



HOUSTON INDEPENDENT SCHOOL DISTRICT



**DESTINATION
2035
THE TRANSFORMATION
OF HISD**

**2025–2026
DISTRICT IMPROVEMENT PLAN**



2025–2026

DISTRICT IMPROVEMENT PLAN

Board of Managers

President

Ric Campo

Vice-President

Angela Lemond Flowers

Secretary

Paula Mendoza

Other Members

Michelle Cruz Arnold

Janette Garza Lindner

Edgar Colón

Marty Goossen

Lauren Gore

Marcos Rosales

Superintendent of Schools

F. Mike Miles

Chief Academic Officer

Kristen Hole, M.A.

Executive Director

Accountability, Compliance, Enrollment, & Reporting

Justin Smith, M.A.

Houston Independent School District
Hattie Mae White Educational Support Center
4400 W 18th Street, Houston, TX 77092–8501
HoustonISD.org

It is the policy of Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression in its educational or employment programs and activities.

Table of Contents

Acronyms and Abbreviations.....	5
District Advisory Committee Members (2025–2026).....	7
Board Goals.....	8
Houston ISD Board Vision Statement.....	8
District Improvement Plan Overview, 2025–2026.....	9
Comprehensive Needs Assessment (CNA).....	10
District Profile.....	10
Student Performance.....	11
Performance on State Exams.....	14
Prekindergarten Program (2023–2024).....	17
Head Start Collaborative (2023–2024).....	17
Magnet Education Program (2023–2024).....	17
At-Risk Student Population (2023–2024).....	18
Emergent Bilingual Program (2023–2024).....	19
Gifted and Talented Program (2023–2024).....	19
Title I Student Achievement (2023–2024).....	20
Parent & Family Engagement – Title I (2024–2025).....	20
HISD Class of 2023 College, Career, and Military Readiness (Domain 1).....	21
Graduation Rate.....	21
Dropout Rate.....	21
District Action Plan: Goals and Key Actions.....	23
Key Action 1: Improve the quality of instruction.....	24
Key Action 2: Implement a new teacher evaluation and compensation system.....	25
Key Action 3: Improve SPED instruction, service delivery, and outcomes.....	27
Key Action 4: Expand HISD’s Pre-K3 and Pre-K4 programs.....	28
Key Action 5: Improve Districtwide systems and efficiency.....	29
Key Action 6: Provide Accurate, Timely Information to the HISD Community.....	31
Key Action 7: Expand access to high-quality post-secondary pathways.....	32
Key Action 8: Address prioritized health and safety needs.....	34
Additional Action Plan Items.....	35
Key Action 1: Ensuring Equitable Dyslexia Services Across Campuses.....	35

Key Action 2: Technology Integration.....35

Key Action 3: Improve Accelerated Education36

Key Action 4: Ensure Families Seeking Support Have Access to Services37

Key Action 5: Strengthen Mental Health, Safety, and Supportive School Environments.....38

Key Action 6: Student Engagement, Attendance, and Dropout Prevention39

Stakeholder Engagement41

APPENDIX42

Appendix 1: District Safety and Wellness Policies42

 Bullying Prevention Policies and Procedures.....42

 Dating Violence Policies42

 Policies Addressing Sexual Abuse and Other Maltreatment of Children.....42

 Police Department.....42

 Suicide Prevention.....43

Appendix 2: Title 1, Part A Statutorily Required Descriptions44

“HISD is engaged in the most important, transformation effort in the country. We will lead all large urban districts in preparing our students for a fundamentally different workplace and world” ~ F. Mike Miles, HISD Superintendent

Acronyms and Abbreviations

Acronym	Full Term	First Page Found
ACT	American College Test	21
AI	Artificial Intelligence	33
AL	Accelerated Learning	13
AP	Advanced Placement	13
ARD	Admission, Review, and Dismissal (Special Education)	27
BOY	Beginning of Year	17
BTA	Behavioral Threat Assessments	38
CCMR	College, Career, and Military Readiness	13
CCR	College and Career Readiness	19
CDL	Commercial Driver's License	30
CIRCLE	Curriculum-Based Measurement for Pre-K (Texas School Readiness - CLI Engage)	14
CNA	Comprehensive Needs Assessment	6
CPS	Child Protective Services	18
CTE	Career and Technical Education	22
DAC	District Advisory Committee	41
DAEP	Disciplinary Alternative Education Program	18
DAP	Distinguished Achievement Program (former Texas graduation plan)	21
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	17
DIP	District Improvement Plan	10
DTR	Designated Teacher Role (or Distinguished Teacher Review, HISD TES context)	26
EB	Emergent Bilingual	11
ECHS	Early College High School	47
ED	Economically Disadvantaged	25
EL	English Learner	14
ELA	English Language Arts	21
EOC	End-of-Course (STAAR/EOC exams)	12
EOY	End of Year	17
ESL	English as a Second Language	19
ESSA	Every Student Succeeds Act	44
FACE	Family and Community Engagement	37
FHSP	Foundation High School Program	21
GT	Gifted and Talented	14
HISD	Houston Independent School (legacy acronym in some TEA docs)	8
HVAC	Heating, Ventilation, and Air Conditioning	34
IB	International Baccalaureate	13
IBC	Industry-Based Certification	8
ID	Identification (often student ID)	39
IDEA	Individuals with Disabilities Education Act	22
IEP	Individualized Education Program	27
IRT	Instructional Review Team	24

Acronym	Full Term	First Page Found
JJAEF	Juvenile Justice Alternative Education Program	18
LEA	Local Education Agency	44
LSI	Learning Sciences International (HISD partner/vendor)	25
MAP	Measures of Academic Progress (NWEA)	35
MOY	Middle of Year	17
MTSS	Multi-Tiered System of Supports	38
NES	New Education System (HISD reform model)	14
PBIS	Positive Behavioral Interventions and Supports	38
PD	Professional Development	36
PEIMS	Public Education Information Management System	11
PK	Prekindergarten	17
PSAT	Preliminary Scholastic Aptitude Test (SAT)	14
PUA	Per Unit Allocation (non-NES)	20
RHSP	Recommended High School Program (legacy Texas graduation plan)	21
RLA	Reading/Language Arts	20
SAF	Student Assistance Form (SPED/discipline context)	37
SAT	Scholastic Aptitude Test (College Board)	14
SCE	State Compensatory Education	18
SEL	Social-Emotional Learning	38
SIS	Student Information System	37
SPED	Special Education	11
SSRS	Social Skills Rating System (behavioral assessment)	38
SSSP	Safe and Supportive School Program	38
STAAR	State of Texas Assessments of Academic Readiness	35
SY	School Year	39
TCB	Take Care of Business (HISD accountability metric)	33
TEA	Texas Education Agency	10
TEC	Texas Education Code	13
TEKS	Texas Essential Knowledge and Skills	35
TELPAS	Texas English Language Proficiency Assessment System	19
TES	Teacher Excellence System (HISD)	25
TESS	Teacher Effectiveness Support System	25
TSI	Texas Success Initiative	8
TSIA	Texas Success Initiative Assessment	33
TX	Texas	5

District Advisory Committee Members (2025–2026)

Last Name	First Name	Seat Held
Barretto- Milligan	Celeste	Board Appointed
Bowden	Shalya	Superintendent Appointed
Burgan	Rachel	Staff Elected
Canales	Andy	Board Appointed
Cao	Andy	Superintendent Appointed
Chapman	Elizabeth	Board Appointed
Cruz	Judith	Board Appointed
Dennis	Nadra	Staff Elected
Duffy	Karen	Board Appointed
Esenkova	Allison	Board Appointed
Flores Olsen	Linda	Board Appointed
Fontaine	Lauren	Board Appointed
Forouzan	Helia	Staff Elected
Gilyard	Mara	Board Appointed
Hairel	Eileen	Board Appointed
Hartman Sims	Celia	Superintendent Appointed
Hickman	Trang	Superintendent Appointed
Horwath	Bill	Board Appointed
Ibeh	Obinna	Staff Elected
Langham	Chanler	Superintendent Appointed
Le	Lanh	Staff Elected
Mallett	Mark	Board Appointed
Morgan	Jarred	Superintendent Appointed
Nunez-Martin	Elizabeth	Board Appointed
Payne	Rebecca	Staff Elected
Randle	Damien	Staff Elected
Salhorta	Raj	Board Appointed
Scott	Camille	Staff Elected
Smith	Leslie	Superintendent Appointed
Terrazas	Chassity	Staff Elected
Thomas	Janice	Board Appointed
Tran	Theresa	Board Appointed
Turnquest	Krysti	Superintendent Appointed
Wehde-Roddiger	Christina	Staff Elected
Wray	Bradley	Staff Elected
Wright	Steven	Staff Elected

Board Goals

Houston ISD Board Vision Statement

The Houston Independent School District (HISD) empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

Student Outcome Goals

Goal 1 The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.

Goal 2 The percentage of grade 3 students in HISD earning Meets Grade Level on the STAAR math test will increase from 38 percent in June 2023 to 53 percent in June 2028.

Goal 3 The percentage of students graduating Texas Success Initiative (TSI)-ready and with an industry-based certification (IBC) will increase from 11 percent for the 2021-22 graduates to 26 percent for the 2026-27 graduates.

Goal 4 Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

Board Constraints

Constraint 1 No board member will represent or appear to represent, through their words or actions, the voice of the entire board on matters that the board has not publicly adopted.

Constraint 2 The board shall not create alternate priorities from the board's adopted goals and constraints.

District Improvement Plan Overview, 2025–2026

The District Improvement Plan (DIP) for Houston Independent School District (HISD) is a strategic framework focused on enhancing educational outcomes, ensuring academic excellence, and supporting the holistic development of students districtwide. Aligned with federal, state, and local requirements, including guidelines from the Texas Education Agency (TEA), the DIP addresses HISD's unique challenges and opportunities through targeted, data-informed strategies.

Developed through a comprehensive needs assessment, the DIP consolidates district programs and services to ensure alignment with the diverse needs of HISD's student population. This plan integrates insights from the annual District Action Plan and departmental strategic initiatives, uniting efforts to promote academic growth, close achievement gaps, and provide equitable opportunities for all students.

The DIP is vertically aligned to the HISD Board of Education's Student Outcome Goals, ensuring that every strategy contributes directly to advancing board-adopted priorities.

Specifically, Key Actions in the DIP are designed to:

- Increase early literacy and numeracy proficiency (Goals 1 & 2: Grade 3 Reading and Math STAAR Meets).
- Expand postsecondary readiness through TSI achievement and industry-based certifications (Goal 3).
- Strengthen instructional quality and targeted supports for students receiving special education services (Goal 4).

By structuring its actions around these outcome goals and operating within the Board's adopted constraints, the DIP ensures that district initiatives are not only compliant but also mission-driven and strategically focused. HISD remains committed to leveraging the DIP as a roadmap for continuous improvement and student success. The plan builds on the bold, transformative changes in 2024–2025 that proved essential for ensuring every student's success. Rigorous testing played a vital role in identifying and closing opportunity gaps, particularly for students in disadvantaged communities. These reforms were designed to raise expectations across the entire system, ensuring that all learners are held to high standards. The ongoing building of strong leadership continues to drive systemic reform and create an equitable, high-performing educational environment.

Comprehensive Needs Assessment (CNA)

As part of the District Improvement Plan, HISD conducted a comprehensive needs assessment using prior-year student performance data to evaluate academic outcomes and the effectiveness of curriculum and instructional programs. This assessment highlights key areas of strength across the district and provides valuable insights to guide strategic action. Building on the 2024–2025 strategies, the district is committed to further reducing achievement gaps and accelerating growth for At-Risk students, Economically Disadvantaged students, Emergent Bilingual (EB) students, students with disabilities, and students from diverse racial and ethnic backgrounds—ensuring every learner has access to high-quality instruction and the support needed to thrive.

Data Sources Examined in CNA Process	
- School Profile - Student and Neighborhood Demographic - At-Risk Indicators - CCMR Data (College Readiness, Postsecondary Outcomes)	- Graduation and Dropout Rate Data - Parent and Family Engagement Activities - Federal, State, and Local Funding Data - Program performance data

District Profile

Founded in 1923, the Houston Independent School District (HISD) is the largest public school district in Texas and one of the most diverse urban districts in the nation. During the 2024–2025 school year, neighborhood residents within the HISD community identify as 52.5% Hispanic/Latino, 22.1% African American, 19.9% White, and 5.3% Asian.

Serving students from prekindergarten through 12th grade, HISD is committed to providing a high-quality, equitable education that prepares every learner for college, career, and life – equipping students for a rapidly evolving workforce.

Year Founded:	1923	2024–2025 Neighborhood Demographics	
Grades Served:	Pre-K–12	% Hispanic/Latino	52.5
Total Number of Students:	176,731	% African American	22.1
Total Number of Teachers:	10,688	% Asian	5.3
Total Number of Administrators and Support Staff:	7,864	% White	19.9
		% American Indian	0.1
		% Native Hawaiian	0.0

Source: Houston Community Data Connections, 2025

For the 2024–2025 school year, HISD enrolled 176,731 students across its 273 campuses and is supported by a dedicated workforce of 10,688 teachers, and 7,864 administrators and support staff. HISD student population included 61.8% of students identify as Hispanic/Latino, 20.9% as African American, 9.9% as White, and 5.1% as Asian.

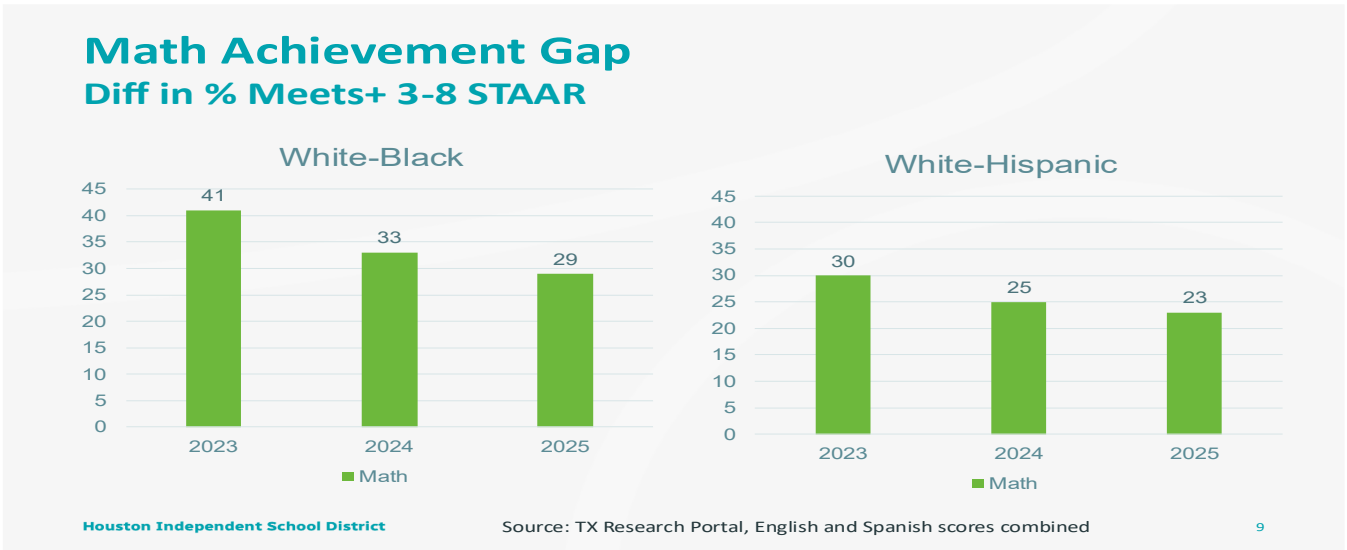
2024–2025 Student Demographics	% Economically Disadvantaged	77.8
	% Emergent Bilingual (EB)	39.1
	% At-Risk	67.7
	% Special Education (SPED)	11.6
	% Hispanic/Latino	61.8
	% African American	20.9
	% Asian	5.1
	% White	9.9
	% American Indian	0.2
	% Native Hawaiian	0.1

Source: 2024–2025 PEIMS Fall Snapshot

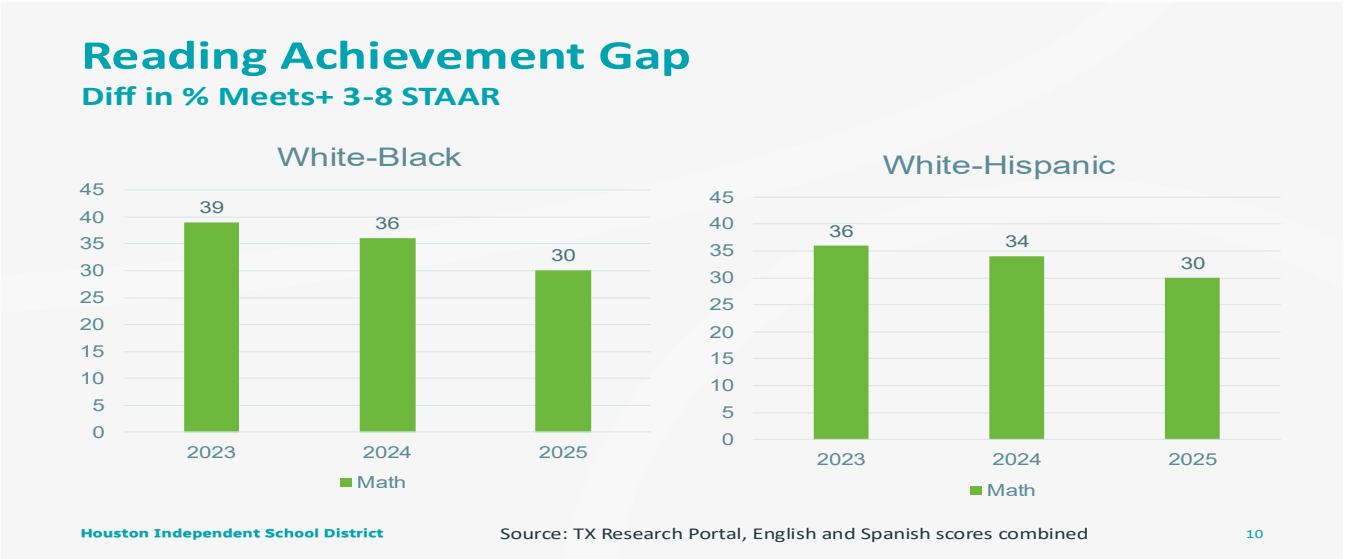
Student Performance

The Houston Independent School District (HISD) is making steady, meaningful progress toward ensuring that every student — regardless of background — has the opportunity to thrive academically and graduate prepared for the future. Through targeted support for students who face the greatest challenges, innovative instructional programs, and partnerships with families, HISD is closing gaps, accelerating learning, and expanding access to high-quality opportunities.

Recent results show meaningful progress on STAAR 3–8 as Math Meets scores increased from 35.4% to 39.4%, with **Special Education students making the largest gains** (+16.2 points); Reading Meets scores rose from 43.2% to 47.3%, driven by a +15.9-point improvement among Special Education students; and in Science, Special Education students demonstrated significant growth, with Meets increasing from 11.8% to 24.0%. These gains highlight the district’s commitment to high expectations and to bold, transformative change that accelerates learning for every student while continuing to target achievement gaps.



HISD’s 2024 STAAR End-of-Course (EOC) results also show **strong upward momentum and targeted impact for historically underserved students**. In Algebra I, the percentage of students meeting grade-level standards rose from 33.5% to 38.0% and those at the advanced Masters level increased from 17.7% to 21.6%, with Emergent Bilingual (EB) students gaining 6.8 points at Meets. Biology performance surged, with Meets climbing from 40.0% to 53.6% and Masters from 13.4% to 19.1%, highlighted by remarkable gains among At-Risk (+12.2) and EB (+17.4) students. English I also improved, with Meets increasing from 40.9% to 43.6% and Masters from 10.0% to 13.1%, driven by a 6.5-point gain among EB students. English II advanced as well, with Meets growing from 43.9% to 48.8% and EB (+8.6) and At-Risk (+2.9) students making meaningful progress. These results reflect the effectiveness of HISD’s high-expectation reforms, showing that rigorous testing, data-informed instruction, and targeted supports helping close achievement gaps and accelerate learning across the system.

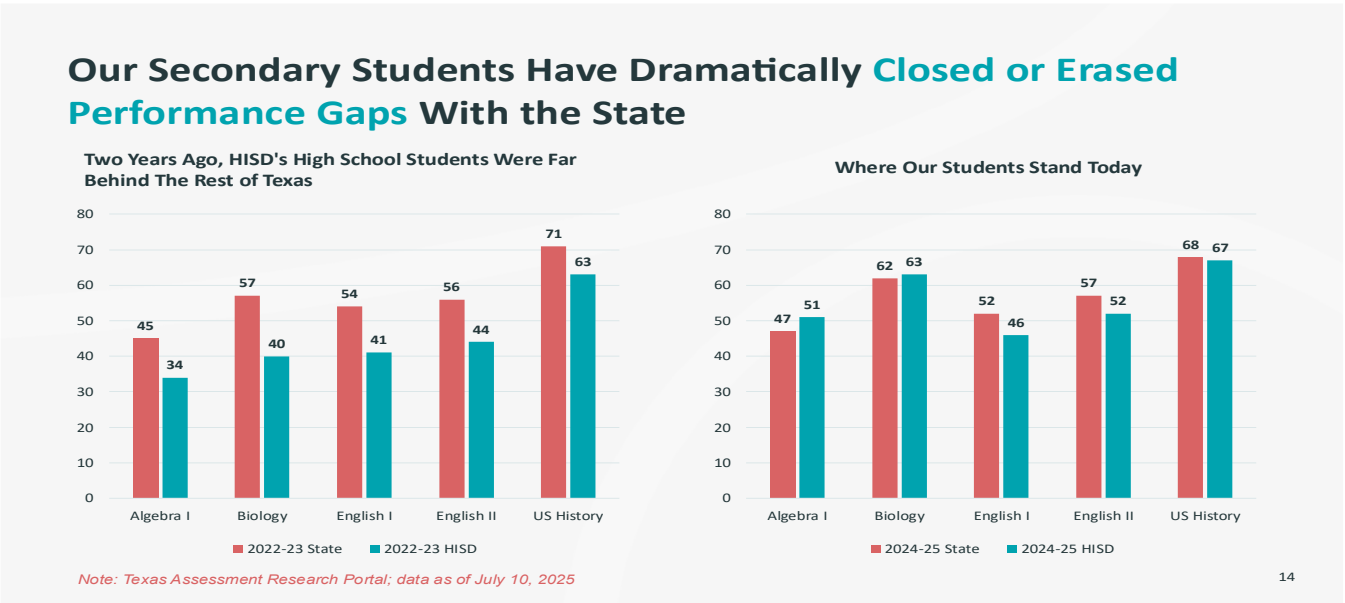


College, Career, and Military Readiness (CCMR) for the Class of 2023 adds another dimension to HISD’s success story. More than **three out of every four graduates (76.2%) met at least one CCMR indicator, leaving high school with a credential, exam score, or experience that prepares them for college or the workforce**. Over half of graduates (52%) met TSI benchmarks in English Language Arts/Reading and 44% met TSI in mathematics, with nearly one in four earning qualifying scores on Advanced Placement (AP) or International Baccalaureate (IB) exams. Participation in dual credit and OnRamps courses continues to grow, giving students early college exposure and cost savings. Career readiness is also strong: 37.5% of graduates earned an industry-based certification, and 335 students earned an associate’s degree before graduating high school. HISD’s graduation rate climbed to 85.1% (state rate), and dropout rates continue to decline, signaling that more students are leaving HISD with clear, future-ready pathways.

One of the district’s key areas of focus has been improving outcomes for students identified as at risk under Texas Education Code (TEC) §29.081. These students face challenges such as poverty, mobility, homelessness, limited English proficiency, and prior academic struggles. Over the past several years, HISD has made notable strides in addressing these barriers. From 2023 to 2024, **at-risk students showed**

significant reading and math gains, with strong growth in Grade 6 reading (+11 points) and Grades 5 and 8 math (+8 points each). End of-Course results also improved, most notably in Biology (+12 points), English II (+7), and Algebra I (+6). At the same time, the **graduation rate for at-risk students increased** from 75% in 2019 to 82.2% in 2023, while dropout rates for both middle and high school students declined — clear signs that HISD’s interventions are making a difference.

The district’s Accelerated Learning (AL) initiative, required under House Bill 1416, has also shown strong results. In a single year, the **proportion of students needing intensive accelerated learning support dropped from 50% to 39%**, and students participating in small-group or one-on-one acceleration gained ground across all tested End-of-Course subjects. While work remains to ensure equitable access to AL and expand the number of students receiving the full 30 hours of targeted math support, the trend reflects a district-wide commitment to closing performance gaps and keeping them on track.



In Title I schools, where many students are economically disadvantaged, the district is narrowing performance gaps with non-Title I campuses. Over the past two years, gaps have decreased by 2–5 points in reading, math, and science at the Meets Grade Level standard, with particularly strong improvement in Biology where the gap closed by 11 points. **NES campuses** — historically some of the district’s most underperforming — **posted stronger gains than other schools**, signaling that investments in leadership, resources, and instructional quality are yielding results.

Other specialized programs show similar momentum. **Migrant students are outperforming other EB/EL peers on STAAR 3–8 and excelling on key EOC exams** such as Biology, English II, and U.S. History. Families are deeply engaged, with 100% of migrant parents participating in at least one program activity. In prekindergarten and Head Start, children are showing strong early growth: Pre-K students improved across all CIRCLE literacy and math measures, and Head Start students closed gaps in Spanish literacy and math while demonstrating kindergarten readiness gains.

Advanced learning and school choice opportunities are also thriving. Nearly **52% of HISD students now attend magnet schools**, where academic performance continues to exceed that of non-magnet peers in the district. More than two-thirds of magnet schools met the district's ambitious enrollment target of attracting at least 20% of students from outside their attendance zone, expanding access and choice for families. In the Gifted and Talented program, participation in advanced college readiness assessments is nearly universal, with 94% of GT 11th graders taking the PSAT and over half meeting College and Career Readiness benchmarks. Almost every GT graduate takes the SAT, and 56.5% meets readiness benchmarks in both reading and math, outperforming district averages.

Equally important, **family and community engagement has grown stronger**. Nearly 19,000 parents participated in teacher conferences, more than 14,800 attended educational meetings, and 7,400 engaged in family literacy programs designed to strengthen learning at home. Parents are increasingly active partners in planning sessions focused on academic progress, retention, and testing, helping to shape the learning journey for their children.

Performance on State Exams

The 2024–2025 District Improvement Plan (DIP) is driving the academic gains reflected in HISD's latest STAAR End-of-Course (EOC) results by focusing on evidence-based literacy instruction, stronger special education supports, and a unified vision for high-quality teaching. A key strategy was the districtwide expansion of the science of reading—introduced last year and implemented more deeply in 2024–2025 across NES schools and extended to F-, D-, and C-rated campuses.

Houston ISD earned an **overall B accountability rating** with a score of 82 for 2024–2025, marking a significant improvement from the previous year's C rating. The district achieved major academic gains, including **doubling the number of A-rated schools** and **eliminating all F-rated campuses**. These ratings, released by the Texas Education Agency (TEA), reflect strong progress in student performance on STAAR assessments as well as college, career, and military readiness (CCMR) indicators.

74% OF ALL SCHOOLS ARE NOW A OR B.

IN ALL, ~70,000 MORE STUDENTS ATTEND AN A OR B SCHOOL NOW THAN AT THE START OF THE TRANSFORMATION.

ON AUGUST 12TH, OVER 130,000 STUDENTS WALKED INTO A OR B SCHOOLS TO START THE NEW ACADEMIC YEAR.

Houston Independent School District Sources: PEIMS Snapshots 2023, 2025; HISD Preliminary File 2023-2025

14

STAAR 3–8

The 2024–2025 DIP, *Key Action 4: Improve Special Education Instruction and Service Delivery*, focused on instructional quality in SPED classrooms. This emphasis is reflected in double-digit gains for Special Education students, including a +16.2-point increase in Math Meets and significant growth in science, where Meets increased from 11.8% to 24.0%.

Areas of Strength	Math: <i>Meets</i> increased from 35.4% in 2024 to 39.4% in 2025, with SPED students making the largest gains (+16.2 points), followed by Black students (+5.3 points), and Hispanic students (+2.9 points). Reading: <i>Meets</i> increased from 43.2% to 47.3%, with improvement across student groups: Special Education students improved 15.9 points, Black students (+5.5 points), and Hispanic students (+2.7 points).							
	Areas of Improvement Math: At-Risk students showed improvement (28.4% Meets) and continue to move closer to the district average of 39.4%. Reading: At-Risk (32.1% Meets) and Special Education (30.3% Meets) students are making progress toward the district average of 47.3%.							
MATH								
	% Did Not Meet		% Approaches		% Meets		% Masters	
School Year	2023	2024	2023	2024	2023	2024	2023	2024
At Risk	45.3	43.6	54.7	56.4	24.8	28.4	7.5	8.7
Emergent Bilingual	39.3	38.4	60.7	61.6	30.7	33.9	10.1	10.8
Economic Disadvantage	40.4	38.1	59.6	61.9	29.6	33.8	9.5	10.7
Special Education	63.5	51.5	36.5	48.5	13.2	29.4	4.6	10.8
Asian	16.7	17.4	83.3	82.6	71.2	69.0	52.1	46.9
Black	46.8	42.9	53.2	57.1	23.5	28.8	6.8	8.5
Hispanic	36.1	35.4	63.9	64.6	33.6	36.5	11.3	12.0
White	15.4	18.0	84.6	82.0	64.8	62.4	7.5	34.2
Overall	36.6	34.2	63.4	65.8	35.4	39.4	14.5	15.5
READING								
At Risk	39.7	39.6	60.3	60.4	29.2	32.1	9.2	11.1
Emergent Bilingual	39.1	40.1	60.9	59.9	31.4	33.9	10.5	12.7
Economic Disadvantage	34.4	33.5	65.6	66.5	36.0	40	12.8	15.5
Special Education	62.6	50.5	37.4	49.5	14.4	30.3	4.6	10.0
Asian	16.5	17.0	83.5	83	73.7	72.5	54.0	55.4
Black	33.3	30.4	66.7	69.6	35.7	41.2	12.4	15.1
Hispanic	31.9	32.6	68.1	67.4	39.2	41.9	15.0	17.4
White	9.8	11.7	90.2	88.3	75.5	75.3	47.2	50.0
Overall	30.3	28.8	69.7	71.2	43.2	47.3	19.5	22.8
SCIENCE (Grades 5 and 8 only)								
At Risk	54.2	57.0	45.8	43.0	17.7	16.2	4.4	4.1
Emergent Bilingual	51.0	55.0	49.0	45.0	20.6	18.2	5.6	4.7
Economic Disadvantage	47.1	49.3	52.9	50.7	24.0	22.8	7.1	7.0
Special Education	68.8	61.1	31.2	38.9	11.8	24.0	3.7	9.1
Asian	20.9	22.8	79.1	77.2	63.5	59.7	39.9	35.7
Black	51.8	50.4	48.2	49.6	19.3	21.3	5.2	6.2
Hispanic	43.1	47.3	56.9	52.7	27.6	24.8	8.7	7.7
White	18.5	20.4	81.5	79.6	58.1	55.9	30.0	30.7
Overall	42.6	43.7	57.4	56.3	29.8	29.3	11.4	11.5

Source: Texas Research Portal, English and Spanish scores combined

STAAR EOC

Key Actions 2: Grow Staff Capacity to Provide the Highest Quality Instruction, established a clear, districtwide definition of effective teaching and provided daily instructional coaching, ensuring leaders and teachers shared a common understanding of high-quality instruction. These efforts supported broad academic improvements, including Algebra I Meets increasing from 33.5% to 38.0% and Masters from 17.7% to 21.6%, Biology Meets jumping from 40.0% to 53.6%, and districtwide English performance rising.

Areas of Strength	Algebra I: Percentage of students attaining Meets grade level standards rose from 33.5% to 38.0% and Masters from 17.7% to 21.6%, with Emergent Bilingual students gaining +6.8 percentage points at Meets.							
	Biology: Percentage of students attaining Meets increased from 40.0% to 53.6% and Masters from 13.4% to 19.1%, with At-Risk (+12.2) and EB (+17.4) students making noteworthy gains.							
	English I: Percentage of students attaining Meets improved from 40.9% to 43.6% and Masters from 10.0% to 13.1%, with EB students showing the strongest growth (+6.5 points).							
	English II: Percentage of students attaining Meets rose from 43.9% to 48.8%, with EB students (+8.6 points) and At-Risk students (+2.9 points) both improving.							
Areas of Improvement	Equity Focus: District results highlight continued opportunities to close achievement gaps. While At-Risk students are progressing, their Meets rates remain below the overall district average — Algebra I (28.4%), English I (30.4%), English II (31.7%), and U.S. History (49.7%). Special Education students are also showing growth potential, with current Meets performance at Algebra I (12.5%), Biology (23.0%), English I (13.0%), English II (16.0%), and U.S. History (32.9							
Algebra I								
	% Did Not Meet		% Approaches		% Meets		% Masters	
School Year	2023	2024	2023	2024	2023	2024	2023	2024
At Risk	41.0	33.5	59.0	66.5	21.1	25.9	8.0	11.2
Emergent Bilingual	41.0	31.3	59.0	68.7	23.8	30.6	9.9	14.6
Economic Disadvantage	35.5	28.5	64.5	71.5	29.5	34	13.8	17.7
Special Education	55.4	50.1	44.6	49.9	11.0	12.5	4.7	5.2
Asian	18.1	12.9	81.9	87.1	66.0	71.4	54.4	57.7
Black	38.4	29.7	61.6	70.3	24.5	30.5	9.9	13.6
Hispanic	32.9	26.8	67.1	73.2	32.9	37.1	16.0	19.9
White	16.6	16.7	83.4	83.3	57.3	57.7	37.8	40.2
Overall	33.2	27.0	66.8	73.0	33.5	38.0	17.7	21.6
Biology								
At Risk	28.8	16.7	71.2	83.3	26.2	38.4	4.1	7.3
Emergent Bilingual	37.0	19.1	63.0	80.9	19.2	36.6	2.7	7.8
Economic Disadvantage	25.6	14.2	74.4	85.8	34.3	48.8	8.5	13.8
Special Education	41.8	28.5	58.2	71.5	14.3	23	3.2	6.3
Asian	19.9	9.2	80.1	90.8	66.0	78.8	47.8	59.1
Black	23.1	13.4	76.9	86.6	33.9	50	7.3	14
Hispanic	24.3	12.7	75.7	87.3	37.1	50.7	10.1	14.8
White	8.2	4.7	91.8	95.3	71.1	76.9	38.7	37.6
Overall	22.7	12.4	77.3	87.6	40.0	53.6	13.4	19.1

Source: Texas Research Portal, English and Spanish scores combined

Prekindergarten Program (2023–2024)

The objective of the prekindergarten program is to provide high-quality, developmentally appropriate instruction that builds academic skills, preparing all children for success in kindergarten and beyond.

Areas of Strength	Letter Names (Literacy): Overall improvement at MOY with the percentage of students scoring proficient for PK-3 English increased from 43.5% in 2024 to 49.4% in 2025. Letter Sounds (Literacy): The percent of SPED Pre-K 3 Spanish (+4.4 points) and Pre-K 4 English (+5.3 points).
Areas for Improvement	Letter Sounds (Literacy): Districtwide results show a slight decline in proficiency across all four areas, including Pre-K 3 English (40.9% → 36.7%) and Pre-K 4 Spanish (77.9% → 71.9%). These trends help highlight where early literacy instruction can continue to be strengthened.

Source: Zimmerman, L. S., Briand, K. A., Serrant, T. D., Tran, M., Smith, F., Hunt, T., & Graham, G. (2024). *Prekindergarten program evaluation, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District.

Head Start Collaborative (2023–2024)

HISD and Head Start Collaborative Programs (HISD Head Start) jointly take responsibility for narrowing the achievement gap between economically disadvantaged pre-Kindergarten children and their more affluent peers.

Areas of Strength	Spanish Literacy Advantage: Head Start students outperformed non-Head Start peers on the BOY Lectura assessment (86% vs. 79%), showing strengths in Spanish early literacy development. Closing Gaps in Mathematics and Literacy: Performance gaps narrowed between Head Start and non-Head Start students by 1% in CIRCLE math (both versions), 3% in CIRCLE Spanish literacy, and 7% in CIRCLE Spanish math. Kindergarten Readiness: By kindergarten, Head Start students closed the performance gap in DIBELS EOY English, demonstrating positive program impact over time.
Areas for Improvement	Opportunities to Strengthen Early Learning Outcomes: Non-Head Start pre-K students generally outperformed Head Start peers on BOY/EOY CIRCLE literacy and math as well as DIBELS and Lectura in kindergarten, while Head Start students showed notable strengths in select Spanish assessments — providing a strong foundation to build upon in targeted early literacy and math support.

Source: Kamau, N. J., Serrant, T. D., & Graham, G. (2024). *Houston ISD and Head Start collaborative programs outcomes report, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District.

Magnet Education Program (2023–2024)

Areas of Strength	Magnet Participation: 96,161(52%) of HISD’s students were enrolled in magnet schools. Academic Performance: Students who attended magnet schools outperformed students who attended non-magnet schools on all STAAR 3–8 and STAAR End-of-Course assessments. School-wide magnet schools’ academic performance exceeded the performance of magnet schools overall.
Areas for Improvement	Strong Progress Toward Magnet Enrollment Goals: Sixty-eight percent of magnet schools successfully met the program target by enrolling at least 20% of their students from outside their attendance zones, reflecting solid progress in expanding access and choice.

Source: Kamau, N. J., Serrant, T. D., & Graham, G. (2024). *Magnet report, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District (HISD).

At-Risk Student Population (2023–2024)

Under Texas Education Code (TEC) §29.081, an *at-risk student* is one who, because of certain identified factors, is at risk of dropping out of school or not meeting state academic standards. Districts are required to identify and provide targeted services to these students to improve educational outcomes and graduation rates.

Students are designated as at-risk if they meet one or more of the following statutory criteria:

At-Risk Indicator (2024–2025)	# Students	% Students
Parole/Probation	37	0
Expelled	60	0
Pregnant/Parenting	91	0.1
CPS/Foster Care	118	0.1
Incarcerated	159	0.1
Resides in Other Facility	216	0.1
Dropout Recovery	540	0.3
Previous Dropout	639	0.4
Alternative Education (e.g. DAEP/JJAEP)	1,829	1.1
Homeless	5,383	3.3
Retained	16,725	10.2
Failed 2+ Core Courses (7 th – 12 th grades)	31,243	19.1
Failed Readiness (PK – 3 rd Grades)	33,225	20.3
Failed State Assessment	34,694	21.2
English Learner (e.g., Emergent Bilingual)	65,027	39.7

The State Compensatory Education (SCE) program in Houston Independent School District is designed to increase academic achievement and reduce dropout rates for students identified as at-risk. SCE funds support accelerated instruction, intervention staffing, credit recovery, and other evidence-based strategies aligned to student needs.

Areas of Strength	STAAR Reading Gains: From 2023 to 2024, at-risk students improved in five of six grades, with the largest increases in Grade 6 (+11 points), Grade 4 (+9), and Grade 5 (+8). STAAR Math Gains: At-risk students improved across all grades, with the largest gains in Grades 5 and 8 (+8 each), Grade 6 (+7), and Grade 4 (+6). EOC Performance Growth: In 2024, at-risk students posted gains in four of five EOC subjects, led by Biology (+12 points), English II (+7), and Algebra I (+6). Graduation Rates: The graduation rate for at-risk students increased from 75% in 2019 to 82.2% in 2023, while non-at-risk students improved to 90.1%, narrowing the gap. Dropout Rate Reductions: Between 2021 and 2023, the dropout rate for at-risk high school students declined by 2.0 points, and middle school declined by 0.8 points.
Areas for Improvement	Small Decline in 3rd Grade Reading: At-risk performance in Grade 3 reading declined by 1 point from 2023 to 2024. Slight Decline in U.S. History EOC: While most EOCs improved, U.S. History performance showed a slight decline by 3 points for at-risk students.

Source: Serrant, T. D., Mitchell, T. S., & Graham, G. (2024). *State compensatory education report, 2023–2024 preliminary*. Houston Independent School District.

Emergent Bilingual Program (2023–2024)

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program.

Areas of Strength	Reclassified EB Success: Students reclassified as non-EB consistently outperformed never-EB students on all STAAR and EOC assessments, highlighting the effectiveness of EB programming in preparing students for long-term academic success. TELPAS Growth: In 2024, bilingual students showed more growth on TELPAS than ESL peers, and the early advantage of ESL students in language proficiency disappeared by grade 5, indicating effective bilingual development. Improved Graduation and Reclassification: Four-year graduation rates improved, dropout rates declined, and over 4,000 additional EB students were successfully reclassified as non-EB in 2024.
Areas for Improvement	Progress Continues with Opportunities to Close Gaps: Current Emergent Bilingual (EB) students are making gains but still trail their never-EB peers on most STAAR and EOC subjects, with the greatest opportunities for growth in English I, English II, and Biology EOC exams.

Source: Briand, K. A., Smith, F., Hunt, T., Serrant, T. D., & Graham, G. (2024). *Bilingual and English as a Second Language program evaluation, 2023–2024*. Houston Independent School District.

Gifted and Talented Program (2023–2024)

In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Gifted and Talented Neighborhood.

Areas of Strength	High PSAT Participation: Among 11th-grade GT students, 94.4% (2,492 students) took the PSAT, with 53.4% meeting both College and Career Readiness (CCR) benchmarks. SAT College Readiness: Nearly all 2023 GT graduates (99.6% or 2,806 students) took the SAT, and 56.5% met CCR benchmarks in both Evidence-Based Reading/Writing and Math, showing higher post-secondary readiness compared to district averages.
Areas for Improvement	Expanding Equity in GT Identification: While progress has been made, African American, Hispanic, at-risk, emergent bilingual, economically disadvantaged, ESL, special education, and homeless students remain underrepresented in the GT program — presenting clear opportunities to broaden access and ensure more equitable identification.

Source: Zimmerman, L. S., Briand, K. A., & Tran, M. (2024). *Gifted and talented program evaluation: Findings related to program compliance, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District.

Title I Student Achievement (2023–2024)

The objective of Title I funding is to ensure that all students, particularly those who are economically disadvantaged, have equitable access to a high-quality education that enables them to meet or exceed state academic standards. Title I resources provide supplemental instruction, targeted interventions, and evidence-based strategies to close achievement gaps between Title I and non-Title I students. Funds also support professional development for teachers and expanded parent and family engagement activities, strengthening the connection between home and school. Through these efforts, Title I aims to accelerate learning and improve student achievement across all content areas.

Areas of Strength	Narrowing Performance Gaps: Over the past two years, performance gaps between Title I and non-Title I students at the Meets Grade Level standard decreased by 2 points in RLA, 4 points in math, and 5 points in science. EOC gaps also narrowed across subjects, including a notable 11-point reduction in Biology. Improvement in NES and NES-Aligned Campuses: NES and NES-Aligned campuses saw significant growth, with +3 points on STAAR Grades 3–8 Meets and +9 points on STAAR EOC Meets, compared to smaller gains at PUA campuses.
Areas for Improvement	Narrowing Achievement Gap: Students in Title I schools are showing continued gains across STAAR 3–8 and EOC subjects, gradually closing the gap with non-Title I schools in meeting grade-level standards.

Source: Suzuki, H., Zimmerman, L. S., Serrant, T. D., & Graham, G. (2024). *Title I, Part A student achievement, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District.

Parent & Family Engagement – Title I (2024–2025)

HISD’s Title I Part A Parent and Family Engagement activities included Conferences, Education Meetings, Family Literacy Trainings, Parent Literacy Trainings, Planning Sessions, and Volunteering.

Areas of Strength	High Parent-Teacher Conference Participation: Nearly 19,000 parents (18,986) engaged in conferences with educators, demonstrating strong collaboration around student learning and academic progress. Broad Participation in Educational Meetings: Over 14,800 parents (14,846) attended sessions on topics such as nutrition, safety, and language learning, showing that families are engaging in whole-child development activities. Targeted Family Literacy Support: More than 7,400 participants (7,424) attended family literacy training, strengthening reading, language, and computer skills across generations. Consistent Planning Session Attendance: About 7,450 parents/guardians attended planning sessions focused on academic progress, retention, promotion, and testing, reflecting meaningful involvement in academic decision-making.
Areas for Improvement	Growing Parent Literacy Engagement With Room to Expand: 4,715 parents participated in parent-only literacy trainings, creating a foundation to build on by expanding outreach and increasing accessibility for adult-focused literacy development opportunities. Strong Parent Conference Participation; Opportunity to Boost Volunteering: While parent involvement in conferences and meetings is high, 3,452 parents engaged in campus volunteer activities, presenting a clear opportunity to grow hands-on family engagement.

Source: Kamau, N. J., Serrant, T. D., & Graham, G. (2024). *Title I, Part A parent and family engagement report, 2023–2024*. Assessment, Accountability, and Compliance, Houston Independent School District (HISD).

HISD Class of 2023 College, Career, and Military Readiness (Domain 1)

CCMR Indicators	2023	
	Count	Percent
Total Graduates	11,838	
Met TSI in both ELA/Reading and Mathematics	4,559	38.5
Met TSI criteria for ELA/Reading	6,160	52.0
Met TSI assessment criteria	1,271	10.7
Met ACT criteria	403	3.4
Met SAT criteria	4,471	37.8
Earned credit for a college prep course	1,369	11.6
Met TSI criteria for Mathematics	5,242	44.3
Met TSI assessment criteria	1,762	14.9
Met ACT criteria	370	3.1
Met SAT criteria	2,323	19.6
Earned credit for a college prep course	1,757	14.8
Met criterion score on an AP/IB exam in any subject	3,132	26.5
At least 3 hours (ELA or Math) or 9 hours in any subject	1,729	14.6
Earned at least 3 hours of university credit (Dual Credit)	1,729	14.6
Earned at least 3 hours of university credit (OnRamps)	244	2.1
Earned an industry-based certification from approved list	4,438	37.5
Earned a Level I or II certificate	69	0.6
Earned an associate's degree while in high school	335	2.8
SPED: Received graduation type code of 04, 05, 54, or 55	134	1.1
SPED: RHSP, DAP, FHSP-E, or FHSP_DLA	731	6.2
Enlisted in U.S. Armed Forces	44	0.4
Met at least one criterion above	9,015	76.2

Graduation Rate

2023-2024 Graduation Rate Indicators	Number of Students	Number of Grads	% Graduation Rate
4year longitudinal (no exclusions, federal rate)	13,637	11,319	83.0
4year longitudinal (with exclusions, state rate)	13,150	11,196	85.1

Source: Source: Texas Education Agency (TEA) Four-Year Class of 2024 Student Listing Data File.

Dropout Rate

2023-2024 Dropout Rate Indicators	Number of Students	Number of Dropouts	% Dropout Rate
4year longitudinal (no exclusions, federal rate)	13,637	1,813	13.3
4year longitudinal (with exclusions, state rate)	13,150	1,689	12.8

Source: Source: Texas Education Agency (TEA) 2023–2024 Annual Dropout Summary Reports.

Coordination of Federal, State, and Local Funds

Federal funds will be integrated and coordinated with State and Local funds to meet the needs of all our students.

2024-2025 Federal Funds

Program Name	Amount
Title I, Part A	\$51,000,000
Special Education (IDEA-B)	\$9,602,794
National School Lunch Program	\$136,341,925

2024-2025 State and Local Funds

Program Name	Amount
Bilingual	\$14,472,717
Career and Technical Education (CTE)	\$3,803,598
CCMR	\$34,394,102
Early Education	\$35,551,652
General Local	\$1,115,120,228
Gifted and Talented	\$5,042,337
Special Education	\$177,736,964

2024-2025 State Compensatory Education Funds by Program

Program Name	Amount
Accelerated Education	\$2,184,797
Disciplinary Alternative Education Program - DAEP Basic Services	\$9,297,848
Title I, Part A Schoolwide Activities	\$100,181,331

Source: SAP – BI Budget as of 6/30/2025; 2024-2025

District Action Plan: Goals and Key Actions

Expanding success

HISD has been engaged in the most important transformation effort in the nation. At the beginning of the 2023-2024 school year, the new administrative team began implementing Destination 2035, a plan to get the District out of intervention status and fundamentally and systemically change the education system. The goal is to raise student outcomes and prepare students for the Year 2035 workplace and world. Destination 2035 outlined 11 key areas that would guide the work and operations of the District over the next few years (see picture from the Destination 2035 plan at the right). To date, the District has made great strides in each of the areas except “improve safety of facilities.” And student outcomes have already improved considerably.

In the third year of the reform (the 2025-2026 school year), HISD will stay the course and focus more attention on other district systems that support schools, students, and families.

On the instructional side, we will continue to focus on the critical components of high-quality instruction and the staff’s capacity to consistently deliver high-quality instruction. We have put new systems in place and now we are in a position to strengthen those instructional systems.

We will continue to strengthen the NES model. However, we will only add additional schools to the New Education System (currently at 130) if a school should receive an “F” rating at the end of the 2024-2025 school year.

Regarding systems that support schools and divisions, we will focus on optimizing efficiencies in transportation, improving data integration, and strengthening the unit concept.

Foundational

- 1. Expand leadership density
- 2. Improve the quality of instruction
- 3. Strengthen Central Office
- 4. Improve reading instruction Pre-K through 4th grade
- 5. Improve SPED and SEL services
- 6. Improve safety of facilities

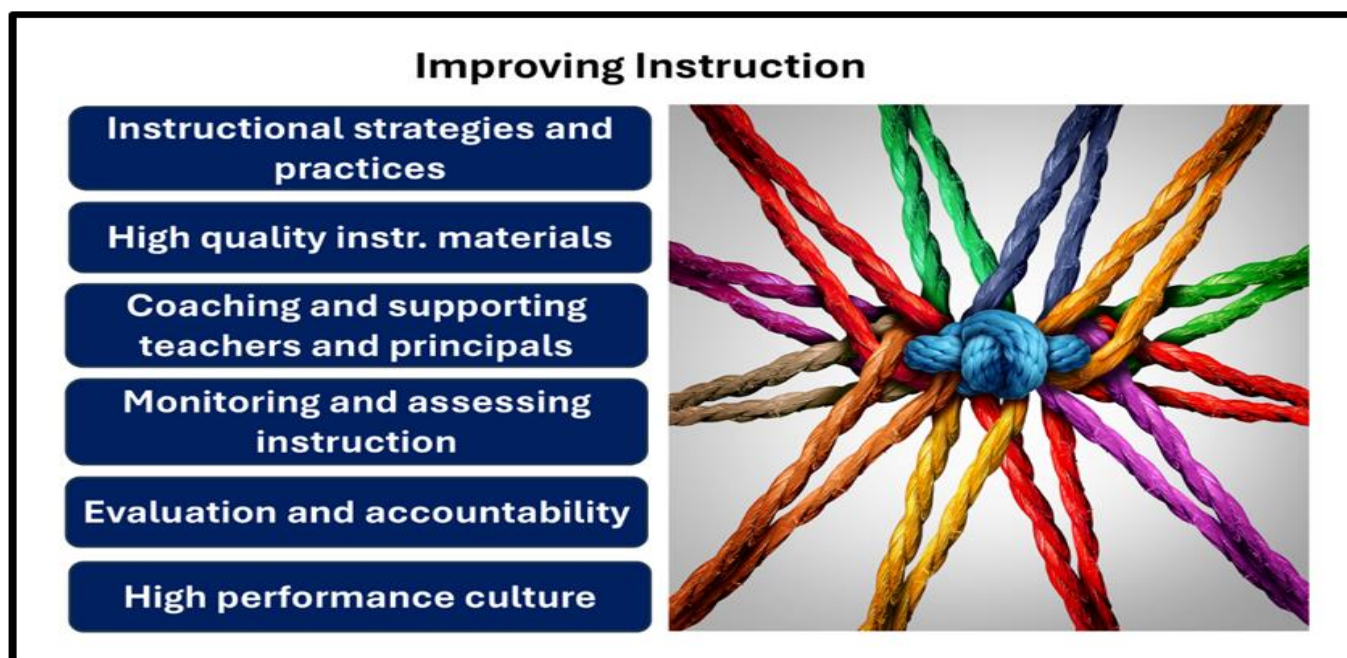
Innovative

- 7. Create a new education system
- 8. Implement new staffing model
- 9. Implement new Principal and Teacher evaluation systems
- 10. Create an Earned Autonomy System
- 11. Develop and implement Year 2035 Competencies and Experiences

Key Action 1: Improve the quality of instruction

Improving the quality of instruction must be the core work of any district. We have overhauled the components of the instructional system and have tied the various parts together in a way that has and will continue to dramatically improve student outcomes. Still, there is much work to do to improve the quality of instruction in a large urban district that previously had 274 autonomous schools, few of which were focused on improving instruction.

We will strengthen the systems we have put in place over the last year and a half and improve the implementation of these instructional strategies. We will dedicate time and resources to align all Executive Directors of Instruction (EDIs), Principals, and the district-level trainers and coaches on our expectations for instruction in every classroom every day. Each school's quality of instruction will be assessed by an independent review of the instructional quality -- known as IRT visits. These visits occur four times per year. Additionally, HISD currently serves 69,000 Emergent Bilingual students, so the district will increase its focus on achieving English Proficiency for this student group.



Indicators of Success:

- The District will score at least a 10.0 on the mid-year IRT
- The District will score at least an 11.5 on the end-of-year IRT [For a teacher's score to be included in an IRT school score, the teacher must have been in the District for at least four consecutive weeks. For the fourth IRT visit, the District will exclude the scores of teachers who have been brought to file review or who are resigning in lieu of going through the file review process.]
- All potential IRT evaluators will have passed the TES appraiser certification to ensure strong calibration before being allowed to conduct an IRT visit. [The IRT evaluator's score cannot differ from the approved test score by more than 1.9 points.]

- At least 75% of all principals receive a “Proficient” score on the instructional feedback rubric by 15 December 2025. That percentage will grow to 85% by 30 May 2026
- By June 2026, 70% of all campuses will reach the TEA defined target for percent of 1st – 5th grade EB students that grow one level of proficiency on the Reading and/or Speaking domain in TELPAS compared to their prior year TELPAS score.
 - Note: TEA “interim target” is 49%, “next interim” target is 51%, and “long-term” target is 55%. (Each campus target is set based on current performance). Additionally, Grade 3-5 year 1 newcomer student data will be excluded to align with TEA accountability.

Specific Actions:

- Continuing to strengthen the key components of high-quality instruction [See “How HISD Improves the Quality of Instruction,” Mike Miles, Jan. 2025]
- Continue supporting ED’s, principals, and teachers through on-going and consistent coaching and feedback
- Conduct professional development focused on the quality of instruction for principals and assistant principals (monthly) and for Executive Directors of Instruction (weekly)
 - Support principals in providing monthly professional development to their teaching staff aligned to high quality instruction and a high-performance culture
- Develop and implement a plan that includes the creation of the TES Appraisal Certification micro-credential to strengthen calibration among IRT evaluators and among principals
- Develop an instructional feedback rubric by 1 July 2025 [use Miles’ rubric as a base]
- Train principals, APs, and EDIs on the use of the instructional feedback rubric

Key Action 1	Improve the quality of instruction
Lead Dept./ Person	Chief of Schools; LSI; Miles
Approx. Cost	\$0
Notes	The cost is budgeted in normal department operations

Key Action 2. Implement a new teacher evaluation and compensation system

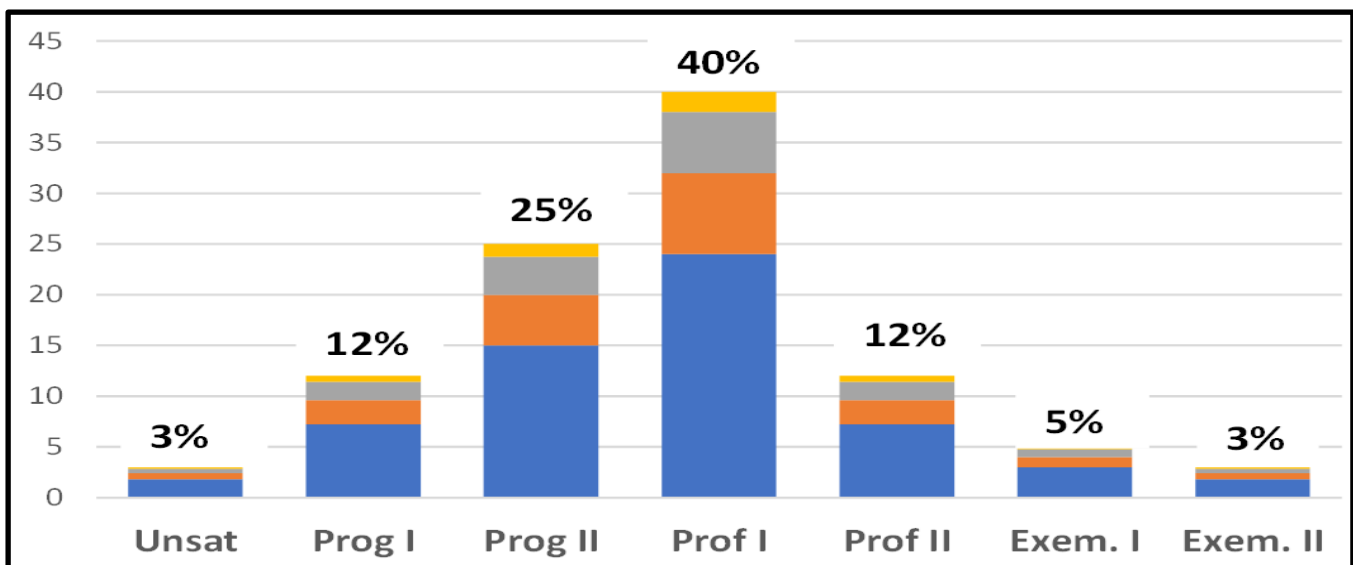
HISD currently administers a rigorous T-TESS evaluation system for all teachers in the District. The T-TESS evaluation is tied to student achievement outcomes and the quality of instruction.

When the District of Innovation plan was created by the District Advisory Committee and approved by the Board of Managers in December 2023, it allowed for the District to develop a new evaluation system for teachers during the 2024–2025 school year. A new evaluation system – the Teacher Excellence System (TES) – was approved by the Board in March 2025. The new evaluation system will be implemented in the 2025–2026 school year and tie compensation to the evaluation ratings beginning in the 2026–2027 school year.

Indicators of success:

- All qualifying teachers receive an evaluation rating by 30 June 2026
 - Some evaluations will receive the final score in August 2026
- By 30 June 2026, the target distribution is used as planned
 - The target distribution will be rerun in August 2026
 - 100% of eligible teachers and leaders will receive an accurate evaluation calculation as measured by the rules outlined in the Calculation Guidebook, including proper application of the Targeted Distribution
- At least 80% of Proficient 1 or higher-rated teachers accept an employment offer by 1 July 2026
- By 1 March 2026, 70% of all HISD teachers agree or strongly agree that the new evaluation system is being implemented fairly
- 20% of all teachers apply for a Distinguished Teacher Review by 31 March 2026

The average teacher applying for Distinguished Teacher Review (DTR) receives at least 10 additional points from the DTR review.

**Specific Actions:**

- Create the TES Appraiser certification to support calibration of appraisers.
- Train teachers and principals on TES and the DTR process during the summer and the first half of the school year.
- Create a robust education and engagement campaign to ensure current and prospective educators understand the benefits of the new compensation plan.
- Create a rigorous, but efficient Distinguished Teacher Review process and effectively communicate the DTR process to teachers and principals.
- Create a retention plan for all teachers, especially Distinguished Teachers.
- Conduct multiple surveys of teachers and principals about TES and its implementation.

Key Action 2	Implement a new teacher evaluation and compensation system
Lead Dept./ Person	Chief of Academic Office; Chief of Schools; Miles
Approx. Cost	\$1,000,000
Notes	The additional cost is for DTR implementation and TES appraiser certification; No pay-for-performance compensation until 2026–2027; other costs are budgeted in normal department operations

Key Action 3: Improve SPED instruction, service delivery, and outcomes

HISD has significantly improved special education compliance since the start of the intervention. Many more students have been identified early, and 99.9% of ARD meetings have been conducted on time. We also improved special education achievement. However, we have much work to do in the area of instruction and rigor. In the 2025–2026 school year, we will continue to improve SPED compliance and place more emphasis on improving the quality of instruction for students receiving special education services.

Indicators of Success:

- The SPED Department will review 8% of all IEPs by 15 December 2025; it will review another 8% by 30 May 2026
- The percentage of “instructionally proficient” IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from 88.8% in May 2024 to 95% in May 2025
- The District’s average mid-year IRT score of at least 200 SPED teachers exceeds 10.0
- The District’s average end-of-year IRT score of at least 200 SPED teachers exceeds 11.5. [The IRT score for the school will include any SPED teacher evaluated during the IRT visit. The District will calculate a separate Division and District score for the SPED teachers during the IRT visits.]

Specific Actions:

- Update the rubric to assess the instructional proficiency of an IEP
- Train instructional review teams for the Special Education Department and select members of the IRT teams to conduct spot observations of SPED teachers
- Review at least 8% of all IEPs each semester
- Assess all IEPs of returning students by 1 October 2025 and conduct ARD meetings to bring them to proficiency
- Conduct SPED teacher professional development on high-quality instruction as outlined in HISD’s key instructional characteristics and the spot observation
- Create special education resource classrooms in all NES 4th through 7th grade ELA and Math courses
- Provide a Special Education teacher assistant for every 60 moderate needs students in an NES school

Key Action 3	Improve SPED instruction and service delivery
Lead Dept./ Person	SPED Department; Chief of Organizational Effectiveness
Approx. Cost	\$0 -- however, costs will vary based on increases or decreases in the number of SPED students
Notes	No new monies; same budget as 2024–2025

Key Action 4: Expand HISD’s Pre-K3 and Pre-K4 programs

Over time, if we are to improve reading proficiency in elementary and middle school, we will have to grow the number of Pre-K seats and improve the quality of instruction in preschool. High-quality Pre-K programs require adequate facilities, effective teachers, and a robust curriculum with high-quality instructional materials.



Our efforts to significantly increase the number of Pre-K available seats, especially in the highest demand areas, have been slowed by the failure to pass a bond. Still, in the 2025-2026 school year, we will expand the number of Pre-K seats and work to improve the quality of instruction in preschool. Where possible, we will prioritize the underserved areas of the District that lack access to high-quality preschool seats.

Indicators of Success:

- By 1 September 2025, HISD will add at least 500 more Pre-K available seats; it will add an additional 300 available seats by 1 February 2026
- By October snapshot in 2025, 98% of the available Pre-K seats will be filled with enrolled students for the 2025-2026 school year.
- By May 2026, HISD will see a 25% increase in Pre-K Phase I school choice applications compared to the previous year.
- The District’s average mid-year IRT score of at least 200 Pre-K teachers exceeds 9.0. This increases to 10.5 by the end-of-year. [The IRT score for the school will not include any Pre-K teacher evaluated during the IRT visit. The District will calculate a separate Division and District score for the Pre-K teachers during the IRT visits.]
- By May 2026, there will be a 5% increase in the number of Pre-K students who meet their target growth goal from BOY to EOY as compared to SY24-25.

Specific Actions:

- In areas where there is a demand, identify schools that could add more Pre-K classrooms and outfit those classrooms for use by 1 July 2025

- Oversee budgets of PUA schools to ensure PreK classrooms are prioritized and existing SY24-25 classrooms are not closed
- Market open Pre-K seats at various campuses in alignment with School Choice timeline, during summer and through first semester of school if seats are still available
- Place modular buildings at four sites with the most demand by 1 July 2025, if needed to meet expansion goals
- Open HISD Pre-K classrooms in high schools that already have Pre-K classroom space to support the Early Learning CTE Programs of Study
- Review spot form and Pre-K specialty guidance to ensure it appropriately measures high quality instruction for Pre-K teachers and revise accordingly
 - Provide effective professional development for all Pre-K teachers in the Science of Reading and high-quality instruction during the teacher orientation in the summer of 2025 and every quarter during the 2025-2026 school year
- Improve Pre-K curriculum and high-quality instructional materials. Differentiate curriculum for Pre-K 3, Pre-K 4 and mixed 3- and 4-year-old classrooms
- Raise accountability of Pre-K teachers in growing students' proficiency on the Circle exam

Key Action 4	Expand HISD's Pre-K3 and Pre-K4 programs
Lead Dept./ Person	Chief of Academic Office; Chief of Schools
Approx. Cost	\$5,000,000
Notes	Cost includes Pre-K teacher assistants as well as facility renovations to provide restrooms

Key Action 5: Improve Districtwide systems and efficiency

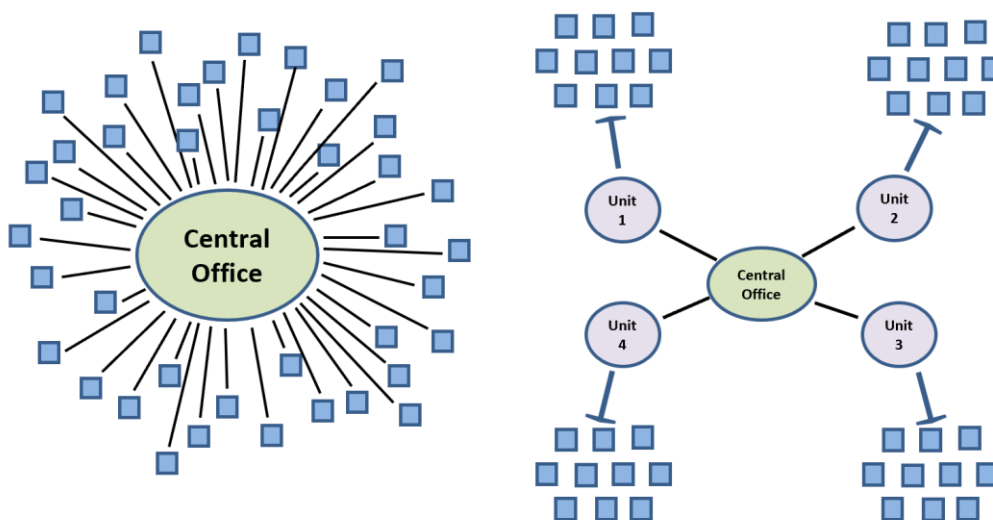
As outlined in the Efficiency Report of February 2024, numerous systems that support the schools and our core function of improving student outcomes are dysfunctional or broken. Last year, we started to improve these systems but had to focus on right-sizing central office and eliminating wasteful spending, especially on purchased services that we employ people to do. We also had to change the culture of central office staff to focus on supporting schools and holding ourselves accountable for specific goals and metrics.

We will continue to improve each department's support of the schools and the broader District goals. However, for the 2025-2026 school year, we will prioritize improving three systems: 1) transportation of students, 2) data integration and accuracy, and 3) the unit concept.

Indicators of Success:

- By 1 November 2025, the cost of transporting a student in HISD will be less than \$4,000 per student (down from over \$6,000 per student)
- By 1 October 2025, no ride-time for a route for a choice student will be more than 75 minutes one way; no ride-time for a route for a zoned student will be more than 50 minutes

- By 1 October 2025, the average ridership for a 60- or 70-passenger bus will be no less than 30; the average ridership for a 20-passenger bus will be no less than 15.
- By 1 September 2025, the District will be able to acquire accurate, updated data or answers to 200 recurring or important queries within an hour of a request from a Cabinet member
- By 1 January 2026, the District will be able to acquire accurate, updated data or answers to 400 recurring or important queries within an hour of a request from a Cabinet member
- By 1 November 2025, 90% of priority 1 (emergency) work orders in each Division will be responded to in 1 – 2 hours and completed within 2 business days; 90% of priority 2 (urgent) work orders will be completed within 5 business days; 90% of priority 3 (routine) work orders will be completed within 10 business days; 80% of priority 4 (projects) work orders will be completed within 90 days; and 90% of priority 5 (code compliance) will be completed within 30 – 90 days for urgent matter work orders.



Specific Actions:

- Implement satellite bus barns
- Optimize routes and develop a plan to optimize the fleet
- Overhaul processes to recruit and retain bus drivers – those with CDLs and those who do not need a CDL
- Diversify transportation services via parent payment, public transit, and integration of students with disabilities
- Develop a plan to align and integrate data systems
- Build campus-level dashboards to give principals and division leadership one place to access high priority information
- Identify 400 recurring or important queries
- Strengthen “Unit Concept” of support – clarify responsibilities, strengthen processes, assign KPIs, increase accountability for support
- Streamline work order process
- Implement and ensure clear communication with division leadership and school administrators about emergency and urgent issues and their estimated resolution time to minimize disruptions.

- Ensure projects are broken into manageable phases, with clear milestones and progress tracking.
- Work closely with local authorities to ensure compliance with the latest regulations and set up compliance deadlines for remediation of any issues.

Key Action 5	Improve Central Office systems and efficiency
Lead Dept./ Person	Chief of Staff; Chief of Organization Effectiveness
Approx. Cost	\$0
Notes	If necessary, we will use \$10,000,000 in maintenance tax notes to fund Key Action 5; however, savings should pay for the additional start-up costs

Key Action 6: Provide Accurate, Timely Information to the HISD Community

Over the last decade, the media environment has drastically changed. The virality of information – especially misinformation – has grown exponentially. Also, people seem to be more willing to believe almost anything that supports their point of view regardless of the facts. Our efforts to persuade and inform in this type of media environment have suffered from the immediacy of misinformation and entertaining social content.



At the time of this writing, HISD’s live medium – called HISD Now – has yet to broadcast its first live report. By the 2025-2026 school year, HISD Now will have been operating for close to seven months. The work in 2025-2026 will be to build upon the work and strengthen our ability to communicate with the public in real time.

Indicators of Success:

- By 1 December 2025, the HISD Now YouTube channel has 50,000 subscribers
- By 1 December 2025, HISD Now is repeated in local print or television media 5 times a week
- By 1 January 2026, in a survey of parents, baseline data from a survey conducted in March 2025 of whether families believe the District is headed in the right direction increases by 15%

Specific Actions:

- Prioritize HISD Now in the Communications action plan and budget
- Expand ability to report “breaking news” live
- Expand capacity by hiring a mobile news crew
- Update employee and parent contact information
- Outline planned content two months in advance
- Market HISD Now to a broader audience (beyond employees and parents)

Key Action 6	Improve HISD live communications medium
Lead Dept./ Person	Chief of Communications
Approx. Cost	\$2,000,000
Notes	Communications will raise philanthropic funds for additional requirements/ costs

Key Action 7: Expand access to high-quality post-secondary pathways

Historical HISD data shows the majority of HISD students are not graduating equipped for success in college or career. Only 14% of students are graduating from college and only 12% of students are completing a coherent sequence of CTE courses and obtaining an IBC, and indication of career readiness. Additionally, 57% of HISD graduates who enroll in college are required to take remedial coursework in math and reading which we know significantly increases the chances of college dropout.

In the last year and a half, the District has taken big steps to improve both college and career pathways for students in alignment with high-wage, high-demand jobs. This work starts early with a focus on improving student outcomes in all grades through high quality, Tier 1 instruction. This is critical to success given multiple research studies show that understanding key math concepts is predictive of success. For example, completion of Algebra I by 9th grade is highly predictive of high school graduation, success and college and higher earnings. Also, students' understanding of fractions and division in earlier grades is a strong predictor of their algebra knowledge and success in high school. The district has been rapidly growing students' foundational learning and expanding access to advanced pathways. Additionally, the District has prioritized investment in four Programs of Study so more students have access to programs that lead to high-wage, high-demand jobs.



Still, there is much more to do to transform CTE pathways and college success to prepare students for a different workplace and world. We must continue to expand our advanced math pathways for students in middle school, improve TSI readiness in high school and improve college acceptance and matriculation rates. We also need to continue to provide upgraded programs of study and courses that help students learn how to use artificial intelligence to enhance their skills. A quick analysis conducted last year revealed large inequities in access to programs of study and pathways that are more rigorous and that will lead to higher-skilled careers. We need to change our operations to address these inequities and provide all students access to “future-oriented” programs of study.

The failure of the bond makes it harder for us to prepare our students for a different world and workplace. Nevertheless, we will invest as much as we can in upgrading our courses and programs of study. We plan to invest heavily in Barbara Jordan CTE Center and expand access to the center for students whose high schools do not have strong programs of study focused on high skill, high wage, and high demand jobs.

Indicators of Success:

- **Academic Readiness:** By June 2026, the number of 11th and 12th grade students who complete the 2025-26 academic year TSI ready in English and Math (SAT/ACT/TSIA/TCB) will increase 5%.
- **Advanced Coursework:** The number of 11th grade students earning college credit will increase 5% from June of 2025 to June of 2026.
- **College:** By June 2026, there will be a 5% increase in seniors who are TSI-Ready or CTE Completers accepted at post-secondary institutions.
- **Career (Selection):** By June 2026, there will be a 25% increase in the percent of 9th graders enrolled in one of the approved high-wage, high-demand programs of study.
- **Career (Retention):** By June 2026, there will be a 5% increase in the percent of students who are currently participants, explorers and concentrators continuing in their program of study sequence.
- **Career (Success):** By June 2026, 70% of students enrolled in CTE program of study course with a required Industry-Based Certifications (IBCs) will have earned at least one certification.
- **Artificial Intelligence (AI):** By May 2026, increase the number of students taking the "AI in the Workplace" elective by 5%.

Specific Actions:

- By 1 July 2025, develop a three-year plan to upgrade 2035 program of studies by integrating technology advancements made by the industry into courses.
- By 1 November 2025, develop a two-year plan to upgrade Barbara Jordan CTE Center, aligning it with state-of-the-art industry standards and expanding program of study offerings to prepare students for high-wage careers.
- By 1 June 2026, complete Phase I of the Barbara Jordan CTE Center renovation project.
- Train high school counselors and principals to value this goal and support them to expand the number of students in the programs of study and AI elective
- Identify additional 2035 programs and standardize course sequence, improve stacking of credentials, write curriculum and improve quality of instruction
- During the teacher orientation in the summer of 2025 and every quarter during the 2025-2026 school year, train the following teachers:
 - Train CTE teachers to upskill industry expertise in alignment with future of work and improve quality of instruction
 - Train advanced coursework and 11th grade teachers on curriculum and high-quality instruction to prepare them to increase student success on SAT and in college courses
- Expand middle school math pathway to increase the number of students enrolling and meeting grade level in Algebra I in 8th grade

Key Action 7	Upgrade CTE courses and programs of study
Lead Dept./ Person	Chief Academic Office
Approx. Cost	\$30,000,000 (maintenance tax notes)
Notes	\$20,000,000 for Barbara Jordan CTE Center and paid for with maintenance tax notes; \$10,000,000 for other CCMR and CTE upgrades

Key Action 8: Address prioritized health and safety needs

In the run-up to the bond election in 2024, the District identified immediate safety and health needs amounting to over \$1 billion of a \$4.4 billion bond. With the failure of the bond, we will still need to address the most severe health and safety needs. We will seek money from the State and federal grants to help pay for some of the facility needs, but most of the money will have to come from revenue we are able to generate and the prioritization of general fund monies.

At the time of this writing, we are not sure when we will be in a position to go out for another bond election. Therefore, we are planning on allocating \$100 million over the next two years to address the greatest needs in the area of health and safety.

Indicators of Success:

- A project plan is completed by 1 June 2025
- Phase 1 of the safety and health improvement plan is completed by 1 January 2026
- Phase 2 of the safety and health improvement plan is completed by 1 July 2026
- Phase 3 of the safety and health improvement plan is completed by 1 July 2027
- By July 2026, there will be a 25% decrease in HVAC complaints related to temperature control and air quality across the district
- By January of 2026, 96% of students will be immunization compliant
- By June of 2026, there will be a 10% increase in students using school-based health care compared to June 2025

Specific Actions:

- Align on criteria for prioritizing health and safety needs; collect data as needed
- Create a prioritized list of health and safety needs and determine which projects to complete in each phase
- Ensure all existing grant money for safety and health needs is allocated to top priorities as determined through the process above
- Assign a project manager and a team to coordinate the work

Key Action 8	Address prioritized health and safety needs
Lead Dept./ Person	Chief of Facilities and Maintenance Operations
Approx. Cost	\$40,000,000 (maintenance tax notes)
Notes	\$40,000,000 for the top priorities of a two-year plan and paid for with maintenance tax notes

Additional Action Plan Items

Key Action 1: Ensuring Equitable Dyslexia Services Across Campuses

Indicators of Success:

- 100% of students in both Kindergarten and 1st grade will participate in the screening, using state-approved instruments, with results documented and communicated to parents when students are identified as at risk.
- At least 90% of students who are identified with dyslexia and require services will receive evidence-based dyslexia instruction.
- 90% of campuses have a trained provider of Dyslexia Instruction

Specific Actions:

- Monitor the completion of all required dyslexia screeners to ensure compliance with state timelines and accuracy in reporting.
- Professional Development: Deliver fall and spring PD sessions on evidence-based dyslexia instruction (e.g., Reading by Design, Esperanza, MAP Fluency use).
- Campuses submit dyslexia progress monitoring at least once per grading period on evidence-based dyslexia curriculum.

Key Action 1	Ensuring Equitable Dyslexia Services Across Campuses
Division Priority	Ensure equitable identification, instruction, and progress monitoring for students with dyslexia across all campuses, aligned with the Texas Dyslexia Handbook and TEC §11.252(a)(3)(B)(iv).
Lead Dept./ Person	SPED
Approx. Cost	\$0 <i>(will use current budgets)</i>

Key Action 2: Technology Integration

HISD's technology instruction is standards-based, aligned with Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessments of Academic Readiness (STAAR), and aims to integrate technology into the curriculum to prepare students for college and careers ([Learning Resources](#), HISD, 2024). The district provides digital materials, technology resources like Chromebooks and wireless networks, and teacher training to support technology integration in the classroom and enhance learning experiences.

Indicators of Success

- By May 2026, increase the number of students taking “AI in the Workplace” elective by 5%.
- 80% of students will demonstrate growth from their MOY to EOY Test.

Specific Action

- Deliver a districtwide, rigorously designed AI Foundations course for all high school students, equipping them with the skills, ethics, and curiosity needed for the workplace of 2035.
- Align coursework with new AI literacy frameworks.
- Incorporate teacher and student feedback.
- Continuously update instructional materials as technology evolves.

Key Action 2	Technology Integration
Division Priority	Integrate technology into teaching and learning to prepare students for college, careers, and the future workplace by providing equitable access to digital resources, teacher training, and innovative coursework
Lead Dept./ Person	Curriculum and Instruction
Approx. Cost	\$0 <i>(will use current budgets)</i>

Key Action 3: Improve Accelerated Education

Accelerated instruction provides targeted, high-intensity tutoring for students in grades 3–8 and EOC students who score below the “Approaches” level on STAAR. Delivery includes face-to-face small-group tutoring or TEA-approved digital platforms, tracked in the with weekly dashboard monitoring.

Indicators of Success

- By June 2026, there will be an increase of 5% in the number of HB1416 students who score approaches or higher on the Reading STAAR (math if they passed reading) as compared to school year 2024-2025.
- By June 2026, there will be an increase of 5% in the number of 504 students in grades 3-8 and EOC Eng I and Eng II meeting meets or above on Reading STAAR as compared to the school year 2024-2025.

Specific Actions

- Establish a system to analyze HB1416 student assessment data to identify performance trends and determine percentage on/above grade level.
- Create a system to monitor and track the implementation of hours to ensure students receive the required support consistently.

Key Action 3	Improve Accelerated Education
Division Priority	Strengthen accelerated education by providing targeted, high-intensity tutoring and consistent progress monitoring for students performing below grade level.
Lead Dept./ Person	Curriculum and Instruction; Intervention; Advising
Approx. Cost	\$0 <i>(will use current budgets)</i>

Key Action 4: Ensure Families Seeking Support Have Access to Services

HISD outreach to the parents, guardians, and family members of participating students and implemented procedures, programs, and activities helps create systems and opportunities to initiate, enhance, and sustain shared accountability between family members, educators, and students focused on improved student learning and academic achievement.



Indicators of Success

- Sunrise Centers will reach 30,000 participating families.
- By June 2026, Sunrise Centers will serve 10% of District students.
- By January 2026, 80% of students and families with unmet basic needs (i.e. clean clothing, food, home/hygiene needs) who visit a Sunrise Center will report having at least one basic need met.
- By June 2026, 75% of identified homeless and foster care students will have received at least one direct service from the Sunrise Centers.
- FACE will support family and school partnerships by providing programming in at least 50% of campuses to increase academic achievement and strengthen family-school partnerships.
- 100% of tickets submitted through the Family Connections Center are routed or closed within 5 days. 95% of tickets are routed or closed in 24 hours.
- 100% of campuses have Family Connection Corners on their Campus (include: SIS updated locations, SAF, Parent Square sign –up)

Specific Action

- Meetings are held between parents and school educators to discuss factors related to student learning and academic achievement.
- Sessions designed to address topics such as nutrition, school safety, English or Spanish language, and other relevant areas.
- Training sessions aimed at equipping parents or guardians with skills in Reading, Language Arts, and computer literacy.
- Sessions are designed for students and their family members to develop skills in Reading, Language Arts, and computer literacy.
- Meetings conducted with parents or guardians to share important information about their children's academic progress, including promotion, retention, extended learning opportunities, tutorials, and testing.
- Opportunities for parents or guardians to assist with campus events and activities.

Key Action 4	Ensure Families Seeking Support Have Access to Services
Division Priority	Build capacity across the district to support family and school partnerships by providing district wide capacity building sessions for district and/or divisional level staff and families.
Lead Dept./ Person	Family and Community Engagement Department
Funding Source	State and Federal
Approx. Cost	\$0 (<i>will use current budgets</i>)

Key Action 5: Strengthen Mental Health, Safety, and Supportive School Environments

Houston ISD will implement a comprehensive crisis response and behavior support system that integrates suicide prevention, conflict resolution, violence prevention, and Positive Behavioral Interventions & Supports (PBIS) informed by trauma-sensitive practices. The district will train and sustain campus crisis teams, ensure fidelity in behavioral threat assessments, provide staff development on suicide awareness and violence risk mitigation, embed conflict resolution and social–emotional learning (SEL) strategies, and expand PBIS/MTSS frameworks to reduce exclusionary discipline and create safe, supportive campuses.

Indicators of Success

Suicide Prevention

- ≥95% of campus crisis teams complete annual HISD Crisis Protocol & Suicide Prevention training by November 1, 2025.
- Crisis team members achieve ≥80% scores on post-training assessments.
- 100% of students returning from psychiatric hospitalization participate in a documented re-entry meeting with parents/guardians.

Violence Prevention

- 100% of campuses maintain a trained Safe and Supportive School Program (SSSP) team to manage Behavioral Threat Assessments (BTA).
- ≥90% of BTA cases are documented and closed on time with fidelity in the Sentinel platform.

Conflict Resolution

- ≥80% of campuses implement Tier 1 SEL/conflict resolution lessons by Spring 2026.
- ≥10% decrease in repeat behavior incidents (>3 referrals) for non-SPED students referred via the crisis line by June 2026.
- Reductions in In-School/Out-of-School Suspensions and DAEP placements.

Specific Actions

Suicide Prevention

- Train campus and district staff on HISD Crisis Protocols for suicide ideation response, including parent consent procedures required by Senate Bill 12.
- Build and sustain campus crisis teams by training administrators, counselors, nurses, and officers to use the Columbia Suicide Severity Rating Scale (C-SSRS).
- Deliver bi-monthly crisis protocol training per Senate Bills 11 & 12.
- Provide post-crisis re-entry planning and group grief/trauma-informed support after schoolwide deaths.

Violence Prevention

- Facilitate bi-monthly Behavioral Threat Assessment (BTA) training aligned with TEC §37.115.

- Conduct monthly audits of BTA cases to ensure state-compliant documentation and timely risk mitigation.
- Expand violence prevention campaigns and refresh staff on risk recognition and de-escalation.

Conflict Resolution & PBIS/Trauma-Informed Practices

- Provide districtwide PD on restorative conflict resolution, de-escalation, and trauma-informed care.
- Support campuses in implementing a tiered PBIS/MTSS framework (Tier 1 universal expectations, Tier 2 targeted supports, Tier 3 individualized interventions).
- Conduct walkthroughs, coaching, and data reviews to monitor PBIS fidelity and adjust support.
- Integrate social-emotional and relationship-building lessons to prevent escalation and improve school climate.

Key Action 5	Strengthening Mental Health, Safety, and Supportive School Environments
Division Priority	Maintain safe, supportive, and trauma-informed learning environments through comprehensive crisis response and behavior support
Lead Dept./ Person	Crisis Response & Behavior Supports
Funding Source	State and Federal
Approx. Cost	\$0 (<i>will use current budgets</i>)

Key Action 6: Student Engagement, Attendance, and Dropout Prevention

Improving student attendance and enrollment is central to HISD's dropout prevention strategy. Reducing chronic absenteeism and truancy ensures that students remain engaged in daily learning, while increasing the district's Average Daily Attendance strengthens academic continuity and achievement. High Pre-K enrollment and smooth transitions, such as retaining 5th graders into 6th grade, build long-term school attachment and reducing student mobility—both strong predictors of on-time graduation. Together, these efforts create consistent pathways that lower the risk of dropout and support higher rates of college, career, and military readiness.

Indicator of Success

- By June 2026, HISD will reduce the percentage of students classified as chronically absent by 5 percentage points compared to SY 24-25.
- By June 2026, 50% of truant students will receive Truancy Prevention Measures.
- By June 2026, the HISD Average Daily Attendance will increase by 1.8 percentage points, moving from 93.2% in 24-25 to 95% in 25-26.
- By June 2026, 100% of School Choice students accepted seats as of 6/1 will be fully processed in the SIS (student ID generated) for the 2026–2027 school year.
- By March 2026, 98% of the available Pre-K seats will be filled with enrolled students.

Specific Action

- Strengthen cross-functional partnerships to accelerate impact.
- Modernize and align systems & processes to drive efficiency.

Key Action 6	Student Engagement, Attendance, and Dropout Prevention
Division Priority	Student Engagement, Attendance, and Dropout Prevention
Lead Dept./ Person	Attendance and Enrollment, Early Childhood Education; Federal & State Compliance; Campus Leaders
Funding Source	State and Federal
Approx. Cost	\$0 (<i>will use current budgets</i>)

Stakeholder Engagement

Stakeholders, including parents, community members, district staff, and school board members, were part of the development of the District Improvement Plan (DIP) to ensure it addresses the needs of all students and aligns with district priorities.

Formation of Committees

A [District Advisory Committee](#) (DAC) was established, including representatives from:

- Campus-based professional staff
- Classroom teachers
- District-level professional staff
- Parents
- Community members
- Business representatives

Comprehensive Needs Assessment (CNA)

Stakeholders participated in the CNA by reviewing district-wide data in areas such as student achievement, demographics, school climate, and family engagement.

Board Approval

The finalized DIP was presented to the school board in an open meeting.

APPENDIX

Appendix 1: District Safety and Wellness Policies

Bullying Prevention Policies and Procedures

HISD encourages all students and staff to foster a climate of mutual respect in order to enhance the learning environment. In this sense, students should not engage in harassment conduct, which shall result in disciplinary action (See [HISD's Policy on Bullying](#)). HISD prohibits bullying conduct which includes repeated, unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical actions related to an individual's race, color, religion, national origin, or disability that harms another student's physical or emotional health or safety. According to HISD's Student Code of Conduct, reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act so that the District's ability to investigate and address is not impaired ([Student Handbook](#), pp. 31–32, 2025).

Dating Violence Policies

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, sexual orientation, gender identity and/or gender expression, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at HoustonISD.org (See [Student Handbook](#), pp. 35–38, 2025).

Policies Addressing Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing allegations of child sexual abuse, trafficking, and other maltreatment of children. Trafficking includes both sex and labor trafficking ([Student Handbook](#), pp. 33–34, 2025).

Police Department

The HISD Police Department (PD) works to ensure students and staff are safe and the community is confident in the safety of the district. HISD PD responds to more than an average of 51,000 to 65 000 calls for service per year, covering approximately 333 square miles. See [HISD Police Department](#) website for additional information.

Suicide Prevention

The Houston Independent School District (HISD) is committed to fostering the emotional safety and well-being of all students by reducing the risk of suicide attempts and completions. HISD aims to ensure that all employees are equipped to recognize the signs of potentially harmful behavior to self or others and to respond in an appropriate and timely manner ([HISD Crisis Documents and Forms](#)).

Current Processes for Suicide Prevention

- **Immediate Response:** Any campus staff member who becomes aware of a suicide threat by a student must immediately contact the campus Mental Health liaison or for assistance and notify the building administrator. Each incident must be reported to the HISD Crisis Response and Behavioral Supports Department at **713-923-8597**.
- **Initial Support:** Staff should speak calmly with the student in a private setting to protect confidentiality. The student must be transitioned to the campus mental health liaison and must never be left alone under any circumstance.
- **Safety Measures:** Any dangerous items or substances must be immediately removed from the student and the surrounding area to ensure safety.
- **Parent/Guardian Notification:** A parent, guardian, or relative must be contacted by the Mental Health Liaison or designated campus personnel to obtain informed consent per [Senate Bill 12](#). [A Parent/Guardian Notice](#) must be completed. Students may not be released from school prior to parent/guardian notification and consent, unless the student is legally an adult.
- **Risk Screening:** Upon obtaining consent, the Mental Health Liaison can administer the Columbia-Suicide Severity Rating Scale ([C-SSRS Screener](#)). The liaison consults with the Crisis Response and Behavioral Supports Department at **713-923-8597** for triage, evaluation, safety planning and referral information.

Next Steps Based on Screening Results

- **Low Risk:** (1) Student completes a [Safety Plan](#) with the Mental Health Liaison. (2) Parent/guardian is provided with community referrals and resources. (3) The Mental Health Liaison offers problem-solving guidance and immediate support for the students' needs.
- **Moderate to High Risk:** (1) HISD Crisis Response and Behavioral Supports Department dispatches a member to the campus to complete a full risk assessment. (2) The crisis team member will assist with determining the appropriate next steps to ensure student safety and continued care.

Appendix 2: Title 1, Part A Statutorily Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions as outlined in Every Student Succeeds Act (ESSA), Title I, Part A, Section 1112(b):

Description 1: Applies to all Title I, Part A LEAs How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Houston Independent School District (HISD) monitors students' progress in meeting State academic standards by implementing a well-rounded curriculum, identifying at-risk students through assessments, and providing targeted support such as tutoring and personalized learning plans. The district also uses evidence-based instructional strategies and continuously adjusts programs to improve academic outcomes and create better school environments for learning. These efforts ensure all students, especially those from underserved backgrounds, receive the support needed to succeed.

Description 2: Applies to all Title I, Part A LEAs How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers; [Section 1112(b)(2)].

As part of the Equity Plan, HISD has made it a priority to identify and address disparities that exist among low-income and minority students. A central focus of the district's strategy is to ensure that every student, regardless of background, has access to effective, experienced, and high-quality instruction. This includes providing professional development for teachers, implementing targeted recruitment and retention practices to attract highly qualified educators to underserved schools, and creating systems to regularly monitor and support teacher effectiveness. By prioritizing high-quality instruction for all students, HISD aims to create an equitable learning environment that provides every student the opportunity to succeed.

Description 3: Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2) How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)].

HISD addresses school improvement for Title I schools by conducting comprehensive needs assessments, providing targeted professional development for educators, and engaging parents and the community in the process. The district allocates Title I funds to support academic programs and closely monitors progress through performance goals and regular evaluations. These strategies aim to ensure equitable access to quality education for low-income and minority students.

Description 4: Applies to all Title I, Part A LEAs The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)].

HISD determines Title I, Part A eligibility based on the percentage of low-income students residing within a school's attendance area. A school qualifies for Title I funding when the proportion of low-income children in its attendance area meets or exceeds the district-wide average. To assess eligibility, HISD utilizes the Houston ISD Socioeconomic Form, which collects economic status information from households. This data is essential for determining Title I funding and is reported solely for this purpose.

Description 5: Applies to all Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children) The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)].

The District implements both Schoolwide and Targeted Assistance programs under Title I, Part A, to support students from low-income families. Schools with 40% or more students from low-income households are eligible for Schoolwide programs, which integrate federal, state, and local resources to enhance the overall educational program and improve academic achievement for all students. For schools with 35% to 39% low-income students, HISD provides Targeted Assistance programs, focusing on additional support for students identified as most at risk of academic failure, offering interventions to help them meet state academic standards. HISD also offers educational services to children living in local institutions for neglected or delinquent children, as well as those in community day school programs. These services aim to support the academic and social development of neglected or delinquent students, assisting them in transitioning back into regular educational settings. Through these programs, HISD works to ensure all students, regardless of their circumstances, receive the support they need to succeed academically.

Description 6: Applies to all Title I, Part A LEA services they provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)]

This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

HISD is committed to supporting homeless children and youth by providing services that facilitate their enrollment, attendance, and academic success. In alignment with the McKinney-Vento Homeless Assistance Act, HISD's Homeless Education Office offers essential support to students and families experiencing homelessness or transitions. Services include assistance with enrollment, obtaining school and medical records, and providing uniforms, school supplies, undergarments, and personal hygiene items for identified students. To ensure these services are adequately funded, HISD reserves a portion of its Title I, Part A funds specifically for homeless children and youth. This allocation is determined based on the district's assessment of the needs of homeless students and the resources required to meet those needs effectively. The reserved funds are utilized to enhance the educational experience of homeless students, ensuring they have access to the necessary resources and support to succeed academically.

Description 7: Applies to all Title I, Part A LEAs relating to the strategy the LEA will use to implement effective parent & family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with inclusion of the LEA's written parent & family engagement policy in the LEA Plan.

HISD implements a comprehensive strategy for parent and family engagement. HISD's Parent and Family Engagement Policy emphasizes the importance of involving parents in their children's education. The district hosts annual meetings to inform parents about Title I programs and their rights, and offers flexible meeting times to accommodate various schedules, including providing transportation, childcare, or home visits. HISD also supports parents by providing training to enhance their skills in supporting their children's academic success. The district works collaboratively with parents to develop and review the engagement policy, ensuring it meets community needs, and conducts annual evaluations to assess the policy's effectiveness. Through these efforts, HISD fosters a strong partnership with families to support student achievement.

Description 8: Applies to Title I, Part A LEAs reserving Title I, Part A funds for preschool programs. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)].

HISD is dedicated to supporting early childhood education through its Pre-K programs, which are designed to provide a strong foundation for young learners. HISD offers Pre-K programs in 159 elementary schools, with an average of 2-3 classrooms per school, including English, ESL, Bilingual, and Dual Language programs. To facilitate the transition from Pre-K to elementary school, HISD implements a comprehensive transition plan. This plan includes activities such as orientation sessions for families,

collaboration between Pre-K and elementary school staff, and the sharing of student progress information to ensure continuity in education. By coordinating these efforts, HISD aims to provide a seamless transition for students moving from early childhood education programs to local elementary schools.

Description 9: Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)].

In HISD, Targeted Assistance programs are designed to provide supplemental educational services to students who are failing or at risk of failing to meet state academic standards. To identify these students, HISD employs a collaborative approach involving teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel. This team utilizes multiple data sources, including state assessments, classroom performance, and other relevant indicators, to determine which students require additional support. By engaging in this comprehensive process, HISD ensures that Title I, Part A funds are directed toward students most in need of assistance, thereby enhancing their academic success.

Description 10: Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools) How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]— 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

HISD works to ensure smooth transitions for students from middle grades to high school and from high school to postsecondary education. The district collaborates with institutions of higher education, local employers, and other partners to offer students valuable opportunities such as Early College High Schools (ECHS), which allow students to earn both a high school diploma and college credit. Additionally, HISD provides dual or concurrent enrollment programs, enabling students to take college-level courses while still in high school. Career counseling is also available to help students explore their interests, develop skills, and identify career paths. To further support these transitions, HISD offers various programs, including orientation sessions and mentorship opportunities, that help students navigate the academic and social changes they encounter. Through these strategies, HISD helps prepare students for success in both higher education and the workforce.

Description 11: Applies to all Title I, Part A LEAs How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and

supporting schools with high rates of discipline, disaggregated by each of the student population; [Section 1112(b)(11)].

HISD focuses on reducing the overuse of discipline practices that remove students from the classroom, such as suspensions and expulsions, by emphasizing progressive discipline, social-emotional learning, and restorative practices. HISD provides professional development for staff to promote positive student behavior and decrease exclusionary consequences. HISD tracks disciplinary data, disaggregated by student population, to identify schools with high discipline rates and ensure equitable practices. Through these strategies, HISD aims to create a supportive learning environment and address discipline disparities.

Description 12: Applies to all Title I, Part A LEAs operating Career and Technical Education programs If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b) (12)]— 1) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The District integrates academic and career and technical education (CTE) through coordinated instructional strategies that align with industry needs. HISD offers a wide range of CTE programs designed to promote skills necessary for high-demand occupations, such as in health science, business, information technology, and construction. These programs incorporate experiential learning opportunities, including internships, apprenticeships, and partnerships with local businesses and community organizations. HISD also provides work-based learning opportunities, where students engage with industry professionals to gain real-world experience, which can also count for academic credit. Through these initiatives, HISD ensures that students are well-prepared for both academic success and careers in the workforce.

Description 13: Applies to all Title I, Part A LEAs Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b) (13)] 1) Assist schools in identifying and serving GT students.

HISD uses Title I, Part A funds to support the identification and services for gifted and talented (G/T) students through its Vanguard programs. These programs are offered at both neighborhood schools and magnet schools, ensuring G/T students from diverse backgrounds have access to specialized educational opportunities. HISD employs a comprehensive identification process that includes assessments, teacher recommendations, and parent input to ensure that all eligible students, particularly those from low-income families, are identified and provided with the appropriate resources. Through these efforts, HISD promotes educational equity and ensures that gifted students receive the support needed to thrive academically.