



Houstonians for Great Public Schools Candidate Questionnaire

Houston GPS supports and elects school board leaders who ensure every neighborhood has a great public school. We advocate for student-centered policies and accountability-driven leadership.

Candidate Information

1. Brief bio: Education, HISD children (if any), employment, previous elected office(s).

I have dedicated over 30 years to Houston ISD, serving as a teacher, coach, and campus leader. After graduating from the University of Houston, I began my career teaching 7th-grade math at Attucks Middle School, then taught Algebra and Geometry—and coached soccer—at Westbury High School. Once I earned my Master's degree at the University of Houston, I went on to serve as principal at Pin Oak Middle School, Westside High School, and Bellaire High School, leading each to strong academic performance and positive school culture. Over my career, I was honored to be named Principal of the Year four times.

My wife worked in the Houston ISD for 17 years, and both of our daughters are proud HISD graduates. Since retiring from HISD, I have continued to support public education as a Professor of Practice at the University of Houston's College of Education, mentoring first-year teachers across all grade levels.

This is the first time I have run for political office.

2. Civic involvement: Boards, organizations, officer roles (dates included).

As a retiree, I am not currently a member of any professional organizations. I was a former President and multi-term Board member for the Houston Association of School Administrators (HASA).

I currently serve as a Board Member for *Girls On The Run-Greater Houston*. I am also a member of the Sharpstown Civic Association, the LGBTQ+ Caucus, and the Southwest Area Democrats.

3. Why are you running for HISD School Board?

My 31 years in the Houston ISD as a math teacher, soccer coach, and high school principal make me qualified to serve as an elected Trustee. I've seen firsthand what works, what doesn't work, and what resources our students need to thrive.

Though retired, I remain a staunch supporter of public schools. I have watched as the Superintendent has brought his reforms to nearly every campus in the district and witnessed thousands of talented teachers and campus leaders leave. Both financially and in terms of human capital, this is not sustainable. Once the takeover ends, I believe my experience will be critical as we work to rebuild the district.

4. Top 3 priorities for increasing student success that the board can influence (max 200 words).

- (1) Invest in teacher quality and retention. The board can ensure resources are used where they matter most—by keeping teacher pay fair and sustainable, and directing dollars to the classroom. Retaining great teachers means creating stability for students, and that starts with a superintendent who respects teachers as professionals and trusts their expertise.
- (2) Ensure foundational literacy across the district. Every child deserves a strong foundation in reading and writing. The board can support this by prioritizing balanced literacy instruction, adequate classroom resources, and access to certified librarians and updated libraries. Literacy is the gateway to learning in every subject, and it must be a district-wide priority.
- (3) Provide safe, supportive, and well-resourced schools. Students succeed when campuses are safe, welcoming, and equipped to meet their needs. The board plays a role by aligning budgets and policies with these conditions—whether it's mental health supports, extracurricular opportunities, or safe facilities. These investments directly affect how ready students are to learn.

Governance & Leadership

5. What is the role of a school board vs. the superintendent?

The school board is comprised of Trustees, which means that we have a financial duty to manage public dollars in a manner that is focused on student outcomes. The biggest decision involving this responsibility is the approval of the annual district budget.

The Board also holds the Superintendent accountable; essentially, they identify, hire, evaluate, and make personnel decisions regarding their one employee, the superintendent.

Finally, they have the opportunity to shape the priorities for the superintendent.

6. What are your expectations of the Superintendent during budgeting?

I would expect that the budget process begin early enough to allow for community input while also affording time for Trustees to internalize the complexities of the more than \$2 billion budget.

I would expect transparency in terms of the budgetary priorities for the Superintendent. They must be clear in how they identified them, the data they used, and how it will lead to stronger outcomes for students.

7. How would you handle disagreements with board members or the Superintendent?

I believe that disagreements should be respectfully handled. My approach would be to listen and search for commonalities. I have found it best to listen more than speak, as I learn more in those situations. And then I would work with others to find a path forward.

8. How will you stay informed on national education trends and best practices?

If you are going to serve on an education board, then remaining a learner must be a priority. Personally, I would continue to read articles and listen to education podcasts from leaders in the field. I would also be sure to attend the annual TASB Conference as well as other learning events.

9. What should elected trustees do during the state intervention and transition back to local control?

Elected trustees do not have a vote, yet they have a voice. Trustees should regularly meet with their community, including parents, teachers, and students. And they should make themselves

available to the Board of Managers as often as possible so that when the transition begins, there will be some relationships that have already begun to form.

Community Engagement

10. How will you stay connected to issues and goals in HISD and your district?

In addition to regular attendance at the HISD Board of Education Meeting, I will regularly meet with my communities, including teachers, parents, and students. I will be visible and approachable both in person as well as through any electronic/online opportunities.

11. What's your approach to engaging the community during your term?

In order to engage, you must go where the people are, so visibility is critical. I plan to meet quarterly with parents, students, and teachers, and respond to any communication in a timely fashion.

12. How would you navigate controversial decisions (e.g., school closures)?

When you are faced with a controversial decision, I think it's best to have a plan. Using the example of school closures, there must be a process; it has to begin very early, you have to be forthcoming with the details, and it should allow the community to have a seat at the table for those early discussions.

As a school leader, I made my best decisions when I surrounded myself with informed people, actively listened to their ideas, and then "called the play."

If there is a process, and people understand it and can participate in it, then any resulting controversy can usually be managed.

13. Which 3 student outcomes should HISD prioritize and why?

- (1) Student growth. There should be more than one measure for determining how much academic growth a student had during a school year.
- (2) Percent of students who engage in a college-level experience while in High School. This means the percentage of students, at some point in High School, who enrolled, passed, and took the appropriate exam within an Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit (DC) course. Additionally, I would include any industry certifications that may have been attained during their High School career.
- (3) Ideally, students spend grades K–3 learning to read, and beginning in grade 4, they use those skills to read to learn. By prioritizing foundational literacy in the early grades, we give students the tools they need to fully engage with every subject: science, social studies, math, and beyond. Strong literacy early on sets the stage for long-term academic success.

14. How will you address disparities in outcomes for Black, Latino, and high-need students?

We should return to a PUA budgeting model so that the dollars follow the students. This would bring a baseline level of support to each campus. From there, Principals must be expected to align their campus budgets in a way that demonstrates addressing the achievement disparities that exist on each campus. Finally, where data supports the need, additional support should be allocated based on a data-informed formula.

15. How can the board sustain gains in historically underperforming schools?

The Board needs to have thorough data shared with it, and then the ability to ask challenging, probing questions. They must then work with the administration to hold the superintendent accountable for the gains being a result of specific strategies. The Board should strive to support the specific pieces that are working while not being distracted by other pieces that may simply correlate.

Policy & Values

Please select your stance (Yes / Maybe / No) for each of the following:

- **Support weighted funding based on campus needs, including extra funding for persistently failing schools.** YES
- **Support incentives to place top teachers/principals in the highest-need schools.** MAYBE
- **Support bold school improvement decisions (e.g., restaffing, new calendars, reallocating funds).** MAYBE
- **As a trustee, should decisions prioritize your district, or the entire HISD student body?** The entire student body
- **Should bold action be taken for any school rated D/F for multiple years?** YES

Statements of Belief

Please rank your agreement (1 = Strongly Disagree, 4 = Strongly Agree) on the following:

- **Budget transparency is essential.** 4
- **Student data is key for goal setting and monitoring.** 4
- **All board decisions should prioritize student outcomes.** 3
- **Independent financial reviews should be regular.** 3
- **The district should explore vetted partnerships to improve school performance.** 3
- **Teachers/principals should be evaluated and compensated based on performance and student growth.** 3
- **Resources should address achievement gaps & expand access to quality pre-K.** 3
- **School boards should focus more on student outcomes than day-to-day operations.** 4

Optional: In 250 words or fewer, elaborate on any of your answers above on a separate sheet of paper

Expanding on my agreement with the statement, "All Board decisions should prioritize student outcomes", I believe it's important for us to expand the components the HISD currently considers when speaking about student outcomes. Currently there is a narrow operating definition of student outcomes that focuses solely on STAAR scores. As a Board Trustee, I would work with other Trustees, and the district administration, to more fully develop the measurable expectations we have for our students and the overall district. I spent each of my leadership tenures with a focus on making sure our students got smarter and stronger each day; and that focus took us further than a single metric. So while I understand that, as a Trustee, I am expected to make decisions based around student outcomes, I have to believe that the largest school district in the largest city within Texas can do better.

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