



Instructional Consultation Meeting

AGENDA

February 24, 2022
Via Microsoft TEAMS

Agenda Review: March 3, 2022
Board Meeting Date: March 10, 2022

Items Requiring Consultation: BOE REGULAR AGENDA

F-1	ADOPTION OF RECOMMENDED INSTRUCTIONAL MATERIALS FOR SCHOOL YEAR 2022–2023	ACADEMICS Dr. Shawn Bird Tho Mei
F-3	APPROVAL OF GENERAL/SPECIAL EDUCATION HOMEBOUND REMOTE INSTRUCTION	ACADEMICS Dr. Shawn Bird Allison Matney
G-2	CONSIDERATION AND APPROVAL OF CONTINUING CONTRACT TEACHING FIELDS FOR REDUCTION IN FORCE	TALENT Jeremy Grant-Skinner
G-3	CONSIDERATION AND APPROVAL OF TERM CONTRACT EMPLOYMENT AREAS FOR REDUCTION IN FORCE	TALENT Jeremy Grant-Skinner

HFT Items

HFT 1	<p>Paraprofessional Items</p> <p>WRITTEN RESPONSES:</p> <p>1. HFT Position - Compensation for Support Staff needs to be meaningful and predictable. HFT proposes a step schedule for Support Staff.</p> <p style="padding-left: 20px;">a. How does the Superintendent plan to improve compensation for support staff/paraprofessionals?</p> <p>At the recent Board Workshop on the district’s strategic plan, the superintendent shared a high-level proposal to increase compensation for every employee each year for the next three years, including for support staff and paraprofessionals. More details will be made available throughout the budget planning and adoption process for 2022-23. We are scheduled to talk more with HFT representatives about aspects of our compensation plan on Friday, February 25.</p> <p style="padding-left: 20px;">b. Are step schedules for support staff part of the discussion in the Superintendent’s Strategic Plan?</p> <p>The current compensation plan proposal maintains support staff on the master salary table, with the intention of providing pay raises each year for the next three years.</p>	TALENT Jeremy Grant-Skinner
-------	---	--------------------------------

2. Equitable and faster movement of Support Staff on the Hourly Rate spectrum from a “Minimum” hourly rate to the “Maximum” rate.

- a. Per Superintendent’s Strategic Plan, the district commits to maintaining “our current status as one of the regional leaders among school districts for minimum wage.”**

1. What will this look like for Teacher Assistants and other support staff?

At the recent Board Workshop on the district’s strategic plan, the superintendent shared a proposal to increase compensation for every employee each year for the next three years, which would include Teaching Assistants and other support staff. More details will be made available throughout the budget planning and adoption process for 2022-23. We are scheduled to talk more with HFT representatives about aspects of our compensation plan on Friday, February 25.

2. Is there a possibility of a minimum increase of \$2 per hour?

The compensation plan proposal would increase compensation for all employees each year for the next three years. Additionally, the Master Pay Scale, which determines wages and salaries for numerous groups of support staff, would be updated under this proposal. Additional details, including any potential impact to minimum rates of pay, will be shared through the board budget workshop and adoption process. The three-year compensation plan would not raise the minimum wage by \$2 per hour, but it would raise it by \$1 per hour. This adds to the \$4 per hour increase implemented within the last several years.

<p>HFT 2</p>	<p>Special Education</p> <p>WRITTEN RESPONSES:</p> <p>1. Progress Tracking and Requirement of paper log of data entries: These new protocols create an inconsistency in goal tracking.</p> <p>a. Has there been a change in documenting progress? If so, where is it written?</p> <p>No recent changes were made, however there was an update at the start of the year. There was a shift in tracking data points of student performance. In the Easy IEP system, we are no longer using Goal Progress, but are using Progress Track. As per the Academic Service Memo dated August 16, 2021, campuses were informed of this change. Easy IEP Progress Track Open Labs were offered on the following dates: August 18, 25, 26 & 30, 2021; and September 2, 2021. Additional Open Labs are offered monthly through May 25, 2022.</p> <p>b. Why is the redundancy necessary (e.g., logging of documentation twice on paper and digitally?) Is it from the OSSES?</p> <p>The Office of Special Education Services requires that student performance is digitally documented in Progress Track in the Easy IEP system. Any paper documentation is not required by the Office of Special Education Services. The EasyIEP system is the official record for documenting compliance.</p> <p>2. What is the next date for Special Education Consultation?</p> <p>We will schedule the HFT Special Education Consultation, Monday, March 7, 2022, from 2:00 p.m. to 3:00 p.m. We will communicate directly with the HFT regarding this meeting.</p> <p>Support Staff access to certain databases: Teacher Assistants in the classroom who must create instructional, and behavior plans lack access to student databases (e.g., Unique Learning System, Review 360) and contribute to greater inefficiency when supporting teachers of record.</p> <p>a. How can T.A.s receive access to necessary databases and thereby improve collaboration with teachers?</p> <p>Thank you for elevating this concern. We will work with our curriculum vendors to expand digital access for instructional TAs.</p>	<p>ACADEMICS Dr. Shawn Bird Kechara Bradford</p>
--------------	--	---

HFT 3a	<p>General Instructional</p> <p>a. What are the updated protocols for in-person faculty meetings?</p> <p>In-person faculty meetings can take place as long as everyone is masked.</p>	<p>ACADEMICS Dr. Shawn Bird</p>
HFT 3b	<p>General Instructional</p> <p>WRITTEN RESPONSES:</p> <p>1. What plans are in place to improve district substitute shortage and minimize interruption of instruction? (Example: classes at Sterling HS have been sent to P.E./Gym for past three weeks)</p> <p>The district is exploring a variety of options to improve the availability of substitute teachers in the district, including the reevaluation of associate teacher compensation and potentially partnering with third-party associate teacher staffing vendors. More broadly, the district is examining its teacher pipeline and recruitment strategies to minimize the number of vacant classrooms in the 2022-23 school year. Some of these strategies include expanding and offering the HISD ACP program free of cost for two years, developing grow your own teacher pipelines for paraprofessionals and HISD alumni, and proposing a compensation plan to position HISD's teacher pay to be competitive with surrounding districts. Dr. Watts has shared that specific cases where it seems our process for identifying short-term supplements are not working, should be shared with the Schools Office for intervention.</p> <p>2. HFT Teacher Retention Policy</p> <p>a. Other than improving compensation and offering HISD's ACP free of cost for two years, what is planned to maximize retention and support of new teachers?</p> <p>First, within a 5-year strategic plan, we identified compensation upgrades as the most urgent element of a retention strategy and, therefore, this is the area most fully developed at this time. Second, we know that clear direction and meaningful feedback related to instructional practice is important, and the transition to T-TESS is intended to make our direction on instructional practice clearer and make administrators' feedback to teachers more meaningful. Third, our baseline staffing model includes many supports for schools that supplement the instructional supports owned by teachers in a way that we hope will lessen ancillary burdens on new teachers. Finally, and more broadly, we have named in the strategic plan our commitment to providing opportunities for feedback and building tactical responses based on that feedback so that HISD becomes and stays a great place to work. We will look at the feedback from new teachers specifically to ensure we are finding additional ways to support them so they can be effective and stay in HISD.</p>	<p>TALENT Jeremy Grant-Skinner</p>

3. T-TESS and TIA

a. Per the district’s TIA website and the TEA, one of the criteria to receive a specific designation, a teacher must demonstrate that “55% of students meet or exceed expected growth”.

1. What definition of “Expected Growth” is the district adopting?

Per House Bill 3, school districts have the option to design a local designation system as part of its Teacher Incentive Allotment implementation. Per State minimum requirements, the designation system must include both a teacher observation and student performance component. There are numerous ways in which districts can measure student growth, including pre- and post-tests, value added measures, student learning objectives, and portfolios. Houston ISD has not submitted its application for the Teacher Incentive Allotment and is instead focused on the implementing its new teacher evaluation system, T-TESS, in the 2022-23 school year. In the future, the district will resume stakeholder engagement and planning conversations regarding the Teacher Incentive Allotment, but at this time, decisions have not been made on how HISD will measure student growth as it relates to the local designation system that will be outlined in its TIA application.

b. To calculate “Expected Growth”, it follows that a “Predicted Score” must be computed.

1. What definition of “Predicted Score” is the district adopting?

The district has not made decisions for how it will measure student growth for the purposes of the Teacher Incentive Allotment. HISD made the decision to delay its TIA application to Spring 2023 so that it can engage with stakeholders and have additional time to design a fair and reliable local designation system.

HFT 3c	<p>Compensation:</p> <p>WRITTEN RESPONCES:</p> <p>1. The district’s CFO remarked during last month’s Board meeting that salaries may be paid through ESSER funds instead of General Funds to “plug holes”.</p> <p>a. What does CFO mean by “plugging holes” and shifting expenditures between funds? HFT is asking for clarification.</p> <p>In 2020-2021 the state supplanted the attendance hold harmless to ESSER. We decided to use the attendance hold harmless in 2021-2022 to help fund this year’s budget deficit and the additional loss of students. We shifted expenditures one-time to ESSER to relieve the general fund.</p> <p>b. Are there teaching positions tethered to ESSER funds? If so, how will ESSER-funded positions be secured past the depletion of all ESSER funds? What plans exist to keep those positions or what future funds will be tapped to secure said positions?</p> <p>There aren’t teaching positions tethered to ESSER funds. This was a one-time transfer of expenditures.</p> <p>2. ESSER funds: What is the breakdown of ESSER funds per school?</p> <p>Located at: https://www.houstonisd.org/Page/188723</p> <p>3. Superintendent’s Strategic Plan:</p> <p>a. How will the plan be funded?</p> <p>We will be discussing at the March 3rd Budget Workshop.</p>	<p>FINANCE Glenn Reed</p>
--------	---	--------------------------------------

<p>HFT 3d</p>	<p>Superintendent’s Strategic Plan</p> <p>WRITTEN RESPONSES:</p> <p>1. On page 74 of the Strategic Plan presentation, it reads, “An annual raise (step increase) for all effective teachers each year for the next three years”</p> <p>a. What is HISD’s definition of “effective” for determining a teacher’s “annual raise”? Does this follow that “ineffective” teachers will receive no annual raise?</p> <p>This reference in the Strategic Plan presentation reflects the district’s interest in not only upgrading the teacher salary schedule every year for the next three years by about 4% per year <i>but also</i> granting an annual step increase. That said, teachers who did not perform effectively according to their evaluation may not be eligible for the automatic step increase. This means that a teacher rated “ineffective” would receive a raise associated with the change in the salary schedule but not a step increase. For example, a current first-year teacher who is effective would see a salary increase from \$56,869 this year to \$60,000 next year – a one-year raise of 5.5%. Meanwhile, a current first-year teacher who is “ineffective” would see a salary increase from \$56,869 this year to \$59,000 next year – a one-year raise of 3.7%.</p> <p>2. HISD Teacher & Staff Burnout: General feedback from HFT membership is that District/Campus culture is deteriorating (e.g., Increase PLC meetings, Disruptive Students, HB3 Tutorials, Increased Preps, Certified Personnel on campus not covering classes, Redundant data reports)</p> <p>a. On page 77 of the Superintendent’s Strategic Plan, the district pledges to improve “Employee ratings of HISD as a great place to work” Because the number one reason teachers cite for leaving the district is campus culture, how does HISD plan to improve employee perceptions of the district and the culture?</p> <p>Employees who have submitted their resignation from the District have the opportunity to participate in an exit survey, which the Office of Talent uses to review employee responses, analyze trends, and develop strategies to improve employee retention. During the 2021-2022 school year, 47 teachers have participated in the survey. Compensation and workload are cited as the top two resignation reasons. Exit survey data coupled with feedback from District staff, promoted the Office of Talent to take a deeper dive and conduct a district-wide survey to determine employee wellness.</p> <p>At the beginning of January, an Employee Well-Being Survey was conducted to gauge the impact the pandemic had on employees and to provide insight into the support employees were seeking. 81% of survey participants were campus-based staff, of which 57% were teachers. Concerns of increased anxiety and stress, a lack of recognition or praise for doing good work, and valuing employee opinions were highlighted. The Office of Talent is currently developing a plan to address the concerns raised which will provide support to employees.</p>	<p>TALENT Jeremy Grant-Skinner</p>
---------------	--	---

<p>HFT 4</p>	<p>Nurses</p> <p>WRITTEN RESPONSES:</p> <p>1. Strategic Plan - Nurses - "Every school will have a nurse or associate nurse."</p> <p>a. Please define what is meant by an "associate nurse"</p> <p>b. Please define the position. What credentials/licensure will they have? Educational requirements?</p> <p>An Associate Nurse is a Nurse position requiring an LVN license, as opposed to an RN license. Like many districts across the country, we are looking to address the shortage of nurses by employing <i>both</i> RNs and LVNs, which are both licensed to serve in schools. LVNs would serve under the general direction of other (RN-licensed) nursing staff.</p>	<p>TALENT Jeremy Grant-Skinner</p>
<p>Next Meeting: March 31, 2022</p>		