal audit reports on the bus driver pay process; On-Time Grad Academy data quality; the employee terminations process; West University Elementary School's technology donations process; and management action plans on previously reported Information Technology (IT) audits on security maturity, enterprise data warehouse, and logistical security and access management.
- A Whitley Penn representative reviewed the firm's completed audit reports on Elementary and Secondary School Emergency Relief (ESSER) II and III funds; student membership; and magnet programs.
- RSM indicated that two draft reports from the 2024 *Internal Audit Plan* will be ready for presentation soon. The Activities Funds Review will be ready for presentation at the September 13, 2024, Audit Committee meeting and the Records Management Process will be ready for presentation at the November 5, 2024, Audit Committee meeting. RSM also stated that the dashboard of the 2025 *Internal Audit Plan* status would be presented in the next Audit Committee meeting, and the firm hoped to kick off the first 2025 audits in August.
- The minutes of the July 30 Audit Committee meeting will be reviewed for approval by the committee at its next meeting, scheduled for September 13, 2024. Once approved, the minutes will be posted on the Audit Committee website at <https://www.houstonisd.org/domain/51770>.

- The audit plan and all final internal audit reports are posted on the Internal Audit website at <https://www.houstonisd.org/domain/40609>.



9/12/2024

2.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goals 3 And 4

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 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.

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 63 percent in August 2023 to 78 percent in August 2028.

Goal 3

GPMs 3.1 & 3.3

September 12, 2024

GPM 3.2 data available after 9/19



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

Met

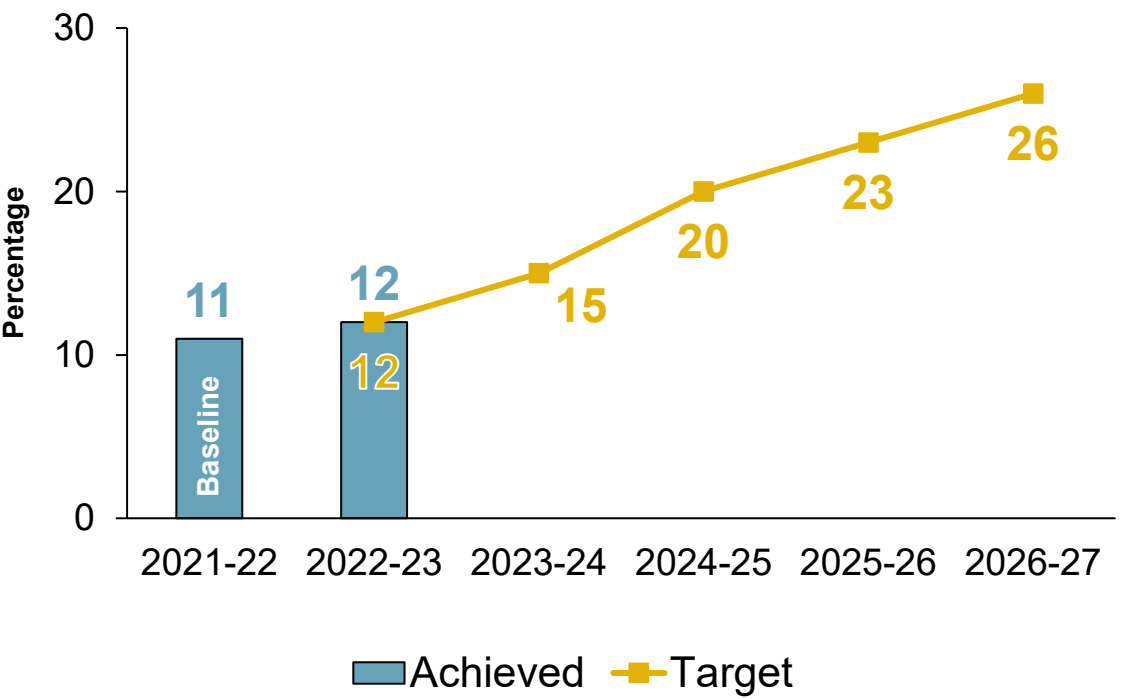
Background

College, Career, and Military Readiness (CCMR) is a component used to measure graduates’ preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) captures post-secondary readiness on assessments including SAT, ACT, and the TSIA (Texas Success Initiative Assessment). Additionally, students can demonstrate post-secondary readiness and career readiness through the earning of an Industry-based certification. Goal 3 reports the students who have demonstrated success through TSI and also earned an IBC.

Because these indicators are tied to graduating students, the reporting is lagged by one year. Therefore, this school year’s data reports students who graduated in school year 2022-23.

Twelve percent of students graduating in 2023 earned both an IBC and met the TSI readiness threshold. This meets the goal of 12 percent set by the district for this school year.

Figure 1: Percent of HISD Graduates TSI Ready with an IBC



Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates. Data for the class of 2024 graduates is currently unavailable.

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

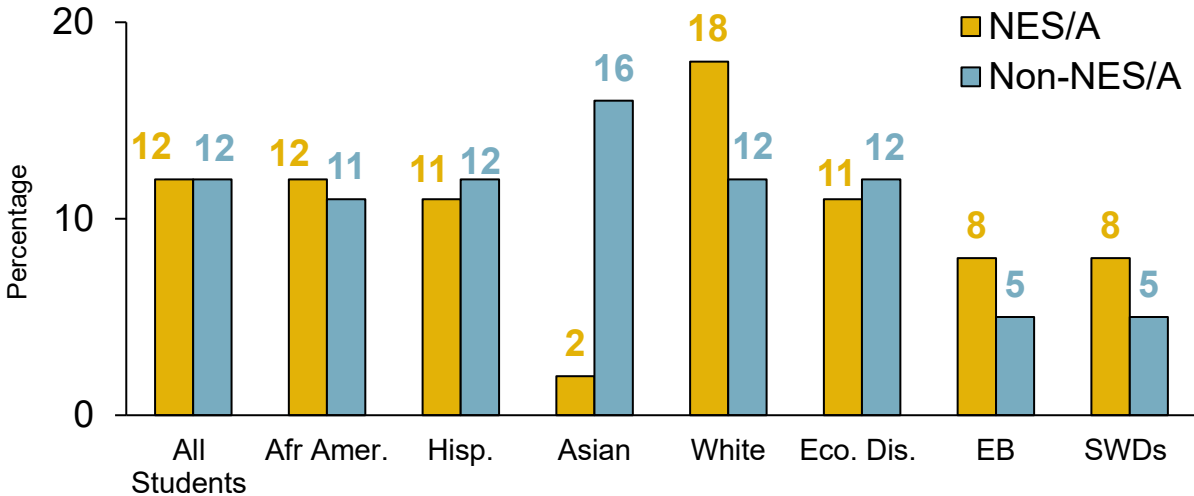
Met

Table 1: Percent of HISD 2023 Graduates TSI Ready with an IBC

Student Group	2022 Grads.	2023 Grads.	Target	Needed Growth
ALL Students	11	12	12	Met
Afr. Amer.	9	11	10	Met
Hispanic	10	12	11	Met
White	13	12	14	2% pts.
Asian	14	15	16	1% pts.
Two +	9	16	10	Met
Eco Dis	10	12	11	Met
EB	5	6	6	Met
SWDs	4	6	5	Met

Orange indicates did not meet target; green indicates met target.

Figure 2: Percent of HISD 2023 Graduates TSI Ready with an IBC, NES/A Status



2023 Grads. (n-counts)	NES/A	Non-NES/A
All Students	3,188	8,650
Afr. Amer.	1,157	1,501
Hispanic	1,914	5,276
Asian	46	456
White	54	1,240
Eco. Dis.	2,986	5,856
EB	1,003	1,762
SWDs	362	679

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

Met

Figure 3: Percent of HISD 2023 Graduates TSI Ready

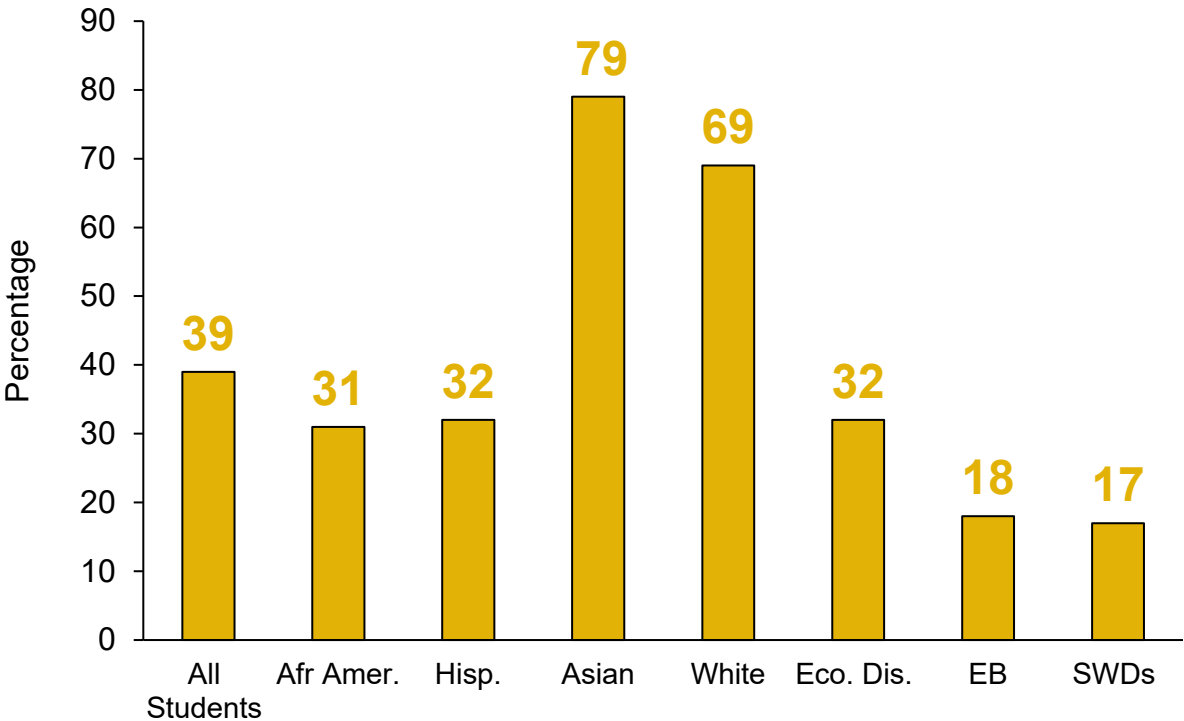
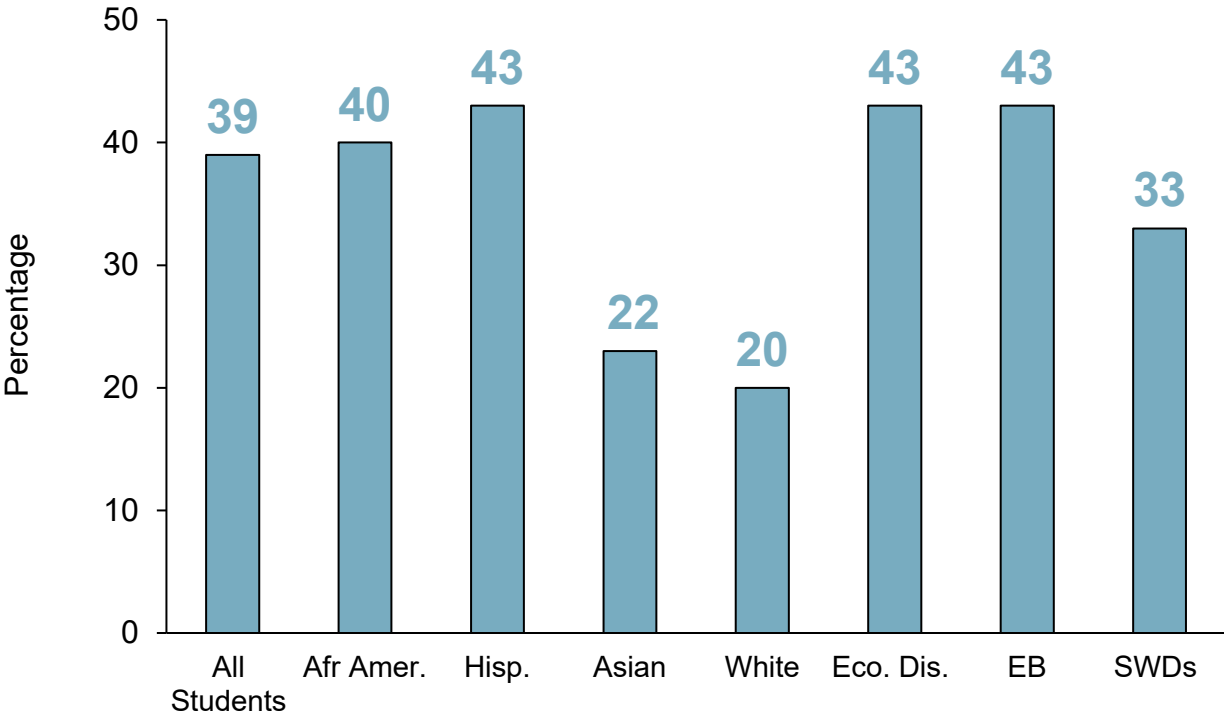


Figure 4: Percent of HISD 2023 Graduates Earning an IBC



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

Met

Figure 5: Percent of HISD Graduates TSI Ready

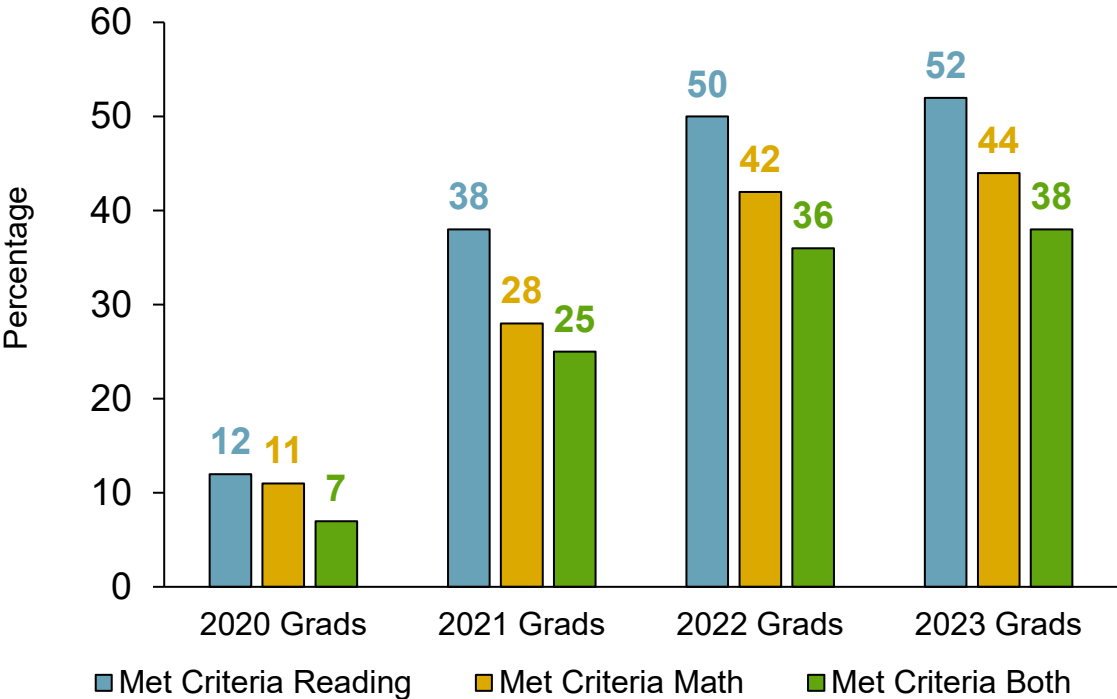
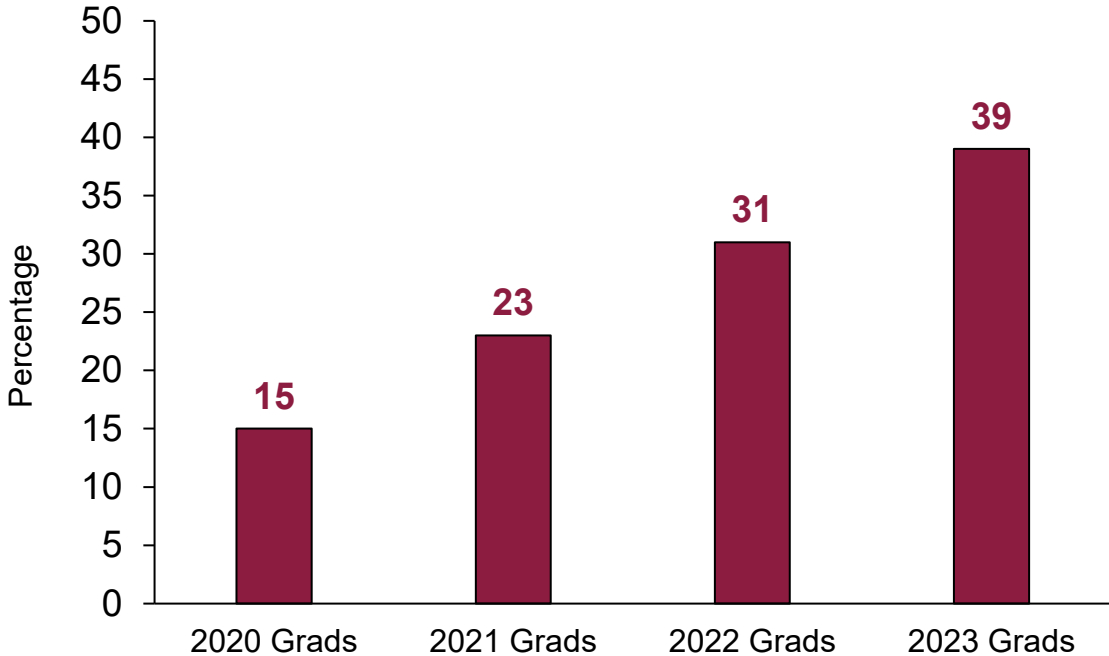


Figure 6: Percent of HISD Graduates Earning an IBC



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

Met

Figure 7: Percent of 11th Grade Students TSI Ready

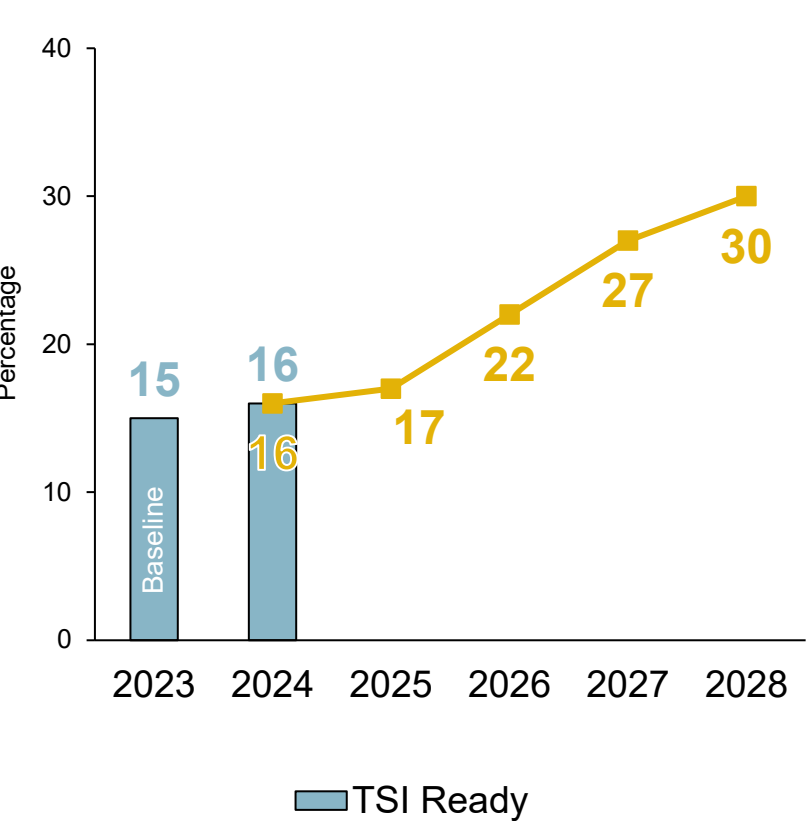


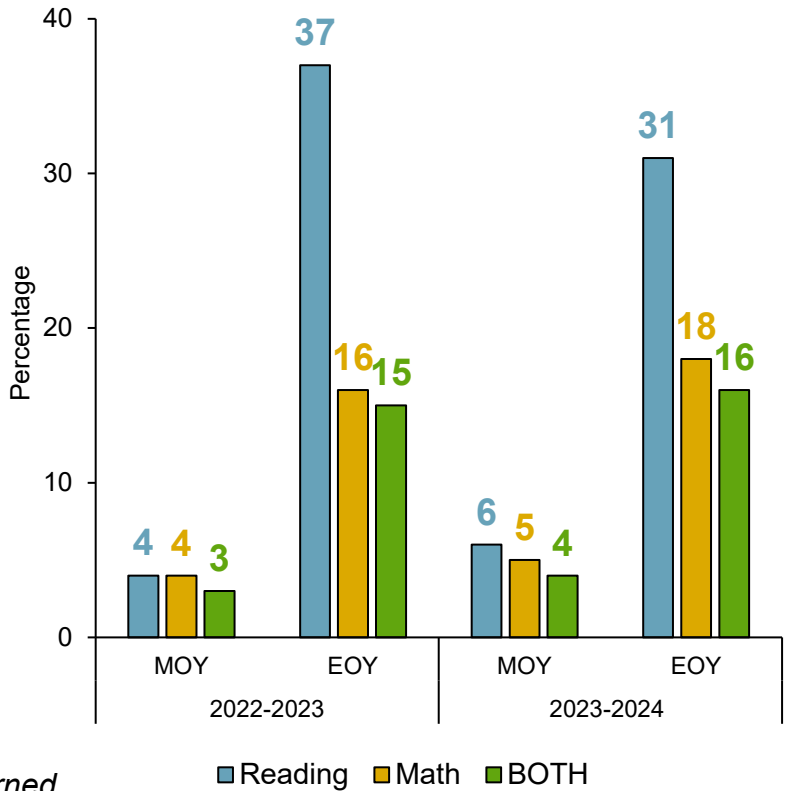
Table 2: Percent of 11th Grade Students TSI Ready

Student Group	2023	2024	Target	Needed Growth
ALL Students	15	16	16	Met
Eco Dis	9	9	10	1% pts.
SWDs	4	3	5	2% pts.
EB	11	6	12	9% pts.
Afr. Amer.	10	9	11	2% pts.
Hispanic	11	13	12	Met
White	30	30	31	1% pts.
Asian	42	46	43	Met
Two+	31	33	32	Met

Orange indicates did not meet target; green indicates met target.

Note: HS grade level is determined by number of credits earned, not year entered 9th grade, also known as “Class of”.

Figure 8: Percent of 11th Grade Students TSI Ready, Reading and Math



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

Met

Figure 9: Percent of 11th Grade Students Qualified for College Credit

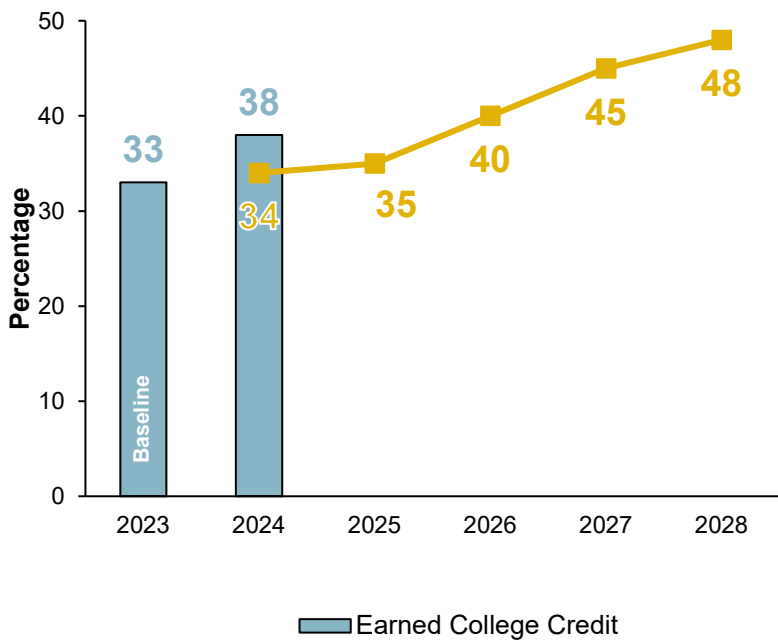


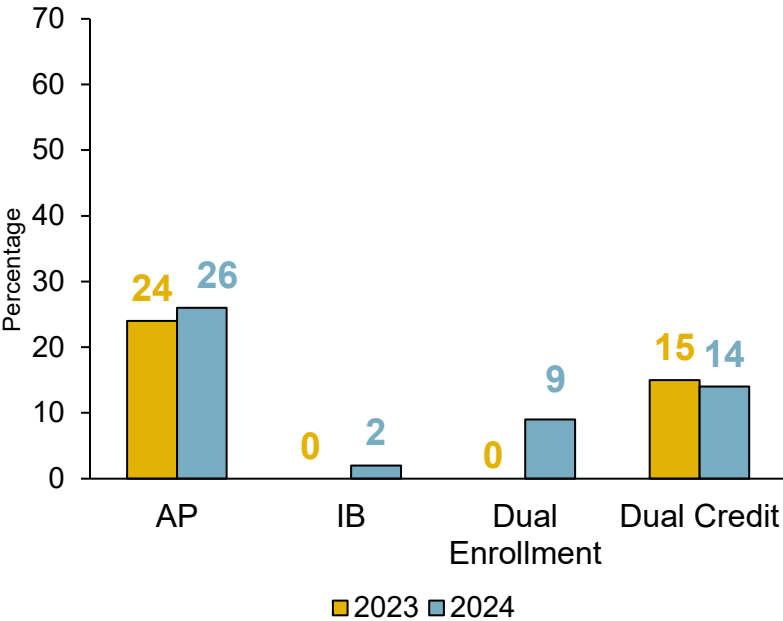
Table 3: Percent of 11th Grade Students Qualified for College Credit

Student Group	2023	2024	Target	Needed Growth
ALL Students	33	38	34	Met
Afr. Amer.	22	24	23	Met
Hispanic	33	38	34	Met
White	38	44	39	Met
Asian	71	71	72	1% pts.
Two +	45	47	46	Met
Eco Dis	28	30	29	Met
EB	37	32	38	6% pts.
SWDs	9	10	10	Met

Orange indicates did not meet target; green indicates met target.

2023 data reflects tests scored through November 1, 2023.
2024 data reflects tests scored through August 1, 2024.

Figure 10: Percent of 11th Grade Students Qualified for College Credit, by type



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

Met

Superintendent's Evaluation of Performance:

Description of Data: Goal 3

- **Figure 1:** HISD's Class of 2023 met the Goal 3 target of 12% of graduates earning an IBC and being TSI ready in math and reading.
- **Table 1:** All student groups met the target except for White and Asian students that need an additional 2% and 1% of growth respectively.
- **Figure 2:** The NES/A model did not exist for 2023 graduates, but the schools that became NES/A in SY23-24 had been graduating lower percentage of TSI Ready students with an IBC across student groups except for White students.
- **Figure 3 & Figure 4:** White and Asian students demonstrated the highest percentage of TSI Readiness, yet these student groups also had the lowest percent of students obtaining an IBC. This indicates White and Asian TSI ready students may not be exposed to or participating in career readiness courses. All other student groups obtained IBCs at a percentage significantly above target.
- **Figure 5:** Higher percentages of HISD students are meeting TSI readiness in reading compared to math, and this trend has been consistent over time. The Class of 2023 graduates who are TSI-ready in both English and Math increased by 32% since 2020. TSI Readiness in English has increased to over 50%, with a 40% increase since 2020. TSI Readiness in math is 44% but has increased by 33% since 2020.
- **Figure 6:** The NES/A model did not exist for 2023 graduates, but the schools that became NES/A in SY23-24 have been increasing the percentage of students with IBCs. This data does not differentiate between IBCs that are being sunset by TEA. It also does not take into consideration aligned Program of Study coursework.

Description of Data: Goal 3.1

- **Figure 7:** HISD's 11th grade students in SY22-23 met the target for TSI Readiness.
- **Table 2:** Only the Hispanic, Asian and Two+ sub-groups in 11th grade in SY22-23 exceeded target for TSI Readiness.
- **Table 8:** Students who only met the TSI criteria in reading decreased by 6 percentage points from 2022-2023 to 2023-2024. However, the percentage of students who met the TSI criteria in both subjects increased by 1 point, and those who met the criteria in reading increased by 2 points from 2022-2023 to 2023-2024.

Description of Data: Goal 3.3

- **Figure 9:** HISD's 11th grade students in SY22-23 met the target for percent of students that qualified for college credit.
- **Table 3:** All student groups except Asian and Emergent Bilingual in 11th grade in SY22-23 met the target for percent of students qualified for college credit.
- **Figure 10:** A higher percent of HISD's 11th graders in SY22-23 qualified for credit in AP, IB and UT OnRamps, while the percentage of dual credit earned declined.

What information is still needed?

- This data demonstrates results of students prior to this Administration. To this end, we have limited historical context on what Program of Study decisions were made and why. Additionally, most decisions were decentralized so there is limited central office available data.

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

Met

Root Cause Analysis: IBCs

- **Limited CTE Access Across the District** - CTE Programs have not been offered to students equitably across the districts. Some students may have access to over a dozen programs while others may have only a couple.
- **Limited District-wide Strategy** - There is limited evidence of a district-wide strategy outlining what Programs of Study are offered at what schools and why. Additionally, there was no quality control for changing or sunseting programs to ensure decisions didn't negatively impact student's ability to get an IBC.
- **Limited CTE Student Exposure** – On some campuses across the district, there is a mindset that Career courses are not for everyone and are only for lower performing students. Many higher performing students are not exposed to the programs and the benefits they may bring related to post-secondary. This is likely why low percentages of White and Asian students earned an IBC.
- **Lower Rigor IBCs** - While IBCs were increasing overtime, there is evidence the district was increasing the number of students taking lower rigor IBCs. TEA has made decisions to sunset many of these IBCs which will cause our IBC totals to drop significantly if the Administration does nothing.
- **Disruption of Student Course Sequences** – It is critical students develop a deeper level of skill in a Program of Study to prepare them for high-wage, high-demand jobs. To do this, students should become CTE Concentrators and/or Completers by taking a coherent sequence of courses in one focused career program. However, many students started a CTE Program of Study did not enroll in the next level course.
- **IBC Implementation Errors:** High schools should understand that the IBC vendor list is approved and provided by TEA. Some high schools administer IBCs using unapproved IBC vendors, which does not guarantee the student is prepared for career. These results will also not count toward the board goal or CCMR accountability.
- **Post-secondary Goals:** Some high school students might not enroll in coherent CTE pathways because of Postsecondary goals. For example, students whose goals include admission to a highly competitive university will often take additional advanced academic courses rather than complete a CTE pathway leading to IBC certification.

Root Cause Analysis: TSI Readiness

- **Lack of High-Quality Curriculum** – Prior to this administration, there was limited access to high quality, grade-level RLA and Math high quality curriculum. This is critical as the SAT expects students to know many of the RLA and Math standards included in core coursework. The district has recently purchased Carnegie Learning, TEA's approved product, but there is limited evidence it was implemented with fidelity across high schools.
- **Low Quality of Instruction** – Students must receive high quality instruction every day to ensure their learning is progressing in these critical, core areas.

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

Met

Addressing Root Cause Issues: IBCs

- **Implement Foundational Programs of Study (FPOS)** - Beginning in SY 24-25, HISD launched CTE's Foundational Programs of Study across 26 comprehensive campuses, which include Entrepreneurship, Networking Systems, Health Informatics, and Distribution, Logistics, & Warehousing. These programs were selected based on a thorough data analysis completed to identify which programs aligned to high-wage, high-skilled jobs in the Houston region. FPOS will increase student access to high quality CTE programs in the district.
- **Quality Control for Adding/Removing Programs of Study**– HISD is implementing a district-wide process to ensure all campuses complete an analysis of programs of study before adding or sunsetting a program. This analysis looks at multiple data points including alignment with the future of work, teacher availability, financial cost, infrastructure implications, student enrollment and community input.
- **Career Exposure Course:** HISD is developing a middle school curriculum that will be used in all NES schools focused on exposure to college and career pathways. This curriculum will strategically align with high-wage, high-skill career opportunities. Non-NES schools will have free access to this curriculum. Additionally, resources are being created for students and families to increase exposure to and understanding of the benefits CTE programs provide to students.
- **Increase Rigor of CTE Programs** – HISD is aligning IBCs to high quality CTE course sequences to increase the rigor for students. This aligns with the shift in TEA's accountability system that requires students to be CTE Concentrators and obtain the aligned IBC. This will allow HISD to monitor quality of programs across schools and ensure students have the support needed to be ready for the workplace.
- **Professional Development for CTE staff and teachers** - The CTE department will offer standardized professional development throughout the school year for FPOS teachers and CTE administrators.
- **Strategic Scheduling:** CTE is working with campuses to standardize Programs of Study, aiming to have more students become Completers. As a part of the scheduling process, HISD is monitoring the percent of students that continue their course sequence to ensure campuses and students have the information and support needed to make educated decisions.
- **Integrating Post-secondary Opportunities into CTE Programs** – HISD is proactively working with higher education partners to increase dual credit offerings in CTE Programs of Study and aligned pathways into college upon graduation.
- **Create Freely Available, High-Quality Curriculum** - Beginning in SY 24-25, HISD Curriculum is writing Algebra 2 and English 3 curricula to support TSI readiness for all students. HISD is also developing the first-level course curricula for the Foundational Programs of Study to standardize curricula across the district for these FPOS.
- **CTE Budget:** The CTE budget is being aligned with priority items to ensure students obtain Completer status.

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

Met

Addressing Root Cause Issues: TSI Readiness

- **Create Freely Available High-Quality Curriculum** - Beginning in SY 24-25, HISD Curriculum is writing Algebra 2 and English 3 curricula to integrate TSI readiness skills into the courses. This integration allows teachers to concentrate on the essential English and math skills required for student success on the SAT, ACT, and TSIA 2.0 assessments. HISD is also developing the first-level course curricula for the Foundational Programs of Study to standardize curricula across the district for these FPOS.
- **High Quality Instruction** – HISD is committed to ensuring high quality instruction is happening in all classrooms. Campus and division leaders support teachers with embedded on-the-job coaching throughout the year to help improve a teacher's ability to help students master the content. Advanced coursework teachers also receive ongoing professional development aligned to their content area.
- **Alternative TSI Readiness Option through Texas College Bridge Course (TBC)** – Texas College Bridge is a course that students can take as an alternative to achieving TSI readiness through an assessment. The Class of 2023's use of Texas College Bridge course as a TSI-readiness strategy was limited. Anticipated increases for Class of 2024 graduates are expected. Going forward, this strategy will be limited to 12th grade students in alignment with updates to TEA's accountability system. Students achieving TSI Readiness through the course alone are not eligible for CCMR Outcomes Bonus Funding and therefore excluded from TSI reporting.
- **Opt-out Scheduling Policy** - An opt-out process for advanced coursework was developed and implemented. Using student assessment data (i.e., ACT, SAT, TSIA 2.0, PSAT, STAAR EOC, and Grade 8 NWEA MAP), students who are at grade level or higher will be automatically enrolled in advanced courses. Parents will be able to opt students out of the required advanced courses after a counselor conference and learning about the advantages of advanced courses.
- **Khan Academy SAT Prep Implementation** – HISD has adopted Khan Academy as the official digital SAT prep tool. In partnership with the College Board, students who complete 20+ hours using Khan Academy's tool have shown a significant improvement, with an average 115-point increase in their SAT scores. HISD provides Khan Academy SAT prep starting in September for all Grade 11 students to prepare them for the in-school SAT in March 2024.
- **Advanced Course Scheduling Tool** – HISD has developed and implemented an advanced course scheduling tool for the 2024-25 school year. This tool is used by high school campus counselors to identify students who should be placed in advanced courses based on student assessment data. Additionally, in alignment with TEA guidelines, this data-driven approach is being extended to middle school scheduling. For instance, Grade 6 students who meet specific thresholds on the Grade 5 Math STAAR will be automatically scheduled into advanced math courses.

General Terms

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

Goal 3:Glossary

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance Exam
ESOL	English for Speakers of Other Languages	Provides specialized instruction in a content area that is designed to meet the needs of new English speakers.
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness.

Goal 4

GPMs 4.1, 4.2, 4.3

September 12, 2024



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

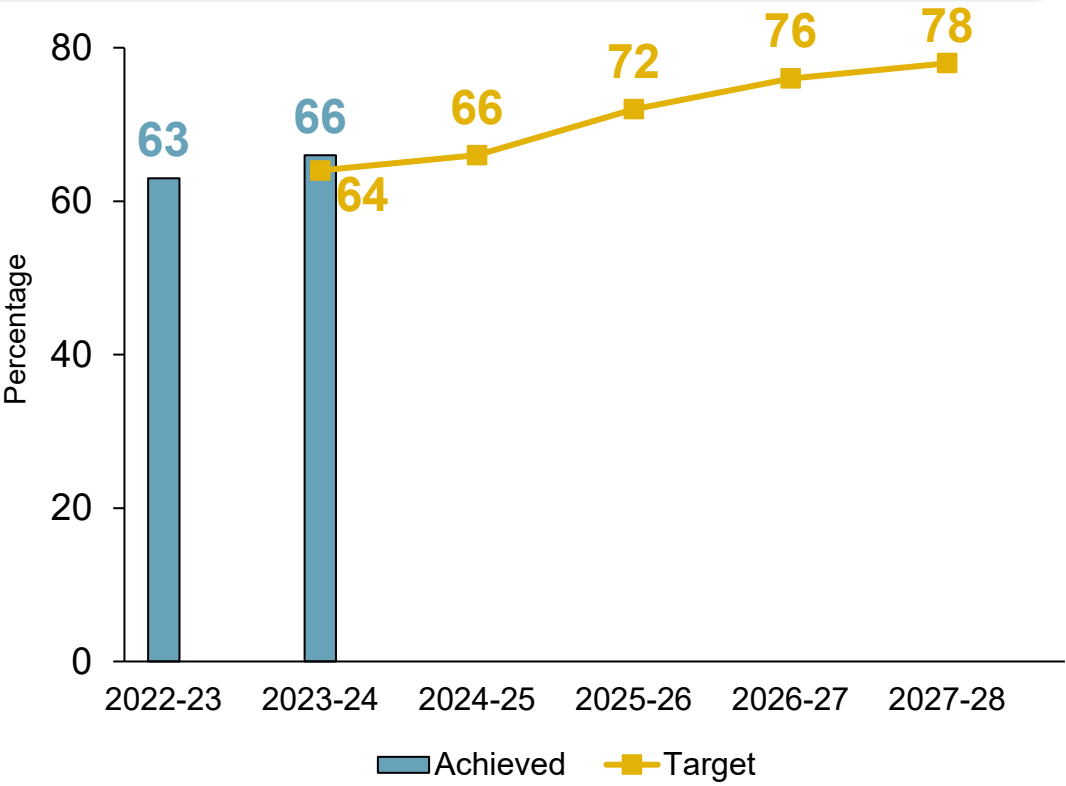
Met

Background

At the End-of-Year (EOY), **66%** of the district's students with disabilities (SWDs) in grades 4 through 8 have achieved growth as measured by the Domain 2, Part A of the state accountability system. A growth point is awarded by comparing the student's STAAR performance in the previous year to their performance in the current year. If their performance level in the current year improves from prior year, or if current year scores Meets or Masters Grade Level, the student earns a point. For example, if a student scored at the "Approaches Grade Level" standard on the STAAR reading test in the previous year and progresses to the "Meets Grade Level" standard in the current year, this earns the student a growth point. Students are counted in this report if they earn a point in **either** reading or math.

As a result, the district has met growth expectations by exceeding the End-of-Year target by two percentage points. This accounts for 3 points out of the 15 total points of growth over the next 5 years.

Figure 1: Percent of SWDs Grades 4-8 Achieved Growth, Domain 2, Part A



Note: Students must participate in the same subject test for both prior year and current year to be included in the data.

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

Met

Table 1: Percent SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

Student Group	22-23 EOY	23-24 EOY	Target	Needed Growth
All SWDs	63	66	64	Met
Afr. Amer.	62	65	63	Met
Hisp.	61	65	62	Met
White	72	74	73	Met
Asian	82	81	83	2% pts.
Two+	70	64	71	7% pts.
Eco. Dis.	62	65	63	Met
EBs	59	66	60	Met

Orange indicates did not meet target; green indicates met target.

Table 2: Counts of Students in Grades 4-8, by SWD status

SWDs Status (n-counts)	SWDs	Non-SWDs
All Students	6,174	48,812
Afr. Amer.	1,678	9,490
Hispanic	3,718	30,390
White	562	5,165
Asian	112	2,674
Two +	90	981
Eco. Dis.	5,186	37,180
EB	2,029	22,380

Note: Students must participate in the same subject test for both prior year and current year to be included in the data.

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

Met

Figure 2: Percent of SWDs vs. Non-SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

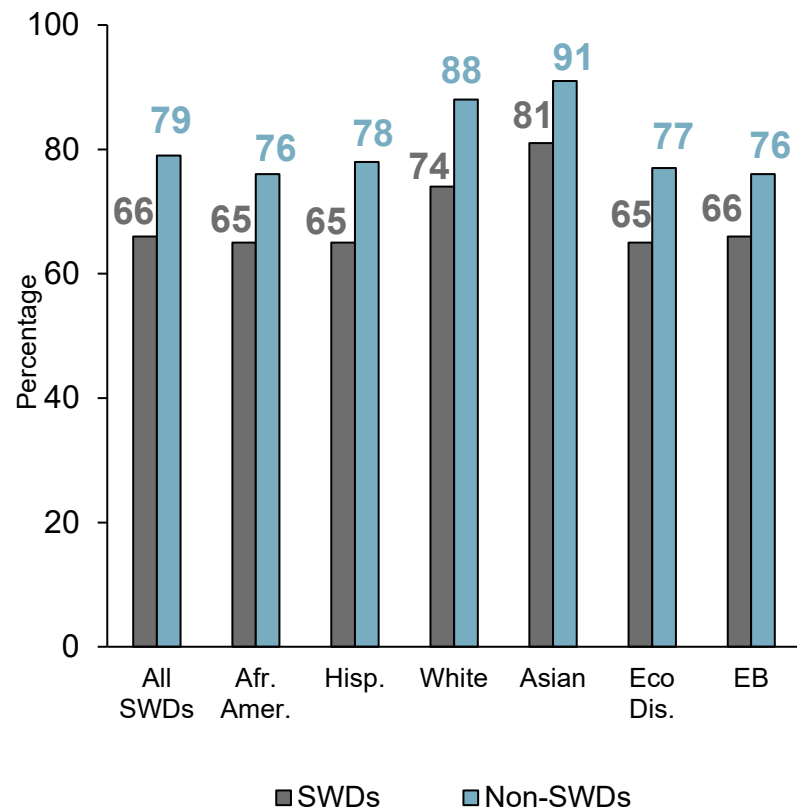


Figure 3: Percent of SWDs Grades 4-8 Achieved Growth, Domain 2, Part A

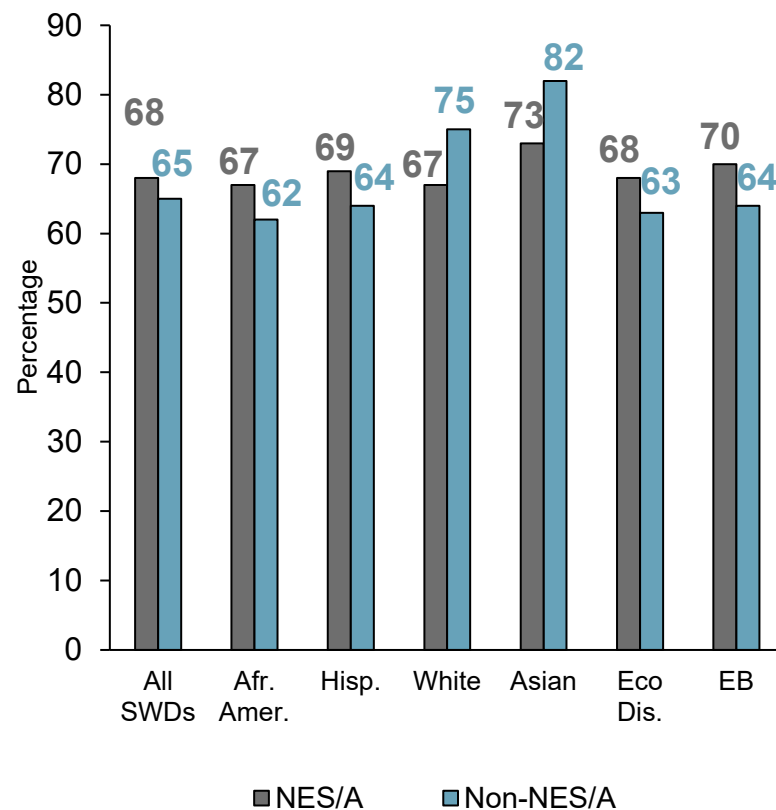
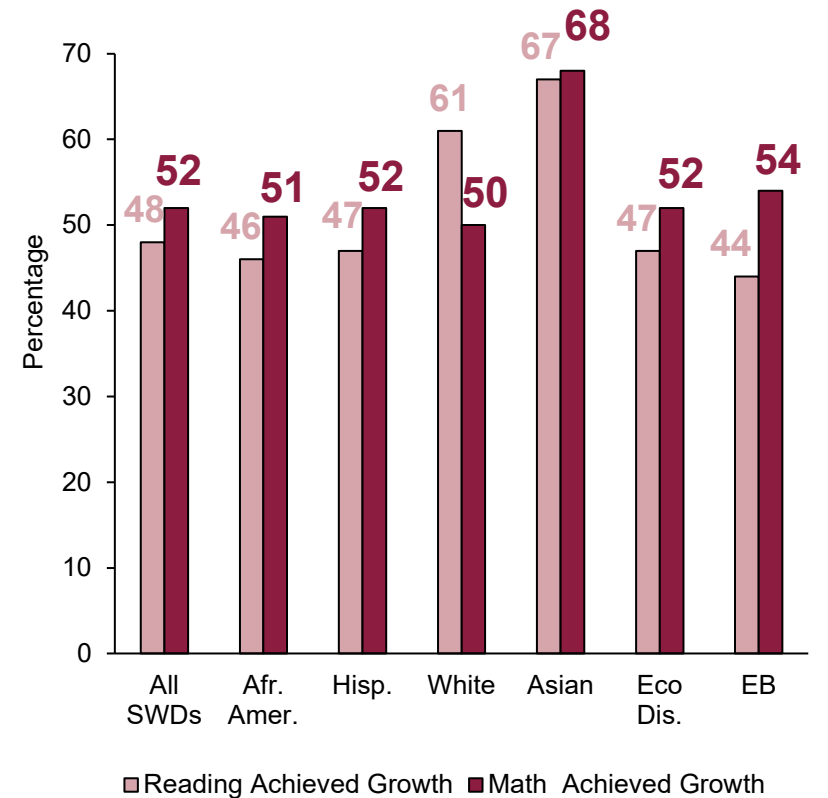


Figure 4: Percent of SWDs Grades 4-8 Achieved Growth, Domain II Part A



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

Met

Superintendent's Evaluation of Performance:

- Significant progress for SWDs with 66% achieving growth on the STAAR exam for grades 4-8, as indicated in **Figure 1**.
- SWDs improved by 3 percentage points over last year, which exceeded the district's 2023-2024 target of 64%.
- **Table 1** reveals that African American, Hispanic, White, Economically Disadvantaged, and Emergent Bilingual students with disabilities met their growth targets, highlighting success across diverse student groups.
- However, while the overall progress is promising, there are areas that require further attention. The disparity in growth between students with disabilities at NES/A campuses and those at Non-NES/A campuses, as shown in **Figure 3**, suggests that more investigation is needed to understand and address the factors contributing to this difference.

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

Met

Root-Cause Analysis: The positive growth in STAAR performance among students with disabilities, particularly the 66% who achieved growth, can be attributed to a focus on High-Quality instruction for all students. The fact that students with disabilities exceeded the target for the 2023-2024 school year and 5 out of 7 student groups met their growth targets suggests that the district's initiatives are having a widespread impact across diverse student groups. The positive results contributing to the growth include the following:

- **Quality Instruction-** The district had an overall focus on providing quality instruction for all students which included high-quality instructional materials.
- **Science of Reading-** The district began implementing the Science of Reading curriculum and adopted high quality instructional materials districtwide.
- **Specially Designed Instruction-** The district began training teachers on specially designed instruction and how specially designed instruction is implemented in the classroom.

The lack of consistent growth across student groups highlights the need for targeted support for campuses.

Additional Information : Description of Conditional Growth Index

Description of Data:

The CGI expresses student growth in standard deviation units above or below the growth norms. A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm. The CGI allows for growth comparisons to be made between students of differing achievement levels, and across different grades and subject areas. HISD's choice of a CGI score of 0.6 is well above the median, and as such represents high expectations for student growth over time.

The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data. For example, based on Middle-of-Year (MOY) data, which provides some information on which to base a projection, the District projected that 32% of the district's students with disabilities in grades 4-8 would achieve a Conditional Growth Index (CGI) of 0.6 or higher in reading, as measured from Beginning-of-Year (BOY) to End-of-Year (EOY). These students did not achieve 32%, but whatever they did achieve (28%) would be the District's baseline. The District neither met nor did not meet this expectation. [In the Board monitoring report from January 2024, the District stated the following: “. . . readers should keep in mind that this is the first year HISD is requiring the NWEA assessments district wide. We will establish a baseline and then be able to analyze trend data over time.”]

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

NA this year

Figure 5: EOY, Percent of SWDs Grades 4-8 Met CGI (Reading)

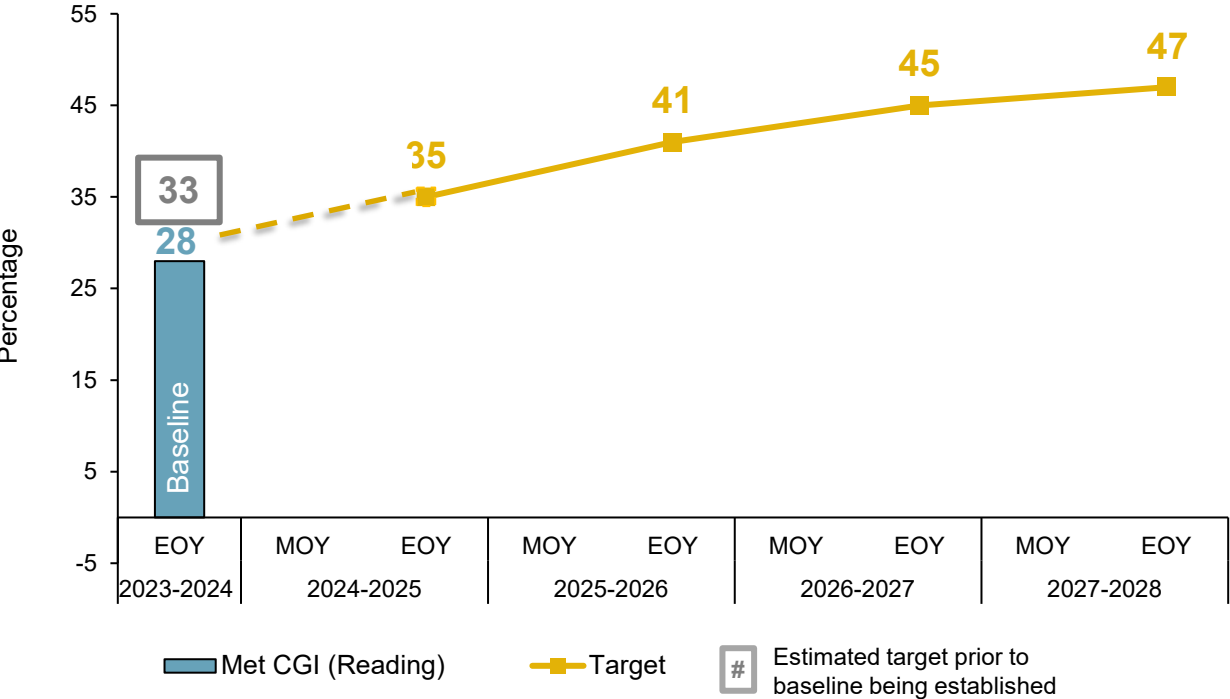
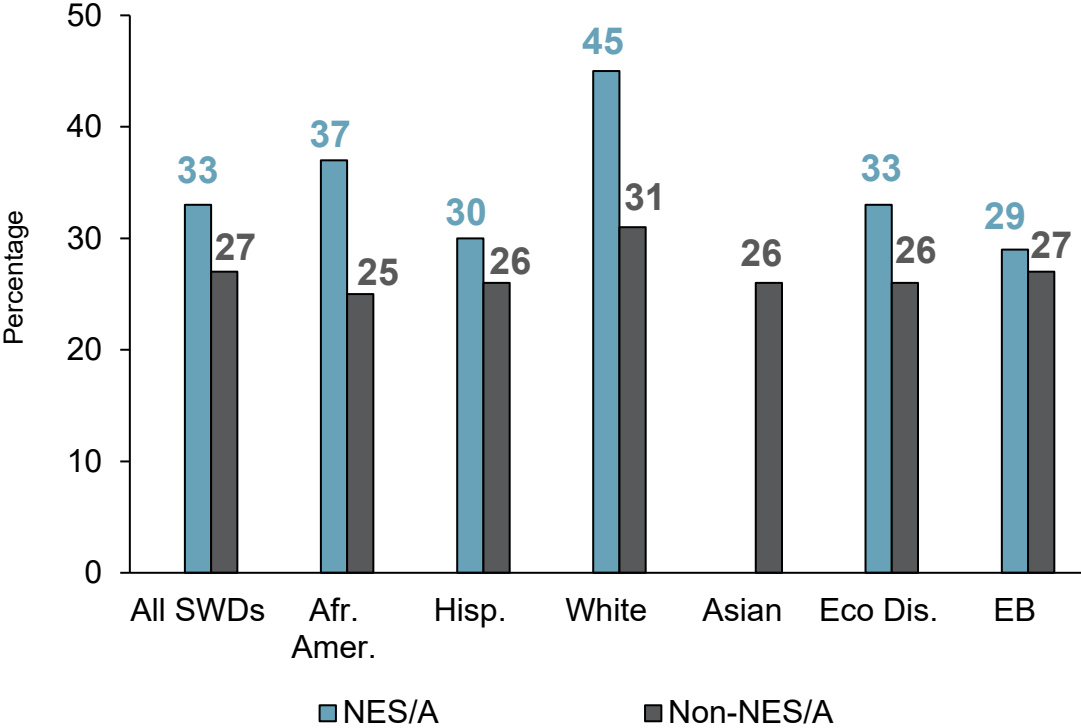


Figure 6: EOY, Percent of SWDs Grades 4-8 Met CGI by NES/A Status (Reading)



Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

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

NA this year

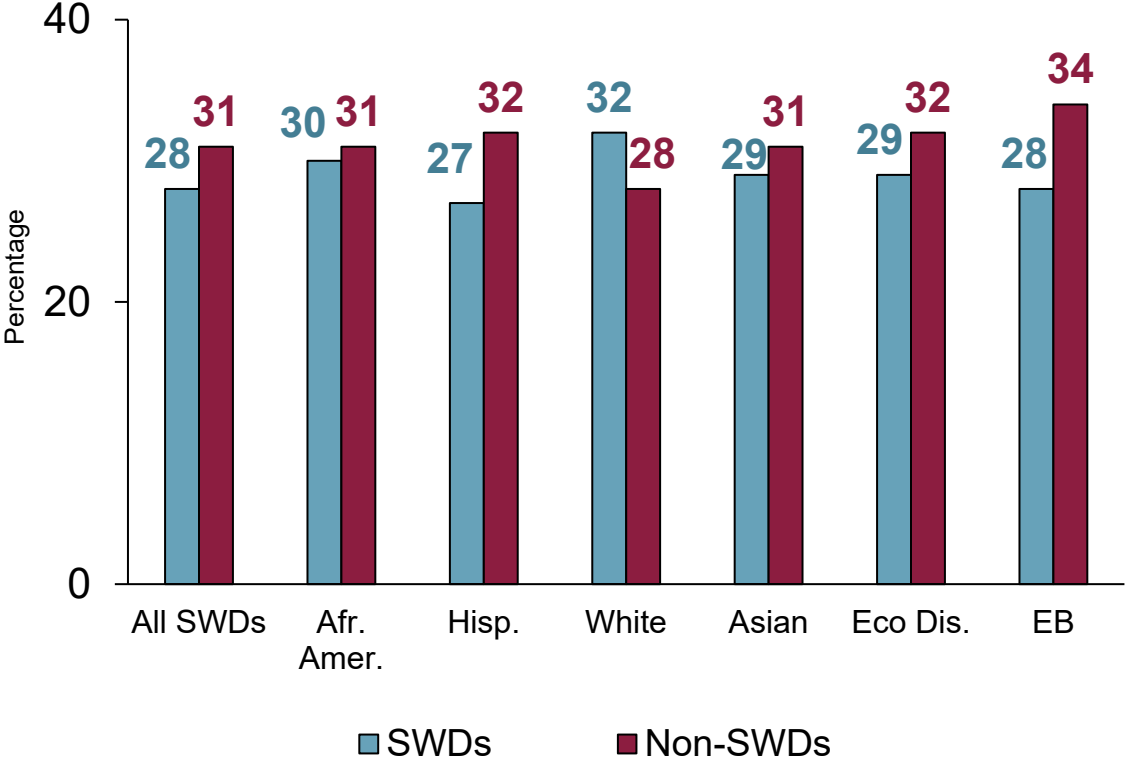
Table 3: EOY, Percent of SWDs Grades 4-8 Met CGI (Reading)

Student Group	23-24 MOY	23-24 EOY	Target	Needed Growth
All SWDs	33	28	33	5%pts.
Afr. Amer.	35	30	36	6% pts.
Hisp.	31	27	32	5% pts.
White	37	32	37	5% pts.
Asian	30	29	31	2% pts.
Two+	32	34	33	Met
Eco. Dis.	33	29	33	4%pts.
EB	31	28	32	4% pts.

Orange indicates did not meet target; green indicates met target.

Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District’s baseline data.

Figure 7: EOY, Percent of SWDs vs. Non-SWDs Grades 4-8 Met CGI (Reading)



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

NA this year

Figure 8: EOY, Percent SWDs Grades 4-8 Met CGI (Math)

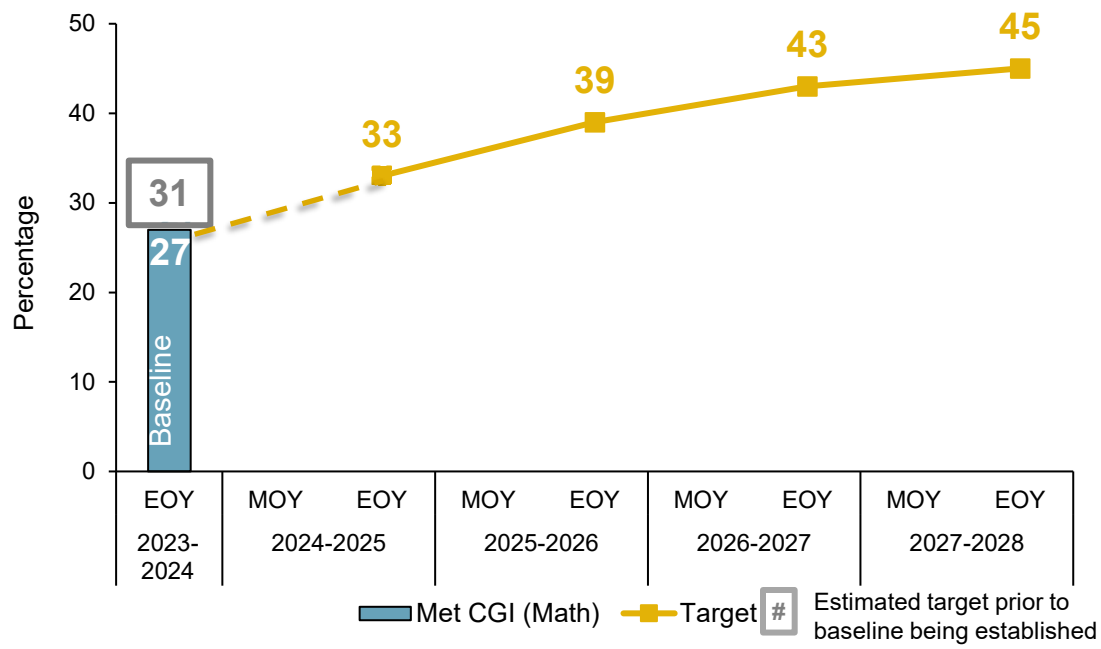
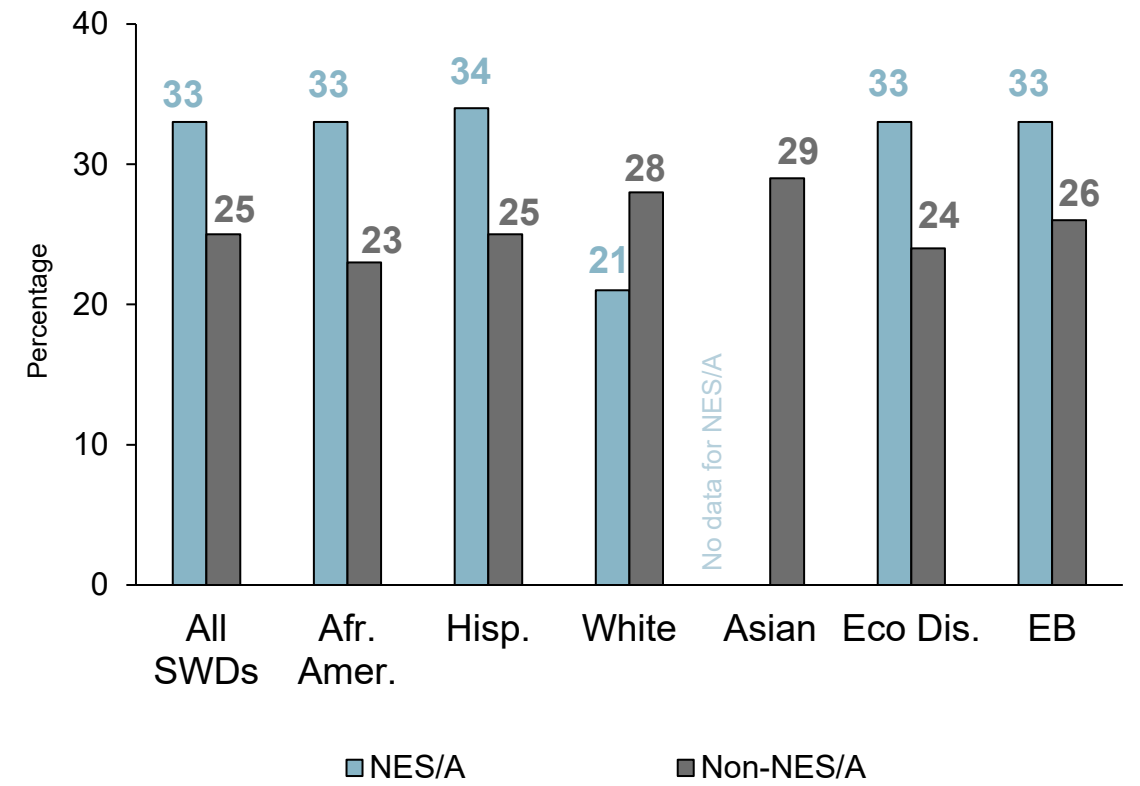


Figure 9: EOY, Percent of SWDs Grades 4-8 Met CGI by NES/A Status (Math)



Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
 * The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

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

NA this year

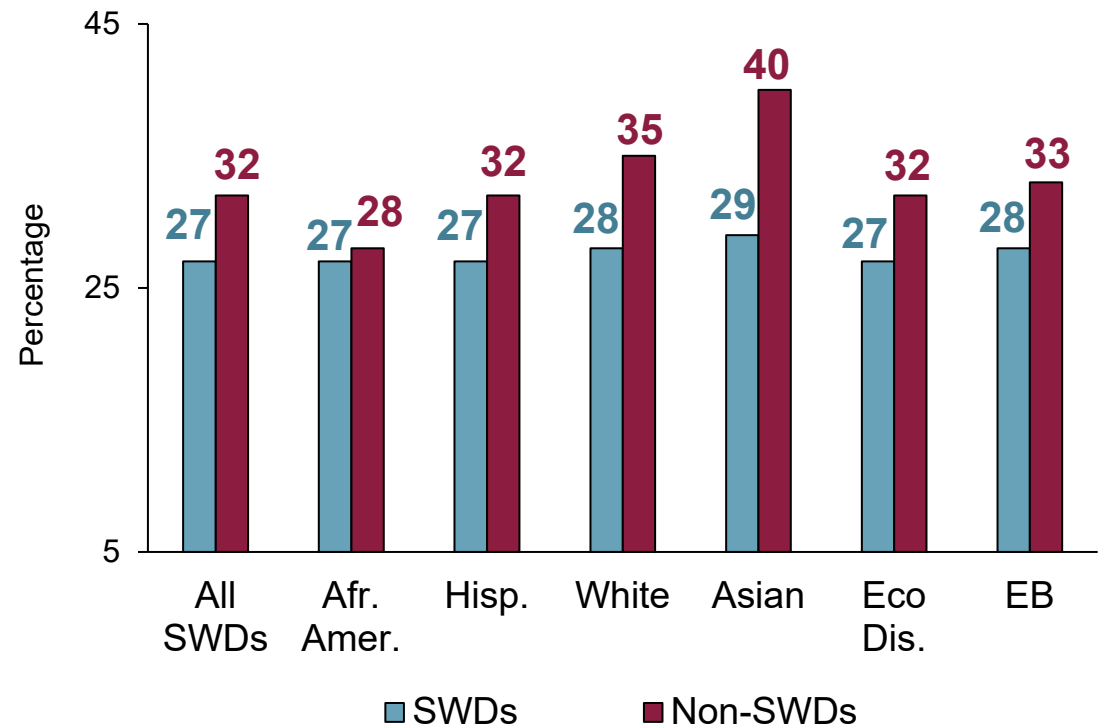
Table 4: EOY, Percent of SWDs Grades 4-8 Met CGI (Math)

Student Group	23-24 MOY	23-24 EOY	Target	Needed Growth
All SWDs	30	27	31	4% pts.
Afr. Amer.	29	27	31	4% pts.
Hisp.	29	27	30	3% pts.
White	34	28	36	8% pts.
Asian	36	29	37	8% pts.
Two+	35	35	36	1% pts.
Eco. Dis.	29	27	30	3% pts.
EB	30	28	31	3% pts.

Orange indicates did not meet target; green indicates met target.

Note: Students must have tested Beginning-of-Year (BOY) & End-of-Year (EOY) to be included in the overall count.
* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

Figure 10: EOY, Percent of SWDs vs. Non-SWDs Grades 4-8 Met CGI (Math)



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

Met

Figure 11: EOY, Percent SWDs Grades 3-8 Meets Grade Level (Reading OR Math)

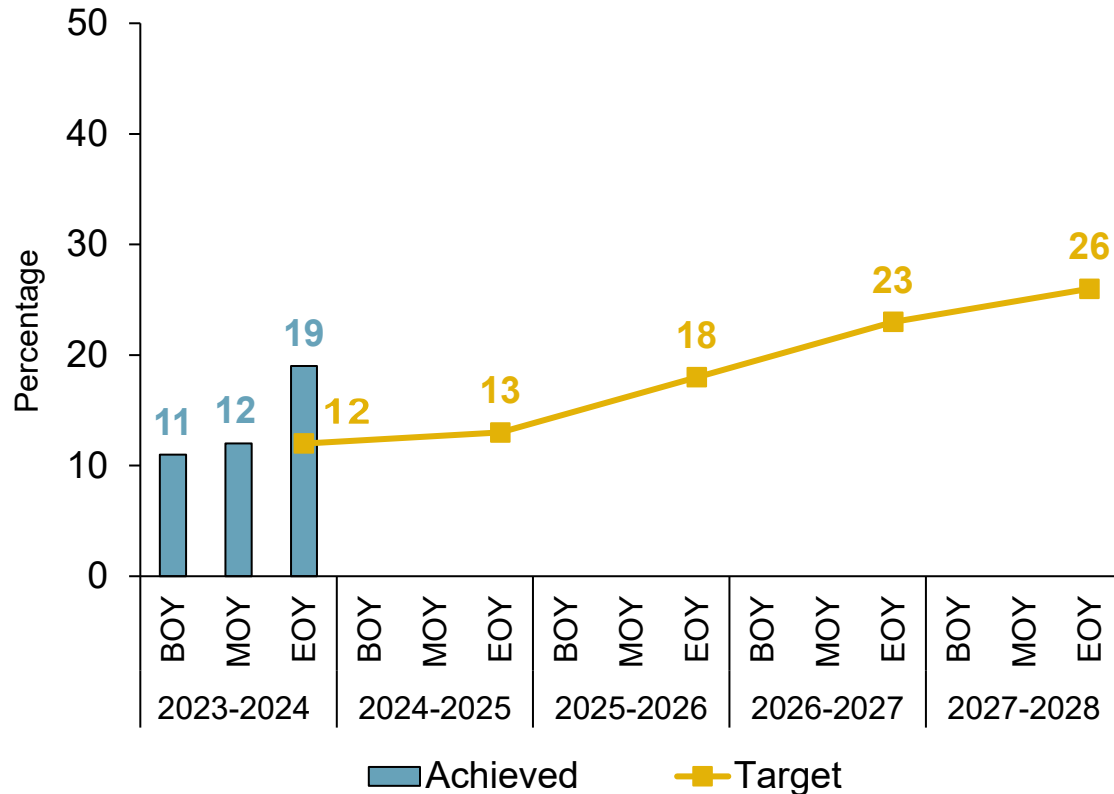
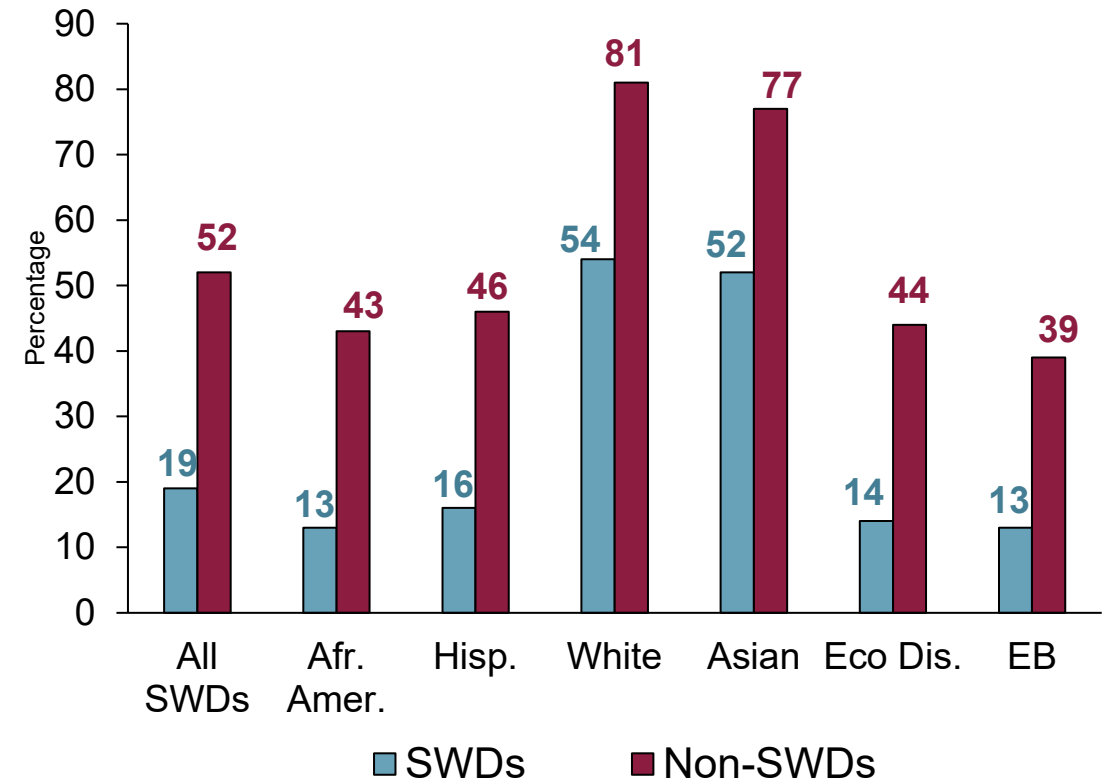


Figure 12: EOY, Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math)



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

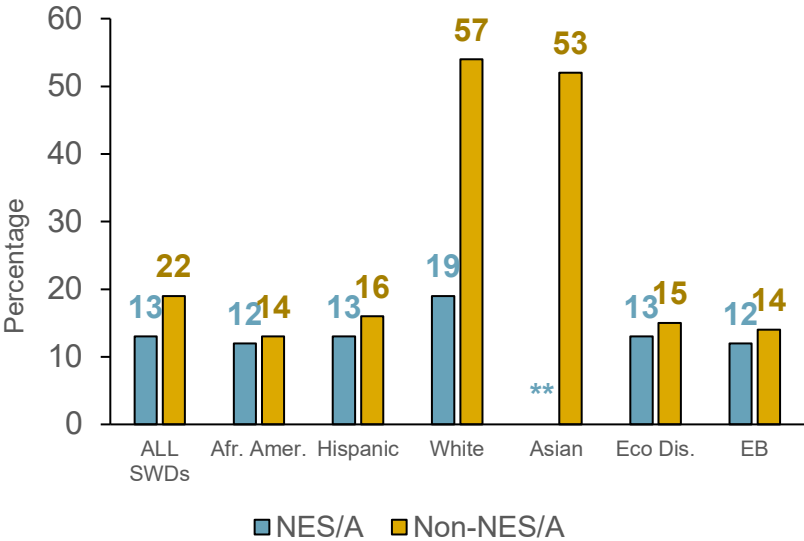
Met

Table 5: EOY, Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math)

Student Group	2023 BOY	2024 MOY	23-24 EOY	Target	Needed Growth
All SWDs	11	12	19	12	Met
Afr. Amer.	6	7	13	7	Met
Hisp.	7	9	16	8	Met
White	41	41	54	42	Met
Asian	43	47	52	44	Met
Two+	35	39	50	36	Met
Eco. Dis.	6	8	14	7	Met
EBs	6	8	13	7	Met

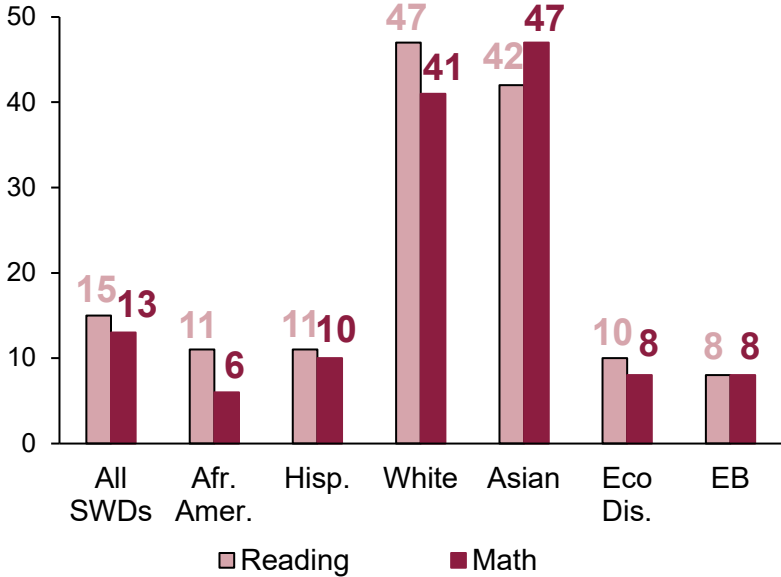
Orange indicates did not meet target; green indicates met target.
**Masked due to less than 5 students within group overall.

Figure 13: Percent of SWDs Grades 3-8 Meets Grade Level (Reading OR Math), by NES/A status



SWDs Status (n-counts)	NES/A	Non-NES/A
All SWDs	2,149	5,573
Afr. Amer.	851	1,379
Hispanic	1,232	3,352
White	43	632
Asian	**	92
Eco. Dis.	2,070	4,420
EB	708	1,807

Figure 14: EOY, Percent SWDs Grades 3-8 Meets Grade Level, by Subject



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

Met

Goal 4 Action Steps: Students with disabilities historically have underperformed in comparison to their peers without disabilities. Since the district has established procedures to address compliance timelines there will be more of a focus on monitoring progress and improving instruction. OSES has reviewed the data and although SWD's achieved the growth metric on the state exam SWD did not demonstrate growth on the NWEA MAP exam at the same rate. In response to the data and analysis the following actions will be taken:

- HISD increased salaries for SY 24-25 special education teachers to attract and retain certified special educators to ensure SWD are provided services by qualified service providers.
- Continue to provide professional development on specially designed instructions (SDI) for teachers.
- Conduct classroom observations of special education teachers to improve the quality of instruction and provide actionable feedback.
- Monitor and review progress monitoring data to ensure students are progressing on IEP goals.
- Continue to monitor MAP test scores over time to assess the impact of interventions.
- Continue to adjust strategies based on ongoing data analysis and feedback.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. Students with disabilities will continue to demonstrate improved academic achievement in the areas of reading and math.

Glossary

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

Abbreviation	Term	Definition
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs



9/12/2024

3.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation of Constraint 1 Progress Measures 1.1, 1.2, And 1.3

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

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

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

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.

CPM 1.1: The percentage of grade 2-5 students enrolled in a campus with a prior-year unacceptable rating who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA Measures of Academic Progress (MAP) in reading or math will increase from 54 percent in January 2024 (beginning to middle of year) to 63 percent in May 2028 (beginning to end of year).

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 58 percent in January 2024 (beginning to middle of year) to 61 percent in May 2028 (beginning to end of year).

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 59 percent in August 2023 to 64 percent in August 2028.

Constraint 1.1, 1.2, & 1.3

September 12, 2024



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.

CPM 1.1: The percentage of grade 2-5 students enrolled in a campus with a **prior year unacceptable rating** who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from 54% in January 2024 (beginning to middle of year) to 63% in May 2028 (beginning to end of year).

NA this year

Figure 1: Percentage of Students in Grades 2-5 at D&F Campuses that Met CGI

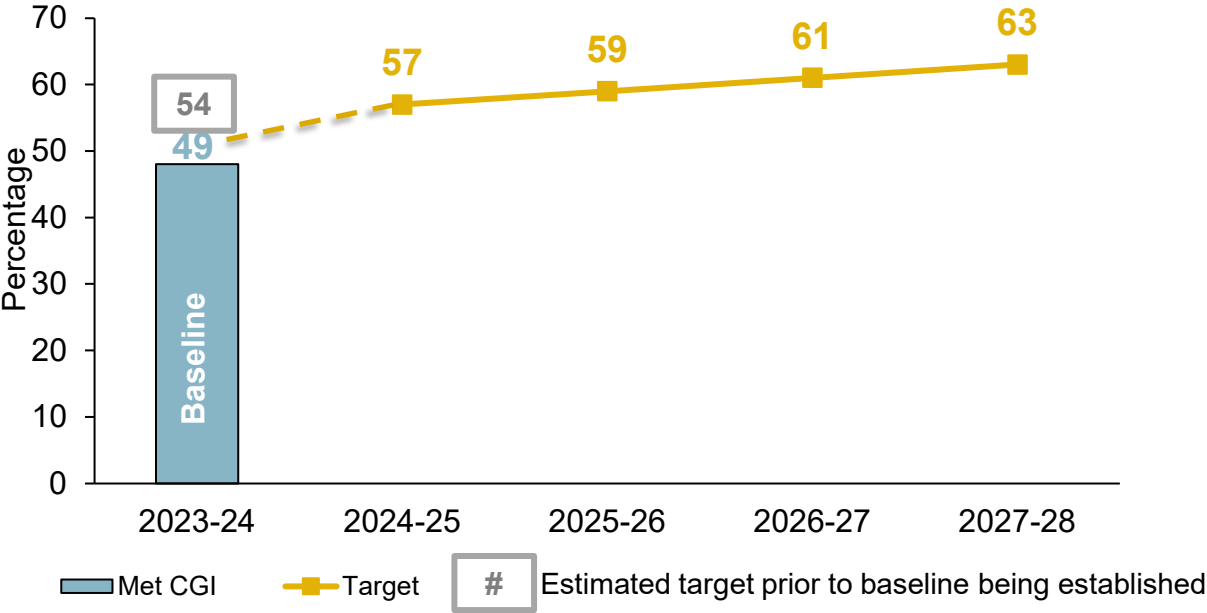
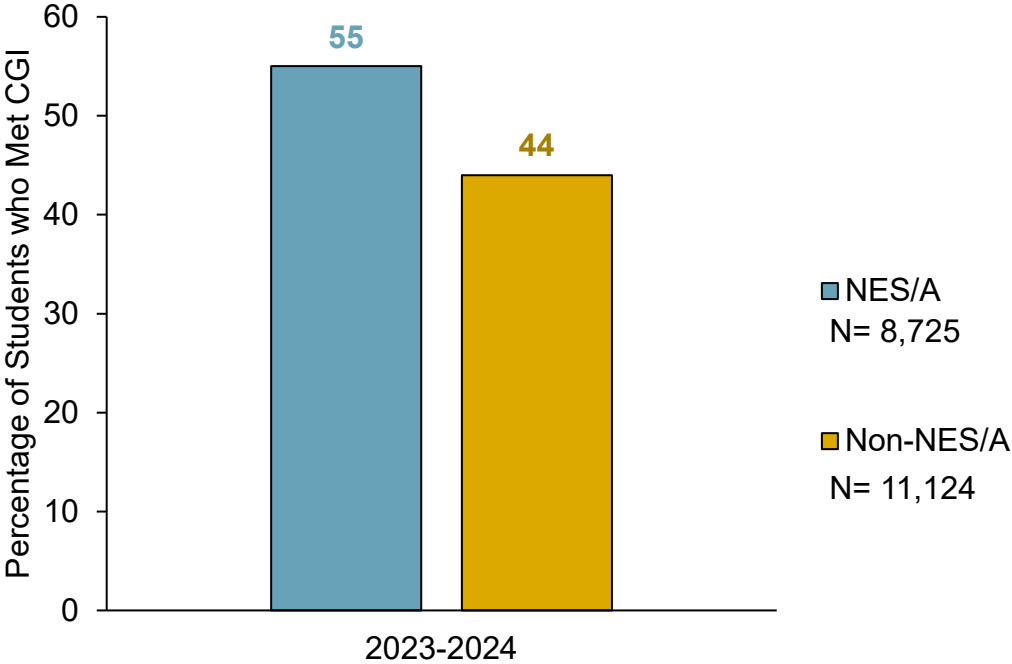


Figure 2: Percentage of Students in Grades 2-5 at D&F Campuses Who Met CGI by NES/A status



Notes: The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data. Students must participate in same subject & level test at BOY and EOY to have a CGI score. HISD Internal ratings calculated for 2023.

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.

CPM 1.2: The percentage of grade 6-8 students enrolled in a campus with a **prior year unacceptable rating** who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from 58% in January 2024 (beginning to middle of year) to 61% in May 2028 (beginning to end of year).

NA
this
year

Figure 3: Percentage of Grades 6-8 at D&F Campuses that Met CGI

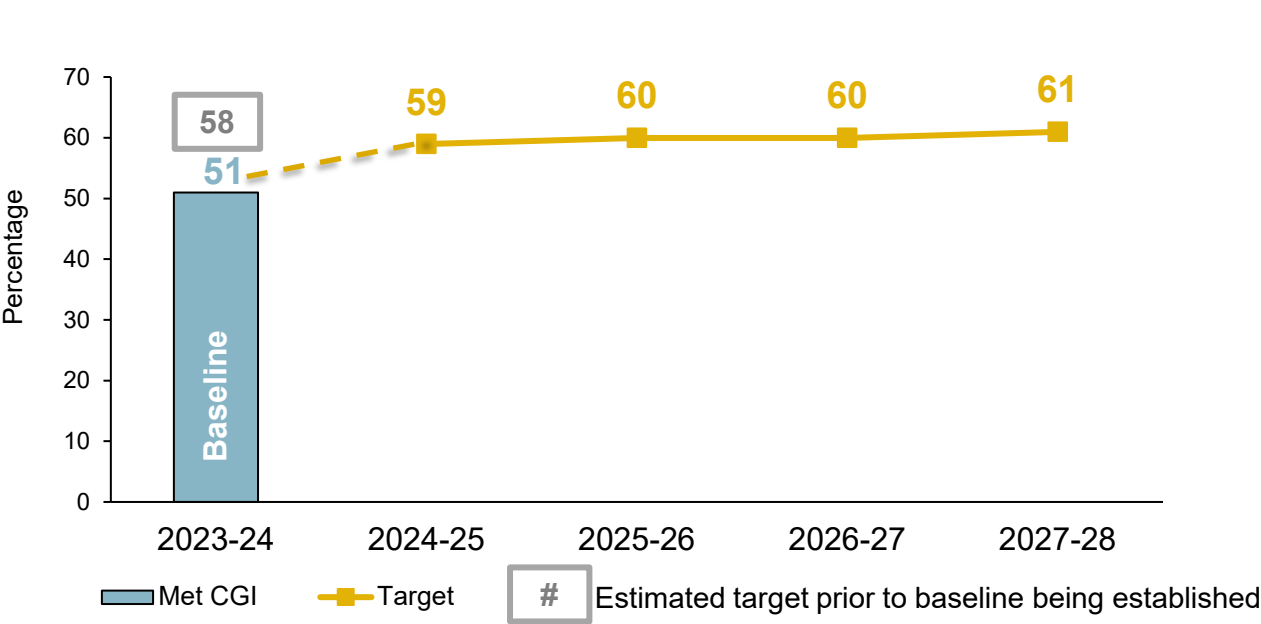
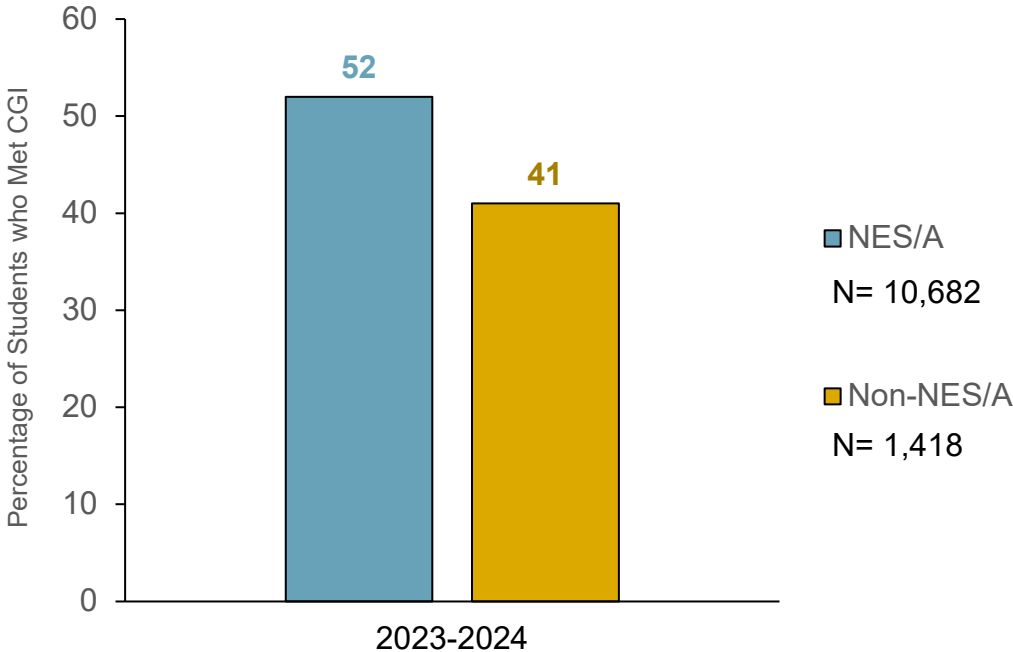


Figure 4: Percentage of Students in Grades 6-8 at D&F Campuses Who Met CGI by NES/A Status



Notes: Students must participate in same subject & level test at BOY and EOY to have a CGI score. HISD Internal ratings calculated for 2023.
* The CGI is intended to be calculated at the end of each year. The spring 2024 CGI would thus be the District's baseline data.

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.

CPM 1.3: The percentage of graduates from campuses with a **prior year unacceptable rating** who graduated College, Career, or Military Ready (CCMR) will increase from 59% in August 2023 to 64% in August 2028.

Met

Figure 5: Percentage of 2023 Graduates at D & F Schools Earning CCMR

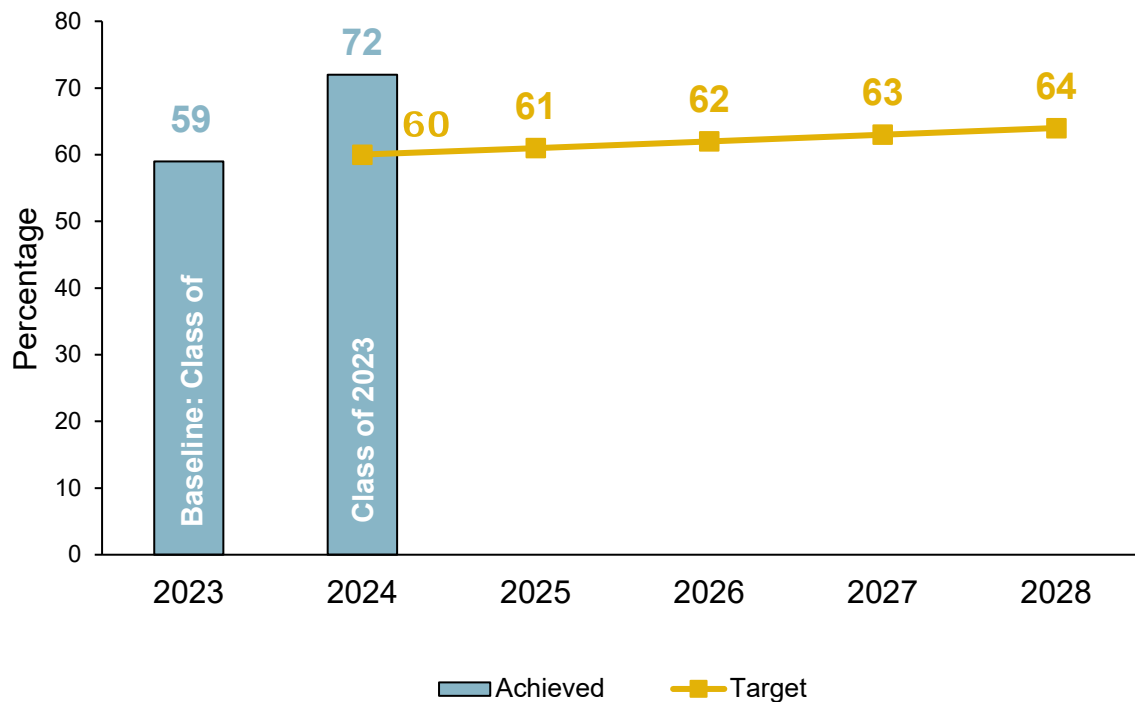
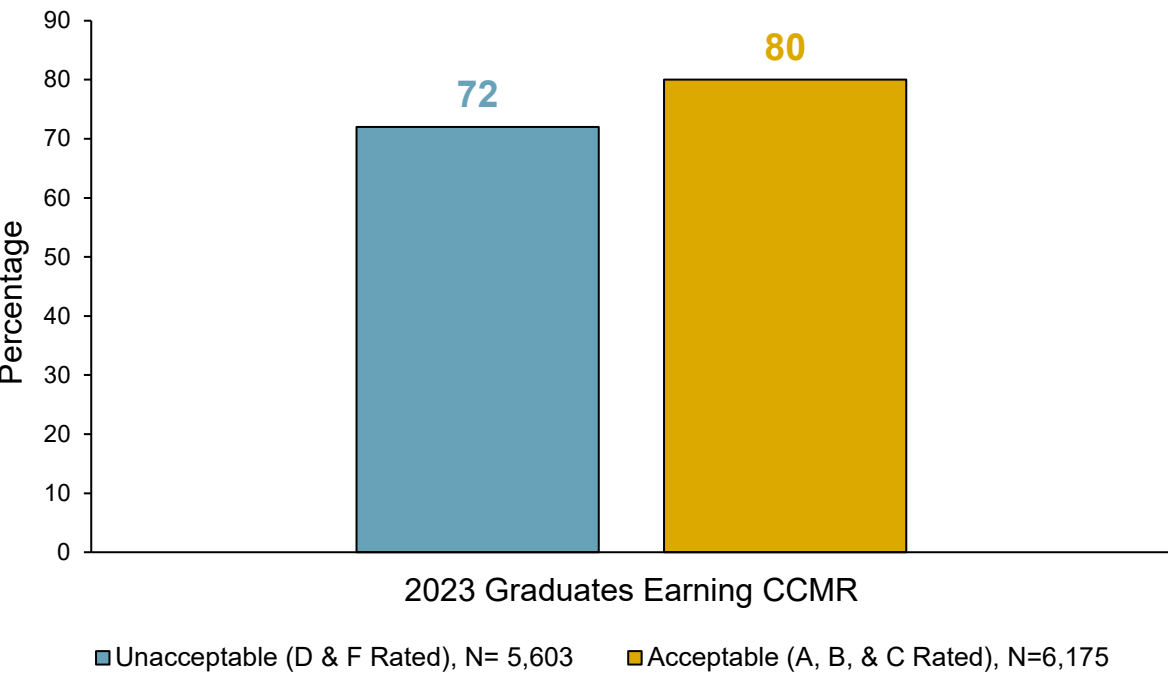


Figure 6: Percentage of 2023 Graduates who earned CCMR point by Accountability Rating (N=8,959)



Note: 2023-2024 data reflects 2023 graduates and 2022 ratings calculated by TEA.

Constraint 1.1, 1.2 and 1.3

Superintendent's Evaluation of Performance (1.1 and 1.2):

It is clear that the District is meeting Constraint 1 as the number of multi-year D or F campuses decreased from 121 to 41. CPM 1.1 and 1.2 data are baseline, so it is too early to determine how these progress measures align with the actual constraint. Additionally, trying to get 63% of the grade 2-5 students to exceed a CGI of .6 in reading or math and 61% of the grade 6-8 students to exceed a CGI of .6 in reading or math in 5 years are extremely rigorous metrics and should probably be adjusted to align with the actual constraint.

The decrease in the number of schools with an unacceptable rating shows that the District performed incredibly well with regard to improving achievement and state accountability ratings. Still, most of the gains were related to increases in proficiency from one year to the next. While we narrowed the gap with the State with regard to overall academic proficiency in reading and math, we are still behind the state average.

The CGI is a measure of overall academic proficiency relative to all the students in the country who take the NWEA assessments. It is a valid and reliable metric, and a .6 CGI represents more than half a standard deviation above the mean – a very high bar for a group of students as large as Houston's.

Root Cause Analysis (1.1 and 1.2):

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

1. High Quality Reading Curriculum

The research is clear now that students who are learning to read need to learn how to decode. Also, students need language comprehension skills. The District began to assess and upgrade its reading curriculum in the 2022-2023 school year by piloting Amplify, a science-of-reading curriculum, in 6 schools. Most of the District's schools were not being intentional about ensuring students received strong science-of-reading curriculum. Once schools have a strong curriculum, teachers must be trained on how to use the curriculum effectively. School leadership must ensure that the curriculum is being used with fidelity. In middle school, an additional root cause is the practice of lowering the grade-level content and objectives for students who are behind. The HISD curriculum for reading ensures all students receive grade-level content with scaffolding for those students who need it.

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. The LSAE model in the NES schools focuses on grades 3 through 10. In grades 2 through 8 in particular, we will continue to ensure strong implementation of high-quality instruction and strong curriculum design.

3. Access to high-quality Pre-K

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

Constraint 1.1, 1.2 and 1.3

Action Steps (1.1 and 1.2):

In **reading**, for the 2024-2025 school year, HISD will:

- Science of Reading
 - Expand NES to a total of 130 schools and ensure all elementary and middle schools are using the approved NES “science of reading” curriculum. We will revise and improve curricula in Pre-K, Kindergarten, and first grade and provide lesson-planning support.
 - Provide professional development to all elementary and middle schools to use the curriculum effectively.
 - Support non-NES schools that have Level 2 autonomy in curriculum and instruction, especially in the early grades
 - Train all elementary reading or ELA teachers in grades K through 4 on how to conduct DIBELS assessments and how to progress monitor with DIBELS.
 - Monitor and support the implementation of the use of DIBELS on a more frequent basis.
- Quality of Instruction
 - Continue to provide strong professional development around improving the quality of instruction.
 - Conduct mandatory PD on literacy for all elementary reading or ELA teachers (Pre-K through 5) in the NES schools and the schools that have Level 2 autonomy. We will also support other schools if they desire.
 - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
 - Create a Pre-K, Kindergarten, and first-grade instructional support team to help principals improve the quality of instruction in the Pre-K and early childhood classrooms of the NES schools and Level 2 schools.
- Access to high-quality Pre-K
 - Continue to improve the process for enrolling Pre-K students.
 - Expand the number of Pre-K students by 800 by August 2024 and by another 800 by August 2025.
 - Include Pre-K and early childhood classrooms in the bond package.

Constraint 1.1, 1.2 and 1.3

Root Cause Analysis (1.1 and 1.2):

There are three root causes for our students' low proficiency in **math**:

1. High-quality instructional materials

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

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 needed significant improvement. Additionally, high quality instruction includes the use of high-quality instructional materials with fidelity and purposefulness.

Constraint 1.1, 1.2 and 1.3

Action Steps (1.1 and 1.2):

In **math**, for the 2024-2025 school year, HISD will:

- **High-quality instructional materials**
 - Ensure all NES schools are using the math curriculum that was created for the NES model and that qualifies as HQIM.
 - Expand the number of NES schools and provide HQIM to those new schools.
 - Ensure all schools with Level 2 autonomy is also using a vetted curriculum and support those schools with the implementation of that curriculum.
 - Provide professional development to all NES schools and Level 2 autonomy schools to use the curriculum effectively.
 - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
- **Quality of Instruction**
 - Provide aligned curriculum maps to all math teachers in NES and Level 2 schools. [These maps will also be available for other teachers.]
 - Continue to provide strong professional development of principals and Executive Directors around improving the quality of instruction.
 - Continue to support and coach principals in providing professional development for teachers.
 - Provide strong lesson-planning and curricular supports for all teachers across the District (while respecting defined autonomy).
 - Support principals in improving the quality of instruction across the board and including math instruction.
 - Continue to build a culture of continuous improvement.

Constraint 1.3 evaluation of performance, root cause analysis and key actions.

- Please see slides 12 through 15 for the root cause analysis and steps we are taking to continue to achieve CPM 1.3.

General Terms

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

Constraint 1.1–1.3: Glossary

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP instrument used to measure student growth
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
STAAR	State of Texas Assessment of Academic Readiness	Standardized academic achievement test designed to measure the extent to what students know and are able to do.

Constraint 1.1-1.3: Glossary

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance Exam
ESOL	English for Speakers of Other Languages	Provides specialized instruction in a content area that is designed to meet the needs of new English speakers.
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

4.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Resolution Adopting Tax Rate And Levying Ad Valorem Taxes For Tax Year 2024

To support the approved 2024-2025 budget and to make required expenditures, the Houston Independent School District (HISD) must adopt a tax rate that will provide revenue through the property tax as provided by law. The rate to be adopted must include the necessary revenue for payment of maintenance and operations expenses and for debt service. The rate of \$0.8683 per \$100 of taxable value is recommended as the HISD 2024 tax rate to be adopted by the School Board. This rate includes a maintenance and operations component of \$0.7016 and a debt-service component of \$0.1667.

Approval of this tax rate will allow the Harris County Tax Assessor-Collector to begin preparation of the 2024 tax bills. Revenue collected from taxes will be distributed to the General Fund and the Debt Service Fund.

Tax Rates	FY 2023-2024	FY 2024-2025	Change
Maintenance and Operations Tax Rate	\$0.7016	\$0.7016	(\$0.00)
Interest & Sinking Tax Rate	\$0.1667	\$0.1667	\$0.00
Total District Tax Rate	\$0.8683	\$0.8683	(\$0.00)

The resolution and ordinance adopting the tax rate for 2024 is on file 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 property taxes being increased by the adoption of a tax rate of \$0.8683 per \$100 of taxable value, and approves the resolution and ordinance adopting the tax rate and levying ad valorem taxes for the year 2024 as reflected in the resolution, effective September 13, 2024.

**RESOLUTION
HOUSTON INDEPENDENT SCHOOL DISTRICT
HOUSTON, HARRIS COUNTY, TEXAS
2024**

RESOLUTION AND ORDINANCE ADOPTING THE TAX RATE AND LEVYING AD VALOREM TAXES FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT FOR THE YEAR 2024:

WHEREAS, the School Board of the Houston Independent School District finds that it is necessary that the Board adopt a rate for tax year 2024 at \$0.8683 per One Hundred Dollars (\$100.00) of assessed property value to operate the school system during the 2024–2025 budget year, and provide for the bonded indebtedness of the School District; and

WHEREAS, the Superintendent of Schools recommends and the Board finds that the school tax rate for the Houston Independent School District should be adopted at \$0.8683 and taxes levied based per One Hundred Dollars (\$100.00) assessed property value, with \$0.7016 being for current maintenance and operations of the school district, and \$0.1667 for payment of interest on outstanding bonded indebtedness to provide for Sinking Fund requirements.

THEREFORE, BE IT RESOLVED AND ORDAINED BY THE SCHOOL BOARD OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT THAT:

All the above paragraphs are incorporated and made a part of this Resolution and Ordinance; and

THAT the school tax rate for the HOUSTON INDEPENDENT SCHOOL DISTRICT, for the year 2024 shall be, and the rate is hereby fixed at \$0.7016 per One Hundred Dollars (\$100.00) of assessed property value for maintenance and operations of the schools of the district, and \$0.1667 per One Hundred Dollars (\$100.00) of assessed property value to pay interest on outstanding bonded indebtedness and provide for Sinking Fund requirements, making a total tax rate of \$0.8683 per each One Hundred Dollars (\$100.00) of assessed value of taxable property, such ad valorem taxes to be levied on all taxable property situated in the district for all purposes, not exempt from taxation by valid laws, during the year 2024, and the Assessor and Collector of Taxes of the district is hereby authorized and directed to assess property and collect school taxes on the basis of this rate for the year 2024; and

THAT the assessed value of taxable property shall be based upon the current assessment ratio of one hundred percent (100%) of market value; and the tax rolls for 2024 and all prior years are approved.

**"THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE
AND OPERATIONS THAN LAST YEAR'S TAX RATE."**

PASSED, APPROVED, AND ADOPTED this 13th day of September 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

President
School Board

Attest:

Secretary
School Board



9/12/2024

5.

Office of the Superintendent of Schools

Office of Academics

Approval To Submit Four Innovative Course Applications To The Texas Education Agency For Gifted And Talented High-School Students

This item seeks approval of the Houston Independent School District (HISD) School Board to submit a 2025-2030 application to the Texas Education Agency (TEA) to host four innovative courses for gifted and talented high-school students. These courses are titled *N1290309 GT Interdisciplinary Studies/Mentor Seminars I-IV (GTISM)*. Schools typically offer Seminar I in ninth grade, II in tenth grade, etc. These courses have been used by HISD high schools since the 2015-2016 school year and are up for renewal for the next five years as per TEA.

These innovative courses support gifted and talented students in completing coursework that will count towards an endorsement as part of their high-school diploma. An endorsement is a series of courses that are grouped together by interest or skill set, and that provide students with in-depth knowledge of a subject area. There are five endorsement areas to choose from, one of which is science, technology, engineering, and mathematics (STEM).

Currently in HISD, the following campuses use these courses: Bellaire High School (HS), Carnegie Vanguard HS, Chavez HS, Eastwood Academy, Energy Institute HS, Heights HS, Kinder HS for Performing and Visual Arts, Lamar HS, Leland Young Men's College Preparatory Academy, Madison HS, North Houston Early College HS, Sharpstown International School, Sterling Aviation HS, Waltrip HS, Westside HS, and Young Women's College Preparatory Academy. Each campus follows the descriptions of the courses to meet the unique needs of its students. HISD had 1,604 students enrolled in these courses in the 2023-2024 school year.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves submission of the innovative course applications to the TEA, effective September 13, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

6.

Office of the Superintendent of Schools

Office of Finance and Operations

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

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

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

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more, effective September 13, 2024.

**Approval of Purchase \$1,000,000 or More
Recommended for 9/12/2024 Board Agenda**

Project Information	24-01-05 – RFP / Special Education Services: Individualized Education Program (IEP) and Special Education Management Tools – (Ho) – (CAO)
Project Description	The purpose of this project is to obtain a data management system for Special Education Services, Health and Medical Services, Dyslexia, and other departments districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$7,600,000 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 September 13, 2024, through September 12, 2025, with two automatic annual renewals, not to extend beyond September 12, 2027.
Amount not to Exceed (Project Term)	\$7,600,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Frontline Technologies Group, LLC, dba Frontline Education	C-D

Approval of Purchase Over \$1,000,000
Recommended for 9/12/2024 Board Agenda

Project Information	24-02-08 – RFP / Workers' Compensation Third Party Administrator, Support Services, and 504 Networks – (Wright) – (CFOO)
Project Description	The purpose of this project is to provide self-insured Workers' Compensation (WC) benefits to employees injured at work. The service will be provided through a third-party administrator (TPA). Based on annual appropriations, the projected expenditure is not to exceed \$20,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from November 1, 2024, through October 31, 2025, with four automatic annual renewals, not to extend beyond October 31, 2029.
Amount not to Exceed (Project Term)	\$20,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Cannon Cochran Management Services, Inc.	C-9.99%

**Approval of Purchase \$1,000,000 or More
Recommended for 9/12/2024 Board Agenda**

Project Information	24-04-13 – RFQ / Professional Services – Survey/Platting, Geotechnical and other Related Services for Bond Program – (Pleasant) – (CFOO)
Project Description	The purpose of this project is to obtain professional services for survey/platting, geotechnical and other related services. Based on annual appropriations, the projected expenditure is not to exceed \$2,500,000 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 September 13, 2024, through September 12, 2025, with four automatic annual renewals, not to extend beyond September 12, 2029.
Amount not to Exceed (Project Term)	\$2,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Associated Testing Laboratories, Inc.	RFQ-100%
C & D Surveying, Inc., dba C L Davis & Company	RFQ-0%
Colliers Engineering & Design, Inc.	RFQ-35%
DAE & Associates, LTD, dba Geotech Engineering and Testing	RFQ-100%
Earth Engineering, Inc.	RFQ-35%
ECS Southwest, LLP	RFQ-0%
Edminster, Hinshaw, Russ & Associates, Inc., dba EHA Engineering	RFQ-35%
Geoscience Engineering & Testing, Inc.	RFQ-35%
Geotest Engineering, Inc.	RFQ-100%
HVJ Associates, Inc.	RFQ-100%
KCI Technologies, Inc.	RFQ-35%
Kimley-Horn and Associates, Inc.	RFQ-0%
Kuo & Associates, LLC	RFQ-35%
Landtech, Inc.	RFQ-100%
McKim & Creed, Inc.	RFQ-35%
Ninyo & Moore Geotechnical & Environmental Sciences Consultants	RFQ-100%
Pape-Dawson Consulting Engineers, LLC, dba Pape-Dawson Engineers	RFQ-35%
Paradigm Consultants, Inc., dba CMT Technical Services	RFQ-35%
Professional Service Industries, Inc.	RFQ-35%
R G Miller Engineers, Inc., dba J P M Survey Group, LLC dba Miller Survey	RFQ-35%
Raba Kistner, Inc.	RFQ-35%
Terracon Consultants, Inc.	RFQ-35%
UES Professional Solutions 44, LLC, fka Alpha Testing, LLC	RFQ-35%
Vertex Resource Services, Inc.	RFQ-35%
Weisser Engineering Company dba Weisser Engineering & Surveying	RFQ-35%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 9/12/2024 Board Agenda**

Project Information	21-06-03-B – RFP / Student Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling – (Contreras) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the Board of Managers 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 September 13, 2024, through June 30, 2025, with two automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Safe Place Outreach	NP-0%
Young Audiences, Inc., of Houston	NP-0%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 9/12/2024 Board Agenda**

Project Information	23-11-01 – RFP / Fine Arts Materials and Services – (Gabino) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the Board of Managers on August 10, 2023. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain materials, software, and student services for dance, instrumental music, general music, vocal music, piano, visual arts, and theatre to align with the district's fine arts initiatives. 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 September 13, 2024, through August 10, 2025, with three automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Leapin' Leotards, LTD	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 9/12/2024 Board Agenda**

Project Information	24-04-10 – RFP / Program Management Services for Bond Program – (Pleasant) – (CFOO) – Additional Vendor(s)
Project Description	This project was originally approved by the Board of Managers on August 15, 2024. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to obtain program management services for a bond program. 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 September 13, 2024, through August 15, 2025, with four automatic annual renewals, not to extend beyond August 15, 2029.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Prolego Consulting Solutions, Inc.	RFQ-35%
Skanska USA Building, Inc.	RFQ-35%

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



9/12/2024

7.

Office of the Superintendent of Schools

Office of Finance and Operations

Authorization To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Houston To Establish A Work-Study Program

The University of Houston (UH) participates in a federal work-study program which provides part-time employment for students requiring financial support. The Houston Independent School District (HISD) Nutrition Services department proposes hiring work-study students to assist with the Food and Agriculture Literacy (FAL) program and food service operations.

The students' work would consist of assisting with the education of HISD students visiting the FAL Center at Mykawa Farm and at nutrition/culinary events on campuses. Students participating in the UH culinary programs would also perform their work-study employment in school kitchens preparing meals and serving students.

This agreement would allow all HISD departments to hire work-study students.

HISD Nutrition Services requests that the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with UH which will result in hiring work-study students to be employed with HISD during school year 2024-2025.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with UH to establish a work-study program with HISD, effective September 13, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

8.

Office of the Superintendent of Schools

Office of Finance and Operations

Authorization To Negotiate, Execute, And Amend An Interlocal Agreement With The Houston Community College System To Establish A Work-Study Program

The Houston Community College System (HCC) participates in a federal work-study program which provides part-time employment for students requiring financial support. The Houston Independent School District (HISD) Nutrition Services department proposes hiring work-study students to assist with the Food and Agriculture Literacy (FAL) program and food service operations.

The students' work would consist of assisting with the education of HISD students visiting the FAL Center at Mykawa Farm and at nutrition/culinary events on campuses. Students participating in the HCC culinary programs would also perform their work-study employment in school kitchens preparing meals and serving students.

This agreement would allow all HISD departments to hire work-study students.

HISD Nutrition Services requests that the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with HCC which will result in hiring work-study students to be employed with HISD during school year 2024-2025.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with HCC to establish a work-study program with HISD, effective September 13, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

9.

Office of the School Board

Adoption Of A Resolution To Nominate Cassandra Auzenne Bandy As A Candidate To The Board Of Directors Of The Harris Central Appraisal District

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

Under changes made by Senate Bill 2 in 2023 during the 88th second special session, HISD may no longer directly appoint a member to the HCAD board. Instead, each taxing unit which can make nominations for the HCAD board may nominate up to five candidates. The HISD Board President must submit the candidate name(s) and the nominating resolution to the HCAD chief appraiser before October 15, 2024. HCAD will prepare a voting ballot and send it to the presiding officer of the governing body of each taxing unit that is entitled to vote before October 30, 2024. Before December 15, 2024, the governing body of each taxing unit that is entitled to vote shall vote by resolution and submit that resolution to the HCAD chief appraiser.

A resolution naming Cassandra Auzenne Bandy as the HISD nominee for a position on the HCAD Board of Directors is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the resolution to nominate Cassandra Auzenne Bandy as a candidate for the Board of Directors of the Harris Central Appraisal District, effective September 13, 2024.

**RESOLUTION OF THE SCHOOL BOARD OF
THE HOUSTON INDEPENDENT SCHOOL DISTRICT
NOMINATING A CANDIDATE FOR A POSITION ON THE BOARD OF DIRECTORS
OF THE HARRIS CENTRAL APPRAISAL DISTRICT**

WHEREAS the Houston Independent School District has the right and responsibility to nominate up to five candidates for the Board of Directors of the Harris Central Appraisal District for a term of office commencing on January 1, 2025, and extending through December 31, 2025; and

WHEREAS the School Board of the Houston Independent School District desires to nominate one candidate for said board of directors for this term of office;

THEREFORE BE IT RESOLVED by the School Board of the Houston Independent School District that:

1. The facts and recitations set forth above be and are hereby adopted, ratified, and confirmed;
2. Cassandra Auzenne Bandy, a resident of Harris County, Texas, whose mailing address is 4400 West 18th Street, Houston, Texas 77092, be and is hereby named as a candidate for the Board of Directors of the Harris Central Appraisal District for the term of office commencing on January 1, 2025, and extending through December 31, 2025; and
3. The President and Secretary of the School Board of the Houston Independent School District are authorized to sign this resolution and to deliver or cause to be delivered a certified copy of this resolution to the Chief Appraiser of the Harris Central Appraisal District.

PASSED AND APPROVED this 12th day of September, 2024.

Audrey Momanaee, President
School Board
Houston Independent School District

Attest:

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

10.

Office of the School Board

Approval Of A Delegate And Alternate For The 2024 Texas Association Of School Boards Delegate Assembly

The Houston Independent School District (HISD) School Board is entitled to name a voting delegate and an alternate for the Texas Association of School Boards Delegate Assembly. The 2024 assembly will be held during txEDCON24 in San Antonio, Texas, on September 28, 2024.

The board is asked to approve naming Michelle Cruz Arnold as the delegate and Paula Mendoza as the alternate.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves naming Michelle Cruz Arnold as the delegate and Paula Mendoza as the alternate for the 2024 Texas Association of School Boards Delegate Assembly, effective September 13, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

11.

Office of the School Board

Approval To Designate Dates In Calendar Year 2024 As Nonbusiness Days In Compliance With House Bill 3033

The Houston Independent School District (HISD) School Board is asked to consider a resolution designating specific dates in calendar year 2024 as nonbusiness days in accordance with House Bill (HB) 3033. HB 3033 added Government Code Section 552.0031 to the Texas Public Information Act (TPIA) and defined "business day" under the TPIA to mean a day other than:

- a Saturday or Sunday;
- a national holiday under Texas Government Code Section 662.003(a); or
- a state holiday under Texas Government Code Section 662.003(b).

HB 3033 further provides that the Friday before or Monday after a state or federal holiday is not a business day of a governmental entity if the holiday occurs on a weekend and the governmental entity observes the holiday on that Friday or Monday.

This legislation, and the definition of a business day, is significant for government bodies as the TPIA requires a governmental entity to take action upon receipt of a request for public information and often requires the calculation of business days.

HB 3033 provides that the board of trustees of a school district may designate up to 10 days in each calendar year as nonbusiness days, on which the governmental entity's administrative offices are closed or operating with minimum staffing, but are not national or state holidays.

Accordingly, it is requested that the following dates in calendar year 2024, when the District will be closed for fall holiday, Thanksgiving break, and winter break, be designated by the HISD School Board as nonbusiness days in compliance with HB 3033:

- October 4 (fall holiday)
- November 25, 26, and 27 (Thanksgiving break)
- December 23, 27, 30, and 31 (winter break)

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 designation of October 4; November 25, 26, and 27; and December 23, 27, 30, and 31 as nonbusiness days during calendar year 2024, effective September 13, 2024.

RESOLUTION OF THE SCHOOL BOARD
OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT

STATE OF TEXAS §
 §
COUNTY OF HARRIS §

WHEREAS, The Houston Independent School District School Board (the “Board”) is aware of House Bill 3033 (“H.B. 3033”) which added Government Code Section 552.0031 to the Texas Public Information Act and which defined “business day” under the Texas Public Information Act to mean a day other than:

- (1) a Saturday or Sunday;
- (2) a national holiday under Texas Government Code Section 662.003(a); or
- (3) a state holiday under Texas Government Code Section 662.003(b);

WHEREAS, H.B. 3033 further provides that the Friday before or Monday after a state or federal holiday is not a business day of a governmental entity if the holiday occurs on a weekend and the governmental entity observes the holiday on that Friday or Monday;

WHEREAS, this legislation, and the definition of a business day, is significant for government bodies as the Texas Public Information Act requires a governmental entity to take action upon receipt of a request for public information and often requires the calculation of business days.

WHEREAS, H.B. 3033 provides that the board of trustees of a school district may designate up to ten (10) days in each calendar year as nonbusiness days, on which the governmental entity’s administrative offices are closed or operating with minimum staffing, but are not national or state holidays.

NOW THEREFORE, BE IT RESOLVED as follows:

- (1) The Houston Independent School District School Board designates the following dates in calendar year 2024 as nonbusiness days in compliance with H.B. 3033:
 - a. October 4 (Fall Holiday)
 - b. November 25, 26, and 27 (Thanksgiving Break)
 - c. December 23, 27, 30, and 31 (Winter Break)

PASSED AND APPROVED this 12th day of September, 2024.

Audrey Momanaee, President
School Board
Houston Independent School District

Attest:

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

12.

Office of the Superintendent of Schools

Office of the Central Division

Approval To Obtain A Waiver To Provide Remote Homebound Services

Homebound general education may be provided for a student at home or at a hospital bedside and must be provided by a certified general education teacher. Over the period of home or hospital confinement, the student must be provided instruction in all core academic subject area courses in which the student is enrolled. In addition, and if possible, over the period of confinement, the student should be provided instruction in all other courses in which the student is enrolled.

Remote homebound instruction is a limited option available for students in extremely severe medical circumstances when face-to-face instruction is not possible. Per the Texas Education Agency (TEA) *Student Attendance Accounting Handbook*, which was included by reference in 19 Texas Administrative Code 129.1025, a school district must obtain board approval to submit a TEA *Application for Remote Conferencing and Remote Homebound Waiver* for each student who meets the criteria. This agenda item requests that approval so the district may provide remote, rather than in-person, homebound 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 submitting a TEA waiver application to provide remote homebound services, effective September 13, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

13.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of Establishment Of Board Policy AF(LOCAL), *Innovation Districts*-Second Reading

The Houston Independent School District School Board is asked to approve the establishment of Board Policy AF(LOCAL), *Innovation Districts*, in accordance with a recommendation from the Texas Association of School Boards for newly designated districts of innovation.

The policy recites that the district has completed all requirements for designation as a district of innovation and that the School Board has adopted an innovation plan, and provides a link to the innovation plan.

A copy of proposed Board Policy AF(LOCAL), *Innovation Districts*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board approves the establishment of Board Policy AF(LOCAL), *Innovation Districts*, on second reading, effective September 13, 2024.

In accordance with state law, the District has completed all requirements for designation as an innovation district, and the Board has adopted an [innovation plan](#).¹

¹ Innovation Plan: <https://www.houstonisd.org/Page/41679>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

14.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CDB(LOCAL), *Other Revenues: Sale, Lease, Or Exchange Of School-Owned Property*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CDB(LOCAL), *Other Revenues: Sale, Lease, or Exchange of School-Owned Property*.

This change is recommended to update the requirements for selling, leasing, or exchanging school-owned property and where the proceeds can be deposited.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to CDB(LOCAL), *Other Revenues: Sale, Lease, or Exchange of School-Owned Property*, on second reading, effective September 13, 2024.

OTHER REVENUES
SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

CDB
(LOCAL)

**Sale or Lease of Real
Property**

Real property may be sold or leased provided it has been determined that the property will not be needed for school purposes. Proceeds from sales of property shall be deposited in the Capital Renovations Fund or General Fund as determined by the Superintendent or designee.

Real property acquired by the District through tax foreclosure proceedings may be sold in accordance with procedures specified under the Tax Code.

District property that is needed by others for rights-of-way or easements shall be sold or traded at its fair market value.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

15.

Office of the Superintendent of Schools

Office of the Central Division

Approval Of Proposed Revisions To Board Policy EEH(LOCAL), *Instructional Arrangements: Homebound Instruction*-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 EEH(LOCAL), *Instructional Arrangements: Homebound Instruction*. The changes are recommended by the Texas Association of School Boards and the HISD administration in response to changes made by the Texas Education Agency to its *Student Attendance Accounting Handbook*.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy EEH (LOCAL), *Instructional Arrangements: Homebound Instruction*, on second reading, effective September 13, 2024.

General Education

Consistent with ~~TEA's Student Attendance Accounting Handbook (SAAH)~~ the Texas Education Agency (TEA) Student Attendance Accounting Handbook (SAAH), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons only, and the medical condition is documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's ~~SAAH~~ SAAH and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to review and consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type~~(s)~~ and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the ~~SAAH~~ SAAH, a student aged six years or older who is eligible to receive special education and related services as determined by the student's admission, review and dismissal (ARD) committee may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting only for medical or psychological reasons, and the medical condition is documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's ARD committee shall determine whether the weeks of confinement need to~~ The weeks need not be consecutive.

Students aged three through five years may be eligible to receive special education homebound services as determined by the student's ARD committee.

The ARD committee determines the type~~(s)~~ and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current medical or psychological information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the ~~SAAH~~ SAAH, and a student's individualized education program ~~(IEP)~~, as applicable.

INSTRUCTIONAL ARRANGEMENTS
HOMEBOUND INSTRUCTION

EEH
(LOCAL)

Effective Date

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

16.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions to Board Policy FD(LOCAL), *Admissions*-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 FD(LOCAL), *Admissions*.

The revisions to FD(LOCAL) include recommendations from the Texas Association School Boards at Transition Assistance to reflect the repeal and replacement of an Administrative Code provision regarding awarding credit to a student who is homeless or in substitute care. Under the new rule, a district must adopt a policy to ensure credit has been awarded appropriately prior to enrollment. A revision at Proof of Residency removes the specific annual submission requirement and refers to this being addressed in administrative regulations.

A copy of Board Policy FD(LOCAL), *Admissions*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy FD (LOCAL), *Admissions*, on second reading, effective September 13, 2024.

**Persons Age 21
and Over**

An approved dropout recovery program in the District shall admit a person who is at least age 21 and under age 26 for the purpose of completing the requirements for a high school diploma provided that:

1. The student is a District resident;
2. The student may reasonably be expected to complete all requirements for high school graduation prior to his or her 26th birthday; and
3. Space is available in the program.

Registration Forms

Before a student may officially be admitted to District schools, the student's parent, legal guardian, or other person having lawful control shall annually complete and sign registration forms. A student who has reached age 18 shall be permitted to complete and sign these forms.

Proof of Residency

~~At the time of registration~~ In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court ~~order must~~ shall present proof of residence in the District in the form of one or more of the following:

1. A recently paid rent receipt.
2. A current lease agreement.
3. The most recent tax receipt indicating home ownership.
4. A current utility bill indicating the address and the adult's name.

For a student living separate and apart from his or her parent, guardian, or other person having lawful control under a court order, the adult District resident with whom the student resides must provide proof of residence in the same manner as described in this policy.

For a nonresident student whose resident grandparent provides a substantial amount of after-school care, the grandparent must provide proof of residence in the same manner as a parent and as described in this policy.

**Verification of
Residence
Information**

District staff in charge of enrollment procedures may require additional documentation when a student's residence status is in question. The Superintendent or designee may verify a student's residence information by:

1. Requiring additional mail addressed to the person enrolling the student;

ADMISSIONS

FD
(LOCAL)

2. Visually inspecting the residence for evidence that the student indeed lives there; or
3. Applying the criteria outlined in the UIL Constitution and Contest Rules.

Exceptions

Proof of a student's residency shall be waived when the student is homeless as defined by law.

Minor Living Apart

Person Standing in
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct. ~~[See FD(EXHIBIT) A, D, and E]~~

Extracurricular
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent or designee shall have authority to approve or deny such admissions requests in accordance with this policy.

Substantial After-
School Care

For purposes of this policy, a substantial amount of after-school care shall consist of at least:

1. Two hours after the regular school day; and
2. Four days during the regular school week.

The age of the student and any special needs or circumstances shall also be considered. The student may continue in enrollment as long as the grandparent provides this level of care.

Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, pri-

vate, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

**Nonaccredited
Schools**

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer Credit

Before granting course credit, the District shall validate, by testing or other evidence, that any course taken by a student at a nonaccredited public, private, or parochial school meets State Board requirements. [See EHDB]

Foreign Students

A student from a foreign country whose transcripts cannot be accurately evaluated or for whom no transcript can be obtained shall be referred immediately for grade placement testing to determine in which grade level he or she shall be enrolled. The student may be assigned to the grade level he or she has requested until the student's test results are available.

**Transition
Assistance**

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ~~determine transfer of~~ ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed request stating the reason for the withdrawal. A student who is 18 or older may request withdrawal without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL)]

Effective Date

~~This policy shall be effective as of the adoption date, October 15, 2021.~~



9/12/2024

17.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy FFAC(LOCAL), *Wellness And Health Services: Medical Treatment*-Second Reading

In the 2023 session, Texas Senate bills 294 and 629 were passed, which created changes that should be reflected in HISD's Board Policy FFAC(LOCAL), *Wellness and Health Services: Medical Treatment*.

S.B. 629 Specific Requirements:

- Each school district shall adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonists at each campus in the district that serves students in grades 6 through 12 and may adopt and implement such a policy at each campus in the district, including campuses serving students in a grade level below grade 6. (Including campuses with students below 6th grade is recommended due to the current Fentanyl crisis).
- Require that each school campus subject to a policy adopted under this section have one or more school personnel members or school volunteers authorized and trained to administer an opioid antagonist present during regular school hours.
- Establish the number of opioid antagonists that must be available at each campus at any given time and require the supply be stored in a secure location that is easily accessible to trained staff.
- The standing order under Subsection (b) is not required to be patient-specific, and the opioid antagonist may be administered to a person without a previously established physician-patient relationship.
- A person who in good faith takes, or fails to take, any action under this subchapter is immune from civil or criminal liability or disciplinary action resulting from that action or failure to act.

S.B. 294 Specific Requirements:

- Allows that schools may keep unassigned epinephrine autoinjectors and medications for respiratory distress including but not limited to albuterol and levalbuterol for use in the case of anaphylactic or respiratory emergency.
- Each school district may adopt and implement a policy regarding the maintenance, administration, and disposal of medication for respiratory distress including training of staff.
- The standing order for epinephrine autoinjectors or medication for respiratory distress is not required to be patient-specific, and the opioid antagonist may be administered to a person without a previously established physician-patient relationship.

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

COST/FUNDING SOURCE(S):

The total cost of this service is variable depending on donation programs for health medications and partnerships for medical doctor orders.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
1030820000	Hlth & Med Srvs	1993000000	Department Budgets	Contracted Maint.	PS33990000000000	

STAFFING IMPLICATIONS:

None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy FFAC (LOCAL), *Wellness and Health Services: Medical Treatment*, on second reading, effective September 13, 2024.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Medication Provided
by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, with a physician's order. Nonprescription medication must be properly and clearly labeled, include the manufacturer label, and be provided in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

**No Medication
Provided by District**

~~The~~ Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Opioid Antagonist

This provision shall be applicable to each campus that serves students.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Maintenance,
Availability,
Training, and
Reporting

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary and in accordance with the *Emergency Preparedness Handbook*.

Health Inventory

Each school shall have on file a health inventory of each student, which provides the history of the student's physical, mental, and emotional health up to the time of the student's enrollment in the District.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

9/12/2024

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 August 8 and 15, 2024.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the minutes of its meetings on August 8 and 15, effective September 13, 2024.