

Desegregation

Background and Context

Since 1970, when a historic court order led to the creation of the Houston Independent School District's (HISD's) magnet programs, HISD has promoted the value of diversity and has declared that there can be no achievement gap among children based on ethnicity, race, or socioeconomic status. With 117 magnet programs throughout HISD and a total of 273 schools located in a 333-square-mile area, HISD provides families with a wide variety of choices and options for all students to be able to find the perfect-fit program.

School choice remains an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with schools that best meet the children's needs, interests, and talents. HISD has a desire to develop, improve, and use innovative educational tools so that every child at every school has access to instructional programs that appeal to students' passions and interests. In support of HISD's efforts in magnet programming, the Office of School Choice (OSC) was created in 2009–2010 to provide support and oversight for the many campus-based programs across the district.

Magnet School Program Descriptions

Background and Context

Houston, Texas, is an economic hub for culturally diverse and forward-thinking business owners, bold technology pioneers, and innovative medical institutions. The geographic area attracts professionals from across the U.S. and abroad into the area's robust science, technology, engineering, and math (STEM) and medical ecosystem. HISD thus has an obligation to the students and families of the city to prepare youth for the careers that are attracting people to

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relocate to the city. Global events of the past few years, such as the COVID-19 pandemic, however, have highlighted gaps in technology access and educational practices, as well as how information—including but not limited to health-related information—is perceived and acted upon. It is, thus, more important than ever for young learners to develop skills that will allow them to gather and evaluate information to make critical decisions and find solutions. This requires the kind of logical thinking, reasoning, and problem-solving skills promoted in STEM and STEM + medical (STEM + M) education. With careers in STEM and health-related fields projected to steadily increase in the coming years, HISD, home of the “Energy Corridor,” Lyndon B. Johnson Space Center, and the world-renowned Texas Medical Center, is committed to reimagining STEM education to prepare students for emerging industries, including in health sciences, in order to increase equity and access to high-demand fields in the area for all students (Krutsch & Roderick, 2022).

This is ever more important as data highlighted in the U.S. Department of Education’s Civil Rights Data Collection continues to show stark underrepresentation of students of color in high-quality learning opportunities in STEM fields (U.S. Education Department, 2023).

With support from the MSAP grant, the proposed magnet programs will be able to offer STEM and STEM + M opportunities to more than 3,000 students across the underrepresented communities of Attucks, Fonville, Hartman, and Henry middle schools, as well as Long and Leland academies. As described in the following paragraphs, these six middle schools are located within historically black and brown neighborhoods that currently do not contain STEM programs within their boundaries. Through the four new and two significantly revised magnet programs, students and families in these communities will gain access to resources and

experiences that otherwise would not be available to them, which will in turn positively impact the number of black and brown students pursuing careers in STEM and STEM + M.

STEM Middle Magnet Schools

The Academy for STEM Professions at Fonville Middle School (MS): Fonville MS is located in the Northline community of north Houston, a low-income community with a mix of residential, commercial, and industrial areas. Fonville MS currently serves 668 students in grades 6–8. With support from the MSAP, Fonville will create a comprehensive and distinctive STEM program customized for students living in a community near Houston City College's Northline Campus, which houses two engineering academies and an extensive computer science program. In the new whole-school magnet program, Fonville students will explore engineering, computer science, and robotics through STEM-based thematic curriculum units, which will be integrated into learning across core content areas, unique thematic electives, field experiences that introduce students to STEM careers across Houston, and engaging after-school opportunities and clubs.

Mickey Leland Academy STEM Magnet School: The Mickey Leland Academy (previously McReynolds MS), situated in the Fifth Ward of Houston, currently serves 1,034 students in grades 6–8, the vast majority of whom come from low-income families. The community played an important role in the development of the city's industrial and technological sectors, and many of the city's early STEM professionals had roots in the Fifth Ward. The school is located just north of the University of Houston—Downtown campus, which houses a renowned engineering program and The Ion, a cutting-edge facility for promoting innovation and collaboration in technology. With the MSAP grant, Leland will create a schoolwide magnet program that integrates STEM into core content areas and provides unique electives, field

experiences, and after-school clubs for all students, allowing them to explore and gain knowledge and skills in the high-demand fields of engineering, computer science, and robotics.

Attucks STEM Magnet School: Nestled in the Sunnyside neighborhood of Houston, Crispus Attucks MS is committed to providing a high-quality education to its 399 students in grades 6–8, most of whom come from low-income families. Sunnyside, one of the earliest African American neighborhoods in Houston, boasts a rich cultural heritage and a strong history of social activism. The school is located in close proximity to Houston's Innovation Corridor, which includes The Texas Medical Center and The Ion facility highlighted earlier. With the support of the MSAP grant, Attucks will create a new program designed to increase student interest, career preparation, and diversity in the STEM fields of engineering, coding, and application development through the implementation of a comprehensive STEM curriculum, field trips, enrichment experiences, and after-school STEM clubs and activities.

Proposed STEM + M Middle Magnet Schools

Henry STEM + M Magnet School: Patrick Henry MS currently serves 765 students in grades 6–8 in the Northline neighborhood. The nearby Houston City College Northline Campus offers a comprehensive health science program as well as two engineering academies. With the award of the MSAP grant, Henry will offer a new and distinctive STEM + M program aligned with the postsecondary and professional landscape of the Northline community. In the whole-school magnet program, all students will explore STEM + M careers in engineering design, medical science, and healthcare. The new magnet program will help Henry MS increase student interest through unique thematic curricula and materials, state-of-the-art STEM + M equipment and supplies, and student enrichment activities such as field trips, guest speakers from STEM + M fields, and theme-related after-school clubs and activities.

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Hartman STEM + M Magnet School: Hartman MS serves 470 students in grades 6–8 in the Golfcrest/Reveille neighborhood of southeast Houston, a low-income community with a mix of residential and commercial areas dating back to World War II. The school is located just a few miles from Houston City College's South Campus. With the award of the MSAP grant, Hartman MS will be able to revise its current program-within-a-school into a whole-school STEM + M program that aligns with the growing medical industry in Houston. Students will have the opportunity to explore STEM + M careers in engineering design, medical science, and healthcare. The grant will support implementation of a unique thematic curriculum, state-of-the-art equipment and materials, field trips, and guest speakers.

Jane Long STEM + M Magnet School: Jane Long Academy is located in the Sharpstown neighborhood of southwest Houston, a low-income community with a mix of residential and commercial areas dating back to the mid-1950s, and currently serves 650 students in grades 6–8. The school is located just a few miles from The Texas Medical Center, which is home to some of the world's leading medical professionals and research institutions. With the award of the MSAP grant, Long Academy will be able to expand its current Allied Health Professions magnet program into a school-wide new and distinctive STEM + M program tailored to students residing in southeast Houston. With the new magnet program, Long Academy will boost student interest, career exploration, and diversity in STEM + M careers in medical science and healthcare.

One of the key goals for the OSC is the reduction of minority group isolation (MGI). The district's definition of MGI at a particular school is the following: "A school is experiencing minority group isolation for a specific race or ethnic group if the percentage enrollment for that racial or ethnic group is at least 10 percentage points above the District's enrollments for that

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group." As shown in Table 1 below, the six middle schools included in this MSAP application all fit with the district’s definition of MGI (percentages in bold represent MGI).

Table 1. Demographics of Target Magnet Schools

Demographic Group	Attucks (N=X)	Fonville (N=X)	Hart- mann (N=X)	Henry (N=X)	Jane Long (N=X)	Leland (N=)	District grades 6-8 (N=)
American Indian/Alaska Native	<1%	<1%	<1%	<1%	0%	<1%	<1%
Asian	<1%	0%	<1%	0%	9%	0%	4%
Black/African American	67%	3%	24%	12%	14%	27%	22%
Hispanic	34%	96%	74%	87%	71%	72%	61%
Native Hawaiian/ Pacific Islander	0%	0%	<1%	0%	<1%	0%	<1%
White	2%	<1%	<1%	1%	4%	1%	17%
Two or more races	1%	0%	<1%	<1%	<1%	<1%	2%

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Among the primary goals of the project is to reduce MGI on each of these campuses while growing the overall population to the current rated capacities of the schools.

School	Campus Building Capacity
Attucks MS	983 (40.6 %)
Fonville MS	1,116 (65.7%)
Henry MS	1,288 (59.4 %)
Leland Academy	1,971 (43.9 %)
Long Academy	1,208 (69.2%)
Hartman MS	1,637 (63.2 %)

(1) The effectiveness of the applicant's proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students.

HISD has demonstrated effectiveness in leveraging funding from MSAP grants to achieve impactful reductions on MGI in magnet schools. With the district’s 2017 grant, for example, the OSC implemented a strategic and wide-reaching marketing effort through distribution of printed and digital promotional flyers and materials using mailers, in-person

events, school websites, social media, and email. The OSC also hosted magnet fairs and community events to spread information and positive messaging about the schools. These efforts, among others, supported additional school-based recruitment efforts, including school tours, open houses, presentations to feeder schools, and participation in community fairs and other events to build awareness for the magnet programs within the schools’ local and surrounding communities. **Results of these combined efforts have yielded reductions of MGI in five of the six grant-funded magnet programs**, with decreases ranging from a high of 11 percentage points at Wesley Elementary School (ES) (STEM theme) to 4 points at Rusk MS (medical theme), as shown in the following table.

Table 2. MGI Reductions in 2017 MSAP Grant Cohort Schools

School	MGI Subgroup	Proportion of MGI Students		
		Fall 2017 (Y1)	Fall 2022 (Y5)	Change
Wesley ES	African American students	78%	67%	-11 points
BT Washington High School (HS)		53%	48%	-5 points
Davila ES	Hispanic students	98%	90%	-8 points
Deady MS		98%	93.5%	-4.5 points
Rusk MS		80%	76%	-4 points
Milby HS		93%	95%	+2 points

Leveraging the district’s and the OSC’s effective strategies and best practices for reducing, preventing, or eliminating MGI, a finely tuned program of planned strategies will be carried out. The district’s five-pronged approach includes the following core elements:

1. Enhancing curricular opportunities for current and prospective students by establishing or significantly revising the magnet programs at the six target middle schools and offering a

robust set of professional development to enhance teachers’ skills and content knowledge in the thematic areas of the programs

2. Expanding upon districtwide initiatives designed to promote inclusive school cultures welcoming of all students and families
3. Promoting access to participation by offering an open admission magnet selection process and providing transportation to the magnet programs
4. Implementing a targeted outreach and marketing campaign to attract and retain a more diverse group of families to the magnet schools
5. Monitoring and assessing the effectiveness of the diversity and desegregation efforts

Enhancing Curricular Opportunities in Magnet Schools

This MSAP application will support four new middle school magnets and significant revisions to two other middle schools under the STEM + M umbrella. Galvanized by a comprehensive set of strategies—including curriculum and assessment development, professional development, and partnership development—the instructional programs at the six targeted middle schools will be revamped to provide students with the latest technologies, activities in which the students can apply their learning in real-world settings, and a seamless pathway to pursue their college and career goals as they transition to high school.

Expanding Districtwide Initiatives to Promote Inclusive and Welcoming School Culture

“To change school cultures, we can't just think about merely having students attend the same schools—we must integrate social and cultural practices” (Russell, 2013). The six magnet schools will benefit from a wide array of districtwide and grant-funded initiatives designed to ensure that all instructional, co-curricular, and family engagement activities incorporate culturally responsive and sustaining approaches that support truly integrated and

inclusive school cultures and students' well-being. Magnet school staff and administrators will continue to participate in training on topics including Responsive Teaching, Creating an Inclusive Social and Emotional Learning (SEL) Climate, Restorative Circles and Discipline Practices, Adult SEL, and many others.

Promoting Access to Participation in Magnet Schools

Two key strategies are designed to promote access to participating in the magnet programs: an open admission policy and free transportation.

Open Admission Magnet Programs:

Admissions to all the magnet schools under the MSAP project will be made available to all students annually; no academic criteria, entrance examination, or performance auditions will be used to select students. Furthermore, HISD will support and promote an open access lottery and magnet application system that is fully accessible to all district residents. Each magnet program accepts, within its enrollment goal, students who have a strong interest in its magnet theme. The following students will be given priority for enrollment in the following order if they indicate their intent to attend the magnet school:

1. Students who currently attend or live in the attendance area of the school zone.
2. Applicants who live outside the attendance area but have one or more siblings who are currently enrolled there and who will be applying for an entrance grade (6) for the upcoming school year.
3. Students who reside within the HISD boundary.

Any eligible student who meets the requirements for the program to which they apply will be entered into a lottery if there are more applicants than available seats. The date of the application does not influence their chances if it is within the first application window (Phase 1).

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When magnet program enrollment goals have been met, a waitlist of applicants will be established. As space becomes available, wait-listed students may be offered a seat in the program in their order on the waitlist. For schools with space, after all applications in Phase 1 have been processed, eligible students who meet the qualifications for the program to which they are applying will be considered in the order in which their application was submitted (Phase 2).

To assist non-English speakers, via Google Languages, HISD provides translatable websites and applications. Parent information sessions are conducted both in English and Spanish. Marketing materials and instructional documents are also produced in English and Spanish, as well as Vietnamese. Furthermore, instructional videos online are done in both English and Spanish. Students with disabilities can work with our staff over the phone or come to our office for assistance with their application. In addition, the OSC presents at the HISD Special Education Summits annually, occurring in fall and spring.

Magnet Transportation:

Transportation will be provided to students enrolled in the magnet program. Students eligible for transportation to magnet programs are residents of HISD within the 333-square-mile attendance boundary. Students who are attending such magnet programs on approved transfers or who reside two or more miles from their assigned campuses will be guaranteed transportation. Students eligible for magnet program transportation will be provided round-trip transportation between district-designated stops that are less than two miles from their homes and their assigned campuses. Furthermore, special education and homeless students receive door-to-door service to their respective schools.

Implementing a Targeted Outreach and Marketing Campaign

HISD has a solid infrastructure in place for supporting educational choice on the part of students and families. The 2024–2029 MSAP initiative will benefit from the comprehensive set of recruitment activities at the community, district, and school levels in order to attain the diversity goals of the grant.

Recruitment for each magnet campus will focus on increasing the range of students, so each campus's student demographics more closely resemble the district's student profile. HISD's recruitment plan includes strategic and focused marketing that is key to successfully informing families outside of the zoned school areas about the programs offered on their campus. To assist campuses with targeted marketing, the Research and Accountability Department's demographer will provide contact information for those families living in the zones identified as feeders. The identified campuses have a larger proportion of MGI ethnicities than the proposed magnet campuses and most buildings are near or at capacity. In addition, HISD will contract with Satori Marketing to identify families with school-age children in those same school zones and neighborhoods who do not currently attend an HISD school to send them direct mailers and invitations to visit the campus. These targeted mailers to non-HISD families will address those families currently attending local charter schools, private schools, and homeschool. The areas, by magnet campus, include for Attucks, Meyerland (55% Homeschooled, 15% White), Pershing (41% Homeschooled, 17% White), and Yes Prep Southside Charter (47% Homeschooled); for Fonville, Williams (38% African American) and Black (26% White, 12% African American); for Hartman, Cullen (76% African American) and Thomas (65% African American); for Henry, Forest Brook (57% African American) and Key (52% African American); for Long, Pershing (32% African American, 17% White) and Revere

(29% African American, 9% White); and for Leland, Fleming (62% African American) and Key (52% African American).

Monitoring and Compliance

The district's Research and Accountability Department will annually monitor and assess the effectiveness of its efforts to attain diversity and reduce MGI at the magnet schools under the MSAP project. This will include an analysis of:

- The percentage of students at each school and within each grade level from each racial/ethnic group to identify trends across years;
- The percentage of socio-economically disadvantaged students at each school and within each grade level (as determined by the free and reduced lunch applications);
- Magnet applications to each school, including the home schools of applicants to determine which schools or neighborhoods are most and least likely to make up the applicant pool; and
- Surveys or feedback form data from prospective families to solicit feedback on school tours and other recruitment activities, as well as their likelihood of submitting magnet applications.

(2) The importance of magnitude of the results or outcomes likely to be attained by the proposed project

In alignment with and supportive of the six purposes of the Magnet Schools Assistance Program, the STEM + M magnet initiative, as designed, will positively impact participating students, educators, families, and school communities. Anticipated results are quantified below for each beneficiary group related to the MSAP purposes, the project's objectives

and performance measures, and the project’s reach as expected impact. These outcomes are also depicted in the logic model at the end of this section.

Table 3. Results to be Attained by the MSAP Project

Results	Y1	Y2	Y3	Y4	Y5
Results for Students (MSAP Purposes 2, 4, and 6)					
Increasing numbers of students across all magnet schools will benefit from the innovative, engaging, and rigorous experiences of the magnet programs across the grant period. (Reach)	3,829	3,914	4,027	4,170	4,357
Increasing numbers of students across all magnet schools will improve their academic performance in English language arts each year, including all sub-groups, across the grant period. (Reach)	75	113	151	189	226
Increasing numbers of students across all magnet schools will improve their academic performance in math each year, including all sub-groups, across the grant period. (Impact)	75	113	151	189	226
Increasing proportions of students across all magnet schools will improve their 21 st -century and applied learning skills, including critical thinking, communication, collaboration, creativity, problem-solving, and digital literacy, including all sub-groups, across the grant period. (Impact)	5%	10%	15%	20%	25%

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Results for Educators (MSAP Purposes 2, 3, and 5)					
Increasing numbers of educators across the magnet schools, including general education, special education, cluster teachers, and teachers of English language learners (ELLs), will benefit from increased opportunities for targeted and rigorous professional learning experiences (e.g., culturally responsive and sustaining education, project-based learning) across the grant period. (Reach)	243	248	255	264	276
Increasing numbers of educators across the magnet schools, including general education, special education, cluster teachers, and teachers of ELLs, will report increases in the amount of time spent working in collaboration with their peers across the grant period. (Impact)	102	130	201	251	262

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Results for Parents/Families (MSAP Purpose 3)					
Increasing numbers of parents/caregivers will participate in activities designed to engage them in planning and decision-making about the magnet programs across the grant period. (Reach)	1,225	1,566	2,416	2,502	2,614
Increasing percentages of parents/caregivers will report being satisfied by the programming at the magnet schools across the grant period. (Impact)	40%	50%	75%	95%	95%
Results for School Communities (MSAP Purposes 1-6):					
Decreasing percentages of MGI across the schools will result each year of the grant. (Impact)	-6%	-7%	-10%	-9%	8%
Increasing numbers of educators, including general education, special education, cluster teachers, and teachers of ELLs, will use instructional and equity-focused strategies and practices in their classrooms to promote equity, integration, and inclusion (e.g., culturally responsive and sustaining education, SEL) across the grant period. (Impact)	102	130	201	251	262

(3) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

HISD's OSC provides equity in access to quality educational programs for all students, and to this end has developed a comprehensive Magnet Recruitment Plan for the

district. The recruitment plan was designed with the intent to sufficiently create diverse school environments by increasing opportunities through a variety of programs that will attract students and maintain an interest level that will improve academic success.

Focused and research-based student recruitment activities and processes are utilized to inform the multitude of diverse groups in HISD about magnet options. Use of the Mobile Enrollment Unit to go to community events and partner with external organizations' events to recruit, and virtual ad drops to cell phones and on webpages through an external marketing firm (Satori) in both English and Spanish will focus on the 20 zip codes where HISD is losing the most students to both charters and neighboring districts. At the campus level, magnet program leaders create a recruitment plan which outlines their individualized campus efforts. Campuses will also participate in district-level recruitment events, including district-wide school choice fairs, elementary school outreach, and magnet coordinator training. The OSC will coordinate phone and email communications with all district families, conduct radio and social media campaigns and Magnet Thursday tours on campuses during Phase 1, in addition to setting up and running the fairs and information sessions. Districtwide virtual Parent University events are held monthly and OSC presents regularly.

The project schools will strategically conduct extensive targeted recruiting and marketing to ensure that students from different social, economic, ethnic, and racial backgrounds have equal access to information about the programs in addition to the activities listed below. All recruitment efforts will be coordinated by the Office of School Choice and individual campuses.

Dissemination of Magnet Information:

The OSC has put in place multiple ways and uses multiple modalities to communicate with families about the different magnet programs available in HISD and to recruit

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students to apply for magnet schools. The OSC will schedule five in-person open house events during Phases 1 and 2 of the application period, where families can hear about the magnet application process and meet with representatives from each magnet campus. The OSC website is updated regularly to inform parents and students about their options within HISD magnets, including a virtual brochure outlining what is also in print at magnet fairs. This brochure also provides parents with a calendar of events and locations so parents can plan the best available time for them to learn more about the magnet programs that their family might be interested in. OSC also does multiple callouts to every student in the district in multiple languages to inform parents the week before magnet open houses are scheduled, allowing parents to schedule a time to visit the programs they were interested in.

Magnet Training:

The OSC provides each of the 120 magnet programs with a coordinator that oversees the magnet program located on the designated campuses. These coordinators are provided training before the school year begins to coordinate recruitment plans, learn about the online application system, and gain information about how to target families from areas outside their zone to make sure that each school is recruiting a diverse group of families and students to their school. The coordinators also participate in monthly training and can sign up for open labs with OSC staff to work on magnet processes.

School Choice Fairs:

School choice fairs are held throughout the city, or held virtually, throughout the entire school year. These events are well-established traditions in the Houston area and regularly receive extensive local media coverage. In-person events are strategically held in areas where MGI occurs and are open to the entire Houston community. These events are held on Saturday

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mornings to ensure that parents and students have access to information and the ability to visit with school personnel on the weekends when most parents are available. Thousands of parents, students, and community members attend these events to learn about the choices available through magnet programs. Each magnet program is represented by school personnel, including the magnet coordinator, administrators, teachers, and sometimes students. While parents are visiting schools, the district provides on-site translators so parents can communicate with schools in their native language if needed. Appropriate visuals, displays, and handouts are available for parents and students from each magnet program, as well as an overview of all programs provided by the district in multiple languages. On-site or virtual computer labs are set up to assist parents in filling out the application. Parents also have the option of filling out paper-based applications that are provided in multiple languages, for any parent or family that does not have computer access. Grant program schools will be given a prime location and additional recruiting space at these events to encourage parent interest and attract targeted students. For those parents who are not able to attend the Saturday school choice fairs, information sessions are conducted during the week at Parent University events. Similarly, campuses have individual fairs after school hours where the host campus invites magnet programs of interest to attend.

Parent Magnet Tours:

Magnet Thursdays are scheduled each Thursday throughout Phase 1 of the application period. Tours are available at every magnet campus as publicized by the school. Times for parent magnet tours are separated, elementary in the morning and secondary in the afternoon, in consideration of families that have more than one child at a given level of schooling. Grant program schools will be publicized, and additional parent orientation meetings will take place with a focus on the groups currently underrepresented at the school.

Spring School Choice Fairs:

These are held in under-represented and low magnet engagement communities during Phase 2. The fairs are designed to assist in the placement of students who are on waiting lists and/or who did not submit Phase 1 applications within the magnet timeline. Schools and programs will have booths to display information and distribute literature about their educational programs. Grant program schools will be given a prime location and additional recruiting space at this event to encourage parent interest and attract targeted students.

Middle School Magnet Outreach Program:

This is designed to meet the needs of each community the magnet school serves as well as reach out to others beyond the base community. Middle school magnet coordinators visit elementary schools, after-school programs, community centers, and other appropriate organizations to provide information for parents. Parents receive information about secondary schools to plan for the continuity of their child's education.

Campus-Based Recruitment:

Each magnet program has an individually-designed recruitment plan outlining strategies to recruit students from throughout the district. Campus-based recruitment plans for the grant program schools are written in collaboration with staff and community, the OSC, Family and Community Engagement, and HISD Print Services communications designers. Recruitment materials and their distribution are designed to target under-represented groups and to support the goal of reducing minority isolation. Business partners provide printed information for distribution on opportunities in their fields. Targeted recruitment efforts and partnership opportunities will be developed with feeder elementaries and magnet schools of the same theme. Partnerships will include Saturday student experiences, year-long student-to-student mentorship

opportunities, and collaborative projects and celebrations. The results of recruitment efforts will result in early exposure to the magnet for elementary students and a pipeline of interest for project schools.

Community Outreach:

To make sure that all demographic groups are informed of all 120 magnet programs that HISD has to offer, the OSC has partnered with specialized agencies to make sure that these groups are informed about applying and their school options. Partner organizations include Good Reason Houston, Families Empowered, BakerRipley community developers, the Houston Hispanic Forum, and the National School Choice Week organization. Grant schools specifically are brought to these events to display and disseminate information about their programs. The OSC will continuously reach out to entities to support the work of the district, especially as it pertains to increasing student achievement and the diversity of our schools.

(4) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools.

The STEM + M magnet initiative is designed to enhance interaction among students of different social, economic, ethnic, and racial backgrounds in the classroom and in extracurricular activities. Research shows that children who attend diverse schools learn how to be more comfortable as adults when working with people from various cultural backgrounds. Instruction that takes place in a diverse classroom setting has a positive impact on all students, enhancing critical thinking and problem-solving skills (The Century Foundation, 2016).

To this end, HISD will enter into a sub-contract with *Leader in Me*, a research-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school

culture, and lays the foundation for sustained academic achievement. The five core paradigms of the *Leader in Me* framework are as follows:

- Leadership: Everyone can be a leader
- Potential: Everyone has genius
- Change: Change starts with me
- Motivation: Empower students to lead their own learning
- Education: Educators and families partner to develop the whole person

Leader in Me addresses leadership and life skills, positive and supportive school cultures, unfinished learning, resilience and trauma-informed practices, self-directed learning, positive behavioral interventions and supports, and more. Through a continued partnership with *Leader in Me*, the HISD magnets will participate in a four-year sequence of SAP school programming that includes four key components: the *Leader in Me* core program, Impact Journey, Annual Membership, and Materials and Enhancements. Core levels 1–3 training is designed to ensure the school team establishes the foundational support structure needed to set it on the path to greatness, and long-term sustainable results. *Leader in Me* is a continual improvement process. Schools can select an Impact Journey to focus on an area in which they wish to see measurable results. This provides a path for continuous improvement and connects *Leader in Me* to current areas of focus in the education industry. Emphasis in this work at the six MSAP schools will be on aligning the program vision to the goals of the magnet grant and will involve staff, students, and parents.

(5) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

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The project logic model below presents a continuum of inputs, activities, and outputs that will result in identified outcomes at multiple stages of the grant process. This graphic displays the program's resources and intended effect.

Houston Independent School District STEM+ M MSAP Grant Logic Model

Context: 1) Houston Independent School District is experiencing increases in residential segregation that are impacting diversity in neighborhood schools; 2) STEM and STEM+M are emerging and growing industries in Houston which HISD students must be prepared for; 3) Six proposed magnet schools are experiencing high levels of MGI and low levels of student achievement in ELA and math compared with districtwide averages.

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>HISD Offices and Leadership</p> <ul style="list-style-type: none"> ● Superintendent and District Leaders ● School Innovations ● Office of School Choice ● Communications ● Print Services ● Wrap Around Services ● Transportation <p>School Communities</p> <ul style="list-style-type: none"> ● 6 Magnet Principals ● Teachers ● Students and Families ● Volunteers and Community Members ● Magnet Coordinators <p>MSAP Grant</p> <ul style="list-style-type: none"> ● Funding ● Grant Manager ● Senior MSAP Specialist ● STEM Specialists <p>Partnerships</p> <ul style="list-style-type: none"> ● Industry Partners ● University Partners ● Community Partners ● External Evaluator 	<p>District</p> <ul style="list-style-type: none"> ● Conduct grant management ● Develop marketing and outreach plan ● Provide training on <i>Leader in Me (LIM)</i> and cultural competence ● Foster partnerships with STEM and STEM+M organizations to provide professional development (PD) and student experiences ● Implement thematic curriculum development plan ● Purchase STEM and STEM+M equipment and resources to outfit school ● Implement open admissions process with random lottery ● Contract annual external evaluation and impact study <p>Schools</p> <ul style="list-style-type: none"> ● Rebrand and market school as STEM or STEM+M magnets ● Organize and plan community-school nights ● Develop thematic curriculum units ● Create elective pathways ● Create school-based partnerships for PD and student experiences ● Host monthly parent meetings 	<p>District</p> <ul style="list-style-type: none"> ● New magnet flyers and brochures for each school ● District-wide OSC fairs, social media posts, magnet recruitment events ● 270+ teachers received 50+ hours of PD on <i>LIM</i>, cultural competence, and theme-related instruction ● Monthly coordinator meetings ● Biannual formative evaluation reports to inform program improvement <p>Schools</p> <ul style="list-style-type: none"> ● Weekly school tours, school-based recruitment fairs ● Social media and school website posts, newsletter ● 4 new thematic curriculum units per school ● 2–3 thematic elective pathways offered by school ● 3 new partners per school ● 260+ instructional staff participate in collaborative planning and instruction ● 1 community night per semester ● 2,600+ family members participate in theme-related events at school 	<ul style="list-style-type: none"> ● Reduced MGI by 6–7% points across schools in year (Y) 1, Y2 ● Increased number of magnet applications for each school (5% each in Y1 and Y2) ● Increased proportion of students (overall and by subgroup) proficient in ELA and math (2 points in Y1, 3 in Y2) ● Increased student content knowledge and skills in STEM/STEM+M (5% each in Y1 and Y2) ● Increased implementation of innovative instructional practices (40% of teachers in Y1, 50% in Y2) ● Increased teacher collaboration (40% in Y1, 50% in Y2) ● Increased parent satisfaction (75% in Y1 and 80% in Y2) ● Increase interest in family involvement (40% in Y1, 50% in Y2) 	<ul style="list-style-type: none"> ● Reduced MGI by 8–10% points across schools in Y3–5 ● Increased number of magnet applications for each school (5% each in Y3–Y5) ● Increased proportion of students (overall and by subgroup) proficient in ELA and math (4 points in Y4, 5 in Y4, 6 in Y5) ● Increased student content knowledge and skills in STEM/STEM+M (5% each in Y3–Y5) ● Increased implementation of innovative instructional practices (75% of teachers in Y3, 95% in Y4 and Y5) ● Increased teacher collaboration (75% in Y3, 95% in Y4 and Y5) ● Increased parent satisfaction (85% in Y3, 90% in Y4, and 95% in Y5) ● Increase interest in family involvement (75% in Y3–Y5) 	<ul style="list-style-type: none"> ● Increased racial/ethnic diversity in schools and applicant pools ● Increased enrollment and retention of students in magnet schools ● Increased student achievement and exposure to STEM and STEM+M careers ● Increased school and teacher capacity to provide high-quality instruction and programs ● Strong and long-term community and industry partnerships in STEM and STEM+M fields ● Strong family engagement and decision-making in schools