

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

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.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	41	42	44	49	53	56
American Indian	50	51	53	58	62	64
Asian	69	69	70	72	74	75
Black	35	36	40	46	51	55
Hispanic	35	36	40	46	52	55
Pacific Islander	62	63	65	66	67	68
Two or More	71	72	74	77	79	80
White	73	73	74	75	76	77
Economically Disadvantaged	33	34	38	44	49	53
Emergent Bilingual	31	32	35	41	46	50
Special Education	19	20	24	30	34	36

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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.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	38	39	41	47	51	53
American Indian	45	46	48	54	56	58
Asian	72	73	75	78	79	80
Black	25	26	31	36	41	45
Hispanic	34	35	40	45	49	53
Pacific Islander	38	41	44	47	50	53
Two or More	62	63	66	69	72	75
White	69	71	73	75	78	80
Economically Disadvantaged	30	31	35	39	44	48
Emergent Bilingual	32	33	36	40	44	47
Special Education	18	20	24	28	32	35

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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.

Group	2023 Baseline (2022 Grads.)	2024 Goal (2023 Grads.)	2025 Goal (2024 Grads.)	2026 Goal (2025 Grads.)	2027 Goal (2026 Grads.)	2028 Goal (2027 Grads.)
All Students	11	12	15	20	23	26
American Indian	15	16	18	20	22	23
Asian	14	16	18	21	23	24
Black	9	10	12	17	20	23
Hispanic	10	11	13	18	21	24
Pacific Islander	21	22	24	27	30	32
Two or More	9	10	12	15	17	20
White	13	14	17	20	22	24
Economically Disadvantaged	10	11	14	19	22	25
Emergent Bilingual	5	6	10	15	18	20
Special Education	4	5	7	10	12	14

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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.

Note: Baseline data is expected when accountability ratings are released by the state, which is still undetermined.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (Special Education)	63	64	66	72	76	78
American Indian	--					
Asian	82	83	84	85	86	87
Black	62	63	66	72	76	78
Hispanic	61	62	65	71	75	78
Pacific Islander	75	76	77	78	79	80
Two or More	70	71	72	75	77	78
White	72	73	74	75	77	78
Economically Disadvantaged	62	63	65	70	74	78
Emergent Bilingual	59	60	62	66	69	70

**Superintendent
Constraints**

- Constraint 1 The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.
- Constraint 2 The Superintendent shall not allow ineffective supports, systems, and processes for students receiving special education services across the district to negatively impact Individual Education Plan (IEP) development and implementation.
- Constraint 3 The Superintendent shall not make significant changes directly or indirectly, to magnet or other specialized programming or school options without first conducting, and communicating to the Board and community, an ~~a research-based~~ analysis of:

- The results of stakeholder engagement related to the anticipated change(s) to programming or school options;
- The projected impact of the anticipated change(s) to the programming or school options, including the projected ~~the effectiveness and~~ impact on ~~the achievement of~~ board-adopted student outcome goals, enrollment, and budget; and
- Any related or potentially related research-based studies, which shall include, if applicable, a literature review.

Definitions

For purposes of this constraint, the following definitions apply.

Significant
Changes

“Significant changes” means a change to programming or school options that impacts:

- More than 30% of the students at any school;
- More than 30% of the students participating in the magnet or other specialized programming at any school which is changed or expected to be changed;
- More than 10% of the students in any grade level across the district;
- More than 10% of the students in any division; or
- Any part of a group of students that is impacted in a way that both the Board and the Superintendent agree is significant.

Magnet

“Magnet” refers to those campuses that are designated as magnet schools, and those programs that are designated as magnet programs as described in EHBJ(LOCAL).

Specialized
Programming

“Specialized programming” means a combined set of courses and experiences centered around a theme that differentiate the campus or program offering from programs being offered at traditional neighborhood schools and which include enrichment and advancement opportunities available to students. Specialized programming may exist in a neighborhood school, a magnet program, a magnet school, or a separate and unique school. Examples include programming which offers enrichment opportunities (e.g., Fine Arts, STEM/STEAM), college and career advancement programs (e.g., early college and college preparation programs, CTE programs), distinct learning delivery models (e.g., Montessori, International Baccalaureate, Vanguard), and language and cultural programs (e.g., foreign language, international studies, bilingual programs).

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.