



# Instructional Consultation Meeting

## AGENDA

April 1, 2022

Via Microsoft TEAMS

Agenda Review: April 7, 2022  
 Board Meeting Date: April 14, 2022

### Items Requiring Consultation: BOE REGULAR AGENDA

E-1	<b>AUTHORIZATION TO PROCEED WITH THE TEXAS COVID LEARNING ACCELERATION SUPPORTS BLENDED LEARNING MODEL AT FONVILLE MIDDLE SCHOOL AND MCREYNOLDS MIDDLE SCHOOL</b>	<b>SCHOOL OFFICES</b> Dr. Denise Watts Michael Love
F-1	<b>ADOPTION OF RESOLUTION TO CONVENE LOCAL SCHOOL HEALTH ADVISORY COUNCIL FOR THE PURPOSE OF MAKING RECOMMENDATIONS REGARDING CURRICULUM MATERIALS FOR HUMAN SEXUALITY INSTRUCTION AND INSTRUCTION ON THE PREVENTION OF CHILD ABUSE, FAMILY VIOLENCE, DATING VIOLENCE, AND SEX TRAFFICKING</b>	<b>ACADEMICS</b> Dr. Shawn Bird

### HFT Items

HFT 1	<p>Paraprofessional</p> <p>a. Compensation: Other than a proposed pay increase, what other financial incentives exist for paraprofessionals that are similar to those offered to educators (for example, retention stipends or performance pay for improvement in students' academic achievement)?</p> <p><b>WRITTEN RESPONSES:</b></p> <p>Each of our paraprofessionals plays a vital role in our schools. The importance of HISD's Teaching Assistants, for example, is reflected in the fact that the three-year compensation plan will increase the current hourly wage rate by more than 18% by August 2024. This is more than the 15% average increase for teachers under the three-year compensation plan, which is itself well beyond any three-year increase employees have received in the past. Meanwhile, the three-year compensation plan ensures that all employee groups are included in a salary/wage increase in every year for the next three years. That said, classroom teachers are the only employees who will be offered a multi-year retention incentive through the <i>Commit: HISD</i> program this spring. The number of teacher positions in the district (a majority of all employees) and continuing, widespread teacher shortages called us to prioritize that group for retention stipends. Performance pay for improvement in students' academic achievement is not currently implemented in HISD for any group of employees. We have stated our intention of applying to participate in the state's Teacher Incentive Allotment (TIA) program in early 2023, for potential implementation beginning in SY 2023-2024. Should we receive approval from the state for TIA, we look forward to considering how some portion of TIA funds may be used to reward paraprofessionals, from the percentage of TIA funds that are eligible to be used for staff other than teachers.</p>	<b>TALENT</b> Jeremy Grant-Skinner
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b. HFT Position - Because compensation for support staff needs to be meaningful and predictable, HFT still believes that a step schedule for support staff would best meet that goal.

- i. Is the issue of step schedules for support staff not to be considered only as it relates to the district's three-year compensation plan?

Paraprofessionals play vital roles in our schools. The importance of HISD's Teaching Assistants, for example, is reflected in the fact that the three-year compensation plan will increase the current hourly wage rate by more than 18% by August 2024. Our intention is to update the Compensation Manual this spring to reflect the full details of the compensation plan so that all employees not only see the meaningful increases scheduled for the next three years, but also can predict how their compensation will change each year during this plan. To be clear, a step schedule in and of itself does not guarantee an annual increase, as even teachers experienced in 2016-2017, because the district must budget to fund a step increase. We are not currently considering a step schedule for support staff during the course of the three-year compensation plan.

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

- i. Based on an internal HFT survey, paras are concerned about their compensation relative to years of experience. What updates can the district share with respect to equitable compensation for paraprofessionals?

The three-year compensation plan calls for each employee to receive a salary/wage increase each year in SY 2022-2023, SY 2023-2024, and SY 2024-2025. Our focus is on increasing the current salaries/wages of employees, and the compensation plan does this with meaningful increases. The district's compensation study did not indicate that current compensation is inequitable, only that it is not sufficiently competitive.

- ii. Per the March 3 Budget Workshop presentation on page 27, is the district committing to increasing the minimum wage beginning the 2024-2025 academic year?

Yes, slide 27 indicated that the three-year compensation plan includes an increase to the minimum wage to \$15 per hour effective at the start of SY 2024-2025. While it did not show these numbers, the slide also reflected that the minimum actual hourly wage for *current* employees will be \$14.42 in SY 2022-2023, \$14.85 in SY 2023-2024, and \$15.30 in SY 2024-2025.

d. Baseline Staffing Allocation Positions

- i. What is the proposed student-to-paraprofessional ratio per school level? For example, one clerical worker per high school regardless of campus size?

The March 31<sup>st</sup> budget workshop presentation will include details of the baseline staffing model for each grade configuration. An earlier version, before additional updates were made, was provided publicly as part of the Board Q&A for March 3, 2022. Regarding clerical workers, the baseline staffing model allocates 1 Administrative Assistant position to each school, regardless of campus size, and 1 General Clerk II position for every 300 students, rounded to the nearest whole Full Time Equivalent position. (This means a school with 0-449 students is allocated 1; a school with 450 – 749 students is allocated 2; and so on, up to a school with 3,150 – 3,449 students is allocated 11.) Each school's first General Clerk II positions is a 12-month position. If a school has more than 1, additional General Clerk II positions are 11-month positions.

<p><b>HFT 2</b></p>	<p>Special Education</p> <p>a. Expanding digital access to instructional TAs of student databases (Unique Learning System/Review 360) in order to improve daily documentation/reporting tasks. What is the status of the request and the timeline curriculum vendors have given to complete said request?</p> <p><b>WRITTEN RESPONSE:</b></p> <p>Unique Learning System and Review 360 licenses are currently issued to teachers. We will expand access in the 2022-2023 school year.</p> <p>Contracts with curriculum vendors for the 2022-2023 school year will be expanded to provide digital access licenses for instructional teaching assistants. Access should be in place by the opening of the 2022-2023 school year.</p> <p>Teaching assistants currently have access to digital resources in the district's hub. We have linked a document with instructions on how to access special education resources in the Hub.</p>	<p><b>ACADEMICS</b> Dr. Shawn Bird Dr. Kechara Bradford</p>
<p><b>HFT 3</b></p>	<p>General Instructional</p> <p><b>WRITTEN RESPONSES:</b></p> <p>a. T-TESS and Teacher Step Increases</p> <p>i. Per the March 3 Budget Workshop presentation on pages 19 and 21, the conditional step increases for teachers (effective vs. ineffective) are not explicitly stated. Are conditional step increases still being considered? If so, how will this information be clarified to teachers and/or Trustees in future budget workshops?</p> <p>The summary slides in the March 3<sup>rd</sup> presentation were not intended to communicate a change to what the district already communicated on this point. The Compensation Manual will include all details that may not be included in every presentation. We previously clarified that our intention would be to include any teacher with any rating other than "ineffective." We also reiterate that the percentage of teachers rated "ineffective" has consistently been less than one percent. The overwhelmingly majority of teachers would meet the bar for earning a step increase. We are continuing to consider feedback received on this point from both teachers and administrators.</p> <p>ii. If conditional step increases for teachers will be proposed, will T-TESS be one of the tools to measure whether a teacher is "effective"?</p> <p>In response to previous questions, we shared that the rating to be used for such a determination will be the summative evaluation rating for a teacher. Beginning in SY 2022-2023, T-TESS will be the tool through which a teacher received a summative evaluation, so yes.</p> <p>iii. If step increases only for "effective" teachers are being proposed and T-TESS will be one of the tools to measure whether teachers are "effective", is this a standard compensation practice among surrounding independent school districts?</p> <p>No.</p>	<p><b>TALENT</b> Jeremy Grant-Skinner</p>

**HFT 3**

- iv. Will conditional step increases for teachers be short-term (the next three years) or indefinite?

The Compensation Manual is updated annually. We would examine the impacts of this practice to determine if any adjustments are warranted.

- v. What point system will be proposed to differentiate between an “effective” and “ineffective” teacher?

T-TESS will include thresholds for distinguishing between levels of performance in the same way that TADS does. These performance levels for T-TESS will be finalized this year.

- vi. To determine if a teacher qualifies for a step increase (e.g. “effective”), what will be the final weights to aggregate a teacher’s final evaluation score (teacher observations, student growth measures, and/or student perception surveys)?

These weights for T-TESS will be finalized this year.

- vii. To determine if a PreK-2 teacher qualifies for a step increase (e.g. “effective”), what other components will be included other than T-TESS? Will student perception surveys be included for PreK-2 teachers?

Every teacher’s summative evaluation rating will be based on both instructional practice measures and student performance measures, per Board policy. The district is considering the inclusion of student perception surveys in T-TESS, but these would not be included for teachers who teach no students above grade 2.

- viii. If approved by the Board, will the conditional step increase take effect in the upcoming 2022-2023 academic year? If so, what is the numerical threshold under TADS that will be used to differentiate between “effective” and “ineffective”? How will summative ratings that are computed in the Fall Semester of the new school year be incorporated?

If the Board approves a budget that includes salary increases for teachers for SY 2022-2023, and the district decides to exclude “ineffective” teachers from a step increase, TADS ratings would be used. Under TADS, a teacher’s summative evaluation score ranges from 1.0 to 4.0. An “ineffective” rating is assigned to teachers with a score between 1.0 and 1.49 out of 4.0.

**b. Baseline Staffing Allocation Positions**

- i. What is the proposed student-to-teacher ratio per school level? For example, 22 to 1 ratio for elementary schools? Does the student-to-teacher ratio only consider core content teachers (Math, Reading, Science, Social Studies)? If not, what other positions are incorporated into the formula?

	<p>The March 31<sup>st</sup> budget workshop presentation will include details of the baseline staffing model for each grade configuration. An earlier version, before additional updates were made, was provided publicly as part of the Board Q&amp;A for March 3, 2022. At the elementary level, teacher positions are allocated separately for core content areas at these ratios: 22-to-1 for pre-K through grade 4 and 26-to-1 for grade 5. A school receives a total allocation of teacher positions based on these ratios (rounded to the nearest whole FTE) and then principals decide how to assign these positions across grade levels. Fine arts teachers, librarians/media services specialists, and physical education teachers are allocated separately to elementary schools (with a minimum of one of each). For grades 6 through 12, all teachers positions (core content areas and others) are allocated through one calculation, based on a 26:1 ratio for grades 6-8 and a 27:1 ratio for grades 9-12.</p>	
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**Next Meeting: April 28, 2022**