Called Meeting
Monday, March 7, 2022 6:30 PM

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

Agenda

1. CALL TO ORDER
   FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION
   Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

   551.071) Private consultation with the board's attorney,
   551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee
   551.082) Considering discipline of a public school child, or complaint or charge against personnel.

   Superintendent Evaluation

   If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

   The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC COMMENTS
   The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent.
4. LONE STAR GOVERNANCE
   Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.
   4.A. Goals 2 & 3

Lone Star Governance

Cadence of Accountability

Student Outcome Goals 2 & 3

March 7, 2022

Lone Star Governance

CEDAR HILL ISD

STUDENT OUTCOME GOALS

S.O.G. 2

Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level.

S.O.G. 3

Increase the percentage of Algebra 1 scholars scoring Meets or above.

EDUCATE. EMPOWER. INSPIRE.

Goal 2

Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level

Goal 2| Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024

Annual Targets

19-20 School Year 32%

20-21 School Year 32%

21-22 School Year 48%

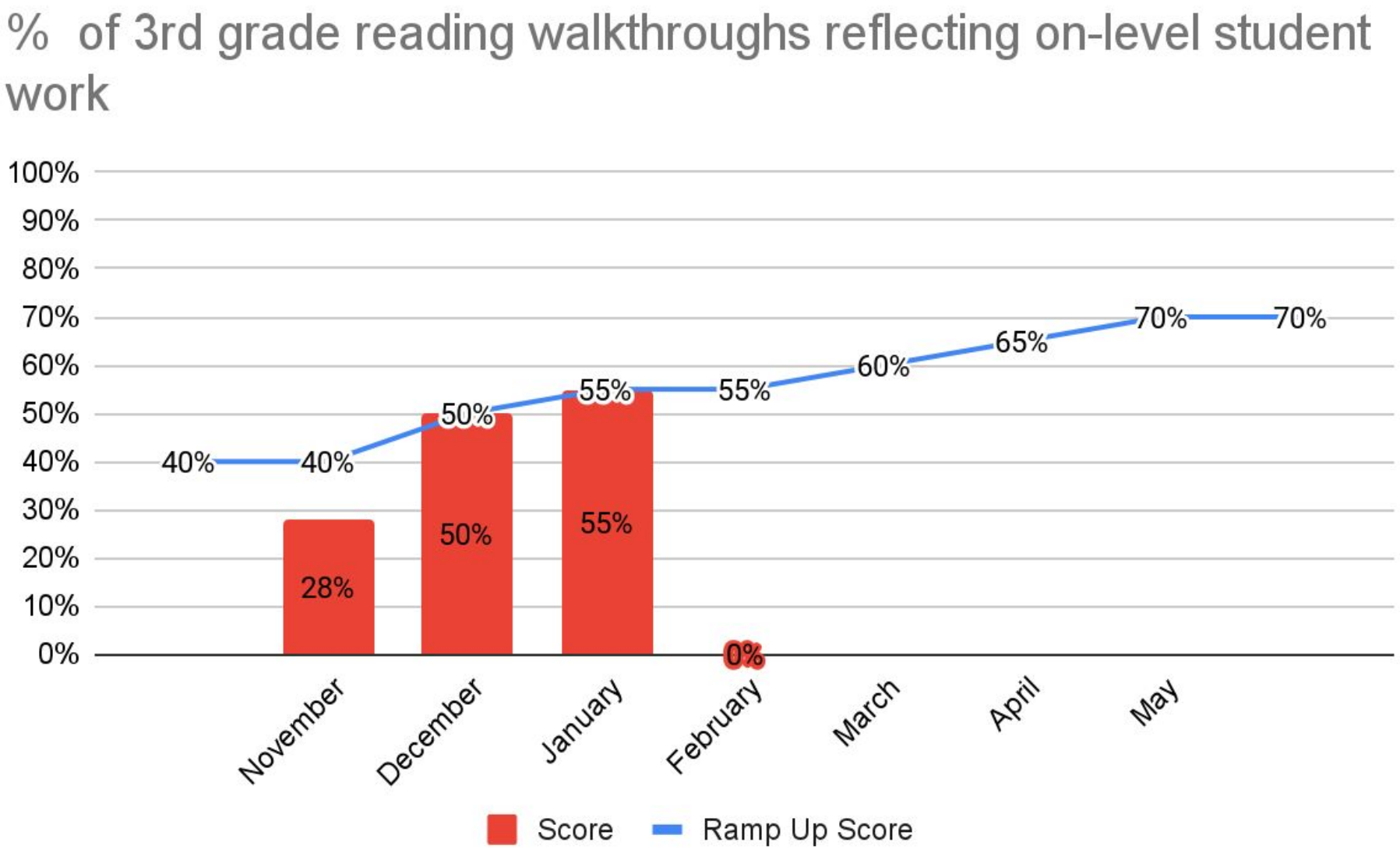
22-23 School Year 60%

23-24 School Year 70%

Goal Progress Measure

% of scholars that meets or exceeds grade level expectations based on NWEA MAP (3rd grade only)

LSG SOG #2 - % of 3rd grade ELAR Classrooms where the DOL is aligned to the learning objective as specified by the scope, sequence and specificity identified in the district curriculum documents



Ramp Up Target
3% or more above ramp up target
at or above ramp up target by 2%
within 10% of ramp up target
below 10% of ramp up target

Final Status for this Measure
≥ 71%
60% - 70%
50% - 59%
≤ 49%

Annual Target: 70%

LSG SOG #2 - % of 3rd grade ELAR Classrooms where the DOL is aligned to the learning objective as specified by the scope, sequence and specificity identified in the district curriculum documents

- What is the problem?

Due to a shortage in staff, a great deal of time in January was spent covering classrooms.

- What is the root cause of the problem?

Due to a shortage in staff, a great deal of time in January was spent covering classrooms.

- Impact statement of the problem?

Due to a shortage in staff, a great deal of time in January was spent covering classrooms.

- Action to be taken (should directly address the root cause, only include new actions you will be taking to make a mid-course correction or nothing at all if it is a special cause)

Due to a shortage in staff, a great deal of time in January was spent covering classrooms.

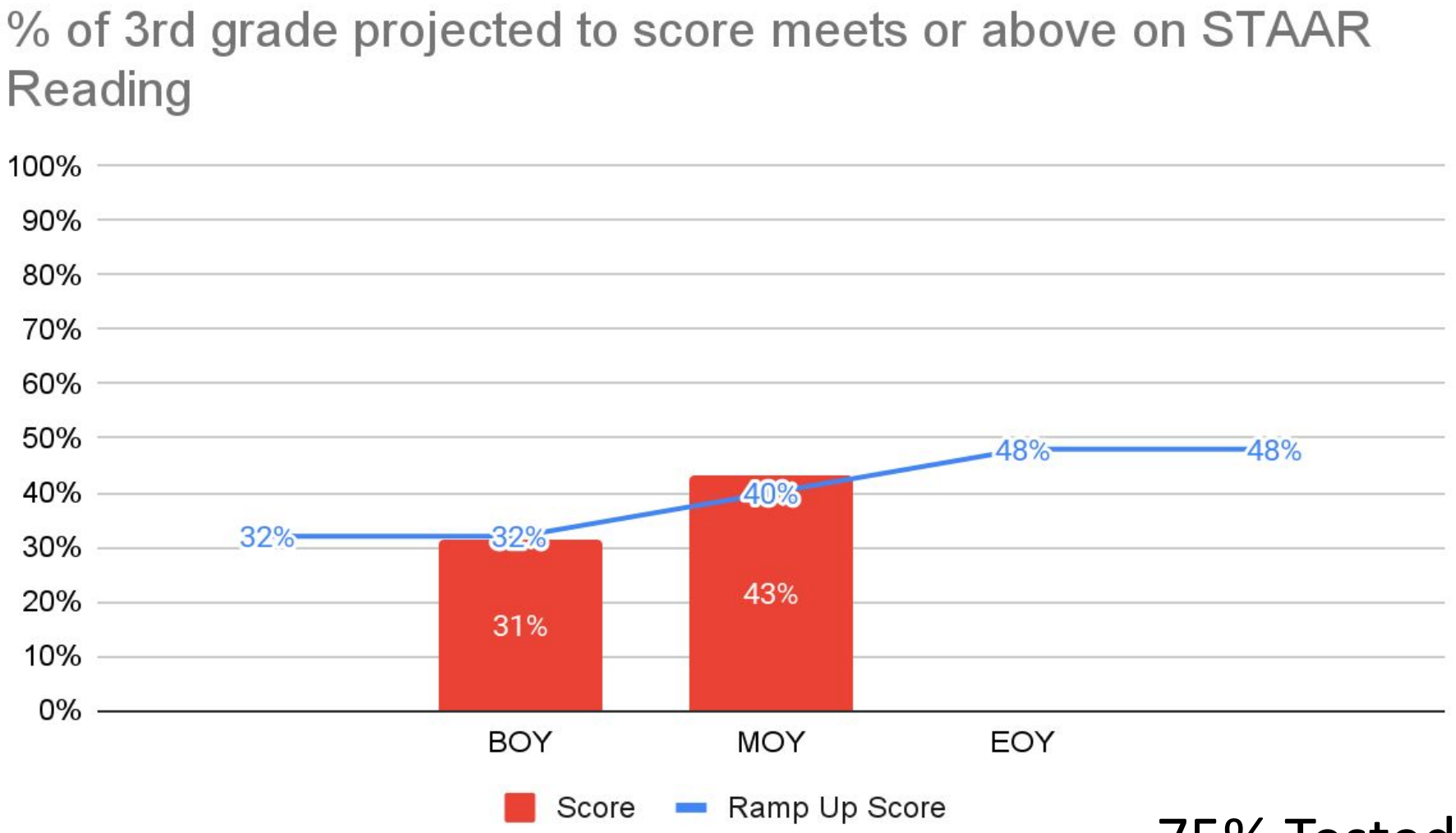
- When will you give your team an update?

March 2022

Below Goal

Near Goal

LSG/SOG #2 - % of 3rd Grade Scholars projected to score meets or above on STAAR - Reading (District)



75% Tested

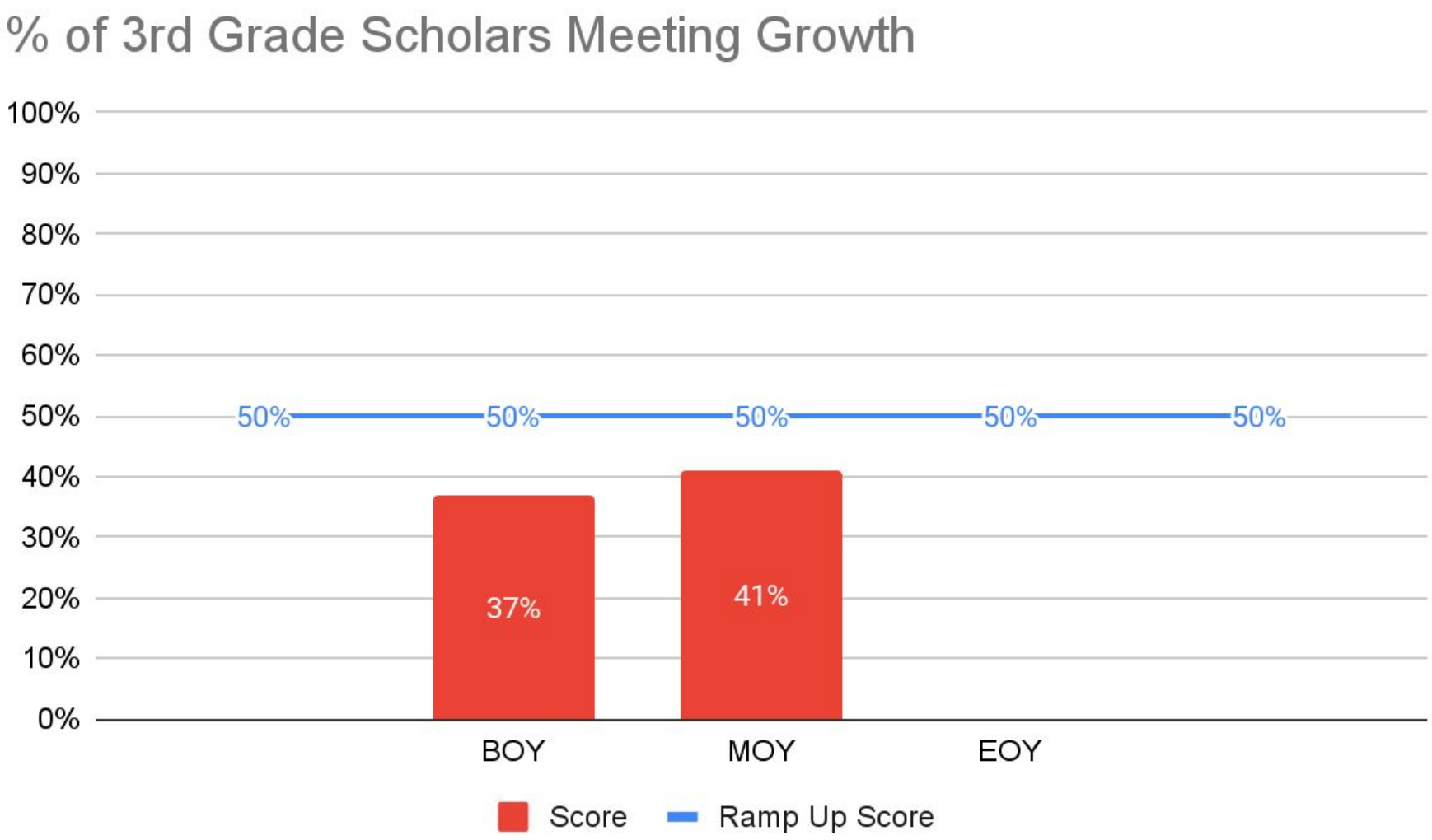
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

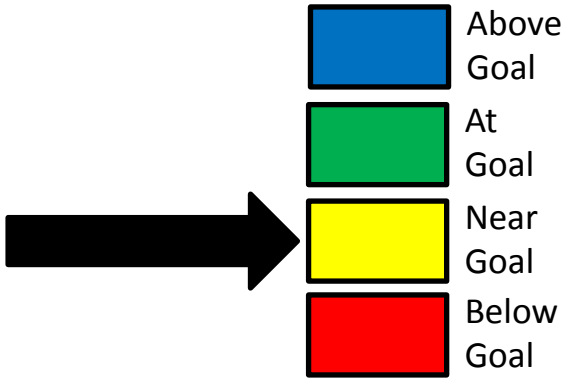
Final Status for this Measure	
	≥ 49%
	40-48%
	30-39%
	≤ 29%

Annual Target:

48%

LSG/SOG #2 % of 3rd Grade Scholars Meeting Growth Target on NWEA Map Growth - Reading (District)



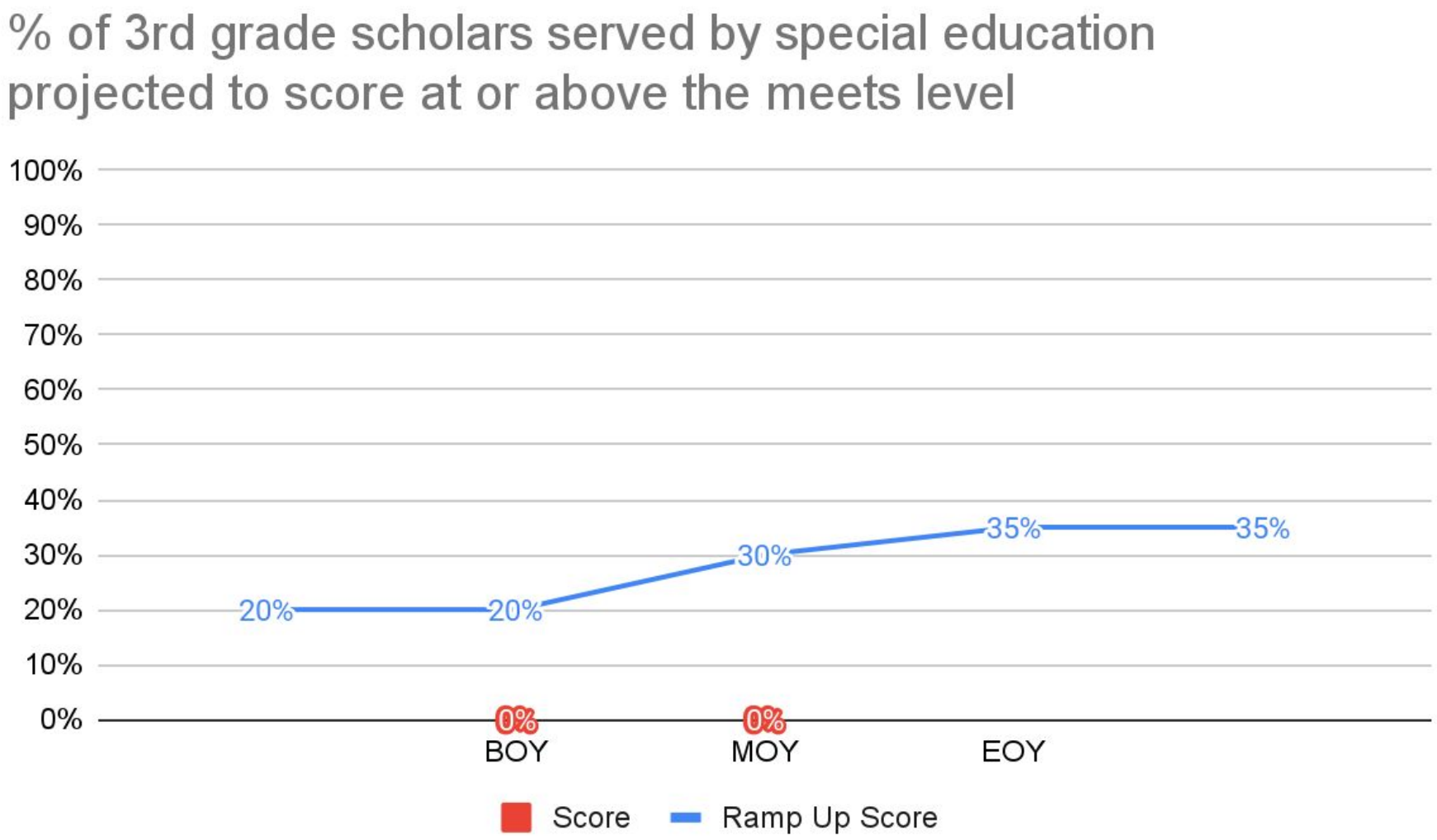


Final Status for this Measure	
	≥ 56%
	50-55%
	40-49%
	≤ 39%

Annual Target:

50%

LSG/SOG #2 % of 3rd grade scholars meeting or exceeding expectations in Map Reading - Special Education

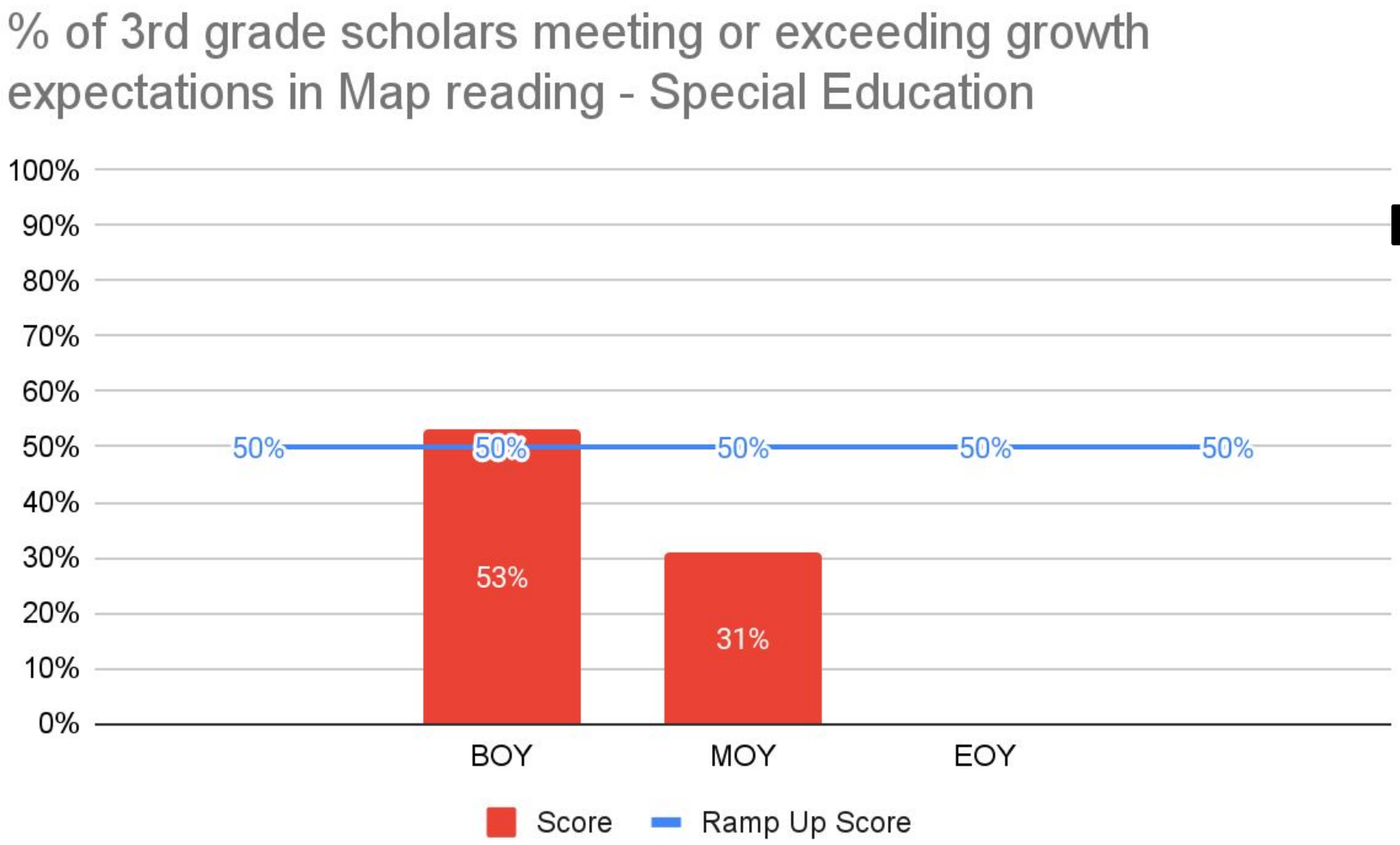


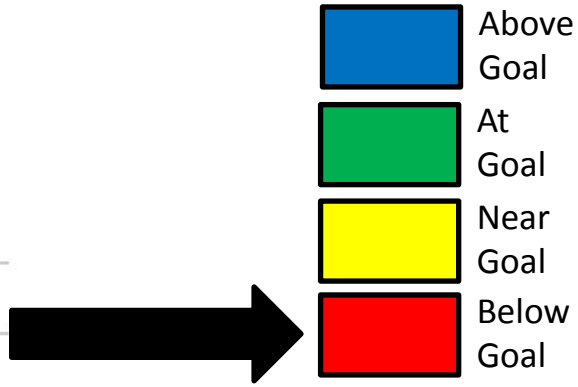
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 36%
	30-35%
	25-29%
	≤ 24%

Annual Target: 35%

LSG/SOG #2 % of 3rd grade scholars meeting reading growth target on NWEA Map Growth- Special Education

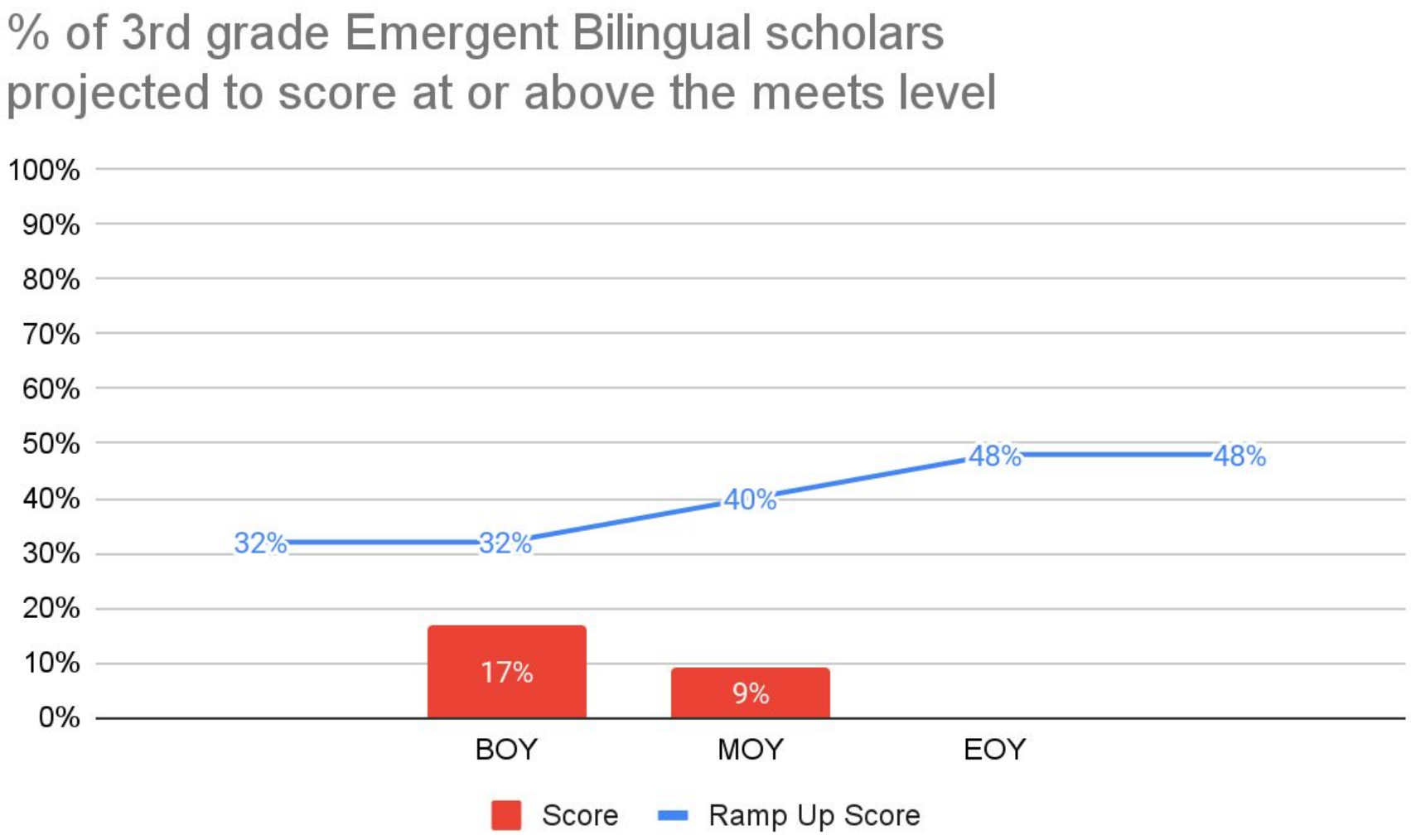




Final Status for this Measure	
	≥ 51%
	45-50%
	40-44%
	≤ 39%

Annual Target: 50%

LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars projected to score at or above the meets level (District)

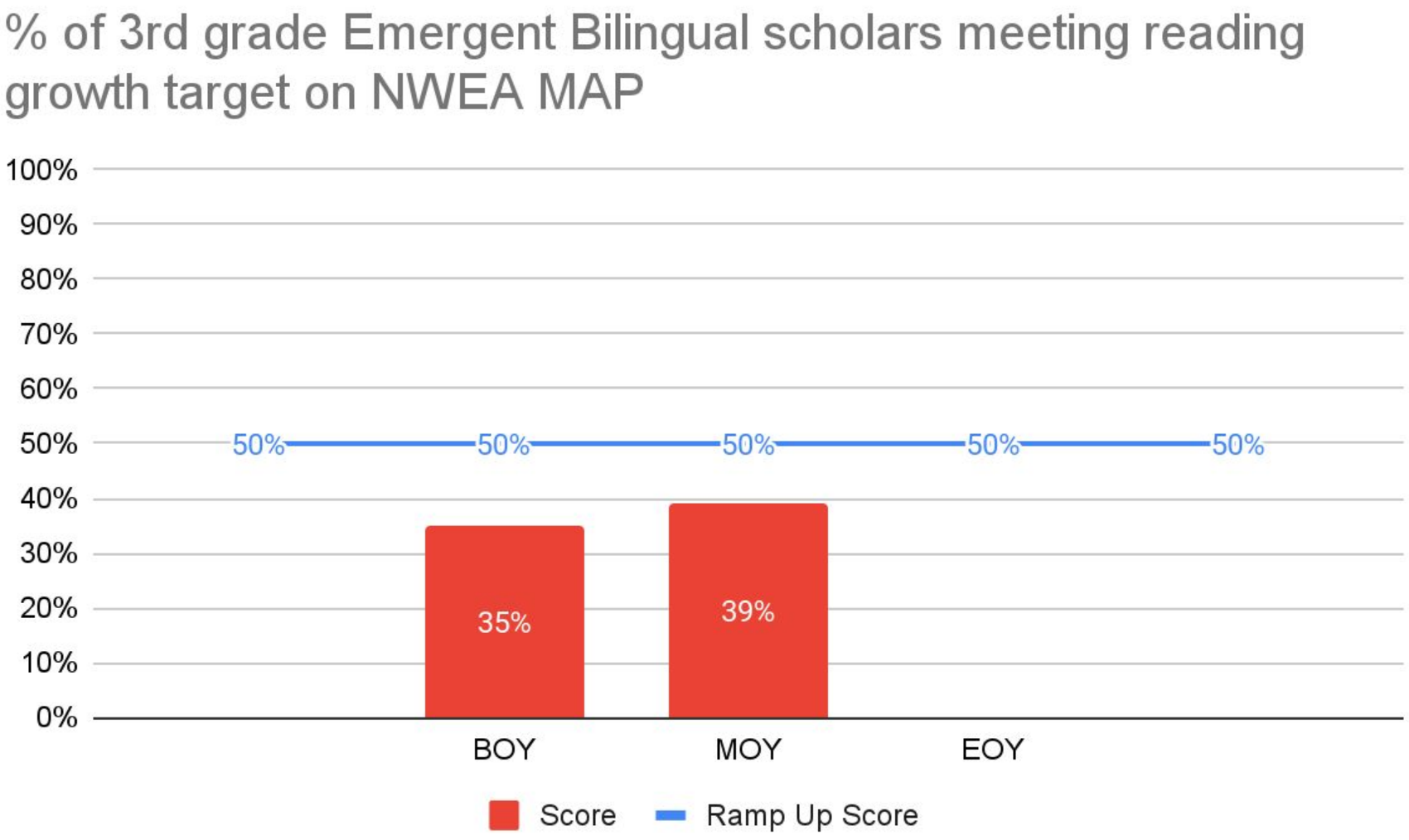


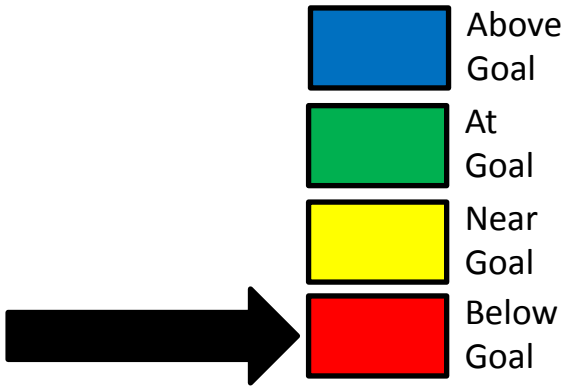
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 49%
	40-48%
	30-39%
	≤ 29%

Annual Target: 48%

LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars meeting reading growth target on NWEA Map Growth - Bilingual





Final Status for this Measure	
	≥ 51%
	45-50%
	40-44%
	≤ 39%

Annual Target: 50%

Goal 3

Increase the percentage of Algebra I scholars scoring Meets or above.

Goal 3| Increase the percentage of Algebra 1 scholars scoring Meets of Above will increase from 52% to 75% by 2024

Annual Targets

19-20 School Year 52%

20-21 School Year 59%

21-22 School Year 64%

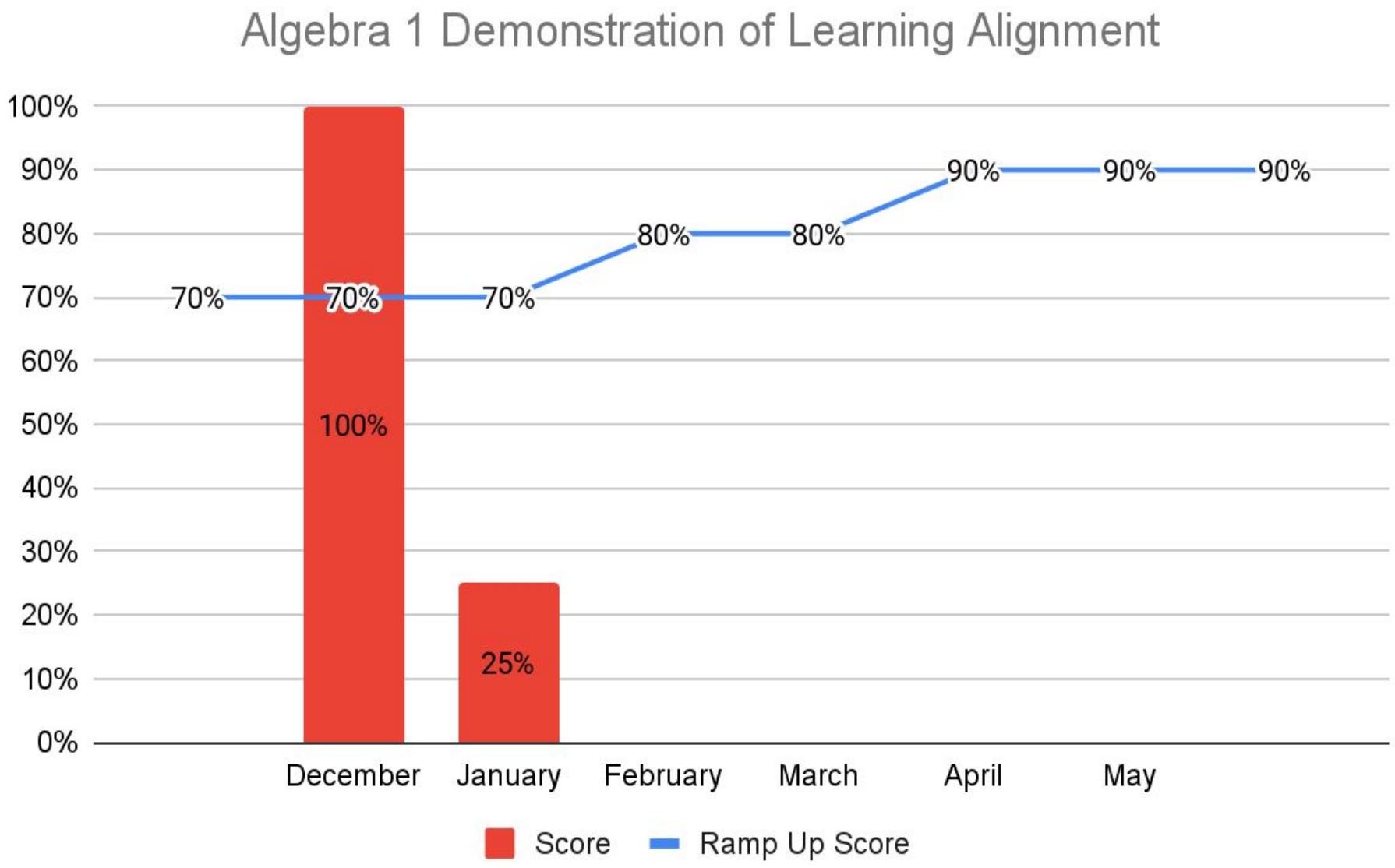
22-23 School Year 69%

23-24 School Year 75%

Goal Progress Measure

% of scholars at or above the meets grade level on NWEA MAP math

% of Algebra Classrooms where the demonstration of learning is aligned to the learning objective as specified by the scope, sequence and specificity identified in the district curriculum documents.



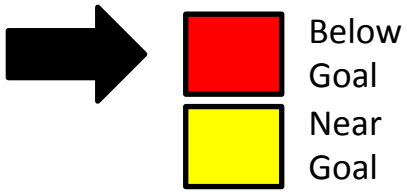
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 91%
	80-90%
	70-79%
	≤ 69%

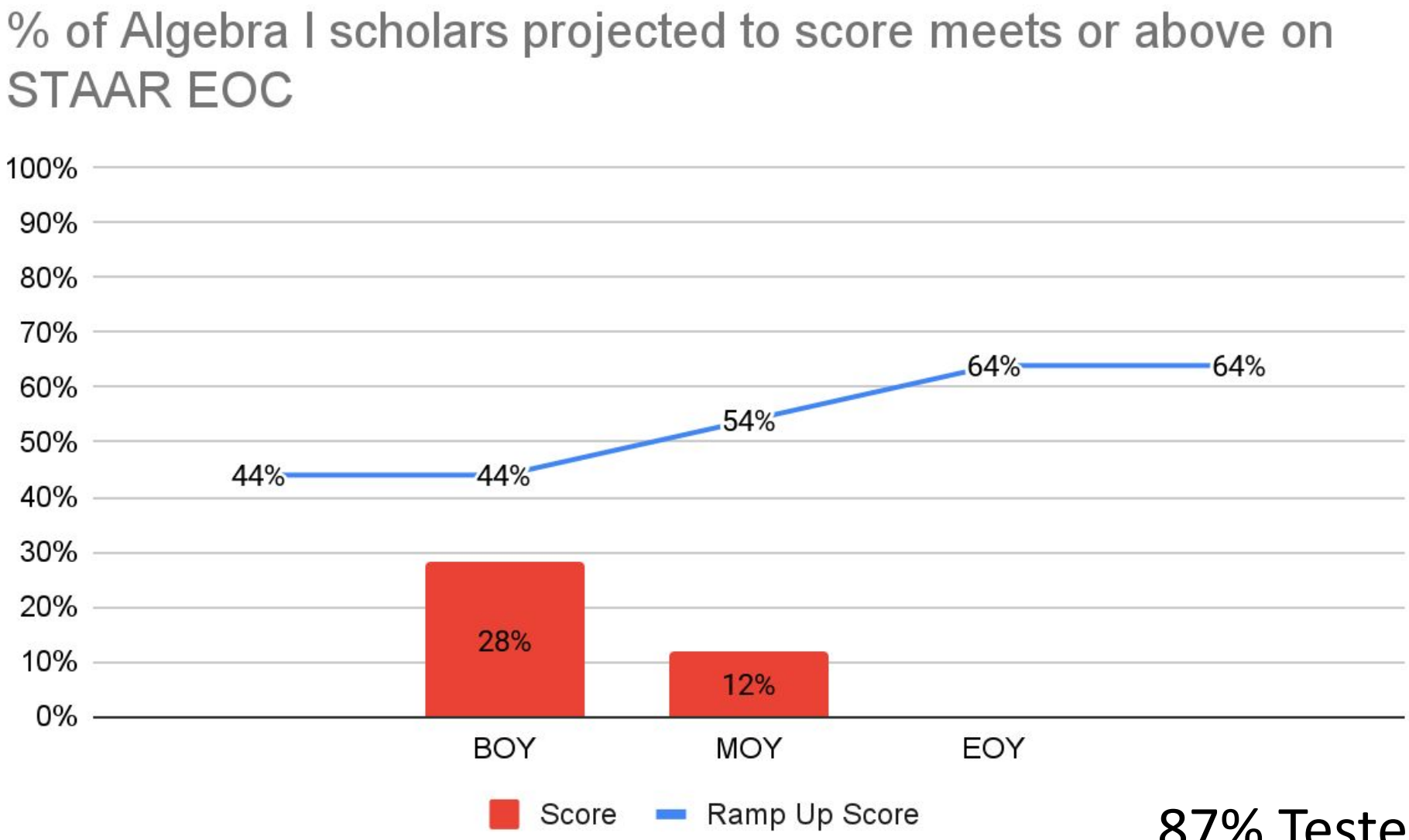
Annual Target: 90%

% of Algebra Classrooms where the demonstration of learning is aligned to the learning objective as specified by the scope, sequence and specificity identified in the district curriculum documents.

- **What is the problem?** All teachers did not give the provided quick check. 63% of teachers that completed 0 -1 Quick Checks.
- **What is the root cause of the problem?** Teachers are not checking for understanding consistently. Administrators are not consistently ensuring quick checks are administered and data is utilized.
- **Impact statement of the problem?** If all stakeholders understand the importance of the Quick Checks and use the data to inform instruction then the percent of students at the Approaches level will increase.
- **Action to be taken:** Continue to create Quick Checks and provide data to the Executive Director. Visit with principals to discuss the importance of the Algebra 1 Quick Check.
- **When will you give your team an update?** March 2022



LSG/SOG #3 % of Algebra I scholars at or above the meets grade level on NWEA MAP math (District)



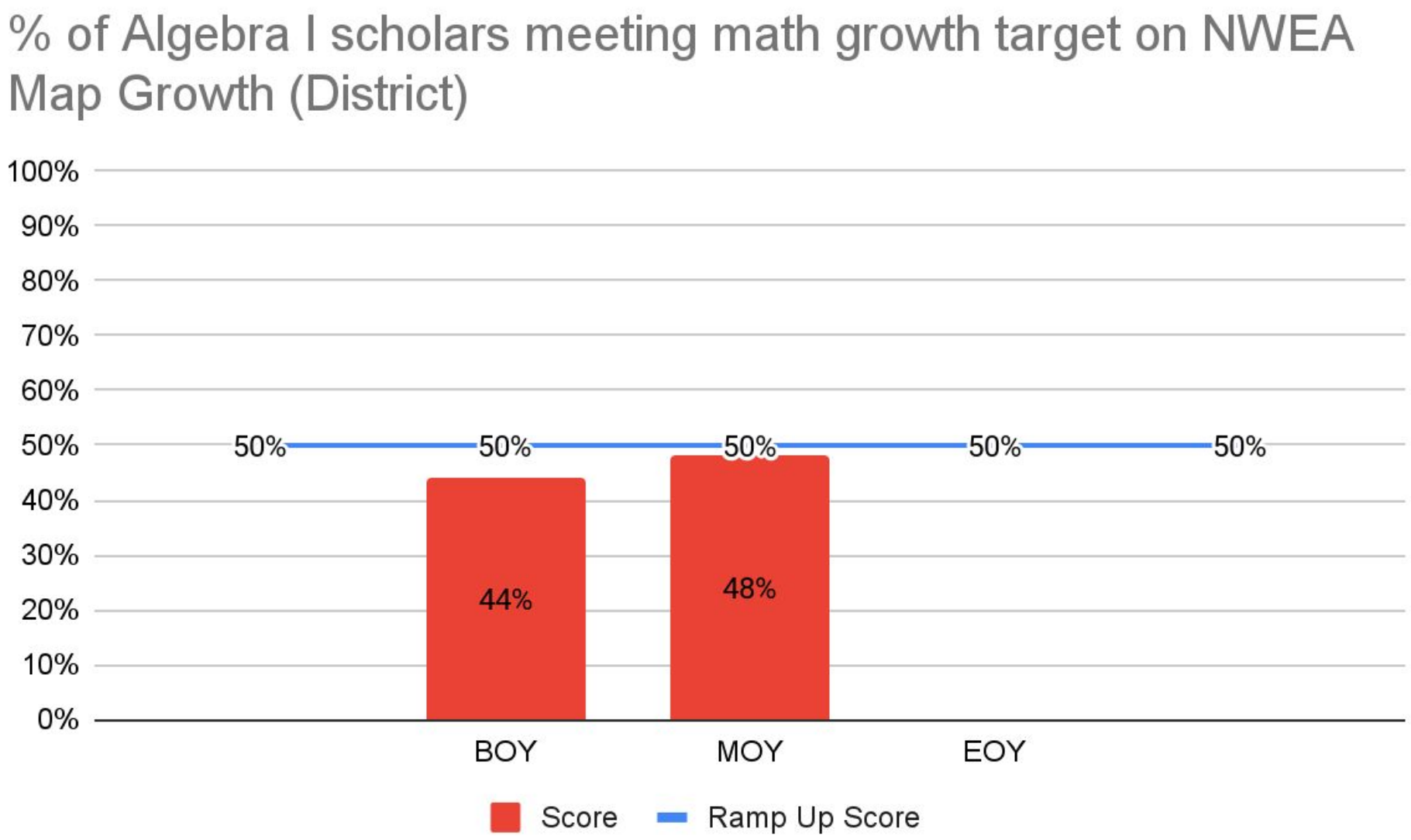
87% Tested

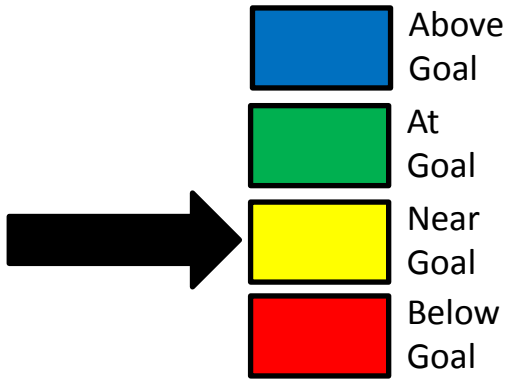
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 65%
	55% - 64%
	45% - 54%
	≤ 44%

Annual Target: 64%

LSG/SOG #3 % of Algebra I scholars meeting math growth target on NWEA Map Growth (District)

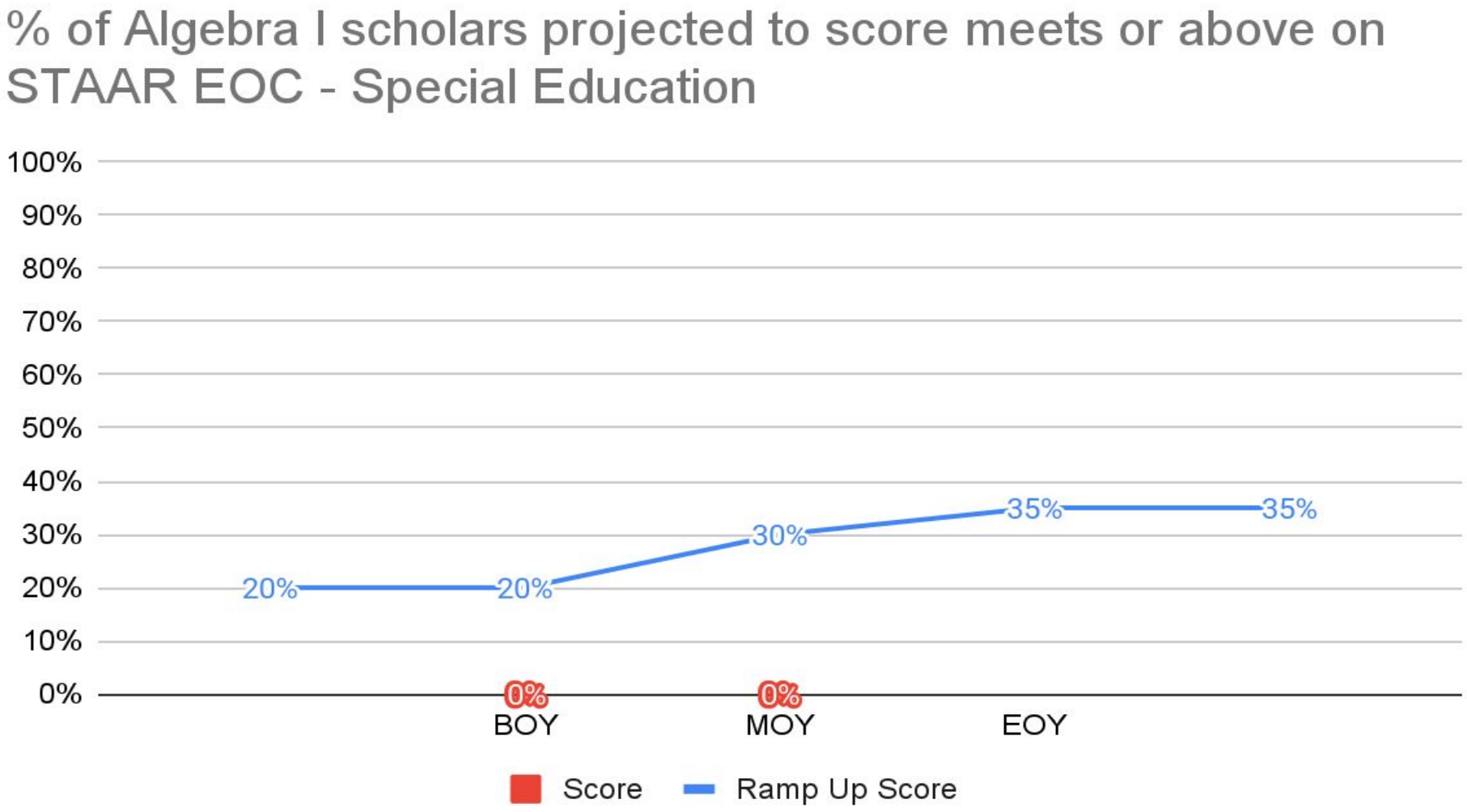




Final Status for this Measure	
	≥ 51%
	45-50%
	40-44%
	≤ 39%

Annual Target: 50%

LSG/SOG #3 % of Algebra I scholars projected to score meets or above on STAAR EOC - Special Education

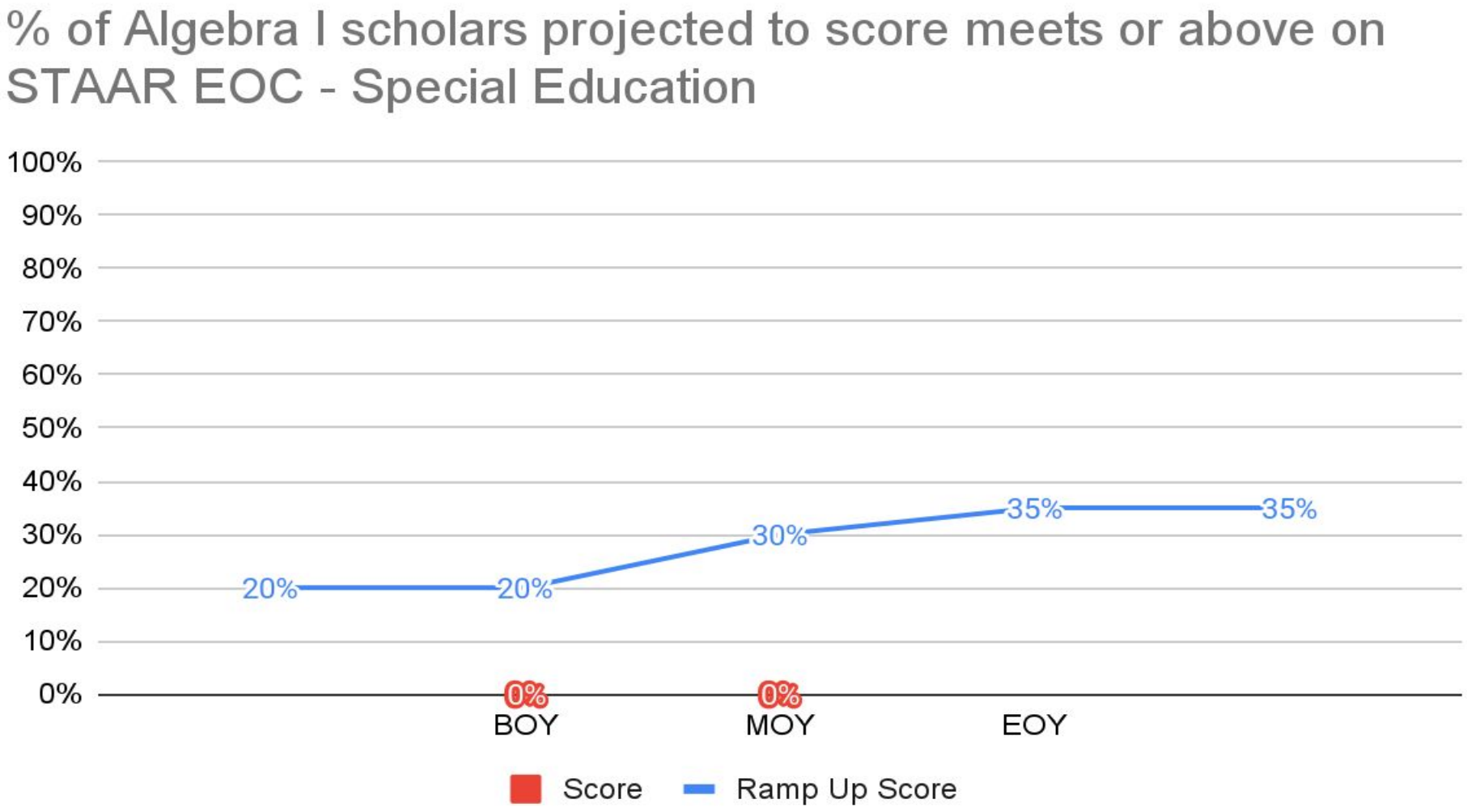


Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ %
	35% - 40%
	30% - 34%
	≤ 29%

Annual Target:
40%

LSG/SOG #3 % of Algebra I scholars meeting math growth target on NWEA Map Growth - Special Education

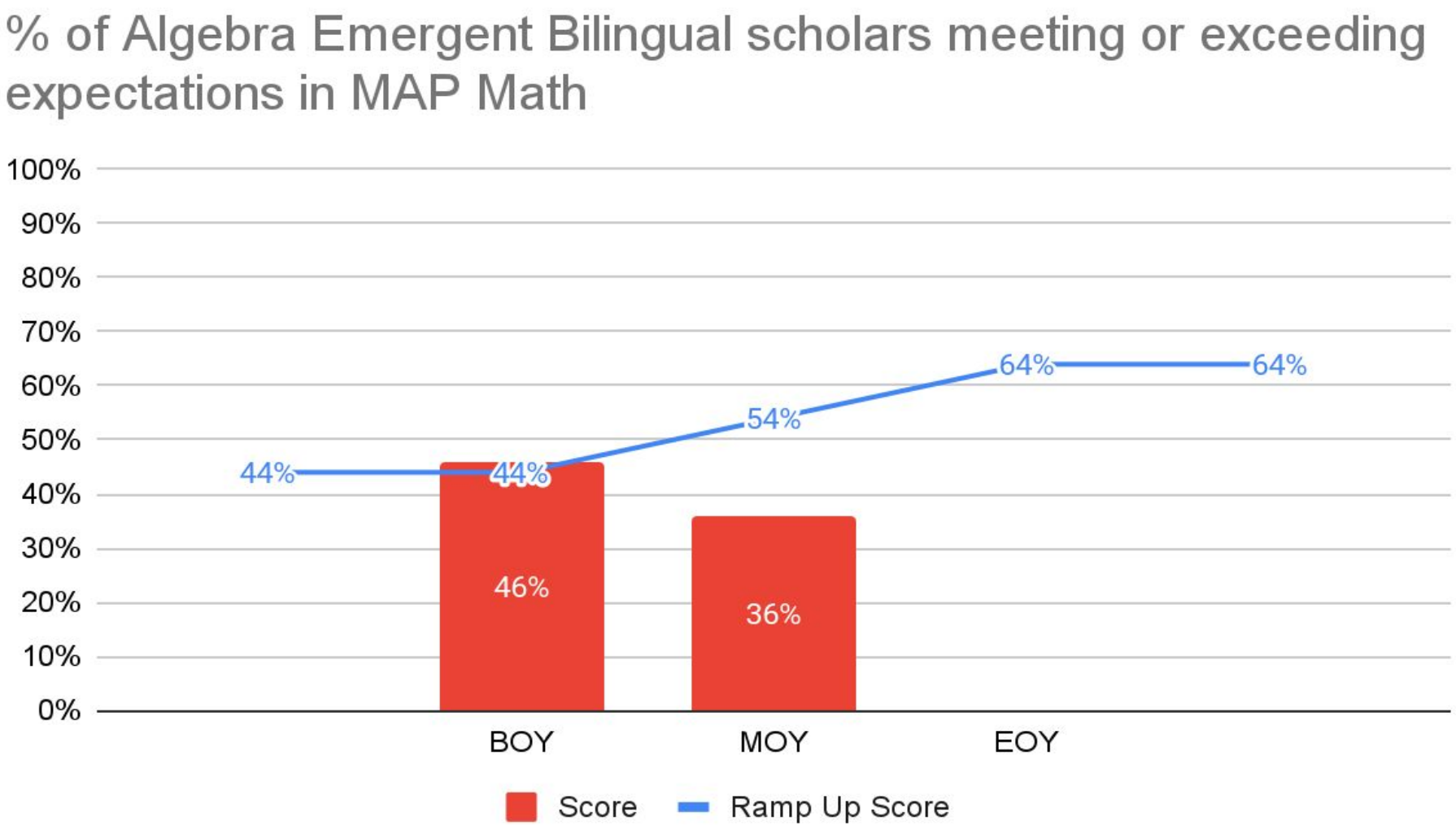


Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 36%
	30% - 35%
	25% - 29%
	≤ 24%

Annual Target: 35%

LSG/SOG #3 % of Algebra I scholars at or above the meets grade level on NWEA MAP math - Bilingual

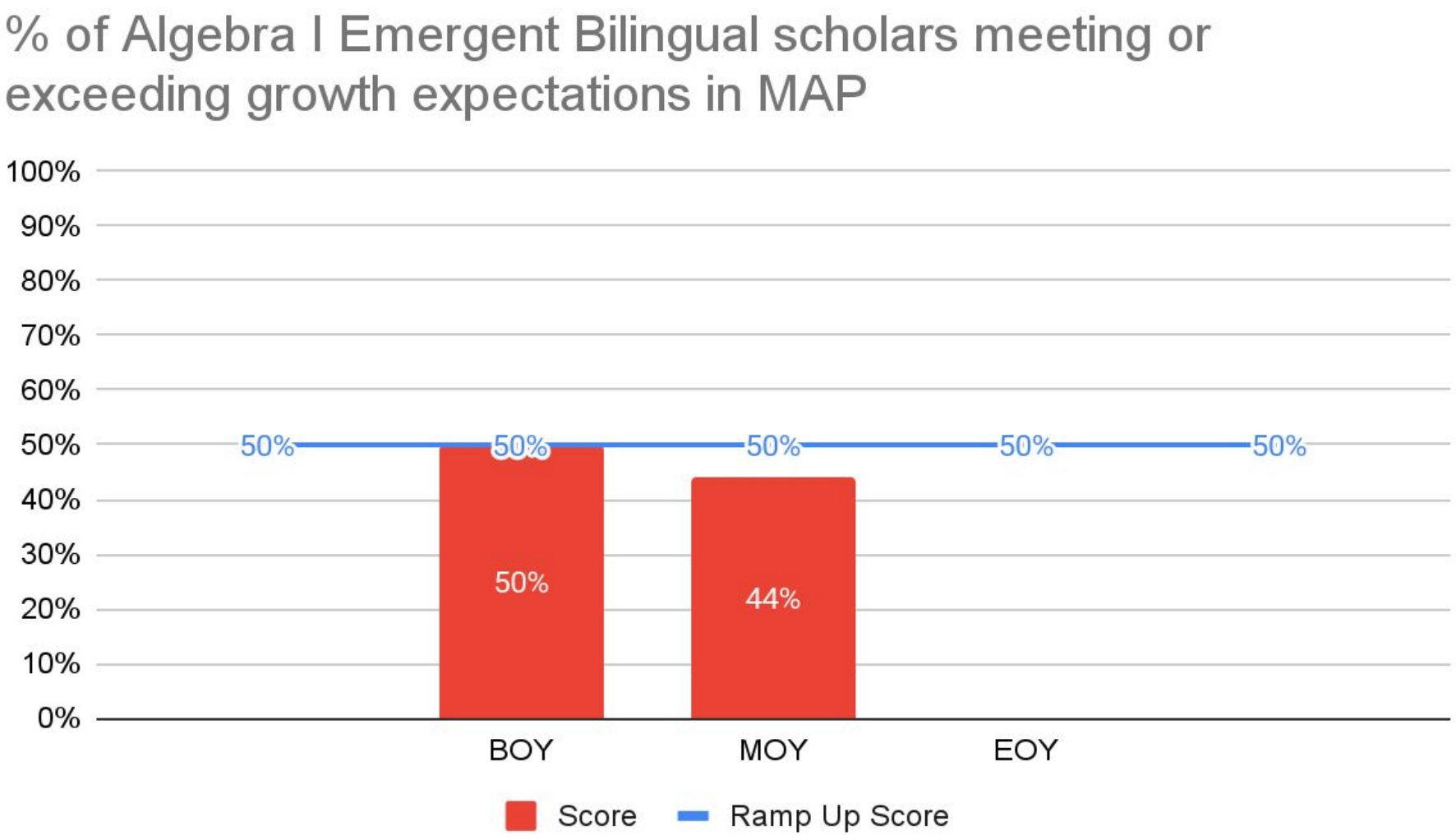


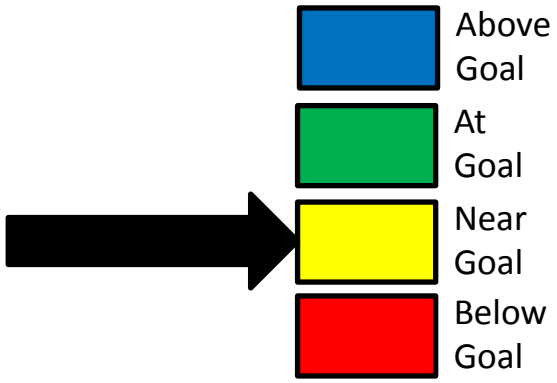
Ramp Up Target	
	3% or more above ramp up target
	at or above ramp up target by 2%
	within 10% of ramp up target
	below 10% of ramp up target

Final Status for this Measure	
	≥ 65%
	55% - 64%
	45% - 54%
	≤ 44%

Annual Target: 64%

LSG/SOG #3 % of Algebra I Emergent Bilingual scholars meeting math growth target on NWEA MAP Growth - Bilingual





Final Status for this Measure
≥ 51%
45-50%
40-44%
≤ 39%

Annual Target: 50%

QUESTIONS?

5. INFORMATION

Theses items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

5.A. Z-PASS and Safe Stop Pilot

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: **March 7, 2022**

Presented by: **Dr. Gerald Hudson, Superintendent of Schools**

Subject: **Cedar Hill ISD Transportation Z-Pass Implementation**

Information

BOARD GOAL:
- None

BACKGROUND INFORMATION:
In order to create a safe and secure district transportation department, Cedar Hill ISD will implement the Z-Pass student rider system. Z Pass improves the safety and security of pupil and passenger transportation by allowing you to quickly see where and when riders enter and exit buses. Use this information to locate a rider, improve routes and utilization, claim unreported pupil Medicaid reimbursement, and integrate with employee timecard systems.

RECOMMENDATION:
None

BOARD ACTION REQUIRED:
None

POLICY AUTHORIZATION:
None

CONTACT PERSON:
Tellauance L. Graham, Assistant Superintendent of Student Services and Administration

FUNDING SOURCE:
199

ENCLOSURES:
CHISD Z-Pass presentation

5.B. Transportation Update

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: **March 7, 2022**

Presented by: **Dr. Gerald Hudson, Superintendent of Schools**

Subject: **Cedar Hill Transportation Route Efficiency**

Information

SUPERINTENDENT CONSTRAINT:

- Shall not make operational decisions that prevent access of all students to learning

BACKGROUND INFORMATION:

In conjunction with TransPar Inc., the Cedar Hill ISD administration has researched options to determine the variance in planned service execution versus actual performance measurements to identify potential consolidation opportunities to balance the efficiency and effectiveness of service delivery. CHISD would highly benefit from a three-tier bell system that would allow for transportation flexibility, elevate on-time performance, lower costs such as fuel and payroll, and ensure ancillary programs such as STEM are adequately functioning from a transportation perspective.

RECOMMENDATION:

CHISD recommends that the Board of Trustees consider implementing a three-tier bus scheduling and modify the contract with Transpar to add additional positions.

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

CNB(LEGAL)

CONTACT PERSON:

Tellauance L. Graham, Assistant Superintendent of Student Services and Administration

FUNDING SOURCE:

General Operating Budget

ENCLOSURES:

Transportation update presentation

5.C. Holdworth Update

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: **March 7, 2022**

Presented by: **Dr. Gerald Hudson, Superintendent of Schools**

Subject: **Holdsworth Center Partnership**

Information

BACKGROUND INFORMATION:
In November 2020, Cedar Hill ISD submitted an application to partner with The Holdsworth Center, a nonprofit organization founded by H-E-B Chairman Charles Butt. In April 2020, six districts, including Cedar Hill ISD, were chosen from a pool of 43 applicants. The school districts are recipients of a multi-million dollar investment funded by The Holdsworth Center, which aims to help school districts build a pipeline of high-capacity educational leaders—leading classrooms, leading schools, and leading districts—who deliver excellent and equitable student outcomes.

An overview of the progress made in year one of the partnership will be provided.

RECOMMENDATION:
None

BOARD ACTION REQUIRED:
None

POLICY AUTHORIZATION:
None

CONTACT PERSON:
Janine Fields, Chief of Staff

FUNDING SOURCE:
None

ENCLOSURES:
Holdsworth Presentation

The Holdsworth Center

Update
March 7, 2022

- Purpose of the Holdsworth Center Partnership
- Review of Key Learnings
- Current District Projects

“There is no shortcut and no silver bullet.

If we want to get to the root of making long-term, sustainable improvement to public education, we’ve got to invest time to go deep within our districts.”

— ***Charles Butt***
Chairman & CEO of H-E-B
Founder of The Holdsworth Center

SCHOOL LEADERSHIP

After teachers, school leaders have the most significant influence on student outcomes

DISTRICT LEADERSHIP

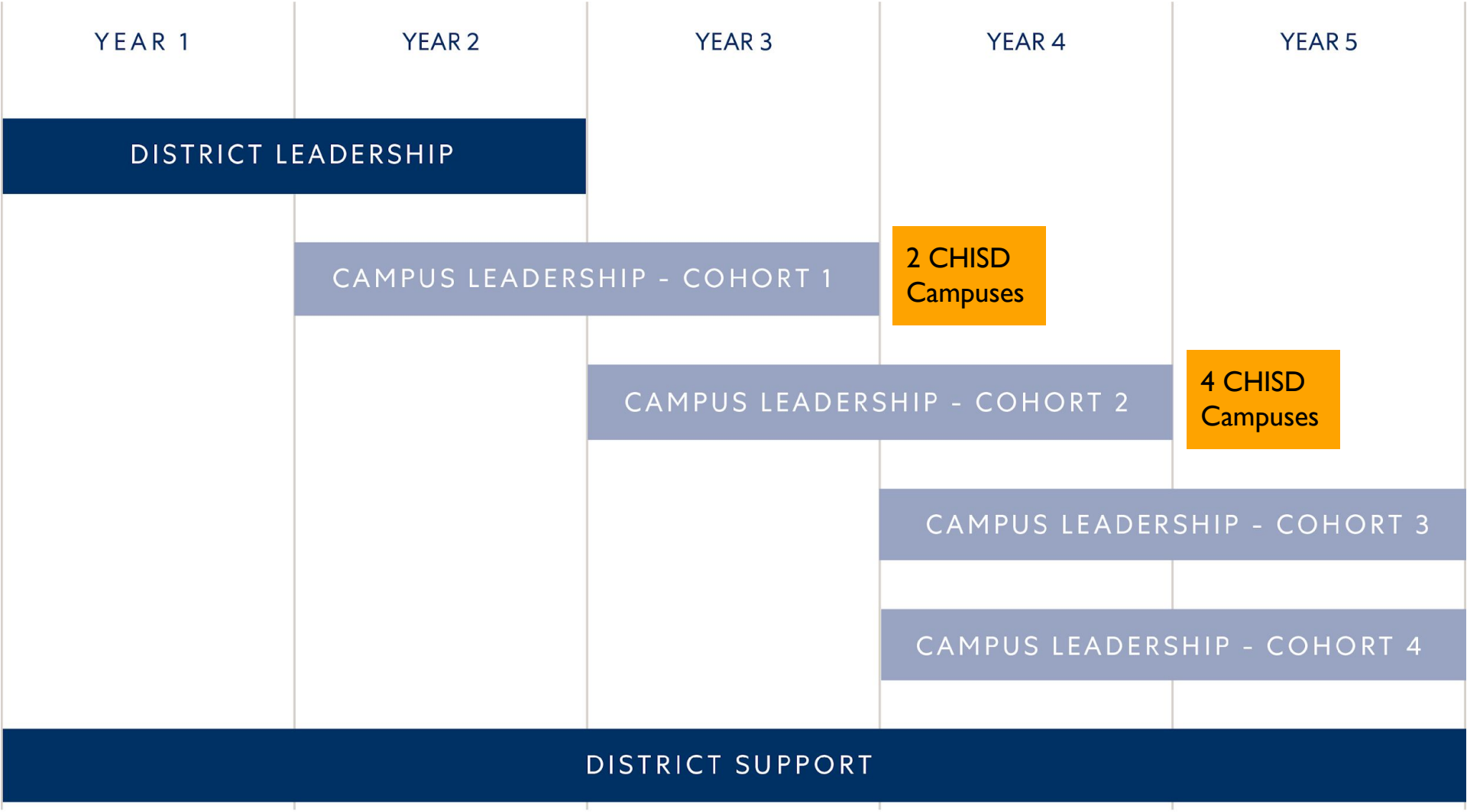
Effective district leadership influences student achievement & is required to build and maintain successful schools

DISTRIBUTED LEADERSHIP

Widely distributed leadership is more effective than leadership "from the top"

Our Partnership

Program Timeline



Our Approach

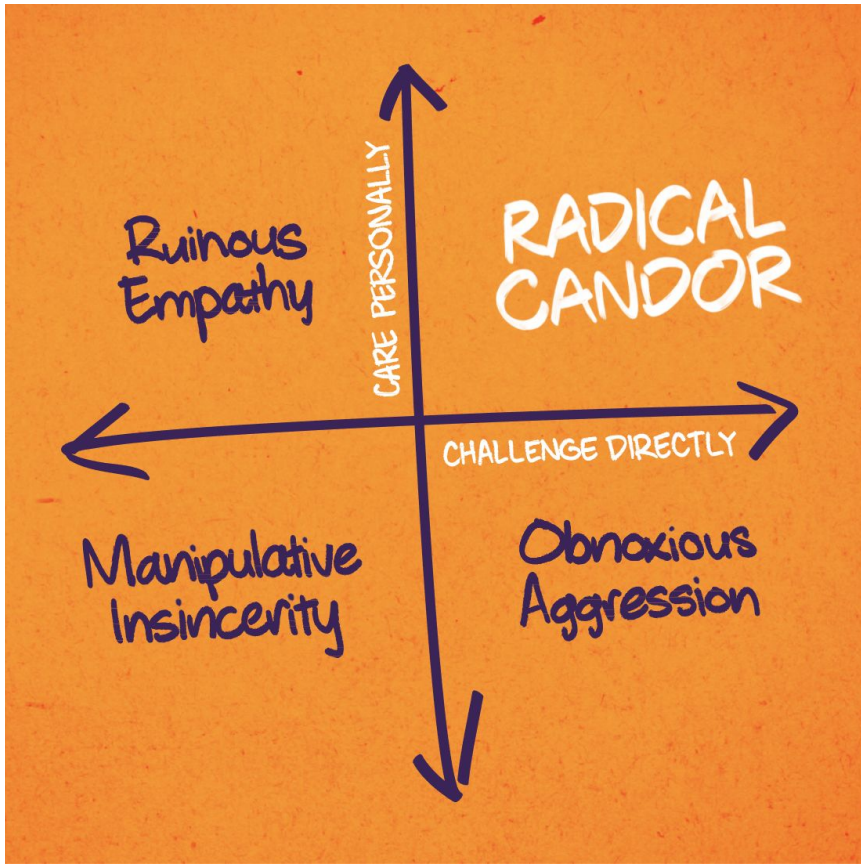
Key Learnings

Levels of Leadership

Definition of responsibilities, values, time application, and skills

	Leading self	Leading others	Leading leaders	Leading the campus
Responsibilities	• Individual contributor, no direct reports • Collaborates with team • Leads by example	• Leads a small team • Grows the people on their team	• Manages a mix of leaders of others and leaders of self • If managing managers, responsible for building leadership skills in them • Has some decision-making authority on school policies	• Leads campus • Accountable for the outcomes of the campus • Staffing/structural decisions lay with the principal • Interfaces with other schools and departments
Values	• Produce high-quality results	• Value managerial role • Getting success through others	• Thinking about the whole campus • Getting results through others and managers	• Long-term perspective • Culture and climate of the whole campus • Continuous school improvement
Time Application	• Own work	• Own work • Planning • Helping others perform effectively • Communication and coordination	• Helping others perform effectively • Planning • Communication and coordination • Operations and administrative duties	• Developing managers • Strategic planning • Internal/External communication
Skills	• Technical proficiency	• Planning • Coaching, feedback and evaluation • Communication • Relationship building	• Team build culture • Planning • Coaching, feedback and evaluation • Communication • Relationship building • Technical skills related to administration	• Communication • Delegating • Manage resources • Talent strategy • Bring different depts together to achieve unified goals • Comfortable exploring unfamiliar areas

Radical Candor



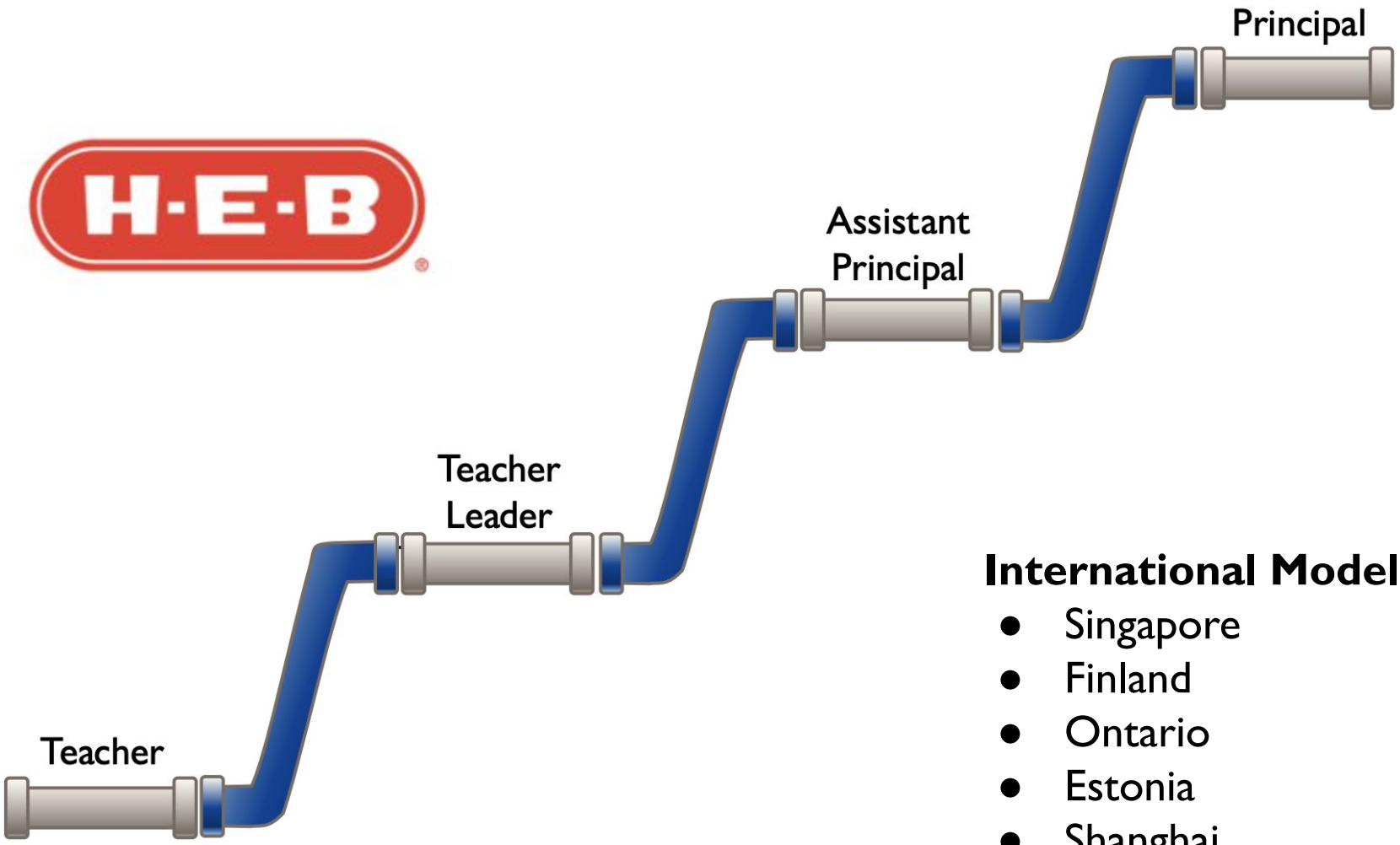
Situation: Give the context of the feedback. Cite the specific situation.

Behavior: Describe what was said and done (not personalized!)

Impact: What is the consequence that is most meaningful (to you and them).

Next Steps: What concrete actions will we take based on our new understanding?

Pipeline Models

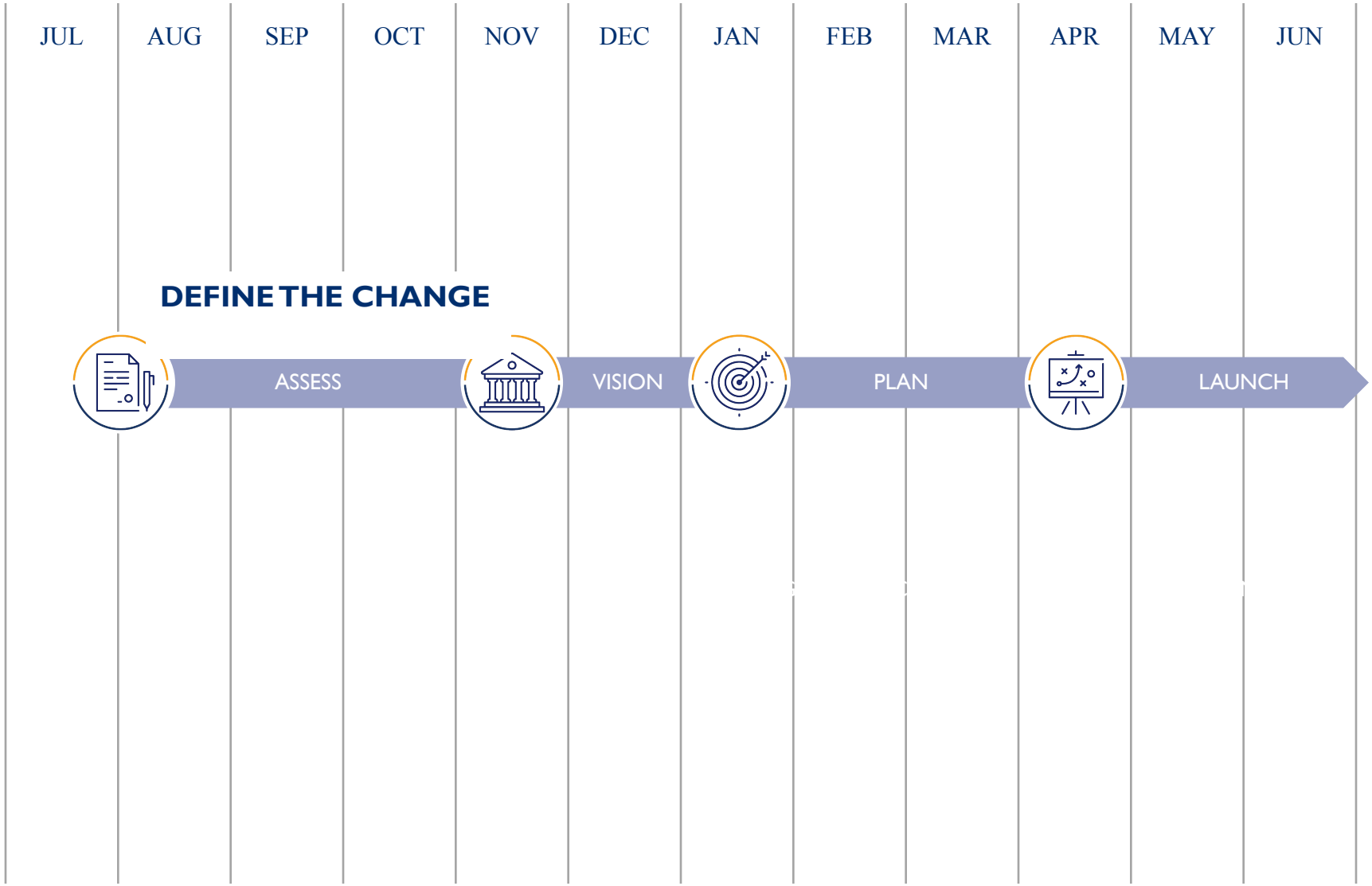


International Models

- Singapore
- Finland
- Ontario
- Estonia
- Shanghai
- British Columbia

District Support and Year 1 of the Partnership

Year 1 of our partnership | A Roadmap



Year 1 of our partnership | A Roadmap

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

CREATE YOUR LEADERSHIP DEFINITION

DEFINE → ENGAGE PRINCIPALS → COMMUNICATE

Year 1 of our partnership | A Roadmap

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

EXPERIENCE A VACANCY PLANNING CYCLE

Questions?

5.D. Financial Update

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: **March 7, 2022**

Presented by: **Dr. Gerald Hudson, Superintendent of Schools**

Subject: **Budget Financial Update**

Information

BOARD GOAL:

- Increase the percentage of scholars graduating college career and military ready.
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level.
- Increase the percentage of Algebra I scholars scoring Meets or above.
- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

BACKGROUND INFORMATION:
Budget financial update; 2021-22 current budget and 2022-23 assumptions/parameters. Chief Financial Officer Gilberto Prado and Executive Director of Business Services, Carla Settle will present the information.

RECOMMENDATION:
None

BOARD ACTION REQUIRED:
None

POLICY AUTHORIZATION:
BAA(LEGAL)

CONTACT PERSON:
Gilberto Prado – Chief Financial Officer
Carla Settle – Executive Director of Business Services

FUNDING SOURCE:
N/A

ENCLOSURES:

6. ADJOURN