

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

November 13, 2025

BOARD AUDITORIUM – OPEN SESSION

- Call to Order
- Meditation and Pledge of Allegiance
- Speakers to Agenda Items
- Board Member Reports and Comments
- Recognitions
- Reports from the Superintendent
- Consideration and Approval of Agenda Items
- Recess to Closed Session under Sections 551.004 through 551.089 of the Texas Government Code for the Purposes Listed in this Notice
- Reconvene in Open Session
- Consideration and Possible Action on Matters Discussed in Closed Session

BOARD MEMBER REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, initiatives, and educational programs, on which there will be no action. Topics may include curriculum and instruction, student achievement, student attendance, discipline data, and teacher retention. The items may be discussed, but no final action will be taken on these items at this meeting.

DISCUSSION AND REPORT ITEMS

1. Update And Annual Report From The Board Audit Committee
 - Audit Committee November Report
 - Annual Audit Committee Report

ITEMS PULLED FROM CONSENT AGENDA

2. Consideration And Adoption Of Temporary Goal Progress Measures And Targets For School Year 2025-2026
 - Executive Summary: Proposed Board Goal Progress Measure Update
 - Executive Summary: NWEA MAP 2025 Updates and Impact on Board Goals
 - Board Reporting Updates November 2025: NWEA MAP Updates
3. Acceptance And Adoption Of Proposed Temporary Revisions To The Lone Star Governance Monitoring Calendar
 - Temporary: 2025-2026 LSG Calendar
 - LSG Monitoring Calendar 2025–2028
4. Consideration And Adoption Of New Goal Progress Measure Targets For Goal Progress Measure 3.2
 - Executive Summary: Proposed Board Goal Progress Measure Update
 - Board Reporting Updates November 2025 GPM 3.2

CONSENT AGENDA

5. Approval To Cast Votes For Martina Lemond Dixon For Membership On The Board Of Directors Of The Harris Central Appraisal District
 - Resolution
 - Certification Of Ballot
6. Approval Of The Goals And Measurable Objectives For 2025-2026 School Improvement Plans
7. Approval Of The 2024-2025 Bilingual And English As A Second Language Program Evaluation Report
 - 2024-2025 Bilingual And ESL Program Evaluation
8. Approval Of 2025-2026 District Improvement Plan
 - District Improvement Plan, 2025-2026
9. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement
 - Purchasing Requests

10. Approval Of The *Annual Comprehensive Financial Report* For The Fiscal Year Ending June 30, 2025
 - Certificate
11. Approval Of Resolution Regarding The District's Intention To Issue Tax-Exempt Obligations
 - Resolution
12. Approval Of An Order Authorizing The Issuance Of Houston Independent School District Limited Tax Refunding Bonds, As Term Rate Or Fixed Rate Bonds, In One Or More Series; Setting Certain Parameters For The Bonds; And Authorizing A Pricing Officer To Approve The Amount, The Interest Rate, And Price, Including The Terms Thereof And Certain Other Procedures And Provisions Related Thereto
 - Resolution
13. Approval Of Proposed Revisions To Board Policy BBE(LOCAL), *Board Members: Authority*-Second Reading
 - BBE(LOCAL), Second Reading
14. Approval Of Proposed Revisions To Board Policy BDAA(LOCAL), *Officers And Officials: Duties And Requirements Of Board Officers*-Second Reading
 - BDAA(LOCAL), Second Reading
15. Approval Of Proposed Revisions To Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*-Second Reading
 - BDB(LOCAL), Second Reading
16. Approval Of Proposed Establishment Of Board Policy BDF(LOCAL), *Board Internal Organization: Advisory Committees*-Second Reading
 - BDF(LOCAL), Second Reading
17. Approval Of Proposed Revisions To Board Policy CY(LOCAL), *Intellectual Property*-Second Reading
 - CY(LOCAL), Second Reading
18. Approval Of Proposed Deletion Of Board Policy DAA(LOCAL), *Employment Objectives: Equal Employment Opportunity*-Second Reading
 - DAA(LOCAL), Second Reading

19. Approval Of Proposed Deletion Of Board Policy DAB(LOCAL), *Employment Objectives: Genetic Nondiscrimination-Second Reading*
 - DAB(LOCAL), Second Reading
20. Approval Of Proposed Revisions To Board Policy DF(LOCAL), *Termination Of Employment-Second Reading*
 - DF(LOCAL), Second Reading
21. Approval Of Proposed Revisions To Board Policy DFAA(LOCAL), *Probationary Contracts: Suspension/Termination During Contract-Second Reading*
 - DFAA(LOCAL), Second Reading
22. Approval Of Proposed Revision To Board Policy DFBA(LOCAL), *Term Contracts: Suspension/Termination During Contract-Second Reading*
 - DFBA(LOCAL), Second Reading
23. Approval Of Proposed Revisions To Board Policy DFCA(LOCAL), *Continuing Contracts: Suspension/Termination-Second Reading*
 - DFCA(LOCAL), Second Reading
24. Approval Of Proposed Deletion Of Board Policy EHBC(LOCAL), *Special Programs: Compensatory Services And Intensive Programs-Second Reading*
 - EHBC(LOCAL), Second Reading
25. Approval Of Proposed Revisions To Board Policy EI(LOCAL), *Academic Achievement-Second Reading*
 - EI(LOCAL), Second Reading
26. Approval Of Proposed Revisions To Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations-First Reading*
 - CDC(LOCAL), First Reading
27. Approval Of Proposed Revisions To Board Policy FDE(LOCAL), *Admissions: School Safety Transfers-First Reading*
 - FDE(LOCAL), First Reading
28. Approval Of Proposed Revisions To Board Policy FFG(LOCAL), *Student Welfare: Child Abuse and Neglect-First Reading*
 - FFG(LOCAL), First Reading

29. Consideration And Approval Of Minutes From Previous Meetings

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements, including Resignation and Release Agreement for former Chief Human Resources Officer Jessica Neyman.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Update and possible action in the matter of Nathan v. Alamo Heights Independent School District, in the Western District of Texas, San Antonio Division, Civil Action No. 5:25-cv-00756.
- e) Update and possible action in the matter of Houston Federation of Teachers v. Mike Miles, in the District Court of Harris County, Texas, 164 Judicial District, Cause No. 2025-53237.
- f) GSA Network et al., v. Mike Morath, Houston ISD et al., in the Southern District of Texas, Civil Action No. 4:25-CV-04090.

District Safety, Emergency Management, And Security Audits

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.

ADJOURN



11/13/2025

1.

Office of the School Board

Update And Annual Report From The Board Audit Committee

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, and the *Audit Committee Charter*, the Houston Independent School District (HISD) Board Audit Committee chair presents to the board an update on the work and progress of the committee as well as the committee's annual report. The Audit Committee chair also presents the committee's recommendation on the fiscal year *2025 Annual Comprehensive Financial Report*.

Copies of the chair's update and the committee's annual report are attached to this agenda item. Reports on specific audits have been presented to board members separately and will be published after review by board members and HISD Legal Services.

Audit Committee Report

November 11, 2025



At the November 11, 2025, Audit Committee meeting, all three committee members were present: Janette Garza Lindner (chairperson), Ric Campo, and Paula Mendoza. Non-voting citizen member Elizabeth Logan joined the meeting remotely. The committee met from 2:05 p.m.–3:20 p.m. and approved the minutes of the September 25, 2025, Audit Committee meeting.

- Representatives of the district’s external audit firm, Weaver and Tidwell LLP, provided the first draft of their fiscal year (FY) 2025 financial audit update but noted it will be released late. This is due both to the Texas Education Agency (TEA) updating its audit application system for school districts to submit and upload annual audit financial information, and to a delay in the release of the 2025 Office of Management and Budget (OMB) Compliance Supplement. Audit Committee chair Garza Lindner noted that in previous years, Weaver’s annual financial audit goes before the full board at its November board meeting in order to meet a deadline set by the TEA. Chief Finance and Operations Officer James Terry agreed and stated that the TEA has reset the audit submission deadline from November 27, 2025, to February 27, 2026.
- Representatives of the district’s outsourced internal audit firm, RSM US LLP, provided a status update on the Fiscal Year (FY) 2024–2025 and FY 2025–2026 *Internal Audit Plans*.
- Regarding FY 2024–2025, all draft reports are completed except for two projects that have been moved to FY 2025–2026: the Information Technology (IT)—Incident Response Tabletop Exercise and the IT—Internal Penetration Testing. RSM presented its draft report on Purchasing Services—Competitive Procurement, with no observations to report and only one process improvement recommendation regarding the composition of procurement evaluation committees, which review and score Requests for Proposals based on weighted criteria outlined in the project solicitation. RSM recommends that the district implement a documented approval process for committee membership, including Procurement review and inclusion of an independent member where feasible, to strengthen controls.

- Projects for FY 2025–2026 include Maintenance and Repairs, with a draft report anticipated in January 2026; Employee Selection and Onboarding, and the ProCard Program, with draft reports anticipated in February 2026 (along with the two aforementioned IT projects); Post Award Contract Administration and Vendor Management, and IT—Cybersecurity Governance and Policy Assessment, with draft reports anticipated in April 2026. However, the timing and delivery of these reports are subject to change based on availability of process owners and management.
- RSM offered an opportunity to answer questions from committee members regarding its draft of the FY 2024–2025 Internal Audit Committee Report to be presented to the board at its November 13, 2025, regular meeting. However, committee members had reviewed the report and did not have any questions.
- **The committee held a confidential discussion of external internal audit contracts.**
- The minutes of the November 11, 2025, Audit Committee meeting will be reviewed for approval by the committee at its next meeting. Once approved, the minutes will be posted under Board Meeting Resources/Audit Committee at <https://www.houstonisd.org/board-governance/board-meetings>.

Houston Independent School District
FY2025 Annual Audit Committee Report
September 23, 2025

Hattie Mae White Educational Support Center
HOUSTON INDEPENDENT SCHOOL DISTRICT

Audit Committee Overview

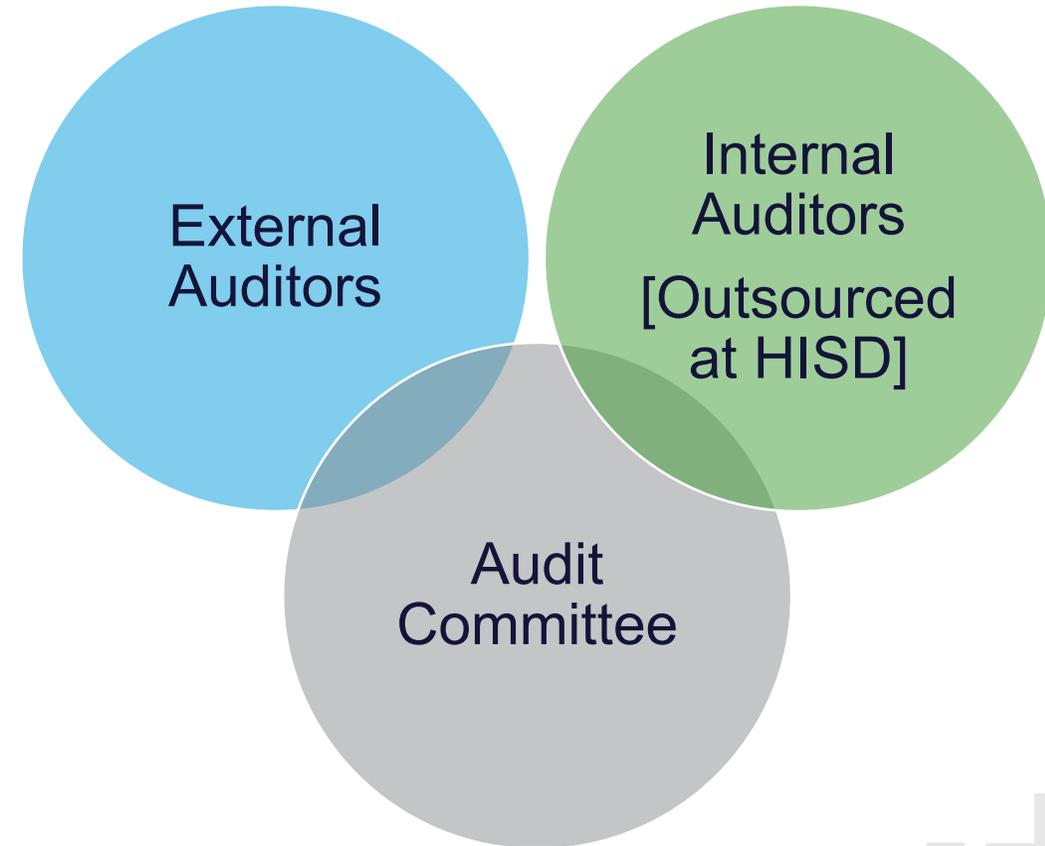
What is the Audit Committee?

The HISD Audit Committee Charter defines the role and responsibilities of the HISD Audit Committee. This includes oversight of both internal and external internal auditors.

According to the charter, the purpose of the Audit Committee is to provide structured oversight of the organization’s governance, risks, and internal controls. It advises the School Board on the adequacy of these practices, aiming to enhance accountability and transparency.

Specific responsibilities include:

- Oversight of the outsourcing of internal audit
- Monitor follow-up on open audit recommendations/observations
- Review financial statements and public accountability reporting



External Audit vs Internal Audit¹

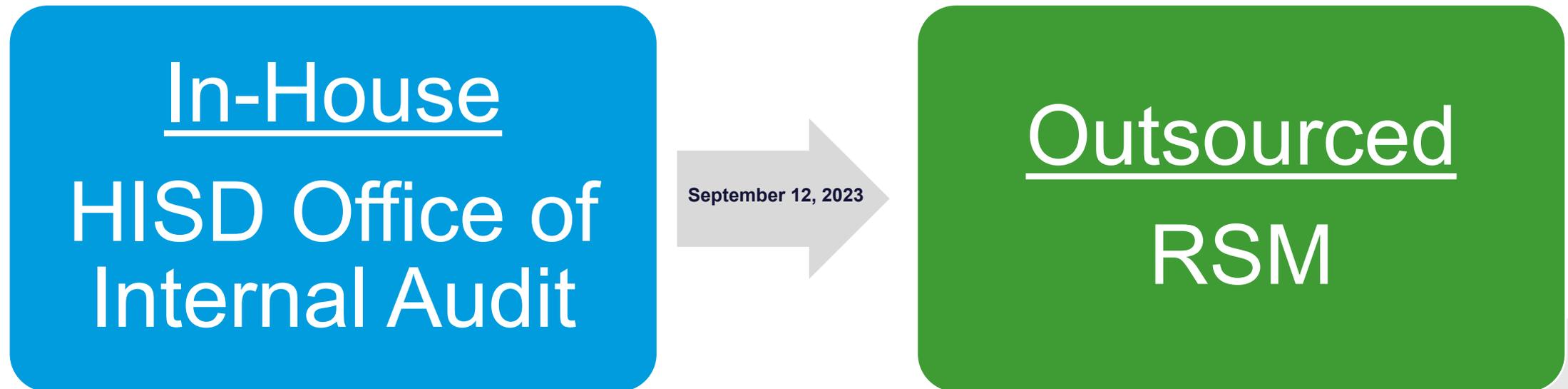
The Audit Committee oversees both internal and external audit functions. The table below describes some of the key differences between these two independent functions.

Aspect	Internal Audit	External Audit
Objective	Improve internal processes, controls, and governance.	Provide independent assurance on financial statements.
Focus	Risk, compliance, and operational efficiency.	Financial accuracy and compliance with standards.
Reporting	To management and the Audit Committee.	To external stakeholders, including the public.
Improvement Role	Recommends improvements; management implements.	Reports issues but does not advise on improvements.
Scope	Broad: internal controls, operations, and compliance.	Narrow: financial statement verification.
Frequency	Ongoing throughout the year.	Annual, aligned with financial reporting.
Regulation	Optional, but considered best practice.	Legally required for public entities.
Independence	Internal, but with objective oversight.	Completely independent of the organization.
Stakeholders	Management, Audit Committee, internal stakeholders.	Public, regulators, and external stakeholders.
Approach	Risk-based, proactive audits.	Compliance-driven, focused on financial standards.

¹Outsourced at HISD

Internal Audit Reorganization at HISD

Prior to September 12, 2023, the internal audit function was employed internally by the HISD Office of Internal Audit. Through a competitive solicitation, RSM was selected through the RFQ process as the most qualified firm to serve HISD. RSM now serves as the *independent* internal audit function for HISD.



Outsourced Internal Audit Function Overview

Outsourcing the internal audit function brings significant value to an organization, especially in enhancing **independence** and **objectivity**. It is a common practice for school districts to outsource their internal audit function.

Additional benefits include:

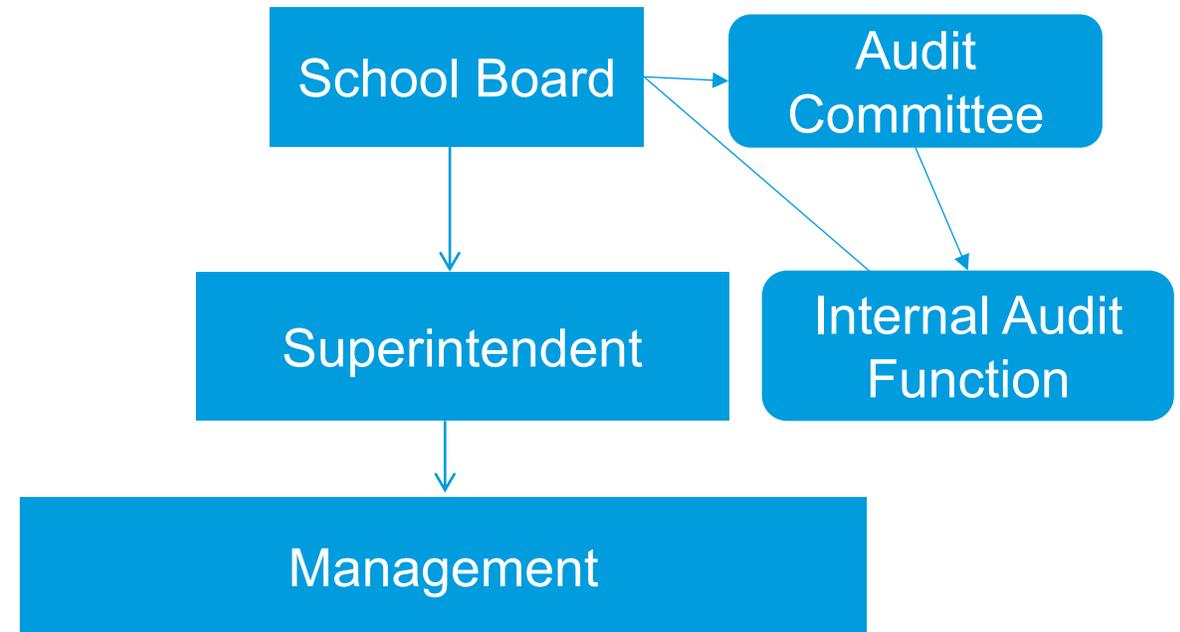
Unbiased Assessments: External auditors bring a fresh perspective, free from internal influences, facilitating impartial evaluations based purely on facts and best practices.

Enhanced Expertise: Outsourced teams often consist of specialists with a deep understanding of industry standards and emerging risks, offering higher scrutiny.

Cost Efficiency: Organizations can optimize resources by accessing a wide range of skills on demand without the overhead of maintaining a full-time internal audit staff.

This approach not only strengthens the internal control environment but also reinforces trust in the governance processes.

Independent Reporting Structure



FY2025 Audit Committee Accomplishments

 **Meetings Held:** 4 meetings on September 13, 2024; November 5, 2024; February 27, 2025 and April 29, 2025.

 **6 Internal Audit Reports Completed:** Key areas covered include timekeeping and employee pay, asset management, IT subjects, and competitive procurement.

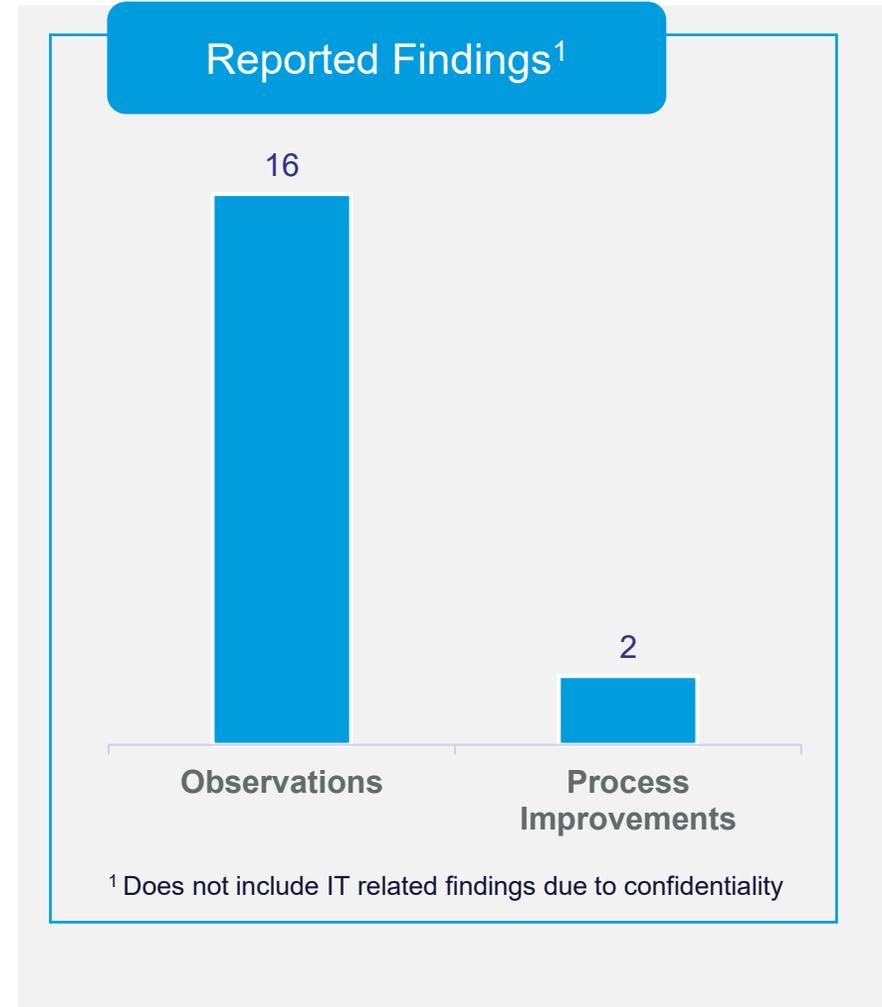
 RSM held one-on-one interviews with HISD Board Members as part of the annual risk assessment process.

 Issued FY2024 Annual Audit Report on January 15, 2025.

RSM FY2025 Internal Audits

Internal Audit Project	Status
Extra Duty Pay	Complete
Districtwide Activity Funds Review	Complete
Timekeeping and Overtime	Complete
Risk Assessment and Internal Audit Plan	Complete
Asset Management	Complete
IT – Social Engineering	Complete
Purchasing Services – Competitive Procurement	Draft Report Stage

FY2025 Follow-up:
 Follow-up activities typically begin 6 to 12 months after observations are reported



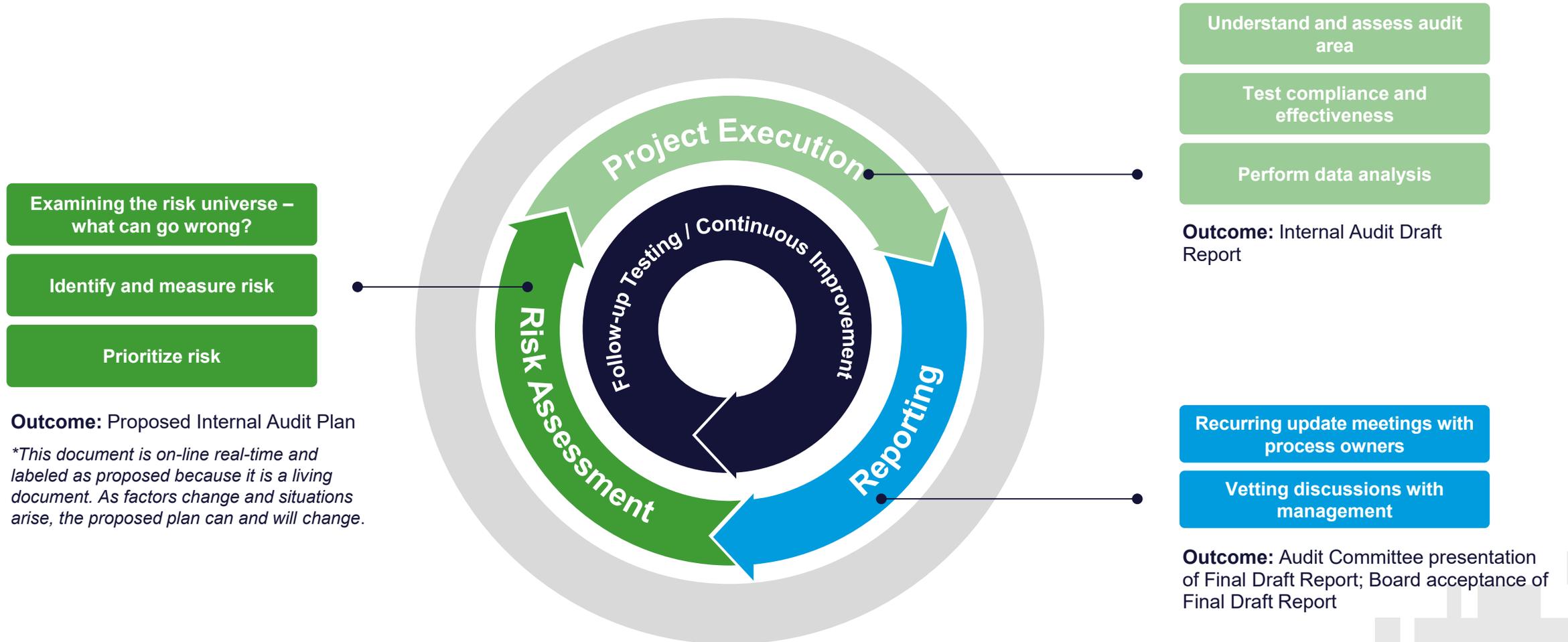
Follow-Up Status as of 09/23/2025

Internal Audit Project	Total Observations	Total Closed	Total Open
Risk Assessment	N/A	N/A	N/A
Nutrition Services	7	5	2
IT Security Maturity*	N/A*	N/A*	N/A*
IT Enterprise Data*	N/A*	N/A*	N/A*
IT Logical Security and Access Management*	N/A*	N/A*	N/A*
Bus Driver Pay Process	10	3	7
On-Time Grad Academy Data Quality	7	0	7
West University Elementary Technology Donations	2	0	2
Employee Terminations Process	4	2	2
Activity Funds Review	3	0	3
Records Management Process	2	0	2
Employee Extra Duty Pay	2	0	2
Employee Timekeeping and Overtime	3	0	3

***Due to the confidential nature of IT results, follow up is not quantified in the above table. Results are discussed in closed session during Audit Committee meetings.**

Internal Audit Process Overview

Overview of Internal Audit Process



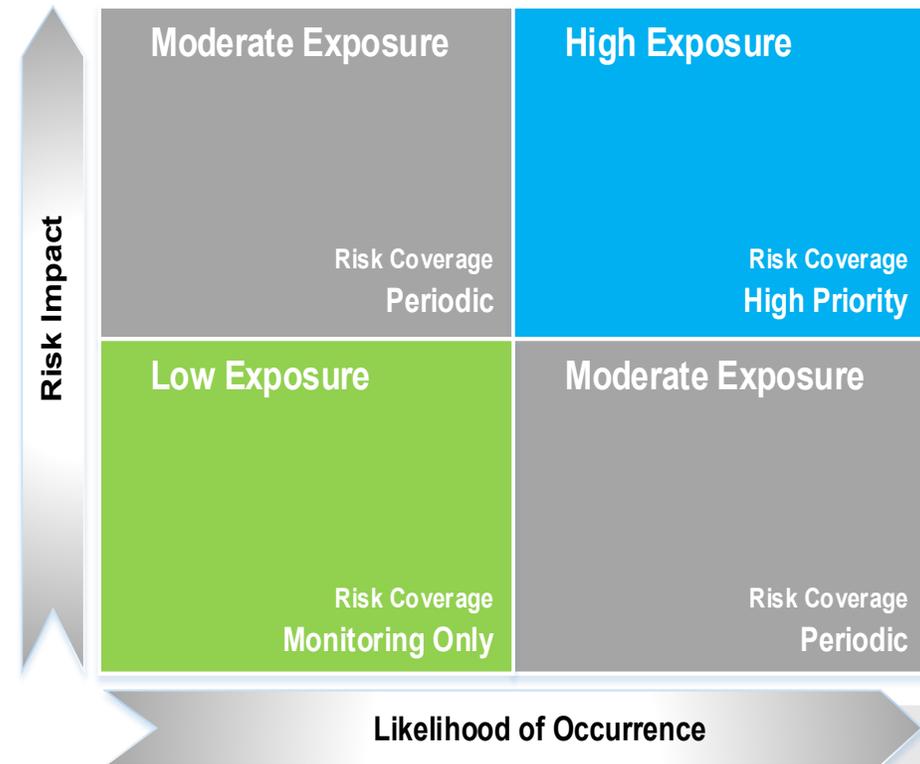
Risk Assessment

The objective of the risk assessment is to develop a proposed internal audit plan, which identifies those areas determined as having a **relatively high-risk profile** or that otherwise require internal audit attention for various reasons. This is a risk-based internal audit plan.

When we talk about risk we mean:

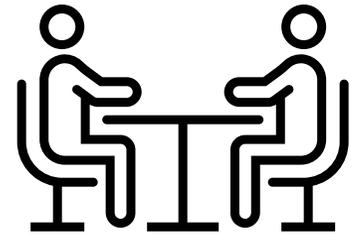
- Financial Risk
- Performance Risk
- Compliance Risk
- Public Perception

The internal audit plan will be accepted by the Audit Committee and Board each year but will remain a living plan. It can and should change throughout the year as risk at HISD continues to evolve. This allows HISD's internal audit function to remain proactive to the risks it faces every day.



Follow-up process

- ❑ As required by the Institute of Internal Auditors *Standards for the Professional Practice of Internal Auditing* (Performance Standard #2500), internal auditors “should establish a follow-up process to ensure that management actions have been effectively implemented or that senior management has accepted the risk of not taking action.”
- ❑ Follow-up procedures should be performed after the completion date noted by Management.
- ❑ Follow-up typically occurs after ample time has passed with the new control / procedure in place (generally six months) to verify and report the implementation status of the recommendations and Management’s action with regard to the previously reported findings.
- ❑ Follow-up is meant to validate, on a sample basis, the effectiveness of the remediated controls of the previously reported open issues.



THE POWER OF BEING UNDERSTOOD

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11/13/2025

2.

Office of the Superintendent of Schools

Office of Academics

Consideration And Adoption Of Temporary Goal Progress Measures And Targets For School Year 2025-2026

The Houston Independent School District (HISD) School Board is asked to consider and approve a temporary revision to Goal Progress Measures (GPMs) that currently report measures of academic progress (MAP) proficiency outcomes for the 2025-2026 school year.

NWEA has updated the MAP growth test with a new design that better aligns questions to each grade level. Because of this update, results from previous years cannot be directly compared to results from this year. MAP will still provide data on student growth, percentile ranks, and projected proficiency, and results from this year will serve as the new baseline for comparisons beginning in 2026-2027.

To maintain accuracy and validity during this transition, the HISD administration proposes that all GPMs using MAP data that measure proficiency (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4, 3.5, and 4.3) instead report growth metrics for the 2025-2026 school year only.

This temporary adjustment ensures that district progress can continue to be monitored using a valid metric while data is gathered to establish new proficiency baselines at end-of-year (EOY) 2025-2026.

Upon approval, the revised progress measures will begin with middle-of-year (MOY) reporting and will continue to be reported through EOY, and proficiency-based GPMs will be reinstated beginning in 2026-2027.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts and adopts the goal progress measures and targets as provided, effective November 14, 2025.

Executive Summary: **Proposed Board Goal Progress Measure Update**

Due to major NWEA updates—including the 2025 Growth Norms, a new Linking Study, and EISA—all proficiency-based GPMs will temporarily shift to growth metrics for the 2025–26 school year to ensure valid reporting during this transition. GPMs 4.1 and 4.2 already measure Met Expected Growth and do not require revision. Unrelated to NWEA MAP, GPM 3.2 also requires an update due to the district exceeding its 2028 long-term target.

Proposal 1: MAP GPMs

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2024 to 51% in May 2028.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.2	The percentage of 3rd grade students attending NES campuses projected at Meets GL on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028	The percentage of 3rd grade students attending NES campuses meeting or exceeding expected growth on NWEA MAP will reach 55% by May 2026.	55%
2.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Math will increase from 38% in May 2024 to 46% in May 2028.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	55%
3.5	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% May 2024 to 49% in May 2028.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.	55%
4.1	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	No Change	52% (No Change)
4.3	The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

Proposal 2: GPM 3.2

Approved GPM Language	Proposed GPM Language
The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.	The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 41% in September 2025 to 53% in May 2028.

	2025-26	2026-27	2027-28
Current Targets	41%	46%	49%
Proposed Targets	45%	49%	53%

Executive Summary: NWEA MAP 2025 Updates and Impact on Board Goals

Overview

NWEA implemented major updates to the MAP Growth assessment beginning in the 2025–26 school year, including:

- **2025 Growth Norms and Linking Study** — recalibrated national norms reflecting lower average growth across grades and subjects.
- **Enhanced Item Selection Algorithm (EISA)** — increases early-year rigor by prioritizing grade-level items.

Key Impacts of Updates

NWEA Update	Description & Impact	HISD Example
2025 NWEA Norms	<ul style="list-style-type: none"> • Norms recalculated using post-COVID student data (2020–2024) • Reflect national shifts in performance and growth • Under 2025 norms, the same RIT score may now correspond to a <i>higher percentile rank</i> 	HISD 3rd-grade Reading median percentile increased when applying 2025 norms retroactively, due to lower national averages.
2025 STAAR Linking Study	<ul style="list-style-type: none"> • New linking study conducted under 2025 Growth Norms • Updated proficiency projections (“Projected Meets”) reflect lower national growth expectations based on updated norms 	When applying 2025 norms to historical data, BOY projections appear lower, but HISD’s EOY results “catch up” — showing students are growing faster than new national averages.
EISA	<ul style="list-style-type: none"> • Implementation of a new item-selection algorithm that more precisely adapts to student performance by balancing grade-level and out-of-level items • Students may show lower performance at BOY due to greater grade-level rigor 	TBD – EISA was first implemented in Fall 2025-26, EOY impact cannot yet be determined

Decisions and Recommendations

Decision #1: Board Reporting – Reset Baseline

Decision	Rationale
Remove historical MAP data (2020 Norms) from 2025–26 Goal Progress Measure (GPM) reports.	<ul style="list-style-type: none"> • Avoids misinterpretation and making inaccurate comparisons • Establishes a clear new baseline aligned to 2025 norms and EISA.

Decision #2: Delay Reset Until EOY 2025-26

Decision	Rationale
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<p>Do not make any changes to current GPM targets until full-year results under the new framework are available.</p>	<ul style="list-style-type: none"> • Stability and credibility • Setting new targets before a full-year baseline risks public perception of “lowering the bar.” • Avoids possibility of having to do multiple resets
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Decision #3: Temporary GPM Revision to Growth Metrics

Decision	Rationale
<ul style="list-style-type: none"> • Temporarily shift MAP-based GPMs (1.1–3.5, 4.3) to measure “Met Expected Growth” for one year only. • Re-establish new proficiency baselines and targets at EOY 2025–26; resume proficiency reporting in 2026–27. 	<ul style="list-style-type: none"> • Proficiency projections are not comparable under the new system. • Measuring “Met Expected Growth” provides a valid and stable way to monitor student progress during this transition year

Summary

These NWEA updates represent a methodological recalibration rather than a decline in performance. HISD students continue to demonstrate growth exceeding national norms. The proposed transition plan ensures transparency, comparability, and integrity in Board reporting while allowing time to establish a valid new baseline under the 2025 MAP framework.

Board Reporting Updates

November 13, 2025



Measuring Achievement: Goals

- Current overall goals are focused on achievement (STAAR & CCMR)

Goal 1: 3rd Grade Reading STAAR Proficiency

Goal 3: Graduates TSI Ready with Industry-Based Certification

Goal 2: 3rd Grade Math STAAR Proficiency

Goal 4: Special Education 4th – 8th Graders Growing on STAAR

- The long-term goals have not changed, but we can only measure them once a year, so it is critical to find alternative methods to measure progress along the way.

Measuring Progress: GPMs

- Goal Progress Measures (GPMs) measure progress towards goals to ensure we are on track to meet our goals.
- NWEA MAP is an assessment given three times a year that provides the district with student growth data and proficiency projections.
- Given data is available 3x per year, the majority of current board GPMs are written using MAP.

Routine MAP Assessment Updates

- MAP routinely updates reporting every 5 years to ensure data is accurate and relevant.
- The following updates occurred in in June 2025 that make year over year data not comparable.

1

New National Norms

2

New Study to Link MAP to STAAR

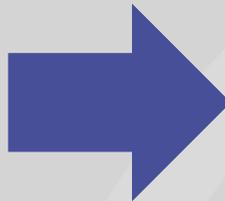
3

New Testing Algorithm to Improve Grade Level Alignment

Proposed Solution

For this year only, focus on MAP metrics not impacted by updates. After one year of baseline data is collected, HISD may transition back to current GPMs.

Current MAP GPM
Metric:
% of students projected
to meet STAAR



Proposed Updated
Metric:
% of students meeting
expected growth target

After one year of baseline data is collected, this metric may be used for year over year comparison.

This metric looks at growth during the year it is not impacted by MAP changes. Additionally, it is widely used by the district and principals.

Proposed Target = 55%

Example: GPM 1.1 - The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

NWEA MAP Guidance

- Nationally, about 50% of students meet expected growth.
- HISD is setting target at 55% to maintain ambitious expectations.
- Using national growth expectations allows comparison while baseline data is collected.

Teacher Incentive Allotment (TIA) Guidance

- Texas uses 55% student growth as the benchmark for recognizing effective teachers.
- Aligning our district target ensures consistency between student outcomes and teacher recognition standards.

Revision Impact to GPMs

Shift current Goal Progress Measures (GPMs) that measure proficiency to instead measure growth for the 2025–26 school year only.

Goal 1	Goal 2	Goal 3	Goal 4
GPM 1.1	GPM 2.1	GPM 3.1	GPM 4.1
GPM 1.2	GPM 2.2	GPM 3.2	GPM 4.2
GPM 1.3	GPM 2.3	GPM 3.3	GPM 4.3
		GPM 3.4	
		GPM 3.5	

Items in *red* are MAP proficiency metrics and must be revised for the 2025–26 school year.

Items in *yellow* are not MAP metrics but must be revised due to surpassing existing targets. Revision will be addressed later in the presentation.

Goal 1: GPM Revision Proposal

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2024 to 51% in May 2028.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%

Goal 2: GPM Revision Proposal

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

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
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Goal 3: GPM Revision Proposal

Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026–2027 graduates.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	55%
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Goal 4: GPM Revision Proposal

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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
4.1	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	No Change	52% (No Change)
4.3	The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

Proposed 2025-26 Calendar

- Pause official reporting in December given SPED proficiency data not available; Provide a Special Education update with alternative data
- No reports are currently scheduled in January
- Regular reporting as scheduled in February 2026 with updated MAP GPMs starting in March 2026

			NES)		
 December 2025	<i>No report given MOY data not yet available</i>				
January 2026	<i>No report given MOY data not yet available</i>				
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP

Next Steps:

- Board to determine if they approve alternative MAP metrics for SY25-26.
- If changes are approved, the next board monitoring report will be on Met Expected Growth progress in March 2026.
- At the end of SY25-26, HISD will review all MAP results to set the baseline for measuring progress in the 2026–27 school year.
- Revisit the board’s desire to continue with proficiency or met expected growth in August 2026.

Even with new MAP norms and question patterns, HISD students continue to demonstrate steady progress aligned with national expectations.

Figure 5: NWEA MAP Reading (English) Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status

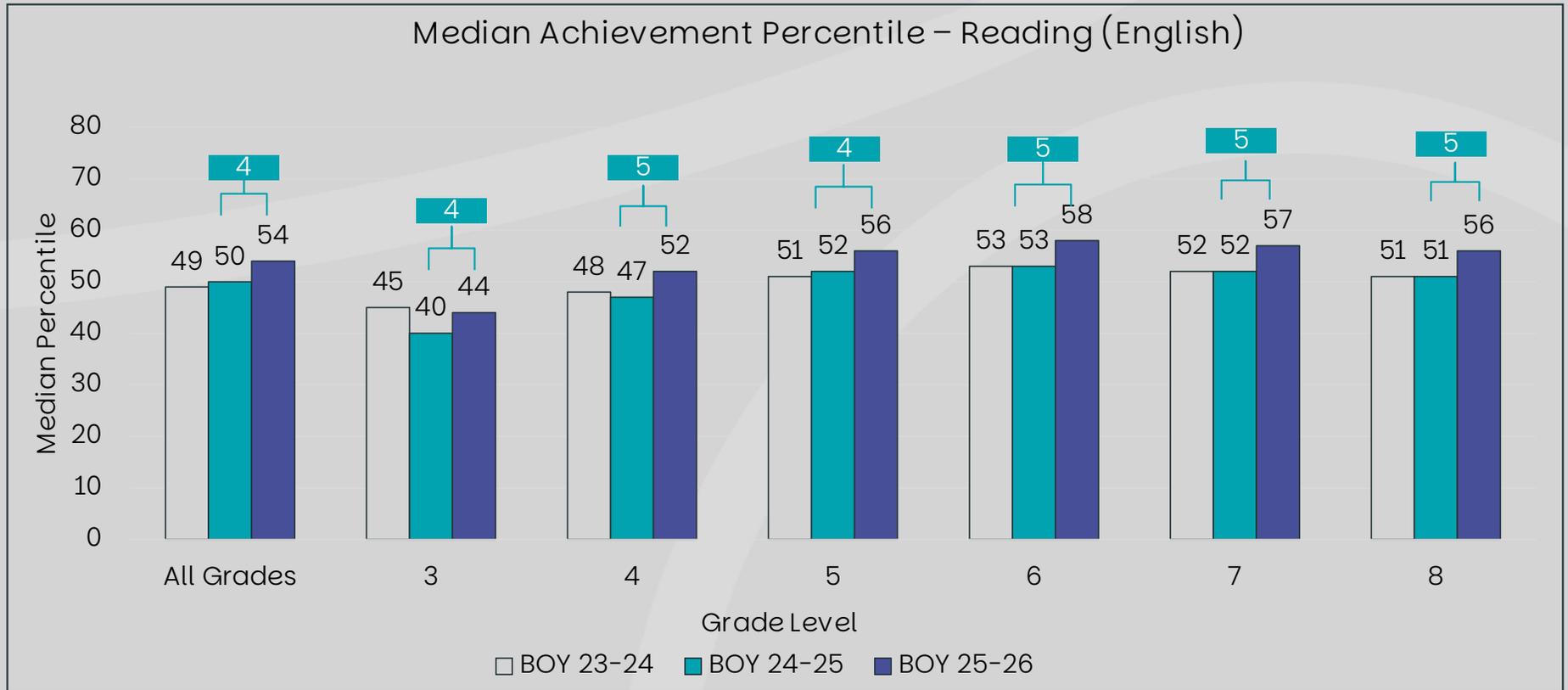
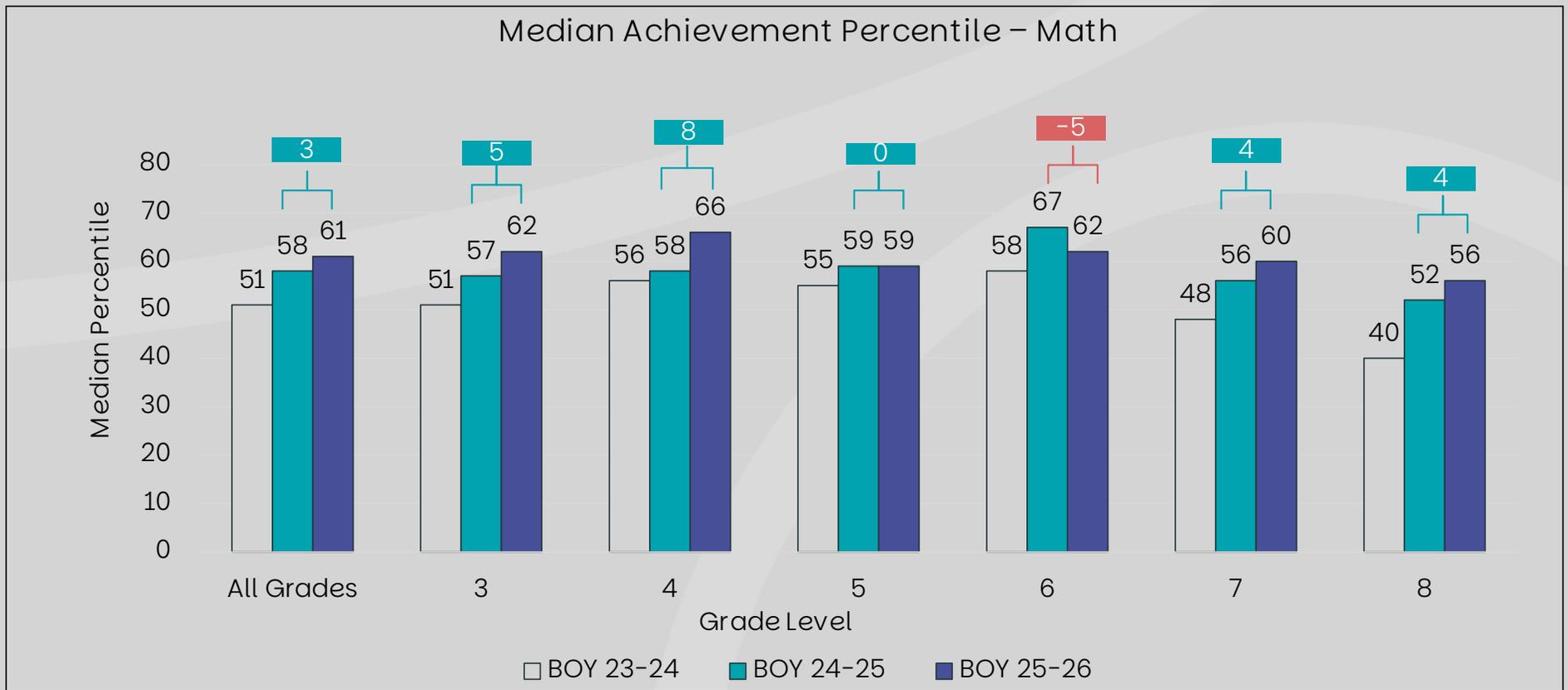


Figure 6: NWEA MAP Math K-12 Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY
Status

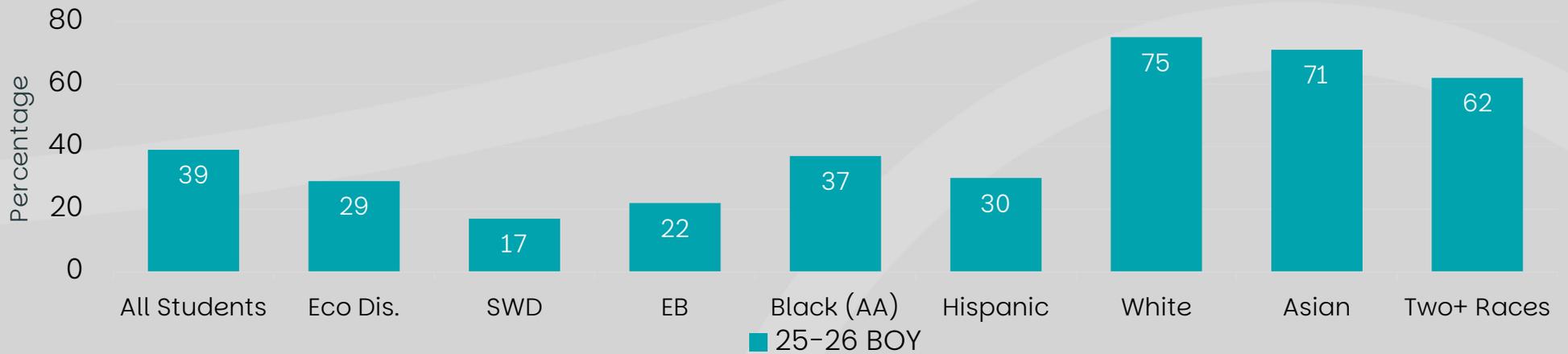


THANK YOU

GPM 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from XX% in May 2026 to YY% in May 2028.

BOY Status	Pending New Baseline
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Figure 1: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



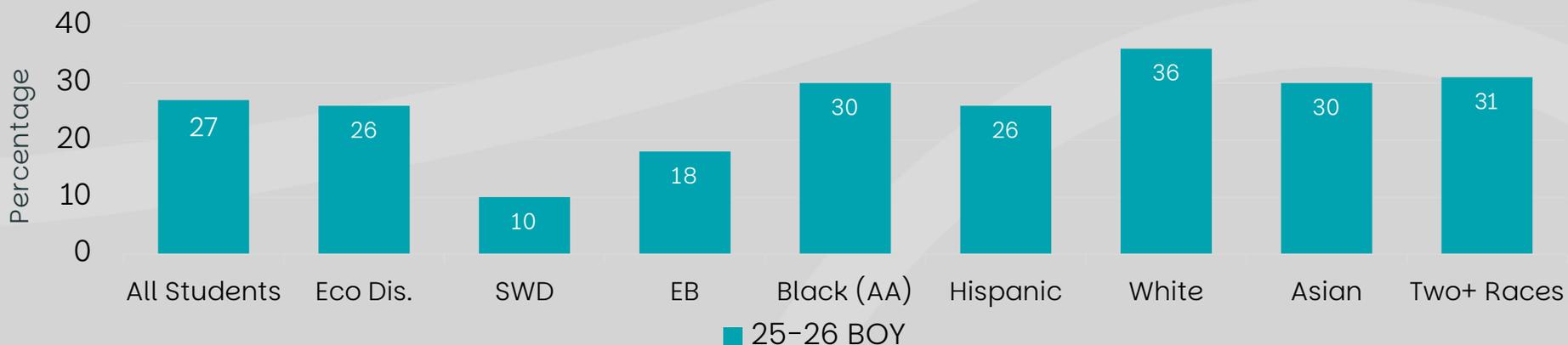
	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,820	2,376	274	1,187	873	2,256	972	506	196
N count Total	12,221	8,123	1,614	5,377	2,387	7,470	1,296	715	315

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 2: Percentage of Grade 3 Students Attending an NES Campus Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



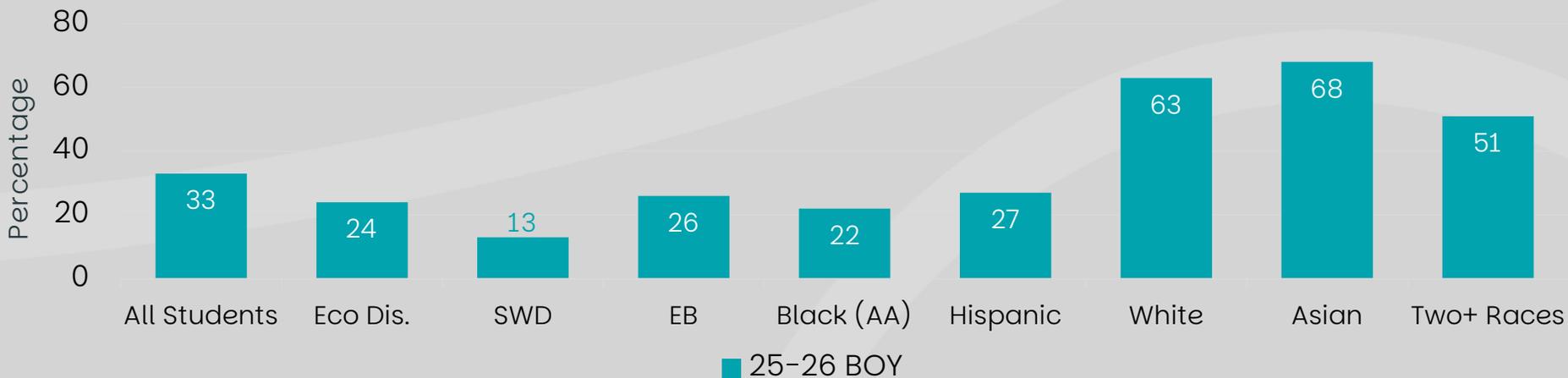
	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,351	1,118	65	428	416	853	30	27	22
N count Total	4,989	4,219	683	2,420	1,390	3,344	84	89	71

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

GPM 2.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in math will increase from XX% in May 2026 to YY% in May 2028.

BOY Status Pending New Baseline

Figure 3: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,009	1,942	213	1,422	521	1,999	825	489	162
N count Total	12,232	8,135	1,615	5,377	2,397	7,468	1,300	716	315

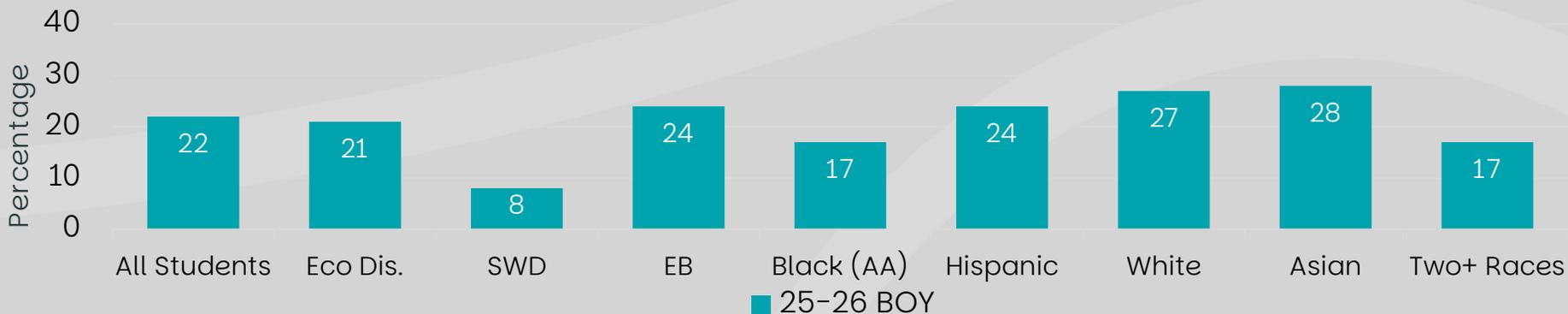
Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

Data Source: Actual values; NWEA MAP data, 2025 Norms
 Notes: Beginning in BOY 2025-26, NWEA MAP assessments incorporated the Enhanced Item Selection Algorithm (EISA), which prioritizes grade-level content items. Due to this change, historical MAP data is not pictured as NWEA advises against making BOY-to-BOY or MOY-to-MOY results comparisons between 2024-25 and 2025-26.

GPM 2.2: The percentage of grade 3 students attending New Education System (NES) campuses projected at Meets Grade Level on NWEA MAP in math will increase from XX% in May 2026 to YY% in May 2028.

BOY Status	Pending New Baseline
------------	----------------------

Figure 4 : Percentage of Grade 3 Students Attending NES Campuses Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,114	904	53	584	233	819	23	25	12
N count Total	4,993	4,225	684	2,420	1,393	3,345	85	89	71

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

Data Source: Actual values: NWEA MAP data, 2025 Norms
 Notes: Beginning in BOY 2025-26, NWEA MAP assessments incorporated the Enhanced Item Selection Algorithm (EISA), which prioritizes grade-level content items. Due to this change, historical MAP data is not pictured as NWEA advises against making BOY-to-BOY or MOY-to-MOY results comparisons between 2024-25 and 2025-26.

ADDITIONAL INFORMATION

Board Reporting Updates

November 10, 2025



Overview

Slide Number

NWEA MAP Updates: Norms, Linking Study, and EISA

4-20

Proposed Solution: MAP GPM Metrics & Target Reset

21-30

2025-26 Temporary Calendar Proposal

31-33

Supplemental Data: MAP BOY 2025-26

34-39

NWEA MAP Updates

Impact on Board GPMs 2025-26



In June of 2025, NWEA MAP made three substantial updates that will impact Board reporting.

There are 3 key changes to MAP:

1

New National Norms

- Used more recent national student data to update norms to more accurately predict proficiency and growth

2

Updated Linking Study

- Reconnects MAP scores to the STAAR test to better align predictions

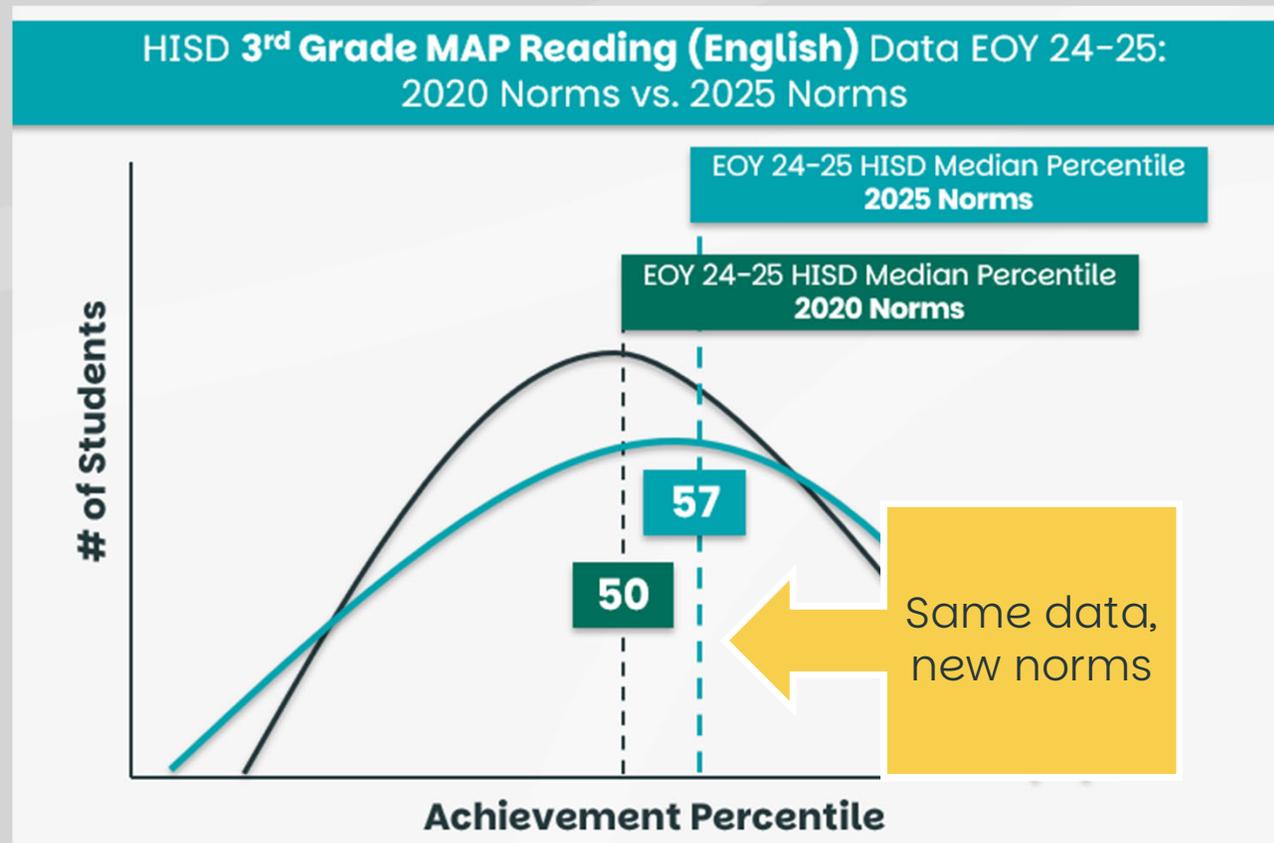
3

New Testing Algorithm

- Changed the questions students see to better align to grade level

What Changed: Achievement Norms

- Under the new norms, the same score now earns a higher percentile.
- This indicates HISD students are achieving higher than new national averages.



What Changed: Growth Expectations

- In Reading, students are expected to grow less in one year in nearly all grade levels and across percentiles.
- In Math, some students are expected to grow more and some less depending on achievement percentile.

Fall-to-Spring Growth

Grade	Reading			Math		
	25th	50th	75th	25th	50th	75th
K	-5	-3	0	-2	-1	1
1st	-5	-3	0	-1	-1	0
2nd	-3	-2	-1	-1	0	1
3rd	-2	-1	0	1	2	4
4th	-3	-2	-1	1	2	3
5th	-3	-2	-1	-1	0	1
6th	-3	-2	-1	1	2	3
7th	-3	-2	-1	-1	0	2
8th	-3	-2	0	0	1	3

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

New national norms reset where HISD achievement falls among national peers. It also reset expectations for how much students are expected grow in one year.

This norms reset impacts the STAAR linking study.



What is a STAAR Linking Study?

- NWEA uses historic data to match student scores on MAP to scores on STAAR.
- Using this data, NWEA MAP sets cut scores of where students score at each window in order to be **Projected Meets** on STAAR.
- These cut points do not represent actual STAAR achievement, but rather a **forecast that assumes typical growth**.

STAAR Projected Meets RIT Score Cut Points

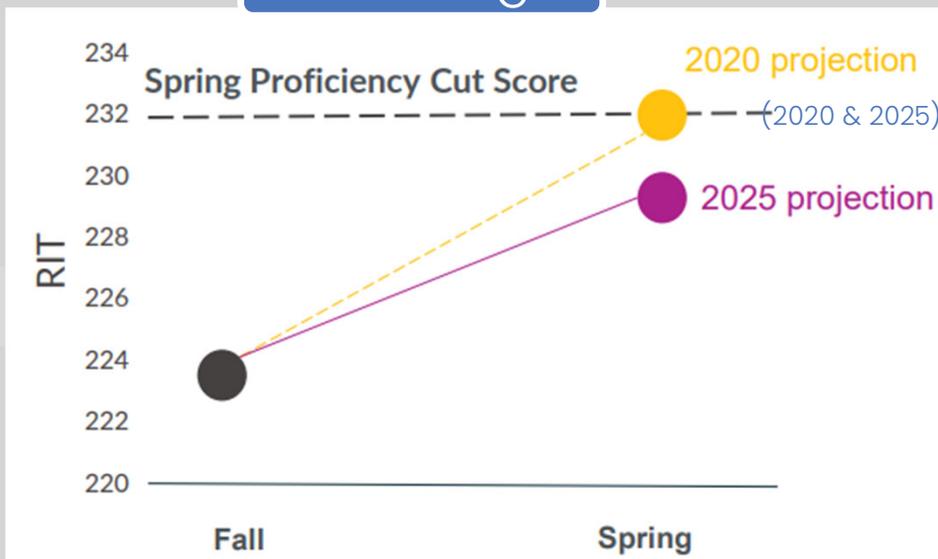
	Fall	Winter	Spring
3 rd Grade Reading	188 - 201	192 - 206	197 - 208
3 rd Grade Math	194 - 205	203 - 214	209 - 219

What Changed: Updated Linking Study

- In response to post-COVID learning shifts, the new linking study in some cases assumes lower **national growth expectations**. This means MAP expects students to grow less across the year and thus assume they are less likely to meet thresholds for projected meets.
- Given this new assumption, some students who looked 'on track' using the previous study, will now show as 'off track,' even if they are scoring at the same level.
- Additionally, the Projected Meets cut point remained the same in Reading and was increased in Math.
- This linking study affects the Projected Meets metric, which is only a forecast from MAP. This does not mean that HISD students will not meet grade level expectations at EOY, but rather, less students are projected to meet based on national norms.

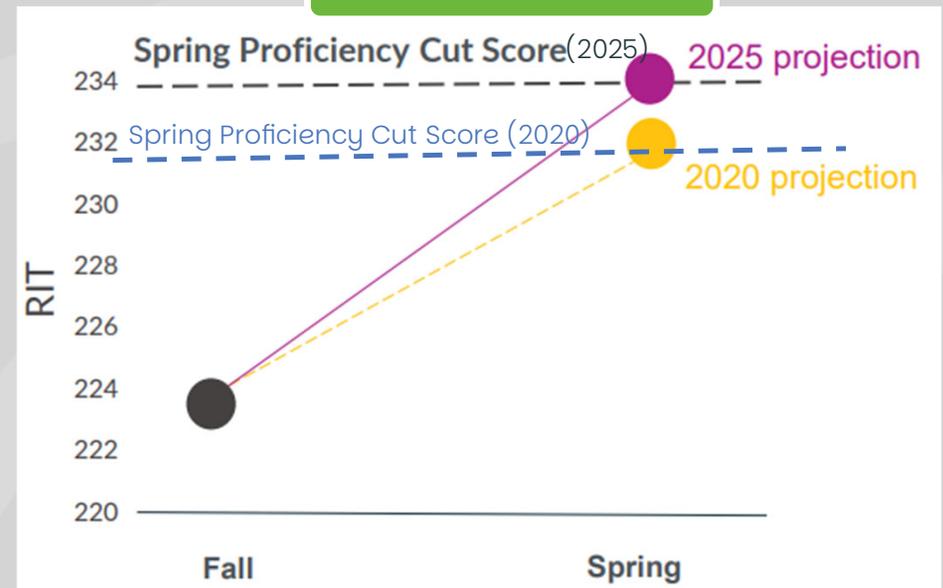
Projected Proficiency Impact by Subject

Reading



Same cut point, lower growth: Fewer students may be projected proficient.

Math



Projected Meets cut point shifted upward, which offsets changes in growth norms.

These updated growth expectations impact the MAP – STAAR linking study. Fewer students will appear “on track” because national expectations for student growth have decreased and cut points have increased.

What Changed: Enhanced Item Selection Algorithm (EISA)

- MAP now gives more grade-level questions earlier in the year.
- Students may start lower in fall because the content has not been taught but grow faster by spring.
- The order and type of questions students see during testing differ from prior years.

How the new algorithm chooses a test item for a 5th Grade Student

Student Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Are items available at a specific RIT that also match grade level standards	Yes	Yes	Yes	Yes	Yes
The new algorithm gives preference to items that match a student's grade level			1 st Choice		
If there are not any items in the students' grade level, then the test adapts +/- 1 grade level at a time looking for the best item to present		2 nd Choice		2 nd Choice	
	3 rd Choice				3 rd Choice

*Note: This visual is a simplification of how the item selection algorithm works. It is designed to explain how it chooses items that better match the grade level of a student but does not explain a number of other important factors that go into the final selection of an item. This visual is for communication purposes only.

This change is the main reason results are not comparable year over year. HISD cannot recalculate historical testing data given the algorithm did not previously exist.

Legacy MAP v. EISA

Legacy MAP



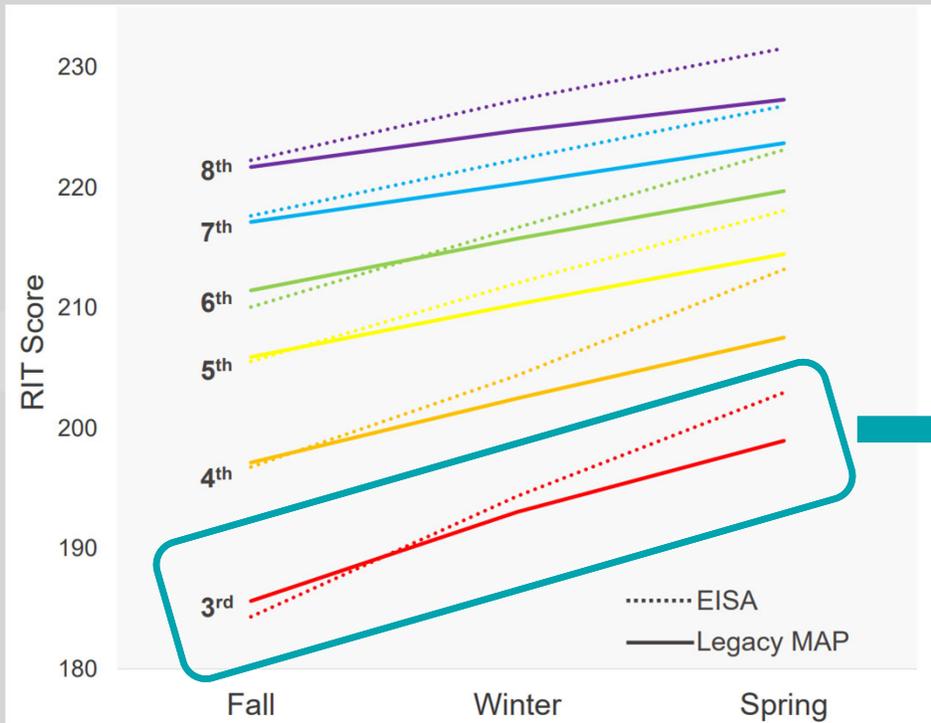
- Random Item Selection: Questions picked based on what student knew, but not whether they matched the grade level being taught
- Variable Alignment: May not consistently align with grade-level content standards
- Mixed Instructional Relevance: Some items may fall outside grade-level expectations

New Algorithm (EISA)



- Grade Level Prioritization: Questions are carefully picked to match exactly what students should be learning at their grade level
- Enhanced Alignment: Dynamically adjusts question distribution by state standards
- Instructionally Relevant: Items closely match what students are learning in class

EISA Implementation Impact – Math



When compared to results under the Legacy MAP framework, students may score lower in the Fall (BOY) due to the Enhanced Instructional Sensitivity Algorithm (EISA), which increases grade-level rigor earlier in the school year.

However, after students are now exposed to more grade-level content throughout the year, they tend to demonstrate steeper growth by Spring (EOY).

MAP has a new question algorithm and now front-loads grade-level questions. This means, students may score lower in fall but show steeper growth by spring.

Putting it all together: Student Example

SY25-26
4th grade Math Score: BOY = 204

New National Norms

- Achievement Percentile
 - 62nd (2020)
 - 73rd (2025)
- Expected Growth
 - Mean 11 pts (2020)
 - Mean 13 pts (2025)

Updated Linking Study

- Projected Meets cut point BOY = 204 
- Projected Meets cut point BOY = 207 

New Testing Algorithm

- This score may be lower than what this student could have scored last year at BOY due to prioritization of new grade level content.
- EISA impacts are strongest in math.

These three changes may feel like they contradict each other, or have opposite effects. Because they are all happening concurrently, it is impossible to know how HISD data will behave.

Because the new MAP norms and linking study adjusts projections and the new MAP algorithm changes test question patterns, last year's results can't be reasonably compared to this year's.

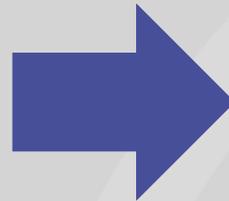
To maintain focus on student outcomes, HISD will use a one-year growth metric instead of proficiency projections that compare year over year data.



Proposed Solution

For this year only, update GPMs to MAP metrics that appropriately measure student growth in a way that is not impacted by either the new linking student or test algorithm. After one year of baseline data is collected, HISD may transition back to current GPMs.

Current MAP GPM Metric:
% of students projected to
meet STAAR



Proposed Updated GPM MAP
Metric for SY2025-26:
% of students meeting
expected growth target

After one year of baseline data is collected, this metric may be used for year over year comparison.

This metric looks at growth from BOY to MOY and EOY so not impacted by MAP algorithm changes. Additionally, it is already widely used by the district and principals.

Proposed Target = 55%

NWEA MAP Guidance

- NWEA MAP publishes that 50% of students are anticipated to meet expected growth. HISD remains committed to maintaining focus on higher-than-average expectations for all students.
- National growth expectations are being used because the impact of MAP changes on HISD data cannot be known at this time.

Teacher Incentive Allotment (TIA) Guidance

- TIA is built by TEA for Texas school districts to designate and reward top-performing teachers.
- Districts can identify and designate outstanding teachers based on student growth and classroom observation
- To be a Recognized teacher through TIA, 55% of students in the teacher's class must meet expected growth.

Revision Impact to GPMs

Shift current Goal Progress Measures (GPMs) that measure proficiency to instead measure growth for the 2025–26 school year only.

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GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
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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.

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
4.1	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	No Change	52% (No Change)
4.3	The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

This is a one-year reset to establish a clean, comparable baseline moving forward.

Proposed 2025-26 Calendar

- Pause official reporting in December
 - Scheduled to review SPED MAP Proficiency Data
- No reports are currently scheduled in January
- Regular reporting as scheduled in February 2026
- Resume MAP reporting in March 2026

	NES)				
 December 2025	<i>No report given MOY data not yet available</i>				
January 2026	<i>No report given MOY data not yet available</i>				
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP

Proposed 2025-26 Calendar

Houston ISD
TEA Lone Star Governance Monitoring Calendar
TEMPORARY: 2025-26

Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October 2025	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY
November 2025	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December 2025	<i>No report given MOY data not yet available</i>					
January 2026	<i>No report given MOY data not yet available</i>					
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
April 2026	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th - 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Met Expected Growth	4th - 8th	NWEA MAP	MOY
May 2026	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
June 2026	<i>No report</i>					
June 2026	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July 2026	<i>No Meeting</i>					
August 2026	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	
September 2026	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4th - 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	

2026- 2028 Calendar

Houston ISD
TEA Lone Star Governance Monitoring Calendar
2026-2028

Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY
November	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	BOY
January	<i>No report given MOY data not yet available</i>					
February	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March	Goal 1- ALL GPMs	OOA (Reading)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
April	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th - 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Projected Meets+ GL (Reading, Math)	4th - 8th	NWEA MAP	MOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
May	<i>No report</i>					
June	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	MOY
	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July	<i>No Meeting</i>					
August	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	
September	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4th - 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	

Next Steps:

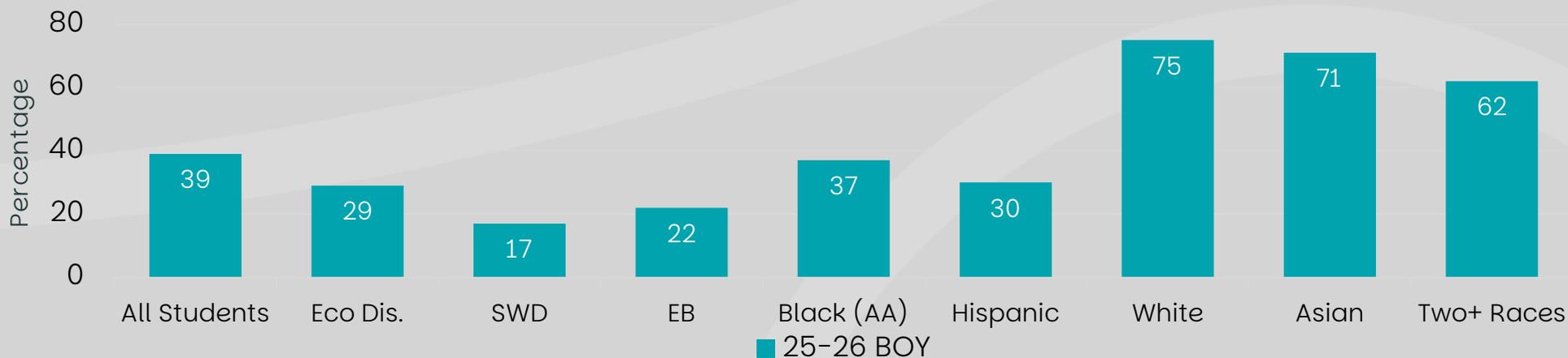
- Board to determine if they approve alternative MAP metrics for SY25-26
- HISD to calculate all MAP data this year so it can be used as baseline for SY26-27
- If changes approved, next board monitoring report to report Met Expected Growth progress will be March 2026.
- Revisit the board's desire to continue with proficiency or met expected growth in August 2026.

Even with new MAP norms and question patterns, HISD students continue to demonstrate steady progress aligned with national expectations.

GPM 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.

BOY Status Pending New Baseline

Figure 1: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



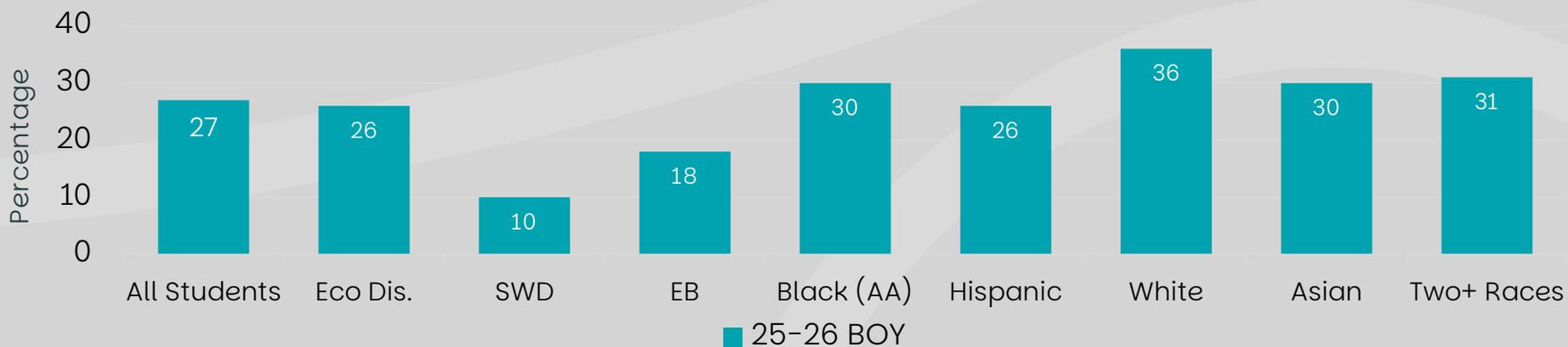
	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,820	2,376	274	1,187	873	2,256	972	506	196
N count Total	12,221	8,123	1,614	5,377	2,387	7,470	1,296	715	315

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.

BOY Status Pending New Baseline

Figure 2: Percentage of Grade 3 Students Attending an NES Campus Projected at Meets Grade Level on NWEA MAP in Reading (English), BOY 25-26 by Student Groups



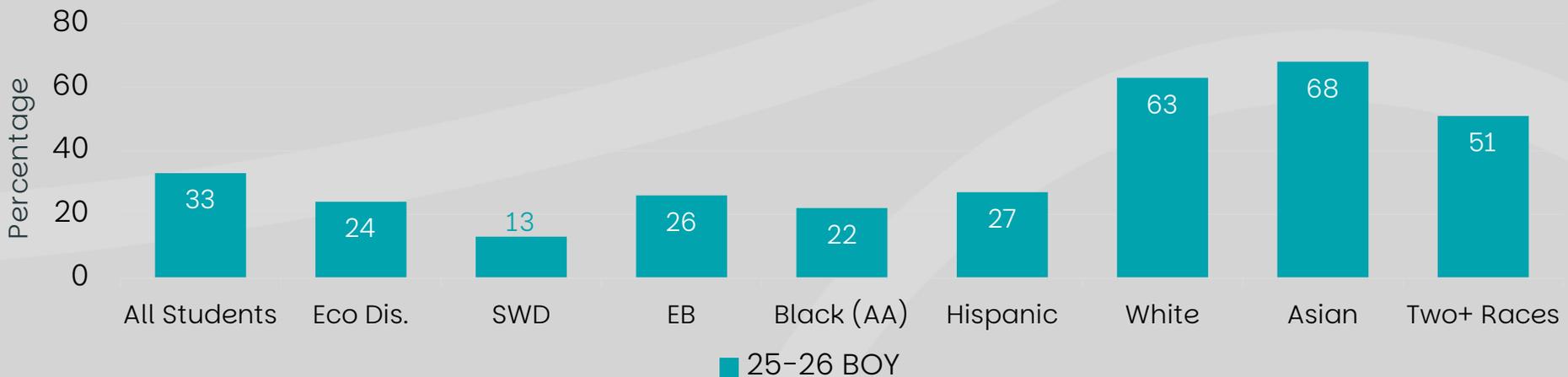
	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,351	1,118	65	428	416	853	30	27	22
N count Total	4,989	4,219	683	2,420	1,390	3,344	84	89	71

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

GPM 2.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028.

BOY Status Pending New Baseline

Figure 3: Percentage of 3rd Grade Students Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	4,009	1,942	213	1,422	521	1,999	825	489	162
N count Total	12,232	8,135	1,615	5,377	2,397	7,468	1,300	716	315

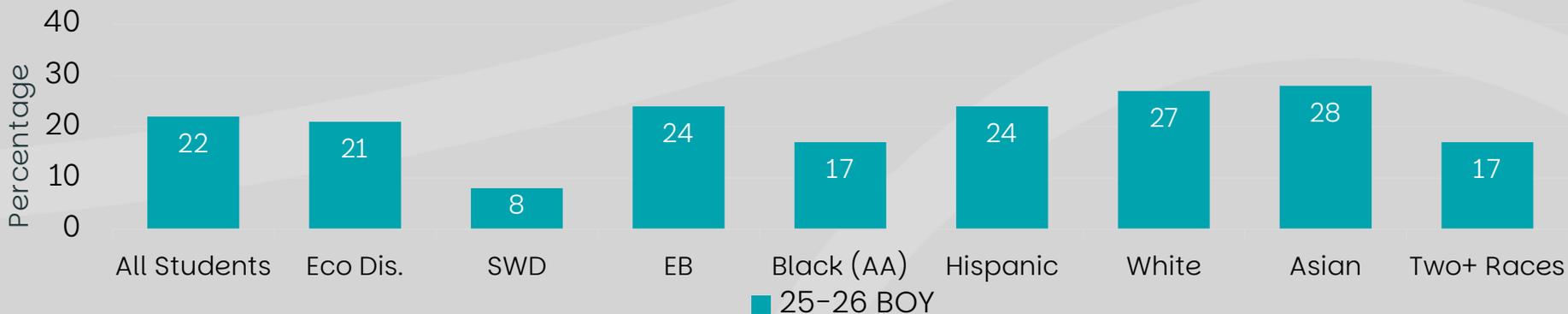
Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

Data Source: Actual values; NWEA MAP data, 2025 Norms
 Notes: Beginning in BOY 2025-26, NWEA MAP assessments incorporated the Enhanced Item Selection Algorithm (EISA), which prioritizes grade-level content items. Due to this change, historical MAP data is not pictured as NWEA advises against making BOY-to-BOY or MOY-to-MOY results comparisons between 2024-25 and 2025-26.

GPM 2.2: The percentage of grade 3 students attending New Education System (NES) campuses projected at Meets Grade Level on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028.

BOY Status	Pending New Baseline
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Figure 4 : Percentage of Grade 3 Students Attending NES Campuses Projected at Meets Grade Level on NWEA MAP in Math, BOY 25-26 by Student Groups



	All Students	Program Group			Ethnicity Group				
		Eco Dis.	SWD	EB	Black (AA)	Hispanic	White	Asian	Two+ Races
N count Meets+	1,114	904	53	584	233	819	23	25	12
N count Total	4,993	4,225	684	2,420	1,393	3,345	85	89	71

Students may belong to both a program group and an ethnicity group. As a result, the total n-counts for program and ethnicity groups will not sum to the n-count for the "All Students" group.

Data Source: Actual values: NWEA MAP data, 2025 Norms
 Notes: Beginning in BOY 2025-26, NWEA MAP assessments incorporated the Enhanced Item Selection Algorithm (EISA), which prioritizes grade-level content items. Due to this change, historical MAP data is not pictured as NWEA advises against making BOY-to-BOY or MOY-to-MOY results comparisons between 2024-25 and 2025-26.

Figure 5: NWEA MAP Reading (English) Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY Status

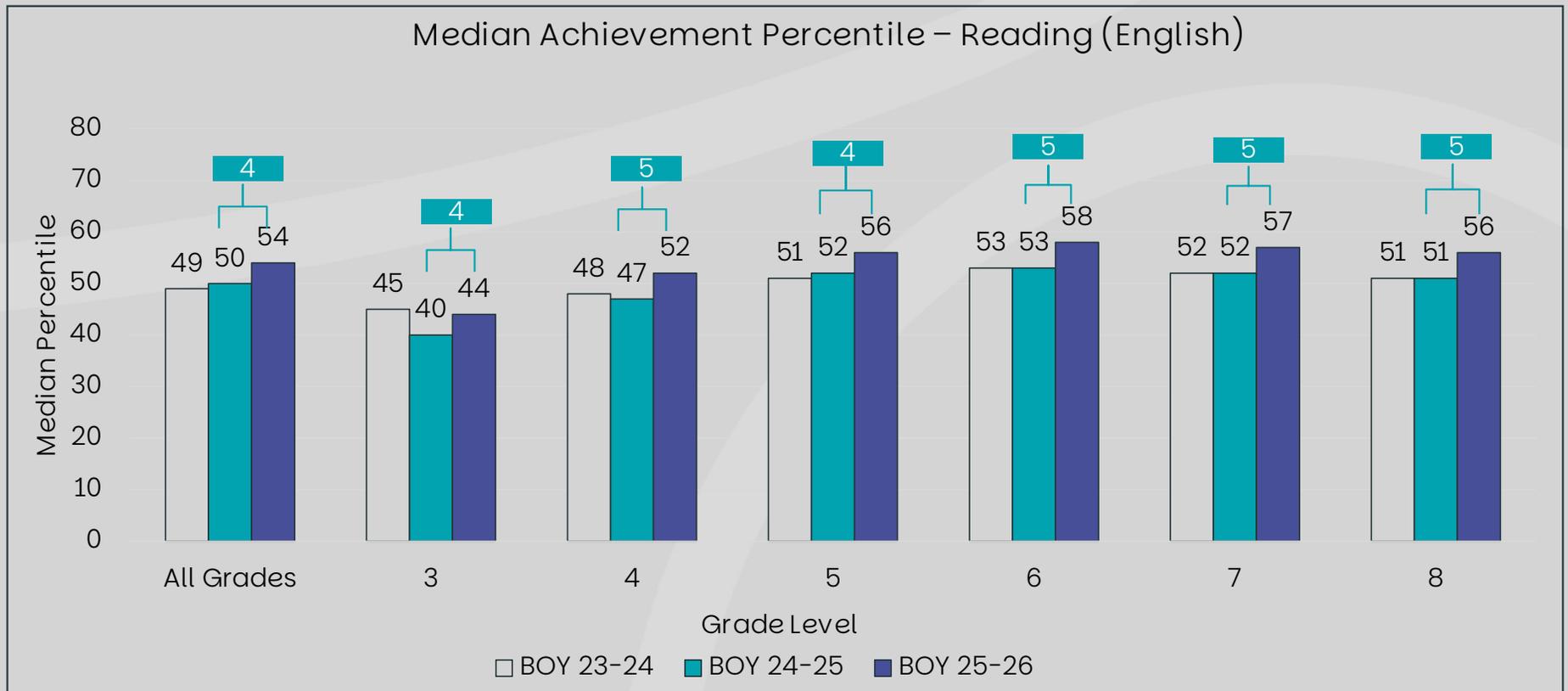
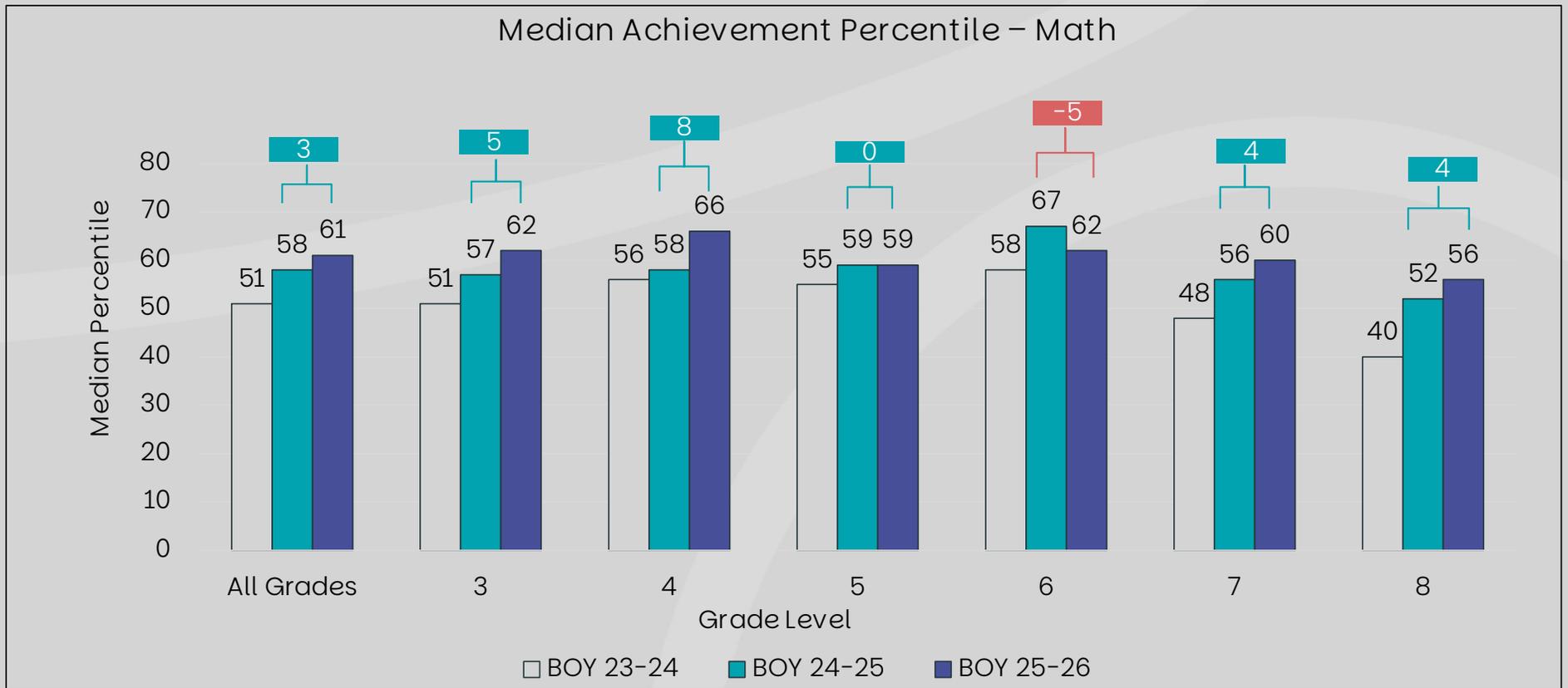


Figure 6: NWEA MAP Math K-12 Median Achievement Percentile, BOY Change from 2023-2024 through 2025-2026

BOY
Status





11/13/2025

3.

Office of the Superintendent of Schools

Office of Academics

Acceptance And Adoption Of Proposed Temporary Revisions To The Lone Star Governance Monitoring Calendar

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the Houston Independent School District (HISD) School Board monitors progress towards the district's goals and compliance with certain constraints.

This item requests board acceptance of revisions to the current Board Monitoring Calendar, applicable only for the 2025-2026 school year, to reflect proposed Goal Progress Measure (GPM) updates resulting from recent NWEA measures of academic progress (MAP) assessment changes. Beginning in August 2026, monitoring will resume in accordance with the calendar approved at the October 2025 board meeting, unless additional changes are recommended prior to that time. A copy of the revised calendar is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts and adopts the board monitoring calendar, effective November 14, 2025.



Houston ISD
TEA Lone Star Governance Monitoring Calendar
TEMPORARY: 2025-26



Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October 2025	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY
						(for previous year due to delay in data)
November 2025	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December 2025	<i>No report given MOY data not yet available</i>					
January 2026	<i>No report given MOY data not yet available</i>					
February 2026	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March 2026	Goal 1- ALL GPMs	OOA (Reading)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Met Expected Growth	3rd 2nd	NWEA MAP	MOY
April 2026	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th - 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Met Expected Growth	4th - 8th	NWEA MAP	MOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
May 2026	<i>No report</i>					
June 2026	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July 2026	<i>No Meeting</i>					
August 2026	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	
September 2026	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4th - 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	

Change eff. December 2025



Houston ISD
TEA Lone Star Governance Monitoring Calendar
2026-2028



Month	Goal/ GPM	Program / Department	Description	Grade Level	Data Source	Reporting Period
October	GPM 3.2	CCMR	CTE Completer Status	10th - 12th	Summer PEIMS	EOY/BOY
						(for previous year due to delay in data)
November	GPM 1.1 & 1.2	OOA (Reading)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
	GPM 2.1 & 2.2	OOA (Math)	Projected Meets+ GL (All, NES)	3rd	NWEA MAP	BOY
December	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	BOY
January	No report given MOY data not yet available					
February	GPM 3.3	CCMR	College Credit	11th	College Board, HCC	MOY
March	Goal 1- ALL GPMs	OOA (Reading)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
	Goal 2- ALL GPMs	OOA (Math)	Projected Meets+ GL (All, NES) Projected Proficiency Growth	3rd 2nd	NWEA MAP	MOY
April	GPM 4.1 & 4.2	SPED	SWD Met Expected Growth (Reading, Math)	4th - 8th	NWEA MAP	MOY
	GPM 3.4 & 3.5	CCMR	Projected Meets+ GL (Reading, Math)	4th - 8th	NWEA MAP	MOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Prior Year Accountability	
May	No report					
June	GPM 4.3	SPED	SWD Projected Meets+ GL, Reading or Math	3rd - 8th	NWEA MAP	MOY
	GPM 3.1	CCMR	TSI Success	11th	College Board	MOY / EOY
	Constraint 3.1	OOA	Specialized Programming		OOA	EOY
July	No Meeting					
August	Goal 1	STAAR	STAAR - Meets GL Reading (plus all GPMs)	3rd	STAAR	EOY
	Goal 2	STAAR	STAAR - Meets GL Math (plus all GPMs)	3rd	STAAR	EOY
	Constraint 1	Accountability	Campus Ratings (D/F)		Accountability	EOY
Sept	Goal 4	STAAR (SPED)	STAAR Growth (D2A) - SPED (plus all GPMs)	4th - 8th	STAAR Accountability	EOY
	Goal 3	CCMR	Accountability	12th (Graduates)	Accountability	EOY
	Constraint 2.1 & 2.2	SPED	SPED Compliance		SPED Audits	EOY

Revised 09.10.2025



11/13/2025

4.

Office of the Superintendent of Schools

Office of Academics

Consideration And Adoption Of New Goal Progress Measure Targets For Goal Progress Measure 3.2

The Houston Independent School District (HISD) School Board is asked to consider and approve revisions to goal progress measure (GPM) targets for GPM 3.2, which measures the percentage of 10th - 12th grade students on track to achieve career and technical education (CTE) Completer status by graduation. The current long-term 2028 target of 49 percent, based on 2022-2023 data, was exceeded by the end of the 2024-2025 school year.

Given this achievement, it is appropriate to reset the baseline and establish a new, more rigorous long-term target to reflect the district's progress and continued commitment to college, career, and military readiness.

After approval, the revised progress measure targets will be published in the Lone Star Governance (LSG) section of the HISD public website.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board adopts the new targets provided for GPM 3.2, effective November 14, 2025.

Executive Summary: **Proposed Board Goal Progress Measure Update**

Due to major NWEA updates—including the 2025 Growth Norms, a new Linking Study, and EISA—all proficiency-based GPMs will temporarily shift to growth metrics for the 2025–26 school year to ensure valid reporting during this transition. GPMs 4.1 and 4.2 already measure Met Expected Growth and do not require revision. Unrelated to NWEA MAP, GPM 3.2 also requires an update due to the district exceeding its 2028 long-term target.

Proposal 1: MAP GPMs

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
1.1	The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 47% in May 2024 to 56% in May 2028.	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.2	The percentage of grade 3 students attending a New Education System (NES) campus projected at Meets Grade Level in reading on NWEA MAP will increase from 40% in May 2024 to 49% in May 2028.	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
1.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Reading will increase from 43% in May 2024 to 51% in May 2028.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	55%
2.1	The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 44% in May 2024 to 53% in May 2028	The percentage of all 3rd graders meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%
2.2	The percentage of 3rd grade students attending NES campuses projected at Meets GL on NWEA MAP in math will increase from 38% in May 2024 to 47% in May 2028	The percentage of 3rd grade students attending NES campuses meeting or exceeding expected growth on NWEA MAP will reach 55% by May 2026.	55%
2.3	The percentage of 2nd grade students who grow one or more proficiency levels or maintain Meets or Masters from BOY to EOY on NWEA MAP in Math will increase from 38% in May 2024 to 46% in May 2028.	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	55%

GPM	Approved GPM Language (May 2025)	Proposed GPM Language (November 2025)	Proposed Target (2026)
3.4	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in reading on NWEA MAP will increase from 51% in May 2024 to 59% in May 2028.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	55%
3.5	The percentage of students in grades 4 through 8 who are projected at Meets Grade Level in math on NWEA MAP will increase from 41% May 2024 to 49% in May 2028.	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.	55%
4.1	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.	No Change	52% (No Change)
4.2	The percentage of 4th-8th students with disabilities have Met Expected Growth from BOY to EOY on NWEA MAP in Math will increase from 46% in June 2024 to 58% in June 2028.	No Change	52% (No Change)
4.3	The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.	Recommend temporary removal, due to GPMs 4.1 and 4.2 already measuring growth.	N/A

Proposal 2: GPM 3.2

Approved GPM Language	Proposed GPM Language
The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.	The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 41% in September 2025 to 53% in May 2028.

	2025-26	2026-27	2027-28
Current Targets	41%	46%	49%
Proposed Targets	45%	49%	53%

Board Reporting Updates

November 2025



CCMR GPM Update

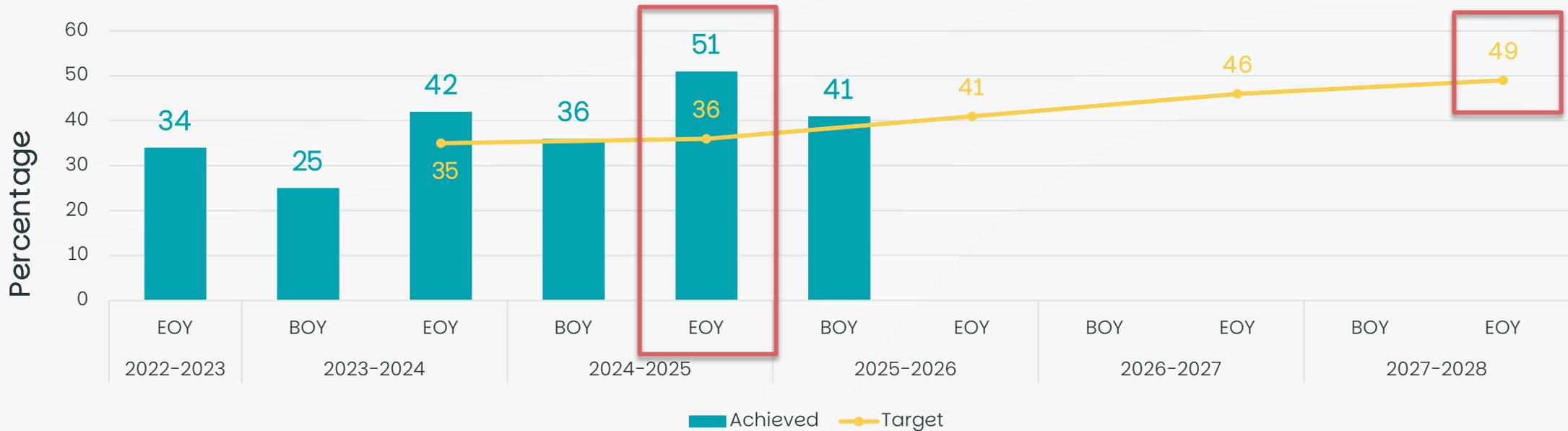
3.2 CTE Completer Status



GPM 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

**EOY
24-25** **MET**

Percentage of 10th, 11th, and 12th Graders On-track to Achieve CTE Completer Status by Graduation



Key Takeaway

The district met the 2024-25 annual target and the long-term 2028 target with 51% of 10th to 12th grade students achieving, or being on track to achieve, Completer status in their CTE program of study.

Same Metric, Revised Target

- Given EOY 24-25 achievement (51%) exceeded the long-term target of 49%, it is appropriate to reset both our baseline and 2028 target.
- Keeping the metric definition unchanged ensures continuity and comparability over time.
- A revised long-term target builds on current momentum and signals elevated expectations while remaining realistic.

GPM 3.2 Updated Long-Term Target

Baseline 22-23	Achieved 23-24	Achieved 24-25		Target 2025-26	Target 2026-27	Target 2027-28
34%	42%	51%	Current	41%	46%	49%
			Proposed	45%	49%	53%

- Beginning with the Class of 2026, students must be a CTE Completer in an aligned program of study to earn an Industry-Based Certification (IBC).
- The district saw a sharp rise in CTE Completer rates over the past three years, so growth is now expected to continue at a steadier, more gradual pace (4%).
- In order to reset the targets, current BOY data of 41% was used as a baseline. Total growth through 2028 is set at 8% which matches the current total targets.

Next Steps

- Board to determine if they approve new targets for GPM 3.2 for 2026 - 2028
- Next scheduled presentation of GPM 3.2 will be in October 2026



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

5.

Office of the School Board

Approval To Cast Votes For Martina Lemond Dixon For Membership On The Board Of Directors Of The Harris Central Appraisal District

The Houston Independent School District (HISD) is one of the taxing units which can make nominations and vote for the Board of Directors of the Harris Central Appraisal District (HCAD). There is currently a vacancy to be filled by HCAD member vote in December 2025.

HCAD prepared a voting ballot and sent it to the presiding officer of the governing body of each taxing unit that is entitled to vote. HISD must submit the certified resolution and certification of ballot to the HCAD chief appraiser within three days after the vote.

A resolution to cast all HISD votes for Martina Lemond Dixon to hold a position on the HCAD Board of Directors is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves casting all HISD votes for Martina Lemond Dixon for membership on the Board of Directors of the Harris Central Appraisal District, and adopts a resolution to that end, effective November 14, 2025.

A RESOLUTION OF THE SCHOOL BOARD OF THE

Houston Independent School District

CASTING ITS VOTE TO APPOINT DIRECTORS
TO THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS

WHEREAS, the chief appraiser of the Harris Central Appraisal District has delivered to the presiding officer of the Houston Independent School District (HISD) School Board the names of those persons duly nominated to be named a candidate to be appointed to serve on the board of directors of the Harris Central Appraisal District; and

WHEREAS, **the HISD School Board** deems it appropriate and in the public interest to cast its vote for the candidate(s) of its choice to be appointed to serve on the Harris Central Appraisal District's Board of Directors; now, therefore

BE IT RESOLVED BY THE HISD SCHOOL BOARD:

Section 1. That the facts and recitations set forth in the preamble of this resolution be, and they are hereby adopted, ratified, and confirmed.

Section 2. That the **HISD School Board** does hereby cast its vote, by casting **296** votes for the person(s) indicated on the enclosed Certificate of Ballot to be appointed to serve on the board of directors of the Harris Central Appraisal District, for a four-year term beginning January 1, 2026.

Section 3. That the presiding officer be, and he or she is hereby, authorized and directed to deliver or cause to be delivered an executed or certified copy of this resolution to the chief appraiser of the Harris Central Appraisal District no later than 5:00 p.m. on December 15, 2025, unless otherwise required to be delivered earlier pursuant to the provisions contained in Section 6.03 (k-1).

PASSED AND APPROVED this 13th day of November, 2025.

HISD School Board President

ATTEST

HISD School Board Secretary

CERTIFICATION OF BALLOT - Houston ISD

CASTING ITS VOTE TO APPOINT DIRECTORS
TO THE HARRIS CENTRAL APPRAISAL DISTRICT'S BOARD OF DIRECTORS

I, _____, certify that on the _____ day of _____, 2025, the governing body of **Houston ISD** did by resolution cast its **296** votes as indicated below on this Certification of Ballot for the person(s) listed below to be appointed to the Harris Central Appraisal District's Board of Directors. There will be **two directors** appointed to the board through this voting process involving all taxing units eligible to vote.

You may cast your votes for one or more candidates or distribute them amongst the candidates listed below for any number of directorships. (Section 6.03 (c)).

You are not required to cast any or all of your votes for the candidate that you nominated.

(PLEASE PLACE an "X" NEXT TO THE CANDIDATE(S) OF YOUR CHOICE AND LIST THE NUMBER OF VOTES YOU ARE CASTING FOR THE CANDIDATE(S))

NAME	MARK WITH "X"	NUMBER OF VOTES <u>296</u> (No. of Votes)
Martina Lemond Dixon	_____	_____
Bill Frazer	_____	_____
Jason Morris	_____	_____
Melissa Noriega	_____	_____
Ann Williams	_____	_____

I further certify that a true and correct copy of the resolution casting such ballot is attached hereto.

WITNESS MY HAND this _____ day of _____, 2025.

Presiding Officer

ATTEST

Witness



11/13/2025

6.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Goals And Measurable Objectives For 2025-2026 School Improvement Plans

The School Improvement Plan (SIP) is a comprehensive, annually developed plan required by the Texas Education Code (TEC) §11.253. In accordance with TEC §11.253(a)-(d), each campus reviewed its SIP through the participation of its campus-level shared decision-making committee (SDMC).

The Schools Office also reviews and approves each school's SIP to ensure alignment with district priorities and student performance goals. Each campus will make its SIP available on its respective Houston Independent School District (HISD) website after the goals and measurable objectives are approved. This item seeks HISD School Board approval of the goals and measurable objectives for all HISD SIPs.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the goals and measurable objectives for the 2025-2026 SIPs, effective November 14, 2025.



11/13/2025

7.

Office of the Superintendent of Schools

Office of Academics

Approval Of The 2024-2025 Bilingual And English As A Second Language Program Evaluation Report

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.

A district that is required to implement a bilingual education or ESL program shall conduct an annual evaluation in accordance with 19 Administrative Code 89.1265. The annual evaluation report shall be presented to the board. The report shall be retained at the district level and must meet the requirements of 19 Administrative Code 89.1265(b)-(c).

Attached is the evaluation report summarizing students' performance in the district's bilingual and ESL programs during the 2024-2025 school year. The report includes findings from assessments of academic achievement and English language proficiency for all students classified as emergent bilingual (EB) and demographic characteristics of students served by these programs. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the 2024-2025 Bilingual and English as a Second Language Program Evaluation Report, effective November 14, 2025.

MEMORANDUM

September 1, 2025

TO: Sonya Monreal
Executive Director, Multilingual Programs

FROM: Georgia Graham, Ph.D.
Director, Evaluation, Monitoring, and Compliance

SUBJECT: **2025 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT**

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. Attached is the evaluation report summarizing the performance of students who participated in the district's bilingual and ESL programs during the 2024–2025 school year. The report includes findings from assessments of academic achievement and English language proficiency for all students classified as emergent bilingual (EB), as well as demographic characteristics of students served by these programs. It also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings:

1. What was the enrollment and what were the demographic characteristics of EB students in the district?
 - District EB enrollment declined from 71,651 in 2023–2024 to 68,977 in 2024–2025, a decrease of 2,674 students. In 2024–2025, 39 percent of district students were EB, compared to 39% in 2023-2024 and 37% in 2022-2023.
 - In 2024–2025, 31,693 EB students participated in bilingual programs, 35,357 in ESL programs, and 1,927 had parental waivers and did not participate in a multilingual program.
2. What was the academic progress of EBs in bilingual programs, ESL programs, and at NES campuses?
 - Results from the 2024–2025 STAAR 3–8 and EOC assessments highlighted the strong progress of Emergent Bilingual (EB) students. Those who had transitioned out of bilingual or ESL programs and were reclassified as non-EBs outperformed their never-EB peers, demonstrating the long-term effectiveness of language support services. While current EB students are still developing academic English proficiency, their continued growth reflects steady progress toward meeting grade-level standards.
 - STAAR Grades 3–8 reading results showed that the percentage of current bilingual students meeting or exceeding the Meets Grade Level standard remained unchanged from 2024 to 2025. Current ESL students experienced a slight decline of 1 percentage point, while never-EB students showed a 5-percentage-point increase during the same period.
 - Across all tested EOC subjects (Algebra I, English I, English II, Biology, and U.S. History), between 83% and 94% of reclassified students met grade-level standards. In comparison, current ESL students demonstrated developing performance, with 23% to 45% meeting standards, while never-EB students performed at intermediate levels, with 50% to 71% meeting standards.
 - Four-year dropout and graduation rates for EB students improved over the previous year, and nearly 5,000 students were reclassified as non-EB.

3. What were the levels of English language performance among EB students in bilingual programs, ESL programs, and at NES campuses?
 - On TELPAS, ESL students had an early advantage in Advanced+ rates through Grade 4, but this gap disappeared by Grades 5–6, when bilingual and ESL students performed at the same level.
4. What was the language performance of students in the dual-language bilingual program?
 - The percentage of dual language students who performed at the Meets+ Grade Level standard on STARR 3–8 was marginally lower than that of transitional bilingual (“Other”) in Spanish reading (-1 percentage point), but they were higher in English reading (+5 percentage points).
5. How many students were successfully reclassified as non-EB?
 - 4,952 EB students successfully reclassified as non-EB in 2024-2025.
6. How many bilingual exceptions/ESL waivers were granted, how many teachers received certification, and how many students were served in alternative language programs taught by uncertified teachers?
 - There were 1,473 bilingual exceptions and ESL waivers requested in 2024-2025.
 - 317 teachers received certification by year’s end.
 - 15,743 EB students were served alternative language programs.
7. What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?
 - Multilingual staff offered 29 PD courses, with 4,063 teachers and other district staff participating in at least one session.

Should you have further questions, please contact Dr. Georgia Graham in Accountability, Compliance, Enrollment, and Reporting (ACER) at 713-556-6700. We value your feedback; please share it via the following link: [HISD-Take-the-Survey](#).

_____ GG

Attachment

cc: Kristen Hole
Justin Smith
Nalsy Perez

Bilingual and English as a Second Language Program Evaluation 2024–2025

Kevin A. Briand, Ph.D., Ted D. Serrant, Ph.D. & Georgia Graham, Ph.D.
Accountability, Compliance, Enrollment, & Reporting
Houston Independent School District

Introduction

Overview of Policy

Texas state law requires that specialized linguistic programs be provided for students who are emergent bilingual (EB). These programs are designed to facilitate the integration of EB students into the regular school curriculum and ensure equal access to educational opportunities. Every student in Texas who is identified as a language minority with a home language other than English must be provided the opportunity to participate in a bilingual or other special language program (TEC §29.051). The Texas Administrative Code (TAC), in Chapter 89, Subchapter BB, provides a framework for implementing such programs.

Background

Federal policy on bilingual education began in 1968 with Title VII of the Elementary and Secondary Education Act and was most recently updated in 2015 under Title III of ESSA, which requires states to include English language proficiency progress for EB students in accountability systems. In Texas, TEC §29.053 requires districts to offer a bilingual program at the elementary level if 20 or more students in a grade share the same home language; otherwise, an ESL program must be provided. HISD exceeds these requirements by offering two bilingual models for native Spanish speakers: Transitional Bilingual (TBP) and Dual-Language Bilingual Immersion (DLP). From 2008–2009 to 2017–2018, the district also offered a Vietnamese Cultural Heritage Bilingual Program (CHBP).

Program Description

The Houston Independent School District (HISD) offers two bilingual programs and two English as a Second Language (ESL) programs for EB students. The two bilingual programs referenced here are the Transitional Bilingual program (TBP) and the Dual Language Bilingual program (DLP). The district also offers a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M. White Elementary School. However, these three programs were formerly administered by the Office of Advanced Academics, not the Multilingual Programs Department, and their models do not correspond to either bilingual model as detailed in the Multilingual Programs Department Guidelines. Results for EB students in these three programs are, however, included in this report as part of the data for “bilingual” students. HISD’s Dual Language program has two variations, which could be considered separate and unique programs (the key difference being whether the program includes native English speakers). However, both DLP variations follow the same program model and are considered equivalent for this report.

Bilingual programs begin with native language instruction in PK–3, gradually increasing English instruction by grades 4–5, with most students exiting EB status or moving to ESL by grade 6. Recent immigrants entering in grade 3 or later may receive extended native language support. ESL programs serve EB students at all grade levels using ESL methodology. Content-Based ESL, mainly at the elementary level, integrates English instruction across subjects, while Pullout ESL, used at the secondary level, provides intensive language classes separate from content instruction. Under 19 TAC §89.1207, students taught by teachers under a bilingual exception or ESL waiver are considered to be served in alternative programs.

For this report, “bilingual programs” refers to all five bilingual program models (i.e., transitional bilingual, dual language, and Arabic/Mandarin/French immersion) as a single unit. Similarly, “ESL programs” refers to both ESL program models (Content-Based and Pullout) as a single unit.

Purpose of Report

The state of Texas requires an annual evaluation of bilingual and ESL programs in school districts that offer these services [TAC § 89.1265]. This report must include: (1) academic progress of EB students; (2) levels of EB students’ English proficiency including language proficiency of students in dual language programs; (3) the number of EB students reclassified as English proficient; (4) frequency and scope of professional development for teachers and staff serving EB students; and (5) an accounting of bilingual exceptions and ESL waivers granted as well as the number of EBs served in alternative language programs.

Research Questions

1. What was the enrollment and what were the demographic characteristics of EB students in the district?
2. What was the academic progress of EBs in bilingual programs, ESL programs, and at NES campuses?
3. What were the levels of English language performance among EB students in bilingual programs, ESL programs, and at NES campuses?
4. What was the language performance of students in the dual-language bilingual program?
5. How many students were successfully reclassified as non-EB?
6. How many bilingual exceptions/ESL waivers were granted, how many teachers received certification, and how many students were served in alternative language programs taught by uncertified teachers?
7. What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?

Methods

Participants

The total student population of HISD in October 2024 was 176,039, as reported in the PEIMS fall snapshot data file, with 39 percent identified as EB. (**Table 1**, p. 3). All EB students with valid 2024–2025 assessment results were included in this report’s analyses. For comparison, three groups were used. The first group consisted of students formerly identified as EB but reclassified as non-EB. These students were either monitored (within four years of exiting EB status) or former (five or more years post-EB), and their identity as reclassified bilingual or reclassified ESL was determined by their last year of EB program participation. “Reclassified” refers to students who have met the criteria indicating that they are now English proficient and are no longer identified as emergent bilingual. The second comparison group included students who had never been identified as EB at any point in their schooling (never-EB). Finally, in some analyses, overall HISD student performance was used as an additional point of reference.

Table 1. Number and Percent of EB Students in HISD, 2022–2023 to 2024–2025

- Forty-six percent of EBs were served in bilingual programs, 51 percent were served in an ESL program, and 3 percent did not receive any special linguistic services (**Appendix B**, p. 16).

	2023 Students (% of All)	2024 Students (% of All)	2025 Students (% of All)	% of EB Students (2023)	% of EB Students (2024)	% of EB Students (2025)
EB Total	70,125 (37%)	71,651 (39%)	68,977 (39%)	37%	39%	39%
Bilingual Program	32,583 (17%)	32,545 (18%)	31,693 (18%)	46%	45%	46%
ESL Program	35,123 (19%)	36,831 (20%)	35,357 (20%)	50%	51%	51%
Not Served*	2,419 (1%)	2,275 (1%)	1,927 (1%)	3%	3%	3%
Non-EB**	119,165 (63%)	111,952 (61%)	107,062 (61%)	63%	61%	61%
Total	189,290	183,603	176,039			

Source: PEIMS Fall Snapshots

Note: * “Not Served” indicates parents opted out of program participation for their child. **Non-EB includes EB students who have been reclassified and students with no prior EB history (“Never-EB”).

Data Collection

Two primary data sources were used to assess student performance, both extracted from the IBM Cognos business data management platform. The first assessment, STAAR 3–8, is a state-mandated, criterion-referenced assessment measuring achievement in reading and mathematics (grades 3–8), science (grades 5 and 8), and social studies (grade 8). From 2016–2022, the passing standard was “Approaches Grade Level” (previously “Level II Satisfactory”). In 2023, STAAR 3–8 was redesigned under HB 3906, requiring re-norming and new cut points; performance comparisons with prior years should be made cautiously. High school STAAR includes End-of-Course (EOC) exams in English I and II, Algebra I, Biology, and U.S. History. The second assessment, TELPAS, measures English proficiency for EB students in grades K–12 in listening, speaking, reading, and writing, producing a composite score across four levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, domains are rated holistically by trained observers; in grades 2–12, all domains are assessed online. STAAR, EOC, and TELPAS performance data were validated against summary reports provided with the preliminary data file release.

Professional development and training data were collected from the Multilingual Programs Department, EB reclassifications were obtained from PowerSchool and Chancery records, and data on bilingual exceptions and ESL waivers were also obtained from the Multilingual Programs Department.

Data Analysis

Data from the State of Texas Assessments of Academic Readiness (STAAR 3–8, first administration only), STAAR End-of-Course (EOC, all students tested in the spring, including retesters), and the Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Comparisons were made between bilingual students, ESL students, reclassified bilingual and ESL students, and never-EB students.

STAAR 3–8 results are reported for reading and mathematics, showing the percentage of students who met or exceeded the Meets+ Grade Level standard. For STAAR EOC, results reflect the percentage at the Meets+ standard in English I, English II, Algebra I, Biology, and U.S. History. It is important to note that the STAAR 3–8 assessment was re-normed in 2023, as required by HB 3906 (2019).

TELPAS results are reported for two indicators. The first reflects attainment—that is, the overall level of English language proficiency exhibited by EBs. For this indicator, the percentage of students at each proficiency level is presented (beginning, intermediate, advanced, or advanced high). The second TELPAS indicator reflects progress—that is, whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percentage of students showing gains in proficiency between 2024 and 2025 is reported.

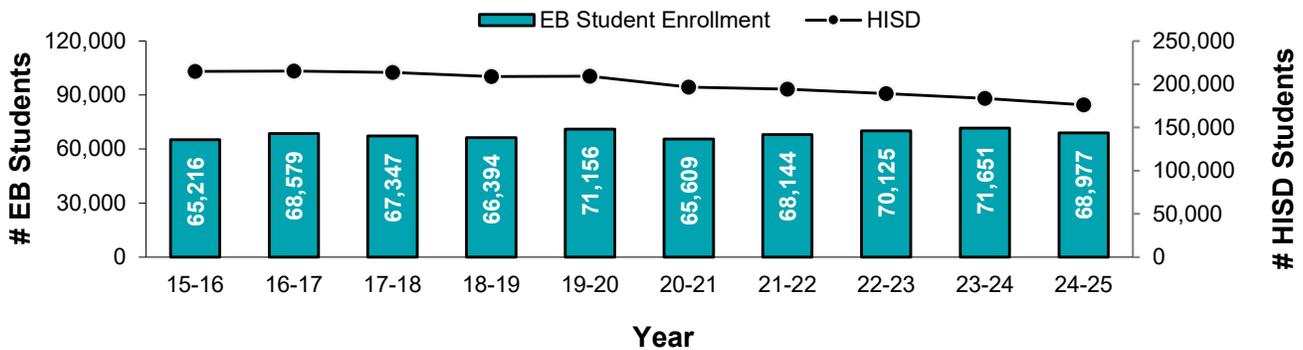
Results

EB ENROLLMENT

The EB population was 65,216 in 2015–2016 (**Figure 1**) and has remained relatively stable since then, even as total district enrollment has declined. As a result, EB students have grown as a share of the district population, rising from about 30 percent historically to 39 percent in 2024–2025. Including both current and reclassified students, 45 percent of the district’s population in 2024–2025 had been identified as EB at some point. Reclassified students are those who met criteria for English proficiency and are no longer identified as emergent bilingual.

Figure 1. The Number of EB Students Enrolled in HISD Schools 2015-16 to 2024-25

- HISD had 68,977 EB students in 2024–2025, a decrease of 2,674 from the previous year.

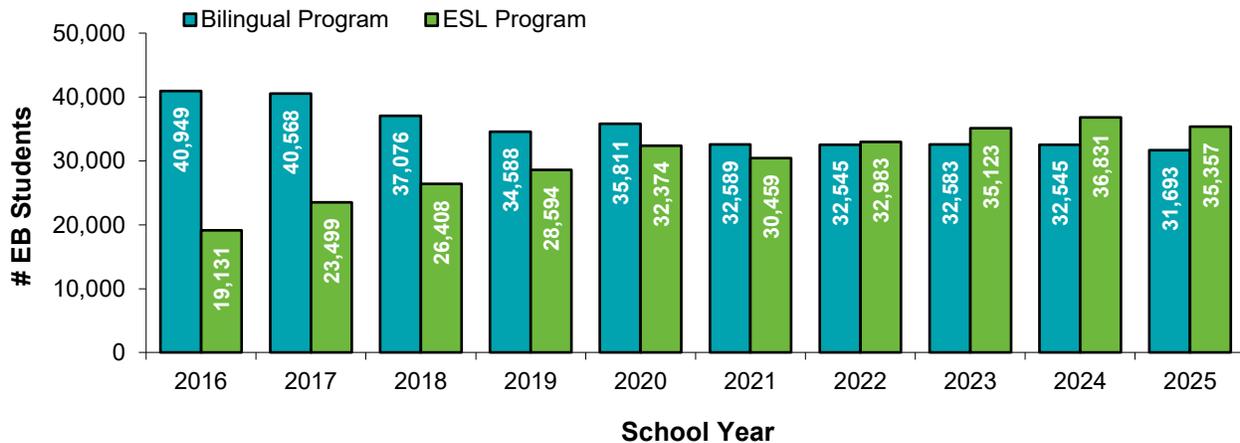


Source: Fall PEIMS Snapshot

Figure 2. Ten-year Trend in Bilingual and ESL Program Enrollment, 2016–2025

There has been a noticeable change in bilingual program enrollment.

- In 2016, there were roughly twice as many EB students enrolled in bilingual programs as in ESL programs.
- For the last four school years, however, there have been more students in ESL programs than in bilingual programs. The reasons for this are unclear but may be partly due to increased ESL enrollment at the secondary level, driven by higher numbers of immigrant EB students, and a decrease in EB reclassifications in the elementary grades.



Source: PEIMS Fall Snapshots

EB DEMOGRAPHICS

Table 2. EB Student Demographics and Home Language, 2024–2025

- Eighty-nine percent of EB students were Hispanic, with Asian being the second-largest category.
- Eighty-eight percent of EB students in HISD were native Spanish speakers, with Pashto being the next most common language, followed by Arabic and Mandarin.
- The number of Swahili speakers increased in 2024–2025 by 15 percent, with French (+11%) also showing a double-digit increase.

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2023
Hispanic	61,174	89%	Spanish	60,895	88%	-5%
Asian	3,551	5%	Pashto	992	1%	-4%
White	2,303	3%	Arabic	965	1%	+5%
Black	1,447	2%	Mandarin	418	1%	-2%
American Indian	78	<1%	Farsi	411	1%	0%
Pacific Islander	24	<1%	Vietnamese	387	1%	-9%
Two or More	400	1%	Swahili	334	<1%	+15%
SPED	6,563	9%	French	210	<1%	+11%
GT	3,440	5%	Urdu	187	<1%	+7%
At-Risk	68,977	100%	Other	4,178	6%	+10%
Econ Disadvantaged	63,317	92%	Total	68,977		

Source: PEIMS fall 2024 snapshot

ACADEMIC PROGRESS OF EB STUDENTS

STAAR 3–8

This section presents a comparison of bilingual, ESL, and reclassified EB students on STAAR 3–8 reading and mathematics. Results are reported as the percentage meeting the Meets+ Grade Level standard, including both Spanish- and English-language tests. Comparisons are made with bilingual and ESL students, reclassified students, and never-EB students. Spanish-language results for never-EB students are not reported due to the small sample size (n = 80). Additional details are provided in **Appendices A and B** (pp. 14–15).

In 2024–2025, a total of 12,969 bilingual students (98%) took STAAR 3–8 reading. Of these, 31 percent (n = 3,973) completed the Spanish version, while 69 percent (n = 8,996) completed the English version.

Spanish STAAR

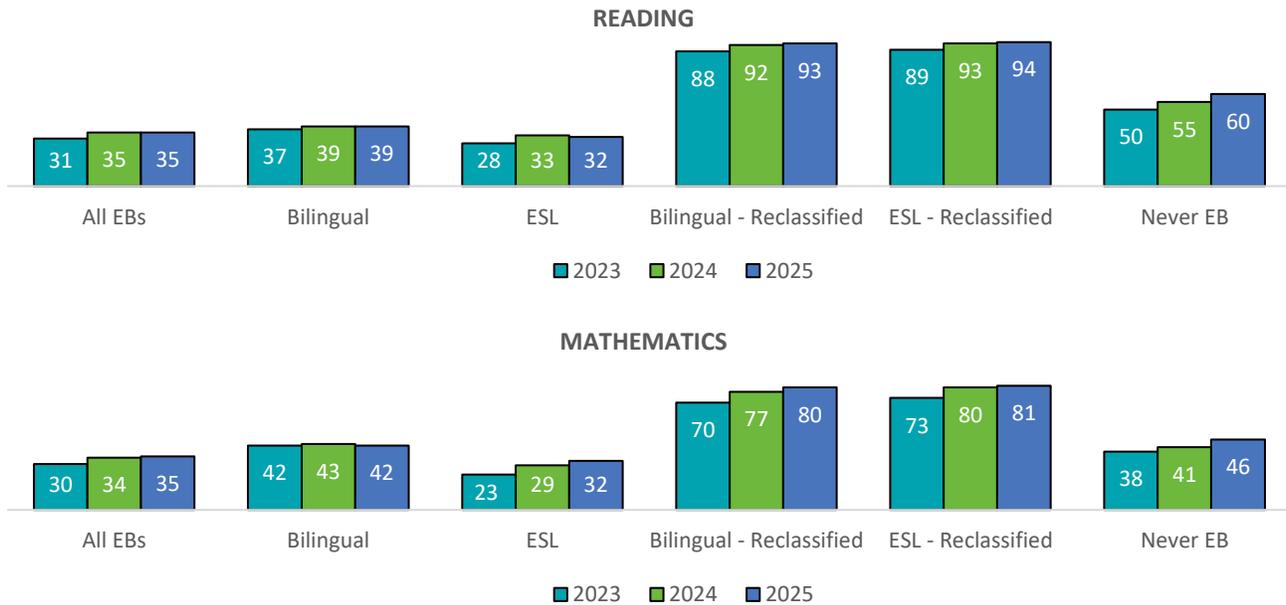
- Performance on STAAR 3–8 Spanish reading and mathematics improved for bilingual students in 2025 compared to 2024 (Appendix A p. 14).
- In 2024–2025, a smaller percentage of bilingual students met grade level on the Spanish-language STAAR 3–8 assessments compared to the English versions in reading (26% vs. 39%, respectively) and in mathematics (36% vs. 42%, respectively) (Appendices A and B, pp. 14-15).

English STAAR

- The percentage of students in ESL program who performed at the Meets+ Grade Level standard on STAAR 3–8 English reading decreased slightly in 2025 but improved in math (**Figure 3**, p. 6).
- A lower percentage of students enrolled in bilingual programs performed at the Meets+ Grade Level standard on the STAAR 3–8 compared to never-EB students in English math (Figure 3, p. 6).
- The percentage of Never-EB students who performed at the STARR 3–8 Meets+ Grade Level standard in both reading and math were higher than both EB subgroups (Figure 3, p. 6).

Figure 3. Percentage of Grades 3–8 Students at Meets+ Grade Level Standard on STAAR-English Reading and Mathematics Tests by EB Status, 2023 to 2025

- Bilingual students showed a modest two-year improvement in English STAAR reading, and no change in mathematics. ESL students showed more improvement in both subjects.
- The percentage of reclassified bilingual and ESL students or never-EB students who performed at the Meets+ Grade Level standard in reading and have all increased since 2023, more than for current EBs.

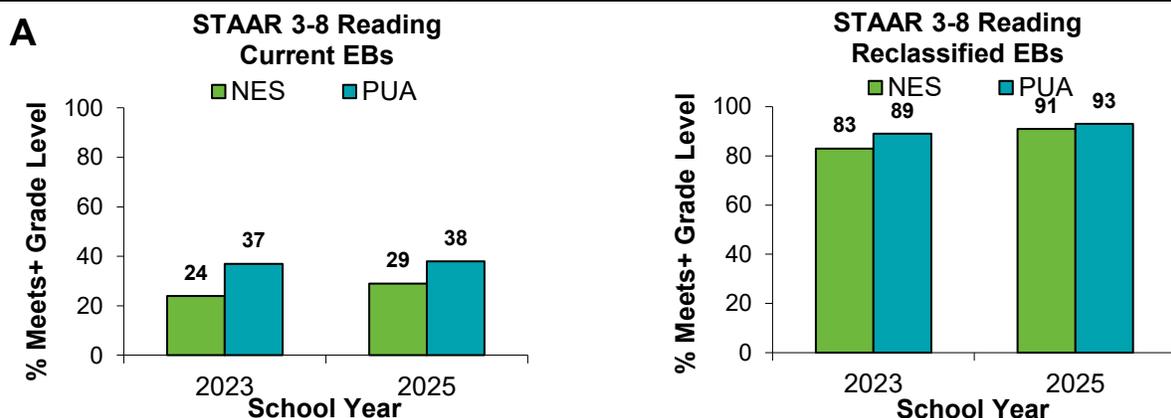


Note: Current EB enrollments are between 14,000-18,000 whereas reclassified enrollments are 900+ (see Appendix B, p. 15) – which should be taken into consideration when comparing across student groups.

EB Students STAAR 3–8 Reading Performance, NES vs. PUA Campuses

Figure 4 shows percentage of EB students at NES and PUA campuses who performed at the Meets+ Grade Level standard on STARR 3–8 reading (Spanish/English combined). For current EB students (Figure 4A), the performance gap on STAAR 3–8 reading between NES and PUA campuses was 13 percentage points in 2023 and declined to 9 percentage points in 2025. Reclassified EBs (Figure 4B) also showed a reduced performance gap for NES campuses.

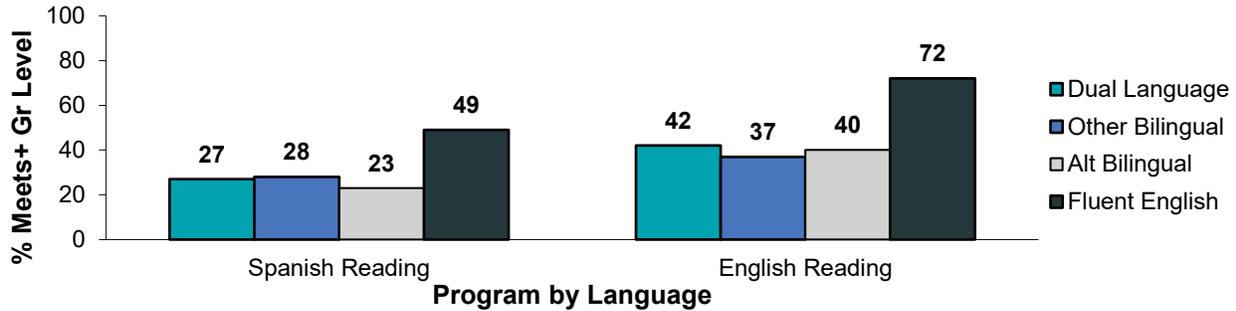
Figure 4. STAAR 3–8 Reading (English/Spanish Combined): Percent Meets+ Grade Level for Current EB Students at NES vs. PUA Campuses, 2023 and 2025



EB Student Dual Language Bilingual Program Reading Performance

Figure 5. Spanish and English Language Performance of EB Students in the Dual Language Program Compared to Other Bilingual Models, Alternative Bilingual, and Fluent English Speakers

- The percentage of dual language students who performed at the Meets+ Grade Level standard on STARR 3–8 was marginally lower than that of transitional bilingual (“Other”) in Spanish reading, but they were higher in English reading (+5 percentage points).



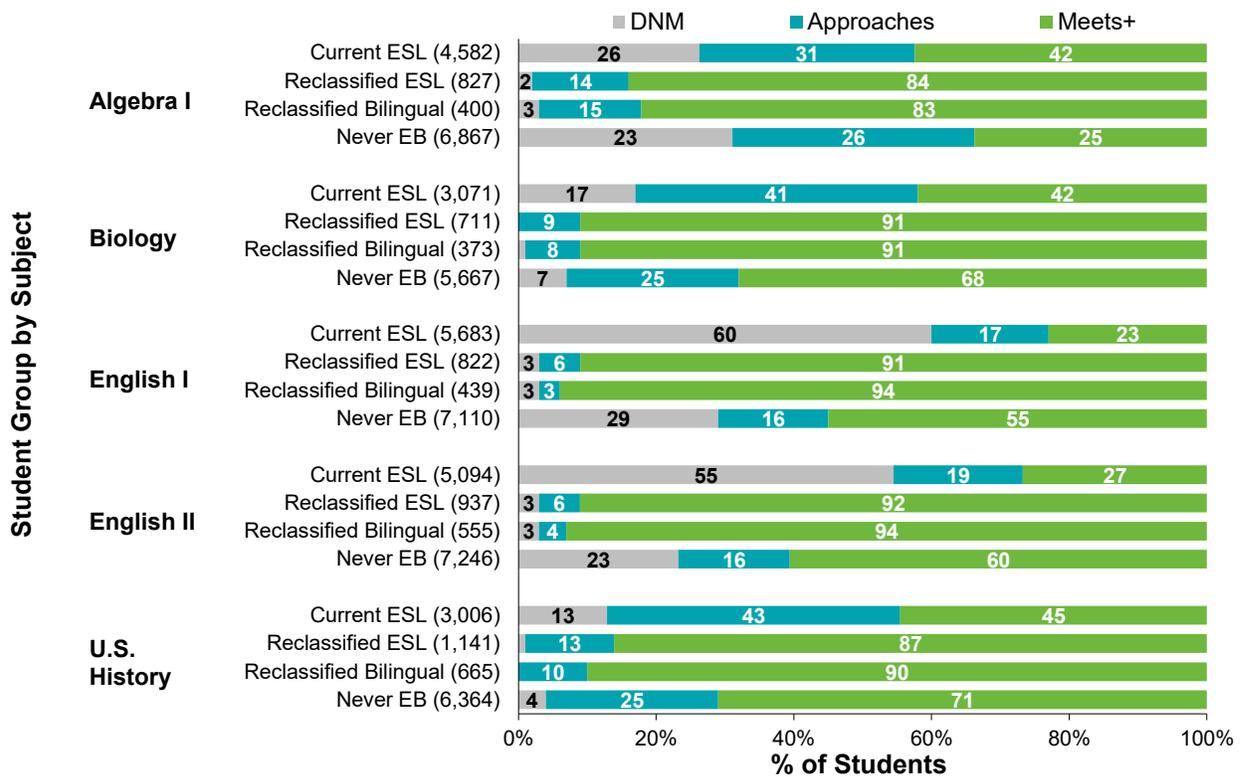
Source: STAAR 6/16/25, PowerSchool

STAAR EOC

Figure 6 shows results for the 2025 STAAR EOC assessments in Algebra I, Biology, English I and II, and U.S. History (see also Appendix C, p. 16) at the Meets+ and Did Not Meet Grade Level standards.

Figure 6. Percent of EB Students and never-EB Students who achieved Meets+ Grade Level Standard on STAAR EOC, by Subject, 2025

- Among the EB subgroups, a higher percentage of reclassified EB students performed at the Meet+ Grade Level standard on the 2025 STAAR EOC exams: Algebra I, English I, English II, and U.S. History.



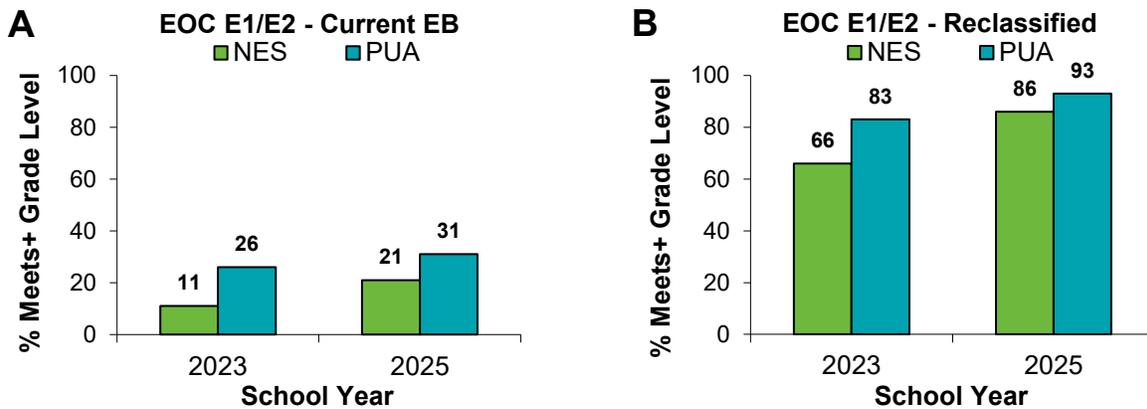
Source: STAAR EOC 6/9/25, PowerSchool

Note: Current bilingual students not included because n < 5

EB Students EOC Performance, NES vs. PUA Campuses

Figure 7. EOC English I/English II Combined: Percent Meets+ Grade Level for EB Students and Reclassified EB Students at NES vs. PUA Campuses, 2023 and 2025

- EBs in NES schools had a higher percentage increase (10%) in students who performed at the Meets+ Grade Level standard on the STAAR EI/E2 EOC compared to EBs in PUA schools (5%) between 2023 and 2025.
- Reclassified EBs in NES schools had a 20 percent increase in the percentage of students who performed at the Meets+ Grade Level standard on the STAAR EI/E2 compared to a 10 percent increase for those in PUA schools between 2023 and 2025.



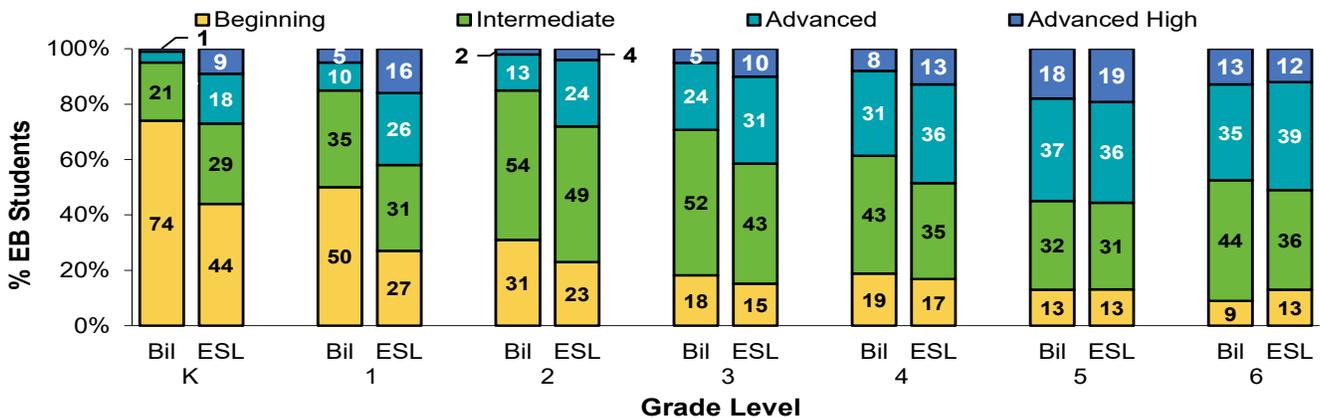
Source: Cognos STAAR EOC 6/9/25, PowerSchool, Campus Information List

Bilingual & ESL Programs and English Language Proficiency

Figures 8 and 9 summarize TELPAS results for EB students. Figure 8 shows the percentage of students scoring at each proficiency level on the TELPAS by grade level (see also **Appendices D and E**, pp. 17-18).

Figure 8. TELPAS Proficiency Ratings by Grade for Bilingual and ESL Students, 2025

- Through grade 4, a higher percentage of EB students scored at the Beginning or Intermediate proficiency levels (yellow or green) on TELPAS, while fewer reached the Advanced or Advanced High levels compared to ESL students.
- In grade 5, bilingual students transition to predominantly English instruction, proficiency levels for the two groups were comparable.
- Grade 6 bilingual students surpassed ESL students in English proficiency, with more attaining Advanced High and fewer remaining at the Beginning level.

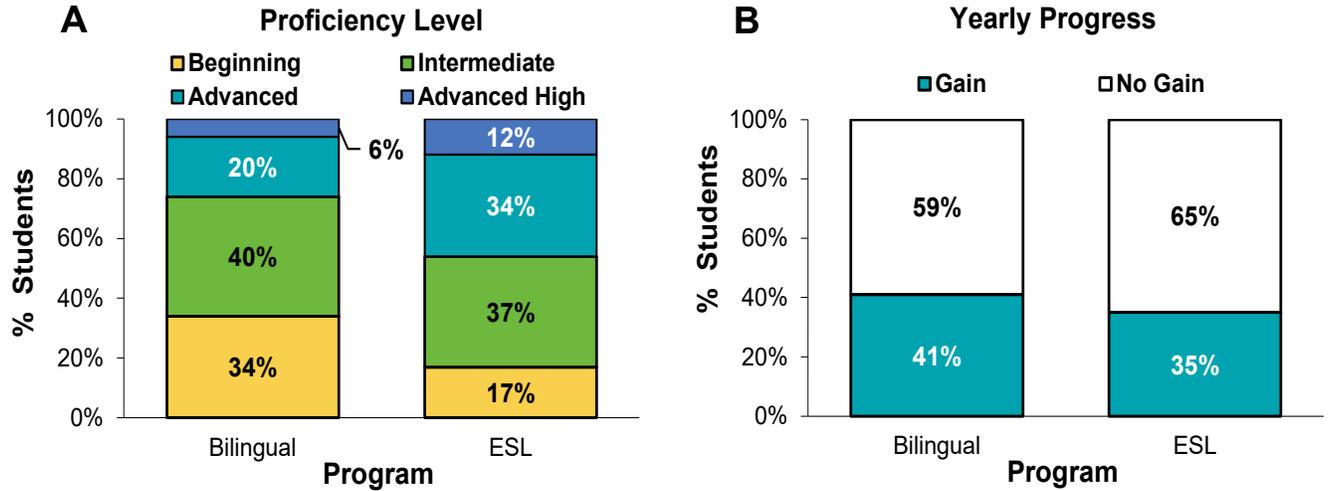


Source: TELPAS data file 6/9/25, PowerSchool.

Note: Bil is referencing Bilingual program.

Figure 9. TELPAS Overall Proficiency and Yearly Progress for Bilingual and ESL Students, 2025

- A smaller percentage of bilingual students (26%) reached the Advanced/Advanced High proficiency level compared to ESL students (46%) (**Figure 9A**). Note, the bilingual student group is disproportionately composed of students in lower grade levels (see Appendix D, p. 17).
- A higher proportion of students in bilingual programs showed gains in English proficiency between 2024 and 2025 than students in an ESL program (41% vs. 35%, respectively) (**Figure 9B**).

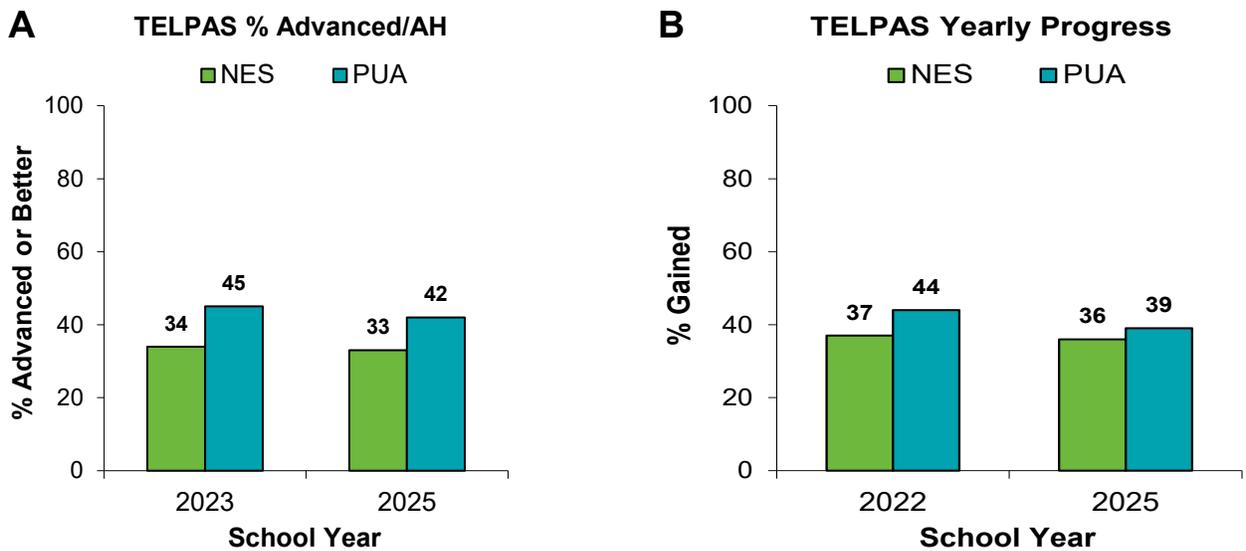


Source: TELPAS data file 6/9/25, PowerSchool

English Language Proficiency at NES and PUA Campuses

Figure 10. TELPAS: Percent Advanced or Better and Percent Gained Proficiency for EB Students at NES vs. PUA Campuses

- On TELPAS, both NES and PUA campuses showed declines in the percentage of students scoring Advanced or better, as well as in yearly progress, when comparing 2025 performance to pre-NES (2023).
- However, these declines were slightly lower for NES campuses than for PUA campuses.

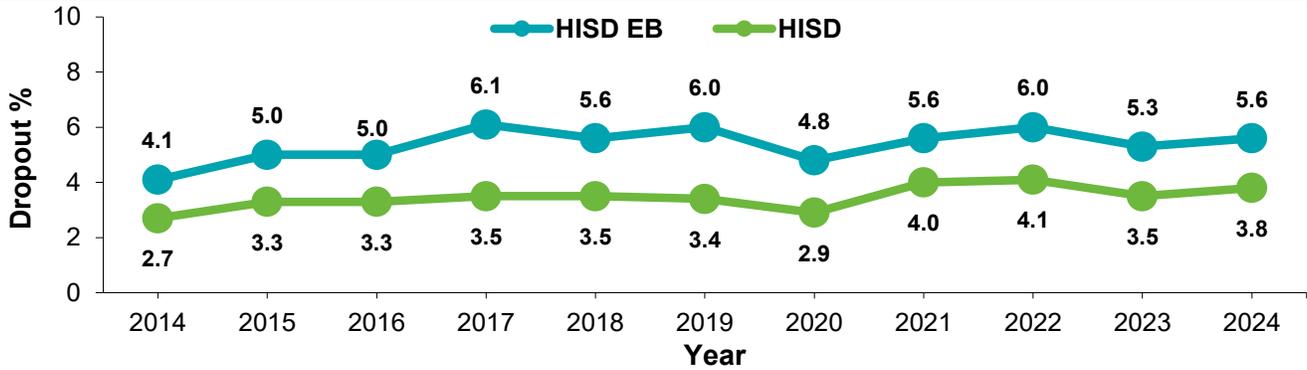


Source: TELPAS data file 6/9/25, PowerSchool, Campus Information List

EB Dropout and Graduation Rate

Figure 11. Annual Dropout Rate (Grades 7-12) for District EB Students and HISD Overall, 2014 to 2024

- The annual dropout rates for both EB students and the district increased by 0.3 percentage points in 2024.



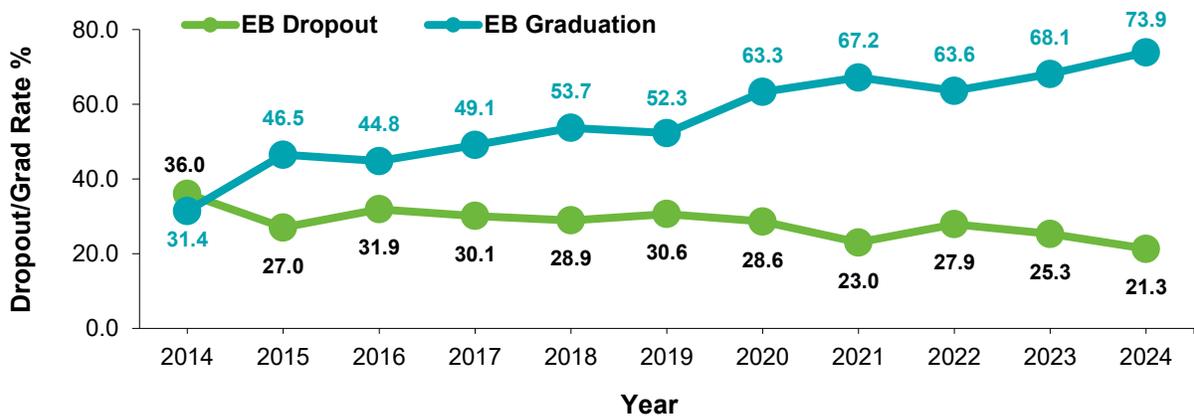
Source: TEA Dropouts Reports

Note: Annual dropout rate is the percentage of students in grades 7-12 who drop out in a given school year.

Note: HISD includes district students including EBs

Figure 12. Four-Year Completion (Dropout and Graduation) Rates for District EB Students, Classes of 2014 to 2024

- In 2024, the EB student graduation rate rose by 5.8 percentage points, and the dropout rate fell by 4.0 percentage points.



Source: TEA 4-Year Completion Reports

Note: Four-year completion rates show the percentage of students who graduate or dropout within four years of beginning 9th-grade. Thus, the data for 2024 comes from students who started 9th-grade in 2020-2021.

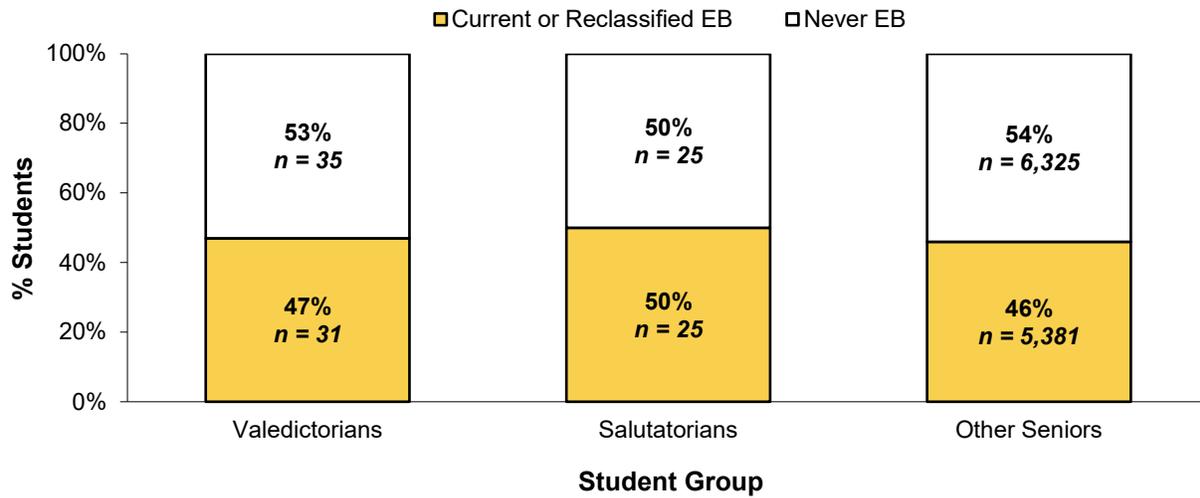
EB Valedictorians and Salutatorians

As evidence for the long-term success of EB students from the bilingual and ESL programs, **Figure 13** (p. 11) shows the percentages of students in the graduating class of 2025 who were either current or reclassified EBs, or who were never EB at any time. Comparison groups included valedictorians, salutatorians, or other seniors in the class of 2025 (i.e. all non-valedictorians/salutatorians).

- Of the 11,706 seniors enrolled during the 2024–2025 school year (excluding valedictorians and salutatorians), 46 percent of ‘Other’ seniors had been categorized as EB at some point between kindergarten and 12th grade (Figure 13, p. 11).

Figure 13. EB Status of Valedictorians and Salutatorians (Class of 2025)

- Forty-seven percent of valedictorians and 50 percent of salutatorians were either current or reclassified EBs. These rates did not differ statistically from the general senior population.



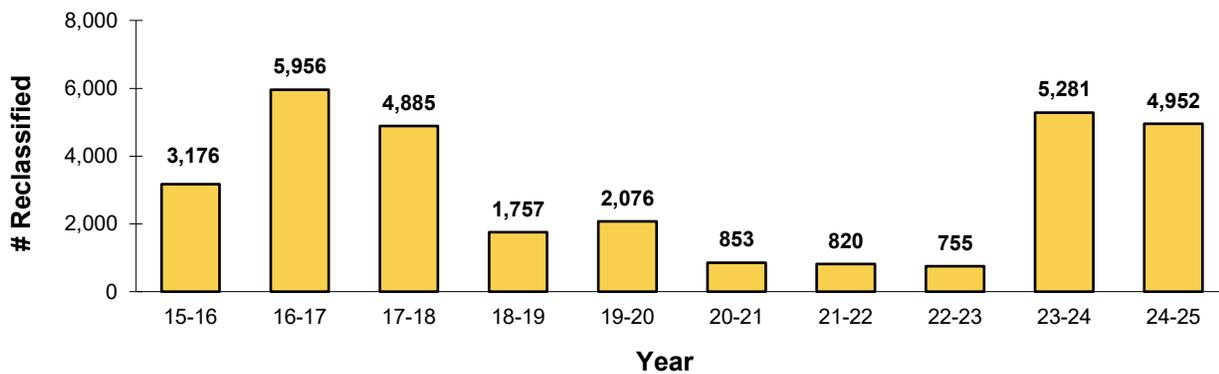
Source: PowerSchool, State Reporting & Compliance

Successful Reclassification as non-EB

EB student reclassification data for 2024–2025 are shown in **Figure 14**. In certain years, EB reclassifications decreased due to more stringent criteria. Current requirements include a composite rating of Advanced High on TELPAS and meeting standards on a standardized English reading assessment (STAAR 3–8 reading, EOC English I or II, or Iowa Survey reading/language arts in grades 1, 2, 11, and 12). In 2015–2016, STAAR 3–8 reading scores could not be used if linguistic accommodations were provided, and the district enforced this more rigorously. In 2018–2019, TELPAS listening and speaking moved to online assessment, leading to declines in those domains. In 2020–2021, students were required to score Advanced High on TELPAS reading in addition to passing STAAR reading. In 2022–2023, TELPAS writing was moved online, resulting in lower scores in that domain.

Figure 14. Number of EB Student Reclassified, 2015–2016 Through 2024–2025

- As can be seen, the number of EB student reclassifications increased sharply in 2023–2024 (to 5,281) and remained high for the current year (4,952). These higher counts are likely to be due to changes in reclassification criteria. Specifically, prior to 2023-2024 students had to achieve Advanced High in each language domain on the TELPAS to qualify for reclassification, whereas now they only need to reach this level on their composite score.



Source: PowerSchool, Chancery

Bilingual Exceptions, ESL Waivers, and Students in Alternative Language Programs

Table 3 shows the number of exceptions and waivers requested by the district over the last seven school years. In 2024–2025, bilingual exceptions declined by 9 percent, while ESL waivers increased by 20 percent compared to 2023–2024. The number of teachers who successfully obtained ESL certification by the end of the school year increased by over 400 percent in 2024–2025. At the end of the year, 9,931 students were served in an alternative bilingual program and 15,743 in an alternative ESL program.

Table 3. Number of Bilingual Exceptions, ESL Waivers, & ESL Certified Teachers 2018–2019 to 2024–2025

Year	Bilingual Exceptions (Spanish)	Bilingual Exceptions (Other Languages)	Total Bilingual Exceptions	ESL Waivers Requested	Teachers Who Obtained ESL
2018–2019	141	121	262	298	92
2019–2020	271	202	473	389	62
2020–2021	329	126	455	407	119
2021–2022	191	73	264	353	80
2022–2023	363	104	467	381	65
2023–2024	586	200	786	630	57
2024–2025	<i>Language breakdown no longer required</i>		717	756	317

Source: Multilingual Programs Department

Professional Development of Teachers and Staff Serving EB Students

The Multilingual Programs Department provided data on staff development training sessions offered during the 2024–2025 school year (see **Appendix F**, p. 19). Sessions covered compliance, program planning, and instruction/information. Twenty-nine courses were offered, with 4,063 teachers and other district staff participating in at least one session. This figure is not unduplicated; individuals may have been counted more than once if they attended multiple sessions.

Discussion

Nearly half of HISD students (45%) were current or reclassified EB students in 2024–2025, including 39 percent who were still classified as EB. Statewide assessments (STAAR 3–8 and EOC) continue to show performance gaps for current EB students relative to the district overall, which is expected as they are still acquiring English. However, both bilingual and ESL programs appear to produce long-term benefits, as reclassified EB students consistently meet or exceed the performance of never-EB peers.

STAAR Results. Passing rates in STAAR 3–8 English reading were unchanged for bilingual EB students but declined slightly (–1 point) for ESL students. In mathematics, bilingual EB students declined while ESL students improved. Spanish reading and mathematics results improved for bilingual students in 2025. Reclassified EB students, both bilingual and ESL, showed gains in both subjects and continued to outperform never-EB students and the district overall. On STAAR EOCs, current ESL students scored lower in English I and English II, with persistent gaps compared to never-EB students and the district, while reclassified EB students again outperformed both groups.

TELPAS Results. TELPAS proficiency levels declined slightly for both bilingual and ESL students compared to the prior year. However, yearly progress improved (41% for bilingual vs. 35% for ESL). The number of students meeting reclassification criteria increased substantially, from 755 in 2022–2023 to 5,281 in 2023–2024, and remained strong

at 4,952 in 2024–2025. This rise was likely influenced by relaxed TELPAS criteria. Current or reclassified EB students were also well represented in top academic honors (valedictorian/salutatorian) and showed improvements in dropout and graduation rates.

Teacher Supply and Program Capacity. Bilingual exceptions and ESL waivers increased slightly (+4%, from 1,416 to 1,473), highlighting ongoing staffing challenges. However, the number of teachers earning ESL certification grew by over 400 percent in 2024–2025, an improvement given the large EB population.

Recommendations

Address staffing shortages in bilingual and ESL programs. Since 2021–2022, bilingual exceptions, ESL waivers, and enrollment in alternative language programs have increased, reflecting difficulties in recruiting and retaining certified teachers. Schools Office Administrators, in coordination with the Multilingual Programs Department, should ensure active recruitment and hiring of appropriately certified bilingual and ESL teachers to provide EB students with equitable learning opportunities.

Strengthen identification and placement processes. State law requires that students who may qualify for EB status be identified and placed in a bilingual or ESL program within four weeks of initial enrollment. However, ongoing monitoring shows recurring issues in meeting this requirement. Schools Office Administrators and the Multilingual Programs Department should analyze the underlying causes and implement corrective measures to ensure timely and consistent placement.

Ensure program fidelity in bilingual models. Schools Office Administrators and the Multilingual Programs Department should continue monitoring campus adherence to required instructional time allotments for the Transitional Bilingual and Dual Language programs. This oversight is especially critical at campuses that are newly implementing or expanding the Dual Language model into higher grade levels.

Reduce the number of long-term English learners. A significant number of EB students remain classified as such for six or more years. Increased collaboration between the Curriculum Design and Multilingual Programs departments is recommended to create differentiated curricula tailored to EBs at various proficiency levels. This need is particularly acute in secondary schools, where many EB students continue to struggle on STAAR English I and II, but it also applies across all content areas.

EB student performance presents a mixed picture. On the positive side, reclassified EB students consistently outperform district averages, dropout and graduation rates show long-term improvement, and reclassification rates have rebounded. However, achievement gaps remain for current EB students, particularly in English I and II, and many students do not reclassify after several years. In addition, staffing shortages in bilingual and ESL programs continue, which is only partially offset by gains in the number of teachers receiving ESL certification. Moving forward, HISD and the Multilingual Department should prioritize addressing barriers to reclassification and strengthening recruitment and retention of certified bilingual and ESL educators.

References

Houston Independent School District. (2025). TELPAS Student Performance Report 2024–2025. HISD, Department of Assessment, Accountability, & Compliance.

Appendix A

Spanish STAAR Performance of Bilingual Students: Number Tested and Percentage at Meets+ Grade Level Standard by Grade Level, Subject, and Year (2024 and 2025)

Program	Grade	Enrollment *		Spanish Reading				Spanish Mathematics			
		2024		2025		2024		2025			
		N	N	# Tested	% Meets+	# Tested	% Meets+	# Tested	% Meets+	# Tested	% Meets+
Current	3	4,533	4,569	2,306	18	2,119	23	2,081	26	2,734	42
Bilingual	4	4,234	4,208	1,357	30	1,119	30	1,268	28	1,060	27
	5	4,173	3,581	751	24	735	27	769	26	722	25
Total		12,940	12,358	4,414	22	3,973	26	4,118	26	4,516	36

Source: STAAR student data files, PowerSchool

Note: Meets+ standard includes students at either Meets Grade Level or Masters Grade Level

* Enrollment figures shown in Appendix E include all EB students enrolled in bilingual programs, but do not include students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Note: Thirty-one percent of bilingual students who were tested on STAAR reading took the Spanish language version in 2025, while 69 percent took the English version.

Appendix B

English STAAR Performance: Number Tested and Percentage at Meets+ Grade Level Standard by Grade Level, Subject, and Year (2024 and 2025)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2024		2025		2024		2025	
		2024 N	2025 N	# Tested	% Meets+	# Tested	% Meets+	# Tested	% Meets+	# Tested	% Meets+
Current Bilingual	3	4,582	4,665	2,225	34	2,469	34	2,453	39	1,859	44
	4	4,313	4,274	2,918	34	3,086	39	2,995	43	3,160	41
	5	4,254	3,639	3,472	43	2,860	45	3,449	48	2,872	44
	6	426	253	421	51	246	30	423	41	248	27
	7	246	208	240	44	203	34	236	37	200	28
	8	211	137	208	42	132	29	164	39	119	34
	Total	14,032	13,176	9,484	39	8,996	39	9,720	43	8,458	42
	Reclassified Bilingual	3	46	78	45	93	70	96	45	89	67
4		51	193	50	96	189	97	50	98	179	86
5		124	348	121	97	345	97	114	87	339	90
6		123	584	121	92	580	88	120	77	576	69
7		246	218	243	91	214	94	214	72	180	82
8		371	315	367	90	313	91	207	69	158	79
Total		961	1,736	947	92	1,711	93	750	77	1,499	80
Current ESL		3	1,522	1,727	1,404	38	1,597	38	1,424	37	1,590
	4	1,756	1,509	1,612	37	1,418	41	1,630	39	1,423	40
	5	1,925	1,917	1,765	40	1,749	41	1,774	44	1,759	38
	6	4,235	3,626	4,110	33	3,511	29	4,100	24	3,504	27
	7	4,309	3,899	4,189	29	3,789	29	4,076	21	3,607	24
	8	4,435	3,884	4,260	29	3,777	27	3,844	27	3,564	35
	Total	18,182	16,562	17,340	33	15,841	32	16,848	29	15,447	32
	Reclassified ESL	3	45	100	44	98	97	97	44	91	97
4		48	134	46	96	129	98	46	96	129	91
5		118	197	112	94	195	95	112	88	195	90
6		128	313	126	94	303	92	125	80	300	79
7		208	574	201	94	571	93	163	76	459	75
8		365	743	355	92	736	93	188	71	433	80
Total		912	2,061	884	93	2,031	94	678	80	1,613	81
Never EB		3	7,848	7,387	7,319	49	6,985	55	7,345	43	7,011
	4	7,547	7,309	7,123	53	6,954	59	7,117	45	6,957	47
	5	7,538	7,104	7,165	57	6,781	64	7,151	49	6,766	50
	6	6,150	5,953	5,818	58	5,679	60	5,750	36	5,582	43
	7	6,431	5,880	6,083	56	5,580	59	5,559	32	4,942	37
	8	6,833	6,279	6,451	57	5,931	62	5,228	37	4,899	45
	Total	42,347	39,912	39,959	55	37,910	60	38,150	41	36,157	46
	HISD	3	14,224	14,192	11,290	45	11,518	48	11,542	42	10,915
4		13,931	13,630	12,049	47	12,047	52	12,118	44	12,110	46
5		14,239	13,444	12,981	51	12,226	58	12,928	48	12,215	48
6		11,291	10,969	10,909	48	10,624	51	10,791	32	10,492	39
7		11,701	11,054	11,309	47	10,712	50	10,531	29	9,669	35
8		12,535	11,699	12,022	49	11,324	53	9,924	34	9,506	43
Total		77,921	74,988	70,560	48	68,451	52	67,834	39	64,907	43

Source: STAAR student data files, PowerSchool

Note: Meets+ standard includes students at either Meets Grade Level or Masters Grade Level

Note: EB, reclassified EB, and Never EB enrollment excludes EB students with parental waivers, who are included in the HISD counts

Note: Bilingual student STAAR participation (English or Spanish reading) was 98 percent in 2025, compared to 99 percent in 2024. Participation rates for reclassified bilingual students remained the same (99% in both years), as did the district's overall rate (91% in both years). STAAR English reading participation rates for current ESL students increased slightly in 2025 (96% versus 95% in 2024), as did the participation rate for reclassified ESL students (99 percent versus 97 percent in 2024).

Appendix C

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage at the Meets+ Grade Level Standard and Masters Grade Level Standard

	Student Group	# Tested	DNM		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL	4,582	1,200	26	1,437	31	832	18	1,113	24
	Reclassified ESL	827	19	2	115	14	152	18	541	65
	Reclassified Bilingual	400	11	3	58	15	76	19	255	64
	Never EB	6,867	1,611	23	1,803	26	1,125	16	2,328	34
	HISD	13,276	3,001	23	3,571	27	2,271	17	4,433	33
Biology	Current ESL	3,071	512	17	1,266	41	943	31	350	11
	Reclassified ESL	711	3	0	64	9	331	47	313	44
	Reclassified Bilingual	373	4	1	29	8	186	50	154	41
	Never EB	5,667	412	7	1,426	25	2,262	40	1,567	28
	HISD	10,367	977	9	2,909	28	3,955	38	2,526	24
English I	Current ESL	5,683	3,408	60	971	17	1,195	21	109	2
	Reclassified ESL	822	24	3	46	6	464	56	288	35
	Reclassified Bilingual	439	15	3	13	3	229	52	182	41
	Never EB	7,110	2,073	29	1,152	16	2,500	35	1,385	19
	HISD	14,870	5,800	39	2,296	15	4,657	31	2,117	14
English II	Current ESL	5,094	5,094	2,785	55	944	19	1,348	26	17
	Reclassified ESL	937	937	24	3	52	6	719	77	142
	Reclassified Bilingual	555	555	15	3	21	4	428	77	91
	Never EB	7,246	7,246	1,699	23	1,189	16	3,622	50	736
	HISD	14,512	14,512	4,711	32	2,295	16	6,439	44	1,067
U.S. History	Current ESL	3,006	378	13	1,289	43	747	25	592	20
	Reclassified ESL	1,141	9	1	144	13	400	35	588	52
	Reclassified Bilingual	665	2	0	64	10	208	31	391	59
	Never EB	6,264	254	4	1,561	25	1,972	31	2,477	40
	HISD	11,820	681	6	3,222	27	3,528	30	4,389	37

Source: STAAR EOC 6/9/25, PowerSchool

Note: HISD percentages may differ from district EOC report due to rounding error

Note: Spring 2025 administration only, all students tested including re-testers

@STAAR EOC participation rates (English I and English II only, combined) were calculated for students in grades 9 and 10. For the district, the overall participation rate was 93 percent (compared to 94 percent in 2024), and for current ESL students, it decreased from 93 percent to 92 percent. Participation rates increased for reclassified ESL students (96 percent in 2024 vs 97 percent in 2025) but decreased slightly for reclassified bilingual students (97 percent in 2024 vs 96 percent in 2025). Participation rate for never-EB students was 91 percent (92 percent in 2024).

Appendix D

Composite TELPAS Results: Number and Percentage of Bilingual and ESL Students at Each Proficiency Level in 2025, by Grade

Bilingual Students											
Grade	# Tested	TELPAS 2025								Advanced High 2024	TELPAS 2025 Composite Score
		Beginning		Intermediate		Advanced		Advanced High			
		N	%	N	%	N	%	N	%		
K	4,152	3,077	74	856	21	169	4	50	1	1	1.3
1	4,251	2,129	50	1,498	35	430	10	194	5	4	1.6
2	4,424	1,387	31	2,378	54	587	13	72	2	2	1.9
3	4,549	836	18	2,379	52	1,086	24	248	5	5	2.2
4	4,196	788	19	1,786	43	1,282	31	340	8	9	2.2
5	3,575	459	13	1,145	32	1,340	37	631	18	21	2.6
6	247	21	9	109	44	86	35	31	13	24	2.5
7	201	30	15	45	22	84	42	42	21	29	2.6
8	130	22	17	46	35	45	35	17	13	26	2.4
Total	25,725	8,749	34	10,242	40	5,109	20	1,625	6	7	2.1

ESL Students											
Grade	# Tested	TELPAS 2025								Advanced High 2024	TELPAS 2025 Composite Score
		Beginning		Intermediate		Advanced		Advanced High			
		N	%	N	%	N	%	N	%		
K	1,287	566	44	373	29	230	18	118	9	7	1.9
1	1,372	366	27	430	31	350	26	226	16	16	2.2
2	1,322	304	23	648	49	316	24	54	4	4	2.1
3	1,625	245	15	702	43	509	31	169	10	10	2.4
4	1,428	239	17	493	35	508	36	188	13	13	2.4
5	1,836	247	13	575	31	669	36	345	19	21	2.6
6	3,502	472	13	1,269	36	1,355	39	406	12	12	2.4
7	3,772	469	12	1,185	31	1,510	40	608	16	14	2.6
8	3,752	450	12	1,418	38	1,464	39	420	11	13	2.5
9	4,491	925	21	1,806	40	1,338	30	422	9	12	2.3
10	3,443	517	15	1,343	39	1,139	33	444	13	14	2.4
11	2,636	371	14	984	37	962	36	319	12	17	2.5
12	2,334	257	11	906	39	842	36	329	14	18	2.5
Total	32,800	5,428	17	12,132	37	11,192	34	4,048	12	14	2.4

Source: TELPAS data file 6/9/25, PowerSchool

Note: Number of TELPAS testers is less than the number enrolled shown in Table 1 for four reasons: (1) Table 1 is based on the fall snapshot enrollment which may be lower than actual enrollment during TELPAS testing, (2) TELPAS is not administered to students in PreK or lower, (3) Appendix D only shows results from bilingual or ESL students, not those EBs with parental waivers, (4) not every EB student had valid TELPAS results either due to not being tested or having their scores invalidated for some reason.

Appendix E

TELPAS Yearly Progress: Number and Percentage of Bilingual and ESL Students Gaining One or More Levels of English Language Proficiency in 2025, by Grade

Bilingual Students										
TELPAS 2025										% Gained 2024
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		
		N	%	N	%	N	%	N	%	
1	3,767	1,355	36	242	6	35	1	1,632	43	41
2	4,017	1,413	35	111	3	9	<1	1,533	38	38
3	4,227	1,626	38	119	3	2	<1	1,747	41	36
4	3,889	1,234	32	70	2	0	0	1,304	34	27
5	3,282	1,466	45	126	4	0	0	1,592	49	48
6	225	74	33	5	2	0	0	79	35	38
7	175	69	39	3	2	0	0	72	41	45
8	97	24	25	1	1	0	0	25	26	37
Total	19,679	7,261	37	677	3	46	<1	7,984	41	38

ESL Students										
TELPAS 2025										% Gained 2024
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		
		N	%	N	%	N	%	N	%	
1	1,124	481	43	156	14	18	2	655	58	59
2	1,117	254	23	27	2	1	<1	282	25	28
3	1,401	581	41	51	4	0	0	632	45	40
4	1,218	419	34	31	3	0	0	450	37	32
5	1,616	722	45	63	4	1	<1	786	49	47
6	3,088	884	29	61	2	1	<1	946	31	29
7	3,360	1,278	38	64	2	0	0	1,342	40	35
8	3,266	1,028	31	48	1	1	<1	1,077	33	33
9	3,662	920	25	40	1	0	0	960	26	25
10	3,069	947	31	96	3	0	0	1,044	34	29
11	2,428	727	30	69	3	0	0	797	33	33
12	2,219	671	30	48	2	0	0	719	32	29
Total	27,568	8,912	32	754	3	22	<1	9,690	35	33

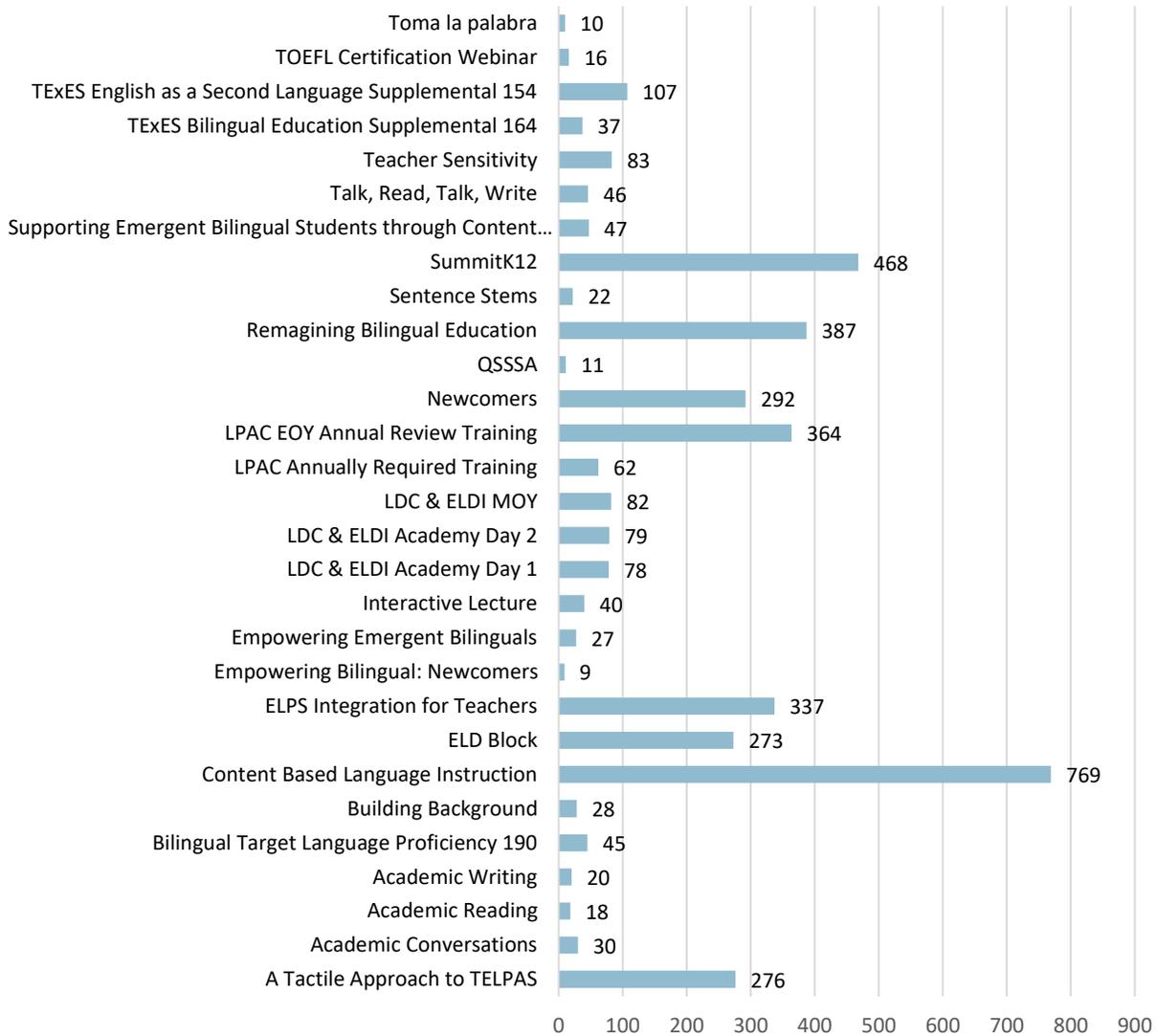
Source: TELPAS data file 6/9/25, PowerSchool

Note: Cohort sizes are less than number tested shown in Appendix D because a student must have valid composite ratings from both the tested year and the prior year to receive a year progress score

Appendix F

Scope and Frequency of Professional Development Training, 2024–2025

Total # of Participants by Offering



Source: Multilingual Programs Department

Note: Counts are duplicated as staff could have attended more than one session



11/13/2025

8.

Office of the Superintendent of Schools

Office of Academics

Approval Of 2025-2026 District Improvement Plan

The District Improvement Plan (DIP) is a comprehensive document that must align with specific requirements outlined in the Texas Education Code (TEC). According to TEC §11.252(a)(1), school districts are required to develop, evaluate, and revise a DIP annually. The purpose of the DIP is to improve student performance and ensure the district meets state standards per TEC §11.252(a) and TEC §39.053.

In accordance with TEC §11.252(d), the DIP was presented to and reviewed by the District Advisory Committee (DAC) prior to submission to the Houston Independent School District (HISD) School Board for approval. This process ensures that stakeholders, including teachers, administrators, parents, and community representatives, have the opportunity to provide input into the development and evaluation of district goals and strategies.

The attached DIP is based on an evaluation of student performance, including achievement indicators and other relevant measures, as well as a strategic action plan with measurable performance objectives for both the district and individual campuses (TEC §11.252). The DIP outlines the resources required to implement these strategies, along with the staff responsible for executing them. Timelines for monitoring the implementation of the strategies are clearly defined to ensure accountability and track progress over time. Lastly, the plan includes evaluation criteria to measure whether the strategies are successfully achieving the desired outcomes and improving student performance.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the 2025-2026 DIP, effective November 14, 2025.



HOUSTON INDEPENDENT SCHOOL DISTRICT



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
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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.

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“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	Texas College Bridge (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	
<ul style="list-style-type: none"> School Profile Student and Neighborhood Demographic At-Risk Indicators CCMR Data (College Readiness, Postsecondary Outcomes) 	<ul style="list-style-type: none"> 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

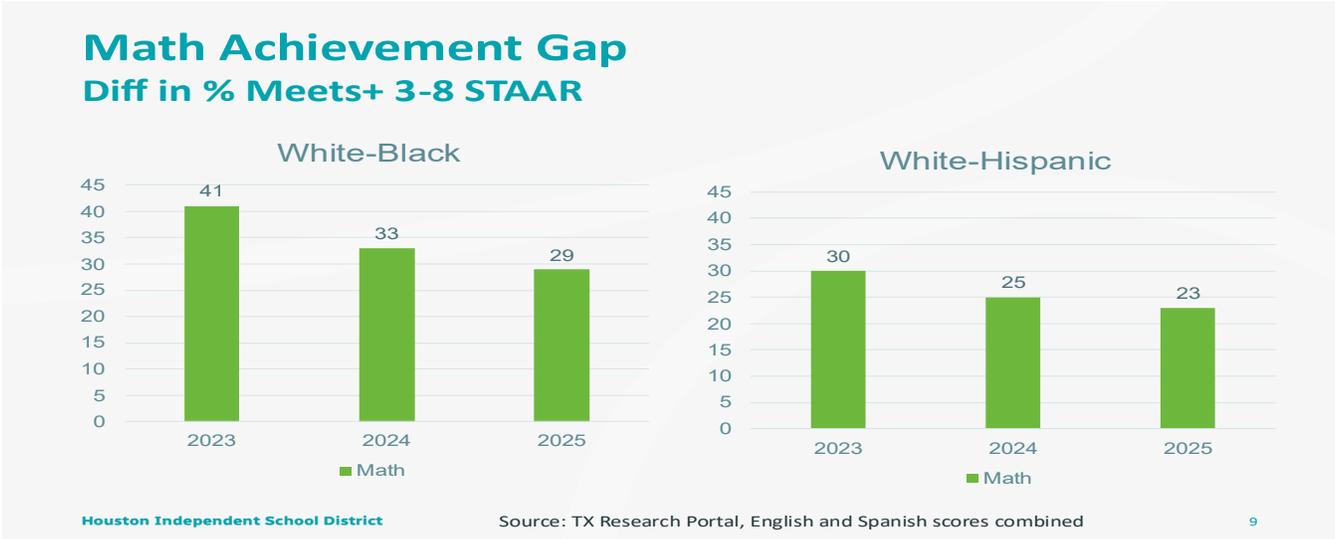
	% Special Education (SPED)	11.6
	% Hispanic/Latino	61.8
	% African American	20.9
	% Asian	5.1
	% White	9.9
	% American Indian	0.2
	% Native Hawaiian	0.1

Source: 2024–2025 PEIMS Fall Snapshot

Student Performance

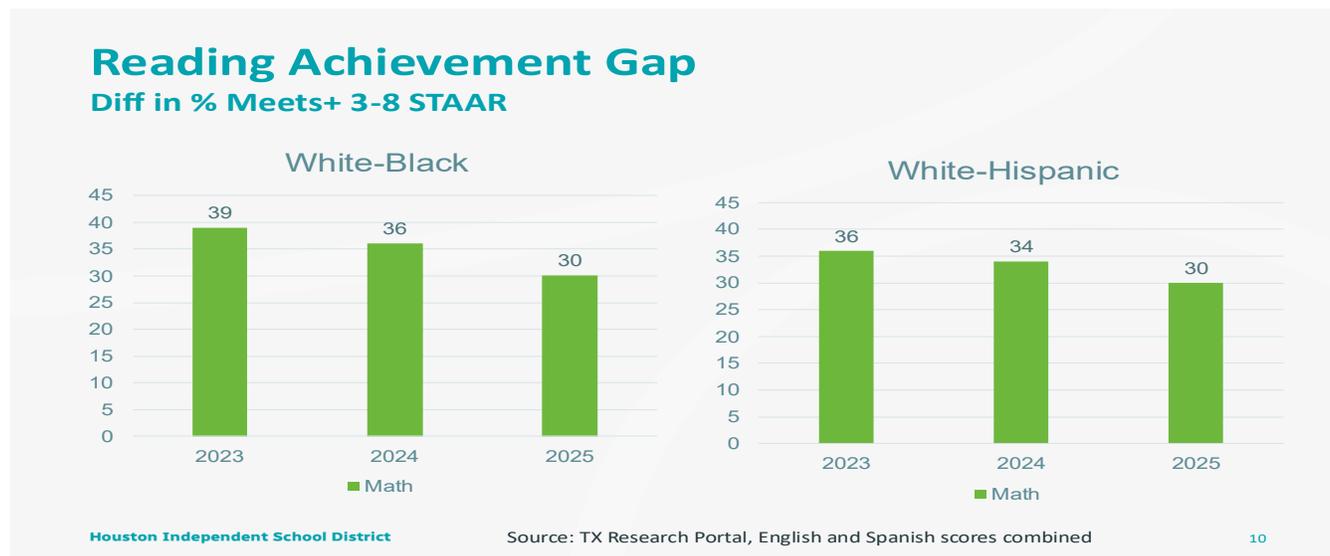
The Houston Independent School District (HISD) is making steady, meaningful progress toward ensuring that every student — regardless of background — has the opportunity to thrive academically and graduate prepared for the future. Through targeted support for students who face the greatest challenges, 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)

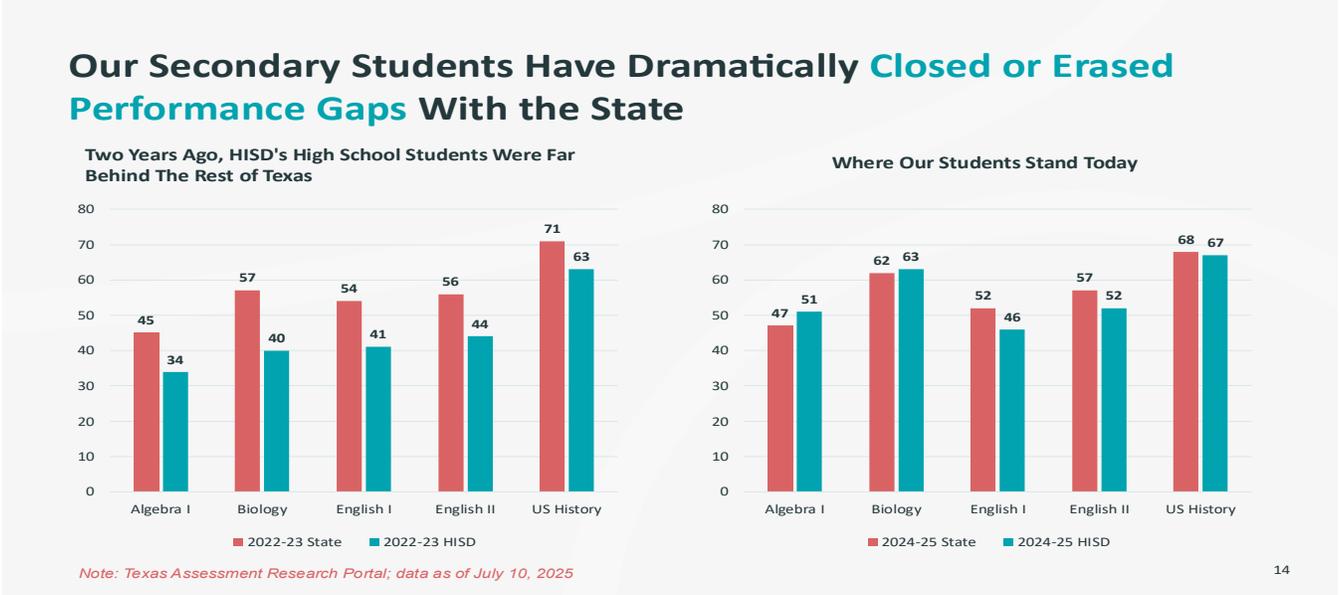
students. English I also improved, with Meets increasing from 40.9% to 43.6% and Masters from 10.0% to 13.1%, driven by a 6.5-point gain among EB students. English II advanced as well, with Meets growing from 43.9% to 48.8% and EB (+8.6) and At-Risk (+2.9) students making meaningful progress. These results 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	<p>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).</p> <p>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).</p>
Areas of Improvement	<p>Math: At-Risk students showed improvement (28.4% Meets) and continue to move closer to the district average of 39.4%.</p> <p>Reading: At-Risk (32.1% Meets) and Special Education (30.3% Meets) students are making progress toward the district average of 47.3%.</p>

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	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>							
Areas of Improvement	<p>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)</p>							
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	<p>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.</p> <p>Letter Sounds (Literacy): The percent of SPED Pre-K 3 Spanish (+4.4 points) and Pre-K 4 English (+5.3 points).</p>
Areas for Improvement	<p>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.</p>

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	<p>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.</p> <p>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.</p> <p>Kindergarten Readiness: By kindergarten, Head Start students closed the performance gap in DIBELS EOY English, demonstrating positive program impact over time.</p>
Areas for Improvement	<p>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.</p>

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	<p>Magnet Participation: 96,161(52%) of HISD’s students were enrolled in magnet schools.</p> <p>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.</p>
Areas for Improvement	<p>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.</p>

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	<p>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).</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p>
Areas for Improvement	<p>Small Decline in 3rd Grade Reading: At-risk performance in Grade 3 reading declined by 1 point from 2023 to 2024.</p> <p>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.</p>

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	<p>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.</p> <p>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.</p> <p>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.</p>
Areas for Improvement	<p>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.</p>

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	<p>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.</p> <p>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.</p>
Areas for Improvement	<p>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.</p>

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	<p>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.</p> <p>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.</p>
Areas for Improvement	<p>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.</p>

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	<p>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.</p> <p>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.</p> <p>Targeted Family Literacy Support: More than 7,400 participants (7,424) attended family literacy training, strengthening reading, language, and computer skills across generations.</p> <p>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.</p>
Areas for Improvement	<p>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.</p> <p>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.</p>

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

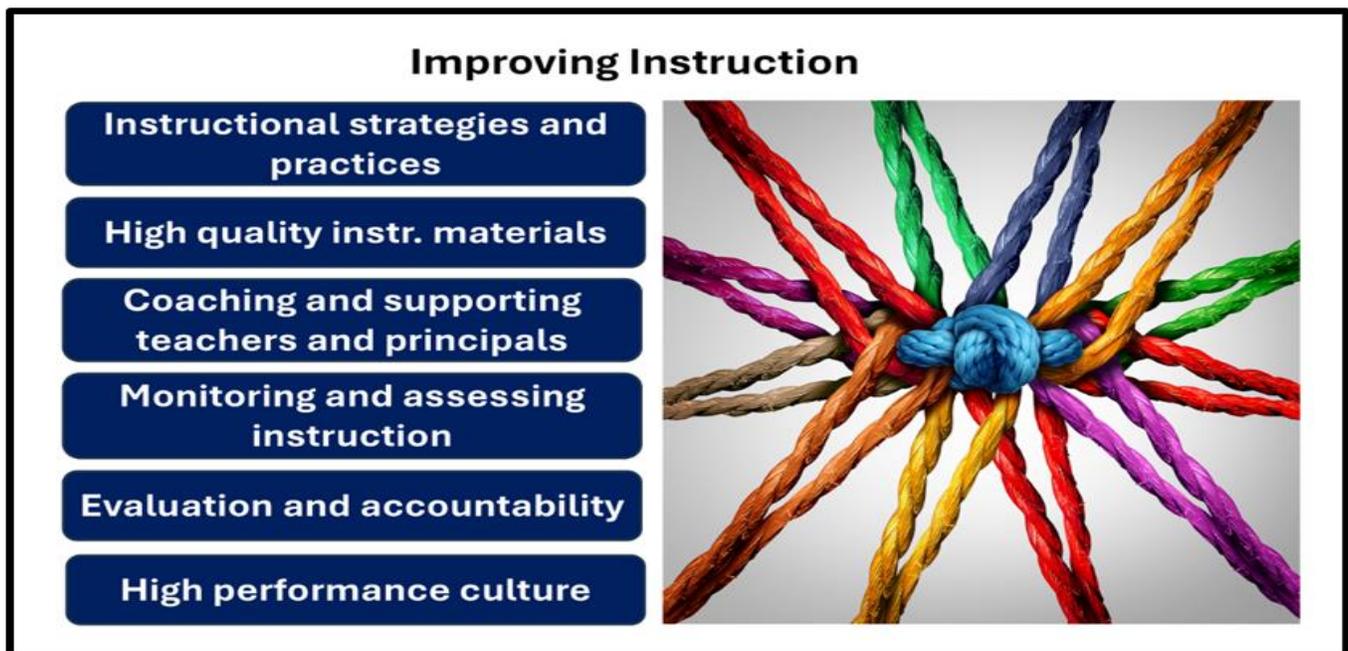
Innovative

- 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.

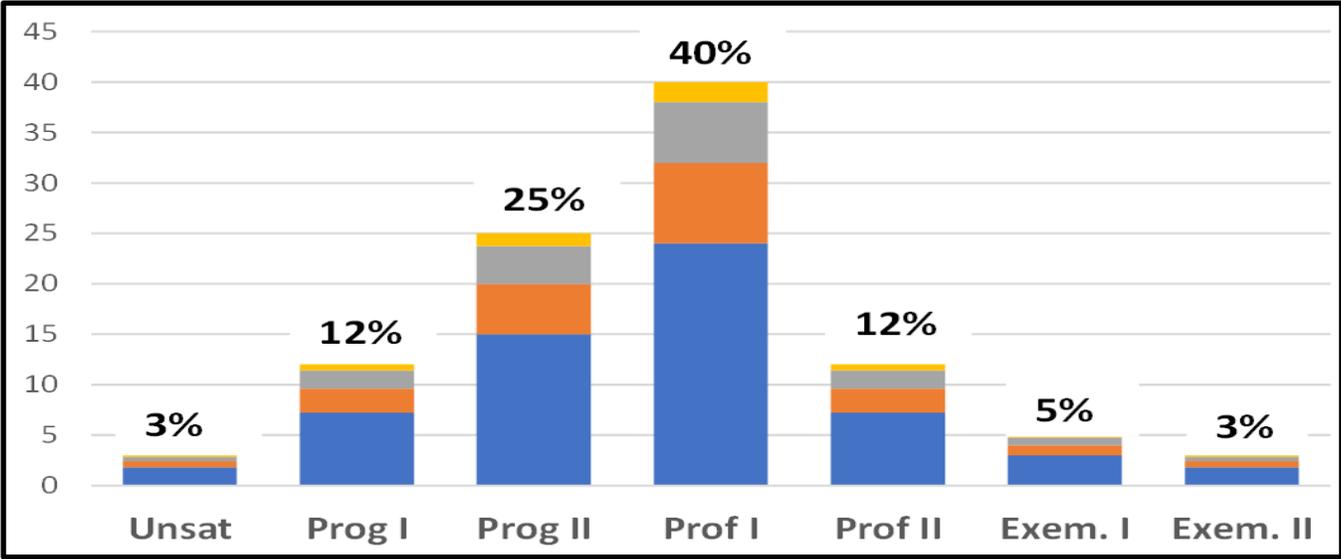
When the District of Innovation plan was created by the District Advisory Committee and approved by the Board of Managers in December 2023, it allowed for the District to develop a new evaluation system for teachers during the 2024–2025 school year. A new evaluation system – the Teacher Excellence System (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

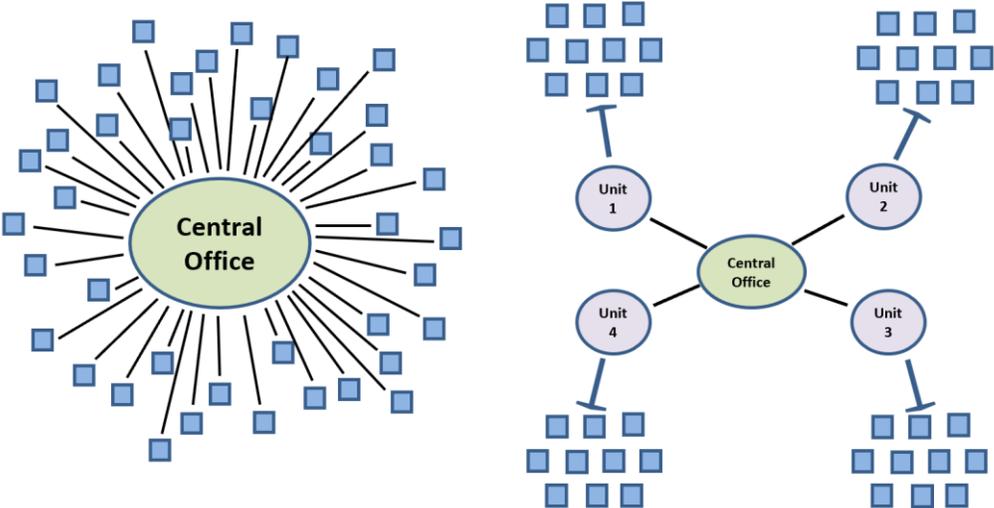
As outlined in the Efficiency Report of February 2024, numerous systems that support the schools and our core function of improving student outcomes are dysfunctional or broken. Last year, we started to improve these systems but had to focus on right-sizing central office and eliminating wasteful spending, 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
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Key Action 6: Provide Accurate, Timely Information to the HISD Community

Over the last decade, the media environment has drastically changed. The viralness 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.



11/13/2025

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids comply with historically underutilized business program procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders and a description of the items to be purchased.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more and purchases associated with a board-approved cooperative or intergovernmental interlocal agreement, effective November 14, 2025.

**Approval of Cooperative Project
Recommended for 11/13/2025 Board Agenda**

Project Information	26-08-10-54 – Cooperative / Scoreboards, Digital Displays, and Video Boards with Related Services – (March) – (CFMO)
Project Description	The purpose of this cooperative project is to obtain scoreboards, digital displays, and video boards with related services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$7,000,000 for the duration of the project. This is a cooperative agreement with Sourcewell utilizing cooperative project number 030223 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from November 14, 2025, through May 25, 2026, with one automatic renewal, if Sourcewell executes its project renewal option, not to extend beyond May 25, 2027.
Amount not to Exceed (Project Term)	\$7,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Daktronics, Inc.	N/A
Nevco Sports, LLC	N/A
Watchfire Enterprises, Inc., dba Watchfire Signs, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	24-08-12-01 – Cooperative / Vehicles, Parts, Maintenance & Repairs, and Related Services – (Martinov) – (COE) – Additional Vendor(s) and Project Scope Revision
Project Description	This cooperative project was originally approved January 2024, and ratified by the School Board on January 16, 2025. The purpose of this project amendment is to award additional vendors, and revise the project scope, with no additional increase in funding, to obtain vehicles, parts, maintenance and repair services, and related services districtwide. This is a cooperative agreement with BuyBoard utilizing cooperative project number 724-23 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from January 25, 2024, through November 30, 2024, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Caldwell Country Chevrolet II, LLC	N/A
Caldwell Country Ford, LLC, dba Rockdale Country Ford	N/A
Chastang Enterprises – Houston, LLC, dba Chastang Ford	N/A
Donalson CDJR, LLC	N/A
Donalston-Hiner Automotive Group, Inc., dba Silsbee Toyota	N/A
Rush Truck Centers of Texas, LP, dba Rush Bus Centers	N/A
Silsbee Ford, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	21-06-02 – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Guerrero Martinez) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning September 17, 2025, with no additional increase in funding, to obtain supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. Sirius Education Solutions, LLC, has changed its business name to MasteryPrep, LLC, dba Sirius Education Solutions. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
MasteryPrep, LLC, dba Sirius Education Solutions	B-20%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	21-06-02 – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Guerrero Martinez) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 27, 2025, with no additional increase in funding, to obtain supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. N2y, LLC, has changed its business name to Everway Holdco, LLC, dba Everway, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Everway Holdco, LLC, dba Everway, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	22-05-08 – RFP / Maintenance, Supplies, and Services for Printing Services – (James) – (CTO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 10, 2023. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 1, 2025, with no additional increase in funding, to obtain equipment maintenance, supplies, and services to support the operational needs of the Administrative Services Department, which provides a wide array of printed materials districtwide. Absolute Color Mailplex, LLC, has changed its business name to T Enterprises, Inc., dba 1Vision. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
T Enterprises, Inc., dba 1Vision	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	22-10-10-A – RFP / Instructional Materials, Technology, Professional Development Services for Instructional Technology and Materials, & Teacher and Staff Development – (Majano) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on August 11, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 21, 2025, with no additional increase in funding, to obtain Special Education instructional materials, supplies, technology, teacher and staff development, and related services in alignment with the Individuals with Disabilities Education Act (IDEA) and Texas Education Agency (TEA) regulations. N2y, LLC, has changed its business name to Everway Holdco, LLC, dba Everway, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 12, 2022, through March 10, 2023, with four annual renewals, not to extend beyond March 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Everway Holdco, LLC, dba Everway, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	23-10-06 – RFP / School Buses and Related Products & Services – (James) – (COE) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on March 9, 2023. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 6, 2025, with no additional increase in funding, to obtain, operate, and maintain a variety of school bus types and engine platforms, including but not limited to electric, alternative fuels, diesel, and gasoline districtwide. Longhorn Bus Sales, LLC, has changed its business name to Holt Truck Centers of Texas, LLC, dba Longhorn Bus Sales. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 10, 2023, through March 9, 2024, with four automatic annual renewals, not to extend beyond March 9, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Holt Truck Centers of Texas, LLC, dba Longhorn Bus Sales	B-20%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	23-10-08 – RFP / Awards, Trophies, and Promotional Items – (James) – (CFOO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on April 13, 2023. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 1, 2025, with no additional increase in funding, to obtain awards, trophies, and promotional items districtwide. Absolute Color has changed its business name to T Enterprises, Inc., dba 1Vision. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 14, 2023, through April 13, 2024, with four automatic annual renewals, not to extend beyond April 13, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
T Enterprises, Inc., dba 1Vision	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	23-11-01 – RFP / Fine Arts Materials and Services – (Majano) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 10, 2023. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain materials, software, and student services for dance, instrumental music, general music, vocal music, piano, visual arts, and theater to align with the district’s fine arts initiatives. Rachel Harrah dba Harrah, LLC has changed its business name to Harrah, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Harrah, LLC	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	25-03-11 – RFP / Overflow Printing and Related Services – (James) – (CTO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 14, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 1, 2025, with no additional increase in funding, to obtain overflow printing and related services that will accommodate a large volume of district instructional materials districtwide. Absolute Color Mailplex, LLC, has changed its business name to T Enterprises, Inc., dba 1Vision. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 15, 2025, through August 14, 2026, with two automatic annual renewals, not to extend beyond August 14, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
T Enterprises, Inc., dba 1Vision	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 11/13/2025 Board Agenda**

Project Information	25-03-12 – RFP / Specialty Printing Items and Related Services – (James) – (CTO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 14, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning October 1, 2025, with no additional increase in funding, to obtain specialty printing items and related services for the Information Technology Department. Absolute Color Mailplex, LLC, has changed its business name to T Enterprises, Inc., dba 1Vision. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 15, 2025, through August 14, 2026, with two automatic annual renewals, not to extend beyond August 14, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
T Enterprises, Inc., dba 1Vision	C-D

Code Legend

HUB – Historically Underutilized Business Notations

- (A) Certified HUB firm; if listed as A-100% indicates a HUB firm; if listed as A->100% the awardee will subcontract with a HUB firm(s).
- (B) Non-HUB firm; who will subcontract the indicated percentage with a HUB firm(s) to meet or exceed the District's goal.
- (C) Non-HUB firm; if listed as C-<%, the awardee will subcontract with a HUB firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit/Government-entity



11/13/2025

10.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The Annual Comprehensive Financial Report For The Fiscal Year Ending June 30, 2025

Section 44.008 of the Texas Education Code requires all school districts to have their fiscal accounts audited annually by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. In April 2023, the Houston Independent School District Board of Education approved a contract with Weaver & Tidwell, LLP, for the audit of fiscal accounts for the fiscal year ended June 30, 2023, and four one-year renewals. The *Annual Comprehensive Financial Report for Fiscal Year (FY) 2025* includes the fiscal year-end financial statements and the auditor's rendered opinion on the financial statements. The *Annual Comprehensive Financial Report for FY 2025* also includes the auditor's report on the district's internal control structure and compliance with state and federal regulations related to grants and other state and federal programs. The audit must be completed within 150 days after the end of the district's fiscal year, approved by the School Board, and filed with the Texas Education Agency by November 27, 2025.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the *Annual Comprehensive Financial Report* for the fiscal year ended June 30, 2025, effective November 14, 2025.

CERTIFICATE OF BOARD

Houston Independent School District

Harris County

101-912-IV

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and approved for the fiscal year ended June 30, 2025 at a meeting of the School Board of such school district on the 13th day of November 2025.

Paula Mendoza
Secretary, School Board
Houston Independent School District

Ric Campo
President, School Board
Houston Independent School District



11/13/2025

11.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Resolution Regarding The District's Intention To Issue Tax-Exempt Obligations

In alignment with the district's strategic capital improvement initiatives, the administration recommends approval of a resolution regarding the intentions of the district to issue lease revenue bonds by the Houston Independent School District Public Facility Corporation (PFC) to finance the acquisition, construction, development, and equipping of a new Career and Technical Education Center and authorize the reimbursement of project costs incurred prior to the issuance of the obligations with proceeds of the obligations.

The resolution affirms the district's intent to reimburse capital expenditures incurred prior to the issuance of the bonds with proceeds from the obligations. The maximum principal amount of the obligations is \$182,500,000. This action complies with Treasury Regulation §1.150-2 and ensures the district's eligibility for federal tax-exempt treatment on the obligations.

The firm of Jackson Walker LLP is serving as bond counsel and Estrada Hinojosa is the district's financial advisor for this transaction.

The resolution is being submitted no later than 60 days after the date on which the district will expend money for the portion of the project costs to be reimbursed from proceeds of the obligations.

COST/FUNDING SOURCE(S): Costs incurred before funding will be paid from the General Fund and refunded with proceeds of the obligations.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the resolution authorizing the reimbursement of project costs incurred prior to the issuance of the obligations with proceeds of the obligations, effective November 14, 2025.

RESOLUTION NO. __

RESOLUTION OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT
REGARDING ITS INTENTION TO ISSUE TAX-EXEMPT OBLIGATIONS

WHEREAS, the Houston Independent School District (the “District”) desires to finance the costs of acquiring, constructing, reconstruction and/or equipping certain facilities and improvements of the District through the issuance of lease revenue bonds to be issued by the District’s Public Facility Corporation (the “PFC”) on behalf of the District, as provided in Exhibit A attached hereto and incorporated herein (the “Project”);

WHEREAS, the District intends to finance the acquisition, construction, reconstruction and/or equipping of the Project or portions of the Project with the proceeds of the sale of obligations issued by the PFC on behalf of the District the interest upon which is excluded from gross income for federal income tax purposes (the “Obligations”); and

WHEREAS, prior to the issuance of the Obligations the District desires to incur certain capital expenditures (the “Expenditures”) with respect to the Project from available moneys of the District;

WHEREAS, the Board of Managers of the District has determined that those moneys to be advanced on and after the date hereof to pay the Expenditures are available only for a temporary period and it is necessary to reimburse the District for the Expenditures from the proceeds of the Obligations; and

NOW, THEREFORE, THE BOARD OF MANAGERS OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT DOES HEREBY RESOLVE, ORDER AND DETERMINE AS FOLLOWS:

SECTION 1. The District hereby states its intention and reasonably expects to reimburse costs of the Project incurred prior to the issuance of the Obligations with proceeds of the Obligations. Exhibit A describes the general character, type, purpose, and function of the Project.

SECTION 2. The reasonably expected maximum principal amount of the Obligations is \$182,500,000.

SECTION 3. This resolution is being adopted no later than 60 days after the date on which the District will expend moneys for the portion of the Project costs to be reimbursed from proceeds of the Obligations.

SECTION 4. The District will make a reimbursement allocation, which is a written allocation that evidences the District's use of proceeds of the Obligations to reimburse an Expenditure, no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid.

SECTION 5. Proceeds of the Obligations to be used to reimburse for Project costs are not expected to be used, within one year of reimbursement, directly or indirectly to pay debt

service with respect to any obligation (other than to pay current debt service coming due within the next succeeding one year period on any tax-exempt obligation of the District (other than the Obligations)) or to be held as a reasonably required reserve or replacement fund with respect to an obligation of the District or any entity related in any manner to the District, or to reimburse any expenditure that was originally paid with the proceeds of any obligation, or to replace funds that are or will be used in such manner.

SECTION 6. This resolution is adopted as official action of the District in order to comply with Treasury Regulation §1.150-2 and any other regulations of the Internal Revenue Service relating to the qualification for reimbursement of District expenditures incurred prior to the date of issue of the Obligations.

SECTION 7. All the recitals in this Resolution are true and correct and the District so finds, determines and represents.

SECTION 8. This Resolution shall take effect from after its adoption.

Dated: _____, 2025

Ric Campo
School Board President

EXHIBIT A

The Houston Independent School District plans to acquire, construct, develop and equip a new Career and Technical Education Center. The total cost of such project will include architectural fees, furniture, fixtures, equipment and other costs associated therewith.



11/13/2025

12.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of An Order Authorizing The Issuance Of Houston Independent School District Limited Tax Refunding Bonds, As Term Rate Or Fixed Rate Bonds, In One Or More Series; Setting Certain Parameters For The Bonds; And Authorizing A Pricing Officer To Approve The Amount, The Interest Rate, And Price, Including The Terms Thereof And Certain Other Procedures And Provisions Related Thereto

This agenda item seeks School Board approval of an order authorizing the issuance of Houston Independent School District (HISD) Limited Tax Refunding Bonds, as term rate or fixed rate bonds, in one or more series; setting certain parameters for the bonds; and authorizing a pricing officer to approve the amount, the interest rate, and price, including the terms thereof and certain other procedures and provisions related thereto.

The administration recommends authorizing the issuance of up to \$572,005,000 principal amount of bonds to refund certain of the district's outstanding bonds, subject to achievement of a minimum present value savings threshold of three percent.

The order approving the refunding of up to \$572,005,000 in principal amount of the outstanding bonds and related provisions relating thereto is attached.

COST/FUNDING SOURCE(S): All interest costs and debt-servicing costs are paid from the Debt Service Fund.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the order authorizing the issuance of HISD Limited Tax Refunding Bonds of up to \$572,005,000 in par amount for the refunding of certain of the district's outstanding bonds, at the discretion of the superintendent, the chief financial officer, or the controller of the district, effective November 14, 2025.

CERTIFICATE FOR ORDER

STATE OF TEXAS §
COUNTY OF HARRIS §
HOUSTON INDEPENDENT SCHOOL DISTRICT §

The undersigned officers of the School Board (the “Board”) of the Houston Independent School District (the “District”), hereby certify as follows:

1. The Board of the District convened in regular meeting on November 13, 2025 at the regular designated meeting place, and the roll was called of the duly constituted officers and members of said Board, to-wit:

Ric Campo, President	Janette Garza Lindner, Member
Angela Lemond Flowers, Vice President	Marty Goossen, Member
Paula Mendoza, Secretary	Lauren Gore, Member
Edgar Colon, Member	Marcos Rosales, Member
Michelle Cruz Arnold, Member	

and all of such persons were present except _____ thus constituting a quorum. Whereupon, among other business, the following was transacted at said meeting: a written

ORDER AUTHORIZING THE ISSUANCE OF HOUSTON INDEPENDENT SCHOOL DISTRICT LIMITED TAX REFUNDING BONDS, AS TERM BONDS OR FIXED RATE BONDS, IN ONE OR MORE SERIES; SETTING CERTAIN PARAMETERS FOR THE BONDS; AUTHORIZING A PRICING OFFICER TO APPROVE THE AMOUNT, THE INTEREST RATE, PRICE, INCLUDING THE TERMS THEREOF AND CERTAIN OTHER PROCEDURES AND PROVISIONS RELATED THERETO

was duly introduced for the consideration of the Board. It was then duly moved and seconded that such Order be passed; and, after due discussion, such motion, carrying with it the passage of such Order, prevailed and carried by the following vote:

AYES ___ NOES ___ ABSTENTIONS ___

2. That a true, full and correct copy of such Order passed at the meeting described in the above and foregoing paragraph is attached to and follows this Certificate; that such Order has been duly recorded in such Board’s minutes of such meeting; that the above and foregoing paragraph is a true, full and correct excerpt from such Board’s minutes of such meeting pertaining to the passage of such Order; that the persons named in the above and foregoing paragraph are the duly chosen, qualified and acting officers and members of the Board as indicated therein; that each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance of the time, place and purpose of such meeting, and that such Order would be introduced and considered for passage at such meeting, and each of such officers and members consented, in advance, to the holding of such meeting for such purpose; and that such meeting was open to the public, and public notice of the time, place and purpose of such meeting was given all as required by Chapter 551, Texas Government Code, as amended.

SIGNED this November 13, 2025.

President, School Board
Houston Independent School District

Secretary, School Board
Houston Independent School District

ORDER AUTHORIZING THE ISSUANCE OF HOUSTON INDEPENDENT SCHOOL DISTRICT LIMITED TAX REFUNDING BONDS, AS TERM BONDS OR FIXED RATE BONDS, IN ONE OR MORE SERIES; SETTING CERTAIN PARAMETERS FOR THE BONDS; AUTHORIZING A PRICING OFFICER TO APPROVE THE AMOUNT, THE INTEREST RATE, PRICE, INCLUDING THE TERMS THEREOF AND CERTAIN OTHER PROCEDURES AND PROVISIONS RELATED THERETO

THE STATE OF TEXAS §
COUNTY OF HARRIS §
HOUSTON INDEPENDENT SCHOOL DISTRICT §

WHEREAS, Houston Independent School District (the “District”) has heretofore issued the bonds described in Exhibit A attached hereto; and

WHEREAS, the District desires to refund a portion of said bonds (the “Refunded Bonds”) in advance of their maturities; and

WHEREAS, Chapter 1207, Texas Government Code, authorizes the District to issue refunding bonds as fixed rate bonds or Term Rate Bonds (pursuant to Appendix A) for the purpose of refunding the Refunded Bonds in advance of their maturities, and to accomplish such refunding by depositing directly with a paying agent for the Refunded Bonds (or other qualified escrow agent), the proceeds of such refunding bonds, together with other available funds, in an amount sufficient to provide for the payment or redemption of the Refunded Bonds, and provides that such deposit shall constitute the making of firm banking and financial arrangements for the discharge and final payment or redemption of the Refunded Bonds; and

WHEREAS, the District desires to authorize the execution of an escrow agreement or other deposit agreement, if necessary, to provide for the deposit of proceeds of the refunding bonds, together with other lawfully available funds of the District, to pay the Refunded Bonds; and

WHEREAS, upon the issuance of the refunding bonds herein authorized and the deposit of funds referred to above, the Refunded Bonds shall no longer be regarded as being outstanding, except for the purpose of being paid pursuant to such deposit, and the pledges, liens, trusts and all other covenants, provisions, terms and conditions of the orders authorizing the issuance of the Refunded Bonds shall be, with respect to the Refunded Bonds, discharged, terminated and defeased; and

WHEREAS, the School Board (the “Board”) hereby finds and determines that the refunding of the Refunded Bonds as contemplated by this Order will benefit the District by providing net present value debt service savings to the District and that such benefit constitutes a valid public purpose and is sufficient consideration for the refunding contemplated herein; and

WHEREAS, the Board hereby finds and determines that it is necessary and in the best interest of the District and its citizens that it authorize by this Order the issuance and delivery of its refunding bonds at this time; and

WHEREAS, the District has a principal amount of at least \$100,000,000 in a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued, and some amount of such long-term indebtedness is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation, and therefore, the District qualifies as an “Issuer” under Chapter 1371, Texas Government Code; and

WHEREAS, the District intends that the Term Rate Bonds will be refinanced with refunding bonds or other obligations issued under Chapter 1207, Texas Government Code, as amended, and, therefore (in accordance with Section 1371.057(c) of Chapter 1371), the District will treat such Term Rate Bonds as having the intended term and payment schedule of such refunding obligations, as determined by the Pricing Officer; and

WHEREAS, pursuant to Section 1207.007 and Section 1371.053, Texas Government Code, the District desires to delegate the authority to a Pricing Officer to effect the sale of the Bonds; Now, therefore

BE IT ORDERED BY THE SCHOOL BOARD OF HOUSTON INDEPENDENT SCHOOL DISTRICT:

1. Recitals; Consideration. It is hereby found and determined that the matters and facts set out in the preamble to this Order are true and correct.

2. Definitions. Throughout this Order the following terms and expressions as used herein shall have the meanings set forth below:

“Acts” means Chapters 1207 and 1371, Texas Government Code, and Chapter 45 Texas Education Code.

“Blanket Issuer Letter of Representations” means the Blanket Issuer Letter of Representations between the District, the Registrar and DTC.

“Bonds” means one or more series of Bonds issued by Houston Independent School District authorized in this Order and in Appendix A to this Order, as designated in an Officer’s Pricing Certificate.

“Business Day” means any day which is not a Saturday, Sunday, or a day on which the Registrar is authorized by law or executive order to close.

“Capital Appreciation Bonds” means those Bonds bearing compound interest at the rate set out in the Officer’s Pricing Certificate to accrete from their date of delivery and compounding on the dates set forth in the Officer’s Pricing Certificate, payable only at maturity.

“Code” means the Internal Revenue Code of 1986, as amended.

“Comptroller” means the Comptroller of Public Accounts of the State of Texas.

“Current Interest Bonds” mean those Bonds on which interest is paid semiannually on the Interest Payment Dates.

“Debt Service Fund” means the interest and sinking fund for payment of the Bonds established by the District in Section 19 of this Order.

“District” means the Houston Independent School District.

“DTC” means The Depository Trust Company of New York, New York, or any successor securities depository.

“DTC Participant” means brokers and dealers, banks, trust companies, clearing corporations and certain other organizations on whose behalf DTC was created to hold securities to facilitate the clearance and settlement of securities transactions among DTC Participants.

“Escrow Agent” has the meaning given such term in the Officer’s Pricing Certificate. “Escrow Agreement” means the agreement between the District and the Escrow Agent relating to the escrow of funds to pay the Refunded Bonds.

“Initial Bonds” means each Initial Current Interest Bond and the Initial Capital Appreciation Bond.

“Initial Capital Appreciation Bond” means an Initial Capital Appreciation Bond authorized by Section 4(b)(ii).

“Initial Current Interest Bond” means an Initial Current Interest Bond authorized by Section 4(b)(i).

“Interest Payment Date”, when used in connection with any Current Interest Bond, means the dates set forth in the Officer’s Pricing Certificate.

“MSRB” means the Municipal Securities Rulemaking Board.

“Officer’s Pricing Certificate” means the certificate signed by the Pricing Officer and containing the information regarding each issuance of the Bonds specified herein.

“Order” as used herein and in the Bonds means this order authorizing the Bonds.

“Owner” means any person who shall be the registered owner of any outstanding Bond.

“Pricing Officer” means the Superintendent, the Chief Financial Officer, Chief of Finance and Business Services or the Controller.

“Purchase Agreement” means the agreement(s) between the District and the Underwriters described in Section 4(e) of this Order.

“Record Date” means, for any Interest Payment Date, the close of business on the last Business Day of the month next preceding each Interest Payment Date or as otherwise set forth in the Officer’s Pricing Certificate.

“Refunded Bonds” means any of those bonds of the District described in Exhibit A attached hereto and as more particularly described in each Officer’s Pricing Certificate.

“Register” means the books of registration kept by the Registrar, in which are maintained the names and addresses of, and the principal amounts of the Bonds registered to, each Owner.

“Registrar” has the meaning given to such term in the Officer’s Pricing Certificate.

“Report” means the report of a verification agent, verifying the accuracy of certain mathematical computations relating to each issuance of the Bonds and the Refunded Bonds.

“Rule” means SEC Rule 15c2-12, as amended from time to time.

“Underwriters” means the individual underwriter or underwriting syndicate identified in each Officer’s Pricing Certificate.

3. Authorization. Bonds shall be issued in fully registered form in a maximum principal amount not to exceed \$572,005,000 for the purpose of refunding the Refunded Bonds, and paying the cost of issuance related thereto, under and in strict conformity with the Constitution and laws of the State of Texas, particularly Chapters 1207 and 1371, Texas Government Code and Chapter 45, Texas Education Code, applicable.

4. Delegation of Authority. As authorized by Section 1207.007 and Section 1371.053, Texas Government Code, as amended, the Pricing Officer is hereby authorized to act on behalf of the District in selling and delivering the Bonds, and carrying out the other procedures specified in this Order including, without limitation, determining if the bonds shall be issued as fixed rate bonds or Term Rate Bond (as provided in Appendix A), determining the date on and price at which the Bonds will be sold, any premium or discount for the Bonds, the issuance date and dated date, whether and how many tranches in which the Bonds may be issued and the appropriate distinguishing designation for each such tranche, the year(s) in which the Bonds will mature, the aggregate principal amount of the Bonds, the interest rate mode(s), the Initial Rate(s) for the Bonds, the length of the Initial Rate Period(s), the Stepped Rate, length of any Term Rate Period, conversion to another Rate Period, any optional and mandatory sinking fund redemption provisions, whether the bonds are to be issued as taxable or tax-exempt and all other matters not expressly provided in this Order relating to the issuance, sale and delivery of the Bonds including the purchasing, cancelling and refunding of the Refunded Bonds. The delegation of authority to the Pricing Officer shall be valid and effective through a date that is one year from the date of this Order (the “Expiration Date”). Bonds sold pursuant to a Bond Purchase Agreement executed on or before the Expiration Date may be delivered after such date. The Pricing Officer’s authority to sell and deliver the Bonds is subject to the conditions and carrying out the other procedures as set forth below:

- (a) Designation. The Bonds shall be designated as _____.¹
- (b) The Bonds may be issued as Current Interest Bonds and/or Capital Appreciation Bonds.
- (i) Each Initial Current Interest Bond shall be numbered ICI-1 and all other Current Interest Bonds shall be numbered in sequence beginning with RCI-1. Current Interest-Bonds delivered on transfer of or in exchange for other Current Interest Bonds shall be numbered in order of their authentication by the Registrar, shall be in the denomination of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.
- (ii) Each Capital Appreciation Bonds, if any, shall be initially issued bearing compound interest at the rates set out in the Officer's Pricing Certificate. The Initial Capital Appreciation Bond shall be numbered ICA-1 and all other Capital Appreciation Bonds shall be numbered in sequence beginning with RCA-I. Capital Appreciation Bonds delivered on transfer of or in exchange for other Capital Appreciation Bonds shall be numbered in order of their authentication by the Registrar, shall be in the Maturity Amount of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.
- (c) Date, Denomination, Interest Rates, and Maturities. The Bonds shall be dated, mature on the dates in each of the years and in the amounts set out in any Officer's Pricing Certificate; shall be subject to prior optional and mandatory redemption on the dates, for the redemption prices and in the amounts, set out in the Officer's Pricing Certificate and shall bear interest at rates and from their issue date as set out in the Officer's Pricing Certificate payable on each Interest Payment Date.
- (d) Selling and Delivering Bonds. The Pricing Officer shall determine any mandatory sinking fund redemption provisions for the Bonds, whether the Bonds will be issued as Current Interest Bonds and/or Capital Appreciation Bonds, and all other matters not expressly provided in this Order, relating to the issuance, sale and delivery of the Bonds, all of which shall be specified in the Officer's Pricing Certificate; provided that:
- (i) the price to be paid for the Bonds shall not be less than 90% of the aggregate original principal amount of the Bonds plus accrued interest thereon from their date to their delivery;
- (ii) the net effective interest rate on the Bonds shall not exceed 5.00%, except as otherwise provided in Appendix A;

¹ Insert from Officer's Pricing Certificate.

- (iii) the aggregate principal amounts of all series of the Bonds, may not exceed the maximum principal amount authorized in Section 3 hereof, and such amounts plus any net premium from the sale of the Bonds and any available funds of the District, must be sufficient to provide amounts necessary to fund the costs of refunding the Refunded Bonds and the costs of issuance of the Bonds, including underwriters' discount;
- (iv) the net present value savings in debt service resulting from any refunding of the Refunded Bonds shall be at least 3% of the principal amount of the Refunded Bonds, as shown by a table of calculations prepared by the District's financial advisor and attached to the Officer's Pricing Certificate; and
- (v) the Bonds shall mature not later than the Refunded Bonds that such Bonds were issued to refund.

(e) Sale; Purchase Agreement. The Bonds shall be sold and delivered to the Underwriters at a price to be set forth in an Officer's Pricing Certificate, in accordance with the terms of one or more Purchase Agreements to be approved by the Pricing Officer. The Pricing Officer is hereby authorized and directed to execute one or more Purchase Agreements on behalf of the District, and the Pricing Officer and all other officers, agents and representatives of the District are hereby authorized to do any and all things necessary or desirable to satisfy the conditions set out therein and to provide for the issuance and delivery of the Bonds.

(f) Use of Proceeds. Proceeds from the sale of the Bonds shall, promptly upon receipt by the District, be applied as follows:•

- (i) Accrued interest in the amount of \$_____² and, if necessary, net premium on the Bonds in the amount of \$_____³ shall be deposited into the Debt Service Fund.
- (ii) Net premium on the Bonds in the amount of \$_____⁴ shall be used to pay the costs of issuance.
- (iii) Net premium on the Bonds in the amount of \$_____⁵ shall be used to pay the underwriters' discount.
- (iv) Bond proceeds in the amount of \$_____,⁶ and if necessary other available funds from the District in the amount of \$_____⁷ shall be applied establish an escrow fund/or deposit with the paying agent to refund the Refunded Bonds, as more fully provided in

² Insert from Officer's Pricing Certificate.

³ Insert from Officer's Pricing Certificate.

⁴ Insert from Officer's Pricing Certificate.

⁵ Insert from Officer's Pricing Certificate.

⁶ Insert from Officer's Pricing Certificate.

⁷ Insert from Officer's Pricing Certificate.

Section 23 of the Order, and, to the extent not otherwise provided for, to pay all expenses arising in connection with the issuance of the Bonds, the establishment of such escrow fund and the refunding of the Refunded Bonds. Any proceeds of the Bonds remaining after making all such deposits and payments shall be deposited into the Debt Service Fund.

5. Execution and Registration of Bonds. (a) The Bonds shall be signed by the President or Vice President of the Board and countersigned by the Secretary of the Board, by their manual, lithographed, or facsimile signatures. Such facsimile signatures on the Bonds shall have the same effect as if each of the Bonds had been signed manually and in person by each of said officers.

(b) If any officer of the District whose manual or facsimile signature shall appear on the Bonds shall cease to be such officer before the authentication of such Bonds or before the delivery of such Bonds, such manual or facsimile signature shall nevertheless be valid and sufficient for all purposes as if such officer had remained in such office.

(c) Except as provided below, no Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit of this Order unless and until there appears thereon the Registrar's Authentication Certificate substantially in the form provided herein, duly authenticated by manual execution by an officer or duly authorized signatory of the Registrar. In lieu of the executed Registrar's Authentication Certificate described above, the Initial Bonds delivered at the Closing Date shall have attached thereto the Comptroller's Registration Certificate substantially in the form provided herein, manually executed by the Comptroller, or by her duly authorized agent, which certificates shall be evidence that the Initial Bonds have been duly approved by the Attorney General of the State of Texas and that they are valid and binding obligations of the District, and have been registered by the Comptroller.

(d) On the Closing Date, the Initial Bonds, payable in stated installments to the Underwriters or their designee, executed by manual or facsimile signature of the President or Vice President of the Board and Secretary of the Board, approved by the Attorney General, and registered and manually signed by the Comptroller, shall be delivered to the Underwriters or their designee. Upon payment for the Initial Bonds, the Registrar shall cancel the Initial Bonds and definitive Bonds shall be delivered to DTC.

6. Payment of Principal and Interest. The Registrar is hereby appointed as the paying agent for the Bonds. The principal of the Bonds shall be payable, without exchange or collection charges, in any coin or currency of the United States of America which, on the date of payment, is legal tender for the payment of debts due the United States of America, upon their presentation and surrender as they respectively become due and payable at the principal payment office of the Registrar. The interest on each Bond shall be payable on each Interest Payment Date, by check mailed by the Registrar on or before the Interest Payment Date to the Owner of record as of the Record Date, to the address of such Owner as shown on the Register.

If the date for payment of the principal of or interest on any Bond is not a Business Day, then the date for such payment shall be the next succeeding Business Day with the same force and effect as if made on the date payment was originally due.

7. Successor Registrars. The District covenants that at all times while any Bonds are outstanding it will provide a commercial bank or trust company, organized under the laws of the United States or any state, duly qualified to serve as and perform the duties and services of Registrar for the Bonds. The District reserves the right to change the Registrar for the Bonds on not less than 30 days written notice to the Registrar, so long as any such notice is effective not less than 60 days prior to the next succeeding principal or interest payment date on the Bonds. Promptly upon the appointment of any successor Registrar, the previous Registrar shall deliver the Register or copies thereof to the new Registrar, and the new Registrar shall notify each Owner, by United States mail, first class postage prepaid, of such change and of the address of the new Registrar. Each Registrar hereunder, by acting in that capacity, shall be deemed to have agreed to the provisions of this Section.

8. Special Record Date. If interest on any Bond is not paid on any Interest Payment Date and continues unpaid for thirty (30) days thereafter, the Registrar shall establish a new record date for the payment of such interest, to be known as a Special Record Date. The Registrar shall establish a Special Record Date when funds to make such interest payment are received from or on behalf of the District. Such Special Record Date shall be fifteen (15) days prior to the date fixed for payment of such past due interest, and notice of the date of payment and the Special Record Date shall be sent by United States mail, first class, postage prepaid, not later than five (5) days prior to the Special Record Date, to each affected Owner of record as of the close of business on the day prior to the mailing of such notice.

9. Book-Entry Only System. (a) The Initial Bonds shall be registered in the name designated in the Officer's Pricing Certificate. Except as provided in Section 10 hereof, all other Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

(b) With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the District and the Registrar shall have no responsibility or obligation to any DTC Participant or to any person on behalf of whom such DTC Participant holds an interest in the Bonds, except as provided in this Order. Without limiting the immediately preceding sentence, the District and the Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any amount with respect to principal of, premium, if any, or interest on the Bonds. Notwithstanding any other provision of this Order to the contrary, the District and the Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Register as the 'absolute Owner of such Bond for the purpose of payment of principal of and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfer with respect to such Bond, and for all other purposes whatsoever. The Registrar shall pay all principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owners, as shown in the

Register as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payments of principal, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Register, shall receive a Bond certificate evidencing the obligation of the District to make payments of amounts due pursuant to this Order. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions of this Order with respect to interest checks being mailed to the Owner of record as of the Record Date, the phrase "Cede & Co." in this Order shall refer to such new nominee of DTC.

10. Successor Securities Depository; Transfer Outside Book-Entry Only System. In the event that the District, in its sole discretion, determines that the beneficial owners of the Bonds should be able to obtain certificated Bonds, or in the event DTC discontinues the services described herein, the District shall (i) appoint a successor securities depository, qualified to act as such under Section 17(a) of the Securities and Exchange Act of 1934, as amended, notify DTC and DTC Participants, as identified by DTC, of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and DTC Participants, as identified by DTC, of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts, as identified by DTC. In such event, the Bonds shall not longer be restricted to being registered in the Register in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names Owners transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

11. Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal of, premium, if any, and interest on such Bonds, and all notices with respect to such Bonds, shall be made and given, respectively, in the manner provided in the Blanket Letter of Representations.

12. Ownership; Unclaimed Principal and Interest. The District, the Registrar and any other person may treat the person in whose name any Bond is registered as the absolute owner of such Bond for the purpose of making and receiving payment of the principal of or interest on such Bond, and for all other purposes, whether or not such Bond is overdue, and neither the District nor the Registrar shall be bound by any notice or knowledge to the contrary. All payments made to the person deemed to be the Owner of any Bond in accordance with this Section shall be valid and effectual and shall discharge the liability of the District and the Registrar upon such Bond to the extent of the sums paid.

Amounts held by the Registrar which represent principal of and interest on the Bonds remaining unclaimed by the Owner after the expiration of three years from the date such amounts have become due and payable shall be reported and disposed of by the Registrar in accordance with the applicable provisions of Texas law including, to the extent applicable, Title 6 of the Texas Property Code, as amended.

13. Registration, Transfer, and Exchange. So long as any Bonds remain outstanding, the Registrar shall keep the Register at its principal payment office. Subject to such reasonable

regulations as it may prescribe, the Registrar shall provide for the registration and transfer of Bonds in accordance with the terms of this Order.

Each Bond shall be transferable only upon the presentation and surrender thereof at the principal payment office of the Registrar, duly endorsed for transfer, or accompanied by an assignment duly executed by the registered Owner or his authorized representative in form satisfactory to the Registrar. Upon due presentation of any Bond for transfer, the Registrar shall authenticate and deliver in exchange therefor, within three Business Days after such presentation, a new Bond or Bonds of the same type registered in the name of the transferee or transferees, in authorized denominations and of these maturity and aggregate principal amount and bearing interest at the same rate as the Bond or Bonds so presented.

All Bonds shall be exchangeable upon presentation and surrender thereof at the principal payment office of the Registrar, for a Bond or Bonds of the same type, maturity and interest rate in any authorized denomination, in an aggregate amount equal to the unpaid principal amount of the Bond or Bonds presented for exchange. The Registrar shall be and is hereby authorized to authenticate and deliver exchange Bonds in accordance with the provisions of this Section. Each Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such Bond is delivered.

The District or the Registrar may require the Owner of any Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with the transfer or exchange of such Bond. Any fee or charge of the Registrar for such transfer or exchange shall be paid by the District.

14. Mutilated, Lost, or Stolen Bonds. Upon the presentation and surrender to the Registrar of a mutilated Bond, the Registrar shall authenticate and deliver in exchange therefor a replacement Bond of like maturity, interest rate, and principal amount, bearing a number not contemporaneously outstanding. If any Bond is lost, apparently destroyed, or wrongfully taken, the District, pursuant to the applicable laws of the State of Texas and in the absence of notice or knowledge that such Bond has been acquired by a bona fide purchaser, shall authorize and the Registrar shall authenticate and deliver a replacement Bond of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding.

The District or the Registrar may require the Owner of a mutilated Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection therewith and any other expenses connected therewith, including the fees and expenses of the Registrar. The District or the Registrar may require the Owner of a lost, apparently destroyed or wrongfully taken Bond, before any replacement Bond is issued, to:

- (1) furnish to the District and the Registrar satisfactory evidence of the ownership of and the circumstances of the loss, destruction or theft of such Bond;
- (2) furnish such security or indemnity as may be required by the Registrar and the District to save them harmless;

- (3) pay all expenses and charges in connection therewith, including, but not limited to, printing costs, legal fees, fees of the Registrar and any tax or other governmental charge that may be imposed; and
- (4) meet any other reasonable requirements of the District and the Registrar.

If, after the delivery of such replacement Bond, a bona fide purchaser of the original Bond in lieu of which such replacement Bond was issued presents for payment such original Bond, the District and the Registrar shall be entitled to recover such replacement Bond from the person to whom it was delivered or any person taking therefrom, except a bona fide purchaser, and shall be entitled to recover upon the security or indemnity provided therefor to the extent of any loss, damage, cost or expense incurred by the District or the Registrar in connection therewith.

If any such mutilated, lost, apparently destroyed or wrongfully taken Bond has become or is about to become due and payable, the District in its discretion may, instead of issuing a replacement Bond, authorize the Registrar to pay such Bond.

Each replacement Bond delivered in accordance with this Section shall be entitled to the benefits and security oh is Order to the same extent as the Bond or Bonds in lieu of which such replacement Bond is delivered.

15. Cancellation of Bonds. All Bonds paid in accordance with this Order, and all Bonds in lieu of which exchange Bonds or replacement Bonds are authenticated and delivered in accordance herewith, shall be cancelled and destroyed upon the making of proper records regarding such payment. The Registrar shall furnish the District with appropriate certificates of destruction of such Bonds.

16. Optional and/or Mandatory Redemption; Defeasance. The Bonds are subject to optional and/or mandatory redemption as set forth in the Form of Bonds and in an Officer's Pricing Certificate.

Except as otherwise set forth in Appendix A, notice of any redemption identifying the Bonds to be redeemed in whole or in part shall be given by the Registrar at least thirty days prior to the date fixed for redemption by sending written notice by first class mail to the Owner of each Bond to be redeemed in whole or in part at the address shown on the Register. Such notices shall state the redemption date, the redemption price, the place at which Bonds are to be surrendered for payment and, if less than all Bonds of a particular maturity are to be redeemed, the numbers of the Bonds or portions thereof of such maturity to be redeemed. Any notice given as provided in this Section shall be conclusively presumed to have been duly given, whether or not the Owner receives such notice. By the date fixed for redemption, due provision shall be made with the Registrar for payment of the redemption price of the Bonds or portions thereof to be redeemed. When Bonds have been called for redemption in whole or in part and due provision has been made to redeem same as herein provided, the Bonds or portions thereof so redeemed shall no longer be regarded as outstanding except for the purpose of receiving payment solely from the funds so provided for redemption, and the rights of the Owners to collect interest which would otherwise accrue after the redemption date on any Bond or portion thereof called for redemption shall terminate on the date fixed for redemption.

The District reserves the right to give notice of its election or direction to optionally redeem Bonds conditioned upon the occurrence of subsequent events. Such notice may state (i) that the redemption is conditioned upon the deposit of moneys and/or authorized securities, in an amount equal to the amount necessary to effect the redemption, with the Paying Agent/Registrar, or such other entity as may be authorized by law, no later than the redemption date or (ii) that the District retains the right to rescind such notice at any time prior to the scheduled redemption date if the District delivers a certificate of the District to the Paying Agent/Registrar instructing the Paying Agent /Registrar to rescind the redemption notice, and such notice of redemption shall be of no effect if such moneys and/or authorized securities are not so deposited or if the notice is rescinded. The Paying Agent/Registrar shall give prompt notice of any such rescission of a conditional notice of redemption to the affected owners. Any Bonds subject to conditional redemption where redemption has been rescinded shall remain Outstanding.

Except as may be otherwise specified in the Officer's Pricing Certificate, the Bonds may be discharged, defeased, redeemed or refunded in any manner now or hereafter permitted by law.

17. Forms. The form of the Bonds issued as fixed rate bonds, including the form of Registration Certificate of the Comptroller, which shall be attached or affixed to each Initial Bond, the form of the Registrar's Authentication Certificate, the form of Assignment and the form of Guarantee Endorsement of the Commissioner of Education of the State of Texas, shall be, respectively, substantially as follows, with such additions, deletions and variations as may be required by the Superintendent and Chief Financial Officer, necessary or desirable and not prohibited by this Order:

(a) Form of Current Interest Bond.

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTY OF HARRIS

REGISTERED
NUMBER

REGISTERED
DENOMINATION
\$ _____

HOUSTON INDEPENDENT SCHOOL DISTRICT
_____ ⁸

INTEREST RATE: _____ MATURITY DATE: _____ ⁹ DATED DATE: _____ ¹⁰ CUSIP: _____

REGISTERED OWNER:

PRINCIPAL AMOUNT: _____ DOLLARS

HOUSTON INDEPENDENT SCHOOL DISTRICT (the “District”) promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the principal payment office of _____ ¹¹ (the “Registrar”), the principal amount identified above, payable in any coin or currency of the United States of America which on the date of payment is legal tender for the payment of debts due the United States of America, and to pay interest thereon at the rate shown above, calculated on the basis of 360-day year of twelve 30-day months, from the [Dated Date/Date of Delivery] ¹², or the most recent interest payment date to which interest has been paid or duly provided for. Interest on this Bond is payable by check on _____ ¹³ and _____ ¹⁴ beginning on _____ ¹⁵, mailed to the registered owner as shown on the books of registration kept by the Registrar as of the close of business on the last business day of the month next preceding each interest payment date.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$ _____ ¹⁶ (the “Bonds”), issued for the purpose of refunding the Refunded Bonds under and in strict conformity with the Constitution and laws of the State of Texas particularly Chapter 1207 and Chapter 1371, Texas Government Code and pursuant to the Order. [The Bonds are issued as (i) Capital Appreciation Bonds in the aggregate principal amount of \$ _____ ¹⁷ which pay

⁸ As designated in the Officer’s Pricing Certificate.

⁹ Insert from Officer’s Pricing Certificate.

¹⁰ Insert from Officer’s Pricing Certificate.

¹¹ Insert from Officer’s Pricing Certificate.

¹² Insert from Officer’s Pricing Certificate.

¹³ Insert from Officer’s Pricing Certificate.

¹⁴ Insert from Officer’s Pricing Certificate.

¹⁵ Insert from Officer’s Pricing Certificate.

¹⁶ Insert from Officer’s Pricing Certificate.

¹⁷ Insert from Officer’s Pricing Certificate.

interest only at maturity, and (ii) Current Interest Bonds in the aggregate principal amount of \$ _____¹⁸ which pay interest semiannually until maturity or earlier redemption.]¹⁹

THE DISTRICT RESERVES THE RIGHT, at its option, to redeem Bonds maturing on or after _____,²⁰ in whole or from time to time in part, in integral multiples of \$5,000, on _____²¹, or any date thereafter at par plus accrued interest on the principal amounts called for redemption to the date fixed for redemption. If less than all the Bonds are to be redeemed, the District shall select the Bonds to be redeemed.

[If applicable, mandatory redemption language]²²

NOTICE OF ANY REDEMPTION shall be given by the Registrar at least thirty (30) days prior to the date fixed for redemption by first class mail, addressed to the registered owners of each Bond to be redeemed in whole or in part at the address shown on the books of registration kept by the Registrar. When Bonds or portions thereof have been called for redemption, and due provision has been made to redeem the same, the principal amounts so redeemed shall be payable solely from the funds provided for redemption, and interest which would otherwise accrue on the amounts called for redemption shall terminate on the date fixed for redemption.

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to

¹⁸ Insert from Officer's Pricing Certificate.

¹⁹ Remove bracketed language if there are no CABs.

²⁰ Insert from Officer's Pricing Certificate.

²¹ Insert from Officer's Pricing Certificate.

²² Insert from Officer's Pricing Certificate.

exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes, within the limits prescribed by law as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the [President/Vice President] and countersigned with the manual or facsimile signature of the Secretary.

HOUSTON INDEPENDENT SCHOOL
DISTRICT

[Vice] President, School Board
Houston Independent School District

Secretary, School Board
Houston Independent School District

(b) Form of Capital Appreciation Bonds (if required).

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTY OF HARRIS

REGISTERED
NUMBER

REGISTERED
MATURITY
\$ _____

HOUSTON INDEPENDENT SCHOOL DISTRICT
_____ ²³

INTEREST RATE: ISSUANCE DATE: CUSIP:
_____ ²⁴

REGISTERED OWNER:

MATURITY AMOUNT: DOLLARS

HOUSTON INDEPENDENT SCHOOL DISTRICT (the “District”) promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the principal payment office of _____ ²⁵ (the “Registrar”), the Maturity Amount identified above, representing the principal amount hereof and accrued and compounded interest hereon (both as shown in the table attached to this Bond), in any coin or currency of the United States of America which on the date of payment is legal tender for the payment of debts due the United States of America. The date of this Bond is _____ ²⁶, but interest shall accrue on the principal amount hereof from the Issuance Date at the per annum rate specified on the Table of Accreted Values attached hereto. The Accreted Value (per \$5,000 of Maturity Amount) of this Bond, as of the Issuance Date and as of each _____ ²⁷ and _____ ²⁸ is set forth in the Table of Accreted Values attached hereto. Such value as of any other date shall be determined by straight-line interpolation between such values.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$ _____ ²⁹ the “Bonds”), issued for the purpose refunding the Refunded Bonds under and in strict conformity with the Constitution and laws of the State of Texas particularly Chapter 1207 and Chapter 1371, Texas Government Code and pursuant to the Order. [The Bonds are issued as (i) Current Interest Bonds in the aggregate principal amount of \$ _____ ³⁰ which pay interest only at

²³ As designated in the Officer’s Pricing Certificate.

²⁴ Insert from Officer’s Pricing Certificate.

²⁵ Insert from Officer’s Pricing Certificate.

²⁶ Insert from Officer’s Pricing Certificate.

²⁷ Insert from Officer’s Pricing Certificate.

²⁸ Insert from Officer’s Pricing Certificate.

²⁹ Insert from Officer’s Pricing Certificate.

³⁰ Insert from Officer’s Pricing Certificate.

maturity, and (ii) Capital Appreciation Bonds in the aggregate principal amount of \$_____³¹ which pay interest semiannually until maturity or earlier redemption.]

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the principal payment office of the Registrar, in _____³², duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the principal payment office of the Registrar for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes, within the limits prescribed by law as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the [President/Vice President] and countersigned with the manual or facsimile signature of the Secretary.

HOUSTON INDEPENDENT SCHOOL
DISTRICT

[Vice] President, School Board
Houston Independent School District

³¹ Insert from Officer's Pricing Certificate.

³² Insert from Officer's Pricing Certificate.

Secretary, School Board
Houston Independent School District

TABLE OF ACCRETED VALUES³³

³³ Insert from Officer's Pricing Certificate, if necessary.

(c) Form of Comptroller's Registration Certificate.

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. _____

I hereby certify that this Bond has been examined, certified as to validity, and approved by the Attorney General of the State of Texas, and that this Bond has been registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS MY SIGNATURE AND SEAL this _____.

Comptroller of Public Accounts
of the State of Texas

(SEAL)

(d) Form of Registrar's Authentication Certificate.

AUTHENTICATION CERTIFICATE

It is hereby certified that this Bond has been delivered pursuant to the Bond Order described in the text of this Bond.

As Paying Agent/Registrar

By _____
Authorized Signature

Date of Authentication _____

(e) Form of Assignment.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns, and transfers unto

(Please print or type name, address, and zip code of Transferee)

(Please insert Social Security or Taxpayer Identification Number of Transferee)
the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints

attorney to transfer said Bond on the books kept for registration thereof, with full power of
substitution in the premises.

DATED: _____

Signature Guaranteed:

NOTICE: Signature must be guaranteed by a
member firm of the New York Stock
Exchange or a commercial bank or trust
company

Registered Owner:

NOTICE: The signature above must
correspond to the name of the registered
owner as shown on the face of this Bond in
every particular, without any alteration,
enlargement or change whatsoever.

(f) Form of Guarantee Endorsement.

PSF CERTIFICATE

Under the authority granted by Article 7, Section 5 of the Texas Constitution and Subchapter C of Chapter 45 of the Texas Education Code, the payment, when due, of the principal of and interest on the issuance by the Houston Independent School District of its _____³⁴, dated _____³⁵, in the principal amount of \$_____³⁶ is guaranteed by the corpus of the Permanent School Fund of the State pursuant to the bond guarantee program administered by the Texas Education Agency. This guarantee shall be removed in its entirety upon defeasance of such bonds.

Reference is hereby made to the continuing disclosure agreement of the Texas Education Agency, set forth in Section I of the Agency's Investment Procedure Manual and the Agency's commitment letter for the guarantee. Such disclosure agreement has been made with respect to the bond guarantee program, in accordance with Rule 15c2c-12 of the United States Securities and Exchange Commission, for the benefit of the holders and beneficial owners of the bonds.

In witness thereof I have caused my signature to be placed in facsimile on this bond.

Mike Morath
Commissioner of Education

(g) The Initial Bond shall be in the form set forth in paragraphs (a), (b), (c), (e) and (f) of this Section, except for the following alterations: START HERE

- (i) immediately under the name of the Current Interest Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As Shown Below" and the word "CUSIP" deleted; immediately under the name of the Capital Appreciation Bond, the heading "MATURITY DATE" shall be completed with the words "As Shown Below" and the word "CUSIP" deleted;
- (ii) in the first paragraph of the Current Interest Bond, the words "on the maturity date specified above" and "at the rate shown above" shall be deleted and the following shall be inserted at the end of the first sentence "..., with such principal to be paid in installments on the dates, in each of the years and in the principal amounts identified in the following schedule and with such installments bearing interest at the per annum rates set forth in the following schedule:"

³⁴ As designated in the Officer's Pricing Certificate.

³⁵ Insert from Officer's Pricing Certificate.

³⁶ Insert from Officer's Pricing Certificate.

[Information to be inserted from schedule in the Officer's Pricing Certificate]

- (iii) in the first paragraph of the Capital Appreciation Bond, the words "on the maturity date specified above" shall be deleted, and the words "the Maturity Amount identified above" shall be replaced with "the Maturity Amounts shown in the schedule below".

[Information to be inserted from schedule in the Officer's Pricing Certificate]

- (iv) the Initial Bonds shall be numbered ICI-1 and ICA-1, respectively.

18. CUSIP Numbers. CUSIP Numbers may be printed on the Bonds, but errors or omissions in the printing of such numbers shall have no effect on the validity of the Bonds.

19. Debt Service Fund; Tax Levy. A special fund(s) to be designated "Houston Independent School District _____³⁷, Debt Service Fund" (the "Debt Service Fund") is hereby created, and the proceeds from all taxes levied³⁸, assessed and collected for and on account of the Bonds authorized by this Order shall be deposited, as collected, in such Fund. While the Bonds or any part of the principal thereof or interest thereon remain outstanding and unpaid, there is hereby levied and there shall be annually assessed and collected in due time, form and manner, and at the same time as other District taxes are assessed, levied and collected, in each year, a continuing direct annual ad valorem tax, within the limits prescribed by law as to maximum rate or amount, upon all taxable property in the District, sufficient to pay the interest on the Bonds as the same becomes due and to pay each installment of the principal of the Bonds as the same matures, full allowance being made for delinquencies and costs of collection, and said taxes are hereby irrevocably pledged to the payment of the interest on and principal of the Bonds and to no other purpose; provided that the annual aggregate bond taxes in the District shall never be more than \$1.00 on each \$100 valuation of taxable property in the District.

Money on deposit in the Debt Service Fund may, at the option of the District, be invested as permitted under Texas law, provided that all such investments shall be made in such manner that the money will be available at the proper time or times. For purpose of maximizing investment returns, money in the Debt Service Fund may be invested with other money of the District in common investments, or in a common pool of investments, which shall not be deemed to be or constitute a commingling of such money as long as safekeeping receipts or certificates of participation clearly evidencing the investment or investment pool in which such money is invested and the share thereof purchased with such money or owned by the Debt Service Fund are held by or on behalf of the Debt Service Fund.

To pay the debt service coming due on any Bonds issued prior to receipt of the taxes levied to pay such debt service, there is hereby appropriated from current funds on hand, which are hereby certified to be on hand and available for such purpose, an amount sufficient to pay such debt service, and such amount shall be used for no other purpose.

³⁷ As designated in the Officer's Pricing Certificate.

Any money received by the District with respect to the Bonds as state assistance pursuant to the instructional allotment or as state assistance with existing debt, each as authorized by Chapter 46, Texas Education Code, shall be deposited in the Debt Service Fund as required by Sections 46.009 and 46.035, Texas Education Code, respectively. The District will take into account the balance in the Debt Service Fund when it sets its debt service tax rate each year.

20. Application of Chapter 1208, Government Code. Chapter 1208, Government Code, applies to the issuance of the Bonds and the pledge of the taxes granted by the District under Section 19 of this Order, and such pledge is therefore valid, effective and perfected. If Texas law is amended at any time while the Bonds are outstanding and unpaid such that the pledge of the taxes granted by the District under Section 19 of this Order is to be subject to the filing requirements of Chapter 9, Business & Commerce Code, then in order to preserve to the registered owners of the Bonds the perfection of the security interest in said pledge, the District agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

21. Further Proceedings. After the Initial Bonds have been executed, it shall be the duty of the President or Vice President of the Board and other appropriate officials and agents of the District to deliver the Initial Bonds and all pertinent records and proceedings to the Attorney General of the State of Texas, for examination and approval. After the Initial Bonds have been approved by the Attorney General, they shall be delivered to the Comptroller for registration. Upon registration of the Initial Bonds, the Comptroller (or the Comptroller's bond clerk or an assistant bond clerk lawfully designated in writing to act for the Comptroller) shall manually sign the Comptroller's Registration Certificate prescribed herein and the seal of said Comptroller shall be impressed, or placed in facsimile, thereon.

22. Federal Income Tax Exclusion. For any Bonds for which the District intends that the interest on the Bonds shall be excludable from gross income of the owners thereof for federal income tax purposes pursuant to Sections 103 and 141 through 150 of the Internal Revenue Code of 1986, as amended (the "Code"), and all applicable temporary, proposed and final regulations (the "Regulations") and procedures promulgated thereunder and applicable to the Bonds: For this purpose, the District covenants that it will monitor and control the receipt, investment, expenditure and use of all gross proceeds of the Bonds (including all property the acquisition, construction or improvement of which is to be financed directly or indirectly with the proceeds of the Bonds) and take or omit to take such other and further actions as may be required by Sections 103 and 141 through 150 of the Code and the Regulations to cause interest on the Bonds to be and remain excludable from the gross income, as defined in Section 61 of the Code, of the owners of the Bonds for federal income tax purposes. Without limiting the generality of the foregoing, the District shall comply with each of the following covenants:

(a) The District will use all of the proceeds of the Bonds to (i) provide funds for the purposes described in Section 3 hereof, which will be owned and operated by the District and (ii) to pay the costs of issuing the Bonds. The District will not use any portion of the proceeds of the Bonds to pay the principal of or interest or redemption premium on, any other obligation of the District or a related person.

(b) The District will not directly or indirectly take any action, or omit to take any action, which action or omission would cause the Bonds to constitute “private activity bonds” within the meaning of Section 141(a) of the Code.

(c) Principal of and interest on the Bonds will be paid solely from ad valorem taxes collected by the District, investment earnings on such collections, and as available, proceeds of the Bonds.

(d) Based upon all facts and estimates now known or reasonably expected to be in existence on the date the Bonds are delivered, the District reasonably expects that the proceeds of the Bonds will not be used in a manner that would cause the Bonds or any portion thereof to be an “arbitrage bond” within the meaning of Section 148 of the Code.

(e) At all times while the Bonds are outstanding, the District will identify and properly account for all amounts constituting gross proceeds of the Bonds in accordance with the Regulations. The District will monitor the yield on the investments of the proceeds of the Bonds and, to the extent required by the Code and the Regulations, will restrict the yield on such investments to a yield which is not materially higher than the yield on the Bonds. To the extent necessary to prevent the Bonds from constituting “arbitrage bonds,” the District will make such payments as are necessary to cause the yield on all yield restricted nonpurpose investments allocable to the Bonds to be less than the yield that is materially higher than the yield on the Bonds.

(f) The District will not take any action or knowingly omit to take any action that, if taken or omitted, would cause the Bonds to be treated as “federally guaranteed” obligations for purposes of Section 149(b) of the Code.

(g) The District represents that not more than fifty percent (50%) of the proceeds of the Bonds will be invested in nonpurpose investments (as defined in Section 148(f)(6)(A) of the Code) having a substantially guaranteed yield for four years or more within the meaning of Section 149(g)(3)(A)(ii) of the Code, and the District reasonably expects that at least eighty-five percent (85%) of the spendable proceeds of the Bonds will be used to carry out the governmental purpose of the Bonds within the three-year period beginning on the date of issue of the Bonds.

(h) The District will take all necessary steps to comply with the requirement that certain amounts earned by the District on the investment of the gross proceeds of the Bonds, if any, be rebated to the federal government. Specifically, the District will (i) maintain records regarding the receipt, investment, and expenditure of the gross proceeds of the Bonds as may be required to calculate such excess arbitrage profits separately from records of amounts on deposit in the funds and accounts of the District allocable to other obligations of the District or moneys which do not represent gross proceeds of any obligations of the District and retain such records for at least six years after the day on which the last outstanding Bond is discharged, (ii) account for all gross proceeds under a reasonable, consistently applied method of accounting, not employed as an artifice or device to avoid in whole or in part, the requirements of Section 148 of the Code, including any specified method of accounting required by applicable Regulations to be used for all or a portion of any gross proceeds, (iii) calculate, at such times as are required by applicable

Regulations,' the amount of excess arbitrage profits, if any, earned from the investment of the gross proceeds of the Bonds and (iv) timely pay, as required by applicable Regulations, all amounts required to be rebated to the federal government. In addition, the District will exercise reasonable diligence to assure that no errors are made in the calculations required by the preceding sentence and, if such an error is made, to discover and promptly correct such error within a reasonable amount of time thereafter, including payment to the federal government of any delinquent amounts owed to it, interest thereon and any penalty.

(i) The District will not directly or indirectly pay any amount otherwise payable to the federal government pursuant to the foregoing requirements to any person other than the federal government by entering into any investment arrangement with respect to the gross proceeds of the Bonds that might result in a reduction in the amount required to be paid to the federal government because such arrangement results in a smaller profit or a larger loss than would have resulted if such arrangement had been at arm's length and had the yield on the Bonds not been relevant to either party.

(j) The District will timely file or cause to be filed with the Secretary of the Treasury of the United States the information required by Section 149(e) of the Code with respect to the Bonds on such form and in such place as the Secretary may prescribe.

(k) The District will not issue or use the Bonds as part of an "abusive arbitrage device" (as defined in Section 1.148-10(a) of the Regulations). Without limiting the foregoing, the Bonds are not and will not be a part of a transaction or series of transactions that attempts to circumvent the provisions of Section 148 of the Code and the Regulations, by (i) enabling the District to exploit the difference between tax-exempt and taxable interest rates to gain a material financial advantage, or (ii) increasing the burden on the market for tax-exempt obligations.

(l) Proper officers of the District charged with the responsibility for issuing the Bonds are hereby directed to make, execute and deliver certifications as to facts, estimates or circumstance& in existence as of the date of issuance of the Bonds and stating whether there are facts, estimates or circumstances that would materially change the District's expectations. On or after the date of issuance of the Bonds, the District will take such actions as are necessary and appropriate to assure the continuous accuracy of the representations contained in such certificates.

(m) The covenants and representations made or required by this Section are for the benefit of the Bond holders and any subsequent Bond holder, and may be relied upon by the Bond holders and any subsequent Bond holder and bond counsel to the District.

In complying with the foregoing covenants, the District may rely upon an unqualified opinion issued to the District by nationally recognized bond counsel that any action by the District or reliance upon any interpretation of the Code or Regulations contained in such opinion' will not cause interest on the Bonds to be includable in gross income for federal income tax purposes under existing law.

Notwithstanding any other provision of this Order, the District's representations and obligations under the covenants and provisions of this Section shall survive the defeasance and

discharge of the Bonds for as long as such matters are relevant to the exclusion of interest on the Bonds from the gross income of the owners for federal income tax purposes.

23. Escrow Agreement/Deposit with Paying Agent for Refunded Bonds. The discharge and defeasance of the Refunded Bonds may be effectuated pursuant to the terms and provisions of one or more Escrow Agreements or other deposit agreement to be entered into by and between the District and the Escrow Agent or pursuant to a deposit of funds with the paying agent for the Refunded Bonds. The terms and provisions of an Escrow Agreement or other deposit agreement, if needed, are hereby approved, subject to such insertions, additions and modifications as shall be necessary to carry out the terms of this Order and the Pricing Certificate. The mathematical accuracy of the terms of the refunding shall be certified to by a verification agent selected by the District or by a certificate of sufficiency of deposit executed by the District's financial advisor or the paying agent for the Refunded Bonds. The President, Vice President or Pricing Officer are each hereby authorized to execute and deliver such Escrow Agreement or other such deposit agreement on behalf of the District in multiple counterparts.

24. Purchase of Escrowed Securities. If the Escrow Agreement is utilized, to assure the purchase of the Escrowed Securities referred to in the Escrow Agreement, if required, a Pricing Officer is hereby authorized to subscribe for, agree to purchase and purchase obligations which are authorized investments for escrow accounts pursuant to Section 1207.062, Texas Government Code, in such amounts and maturities and bearing interest at such rates as may be provided for in the Report to be attached to the Escrow Agreement, and to execute any and all subscriptions, agreements, commitments, letters of authorization and other documents necessary to effectuate the foregoing. Any actions heretofore taken for such purpose are hereby ratified and approved.

25. Redemption Prior to Maturity of Refunded Bonds. The District has exercised its option to call the bonds of the District for redemption prior to maturity on the dates and at the prices shown on Exhibit A attached to an Officer's Pricing Certificate, and authorized and directed notice of such redemption to be given in accordance with the orders authorizing the issuance of such bonds.

26. Permanent School Fund Guarantee. The Bonds may be guaranteed by the Permanent School Fund. The District may apply for and receive approval from the Texas Commissioner of Education (the "Commissioner"), subject to compliance with the Commissioners rules and regulations, for payment of the principal of and interest on the Bonds to be guaranteed by the Permanent School Fund of the State of Texas. If the Bonds are defeased, the guarantee of the Bonds will be removed in its entirety and, in case of default and in accordance with Texas Education Code § 45.061, the Comptroller of Public Accounts will withhold the amount paid, plus interest, from the first state money payable to the District in the following order: foundation school fund, available school fund. In connection with the guarantee of the Bonds by the Permanent School Fund, the District, hereby certifies and covenants that

(a) a certified copy of this Order and copies of the Final Official Statement (and final savings schedule for refunded bonds) shall be furnished to the Division of State Funding, School Facilities and Transportation, within ten (10) calendar days;

(b) following any determination by the District that it is or will be unable to pay maturing or matured principal or interest on the bonds, the District will take all action required by Subchapter C of Chapter 45 of the Texas Education Code, as amended, including, but not limited to, the giving of timely notice of such determination to the Commissioner; and

(c) the District will notify the Division of State Funding in writing within ten (10) calendar days of the defeasance of any guaranteed Bonds.

27. Continuing Disclosure Undertaking. (a) Annual Reports. The District will provide certain updated financial information and operating data to the MSRB annually in an electronic format as prescribed by the MSRB and available via the Electronic Municipal Market Access (“EMMA”) system at www.emma.msrb.org. The information to be updated includes all quantitative financial information and operating data with respect to the District of the general type included in the Official Statement authorized by Section 28, as determined by the Pricing Officer and identified in the Officer’s Pricing Certificate. The District will update and provide this information within six months after the end of each fiscal year. Any financial statements so to be provided shall be (1) prepared in accordance with the accounting principles prescribed by the Texas State Board of Education or such other accounting principles as the District may be required to employ from time to time pursuant to State law or regulation and (2) audited, if the District commissions an audit of such statements and the audit is completed within the period during which they must be provided. If audited financial statements are not so provided, then the District shall provide unaudited financial statements for the applicable fiscal year by the required time, and audited financial statements when audited financial statements become available.

If the District changes its fiscal year, it will submit a notice of such change to the MSRB, and the date of the new fiscal year end prior to the next date by which the District otherwise would be required to provide financial information and operating data pursuant to this Section.

The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document, if it is available from the MSRB).

(b) The District shall notify the MSRB in an electronic format prescribed by the MSRB, in a timely manner (not in excess often (10) days after the occurrence of the event), of any of the following events with respect to the Bonds:

- (i) Principal and interest payment delinquencies;
- (ii) Non-payment related defaults, if material;
- (iii) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (iv) Unscheduled draws on credit enhancements reflecting financial difficulties;

- (v) Substitution of credit or liquidity providers or their failure to perform;
- (vi) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (vii) Modifications to rights of holders of the Bonds, if material;
- (viii) Bond calls, if material, and tender offers;
- (ix) Defeasances;
- (x) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (xi) Rating changes;
- (xii) Bankruptcy, insolvency, receivership or similar event of the District;
- (xiii) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
- (xiv) Appointment of a successor or additional trustee or the change of name of a trustee, if material;
- (xv) Incurrence of a financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (xvi) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

For these purposes, (a) any event described in the immediately preceding paragraph (xii) is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers of the District in possession but subject to the supervision and orders of a court or governmental

authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District and (b) the District intends the words used in the immediately preceding paragraphs (xv) and (xvi) and the definition of Financial Obligation in this Section to have the same meanings as when they are used in the Rule, as evidenced by SEC Release No. 34-83885, dated August 20, 2018.

The District shall notify the MSRB, in a timely manner, of any failure by the District to provide financial information or operating data in accordance with Section 28(a) of this Order by the time required by such Section.

The Pricing Officer is authorized and directed to establish and implement written procedures to ensure compliance with the reporting requirements imposed by this Section. Such procedures may be modified and amended by the Pricing Officer from time to time to the extent the modification or amendment of such procedures are deemed necessary, useful or appropriate.

(c) Limitations, Disclaimers, and Amendments. The District shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the District remains an “obligated person” with respect to the Bonds within the meaning of the Rule, except that the District in any event will give notice of any deposit made in accordance with Texas law that causes Bonds no longer to be outstanding.

The provisions of this Section are for the sole benefit of the holders and the beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The District undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation. of the District’s financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The District does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

UNDER NO CIRCUMSTANCES SHALL THE DISTRICT BE LIABLE TO THE HOLDER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE DISTRICT, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE UNLIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.

No default by the District in observing or performing its obligations under this Section shall comprise a breach of or default under this Order for purposes of any other provision of this Order.

Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the District under federal and state securities laws.

The provisions of this Section may be amended by the District from time to time to adapt to changed circumstances that arise from a change-in legal requirements, a change in law, or a change in the identity, nature, or status or type of principal payment of the District, if (1) the agreement, as so amended, would have permitted an underwriter to purchase or sell Bonds in the initial primary offering in compliance with the Rule, taking into account any amendments or interpretations of the Rule to the date of such amendment, as well as such changed circumstances, and (2) either (a) the holders of a majority in aggregate amount of the outstanding Bonds consent to such amendment or (b) a person unaffiliated with the District (such as nationally recognized bond counsel) determines that the amendment will not materially impair the interests of the holders and beneficial owners of the Bonds. The District may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds. If any such amendment is made, the District will include in its next annual update an explanation in narrative form of the reasons for the change and its impact on the type of operating data or financial information being provided.

28. Official Statement. The District hereby approves the form and content and distribution of the Preliminary Official Statement prepared in the initial offering and sale of the Bonds and hereby authorizes the preparation of a final Official Statement reflecting the terms of the Purchase Agreement and other relevant information. The use of such final Official Statement by the Underwriters is hereby approved and authorized and the proper officials of the District are authorized to sign such Official Statement.

29. Power to Revise Form of Documents. Notwithstanding any other provision of this Order, the President or Vice President of the Board or the Pricing Officer is hereby authorized to make or approve such revisions, additions, deletions, and variations to this Order and in the form of the documents attached hereto as exhibits as, in the judgment of the President or Vice President or the Pricing Officer, and in the opinion of Bond Counsel to the District, may be necessary or convenient to carry out or assist in carrying out the purposes of this Order, the Preliminary Official Statement, the final Official Statement, or as may be required for approval of the Bonds by the Attorney General of Texas; provided, however, that any changes to such documents resulting in substantive amendments to the terms and conditions of the Bonds or such documents shall be subject to the prior approval of the Board.

30. Amendments. Except as otherwise provided in Appendix A, the District may amend this Order without the consent of or notice to any Owner in any manner not detrimental to the interests of the Owners, including the curing of any ambiguity, inconsistency, or formal defect or omission therein. In addition, the District may with the written consent of the holders of a majority of the aggregate principal amount or, in the case of Capital Appreciation Bonds, Maturity Amount, of the Bonds then outstanding affected thereby, amend, add to, or rescind any of the provisions of the Order; except that, without the consent of the Owners of the Bonds affected, no such amendment, addition or rescission may (i) make any change in the maturity of any of the

outstanding Bonds; (ii) reduce the rate of interest borne by any of the outstanding Bonds; (iii) reduce the amount of the principal of or Maturity Value of, or redemption premium, if any, payable on any outstanding Bonds; (iv) modify the terms of payment of principal or Maturity Value or, of interest or redemption premium on outstanding Bonds or any of them or impose any condition with respect to such payment; or (v) change the minimum percentage of the principal amount or, in the case of the Capital Appreciation Bonds, the Maturity Amount, of the Bonds necessary for consent to such amendment.

31. Related Matters. To satisfy in a timely manner all of the District's obligations under this Order and the Purchase Agreement, the President or Vice President, the Secretary or the Assistant Secretary, and all other appropriate officers and agents of the District are hereby authorized and directed to take all other actions that are reasonably necessary to provide for the issuance of the Bonds and the refunding of the Refunded Bonds including, without limitation, executing and delivering on behalf of the District all agreements, certificates, consents, receipts, requests, and other documents as may be reasonably necessary to satisfy the District's obligations under the Purchase Agreement and this Order and to direct the application of funds of the District consistent with the provisions of this Order.

32. Registrar. The form of agreement setting forth the duties of the Registrar is hereby approved, and the appropriate officials of the District are hereby authorized to execute such agreement for and on behalf of the District.

33. No Personal Liability. No recourse shall be had for payment of the principal of or interest on any Bonds or for any claim based thereon; or on this Order, against any official or employee of the District or any person executing any Bonds.

34. Open Meeting. It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and that public notice of the time, place and purpose of said meeting was given, all as required by the Texas Open Meetings Act.

PASSED AND APPROVED this 13th day of November, 2025.

President, School Board
Houston Independent School District

Secretary, School Board
Houston Independent School District

Exhibit A

Houston Independent School District

Refunding Candidates

Limited Tax Schoolhouse and Refunding Bonds, Series 2016A

Limited Tax Schoolhouse and Refunding Bonds, Series 2017

APPENDIX A

This Appendix A applies to Bonds issued as Initial Term Rate Bonds, Term Rate Bonds or Fixed Rate Bonds after the Fixed Rate Conversion Date. To the extent the provisions of such Bonds are not expressly addressed in this Appendix A, the provisions of the body of the Order shall govern.

ARTICLE I. DEFINITIONS

Section 1.01 Definitions. Capitalized terms used in this Appendix A shall have the meanings provided for them in this Section 1.01 and capitalized terms not defined in this Appendix A, shall have the meaning set forth in the body of the Order.

“Authorized Denominations” shall mean, unless otherwise set forth in the Officer’s Pricing Certificate, with respect to Bonds bearing interest at a Term Rate (including the Initial Term Rate) \$100,000 and any integral multiple of \$5,000 in excess thereof (provided, however, at the District’s sole discretion, Bonds bearing interest at a Term Rate (including the Initial Term Rate) may be issued in denominations of \$5,000 or any integral multiple thereof); and with respect to Bonds bearing interest at a Fixed Rate, \$5,000 and integral multiples thereof.

“Board” shall mean the School Board of the District.

“Conversion Date” shall mean: (a) with respect to the Fixed Rate Period, the Fixed Rate Conversion Date; and (b) with respect to a Term Rate Period, the Term Rate Conversion Date.

“Fixed Rate” shall mean the per annum rate or rates of interest the Bonds shall bear during the Fixed Rate Period after the Fixed Rate Conversion Date.

“Fixed Rate Conversion Date” shall mean the date on which the Bonds begin to bear interest at the Fixed Rate.

“Fixed Rate Period” shall mean the period beginning on the Fixed Rate Conversion Date and ending at the stated maturity or maturities of the Bonds, during which the Bonds bear interest at one or more Fixed Rates.

“Initial Term Rate” shall mean the initial interest rate or rates the Bonds (which may include separate rates for separate maturities of the Bonds or subseries of the Bonds) shall bear for the Initial Term Rate Period(s). The Initial Term Rate(s) shall be set forth in the Officer’s Pricing Certificate.

“Initial Term Rate Bonds” means the first issuance of Bonds issued pursuant to this Appendix A.

“Initial Term Rate Period” shall mean the period (or periods) commencing on the issuance date and ending the date (or dates) set forth in the Officer’s Pricing Certificate.

“Interest Payment Date” shall mean, unless otherwise provided in the Officer’s Pricing Certificate (a) with respect to Bonds bearing interest at the Initial Term Rate or the Term Rate, each February 15 and August 15, beginning on the first such date occurring after the Term Rate Conversion Date; (b) with respect to Bonds bearing interest at the Fixed Rate, each February 15 and August 15, beginning on the first such date occurring after the Fixed Rate Conversion Date unless the District provides for different payment dates at the time of conversion of the Bonds to a Fixed Rate; (c) each mandatory tender date; (d) each Conversion Date, in the even such date is not an Interest Payment Date; and (e) the maturity date for the Bonds or scheduled mandatory sinking fund redemption dates for the Bonds subject to mandatory sinking fund redemption.

“Interest Period” unless otherwise set forth in the Officer’s Pricing Certificate, shall mean (i) during the Initial Term Rate Period, the period from and including the Issuance Date to the date set forth in the Officer’s Pricing Certificate, and (ii) upon the expiration of the Initial Term Rate Period, the period from and including any Interest Payment Date to and including the day immediately preceding the next following Interest Payment Date.

“Maximum Rate” means the lesser of (a) Maximum Rate set forth in the Officers Pricing Certificate, (b) 15% per annum or (c) the maximum net effective interest rate permitted by law to be paid thereon as provided by Section 1204.006, Texas Government Code, as amended, or any successor statute.

“Opinion of Bond Counsel” shall mean an opinion of nationally recognized bond counsel, unless otherwise specified herein, that the action proposed to be taken is authorized or permitted by this Order and State law and does not adversely affect the excludability of interest on the Bonds from gross income for federal income tax purposes.

“Outstanding” shall mean when used to modify Bonds, Bonds issued, authenticated and delivered under this Order, excluding (i) Bonds which have been exchanged or replaced or otherwise surrendered for cancellation, (ii) Bonds which have been paid, (iii) Bonds which have become due and for the payment of which money has been duly provided, (iv) Bonds deemed tendered for purchase and not delivered to the Tender Agent on the applicable purchase date, provided sufficient funds for payment of the Purchase Price are on deposit with the Tender Agent, and (v) Bonds with respect to which this Order has been discharged pursuant to the terms of this Order.

“Payment Fund” shall mean the fund described in Section 4.01(b)(ii) hereof.

“Purchase Price” shall mean, unless otherwise set forth in the Officers Pricing Certificate, with respect to each Bond (or any portion thereof) tendered for purchase pursuant to Article IV hereof, the par amount thereof, plus accrued but unpaid interest thereon to the date of purchase.

“Rate Determination Date” shall mean the date when the Remarketing Agent determines the rate of interest to be borne by the Bonds pursuant to Section 3.02(b) and (c), as applicable.

“Rate Period” shall mean the period during which a particular rate of interest determined for the Bonds is to remain in effect pursuant to Article III.

“Remarketing Agent” shall mean the entity designated in the Remarketing Agreement pertaining to the Bonds, and any successors thereto.

“Remarketing Agreement” shall mean the Remarketing Agreement between the District and the Remarketing Agent pertaining to the Bonds.

“Stepped Rate” shall mean the rate set forth in the Officer’s Pricing Certificate.

“Stepped Rate Period” shall mean the period of time commencing on the Mandatory Tender Date described in Sections 4.03(g) and 4.05 and continuing through a subsequent remarketing or redemption of the Bonds.

“Tender Agent” shall have the meaning set forth in the Officer’s Pricing Certificate. “Tender Agent Agreement” shall mean the Tender Agent Agreement between the District and the Tender Agent pertaining to the Bonds, or any similar agreement entered into from time to time with any successor Tender Agent.

“Term Rate” unless otherwise set forth in the Officer’s Pricing Certificate, shall mean the interest rate to be determined for the Bonds in a Term Rate Period.

“Term Rate Conversion Date” unless otherwise set forth in the Officer’s Pricing Certificate shall mean the day the Bonds first bear interest at a Term Rate.

“Term Rate Period” shall mean each period during which the Bonds bear interest at a Term Rate.

“Undelivered Bonds” shall mean Bonds which are required to be delivered to the Tender Agent pursuant to the terms of this Order and which are not in fact delivered.

ARTICLE II. MISCELLANEOUS

Section 2.01 Term Rate Held in Book Entry System. This Section 2.01 shall apply with respect to tenders and purchases of Term Rate Bonds held in the Book Entry System. The Remarketing Agent will transfer proceeds from the remarketing of tendered Term Rate Bonds directly to DTC to be distributed in accordance with DTC’s normal procedures. Evidence of beneficial ownership in Term Rate Bonds purchased with such remarketing proceeds shall be provided to the purchasers thereof according to DTC’s normal procedures.

ARTICLE III. INTEREST RATES ON BONDS

Section 3.01 Initial Interest Rates; Subsequent Interest Rates. The Bonds shall bear interest at the Initial Term Rate(s) for the Initial Term Rate Period(s) as set forth in the Officer’s Pricing Certificate. At the end of the Initial Term Rate Period(s), the Bonds shall be subject to mandatory tender on the date(s) set forth in the Officer’s Pricing Certificate, without right of retention by the Owner; provided, however, that a failure of the Remarketing Agent to remarket any of the Bonds at the end of the Initial Term Rate Period(s), as further described in Section 4.05,

shall result in the holders of all the Bonds retaining such Bonds until the same are remarketed or redeemed pursuant to the applicable provisions of this Order. After the Initial Term Rate Period, the Bonds shall be converted to bear interest in a different Rate Period (as provided in an Officer's Pricing Certificate) as determined in accordance with the provisions of this Order, until the Bonds mature or are converted to a different Rate Period, as applicable, all as provided herein. Notwithstanding the foregoing, if the Remarketing Agent fails to remarket the Bonds, resulting in the holders thereof retaining such Bonds subsequent to the end of the Initial Term Rate Period(s), the Bonds shall bear interest at the Stepped Rate for the duration of the Stepped Rate Period. No opinion of counsel is required prior to conversion from the Initial Term Rate Period(s) to a Rate Period of one year or more.

Section 3.02 Term Rates; Conversions to Term Rate Periods.

(a) Determination by Remarketing Agent. Subject to the further provisions of this Article III the Term Rate to be applicable to Bonds during any Term Rate Period shall be determined by the Remarketing Agent. The Remarketing Agent shall determine the Term Rate in accordance with this section on the Rate Determination Date, and all Bonds, unless otherwise set forth in the Officer's Pricing Certificate (other than Bonds bearing interest at the Stepped Rate) shall be issued in the same Term Rate mode. The Term Rate so determined shall become effective on the first day of the next succeeding Rate Period.

(i) In each case, the Term Rate for the Term Rate Period in question shall be determined by the Remarketing Agent on the Rate Determination Date required pursuant to Section 3.02(b) or (c) below, as is applicable.

(ii) Each Term Rate determined by the Remarketing Agent shall be the lowest rate of interest which, in the judgment of the Remarketing Agent, would cause the Bonds to have a market value not less than the principal amount thereof, plus accrued interest, under prevailing market conditions as of the Rate Determination Date, provided, however, the Term Rate will not cause such Bonds to exceed the Purchase Price; provided that: (A) if the Remarketing Agent fails for any reason to determine or notify the Pricing Officer, the Tender Agent or the Paying Agent/Registrar of the Term Rate for any Term Rate Period when required hereunder, the Term Rate for such period shall be deemed to be determined as the Term Rate then in effect; and (B) in no event shall the Term Rate for any Term Rate Period exceed the Maximum Rate.

(iii) All determinations of Term Rates pursuant to this Section shall be conclusive and binding, absent manifest error, upon the District, the Tender Agent, the Paying Agent/Registrar, and the Owners of the Bonds to which such rates are applicable. The District, the Tender Agent, the Paying Agent/Registrar and the Remarketing Agent shall not be liable to any Owners for failure to give any notice required above or for failure of any Owners to receive such notice.

(b) Term Rates. A Term Rate shall be determined for each Term Rate Period as follows:

(i) Term Rate Periods shall (A) commence initially on the Term Rate Conversion Date and (B) end on the last day preceding either the commencement date of the

following Term Rate Period or the Conversion Date on which a different Rate Period shall become effective.

(ii) The Term Rate for each Term Rate Period shall be effective from and including the commencement date of such Period and remain in effect through and including the last day thereof. Each such Term Rate shall be determined for each Term Rate Period not later than 12:00 p.m., New York City time on the Rate Determination Date, which date shall be the day immediately preceding the commencement date of such Term Rate Period, and each such Term Rate shall be made available to the Paying Agent/Registrar and the Tender Agent by the Remarketing Agent by the close of business on its Rate Determination Date.

(iii) Notice of each Term Rate shall be given by the Paying Agent/Registrar to each Owner promptly after such Term Rate is determined.

(iv) At the expiration of then-applicable Term Rate Period, there occurs a failed remarketing of the type described in Section 4.03(g) hereto, such Bonds shall bear interest at the Stepped Rate for the duration of the Stepped Rate Period.

(c) Conversions between Term Rate Periods. At the option of the District, the Bonds may be converted from one Term Rate Period to another. To accomplish the proposed conversion, the District shall give written notice of the proposed conversion together with a copy of the Opinion of Bond Counsel, if required, to the Remarketing Agent not less than one day prior to the date that notice is required to be given pursuant to Section 3.02(c)(ii). The conversion shall be accomplished as follows:

(i) Unless otherwise provided in the Officer's Pricing Certificate, the Conversion Date of a conversion to a different Term Rate Period shall be an Interest Payment Date on which interest is payable for the Term Rate Period from which the conversion is to be made; provided, however, that if the conversion is from a Term Rate Period to a different Term Rate Period, the Conversion Date shall be limited to an Interest Payment Date on which a new Term Rate Period would otherwise have commenced pursuant to Section 3.02(c) above. Conversions from a Stepped Rate Period may occur on any date during the Stepped Rate Period.

(ii) The District shall give written notice of any such conversion to the Paying Agent/Registrar and the Tender Agent (if any) not less than forty-five (45) days prior to the proposed Conversion Date. Such notice shall specify the proposed Conversion Date and the Term Rate Period to which the conversion will be made.

(iii) Not less than thirty (30) days prior to the Conversion Date, the Paying Agent/Registrar shall provide a written notice of the conversion to the Owners. Such notice shall:

(A) contain the information set forth in the notice from the District pursuant to Section 3.02(c)(ii) above;

(B) set forth the dates by which the Remarketing Agent will determine and the Paying Agent/Registrar will notify the Owners of the Term Rate for the Term Rate Period commencing on the Conversion Date pursuant to Section 3.02(c)(iv) below; and

(C) set forth the matters required to be stated pursuant to Section 4.03 with respect to purchases of such Bonds governed by such Section.

(iv) The Term Rate for the Term Rate Period commencing on the Conversion Date shall be determined by the Remarketing Agent in the manner provided in Section 3.02(a) above on the date set forth in Section 3.02(b) or (c), whichever is applicable to the Term Rate Period to which the conversion shall be made.

(v) Any conversion pursuant to this Section 3.02 - (a) from a Term Rate Period of one year in duration to a Term Rate Period of longer than one year in duration or vice versa; or (b) to a Fixed Rate shall be subject to the condition that on or before five (5) days prior to the date the Paying Agent/Registrar is required to give notice of the date of such conversion, the District shall have delivered to the Paying Agent/Registrar and the Remarketing Agent an Opinion of Bond Counsel. If such Opinion of Bond Counsel is not delivered, the conversion shall not occur and the Bonds shall not be converted but shall remain in the same Rate Period; provided, however, that such Bonds shall be subject to mandatory tender as provided herein. For the avoidance of doubt, no opinion of Bond Counsel is required when converting from the Initial Term Rate Period to a Rate Period of one year or more in duration (unless otherwise provided in the Officer's Pricing Certificate).

(d) On any Conversion Date, in accordance with all applicable law, the District reserves the right to divide the Bonds into two or more subseries or to further divide the Bonds currently in a subseries.

Section 3.03 Reserved.

Section 3.04 Fixed Rate Conversion at Option of the District. At the option of the District, and pursuant to an order of the Board, Bonds bearing interest at a Term Rate (including the Initial Term Rate) may be converted in whole or in part to a Fixed Rate to their maturity or prior redemption. In the event of a partial conversion pursuant to this Section, the Paying Agent/Registrar shall select by lot or other customary random method the Bonds to be converted to a Fixed Rate in order to effectuate a pro rata allocation of the mandatory redemption schedule as set forth in the Officer's Pricing Certificate between the Bonds to be converted to a Fixed Rate and the Bonds remaining in a Term Rate. Any such conversion shall be made as follows:

(a) The Fixed Rate Conversion Date shall be an Interest Payment Date on which a new Term Rate Period would otherwise have commenced pursuant to Section 3.02(c) hereof; provided, further that Bonds bearing interest at a Stepped Rate may be converted to a Fixed Rate or Rates on any Business Day. The Fixed Rate Conversion Date for a conversion from the Initial Term Rate Period shall be on the schedule date of the mandatory tender at the end of the Initial Term Rate Period as further described in Section 3.01 of this Order.

(b) (i) The District shall give written notice of any such conversion to the Remarketing Agent, the Paying Agent/Registrar and the Tender Agent, if any, not less than forty-five (45) days prior to the proposed Conversion Date. Such notice shall specify the Fixed Rate Conversion Date and the principal amount of Bonds to be converted.

(ii) Not less than thirty (30) days prior to the Fixed Rate Conversion Date, the Paying Agent/Registrar shall give written notice of the conversion to the Owner of all Bonds to be converted, specifying the Conversion Date and setting forth the matters required to be stated pursuant to Section 3.04(c).

(c) Notice of conversion shall be given by the Paying Agent/Registrar to Moody's, S&P, and Fitch (if rating the Bonds) and the Owners of all Bonds to be converted. Such notice shall inform the Owners of:

(i) the proposed Fixed Rate Conversion Date;

(ii) the dates by which the Remarketing Agent will determine and the Paying Agent/Registrar will notify the Owners of the Fixed Rate pursuant to Section 3.04(d) below;

(iii) the conditions to the conversion pursuant to Section 3.04(e) below;
and

(iv) the matters required to be stated pursuant to Section 4.04 with respect to purchases of Bonds governed by such Section.

(d) Not later than 12:00 p.m., New York City time, on the seventh (7th) Business Day prior to the Fixed Rate Conversion Date the Remarketing Agent shall, in consultation with and subject to the approval of the District, determine the Fixed Rate or Rates for the Bonds which will cause the Bonds to have a market value equal to the principal amount thereof (with the redemption dates and prices determined pursuant to Section 5.02(c) hereof), and make the Fixed Rate or Rates available to the Paying Agent/Registrar; provided, however, in no event shall the Bonds converted to Fixed Rate bear interest at a rate exceeding the Maximum Rate. Such determination shall be conclusive and binding upon the District, the Paying Agent/Registrar and the Owners of the Bond to which such Rate will be applicable. Promptly after the date of determination, the Paying Agent/Registrar shall give notice of such Fixed Rate or Rates to the Tender Agent, and the Owners (as of the Fixed Rate Conversion Date).

(e) Any conversion to a Fixed Rate pursuant to this Section 3.04 shall be subject to the following conditions:

(i) on or before the Fixed Rate Conversion Date, the District shall have delivered to the Paying Agent/Registrar and the Remarketing Agent an Opinion of Bond Counsel;
and

(ii) as of the Fixed Rate Conversion Date, sufficient funds shall be available to purchase Bonds which are then required to be purchased pursuant to Section 4.04.

If the foregoing conditions are not met for any reason, the conversion shall not be effective, the Bonds shall continue to bear interest at the last effective Term Rate or Stepped Rate, as applicable and the provisions of Section 4.03(g) to the extent applicable and not contradictory shall apply.

(f) At its option, the District also may determine the serial or term maturities, redemption provisions and other terms which shall be applicable to the pricing of the Bonds on and after the Fixed Rate Conversion Date. Such option may be exercisable only on a Fixed Rate Conversion Date. Serial maturities shall be determined by the Board at the time of the conversion to a Fixed Rate. Following the Fixed Rate Conversion Date, the Bonds shall be subject to optional redemption in whole or in part on such dates as shall be determined at the time of the conversion. If the District so elects, the serial maturities or mandatory redemption provisions for the Bonds converted to a Fixed Rate shall be determined in the basis of providing similar relative principal and interest payments on such Bonds, including the principal payment schedule set forth in Section 5.03 (after giving pro rata effect for any prior sinking fund redemptions of the Bonds, if any, not then converted to a Fixed Rate). Also, if the District exercises its option to change the redemption provisions and the serial maturity dates, then on or before the Fixed Rate Conversion Date on which such option is exercised, the District shall, as a condition to the exercise of such option, deliver to the Paying Agent/Registrar an Opinion of Bond Counsel.

ARTICLE IV. **TENDER AND PURCHASE OF BONDS**

Section 4.01 Procedures for Tendered Bonds.

- (a) No Optional Tender. Bonds are not subject to optional tender.
- (b) Purchase of Tendered Bonds.

(i) Notice. At or before 3:00 p.m., New York City time, on the Business Day immediately preceding the 'date fixed for purchase of tendered Bonds, the Remarketing Agent shall give notice by telephone, telegram, telecopy, time-sharing terminal, telex, facsimile transmission, or other similar communication to the Tender Agent of the principal amount of tendered Bonds which were not remarketed. Not later than 4:00 p.m., New York City time, on the date of receipt of such notice the Tender Agent shall give notice by telephone, telegram, telecopy, facsimile transmission, or other similar communication to a Pricing Officer, and the Paying Agent/Registrar specifying the principal amount of tendered Bonds as to which the Remarketing Agent has not found a purchaser. At or before 3:00 p.m., New York City time, on the Business Day prior to the purchase date, to the extent known to the Remarketing Agent, but in any event, no later than 10:30 a.m., New York City time, on the date fixed for purchase, the Remarketing Agent shall give notice to the Tender Agent by telephone (promptly confirmed in writing) of any change in the names, addresses, and taxpayer identification numbers of the purchaser, the Authorized Denominations of the Bonds to be delivered to each purchaser and, if available, payment instructions for regularly scheduled interest payments.

(ii) Sources of Payment. At or before 10:30 a.m., New York City time, the Remarketing Agent shall cause to be paid to the Tender Agent for deposit in the "Houston Independent School District Remarketing Proceeds Payment Fund" (the "Payment Fund") on the date fixed for purchase of the tendered Bonds, all amounts representing proceeds of the remarketing of such Bonds.

(iii) Payments by the Tender Agent. At or before 2:30 p.m., New York City time, on the date set for purchase of tendered Bonds and upon receipt by the Tender Agent of 100% of the aggregate Purchase Price of the tendered Bonds the Tender Agent shall pay the Purchase Price of such Bonds to the Owners thereof at its designated office or by bank wire transfer. Such payments shall be made in immediately available funds. If sufficient funds are not available for the purchase of all tendered Bonds, no purchase shall be consummated.

(iv) Registration and Delivery of Tendered or Purchased Bonds. Bonds purchased or remarketed by the Remarketing Agent shall be registered by the Tender Agent and delivered to the new registered owner in accordance with the instructions of the Remarketing Agent.

Notwithstanding anything to the contrary in the foregoing paragraph, for so long as the Bonds are held in the Book-Entry System of DTC hereof, any Bond remarketed by the Remarketing Agent shall be delivered to the new beneficial owner thereof by a transfer in the Book-Entry System of DTC of such remarketed Bond to the applicable DTC Participant account for such beneficial owner.

(v) Delivery of Bonds; Effect of Failure to Surrender Bonds. All Bonds to be purchased on any date shall be required to be delivered to the office of the Tender Agent at or before 5:00 p.m., New York City time, on the Business Day next preceding the purchase date (12:00 noon New York City time on the tender date for Bonds held in book entry only system). If the Owner of any Bond (or portion thereof) that is subject to purchase pursuant to this Section fails to deliver such Bond to the Tender Agent for purchase on the purchase date, and if the Tender Agent is in receipt of the Purchase Price therefor, such Bond (or portion thereof) shall nevertheless be deemed purchased on the day fixed for purchase thereof and shall constitute an Undelivered Bond. Ownership of Undelivered Bonds (or portions thereof) shall be transferred to the purchaser thereof as provided in Section 4.01(d)(iv) above. Any Owner of Undelivered Bonds shall have no further right thereunder except the right to receive the Purchase Price thereof upon presentation and surrender of said Bond to the Tender Agent. The Tender Agent shall, as to any Undelivered Bonds, (A) promptly notify the Remarketing Agent of such nondelivery and (B) place a stop transfer against such Undelivered Bonds.

Section 4.02 Reserved.

Section 4.03 Mandatory Tender Upon Term Rate Conversion.

(a) Conversions to Term Rate Periods. Bonds to be converted from any Term Rate Period to a different Term Rate Period on any Conversion Date pursuant to Section 3.02(c), are subject to mandatory tender for purchase on the Conversion Date at the Purchase Price. The Owners of such Bonds shall not have the right to elect to retain such Bonds.

(b) Reserved.

(c) Reserved.

(d) Notice to Owners. Any notice of a Conversion Date given to Owners pursuant to Section 3.02(c)(iii) shall, in addition to the requirements of such Section state that the

Bonds to be converted will be subject to mandatory tender for purchase on the Conversion Date and the time at which Bonds are to be tendered for purchase.

(e) Remarketing. On the date any notice of a Conversion Date is given to Owners pursuant to Section 4.03(a:) above, the Tender Agent shall notify a Pricing Officer and the Remarketing Agent by telephone, telegram, teletype, facsimile transmission or other similar communication, of the principal amount of Bonds to be tendered for purchase on the Conversion Date. The Remarketing Agent shall offer for sale and use its best efforts to find purchasers for such Bonds. The terms of any sale by the Remarketing Agent shall provide for the payment of the Purchase Price of tendered Bonds to the Remarketing Agent in immediately available funds at or before 9:30 a.m., New York City time, on the Conversion Date.

(f) Purchase of Tendered Bonds. The provisions of Section 4.01(b) shall apply to tenders pursuant to this Section 4.03.

(g) Conversions - Stepped Rate. If the conversion of Bonds relates to a conversion from a Term Rate then the Bonds shall be subject to mandatory tender on the Term Rate Conversion Date pursuant to Section 4.03(a). In the event that such Bonds are not converted and remarketed to new purchasers on the scheduled date of mandatory tender, the District shall have no obligation to purchase the Bonds tendered on such date, the failed conversion and remarketing shall not constitute an event of default under this Order or the Bonds, the mandatory tender will be deemed to have been rescinded for that date with respect to all the Bonds and the Bonds (i) will continue to be Outstanding, (ii) will be purchased upon the availability of funds to be received from the subsequent remarketing of such Bonds, (iii) will bear interest at the Stepped Rate during the Stepped Rate Period, (iv) will be subject to redemption and mandatory tender for purchase on any date during the Stepped Rate Period upon which a conversion occurs (which shall occur at the District's discretion upon delivery of at least one day's notice to the holders thereof), and (v) will be deemed to continue in a Term Rate Period for all other purposes of this Order (including the identification of the Interest Payment Dates until the Bonds are remarketed or redeemed), though bearing interest during such time at the Stepped Rate until remarketed or redeemed in accordance with the terms of this Order. In the event of a failed conversion and remarketing as described above, the District will cause the Bonds to be converted and remarketed . on the earliest reasonably practicable date on which they can be sold at par, in such interest rate mode or modes as the District directs, at a rate not exceeding the Maximum Rate. All other provisions of Section 4.03 shall apply to and govern Bonds described in this Subsection (g) to the extent such terms are not in conflict with those included herein.

Section 4.04 Mandatory Tender Upon Fixed Rate Conversion.

(a) Mandatory Tender Upon Conversion. Bonds to be converted to a Fixed Rate pursuant to Section 3.04 shall be subject to mandatory tender for purchase on the Fixed Rate Conversion Date at the Purchase Price. The Owners shall not have the right to elect to retain their Bonds.

(b) Notice to Owners. Any notice of conversion given to Owners pursuant to Section 3.04(c) shall, in addition to the requirements of such Section, state that Owners shall not have the right to waive mandatory tender and that Bonds not delivered to the Tender Agent for

purchase on the date specified in the notice shall be deemed tendered on such date and that after such date Owners will not be entitled to any payment (including interest to accrue subsequent to the required purchase date) other than the Purchase Price for such Undelivered Bonds and such Undelivered Bonds shall no longer be entitled to the benefits of this Order.

(c) Remarketing. The Remarketing Agent shall offer for sale and use its best efforts to find purchasers for the Bonds; provided that in no event shall the Remarketing Agent offer any such Bond for sale to any person unless the Remarketing Agent has advised such person of the fact that, after the Fixed Rate Conversion Date, the Bond will no longer be subject to tender at the option of the Owner. The terms of any sale by the Remarketing Agent shall provide for the payment of the Purchase Price to the Remarketing Agent of the tendered Bonds in immediately available funds at or before 9:30 a.m., New York City time on the Fixed Rate Conversion Date.

(d) Purchase of Tendered Bonds. The provisions of Section 4.01(b) shall apply to mandatory tenders pursuant to this Section 4.04.

Section 4.05 Mandatory Tender at End of Initial Term Rate Period. The District shall use its best efforts to take all such actions required by this Order to be performed by the District to cause all Bonds (of a particular series or subseries) to be converted from the Initial Term Rate Period to a different Rate Period on the first Business Day immediately following the last day of the applicable Initial Term Rate Period. Notwithstanding any provisions of this Order to the contrary, the Bonds issued hereunder shall be subject to mandatory tender on the Conversion Date immediately following the end of the Initial Term Rate Period, without right of retention by the Owner, at the Purchase Price. Bonds tendered pursuant to this Section 4.05 shall be delivered to the Remarketing Agent against payment therefor in accordance with the provisions of Section 4.01(b). In the event that such Bonds are not converted and remarketed to new purchasers on the scheduled date of mandatory tender, the District shall have no obligation to purchase the Bonds tendered on such date, the failed conversion and remarketing shall not constitute an event of default under this Order or the Bonds, the mandatory tender will be deemed to have been rescinded for that date and the Bonds (i) will continue to be Outstanding, (ii) will be purchased upon the availability of funds to be received from the subsequent remarketing of such Bonds, (iii) will bear interest at the Stepped Rate during the Stepped Rate Period, (iv) will be subject to redemption and mandatory tender for purchase on any date during the Stepped Rate Period upon which a conversion occurs (which shall occur at the District's discretion upon delivery of at least one day's notice to the holders thereof), and (v) will be deemed to continue in an Initial Term Rate Period for all other purposes of this Order (including the identification of Interest Payment Dates until the bonds are remarketed or redeemed), though bearing interest during such time at the Stepped Rate, until remarketed or redeemed in accordance with the terms of this Order. In the event of a failed conversion and remarketing as described above, the District will cause the Bonds to be converted and remarketed on the earliest reasonably practicable date on which they can be sold at not less than par, in such interest rate mode or modes as the District directs, at a rate not exceeding the Maximum Rate.

ARTICLE V.
REDEMPTION OF BONDS BEFORE MATURITY

Section 5.01 Limitation on Redemption. The Bonds shall be subject to redemption before scheduled maturity only as provided in in the Officer's Pricing Certificate.

Section 5.02 Optional Redemption. (a) Unless otherwise provided for in the Officer's Pricing Certificate, prior to the Fixed Rate Conversion Date, Bonds, other than Bonds bearing interest at the Initial Term Rate during the Initial Term Rate Period; and Bonds bearing interest at the Stepped Rate during the Stepped Rate Period, are subject to redemption at the option of the District, in whole or in part, at a redemption price equal to the principal amount thereof plus interest accrued thereon to the redemption date, on any Interest Payment Date.

(b) Bonds bearing interest at the Stepped Rate during the Stepped Rate Period are subject to redemption, in whole or in part, at the option of the District, at a redemption price equal to the principal amount thereof plus interest accrued thereon at the Stepped Rate, as applicable, to the redemption date, on any Business Day. Bonds bearing interest at the Initial Term Rate during the Initial Term Rate Period are subject to redemption at the option of the District as set forth in the Officer's Pricing Certificate.

(c) Bonds bearing interest at a Fixed Rate are subject to redemption at the option of the District, in whole or in part, on the dates and at the prices determined and established by the District on the Fixed Rate Conversion Date.

(d) The District shall deliver notice to the Paying Agent/Registrar of its intention to redeem Bonds, which notice shall specify the principal amount of the Bonds to be redeemed (i) with respect to Bonds bearing interest at a Stepped Rate, at least one (2) days prior to the redemption date, (ii) with respect to Bonds bearing interest at any Term Rate at least twelve (12) days prior to the redemption date; and (iii) with respect to Bonds bearing interest at a Fixed Rate, at least thirty-five (35) days prior to the redemption date.

Section 5.03 Notice of Redemption. The Paying Agent/Registrar shall cause notice of redemption of any Bond to be redeemed in whole or in part to be given to any Rating Agency then rating the Bonds, and to the Owner thereof at the address of the Owner appearing in the Register (i) with respect to a Bond bearing interest at a Stepped Rate at least one (1) day prior to the redemption date; (ii) with respect to a Bond bearing interest at a Term Rate at least ten (10) days prior to the redemption date; and (iii) with respect to a Bond bearing interest at the Fixed Rate, at least thirty (30) days prior to the redemption date.

ARTICLE VI.
REMARKETING AGENT; TENDER AGENT

Section 6.01 Remarketing Agent. The District shall select a Remarketing Agent and enter into a Remarketing Agreement for the Bonds prior to the end of the Initial Term Rate Period. The Pricing Officer is hereby authorized to select and appoint the initial Remarketing Agent for the Bonds, which appointment shall be set forth in the Officer's Pricing Certificate and to approve the terms (including fees) in the Remarketing Agreement. The President of the Board, Vice President

of the Board or a Pricing Officer are hereby authorized to executed and deliver the Remarketing Agreement.

Section 6.02 Appointment of Initial Tender Agent. The Pricing Officer is hereby authorized to select and appoint the initial Tender Agent for the Bonds, which appointment shall be set forth in the Officer's Pricing Certificate and to approve the terms (including fees) in the Tender Agent Agreement. The Tender Agent shall signify its acceptance of the duties and obligations imposed on it hereunder by its execution of the Tender Agent Agreement in a form similar to other tender agent agreements entered into by the District, the execution of which is hereby approved. Additionally, the President or Vice President of the Board is hereby authorized and directed to execute and deliver the Tender Agent Agreement for and on behalf of the District and this Board, and such Tender Agent Agreement as executed by the President or Vice President of the Board shall be deemed to be the Tender Agent Agreement herein approved and authorized to be executed and delivered for and on behalf of the District and this Board.

Each Tender Agent shall be a commercial bank or trust company organized under the laws of the United States or any state, or other entity duly qualified and legally authorized to serve as and perform the duties and services of tender agent for the Bonds.

Section 6.03 Maintaining Remarketing Agent and Tender Agent. (a) Subject to Section 6.01 hereof, the District hereby agrees that, while any of the Bonds bear interest at a Term Rate, it will maintain a Remarketing Agent (if required by the interest rate mode of the Bonds) and Tender Agent with respect to the Bonds, qualified to act in such respective capacity. No resignation or removal of the Remarketing Agent or Tender Agent shall become effective until a successor has been appointed and accepted such appointment. Any successor Tender Agent shall have capital of not less than \$50,000,000. The Remarketing Agent shall use its best efforts to remarket the Bonds on the terms described in this Order.

(b) Promptly upon each change in the entity serving as Remarketing Agent or Tender Agent the District will cause notice of such change to be sent to each Owner by first class mail.

ARTICLE VII. FORM OF THE BONDS

Section 7.01 Form Generally. The Bonds, including the Registration Certificate of the Comptroller of Public Accounts of the State of Texas, the Certificate of the Paying Agent/Registrar, and the Assignment form to appear on each of the Bonds, (i) shall be substantially in the form set forth in Exhibit A, with such appropriate insertions, omissions, substitutions, and other variations as are permitted or required by this Order, and (ii) may have such letters, numbers, or other marks of identification (including identifying numbers and letters of the Committee on Uniform Securities Identification Procedures of the American Bankers Association) and such legends and endorsements (including the guarantee of the Permanent School Fund, insurance legends in the event the Bonds (or any Stated Maturities thereof) are insured., and any reproduction of an opinion of counsel) thereon as, consistently herewith, may be determined by the District or by the officers executing such Bonds, as evidenced by their execution.

ARTICLE VIII.
AMENDMENTS AND SUPPLEMENTS TO ORDER

Section 8.01 Without Consent of Owners. Without notice to or the consent of any Owner, the District may, at any time, amend this Order to cure any ambiguity or cure, correct or supplement any defective or inconsistent provision contained in this Order (including any particular series or subseries):

(a) to cure or correct any ambiguity or defective provision herein or to correct or supplement any provisions in this Order which may be inconsistent with any other provision contained herein; ,

(b) to modify this Order or the Bonds. to permit qualification under the Trust Indenture Act of 1939, as amended, or any similar federal statute at the time in effect, or to permit the qualification of the Bonds for sale under the securities laws of any state of the United States;

(c) to authorize different authorized denominations of the Bonds and to make correlative amendments and modifications to this Order regarding exchangeability of Bonds of different authorized denominations, redemptions of portions of Bonds of particular authorized denominations and similar amendments and modifications of technical nature;

(d) to increase or decrease the number of days specified for the giving of notices in Articles III, IV and V of this Order and to make corresponding changes to the period for notice of redemption of the Bonds provided that no decreases in any such number of days shall become effective except while the Bonds bear interest at a Term Rate and until 10 days after the Paying Agent/Registrar has given notice to the Owners of the Bonds;

(e) to provide for an uncertificated system of registering the Bonds or to provide for the change to or from a Book-Entry System for the Bonds;

(f) to make any change to this Order when all Bonds have been tendered to the Remarketing Agent pursuant to the terms of this Order, but have not been remarketed following such tender; provided, however, that the Remarketing Agent has received. notice of such amendment or supplement;

(g) effective upon any Conversion Date to a new Rate Period to make any amendment affecting only the Bonds being converted;

(h) to increase the Maximum Rate; or

(i) to make any other change that does not, in the opinion of bond counsel to the District, materially adversely affect the interests of the Owners.

Section 8.02 With Consent of Owners. If an amendment of or supplement to this Order or the Bonds without any consent of Owners is not permitted by the preceding Section, the District may enter into such amendment or supplement without prior notice to any Owners but with the consent of Owners of at least a majority in principal amount of the Bonds then Outstanding. However, nothing herein contained shall permit or be construed to permit the amendment, without

the consent of each Owner affected thereby, of or supplement to the terms and conditions in this Order, so as to:

- (a) change the sinking fund requirements, if any, interest payment dates, rights to tender or the maturity or maturities of the Outstanding Bonds;
 - (b) reduce the rate of interest borne by any of the Outstanding Bonds;
 - (c) reduce the amount of the principal or purchase price of or premium, if any, payable on the Outstanding Bonds;
 - (d) modify the terms of payment of principal or purchase price of, premium, if any, or interest on the Outstanding Bonds, or impose any conditions with respect to such payments.;
 - (e) affect the rights of the Owners of fewer than all of the Outstanding Bonds;
- or
- (f) decrease the minimum percentage of the principal amount of Outstanding Bonds necessary for consent to any such amendment.

In addition, if money or investments have been deposited or set aside with the Paying Agent/Registrar for the payment of Bonds and those Bonds shall not have in fact been actually paid in full, no amendment to the provisions of that Article shall be made without the consent of the Owner of each of those Bonds affected.

Section 8.03 Effect of Consents. Any consent received pursuant to Section 8.02 will bind each Owner delivering such consent and each subsequent Owner of a Bond or portion of a Bond evidencing the same debt as the consenting Owner's Bond.

Section 8.04 Notation on or Exchange of Bonds. If an amendment or supplement changes the terms of a Bond, the Paying Agent/Registrar may require the Owner to deliver it to the Paying Agent/Registrar. The Paying Agent/Registrar may place an appropriate notation on the Bond about the changed terms and return it to the Owner. Alternatively, if the Paying Agent/Registrar and the District determine, the District in exchange for the Bond will issue and the Paying Agent/Registrar will authenticate a new Bond that reflects the changed terms.

Section 8.05 Notice to Owners. Upon receipt of notice of an amendment or change to the Order, the Paying Agent/Registrar shall cause notice of the execution of each supplement or amendment to this Order to be mailed to the Owners. The notice will at the option of the Paying Agent/Registrar, either (i) briefly state the nature of the amendment or supplement and that copies of it are on file with the Paying Agent/Registrar for inspection by Owners or (ii) enclose a copy of such amendment or supplement.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

13.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BBE(LOCAL), *Board Members: Authority-Second Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BBE(LOCAL), *Board Members: Authority*, to include the board's authority regarding rescinding a proposed nonrenewal and issuance of a subsequent contract.

A copy of BBE(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to BBE(LOCAL), *Board Members: Authority*, on second reading, effective November 14, 2025.

Board Authority

The Board has final authority to determine and interpret the policies that govern the schools and, subject to the mandates and limits imposed by state and federal authorities, has complete and full control of the District. Board action shall be taken only in meetings that comply with the Open Meetings Act. [See BE(LEGAL)]

**Transacting
Business**

When a proposal is presented to the Board, the Board shall hold a discussion and reach a decision. Although there may be dissenting votes, which are a matter of public record, each Board decision shall be an action by the whole Board binding upon each member.

**Delegation of
Authority to the
Superintendent
Regarding Certain
Special Education
Matters**

Following a recommendation and approval from the general counsel or deputy general counsel, the Superintendent shall be authorized to approve and execute, without Board approval, settlement agreements related to Special Education matters, including, e.g., due process hearings, Texas Education Agency complaints, and mediations, that total an amount not to exceed \$25,000. This shall include, but not be limited to, costs paid for educational funds for the benefit of a student; independent educational evaluations; training provided by an external professional to parents, students, or district employees; services provided by private third-party providers; reimbursements for educational services; transportation costs; and attorneys' fees. It shall not include the value of services provided by existing internal District staff.

Legal Services shall provide a monthly report to the Board containing information regarding settlement agreements executed under this provision.

**Individual Authority
for Committing the
Board**

Board members as individuals shall not exercise authority over the District, its property, or its employees. Except for appropriate duties and functions of the Board President, an individual member may act on behalf of the Board only with the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue. [See BDAA]

**Individual Access to
Information**

An individual Board member, acting in an official capacity, meaning all duties of office including administrative decisions or actions, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the public in accordance with the Public Information Chapter of the Government Code. [See GBA]

Limitations

If a Board member is not acting in an official capacity, the Board member has no greater right to District records than a member of the public.

An individual Board member shall not have access to confidential student records unless the member is acting in an official capacity and has a legitimate educational interest in the records in accordance with policy FL.

A Board member who is denied access to a record under this provision may ask the Board to determine whether the record should be provided or may file a request under the Public Information Act. [See GBAA]

Requests for
Records

An individual Board member shall seek access to records or request copies of records from the Superintendent or other designated custodian of records, who shall respond within the time frames required by law. When a custodian of records other than the Superintendent provides access to records or copies of records to an individual Board member, the provider shall inform the Superintendent of the records provided.

In accordance with law, the District shall track and report any requests under this provision including the cost of responding to one or more requests by any individual Board member for 200 or more pages of material in a 90-day period.

Requests for
Reports

No individual member shall direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent regarding the preparation of reports shall be by:

1. Board action [see also BE(LOCAL)];
2. Request of an individual Board member made in a Board meeting after discussion by the Board as a whole; or
3. Written request of an individual Board member.

Confidentiality

At the time a Board member is provided access to records or reports that are confidential or otherwise not subject to public disclosure [see GBA], the Superintendent or other District employee shall advise the Board member of the responsibility to comply with confidentiality requirements and the District's information security controls.

**Referring
Complaints**

If employees, parents, students, or other members of the public bring concerns or complaints to an individual Board member, the member shall refer them to the Superintendent or designee who shall proceed according to the applicable complaint policy. [See (LOCAL) policies at DGBA, FNG, and GF]

When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Board member may request that the issue be placed on the agenda.

**Complaint Against a
Board Member**

A person affected by any activity of a Board member may file a complaint with the Board President, or in the case of a complaint involving the Board President, with the Board First Vice President.

The Board President or Board First Vice President shall act to resolve the complaint and may utilize the services of an experienced, trained mediator.

The individual who initiated the complaint shall be advised of the resolution of the complaint.

**Visits to District
Facilities**

A Board member shall adhere to any posted requirements for visitors to first report to the main office of a District facility, including a school campus. Visits during the school or business day shall not be permitted if their duration or frequency interferes with the delivery of instruction or District operations. [See also GKC]

Subsequent Contract

Only the Board can rescind a proposed nonrenewal and issue a subsequent contract to the impacted employee. Any issuance of a contract without Board approval is void.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

14.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BDAA(LOCAL), *Officers And Officials: Duties And Requirements Of Board Officers*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BDAA(LOCAL), *Officers And Officials: Duties And Requirements Of Board Officers*, to align with changes recommended by the Texas Association of School Boards.

A copy of BDAA(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy BDAA (LOCAL), *Officers And Officials: Duties And Requirements Of Board Officers*, on second reading, effective November 14, 2025.

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

Board Officers	<p>At the first regular meeting each January, the Board shall reorganize, electing its officers for one-year terms <u>terms of one year</u>.</p> <p>The officers of the Board shall consist of a President, a Vice President, and a Secretary, and are required to be members of the Board. Officers shall be elected by majority vote of the members present and voting.</p>
Vacancy	<p>A vacancy among officers of the Board shall be appointed by majority action of the Board.</p>
Term and Duties	<p>The term of a Board officer is one year. <u>Board officers shall serve for a term of one year or until a successor is elected.</u> Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board as listed below.</p>
President	<p>In addition to the duties required by law, the President of the Board shall:</p> <ul style="list-style-type: none">• Preside at all Board meetings unless unable to attend.• Have the right to discuss, make motions and <u>propose</u> resolutions, and vote on all matters coming before the Board.• Secure the resolution of complaints concerning Board members.• Maintain order at meetings and inform the audience that no demonstrations shall be permitted; recess any meeting to clear the Boardroom at any time if necessary to maintain order. [See BE, BEC, and BED]• Oversee and report to the Board on the Superintendent's compliance with the monitoring system found in policy AF (LOCAL).
Vice President	<p>The Vice President of the Board shall:</p> <ul style="list-style-type: none">• Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.• Become President only upon being elected to the position.
Secretary	<p>The Secretary of the Board shall:</p> <ul style="list-style-type: none">• Ensure that an accurate record of the proceedings of each Board meeting is kept and maintained by Board Services.• In the absence of the President and Vice President, call the meeting to order and act as presiding officer.• Sign or countersign documents as directed by action of the Board.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

15.

Office of the School Board

Approval Of Proposed Revisions To Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*.

The proposed changes reflect those the Texas Association of School Boards made to BDB(LEGAL), clarify the difference between board committees and advisory committees, describe how board committees are formed and dissolved, add the Hearings Committee, and remove a restriction on the Hearings Committee's authority.

A copy of BDB(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy BDB (LOCAL), *Board Internal Organization: Board Committees*, on second reading, effective November 14, 2025.

Note: For advisory committees that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action.

~~Committee of the Whole~~

~~Insofar as possible, all committee work shall be done as a Committee of the Whole.~~

~~Special Committees~~

~~The President shall appoint members to special committees created by the Board to fulfill specific assignments, unless otherwise provided by Board action. These committees may include District personnel and citizens. The function of committees shall be fact-finding, deliberative, and advisory, but not administrative. Special committees shall report their findings to the Board and may be dissolved upon completion of the assigned task or vote of the Board.~~

~~Committee Authority~~

~~No committee may perform any of the Board's functions. The only standing committee the Board has is the audit committee. [See BDB(LEGAL)]~~

Board Audit Committee

The Board Audit Committee shall be composed of three Board members, upon nomination and vote of the Board. The chair shall be determined by the membership.

Purpose

The purpose of the Board Audit Committee is to:

- Assist the Board in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the internal and external audit processes and the District's process for monitoring compliance with laws and regulations and the *Code of Student Conduct*;
- Provide added protection to the Board in discharging its responsibility for the overall stewardship of District affairs, particularly its financial management;
- Provide public support for the District's audit programs;
- Provide assurances that the overall levels of audit coverage are both reasonable and appropriate to protect the District from undue risks;
- Assist in obtaining effective corrective action and necessary improvement based upon audit findings and recommendations from external and internal auditors; and
- Provide the Board and the public with additional assurances that the prescribed systems of internal controls are functioning as intended.

The Board Audit Committee is advisory in nature; its recommendations regarding audit findings and exceptions and any other items shall be provided in writing to the Board and the Superintendent.

In its advisory role, the Board Audit Committee is subject to the control and direction of the Board. The powers allocated to the Audit Committee by the Board shall be detailed in the Audit Committee charter.

Hearings
Committee

The Board adopts a sub-committee to hear grievances and Texas Education Agency appeal hearings. The Hearings Committee shall have final decision-making authority.

- All members of the Board are appointed to the Hearings Committee. Board members shall rotate attendance for each hearings session with at least three members in attendance for each hearings session.
- A quorum of the Hearings Committee shall consist of at least three members of the Board.

Transacting
Business

Unless specified by the Board, a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at a regular or special meeting. The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.



11/13/2025

16.

Office of the School Board

Approval Of Proposed Establishment Of Board Policy BDF(LOCAL), *Board Internal Organization: Advisory Committees*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the adoption of Board Policy BDF(LOCAL), *Board Internal Organization: Advisory Committees*.

The proposed policy aligns with recommendations from the Texas Association of School Boards to reflect the difference between board committees and advisory committees, and to clarify how advisory committees are formed.

A copy of the proposed Board Policy BDF(LOCAL), *Board Internal Organization: Advisory Committees*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed establishment of Board Policy BDF(LOCAL), *Board Internal Organization: Advisory Committees*, on second reading, effective November 14, 2025.

Note: For committees composed only of current Board members, see BDB.

Advisory
Committees

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting
Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.



Consent Agenda

4400 WEST 18TH STREET
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11/13/2025

17.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of Proposed Revisions To Board Policy CY(LOCAL), *Intellectual Property*
-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CY(LOCAL), *Intellectual Property*, to clarify information about the use and ownership of intellectual property as well as the use of copyrighted material.

A copy of CY(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to CY(LOCAL), *Intellectual Property*, on second reading, effective November 14, 2025.

Intellectual Property	All copyrights, trademarks, and other intellectual property rights <u>belonging to the District</u> shall remain with the District at all times. <u>Except as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be limited to District-related purposes.</u>
Students	A student shall retain all rights to <u>their own</u> work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student employee, shall not have rights to work he or she creates <u>created</u> on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of his or her <u>District</u> employment, including the right to obtain <u>patents or</u> copyrights.
<i>Employee Ownership</i>	If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work. A District employee shall own any work or work product produced on his or her own <u>personal</u> time, away from his or her job and with personal equipment and materials, including the right to obtain patents or copyrights.
<i>Permission</i> <u>Excep tion</u>	A District employee may apply to t <u>The Superintendent or designee shall have the authority to permit use of District materials and equipment in his or her creative</u> <u>developing the employee's own</u> projects, provided the employee agrees <u>either in writing</u> to grant to the District a non-exclusive, non-transferable, perpetual, royalty-free, District-wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
Works Made For Hire <u>Independent Contractors</u>	The District may hire an independent contractor for specially commissioned work(s) under a written works-made-for-hire agreement that provides that the District shall own the work product created under the agreement, as permitted by copyright law. Independent contractors shall comply with copyright law in all works commissioned.
Return Of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellectual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

Copyright

Unless the proposed use of a copyrighted work is an exception under the “fair use” guidelines maintained by the Superintendent or designee, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder’s work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

Technology Use

~~All persons are prohibited from using~~ Use of District technology in violation of any law, including copyright law, is prohibited. Only appropriately licensed images, applications, programs or other software may be used with District technology resources. ~~No person shall use the~~ The District’s technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the~~ Superintendent or designee ~~to~~ shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~ Any person using District technology resources in violation of ~~the~~ law shall lose user privileges in addition to other sanctions. [See BBI, and CQ, ~~and DH~~]

Performances and Displays

The display and performance of copyrighted material, including motion pictures, dramatic works, musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the curriculum;
- During face-to-face teaching activities;
- When viewed in a classroom or designated place of instruction; and
- With a lawfully made copy or through authorized access.

~~Electronic and Social Media~~

The use of copyrighted material is prohibited in ~~electronic and~~ social media unless a license or permission has been obtained.

Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent’s identity. The District shall include on its ~~Web site~~ website information on how to contact the District’s designated agent and a copy of the District’s copyright policy. Upon notification, the District’s designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District's technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

Trademark

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations, and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent or designee shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~-public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the-written permission-of~~authorization from the Superintendent or designee. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District or campus trademarks without appropriate authorization ~~shall~~may be subject to legal action.



Consent Agenda

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18.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Deletion Of Board Policy DAA(LOCAL), Employment Objectives: Equal Employment Opportunity-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the deletion of Board Policy DAA(LOCAL), *Employment Objectives: Equal Employment Opportunity*. The information in DAA(LOCAL) is already addressed in other board policies and regulations; therefore, this deletion is recommended to remove redundancy.

A copy of DAA(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed deletion of Board Policy DAA (LOCAL), *Employment Objectives: Equal Employment Opportunity*, on second reading, effective November 14, 2025.

~~EMPLOYMENT OBJECTIVES
EQUAL EMPLOYMENT OPPORTUNITY~~

~~DAA
(LOCAL)~~

~~TITLE IX AND ADA/
SECTION 504
COORDINATOR~~

~~The District designates the following office to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 as amended and Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973:~~

~~Office: — Houston ISD Equal Employment Opportunity Office
(EEO)~~

~~Address: — 4400 W. 18th St., Houston, TX 77092~~

~~Telephone: — (713) 556-7313~~

~~COMPLAINTS~~

~~The EEO Office shall be responsible for investigation of complaints on behalf of employees and citizens. For complaint procedures, see DGBA(LOCAL) and GF(LOCAL).~~

~~RECORDS
RETENTION~~

~~Copies of reports alleging discrimination or prohibited harassment, including sexual harassment; investigation reports; and related records shall be maintained by the District for a period of at least three years.~~



11/13/2025

19.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Deletion Of Board Policy DAB(LOCAL), *Employment Objectives: Genetic Nondiscrimination*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the deletion of Board Policy DAB(LOCAL), *Employment Objectives: Genetic Nondiscrimination*. The information in DAB(LOCAL) is outdated and not required to be in a board policy.

A copy of DAB(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed deletion of Board Policy DAB (LOCAL), *Employment Objectives: Genetic Nondiscrimination*, on second reading, effective November 14, 2025.

~~EMPLOYMENT OBJECTIVES
GENETIC NONDISCRIMINATION~~

DAB
(LOCAL)

~~The Board establishes the following objective criteria for decisions regarding the hiring, dismissing, reassigning, promoting, and demoting of District personnel. These criteria are not rank ordered and may be considered in whole or in part in making such decisions:~~

- ~~1. Academic or technical preparation, supported by transcripts;~~
- ~~2. Proper certification for grade level, subject, or assignment, including emergency permits and endorsements for specific subjects, programs, or positions;~~
- ~~3. Experience;~~
- ~~4. Recommendations and references;~~
- ~~5. Appraisals and performance evaluations; and~~
- ~~6. The needs of the District.~~



Consent Agenda

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20.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DF(LOCAL), *Termination Of Employment*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DF(LOCAL), *Termination of Employment*, to include the board's authority regarding rescinding a proposed nonrenewal and issuance of a subsequent contract.

A copy of DF(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DF (LOCAL), *Termination of Employment*, on second reading, effective November 14, 2025.

TERMINATION OF EMPLOYMENT

DF
(LOCAL)

**Board's Designee for
Certain Termination
Actions**

The Superintendent shall serve as the Board's designee to place a contract employee on administrative leave without pay, provide written notice that the person's contract is void, and terminate employment as soon as practicable when the District:

1. Receives notice that an individual's certificate has been revoked by the State Board for Educator Certification (SBEC) for reasons that require immediate action by the District; or
2. Becomes aware that a contract employee has been convicted of or has received deferred adjudication for a felony offense.

[See also DFAA, DFBA, and DFCA, as appropriate.]

Subsequent Contract

Only the Board can rescind a proposed nonrenewal and issue a subsequent contract to the impacted employee. Any issuance of a contract without Board approval is void.



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21.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DFAA(LOCAL), *Probationary Contracts: Suspension/Termination During Contract*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DFAA(LOCAL), *Probationary Contracts: Suspension/Termination During Contract*, to include the board's authority regarding rescinding a proposed nonrenewal and issuance of a subsequent contract.

A copy of DFAA(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DFAA (LOCAL), *Probationary Contracts: Suspension/Termination During Contract*, on second reading, effective November 14, 2025.

Administrative Leave A probationary contract employee may be placed on administrative leave by the Superintendent during an investigation of any allegations or charges against the employee or at any time the Superintendent determines that the District's best interest will be served by the administrative leave.

Temporary Reassignment of an Employee The Superintendent or designee may place an employee on administrative leave, which means the employee is temporarily reassigned from their regular duties, if the Superintendent or designee determines it is in the best interest of the District.

Subsequent Contract Only the Board can rescind a proposed nonrenewal and issue a subsequent contract to the impacted employee. Any issuance of a contract without Board approval is void.



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22.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revision To Board Policy DFBA(LOCAL), *Term Contracts: Suspension/Termination During Contract*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DFBA(LOCAL), *Term Contracts: Suspension/Termination During Contract*, to include the board's authority regarding rescinding a proposed nonrenewal and issuance of a subsequent contract.

A copy of DFBA(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DFBA (LOCAL), *Term Contracts: Suspension/Termination During Contract*, on second reading, effective November 14, 2025.

Administrative Leave	A term contract employee may be placed on administrative leave by the Superintendent or designee during an investigation of any allegations or charges against the employee or at any time the Superintendent determines that the District's best interest will be served by the administrative leave.
Temporary Reassignment of an Employee	The Superintendent or designee may place an employee on administrative leave, which means the employee is temporarily reassigned from their regular duties, if the Superintendent determines it is in the best interest of the District.
Reduction in Force	In accordance with state law, term contract employees may be released from employment by the District at the end of a school year because of necessary reduction of personnel.

Subsequent Contract Only the Board can rescind a proposed nonrenewal and issue a subsequent contract to the impacted employee. Any issuance of a contract without Board approval is void.



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23.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DFCA(LOCAL), *Continuing Contracts: Suspension/Termination*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DFCA(LOCAL), *Continuing Contracts: Suspension/Termination*, to include the board's authority regarding rescinding a proposed nonrenewal and issuance of a subsequent contract.

A copy of DFCA(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DFCA (LOCAL), *Continuing Contracts: Suspension/Termination*, on second reading, effective November 14, 2025.

Administrative Leave A continuing contract employee may be placed on administrative leave by the Superintendent or designee during an investigation of any allegations or charges against the employee or at any time the Superintendent determines that the District's best interest will be served by the administrative leave.

Temporary Reassignment of an Employee on Administrative Leave
The Superintendent or designee may place an employee on administrative leave, which means the employee is temporarily reassigned from their regular duties, if the Superintendent or designee determines it is in the best interest of the District.

Reduction in Force In accordance with state law, continuing contract employees may be released from employment and their contracts terminated by the District at the end of a school year because of necessary reduction of personnel.

Subsequent Contract Only the Board can rescind a proposed nonrenewal and issue a subsequent contract to the impacted employee. Any issuance of a contract without Board approval is void.



11/13/2025

24.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Deletion Of Board Policy EHBC(LOCAL), *Special Programs: Compensatory Services And Intensive Programs*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the deletion of Board Policy EHBC(LOCAL), *Special Programs: Compensatory Services And Intensive Programs*. The information in EHBC(LOCAL) is outdated, not required to be in a board policy, and the district seeks approval to remove the current local at-risk indicator, dyslexia, effective with the 2025-2026 school year, as part of ongoing efforts to align district practices with state policy.

Dyslexia is a specific learning disability under the *Individuals with Disabilities Education Act* (IDEA). Texas House Bill 3928 reframed dyslexia as special education, requiring more than stand-alone interventions or accommodations but no longer requiring separate individual monitoring.

Prior to June 2024, the state did not clearly distinguish between special education dyslexia and 504/general education dyslexia. As of June 30, 2024, the State Board of Education's *Dyslexia Handbook*, 2024 update, clarified that "If dyslexia is identified and the student is determined to need dyslexia instruction, that instruction is considered specially designed instruction, in other words, this is a special education service." This and a letter from the Texas Education Association dated June 27, 2024, confirm that dyslexia instruction is now classified as a special education service under IDEA.

This modification will align district practices with state guidance and will be supported through the district at-risk strategy with no additional cost to the district.

A copy of EHBC(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed deletion of Board Policy EHBC (LOCAL), *Special Programs: Compensatory Services And Intensive Programs*, on second reading, effective November 14, 2025.

~~SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS~~

~~EHBC
(LOCAL)~~

Local Criteria

~~Students who are identified as dyslexic under general education shall also be eligible for compensatory services.~~

~~Accelerated instruction includes alternative programs and schools, student services, and extended day/extended year programs. A description of programs and services provided and a description of eligibility requirements are included in the District's State Compensatory Education Programs and Services Guide, which shall be updated annually.~~



Consent Agenda

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11/13/2025

25.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EI(LOCAL), *Academic Achievement*
-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy EI(LOCAL), *Academic Achievement*, to better describe the awarding of credit when a student earns a passing grade in only half of a course as recommended by the Texas Association of School Boards.

A copy of EI(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy EI (LOCAL), *Academic Achievement*, on second reading, effective November 14, 2025.

Certificate of Coursework Completion

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the ~~combined grade for~~average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Withdrawal or Late Enrollment

A migrant or homeless student who enrolls after the first day of instruction or who withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:

1. Individualized work.
2. Tutorial sessions.
3. Testing to verify mastery of the essential knowledge and skills.
4. Early final examinations.

Effective Date

~~This policy shall be effective as of the adoption date, December 10, 2021.~~



Consent Agenda

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11/13/2025

26.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CDC(LOCAL), Other Revenues: Gifts and Solicitations-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations*. The proposed revisions add definitions for "In-Kind" and "On Behalf of" donations and update and clarify various procedures related to the gifts and solicitations process to ensure consistency and transparency in the acceptance and reporting of donations to the district.

A copy of CDC(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy CDC (LOCAL), *Other Revenues: Gifts and Solicitations*, on first reading, effective November 14, 2025.

Note: For purposes of this policy, the terms “gift” and “donation” have the same meaning.

Definitions

“Gift”

A “gift” or “donation” shall mean something bestowed voluntarily and without a fee to the District.

“In-Kind”

An “in-kind” donation shall mean a non-monetary contribution of goods, services, or property made to the district instead of cash. Examples include equipment, supplies, furniture, professional services, or the donation of time and expertise.

“On Behalf of (Donations)”

An “on behalf of” donation shall mean cash, goods, or services provided by a third party for the District’s benefit or for the benefit of a specific campus, department, or program, with no District reimbursement.

“Device”

A “device” shall mean a tangible product, commodity, good, or instrument that has relative value or worth.

“Donor”

A “donor” shall mean an organization or individual who contributes a donation, device, or gift.

Voluntary and Unsolicited Gifts

The District, schools, programs, and classes may seek and accept gifts with approval from designated administration. The practice is permissible as long as it is truly voluntary and in no way a prerequisite to participation in any District program or activity. Furthermore, the District shall not solicit anything of value from known technology service providers who plan to participate or currently participate in the District’s E-Rate Program. However, the District may accept voluntary philanthropic gifts initiated by such vendors where such actions further the educational mission of the District and comply with all aspects of this policy. Any statement or explanation related to a gift that may lead a reasonable person to believe the donation may not be truly voluntary shall be avoided.

Examples of such statements include, but are not limited to, a specified minimum amount of a gift, a date by which a gift is due, or a lesser gift amount if funds are received prior to a certain date. Additionally, any statement or action that exerts explicit or implicit pressure on a student or parent to make a gift shall be avoided. The reason a student or family does not make a gift is not a subject for inquiry.

Authority to Accept

All gifts or donations must be reported to the Grant Development Department, and fair market value must be documented for reporting and auditing purposes. The Grant Development Department requires all donations to be submitted with a *Donation Intent Form*

and Donation Letter to review and seek approval of unsolicited gifts. The donation process is as follows:

Any donations that are under a \$5,000 cost or market value will require approval from the division superintendent or designee, or appropriate department designee, if applicable.

Any donation of \$5,000 or more shall be approved by the Superintendent or designee.

Any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval, except that gifts from recognized parent organizations, including parent-teacher organizations (PTOs), parent-teacher associations (PTAs), and booster clubs will be exempted from this requirement.

Any gift to the District that requires the prior approval of the Board shall be considered by the Board at its next regularly scheduled Board meeting following the date the gift was offered. The principal or appropriate department shall work with a member of the Superintendent's cabinet to submit an agenda item for Board approval.

Once accepted, a gift becomes the sole property of the District.

[For technology service provider contributions, see Technology Donations, below.]

*Criteria for
Acceptance*

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law.

Before employees accept a gift or an agenda item is submitted for Board approval, the following shall be considered:

1. Does it have a purpose consistent with the District's educational philosophy, goals, and objectives;
2. Does it place any restrictions on a campus or District program;
3. Will it support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Will it result in ancillary or ongoing costs for the District;
5. Does it require employment of additional personnel;
6. Does it require or imply the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Will it result in inequitable funding, equipment, or resources among District schools or programs;

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

8. Does it obligate the District or a campus to engage in specific actions;
9. Is it connected to an existing contract, future promise, or future contract;
10. Does it create a controversy calling into doubt the appropriateness of the gift or donation;
11. Does it require factual determination as to the legal ownership of the gift; and
12. Does it affect the physical structure of a building or would require extensive maintenance on the part of the District and meets the District's design standards?

For real property, the Superintendent shall determine whether the title to the property has been transferred to the District.

Playground
Equipment

Donated or used playground equipment shall not be accepted by the District. [See CS2(REGULATION)]

Technology
Donations

Technology devices that are donated must be coordinated through the department of technology and information systems. A donation must meet the minimum approved standards as described in the Guidelines for Donated Equipment section of the *Technology and Information Systems Manual*.

Vehicle
Donations

Before a vehicle may be accepted as a gift, a complete analysis must be conducted to determine if the vehicle is operational and will pass state inspection. All costs (i.e., repairs, maintenance, inspections, insurance, and the like) must be given careful consideration prior to determining if ownership is fully justified.

The following shall apply for vehicle donations:

1. The official title of ownership must be transferred to the District and placed in the possession of the property management department.
2. Vehicles with a free and clear title shall be considered.

Additional information regarding vehicle donations can be accessed in the *Finance Procedures Manual*, Section 908—Donation of Vehicles to Schools.

Technology Service
Providers

Anything of value offered by a technology service provider that is valued shall require Ethics and Compliance Office review prior to acceptance of the gift. Any technology device donations made by E-Rate vendors must also be reviewed by the Ethics and Compliance Office. [See CQ(LOCAL)]

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

Refusal of Gift The Board and employees shall reserve the right to refuse any gift offered to the District, at any time and for any reason, as deemed appropriate by the Board and/or the Superintendent.

Donor Recognition Recognition of the donor for the gift may be made at the school or department with approval from administration. Formal recognition may be made by the Board or the administration.

Solicitations

An employee who solicits gifts on behalf of the District or for use in the fulfillment of professional responsibilities shall comply with relevant state and federal law and any District administrative regulations. [Any solicitation made on behalf of the District shall be routed through the Grant Development Department and recorded.](#)

All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District.

Web-Based
Solicitations

An employee may solicit web-based donations of money or items for use by the employee in fulfilling professional responsibilities or for the District's use, including "crowdfunding." However, an employee shall obtain prior approval from the employee's principal and/or division superintendent or designee before using the name or image of the District, a campus, or any student. [See CDC(REG-ULATION)]



11/13/2025

27.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Revisions To Board Policy FDE(LOCAL), *Admissions: School Safety Transfers*-First Reading

The purpose of this agenda item is to seek Houston Independent School District (HISD) School Board approval to update FDE(LOCAL), *Admissions: School Safety Transfers*, to ensure that district policy remains current with state law, reflects best practices in student discipline, and provides clarity and consistency in language.

The changes are recommended by the Texas Association of School Boards and HISD administration. Below are the specific updates:

- The addition of the definition of bullying consistent with Texas Education Code, Chapter 37;
- Clarification that a student who is the victim of bullying is eligible for a school safety transfer; and
- The inclusion of “disabled individual” in accordance with Texas Penal Code 21.02.

A copy of FDE(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to FDE(LOCAL), *Admissions: School Safety Transfers*, on first reading, effective November 14, 2025.

Safe Schools Data

The Superintendent or designee shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, ~~as defined by the Penal Code~~, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Aggravated assault on someone other than a District employee or volunteer;
 - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
 - f. Aggravated robbery; ~~or~~
 - g. Continuous sexual abuse of a young child or ~~children~~ disabled individual;
 - h. Bullying¹ that encourages a student to commit or attempt to commit suicide;
 - i. Violence incited through group bullying; or
 - j. Cyberbullying that releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

School Safety Transfers

The parent or other person with authority to act on behalf of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently
Dangerous School

The parent or other person with authority to act on behalf of a student attending a school identified as persistently dangerous by TEA shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent or other person with authority to act on behalf of a student must submit to the Superintendent or designee an application for transfer. The Superintendent or designee shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents or other person with authority to act on behalf of a student of the transfer option, transfer applications submitted, and action taken.

For a Victim of a
Violent Criminal
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent or other person with authority to act on behalf of a student who is a victim of the offense of the right to request a transfer. The parent or other person with authority to act on behalf of a student must submit to the Superintendent or designee an application for transfer. The Superintendent or designee shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer
Options**

In circumstances described by Education Code 25.0341, a parent or other person with authority to act on behalf of a student who has

been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the student or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Effective Date

~~This policy shall be effective as of the adoption date, November 12, 2021.~~

[1 For purposes of this regulation, the terms bullying and cyberbullying are defined in accordance with Texas Education Code §37.0832.](#)



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

28.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of Proposed Revisions To Board Policy FFG(LOCAL), *Student Welfare: Child Abuse and Neglect*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy FFG(LOCAL), *Student Welfare: Child Abuse and Neglect*. The changes are to comply with revisions to the *Family Code* and *Administrative Code*, clarify *Education Code* requirements for persons reporting suspected abuse, to indicate that listed individuals must report suspected abuse or neglect within 24 hours, and to update contact information for Child Protective Services.

A copy of FFG(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FFG (LOCAL), *Student Welfare: Child Abuse and Neglect*, on first reading, effective November 14, 2025.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District ~~I~~Improvement ~~P~~Plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within ~~48-24~~ hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified. ~~The report must be made within 48 hours of when the professional first had reasonable cause to believe the abuse or neglect may have occurred.~~

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, as defined in law;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ at (800)-252-5400 or the Texas Abuse Hotline Website¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.
[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

~~In accordance with state law, the~~ In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline ~~Website~~website: <http://www.txabusehotline.org>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

11/13/2025

29.

Office of the School Board

Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meetings on October 9, 15, and 23, 2025.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the minutes of its meetings on October 9, 15, and 23, 2025, effective November 14, 2025.