FRIENDS OF ENERGY INSTITUTE

AGENDA

BOARD OF DIRECTORS

REGULAR MEETING

July 29, 2026

4:30 PM

3501 Southmore Blvd,
2nd Floor Ted Talk Space,
Houston, Texas 77004

NOTICE OF A REGULAR MEETING
OF THE BOARD OF DIRECTORS
Energy Institute High School

July 29, 2026

Notice is hereby given that a Regular Meeting of the Board of the Directors of Friends of Energy Institute High School will be held on Wednesday, July 29, 2026 at 4:30 PM, 3501 Southmore Blvd, 2nd Floor Ted Talk Space, Houston, Texas 77004. The items listed in this notice may be considered in any order at the discretion of the Chair or Board and items listed for closed session discussion may be discussed and/or approved in open session and vice versa as permitted by law.

I. Call to Order

II. Approval of Minutes

1. Approval of Minutes for June 27, 2026

III. Hearing of the Citizens

IV. School Leadership Report

V. Treasurer Report

VI. Agenda

A. Approval of additional Director to serve on the governance board of FOE
B. Propose Executive Director job description

VII. Adjournment to closed or executive session pursuant to Texas Government Code Sections 551.071; 551.072 and 551.074, the Open Meetings Act, for the following purposes:

A. Legal Matters
Consultation with legal counsel concerning pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

B. Personnel Matters
Deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.
1. Discussion of proposed Executive Director job description

VIII. Additional Closed or Executive Session Authority:

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any items included in this Notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this Notice or as soon after the commencement of the meeting covered by the Notice as the Board may conveniently meet in such closed or executive meeting or session concerning:

Section 551.071 - For the purpose of a private consultation with the Board's attorney about pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

Section 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation to the System if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

Section 551.076 - To consider the deployment, or specific occasions for implementation of security personnel or devices, or a security audit.

Section 551.082 - For the purpose of considering discipline of a student or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing, unless an open hearing is requested in writing by a parent or guardian of the student or by the employee against whom the complaint is brought.

Section 551.084 - For the purpose of excluding a witness or witnesses in an investigation from a hearing during examination of another witness in the investigation. Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final action, final decision, or final vote shall be at either:

A. The open meeting covered by this Notice upon the reconvening of the public meeting, or

B. At a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

IX. Reconvene in Open Meeting

X. Adjournment

II. Approval of Minutes

Recommendation:

Approve the minutes from the 6/27/26 Board meeting.

Main topics:

- The FOE governing Board approved additional governance support from Empower Schools.
- Recommended next steps on executive director contract.
- Reviewed EIHS school calendar and unanimously approved.
- Established a monthly meeting day and time, 2nd Wednesdays of the month at 4:30 PM

Fiscal Impact:

n/a

FOE - Minutes 6/27/2026

Friends of Energy Board Meeting Agenda

Date: June 27, 2026

In attendance: Brock Lewis , Julie Zachary, Lucie Tredennick, Kathy Kahanek

1. Call to Order & Approval of Agenda

Meeting called to order at 11:08am.

Board Action

- Approve meeting agenda.

2. Empower Governance Support Proposal

Discussion & Board Action

- Review proposal for governance training, HISD contract support, and Executive Director contract support.
- **Vote:** Approve engagement with Empower and, if approved, select virtual ($3,000) or in-person ($3,500) format.

Lucie Tredennick moves that the Board authorize Kathy Kahanek to enter into a contract on the Board's behalf with Empower Schools for up to $3500 for the purposes discussed, with the amount to be determined by Empower's availability. Brock Lewis seconded.

In Favor: Lucie Tredennick, Kathy Kahanek, Julie Zachary, Brock Lewis
Against: None

Abstain: none

Motion passes unanimously.

3. Executive Director Contract

Discussion

- Review status and recommended next steps. Director Kahanek to engage Empower and then Board to work with Empower to finalize ED position.

4. School Calendar (5 minutes)

Discussion

- Review the proposed EIHS school calendar and vote.

Julie Zachary puts motion forward to accept the school calendar prepared by EIHS and submitted to and approved by HISD; to include the daily start and end times, the beginning and end of the school year, and other holidays and teacher inservice days. Kathy Kahanek Seconded.

In Favor: Brock Lewis, Kathy Kahanek, Lucie Tredennick, Julie Zachary Against: None
Abstain: None

Motion passes unanimously.

Note: Julie Zachary will encourage school leadership to communicate the new calendar to the school community and the public as soon as possible.

5. Recurring Board Meeting Schedule

Discussion & Board Action

- Establish a consistent monthly meeting day and time.
    - Proposed Wednesdays at 4:30 PM, 2nd Wednesday of the month
    - July to have workshop instead
- **Vote:** Approve the recurring board meeting schedule.

Julie Zachary puts forward motion to have board meetings on the second Wednesday of each month at 4:30 PM at the school, 9 meetings for this fiscal year, and July will have a Board workshop. Kathy Kahanek seconded.

In Favor: Brock Lewis, Lucie Tredennick, Kathy Kahanek, Julie Zachary Against: None
Abstain: None

Motion passes unanimously.

Action: Board to direct staff to post Board meetings on calendar and on website.

6. Board & School Updates - Budget and Housekeeping

Updates

A. HISD/TEA transition and contract timeline (Report Item)

B. Budget status and anticipated approval timeline

Kathy Kahanek moves that we approve the budget that FOE presented to HISD and was approved by HISD Board of Managers and staff. Brock Lewis seconded.

In Favor: Julie Zachary, Lucie Tredennick, Kathy Kahanek, Brock Lewis Against: None
Abstain: None

Motion passes unanimously.

C. Board insurance update

Lucie Tredennick moves that we authorize Kathy Kahanek to move forward in securing insurance for the board via the quote provided. Julie Zachary seconded.

In Favor: Julie Zachary, Lucie Tredennick, Kathy Kahanek, Brock Lewis Against: None
Abstain: None

Motion passes unanimously.

D. Delegation for Banking

Kathy Kahanek moves to delegate banking authority to Brock Lewis . Lucie Tredennick seconded.

In Favor: Kathy Kahanek, Brock Lewis, Lucie Tredennick, Julie Zachary Against: None
Abstain: None

Motion passes unanimously.

7. Meeting Adjourned at 12:02pm

IV. School Leader First Report - Lori Lambropoulos

Recommendation:
Review the 90 day roadmap for the new Executive Director position and discuss if needed.

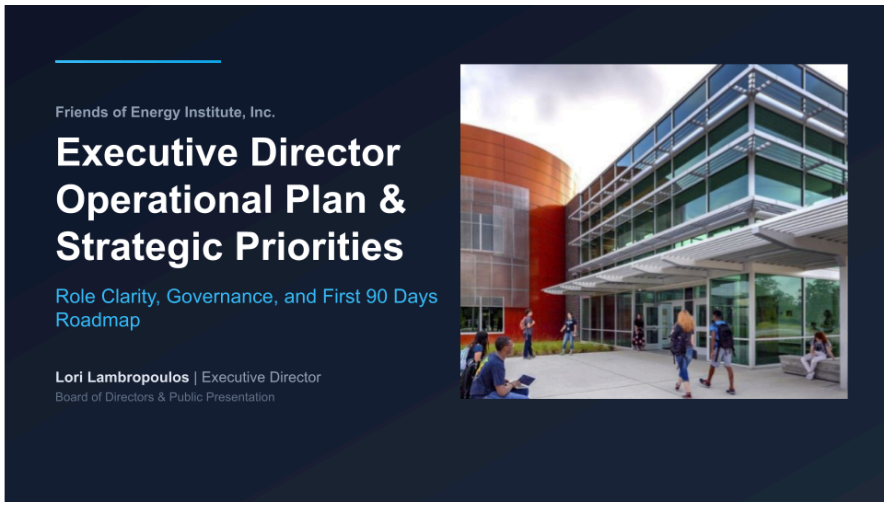
Compelling Reason:
The Executive Director of FOE will need clear job responsibility and goals to sustain and improve the academic excellence of EIHS and clearly develop a strategic approach to fundraising. An approved new Finance Manager is also coming on board.

Fiscal Impact:
The Executive Director is a full time employee of FOE and has been approved and budgeted by FOE's governing board on 6/27/26.

SCHOOL LEADER #1 Report - Lori Lambropoulos

New Finance Manager - Audrinae Ford

Audrinae Ford is a strategic, data-driven leader with more than 12 years of experience leading finance, administrative operations, and organizational initiatives across the education sector. She earned her Bachelor of Science in Business Administration from Texas Southern University and is currently pursuing a Master of Science in Management Information Systems with a certification in Data Analytics. Audrinae is recognized for aligning strategy with operational excellence, leveraging data to drive informed decision-making, and implementing innovative solutions that strengthen organizational performance. Her expertise spans financial management, strategic planning, systems optimization, policy compliance, procurement, and enterprise systems administration. Known for her collaborative leadership and commitment to continuous improvement, she builds strong cross-functional partnerships and delivers sustainable results that support institutional success and long-term growth.





30-Day Priorities – Orientation & Compliance Considerations

First 30 Days: Assess & Align

DAYS 1 - 30

01 Leadership Alignment
Establish recurring communication expectations with the Board Chair and Principal.

02 1882 Partnership Audit
Conduct a full compliance and fiscal audit of 1882 partnership requirements to ensure operational standards.

03 Financial Review
Meet with the Financial Manager to review multiple financial allocations (HISD, 1882, and FOE funds).

04 Development Strategy
Review ongoing donor relations and community outreach to support ongoing fundraising and industry support.

90-Day Priorities – Optimization & Sustainability

First 90 Days: Systems & Engagement

DAYS 1 - 90

30
PHASE 1

Compliance Infrastructure
Work with finance manager to Implement recurring tracking systems for grant deliverables and multi-stream finances.

60
PHASE 2

Storytelling & Visibility
Align school-level STEM achievements with fundraising messaging.**"How industry can be involved in projects in a more authentic way and during the full project.**

90
CULMINATION

Partnership Enhancement
Refine operational business between the school and HISD.

Support to enhance operations and fundraising with the Strategic Planning Committee.

Governance & Operational Systems

Systems for Governance, Compliance & Development

01

Governance Systems
Standardized reporting templates for Board meetings to maintain full TOMA compliance and operational transparency.

Board Relations

02

Compliance Systems
Multi-bucket financial tracking tools managed alongside the Financial Manager.

Fiscal Stewardship

03

Development Systems
Cross-functional workflows connecting school storytelling to donor cultivation without misallocating 1882 Partnership-funded roles.

Fundraising & Growth

Communication Cadence & Transparency

Communication Framework

OPERATIONAL ALIGNMENT

Principal Cadence

Weekly Check-ins
Operational, administrative, and academic alignment,

Daily Touchpoints
As-needed management support for active deliverables.

GOVERNANCE & GROWTH

Board & Chair Cadence

Weekly / Monthly Strategy Calls
Governance, fundraising progress, and FOE goal updates.

Public Board Meetings (9 regular)
Formal reporting on academic milestones and fiscal health under TOMA guidelines.

Early Risk Identification & Strategic Solutions

Early Risks & Strategic Actions

IDENTIFIED RISK	PROACTIVE ACTIONS
Foresight of needed roles Non/or 1882 Funded Role - Development Coordinator	**Boundary Clarification** Understand personnel boundaries & determine if external fundraising is needed.
Financial Complexity Multi-Stream Funding Streams	**Multi-Stream Fiscal Tracking** Regular accounting checks with HISD, 1882 grant, and FOE for 100% audit readiness.
Misalignment Risk Siloed Groups	**Proactive Partner Alignment** Maintain clear, structured communication across HISD, school staff, and FOE Board.
Maintaining A rated status with TEA Rules with TEA accountability are changing	**Strategic Alignment with Metrics** Align internal tracking tools strictly with changing TEA accountability frameworks.

IV. School Leader Second Report - Elizabeth Harris

Recommendation:
Review the campus action plan which will drive school practices to meet 1882 partnership academic compliance goals.

Compelling Reason:
The campus action plan will contain 6 overarching goals to support school priorities that will lead to academic growth and A rated sustainability.

Fiscal Impact:
The academic student outcomes reviewed in this data will drive 1882 grant fiscal decision making.



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2026-2027 Campus Action Plan

(HQI) Key Action 1: Project rubrics are created for project deliverables and are clearly aligned to targeted learning objectives.

Indicator of Success 1*	By June 2027, 100% of the PPGs for the 26-27 school year will include hyperlinked rubrics for project deliverables.
Indicator of Success 2	Rubrics are readily accessible in the classroom and are referenced throughout the project for expectation-setting, critique, refinement, and reflection.
Indicator of Success 3	In the 2026-2027 school year, teachers will participate in 2 project tuning protocols.
Indicator of Success 4	In the 2026-2027 school year, the Instructional Leadership Team will calibrate monthly using the specialty guidance SPOT form, focusing on the "use exemplars/rubrics" descriptor.

(CCMR) Key Action 2: College Readiness: The campus increases the number of students who are college ready in both Math and English.

Indicator of Success 1*	By July of 2027, 100% of the students in cohort 2027 will be college ready in English (SAT/ACT/TSIA/TCB)
Indicator of Success 2	By July of 2027, 75% of the students in cohort 2027 will be college ready in Math (SAT/ACT/TSIA/TCB)
Indicator of Success 3	By July of 2027, 70% of the students in cohort 2028 will be college ready in English and Math (SAT/ACT/TSIA/TCB).
Indicator of Success 4	100% of math teachers will incorporate TEK-aligned College Board SAT/PSAT Question Bank items 2 times each 6 weeks.
Indicator of Success 5	100% of 9th-11th Grade cohorts will integrate at least 3 targeted PSAT/SAT prep activities into their PBL Skills curriculum.
Indicator of Success 6	By May 2027, 100% of seniors and 95% of juniors will participate

	in at least one documented conference with the College and Career Readiness Advisor focused on college readiness, postsecondary planning, financial aid, industry certifications, or workforce pathways, resulting in increased completion of CCMR-aligned milestones.

(CCMR) Key Action 3: Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on POS.

Indicator of Success 1*	By June 2027, 90% of our cohort 2027 students will earn an Industry-Based Certification in an engineering-related IBC.
Indicator of Success 2	By June of 2027, 80% of our cohort 2027 graduates will earn CTE completer* status.
Indicator of Success 3	By May of 2027, 100% of our engineering teachers will be trained on engineering-related IBC certification requirements and instructional best practices.

*A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.

(EB) Key Action 4: Campus improves English proficiency for Emergent Bilingual students.

Indicator of Success 1*	By June 2027, 65% of students will grow one level of Proficiency, defined as SY25-26 composite to SY26-27 composite on TELPAS.
Indicator of Success 2	By May of 2027, 75% percent of Emergent Bilingual students will meet the passing standard on their first attempt at STAAR English I or English II.
Indicator of Success 3	100% of our EB students will complete a TELPAS bootcamp prior to the TELPAS assessment.
Indicator of Success 4	100% of our teachers will upload evidence of prompt-based academic writing that includes content-specific vocabulary every 6 weeks.

(STAAR) Key Action 5: Campus will improve performance for STAAR English I & II EOC in achievement.

Indicator of Success 1*	By May 2027, 85% of our Class of 2030 (freshmen) and Class of 2029 (sophomores) will score a "meets standard" on the STAAR English I and English II EOC.
Indicator of Success 2	100% of our English I and English II teachers will plan at least three targeted small group interventions based on Interim STAAR data.
Indicator of Success 3	100% of 9th-10th grade humanities teachers will incorporate and assess two, evidence-based quickwrites each six weeks.
Indicator of Success 4	By May 2027, 100% of students identified as at-risk and not meeting benchmark expectations on Interim Assessments will be assigned targeted tutorials and intervention opportunities through SmartPass, with attendance and completion monitored every six weeks. SmartPass Flex will be used to schedule, monitor, and document supplemental tutorial and intervention opportunities aligned to student academic needs.

(STAAR) Key Action 6: Campus will improve performance for STAAR Algebra I EOC in achievement.

Indicator of Success 1 *	By May 2027, 65% of our Class of 2030 (freshmen) will score "meets standard" on the STAAR Algebra I EOC.
Indicator of Success 2	100% of our Algebra I teachers will plan at least three targeted small group interventions based on Interim STAAR data.
Indicator of Success 3	100% of our Algebra 1 teachers will integrate STAAR and/or PSAT-aligned assessment questions into every unit.
Indicator of Success 4	100% of Algebra I students identified as at-risk and below Meets standard on common assessments or Interims will be assigned to SmartPass tutorials and intervention sessions within two weeks of data review cycles. Tutorial attendance and completion will be monitored and used to adjust intervention plans.

(At Risk) Key Action 7: Campus will improve academic outcomes for at-risk students through targeted intervention, attendance support, and mental health services.

Indicator of Success 1	By May 2027, 100% of identified at-risk students with excessive tardies and/or attendance concerns will be monitored through a campus attendance intervention process. SmartPass and campus attendance systems will be used to track attendance patterns, and timely notifications will be provided to students, parents, teachers, and administrators. Intervention plans will be developed and reviewed every six weeks for students demonstrating persistent attendance or tardy concerns.
Indicator of Success 2	By May 2027, chronic absenteeism among identified at-risk students will decrease by 10%.
Indicator of Success 3	By May 2027, 80% of students receiving services from the SCE-funded Mental Health Intervention Counselor will improve attendance, course completion, credit attainment, or behavior indicators.
Indicator of Success 4	SmartPass Flex will be utilized to document 100% of targeted tutorials and intervention opportunities for at-risk students, including attendance and intervention participation.
Indicator of Success 5	The leadership team will review SmartPass and student support data every six weeks to identify students requiring additional academic, behavioral, and attendance interventions.



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Campus Action Plan Data Sets

EIHS STAAR Data Spring 2026

Algebra I*			First Time Testers		
	#	%		#	%
Students Tested	78	100.00	Students Tested	77	100.00
Does Not Meet	8	10.26	Does Not Meet	7	9.09
Approaches	33	42.31	Approaches	33	42.86
Meets	21	26.92	Meets	21	27.27
Masters	16	20.51	Masters	16	20.78
US History			**First Time Testers**		
	#	%		#	%
Students Tested	174	100.00	Students Tested	174	100.00
Does Not Meet	3	1.72	Does Not Meet	3	1.72
Approaches	18	10.34	Approaches	18	10.34
Meets	54	31.03	Meets	54	31.03
Masters	99	56.9	Masters	99	56.9
Biology			**First Time Testers**		
	#	%		#	%
Students Tested	172	100.00	Students Tested	172	100.00
Does Not Meet	2	1.16	Does Not Meet	2	1.16
Approaches	15	8.72	Approaches	15	8.72
Meets	46	26.74	Meets	46	26.74
Masters	109	63.37	Masters	109	63.37

English I			First Time Testers		
	#	%		#	%
Students Tested	174	100.00	**Students Tested**	169	100.00
Does Not Meet	12	6.9	**Does Not Meet**	9	5.33
Approaches	17	9.77	**Approaches**	16	9.47
Meets	95	54.6	**Meets**	95	56.21
Masters	50	28.74	**Masters**	49	28.99
English II			**First Time Testers**		
	#	%		#	%
Students Tested	187	100.00	**Students Tested**	182	100.00
Does Not Meet	20	10.7	**Does Not Meet**	16	9.34
Approaches	7	3.74	**Approaches**	5	3.3
Meets	119	63.64	**Meets**	119	64.84
Masters	41	21.93	**Masters**	41	22.53

EIHS STAAR Data Compared to District and State

Algebra I*		HISD		State	
	%		%		%
Does Not Meet	10.26	Does Not Meet	18	Does Not Meet	18
Approaches	42.31	Approaches	24	Approaches	28
Meets	26.92	Meets	23	Meets	24
Masters	20.51	Masters	35	Masters	30
US History		**HISD**		**State**	
	%		%		%
Does Not Meet	1.72	Does Not Meet	7	Does Not Meet	7
Approaches	10.34	Approaches	22	Approaches	23
Meets	31.03	Meets	33	Meets	33
Masters	56.9	Masters	38	Masters	37
Biology		**HISD**		**State**	
	%		%		%
Does Not Meet	1.16	Does Not Meet	6	Does Not Meet	7
Approaches	8.72	Approaches	21	Approaches	22
Meets	26.74	Meets	34	Meets	36
Masters	63.37	Masters	39	Masters	35

English I		HISD		State	
	%		%		%
Does Not Meet	6.9	Does Not Meet	31	Does Not Meet	29
Approaches	9.77	Approaches	17	Approaches	16
Meets	54.6	Meets	40	Meets	42
Masters	28.74	Masters	12	Masters	13

English II		HISD		State	
	%		%		%
Does Not Meet	10.7	Does Not Meet	29	Does Not Meet	28
Approaches	3.74	Approaches	13	Approaches	12
Meets	63.64	Meets	50	Meets	51
Masters	21.93	Masters	8	Masters	9

Incoming Students STAAR Data*

8th Grade English			HISD		State	
	#	%		%		%
Students Tested	150	0				
Does Not Meet	4	2.7	Does Not Meet	16	Does Not Meet	17
Approaches	16	10.7	Approaches	25	Approaches	24
Meets	35	23.3	Meets	27	Meets	27
Masters	95	63.3	Masters	32	Masters	32
8th Grade Math			**HISD**		**State**	
	#	%		%		%
Students Tested	89	0				
Does Not Meet	12	13.5	Does Not Meet	28	Does Not Meet	27
Approaches	12	13.5	Approaches	25	Approaches	26
Meets	24	27.0	Meets	30	Meets	31
Masters	41	46.1	Masters	17	Masters	16
Algebra I			**HISD**		**State**	
	#	%		%		%
Students Tested	74	0				
Students Tested	0	0	Does Not Meet	18	Does Not Meet	18
Does Not Meet	7	9.4	Approaches	24	Approaches	28
Approaches	15	20.27	Meets	23	Meets	24
Meets	52	70.27	Masters	35	Masters	30

*This data set only includes incoming HISD students.

TELPAS Spring 2026

Composite Score

	#	%
Students Tested	34	100
1 - Beginning	1	2.94
2 - Intermediate	8	23.53
3 - Advanced	14	41.18
4 - Advanced High	11	32.35

Domain Performance

	Reading		Writing	
	#	%	#	%
Students Tested	34	100	34	100
1 - Beginning	2	5.88	1	2.94
2 - Intermediate	11	32.35	11	32.35
3 - Advanced	6	17.65	13	38.24
4 - Advanced High	15	44.12	9	26.47

	Listening		Speaking	
	#	%	#	%
Students Tested	34	100	34	100
1 - Beginning	2	5.88	3	8.82
2 - Intermediate	5	14.71	3	8.82
3 - Advanced	18	52.94	13	38.24
4 - Advanced High	9	26.47	15	44.12

Incoming Students TELPAS Spring 2026*

Composite Score

	#	%
Students Tested	22	100
1 - Beginning	1	4.5
2 - Intermediate	2	9.09
3 - Advanced	9	40.91
4 - Advanced High	10	45.45

*Only composite data is available to our campus at this time. This data set only contains incoming HISD students.

SAT Data by Graduating Class

Class of 2027

	PSAT (9th)	PSAT/NMSQT (10th)	PSAT/NMSQT (11th)	SAT
Total Score	916 (1060-1070)	1006 (1140)	1055	1082
EBRW	459	510	533	546
Math	497	496	522	536
Met Both Benchmarks	44%	52%	54%	52%
Met One Benchmark	26%	28%	23%	22%
Met EBRW	64%	78%	75%	73%
Met Math	50%	54%	56%	53%

Class of 2028

	PSAT (9th)	PSAT/NMSQT (10th)	PSAT/NMSQT (11th)	SAT
Total Score	980 (1120)	1023		
EBRW	499	518		
Math	481	505		
Met Both Benchmarks	57%	53%		
Met One Benchmark	24%	31%		
Met EBRW	79%	82%		
Met Math	58%	55%		

Class of 2029

	PSAT (9th)	PSAT/NMSQT (10th)	PSAT/NMSQT (11th)	SAT
Total Score	978 (1120)			
EBRW	493			
Math	486			
Met Both Benchmarks	61%			
Met One Benchmark	17%			
Met EBRW	77%			
Met Math	64%			



STAAR Performance Levels

- Does Not Meet Grade Level
  - Student has not demonstrated sufficient mastery of the assessed standards.
  - Significant academic intervention is likely needed.
  - Indicates the student may struggle in future coursework without additional support.

- Approaches Grade Level
  - Student demonstrates basic understanding of most tested standards.
  - Student is likely to succeed in the next grade or course with some targeted support.
  - Considered the minimum passing standard for STAAR accountability purposes.

- Meets Grade Level
  - Student demonstrates strong understanding of the assessed standards.
  - Student is well prepared for future coursework.
  - Indicates readiness for the next level of learning with limited additional support.

- Masters Grade Level
  - Student demonstrates advanced understanding and application of content standards.
  - Student is exceptionally well prepared for future coursework.
  - Performance reflects college and career readiness trajectories.

TELPAS Proficiency Levels

- Beginning
  - Student has minimal English proficiency.
  - Requires substantial linguistic accommodations and support.
- Intermediate
  - Student can communicate basic ideas in English but needs frequent language supports for academic tasks.
- Advanced
  - Student can participate successfully in grade-level instruction with occasional language support.
  - Demonstrates increasing academic English proficiency.
- Advanced High
  - Student communicates effectively in academic English across content areas.
  - Requires minimal linguistic accommodations.

    - Indicates readiness to perform similarly to native English-speaking peers in most academic settings.

College Readiness Benchmarks

A student is generally considered college ready when they meet approved college readiness standards through one or more measures, including:

- SAT college readiness benchmarks
- ACT college readiness benchmarks
- TSIA success standards
- Texas College Bridge completion
- Other state-approved CCMR indicators

Students who meet these benchmarks are considered prepared for entry-level college coursework without remediation.

CCMR Readiness Indicators

- Students may contribute to a campus's CCMR outcomes by:
- Meeting college readiness benchmarks on the SAT, ACT, TSIA, or Texas College Bridge.
- Earning an Industry-Based Certification (IBC).
- Completing an approved CTE Program of Study.
- Completing dual credit coursework.
- Meeting military enlistment criteria.
- Achieving other state-approved college, career, or military readiness indicators.

These indicators demonstrate that students have successfully prepared for postsecondary education, careers, technical training, or military service.



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CAP and Data Glossary

ACT
American College Test. A nationally recognized college admissions assessment that measures college readiness in English, mathematics, reading, and science.

Algebra I EOC
The STAAR End-of-Course assessment administered to students enrolled in Algebra I. Passing this assessment is one component of Texas graduation requirements.

Approaches Grade Level
A STAAR performance level indicating a student has demonstrated partial mastery of course standards and is likely to succeed in the next course or grade level with targeted support.

At-Risk Student
A student identified under state or district criteria as having an increased likelihood of academic difficulty, course failure, dropout, retention, or other barriers to success.

Benchmark
A predetermined performance standard used to indicate readiness for future academic success or college-level coursework.

Career and Technical Education (CTE)
Programs and courses that combine academic and technical instruction to prepare students for careers, postsecondary education, and industry certifications.

CCMR (College, Career, and Military Readiness)
A Texas accountability indicator measuring whether graduates demonstrate readiness for college enrollment, career pathways, military service, industry certifications, or other approved postsecondary outcomes.

Chronic Absenteeism
A measure indicating students who are absent for a significant portion of the school year, regardless of whether absences are excused or unexcused.

College Board
The nonprofit organization that administers the SAT, PSAT, Advanced Placement (AP), and other college readiness programs.

College Ready
A student who has met state-approved benchmarks demonstrating readiness for entry-level college coursework. Measures may include SAT, ACT, TSIA, Texas College Bridge, or other approved indicators.

Composite Score (TELPAS)
The overall English language proficiency rating assigned to an Emergent Bilingual student on TELPAS. The composite rating combines performance from the four language domains: listening, speaking, reading, and writing. Texas uses a weighted methodology in which reading carries the greatest weight, followed by writing, with listening and speaking weighted less heavily. The resulting composite rating is reported as Beginning, Intermediate, Advanced, or Advanced High.

CTE Completer
A student who successfully completes a state-approved sequence of Career and Technical Education courses within a single Program of Study, including advanced-level coursework.

EB (Emergent Bilingual)
A student who is developing proficiency in English while continuing to develop academic knowledge and skills.

EBRW (Evidence-Based Reading and Writing)
The SAT and PSAT section measuring reading comprehension, language usage, and writing skills.

EOC (End-of-Course Assessment)
A STAAR assessment administered at the conclusion of certain high school courses, including Algebra I, English I, English II, Biology, and U.S. History.

High-Quality Instruction (HQI)
Instruction that is standards-aligned, rigorous, engaging, and designed to maximize student learning and achievement.

Industry-Based Certification (IBC)
A credential recognized by employers and industry that validates a student's technical knowledge and skills in a specific career field.

Instructional Leadership Team (ILT)
A campus leadership group responsible for monitoring instruction, supporting teacher development, analyzing student data, and overseeing improvement initiatives.

Interim Assessment
A benchmark assessment administered during the school year to monitor student progress and predict performance on state assessments.

Key Action
A major strategy or initiative included in a Campus Action Plan to achieve a desired goal.

NOCTI (National Occupational Competency Testing Institute)
An organization that develops technical skill assessments and industry-recognized certifications aligned to career pathways.

Program of Study (POS)
A coherent sequence of CTE courses aligned to a specific career pathway that prepares students for industry credentials and postsecondary opportunities.

Project-Based Learning (PBL)
An instructional approach in which students gain knowledge and skills by investigating and responding to authentic, complex questions, challenges, or problems.

Project Deliverable
A final product, presentation, report, prototype, or performance created by students as evidence of learning during a project.

Project Planning Guide (PPG)
A planning document used by teachers to organize and design project-based learning experiences, including standards, assessments, outcomes, and instructional activities.

Project Tuning Protocol
A structured collaborative process in which educators review and provide feedback on project designs to improve quality, rigor, and alignment.

PSAT (Preliminary SAT)
A college readiness assessment that helps students prepare for the SAT and provides information about academic strengths and areas for growth.

PSAT/NMSQT
The Preliminary SAT/National Merit Scholarship Qualifying Test. This assessment measures college readiness and serves as the qualifying exam for the National Merit Scholarship Program.

Quickwrite
A brief writing exercise used to promote critical thinking, comprehension, reflection, and formative assessment of student understanding.

Rubric
A scoring guide that defines performance criteria and proficiency levels used to evaluate student work consistently.

SAT
A college admissions assessment that measures evidence-based reading, writing, and mathematics skills associated with college readiness.

SmartPass
A digital platform used by schools to manage student movement, interventions, tutorials, enrichment opportunities, and campus support systems.

SmartPass Flex
A SmartPass feature that allows campuses to schedule, document, monitor, and track student participation in tutorials, interventions, and support services during a designated Flex period.

SCE (State Compensatory Education)
Texas state funding allocated to support programs and services for students identified as academically at risk.

STAAR (State of Texas Assessments of Academic Readiness)
The Texas statewide assessment program used to measure student mastery of the Texas Essential Knowledge and Skills (TEKS).

TELPAS (Texas English Language Proficiency Assessment System)
A statewide assessment used to measure the English language proficiency of Emergent Bilingual students in listening, speaking, reading, and writing.

TEKS (Texas Essential Knowledge and Skills)
The state curriculum standards that define what students in Texas should know and be able to do at each grade level and in each course.

TCB (Texas College Bridge)
A college readiness program that enables students to demonstrate readiness for entry-level college coursework in mathematics and/or English through successful completion of approved coursework.

TSIA (Texas Success Initiative Assessment)
An assessment used by Texas colleges and universities to determine a student's readiness for college-level coursework in reading, writing, and mathematics.

V. Treasurer's Report

Recommendation:

Review Treasurer's report (Item 6a) and review newly established Finance Manager Audrinae Ford's bio (Item 6b).

Compelling Reason:

26/27 Budget has already been approved by the FOE board. The ED and principal have allocated funds appropriately. Ms. Ford will streamline all campus/FOE/donation purchasing.

Fiscal Impact:

Official 1882 purchasing will not begin until September 1st. FOE purchasing on the Strategic Planning Committee front will follow processes already voted in place.

HOUSTON ISD: Campus Budget Template

Energy Inst HS

Chief Name:	Energy Inst HS
Fund Name:	ALL
Fund Number:	

Current Budget	$7,607,256
Total New Budget	**$7,607,256**
Total Position Opens	$1,971,291
Total Position Closes	($1,649,510)
Total Salary Cost	**$4,592,966**
Total Non-Salary Cost	**$3,014,289**
Amount to Allocate:	**$1**
% of Total Budget:	**0.00%**

Friends of Energy Institute, Inc.

Balance Sheet

As of Jun 30, 2026

	TOTAL
Assets	
Current Assets	
Bank Accounts	
CD 180-269 DAYS (4110) - 2	106,640.06
Chase Bank	247,171.43
Total for Bank Accounts	**$353,811.49**
Total for Current Assets	**$353,811.49**
Total for Assets	**$353,811.49**
Liabilities and Equity	
Liabilities	
Total for Liabilities	
Equity	
Net Assets	353,811.49
Opening Balance Equity	0.00
Unrestricted Net Assets	-54,905.36
Net Income	54,905.36
Total for Equity	**$353,811.49**
Total for Liabilities and Equity	**$353,811.49**

Friends of Energy Institute, Inc.

Profit and Loss

July 1, 2025-June 30, 2026

	TOTAL
Income	
Income	
Corporate Contributions	319,363.01
Individual Donations	47,007.45
Total for Income	**$366,370.46**
Unapplied Cash Payment Income	0.00
Total for Income	**$366,370.46**
Gross Profit	**$366,370.46**
Expenses	
Operations	
Bank Fees	54.00
Development Coordinator	800.00
Donor Relations	3,850.00
Miscellaneous	250.00
Operational Subscriptions	1,348.49
Professional fees	15,000.00
Total for Operations	**$21,302.49**
Student Programs	
Cohort Equipment & Supplies	9,637.39
Elective Equipment & Supplies	1,810.07
FRC Competitions & Supplies	79,567.26
Freshman Bridge Camp	50,081.00
Health and Wellness	8,587.74
Magnet Recruitment & Community Events	6,501.63
Senior Awards & Scholarships	30,217.39
Senior Engineering Supplies	29,434.07
VEX Competitions & Supplies	36,806.46
Total for Student Programs	**$252,643.01**
Teacher Programs	
Teacher Stipends	22,562.29
Teacher Training	16,274.60
Total for Teacher Programs	**$38,836.89**
Total for Expenses	**$312,782.39**
Net Operating Income	**$53,588.07**
Other Income	
Interest Income -CD	1,317.29
Total for Other Income	**$1,317.29**
Net Other Income	**$1,317.29**
Net Income	**$54,905.36**

VI. A. Approval of Rhett Davis to FOE Governance Board

Recommendation:
Approve the addition of Rhett Davis to the governing board of FOE Inc.

Compelling Reason:
Mr. Davis' addition to the governing board will help support and strengthen alignment between goals of the governing board and those of the Strategic Planning Committee.

Fiscal Impact:
n/a

Rhett Davis Bio

Mr. Rhett Davis joined EverGen in 2026 as Vice President Asset Management and has over 20 years of experience in the power sector, including more than a decade focused on merchant power generation. He was most recently Vice President of Asset Management at WattBridge, where he managed the commercial and operational performance of a 2.4 GW fleet of aeroderivative natural gas facilities in ERCOT. Prior to WattBridge, Mr. Davis held asset management roles at Talen Energy and various operational leadership positions at Calpine over a 10-year tenure. Mr. Davis holds an MBA from Carnegie Mellon University's Tepper School of Business and a BS in Mechanical Engineering from the University of Florida. Mr. Davis has already been serving on the Strategic Planning Committee with Friends of Energy for two years.

VI. B. Approve proposed Executive Director job description

Recommendation:
Approve the job description for the FOE executive director.

Compelling Reason:
The executive director serves as the full time employee of the operating partner as required by the 1882 partnership agreement between FOE and HISD. Her role is central to school operations, partnership coordination, grant compliance and fundraising.

Fiscal Impact:
The 26/27 budget for the Finance Manager was allocated and approved in the 6/27/26 FOE governance Board meeting.

Executive Director (Job Description) DRAFT

Friends of Energy Institute, Inc. (FOE)

Position Summary

The Executive Director (ED) serves as the chief executive`partnership structure. The ED directs Energy Institute High School school operations, academic programming, partnership coordination, 1882 compliance and supports the FOE Strategic Planning Committee.

The ED directly supervises:

- **Principal** who leads the academic program
- **Financial Manager** who supports fiscal responsibility for HISD, 1882, and FOE purchasing dollars.
- **Development/Fundraiser Coordinator**, who supports the Fundraising Committee, maintains donor relations, and manages community engagement on behalf of Friends *(potential future position to be added)*

The future Development coordinator will **not be considered school staff**, but the ED will eventually oversee this person for day-to-day activities to ensure alignment between school storytelling, community visibility, and fundraising needs. The ED is responsible for ensuring collaboration between the school and Friends' development efforts.

Key Responsibilities

1. Leadership & Governance

- Lead EIHS as the executive director of the 1882 Operating Partner
    - Managing school principal, overseeing campus action plan, standardizing educational performance for the school, and upholding fiscal responsibility for school spending and budgeting.
- Governance (Board) management (ED) partnership with the Friends of Energy (FOE) Board to align organizational and school priorities.

- Provide regular reports to the FOE Board on school performance, 1882 grant progress, risks, and compliance.
- Support the Board Chair in meeting preparation, strategic planning, and governance matters.
- Ensure compliance with TEA, HISD, Friends' bylaws, and all grant-related policies.

2. Academic & School Leadership

- Set vision and direction for EIHS academic programs and STEM-focused pathways.
- Supervise the Principal.
- Principal will oversee systems related to school culture, safety, student support, and discipline and report to the ED.
- Principal will direct all school staffing decisions and structures and the ED will approve.
- Support principal's drive of school performance metrics aligned with TEA accountability and EIHS's STEM/PBL mission.

3. Grant Management & Program Oversight

- Oversee Texas 1882 grant implementation, compliance, reporting, and budgeting.
- Supervise the Finance Manager in executing day-to-day grant-related tasks, purchasing, logistics, and documentation.
- Monitor program outcomes to ensure alignment with 1882 grant expectations and school goals.

4. Partnership & Stakeholder Management

- Act as the primary liaison between Friends, EIHS, HISD, TEA, industry partners, and community groups.
- Represent the school and organization in public events, school exhibitions, district meetings, and stakeholder gatherings.
- Ensure school programs are positioned to engage donors, industry partners, and volunteers effectively.

5. Development Collaboration

Collaborate with the Strategic Planning Committee

- Provide school-based insight and impact data.
- Offer perspective on program needs that may influence fundraising priorities.
- Participate in donor engagements as a programmatic representative.
- Support networking and fundraising efforts for the school.

Eventually Supervise the Development Coordinator

- Provide direction on school stories, data, events, and needs that support donor engagement.

- Ensure campus access, program insight, and visibility to support fundraising activities.
- Coordinate timing and logistics of school tours, donor visits, and community events.
- Align development activities with school operations, schedules, and student safety.

6. Operations & Compliance

- Oversee campus-level operations including staffing structures, master schedules, facilities coordination, and safety.
- Ensure that school systems and Friends' nonprofit processes align operationally (procurement, documentation, audits).
- Manage compliance reporting to HISD, TEA, and the FOE Board.

7. Team Leadership & Management

- Directly supervise:
    - Principal
    - Financial Manager for FOE
    - Eventually Development Coordinator
- Cultivate a unified, mission-driven culture across school and nonprofit functions.
- Prioritize communication, accountability, and alignment across all roles.