



Instructional Consultation Meeting

Thursday, February 28, 2019

2:30 p.m.

3SE36 (Large Superintendent's Conference Room)

AGENDA

Board Meeting Date: March 21 2019

Items Requiring Consultation:

OTHER	REVIEW OF THE JANUARY 31TH INSTRUCTIONAL CONSULTATION MEETING MINUTES	CHIEF ACADEMIC OFFICE: Noelia Longoria
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RESPONSE:

K-1	PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY—SECOND READING	LEGAL: Elneita Hutchins-Taylor Catosha Woods
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RESPONSE:

K-3	PROPOSED REVISIONS TO BOARD POLICY DNA(LOCAL), PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—FIRST READING	CHIEF ACADEMIC OFFICE: Noelia Longoria Dawn Randle
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RESPONSE:

HFT/CHT Items(s):

HFT/CHT 1	Capping limits in the West Area: According to a February 8, 2019 e-mail from Brooks Straub of the West Area office all enrollment caps in the West Area have been lifted and schools are expected to enroll all students zoned to their schools. How will this directive affect class size limits in grades K-4 and if they rise will the district provide additional resources to keep them within limits?	RESPONSE SCHOOL OFFICE: WEST AREA: James McSwain
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WRITTEN RESPONSE:

HFT/CHT 2	Excessive Faculty Meetings/Lunch Meetings at Waltrip HS	SCHOOL OFFICE: NORTHWEST AREA: Jorge Arredondo
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WRITTEN RESPONSE

- The area office reviewed concern and would like to share that the Faculty Meetings at Waltrip HS occur approximately once a month, and they do have an agenda with important items to share and discuss with the faculty to support district and school initiatives. The staff participates also by providing updates from different committees. Times for the faculty meeting are communicated via email several days in advance and provided an Outlook invite.
- In terms of lunch meeting, the school does have an hour lunch period that allows teachers a 30-minute duty-free period along with a duty period. The Fine Arts Department requested a meeting and all members on duty were relieved of their duty to attend an optional meeting. Some teachers made a decision to have their lunch during that time; however, all teachers did have a 30-minute duty free lunch.

HFT/CHT 3	Format of Employee lists: We are requesting an updated employee list to catch mid-year hires and must have access to a unique identifier. The email address we have been using has significant faults because it is subject to change of name and format.	HUMAN RESOURCES: Julia Dimmitt
WRITTEN RESPONSE:		
HFT/CHT4	Financial package: No other organizations in HISD besides HFT and HESP unions invested work and support to win a better state legislature this past election. That effort is paying off with legislation being filed that will send more money to the schools and fund pay raises for employees. HFT expects additional money that is sent from the state to be prioritized to improve compensation for our employees. The improved compensation package must include the following; <ul style="list-style-type: none"> • Fund experience step increases for all non-supervisory employees entitled to that step based on the current salary schedules (2017-18). • Across the board raises for all employees • Maintain employee health insurance premiums at their current levels. 	FINANCE: Rene Barajas
WRITTEN RESPONSE: <ul style="list-style-type: none"> • Fund experience step increases for all non-supervisory employees entitled to that step based on the current salary schedules (2017-18). <p>There are currently no plans to include any increase in pay for employees in the 2019-20 budget. This includes any step increase based on the schedules used in the 2018-19 fiscal year.</p> <ul style="list-style-type: none"> • Across the board raises for all employees <p>There are currently no plans to include any increase in pay for employees in the 2019-20 budget. This includes any step increase based on the schedules used in the 2018-19 fiscal year.</p> <ul style="list-style-type: none"> • Maintain employee health insurance premiums at their current levels. <p>The planned increases to employees' health insurance premiums are still expected to be between five and six percent. The only exception is the employee only rate for the Select Plan. Keep in mind the District is contributing 75% of the total contributions to the health insurance plan. This is up from 70% in 2016-17. Keeping employee premiums flat is not currently possible in 2019-20 or future years.</p>		
HFT/CHT5	CHT Item: After a lengthy security lockdown at Meyerland MS on February 18, the principal issued a written directive to the entire campus staff to download the proprietary messaging app REMIND on their personal phones. While no person in HISD wants to impede efforts at student safety, this administrative action raises a number of important related questions: <ol style="list-style-type: none"> 1. Does the principal have the right to direct district employees to use their personal communication devices to conduct school-related business? 2. Will a campus staff member who follows this directive be afforded a cellular communication allowance or other means of reimbursement as detailed in CPAC (REGULATION)? 	SCHOOL OFFICE: WEST AREA: James McSwain

3. Is this third-party app an approved social media tool as provided under CQ5 (REGULATION)?

4. Board Policy EK (LOCAL) prohibits the use of cell phones by test administrators. How can a staff member employ a wireless messaging app on test days without directly violating board policy and being subject to disciplinary action?

5. Does the written communication generated by this app constitute "public information" under the Texas Public Information Act as referenced in GB (LEGAL)? If it does, will the contents of employees' personal cell phones using this app be subject to public information requests and legal subpoenas?

6. Are the proprietary messages sent to employees' personal phones a "transitory record" as described in HISD's Records Retention Schedule GR that is filed with the Texas State Library and Archives Commission?

WRITTEN RESPONSE:

Meeting

Next Meeting: Thursday, March 28, 2019, 2:30 p.m. in 3SE36 (Supt's Large Conference Room)

Office of the Superintendent of Schools
Board of Education Meeting of March 21, 2019

Office of the Board of Education
Diana Davila, President and District VIII Trustee

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL),
EDUCATIONAL PHILOSOPHY—SECOND READING**

The Houston Independent School District Board of Education proposes changes to Board Policy AE(LOCAL), *Educational Philosophy*, to add a board self-constraint and related constraint progress measure.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy AE(LOCAL), *Educational Philosophy*, on second reading, effective March 22, 2019.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Beliefs and Vision

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Mission

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Mandate for Change

Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.
- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.
- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

Change in Action

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

Decentralization

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and
Strategic Intent**

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

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

**Goals and Progress
Measures**

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Goal Progress Measure 1.1

End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

- Goal Progress Measure 1.2

Grades 4 and 7 students shall be assessed in writing in the fall and spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College and Career Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

- Goal Progress Measure 2.1

The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of two percentage points annually from 63.0 percent in spring 2017 to 69.0 percent in spring 2020.

- Goal Progress Measure 2.2

The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in spring 2017 to 42.1 percent in spring 2020.

- Goal Progress Measure 2.3

The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

- Goal Progress Measure 3.1

The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

- Goal Progress Measure 3.2

The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

**Constraints and
Constraint Progress
Measures**

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

Board's Constraint
for the Board

The Board shall not spend more than 50 percent of its time on non-student outcome related discussion.

- Constraint Progress Measure

The Board shall increase the time it spends on student outcomes from 9 percent in the fourth quarter of 2018 to 50 percent in the second quarter of 2019, maintaining 50 percent through the end of 2021.

Board's Constraints
for the
Superintendent

The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

Constraint 1

- Constraint Progress Measure 1.1

The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Constraint Progress Measure 1.2

The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in fall 2017 to 100 percent of campuses access the tools and training by 2022.

Constraint 2

The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- Constraint Progress Measure 2.1

The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.

Constraint 3

The Superintendent shall not allow achievement gaps for student groups, including African-American, Hispanic, economically disadvantaged students, students receiving special education services, and English learners (ELs), to increase in reading and mathematics.

- Constraint Progress Measure 3.1

The reading and math performance gap between economically disadvantaged and non-economically disadvantaged students, as measured by the percent of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 17 percentage points in spring 2017 to 14 percentage points in spring 2020.

- Constraint Progress Measure 3.2

The reading and math performance gap between English learners (ELs) and Non-English Learners (Non-ELs), as measured by the percentage of students at the Approaches Grade Level Standard on STAAR shall decrease by one percentage point annually from 22 percentage points in spring 2017 to 19 percentage points in spring 2020.

- Constraint Progress Measure 3.3

The reading and math performance gap between students receiving special education services and students not receiving special education services, as measured by the percentage of students at the Approaches Grade Level Standard on STAAR, shall decrease by one percentage point annually from 45 percentage points in spring 2017 to 42 percentage points in spring 2020.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Constraint 4

The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects.*

*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

- Constraint Progress Measure 4.1

The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.

- Constraint Progress Measure 4.2

The percentage of first-year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.

- Constraint Progress Measure 4.3

The percentage of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached and maintained through 2020.

Core Values

The District's core values are as follows:

- Safety Above All Else.

Safety takes precedence over all else. A safe environment shall be provided for every student and employee.

- Student Learning is the Main Thing.

All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.

- Focus on Results and Excellence.

Each employee shall focus on results and excellence in individual and organizational efforts.

- Parents are Partners.

Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

- Common Decency.

The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

- Human Capital.

Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

**Central Office
Accountability
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

Effective Date

This policy shall be effective as of the adoption date, ~~December 14, 2018~~.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SCHEDULED MEETING
AE(LOCAL)	Educational Philosophy	March 21, 2019
INITIATED BY: Board Policy Committee		
TYPE OF REVISION: Update		
APPLICABILITY: Lone Star Governance; Board		
BACKGROUND: The Houston Independent School District (HISD) Board of Education is adding a board Constraint and Constraint Progress Measure.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: None		

Office of the Superintendent of Schools
Board of Education Meeting of March 21, 2019

Office of the Board of Education
Diana Davila, President and District VIII Trustee

SUBJECT: PROPOSED REVISIONS TO BOARD POLICY BBD(LOCAL), BOARD MEMBERS: TRAINING AND ORIENTATION—SECOND READING

In order to increase the effectiveness and efficiency of the Houston Independent School District Board of Education, the board's Policy Committee recommends changing Board Policy BBD(LOCAL), *Board Members: Training And Orientation*, to add a new section called *Team Building*.

The proposed update to Board Policy BBD(LOCAL), *Board Members: Training And Orientation*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to Board Policy BBD(LOCAL), *Board Members: Training And Orientation*, on second reading, effective March 22, 2019.

Office of the Superintendent of Schools
Board of Education Meeting of March 21, 2019

Office of Academic Services
Noelia Longoria, Interim Chief Academic Officer

**SUBJECT: PROPOSED REVISIONS TO BOARD POLICY DNA(LOCAL),
PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—FIRST
READING**

In response to feedback gathered from stakeholder groups across the Houston Independent School District (HISD), the Board of Education is asked to modify the existing Teacher Appraisal and Development System (TADS) to recognize and reward effective and highly effective teachers in HISD. This requires revision of Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*.

Opportunities for feedback regarding HISD's existing TADS has informed this recommendation. In October 2017, the Teacher Appraisal Working Committee was formed as a working body to drive learning and input related to the district's appraisal system.

Five Teacher Appraisal Information and Feedback Sessions were held in spring 2018. At these sessions, participants were given an overview of the Texas Teacher Evaluation and Support System (T-TESS) to compare and contrast it with HISD's TADS. Based on the collective feedback from these sessions, the Teacher Appraisal Working Committee recommends modifying TADS with the long-term goal of incorporating some of the best features of T-TESS. The proposed modifications to DNA(LOCAL) are also informed by multiple surveys, input opportunities, and feedback from Shared Decision-Making Committees and the District Advisory Committee.

For the 2019–2020 school year, the priority is to provide an optional modified version of TADS (M-TADS), requiring fewer observations, walkthroughs, and conferences for effective and highly effective teachers.

A copy of the proposed M-TADS framework—including how teachers qualify, appraisal components, and information about changing appraisal systems during the school year—is attached, as is a copy of the proposed revisions to DNA(LOCAL).

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all three district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and

Core Initiative 3: Rigorous Instructional
Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*, on first reading.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

APPRAISAL SYSTEM
AND PROCESS

The formal appraisal of District teachers shall be in accordance with a local appraisal system developed in compliance with statutory provisions and state rules.

GENERAL
REQUIREMENTS

District teachers shall be appraised annually as specified by this policy, DNA(REGULATION), the Board-approved appraisal calendar, and the Teacher Appraisal and Development System manual. Teachers will participate in the Teacher Appraisal and Development System (TADS) or the Modified Teacher Appraisal and Development System (M-TADS).

The District shall establish an appraisal calendar each year. The appraisal period for each teacher shall be defined as stated in the Board-approved appraisal calendar. The Board-approved appraisal calendar may provide exceptions to this policy.

Components of the appraisal system shall ensure that teachers receive appropriate guidance and feedback and, in addition to the components described in the remainder of this policy, may include, but are not limited to, a written self-assessment, formal and informal observations, classroom walk-throughs, student learning indicators, and conferences. The appraisal process shall produce a written document to be presented to the teacher, signed by the teacher and appraiser, and maintained as specified in the District's Records Management manual.

APPRAISERS

All teachers shall be assigned a qualified appraiser. Appraisers shall be school-based administrators or other individuals who meet eligibility requirements, as specified in DNA(REGULATION), and who have undergone the requisite appraiser training and certification provided by the District.

CERTIFICATION

Before conducting an appraisal, an appraiser shall be certified by completing the uniform appraiser training the District provides. The Board shall annually approve certified appraisers. Periodic appraiser recertification and training shall be required.

ANNUAL TRAINING

Teachers shall participate in initial or update appraisal training annually as specified in the Board-approved appraisal calendar, DNA(REGULATION), and the Teacher Appraisal and Development System manual.

It is the teacher's responsibility to complete appraisal training and to provide evidence of training completion to the appraiser within the specified time line. Failure to complete the appraisal training shall not impede the appraisal process.

CONFERENCES

Teachers participating in TADS shall meet with their respective appraiser at least three times throughout the course of the school year. These comprehensive conferences shall be held near the

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

beginning, middle, and end of the school year. Teachers participating in M-TADS will meet with their respective appraiser at least two times throughout the course of the school year. These comprehensive conferences shall be held near the beginning and end of the school year.

Additional conferences may be held at the request of the teacher or appraiser.

WALKTHROUGHS

Each teacher participating in TADS shall receive at least two formal, unannounced ~~walk-throughs~~ walkthroughs of at least ten minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced walkthrough of at least ten minutes in length. The ~~walk-through~~ walkthroughs shall be conducted by the teacher's appraiser. Each ~~walk-through~~ walkthrough shall be followed by written feedback within ten working days from the date of the ~~walk-through~~ walkthrough. ~~Post-walk-through~~ Post-walkthrough conferences may also be conducted at the request of either the appraiser or the teacher.

OBSERVATIONS

Teachers participating in TADS shall receive at least two formal, unannounced classroom observations, of at least ~~30~~ thirty minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced classroom observation of at least thirty minutes in length. The observations shall be conducted by ~~their~~ the teacher's appraiser ~~throughout the school year~~. Appraisers shall not give notice of the date or time of an observation.

The appraiser shall provide the employee with specific, written feedback within ten working days from the date of the observation. Post-observation conferences may also be conducted at the request of either the appraiser or the teacher.

MISSED DEADLINES

In the event an appraisal deadline is missed by either the teacher or the appraiser, the appraiser shall document the reason in a memorandum to the teacher and a copy shall be sent to the building principal. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document.

APPRAISAL CRITERIA

Teachers shall be appraised on the following three performance criteria categories:

1. Instructional practice;
2. Professional expectations; and
3. Student performance (as determined by the District).

INSTRUCTIONAL
PRACTICE

Appraisers shall assess the extent to which a teacher meets a set of expectations for instructional planning and delivery.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

PROFESSIONAL EXPECTATIONS	Appraisers shall assess whether a teacher meets a set of expectations for professionalism.
STUDENT PERFORMANCE	Appraisers shall assess a teacher's effectiveness using student performance measures.
PERFORMANCE CRITERIA RATING	Every teacher shall receive a performance rating in Instructional Practice and Professional Expectations during the end-of-year conference.
TIMING	Every teacher shall receive a summative performance rating as specified in the Board-approved appraisal calendar, DNA(REGULATION), and the Teacher Appraisal and Development System manual.
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN	Every teacher shall have an individual professional development plan that sets a path for professional growth. The plan shall be developed collaboratively with the teacher and his or her appraiser near the beginning of the school year and shall be revisited as necessary throughout the year.
PREScriptive PLAN FOR ASSISTANCE	<p>An appraiser shall create a Prescriptive Plan for Assistance (PPA) for any teacher whose job performance becomes a concern as evidenced through walk-throughs <u>walkthroughs</u> and observations aligned to the instructional practice rubric. Teachers shall acknowledge receipt of the PPA within ten working days from receipt of the plan.</p> <p>The PPA form shall outline the focus areas for development, specific development activities and action steps, and expected changes in behavior or performance outcomes.</p> <p>The PPA shall be considered complete when the teacher's performance exhibits the expected change as noted by the appraiser.</p>
THIRD-PARTY INPUT	The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. A parent or legal guardian must sign if the initiating party is under 18 years of age.
SECOND APPRAISAL REVIEW	Each teacher may request a second appraisal review of his or her instructional practice, professional expectations, and/or student performance ratings by submitting a written request. The teacher's request must be submitted in writing within ten working days <u>of receipt of the formative performance category ratings for performance criteria at the Progress or End-of-Year Conference</u> . The

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

teacher may only request a second appraisal for a specific performance criteria category once throughout a school year.

A second appraisal review for instructional practice shall require that the second appraiser conduct at least one unannounced classroom observation along with a review of all documentation and data collected to inform the original rating. All instructional practice criteria must be rated.

A second appraisal review for professional expectations and student performance shall require a review of all documents and related materials to assess the teacher in those areas. All professional expectation criteria must be rated.

Ratings from both the primary and second appraisers shall be averaged for a final rating for the requested performance criteria under review.

The Superintendent or designee shall select the second appraiser. Teachers may request that the second appraiser have content knowledge specific to the area being taught and that assignments shall be made based upon the availability of qualified personnel.

TEACHER
RESPONSES

A teacher may submit a written response or rebuttal to his or her appraiser within ten working days of receipt of a written document. The appraiser will attach the teacher's written response to the appraisal document.

APPLICATION OF
ASSESSMENT
SYSTEMS

All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied to him or her, a dispute may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.

COMPLAINTS

Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's Dispute Resolution Process. [See DGBA(LOCAL)]

AMENDMENT
PROCESS

The District may present suggested improvements to the appraisal process and criteria to the Shared Decision-Making Committees (SDMCs) and to the District Advisory Committee (DAC) for review on an annual basis. The SDMCs shall provide feedback on the proposed improvements to the DAC for its review and

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

consideration. The District's administration shall present the recommended amendments to the Board.

EFFECTIVE DATE

This policy shall be effective as of the adoption date, August 12,
2016.

APPRAISAL AND DEVELOPMENT PROCESS – M-TADS

Qualification

To participate in M-TADS, a teacher must meet both an experience threshold and performance requirements as outlined below –

1. **EXPERIENCE THRESHOLD:** To be eligible for M-TADS, a teacher must –
 - a. Have at least 3 years of teaching experience overall,
 - b. Have a term or continuing contract, and
 - c. Have at least 1 full year of teaching experience in HISD.
2. **PERFORMANCE REQUIREMENTS:** In considering eligibility for M-TADS, the Summative rating from the teacher's prior year appraisal will be used, and the teacher must meet the following performance requirements –
 - a. Achieve a Summative Rating of Effective or Highly Effective,
 - b. Achieve a rating of Effective or Highly Effective in each component of TADS that is applicable to the teacher based on his/her teaching assignment, and
 - c. A rating of Effective or Highly Effective in each Instructional Practice and Professional Expectations criteria.
 - d. Additionally, the teacher must not be on an active Prescriptive Plan for Assistance (PPA).

In the event that an appraiser develops performance concerns for a teacher on M-TADS, the appraiser must have evidence documented during one walkthrough and one observation.

Observations and Walkthroughs

The requirements for walkthroughs and observations are detailed in the chart below –

Formal Observations	Formal Walkthroughs
<ul style="list-style-type: none"> Appraisers shall conduct at least one unscheduled and unannounced formal observations per year. 	<ul style="list-style-type: none"> Appraisers shall conduct at least one unscheduled and unannounced formal walkthroughs per year.
<ul style="list-style-type: none"> A formal observation must be at least 30 minutes in length. 	<ul style="list-style-type: none"> A formal walkthrough must be at least 10 minutes in length.
<ul style="list-style-type: none"> Appraisers shall provide written feedback using the standardized feedback form in the Feedback and Development Tool within 10 working days from the date of the formal observation. 	<ul style="list-style-type: none"> Appraisers must provide written feedback using the standardized feedback form in the Feedback and Development Tool within 10 working days from the date of the formal walkthrough.
<ul style="list-style-type: none"> Post-observation conferences may be conducted at the request of either the appraiser or the teacher. 	<ul style="list-style-type: none"> Post-walkthrough conferences may be conducted at the request of either the appraiser or teacher.
<ul style="list-style-type: none"> Additional formal observations may be conducted at the discretion of the appraiser. 	<ul style="list-style-type: none"> Additional formal walkthroughs may be conducted at the discretion of the appraiser.

Coaching

The Coaching form, which can be utilized outside the official appraisal period, is a living document designed to target specific Instructional Practice criterion. When using the Coaching form, the appraiser should select one IP criterion on which to provide feedback following each visit. A coaching conference is required following each entry, and the form is submitted to the teacher after each new entry.

Annual Conferences

Through the required annual conferences, appraisers will engage in ongoing dialogue with the teacher regarding instructional practice, professional expectations, professional development, and student performance. The expectations for each conference are detailed in the chart below.

Goal Setting Conference

- Goal Setting Conferences and Individual Professional Development Plans shall be completed no later than **(date pending)**.
- The appraiser and teacher will discuss the prior year's teacher and student performance results, and, if appropriate, the teacher's final Student Performance and Summative Ratings.
- The appraiser and teacher will discuss the teacher's development plan (IPDP).
- The appraiser and teacher will review and discuss the Student Performance Measures Worksheet, the Goals Worksheets, and assessments, as applicable.

End-of-Year Conference

- The End-of-Year Conference shall be conducted **(date pending)**.
- Appraisers will provide teachers with comprehensive feedback on performance to date (End-of-Year Conference form).
- Appraisers will provide teachers with the final IP and PR performance ratings.
- Appraisers and teachers will discuss preliminary professional learning goals for the next year and update the development plan as necessary.

Executive Summary:

MODIFIED TEACHER APPRAISAL AND DEVELOPMENT SYSTEM (M-TADS)

GOAL

In response to feedback gathered from stakeholder groups across the district, the goal is to modify the existing Teacher Appraisal and Development System (TADS) to recognize and reward effective and highly effective teachers in Houston ISD. This requires revision of DNA(LOCAL).

STAKEHOLDER INPUT

Opportunities for feedback regarding HISD's existing TADS has informed this recommendation. In October 2017, the Teacher Appraisal Working Committee was formed as a working body to drive learning and input related to the district's appraisal system. The committee's inaugural membership includes: Dawn DuBose-Randle, Leadership Development Officer; Abigail Taylor, Assistant Superintendent of Talent Development and Performance; Janie Ruiz, HR General Manager Talent Acquisition; David Jackson, Principal of Greggs ES; Beth Bonnette, Principal of Wilson Montessori (retired August 2018); Angelica Vega, Principal of Middle College HCC Fraga HS; Daniel Santos, Teacher at Navarro MS; Delia Thibodeaux, Teacher at Westside HS; Ivan Castillo, Teacher at Briscoe ES; Andy Dewey, Houston Federation of Teachers; Zeph Capo, Houston Federation of Teachers; Steve Antley, Congress of Houston Teachers; and Charles Robinson, Congress of Houston Teachers. In March 2018, additional teacher members were added to assist with the Teacher Appraisal Information and Feedback Sessions. Those teachers include Sandro Morales, Teacher at Gregg ES, and Cara Grossman, Teacher at Red ES. The Teacher Appraisal Working Committee plans to continue the work of enhancing the district's teacher appraisal and development system with the ultimate goal of increasing student achievement in HISD.

Teacher Appraisal Working Committee meeting dates: 11/2/2017, 12/7/2017, 1/25/2018, 2/5/2018, 3/1/2018, 5/2/2018, 10/9/2018, 10/23/2018, and 1/16/2019.

Throughout this work, the District Advisory Committee (DAC) has been kept abreast of work related to TADS.

DAC meeting dates: 9/28/2017, 10/26/2017, 1/25/2018, 8/16/2018, 10/25/2018, 1/31/2019, and 2/28/2019 (scheduled).

Five Teacher Appraisal Information and Feedback Sessions were held in spring 2018. At these sessions, participants were given an overview of the Texas Teacher Evaluation and Support System (T-TESS) for the purpose of comparing and contrasting it with HISD's TADS. Based on the collective feedback from these sessions, the Teacher Appraisal Working Committee recommends modifying TADS with the long-term goal of incorporating some of the best features of T-TESS.

Teacher Appraisal Information and Feedback Session dates: 3/27/2018 at Waltrip HS, 4/2/2018 at Chavez HS, 4/4/2018 at Revere MS, 4/18/2018 at Key MS, and 4/20/2018 at Sterling HS.

With the knowledge that the Teacher Appraisal Working Committee wanted to peruse changes to TADS, all district teachers were invited to the **TADS Teacher Think-Tank** on 6/7/2018 at Waltrip HS. Feedback from this session was used to create a follow-up survey for all HISD teachers which was available from 8/20/2018 through 9/7/2018. Principals were also invited to the **TADS Principal Think-Tank** as a choice session during the September District-Wide Principals' Meeting on 9/5/2018. Feedback from this session was used to create a follow-up survey for all TADS appraisers which was available 10/1/2018 through 10/12/2018. A second survey was created for appraisers, the **TADS Technology Tools Survey**, to gain additional feedback on technological enhancements. This survey was designed based on requests received across all feedback sessions and was available 10/29/2018 through 11/9/2018.

In addition to the multiple face-to-face sessions and survey opportunities, the **Principals' Ad Hoc Committee** was also updated and had opportunities to provide feedback on 10/4/2017, 3/7/2018, and 11/7/2018.

Shared-Decision Making Committee Meetings (SDMC): Principals were asked to hold a SDMC meeting during the month of February to gain feedback from the committees. The feedback from the committees was obtained via a survey completed by the campus principals.

Andy Dewey

From: Zeph Capo
Sent: Monday, February 18, 2019 5:54 PM
To: Andy Dewey
Cc: Corina Ortiz
Subject: Fwd: Faculty meeting

Consultation agenda. Corina might want to discuss with school. We need to start a list of schools violating Fac meeting and lunch.

Zeph

Sent from my iPhone

Begin forwarded message:

Date: February 18, 2019 at 4:56:42 PM CST
To: Zeph Capo <zcapo@hft2415.org>
Subject: Re: Faculty meeting

Thanks

Yes we just had one 3 weeks ago and it included a professional development which I thought was not allowed

They are looking for any way to steal our time

Today they had a fine arts meeting during lunch

Told teachers they would get the ten minutes before and the 20 minutes after the meeting to eat and then went long on the meeting so they did not get to eat lunch

On Mon, Feb 18, 2019 at 4:52 PM Zeph Capo <zcapo@hft2415.org> wrote:

School Guidelines, 2018-2019 Organizational Structure A principal should schedule a faculty meeting only when necessary. Unless the meeting is needed to address some type of immediate emergency, participants should be given reasonable notification prior to the scheduled time of the meeting. The meeting should not be long, and an agenda should be provided that outlines the topics that will be covered during the meeting. Participants in the meeting should focus on the items included in the agenda.

Had them right here since I just sent to one of your members on campus!

Zeph

Andy Dewey

From: Zeph Capo
Sent: Tuesday, February 19, 2019 5:16 PM
To: Andy Dewey
Cc: Sonia Gonzalez
Subject: Fwd: Copy of Unmatched Members 11.19.18.xlsx

Put this on the agenda for consultation.

Zeph

Sent from my iPhone

Begin forwarded message:

From: "Ellison, Katheryne R" <KELLISO1@houstonisd.org>
Date: February 19, 2019 at 4:46:35 PM CST
To: "zcapo@hft2415.org" <zcapo@hft2415.org>, "Cisneros, Richard" <RCISNERO@houstonisd.org>
Cc: "Hutchins-Taylor, Elneita" <EHUTCHI1@houstonisd.org>, "Dimmitt, Julia B" <JDIMMITT@houstonisd.org>
Subject: RE: Copy of Unmatched Members 11.19.18.xlsx

We have received the request from Ms. Reichel and are processing it. I checked with our HRIS department, and District employees already have two unique identifiers in SAP - Employee ID numbers and social security numbers. Neither of these identifiers can be provided for security and privacy reasons. In addition, SAP is not be able to capture any additional unique identifiers. Accordingly, we would not be able to create an additional unique identifier for all employees that could be shared.

Katheryne Ellison
Assistant General Counsel, Legal Services
713-556-7084 (office) | 713-556-6061 (fax)
kelliso1@HoustonISD.org (email)

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Hattie Mae White Educational Support Center
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From: Zeph Capo [<mailto:zcapo@hft2415.org>]
Sent: Tuesday, February 19, 2019 1:39 PM
To: Ellison, Katheryne R <KELLISO1@houstonisd.org>; Cisneros, Richard <RCISNERO@houstonisd.org>
Cc: Hutchins-Taylor, Elneita <EHUTCHI1@houstonisd.org>; Dimmitt, Julia B

<JDIMMITT@houstonisd.org>

Subject: RE: Copy of Unmatched Members 11.19.18.xlsx

Katheryne,

We are about to request an updated list to catch mid-year hires, but wanted to check with you to see if there has been any movement on attaching a publicly available unique identifier to each employee record? Legal still thinks I can memorize on sight a 6 or 8 digit employee ID number, but the email address we were using has significant faults because it is subject to change of name and format.

Has anyone put anything on the table since we last discussed and I sent over these examples below?

Thanks,
Zeph

From: Ellison, Katheryne R <KELLISO1@houstonisd.org>

Sent: Friday, November 30, 2018 5:04 PM

To: Zeph Capo <zcapo@hft2415.org>; Cisneros, Richard <RCISNERO@houstonisd.org>

Cc: Hutchins-Taylor, Elneita <EHUTCHI1@houstonisd.org>

Subject: RE: Copy of Unmatched Members 11.19.18.xlsx

Zeph,

I will look into this and get back to you as soon as possible.

Katheryne

Katheryne Ellison

Assistant General Counsel, Legal Services

713-556-7084 (office) | 713-556-6061 (fax)

kelliso1@HoustonISD.org (email)

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From: Zeph Capo [<mailto:zcapo@hft2415.org>]

Sent: Wednesday, November 28, 2018 12:40 PM

To: Cisneros, Richard <RCISNERO@houstonisd.org>; Ellison, Katheryne R <KELLISO1@houstonisd.org>

Cc: Hutchins-Taylor, Elneita <EHUTCHI1@houstonisd.org>

Subject: FW: Copy of Unmatched Members 11.19.18.xlsx

Katheryne/Richard,

I'm starting with the two of you as you are the ones most often helping us get the data necessary to process records, but I think there might be someone who oversees data quality in the HR records that might need to be consulted and I'm not sure who the best person might be. We are having some pretty big issues with the data sets. The main issue is lack of a unique identifier to match data properly. There are at least a couple hundred members on payroll that we can't find on the latest employee list.

We know some of the unmatched members are no longer with the district as Katheryne explained the data request is a snapshot from one day in time and they may be fixed with the next report, we know that some of our edues members have moved to other districts and are still paying us so they would legitimately not be on HISD records anymore, however we have people on payroll deduction that are getting a check from HISD and we are not able to find them on the new report.

Some of the problems I've been able to identify and marked on the attached unmatched file. A couple of examples:

1. Maria Castillo- Walnut Bend e-mail discrepancy. She is maria.castillo in some records, but maria.castilloGamez on the latest file.
2. Autumn Garcia- Scroggins e-mail discrepancy. She is now Autumn Messin on your new data record

I'm sure there are others like this, but it is almost impossible to go through this without having a unique identifier. We've been using the e-mail address as it is the closest thing we've had since legal took away access to the employee ID number. It has become clear that we simply must have some point of data to match on. Now, we have the emp id number for our members, but if you don't provide it on the requested file we can't use it to match.

We can't continue to function with this volume of records in such a manner. What solutions do you think we might be able to come up with? Who should be brought into this conversation?

Thanks,

Zeph

November 19, 2018

Zeph:

Please consider the following regarding the local database update using the new data from the district.

- Based on job titles in the local database, there are 20,814 records on the district list in the HFT unit. There are currently 24,092 records in the local database. The difference is huge, but includes the TA data Jesse provided. Unless the district really cut back on employee numbers, the list we received does not include all employees.
- We will deactivate 4,341 records in the local database that could not be matched to the district list.
- This does not include members that could not be matched, which would add another 411 to the list of deactivations. The unmatched membership list is attached. A spot check of their dues payment histories shows most are current.

- There are only 1,473 new records to add to the local database. This is another indication the district list is short.

I've updated the records in the local database that match a record on the district file (worksites, job titles, etc.). I can deactivate the list of 4,341 records in the local database that do not match a record on the district file, but there's no way to know what we might be losing.

There shouldn't be a problem if we add the 1,473 new records to the local database, but you never know.

I'd like to go ahead with all the updates, but I'd like approval from the local before proceeding. I suggest the local use the new data and evaluate whether or not the update is useful. However, I wouldn't wait too long to make up my mind. We can ask Colin to restore the database back to its present point, but the farther forward we go, the more redundant work we may be creating having to update the database again from the restore point.

The local's input is appreciated. Feel free to call if you have questions about any of this.

Evan L Butcher
Office: 956.668.1040
Mobile: 956.566.9939

CC: Jesse, Andy, Starla, Ben

From: Zeph Capo
Sent: Monday, November 26, 2018 5:33 PM
To: 'jdrews@aft.org' <jdrews@aft.org>
Subject: Copy of Unmatched Members 11.19.18.xlsx

This is what I've started. There is a notes section after the dues deduction type in the GUID column.

Zeph

From: Straub, Brooks D

Sent: Friday, February 8, 2019 10:27 AM

To: Straub, Brooks D <BSTRAUB@houstonisd.org>

Cc: Amerson, Jeff <JAMERSON@houstonisd.org>; Berger, Connie M <CBERGER@houstonisd.org>; Conway, Lillian L <LCONWAY@houstonisd.org>; Kasper, Gretchen E <GKASPER@houstonisd.org>; Marquez, Mario C <MMARQUE1@houstonisd.org>; Martinez-Buley, Elena <EMARTINE@houstonisd.org>; McDonough, Michael <MMCDONOU@houstonisd.org>; Mitchell, Jacqueline A <JMITCHEL@houstonisd.org>; O'Dell-Thomas, Delesa M <DTHOMAS1@houstonisd.org>; Parnell, Jaqueline <JPARNELL@houstonisd.org>; Rose, Theresa L <TROSE@houstonisd.org>; Stewart, Marguerite "Peggi" <FSTEWAR2@houstonisd.org>

Subject: Enrollment and Capping

Good morning Principals,

As of today, we are lifting all capping limits in the West Area. All campuses are expected to enroll all zoned students from this point moving forward. Please let me know if you have any questions.

Thank you,

Brooks Straub

Director, Schools Office – West Area

bstraub@houstonisd.org

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