



# 2024 Houston ISD Grade 3-8 STAAR Results

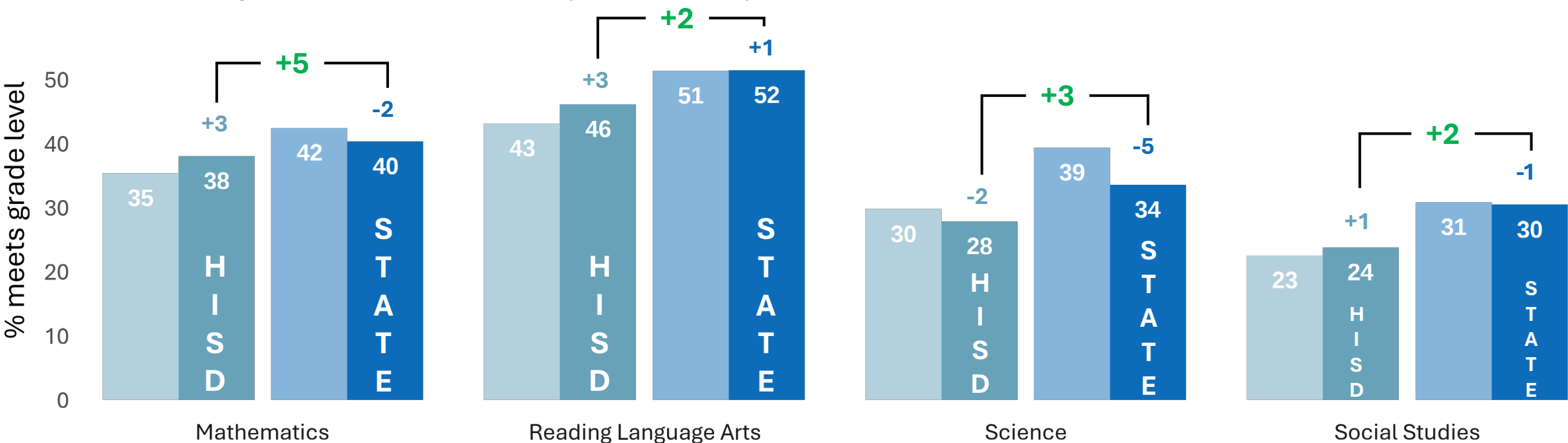
# Context of Today's Presentation

- This presentation will provide information on data from STAAR Grade 3-8 assessments (English + Spanish), focusing on the percentage of students meeting grade-level expectations (Meets Performance Level)
- This presentation does not include data broken down by student-level demographics or data related to accountability, which will be presented at future board meetings

# Houston ISD compared to the State of Texas across all four STAAR assessments (Grades 3-8)



Percent of students meeting grade level on STAAR assessments for school years 2023 and 2024 (Grades 3-8)



| Test Title            | % Meets 2023 Texas | % Meets 2024 Texas | % Meets 2023 Houston ISD | % Meets 2024 Houston ISD | 2023 Houston ISD Participation | 2024 Houston ISD Participation |
|-----------------------|--------------------|--------------------|--------------------------|--------------------------|--------------------------------|--------------------------------|
| Mathematics           | 43%                | 40%                | 35%                      | 38%                      | 99.3%                          | 99.3%                          |
| Reading Language Arts | 51%                | 52%                | 43%                      | 46%                      | 99.5%                          | 99.4%                          |
| Science               | 39%                | 34%                | 30%                      | 28%                      | 99.3%                          | 99.3%                          |
| Social Studies        | 31%                | 30%                | 23%                      | 24%                      | 98.8%                          | 98.7%                          |

Legend

HISD (SY23)

HISD (SY24)

State (SY23)

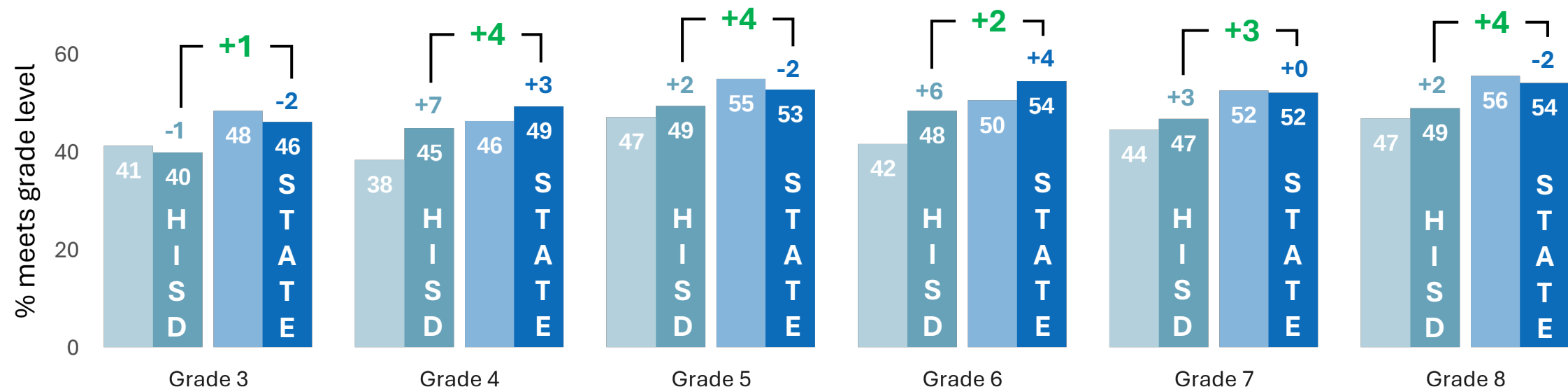
State (SY24)

Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

# Houston ISD compared to the State of Texas on the Reading Language Arts STAAR assessment (Grades 3-8)



Percent of students meeting grade level on Reading Language Arts STAAR assessment for school years 2023 and 2024



| Test Title | % Meets 2023 Texas | % Meets 2024 Texas | % Meets 2023 Houston ISD | % Meets 2024 Houston ISD | 2023 Houston ISD Participation | 2024 Houston ISD Participation |
|------------|--------------------|--------------------|--------------------------|--------------------------|--------------------------------|--------------------------------|
| Grade 3    | 48%                | 46%                | 41%                      | 40%                      | 99.6%                          | 99.5%                          |
| Grade 4    | 46%                | 49%                | 38%                      | 45%                      | 99.7%                          | 99.5%                          |
| Grade 5    | 55%                | 53%                | 47%                      | 49%                      | 99.6%                          | 99.5%                          |
| Grade 6    | 50%                | 54%                | 42%                      | 48%                      | 99.5%                          | 99.4%                          |
| Grade 7    | 52%                | 52%                | 44%                      | 47%                      | 99.4%                          | 99.2%                          |
| Grade 8    | 56%                | 54%                | 47%                      | 49%                      | 99.4%                          | 99%                            |

Legend

HISD (SY23)

HISD (SY24)

State (SY23)

State (SY24)

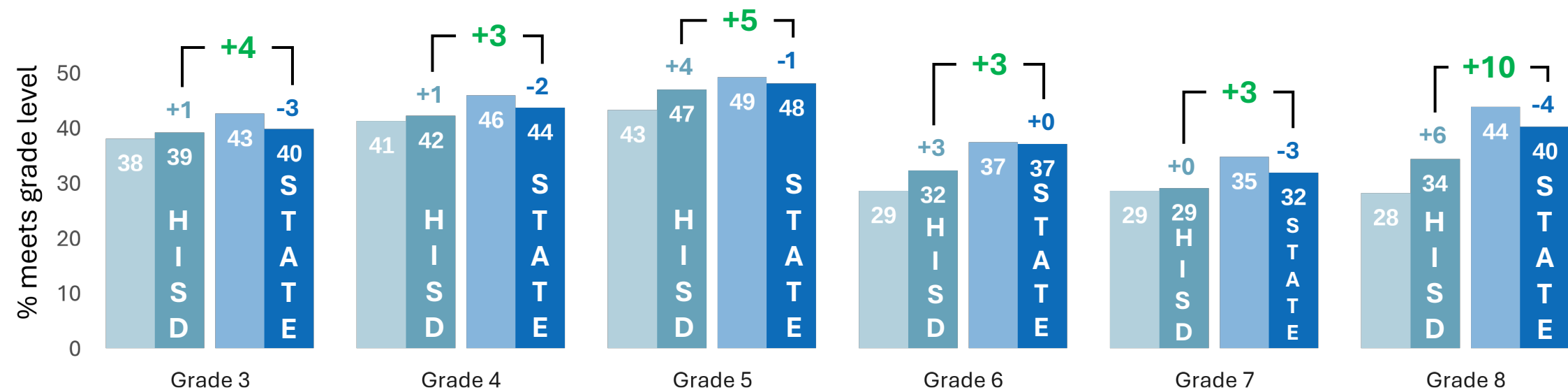
Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.



# Houston ISD compared to the State of Texas on the Mathematics STAAR assessment (Grades 3-8)



Percent of students meeting grade level on Mathematics STAAR assessment for school years 2023 and 2024



| Test Title | % Meets 2023 Texas | % Meets 2024 Texas | % Meets 2023 Houston ISD | % Meets 2024 Houston ISD | 2023 Houston ISD Participation | 2024 Houston ISD Participation |
|------------|--------------------|--------------------|--------------------------|--------------------------|--------------------------------|--------------------------------|
| Grade 3    | 43%                | 40%                | 38%                      | 39%                      | 99.5%                          | 99.6%                          |
| Grade 4    | 46%                | 44%                | 41%                      | 42%                      | 99.5%                          | 99.6%                          |
| Grade 5    | 49%                | 48%                | 43%                      | 47%                      | 99.5%                          | 99.6%                          |
| Grade 6    | 37%                | 37%                | 29%                      | 32%                      | 99.2%                          | 99%                            |
| Grade 7    | 35%                | 32%                | 29%                      | 29%                      | 98.8%                          | 98.8%                          |
| Grade 8    | 44%                | 40%                | 28%                      | 34%                      | 98.8%                          | 98.6%                          |

Legend

HISD (SY23)

HISD (SY24)

State (SY23)

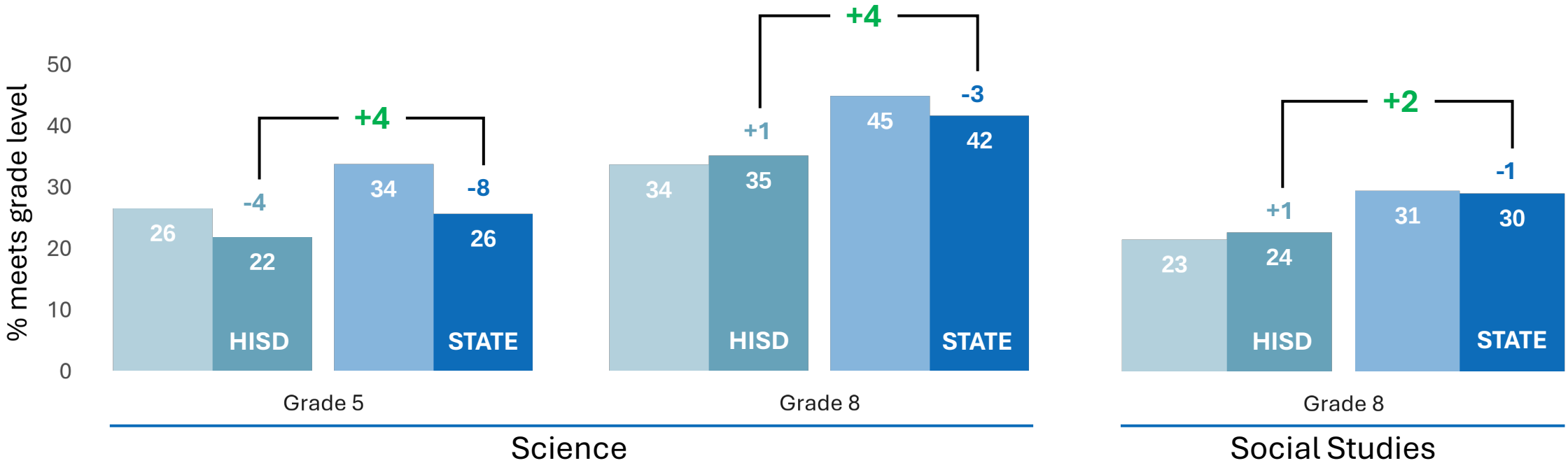
State (SY24)

Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

# Houston ISD compared to the State of Texas on the Science and Social Studies STAAR assessments



Percent of students meeting grade level on Science and Social Studies STAAR assessments for school years 2023 and 2024



| Test Title               | % Meets 2023 Texas | % Meets 2024 Texas | % Meets 2023 Houston ISD | % Meets 2024 Houston ISD | 2023 Houston ISD Participation | 2024 Houston ISD Participation |
|--------------------------|--------------------|--------------------|--------------------------|--------------------------|--------------------------------|--------------------------------|
| Grade 5 (Science)        | 34%                | 26%                | 26%                      | 22%                      | 99.5%                          | 99.6%                          |
| Grade 8 (Science)        | 45%                | 42%                | 34%                      | 35%                      | 99%                            | 99%                            |
| Grade 8 (Social Studies) | 31%                | 30%                | 23%                      | 24%                      | 98.8%                          | 98.7%                          |

Legend

HISD (SY23)

HISD (SY24)

State (SY23)

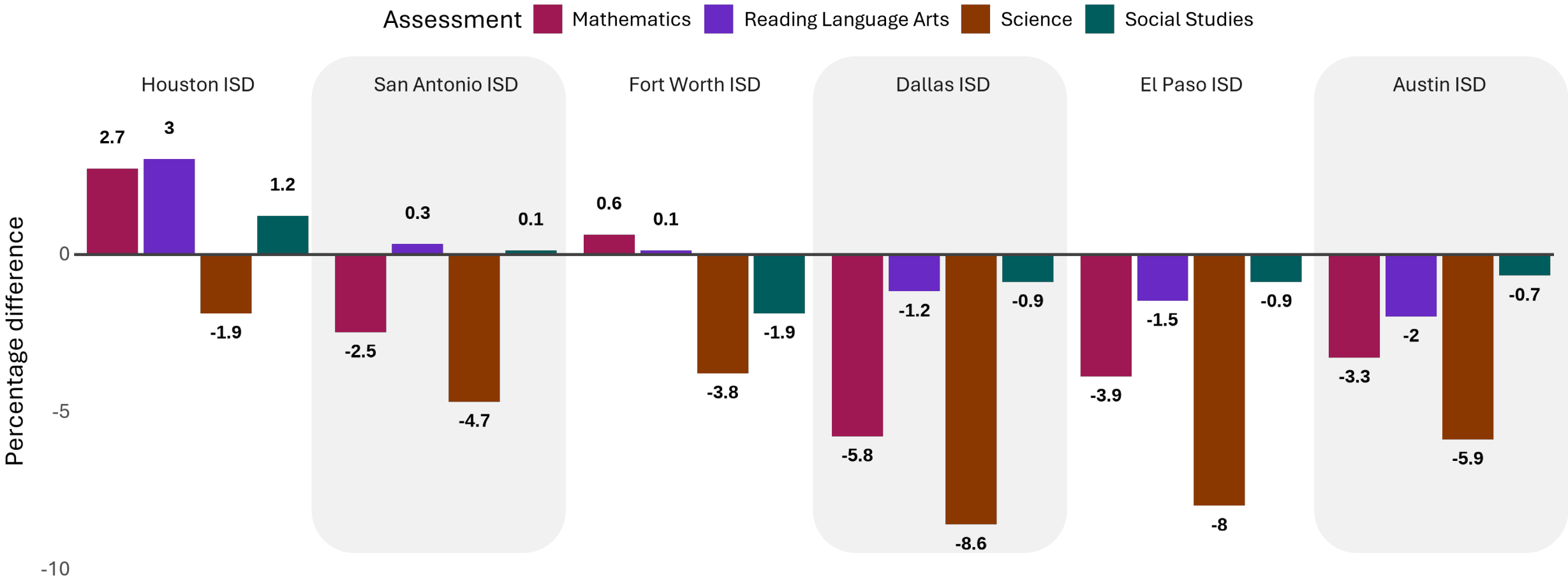
State (SY24)

Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

# Houston ISD showed overall greater gains in percent meeting grade level than other urban center districts



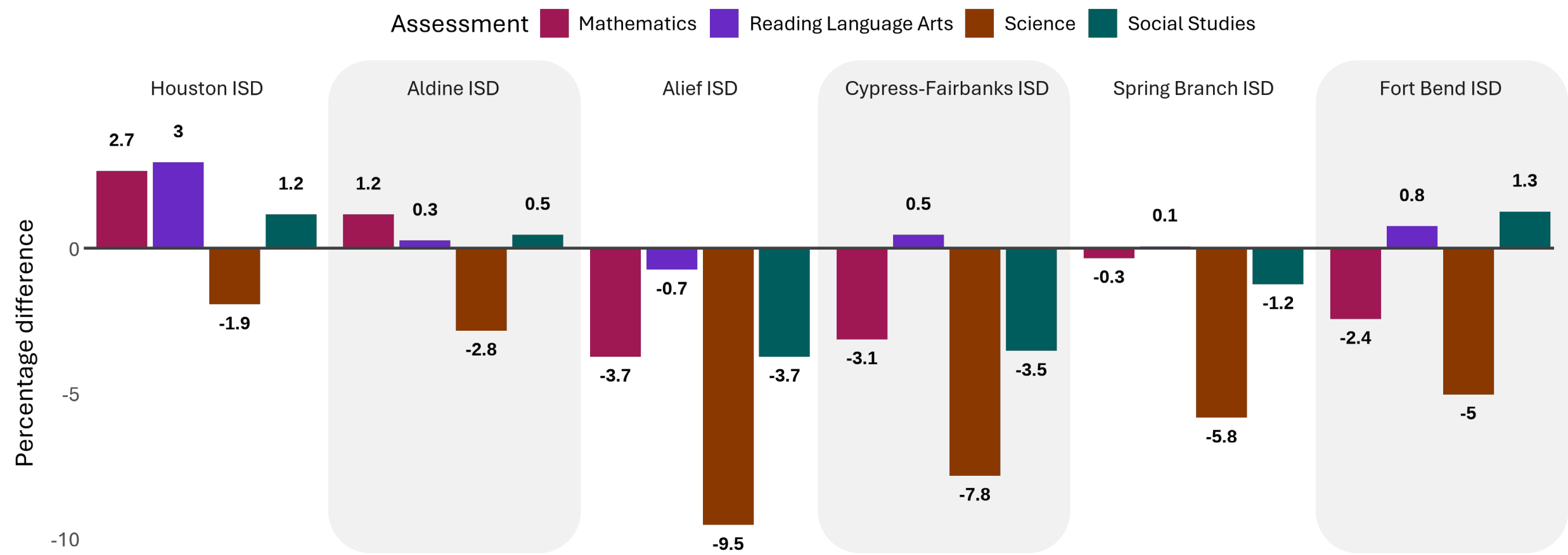
Difference in percentage of students meeting grade level STAAR assessments from SY23 to SY24



Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

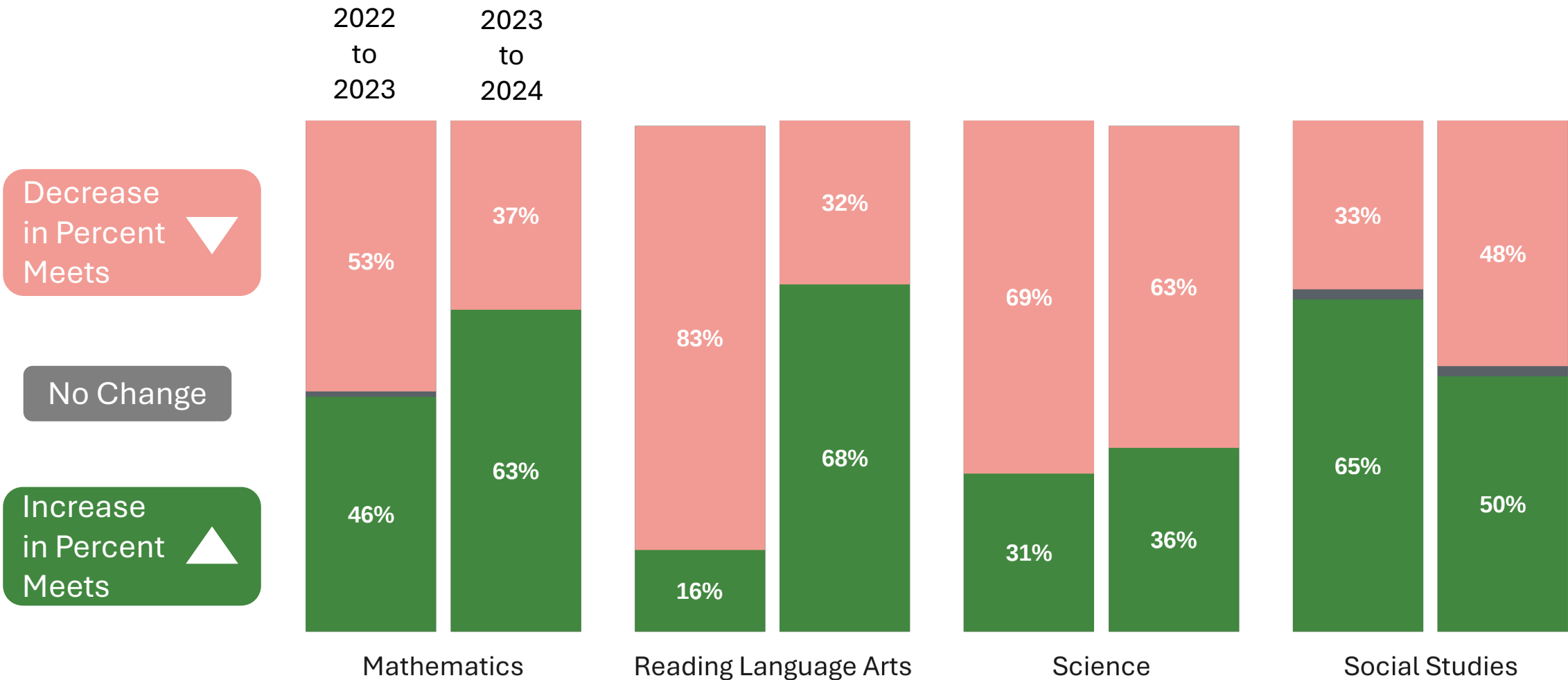
# Houston ISD showed overall greater gains in percent meeting grade level than large districts in the Houston-area

Difference in percentage of students meeting grade level STAAR assessments from SY23 to SY24



Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

# Houston ISD has more campuses experiencing increases in the percentage of students performing on grade level on most STAAR assessments from 23-24, compared to 22-23



Note: Mathematics and RLA assessments are administered in grades 3-8, science assessments are administered in grades 5 and 8, and social studies assessments are administered in grade 8. The analysis includes both English and Spanish assessment results.

# Houston ISD compared to the State of Texas across all four STAAR assessments by percent approaches and masters (Grades 3-8)

| Math           |             |             |              |              |               |                |            |
|----------------|-------------|-------------|--------------|--------------|---------------|----------------|------------|
|                | HISD (SY23) | HISD (SY24) | Texas (SY23) | Texas (SY24) | HISD (growth) | Texas (growth) | Difference |
| Approaches (%) | 63.4        | 65.2        | 71.5         | 67.4         | 1.8           | -4.1           | 5.9        |
| Masters (%)    | 14.5        | 14.9        | 16.9         | 15.3         | 0.4           | -1.6           | 2          |

| RLA            |             |             |              |              |               |                |            |
|----------------|-------------|-------------|--------------|--------------|---------------|----------------|------------|
|                | HISD (SY23) | HISD (SY24) | Texas (SY23) | Texas (SY24) | HISD (growth) | Texas (growth) | Difference |
| Approaches (%) | 69.7        | 70.7        | 77.5         | 75.6         | 1             | -1.9           | 2.9        |
| Masters (%)    | 19.5        | 22.6        | 23.8         | 25.1         | 3.1           | 1.3            | 1.8        |

| Science        |             |             |              |              |               |                |            |
|----------------|-------------|-------------|--------------|--------------|---------------|----------------|------------|
|                | HISD (SY23) | HISD (SY24) | Texas (SY23) | Texas (SY24) | HISD (growth) | Texas (growth) | Difference |
| Approaches (%) | 57.4        | 55.5        | 67.9         | 61.8         | -1.9          | -6.1           | 4.2        |
| Masters (%)    | 11.4        | 10.9        | 15.5         | 13.3         | -0.5          | -2.2           | 1.7        |

| Social Studies |             |             |              |              |               |                |            |
|----------------|-------------|-------------|--------------|--------------|---------------|----------------|------------|
|                | HISD (SY23) | HISD (SY24) | Texas (SY23) | Texas (SY24) | HISD (growth) | Texas (growth) | Difference |
| Approaches (%) | 48.5        | 47.7        | 59.7         | 57.2         | -0.8          | -2.5           | 1.7        |
| Masters (%)    | 10.9        | 11.9        | 15.4         | 15.9         | 1             | 0.5            | 0.5        |

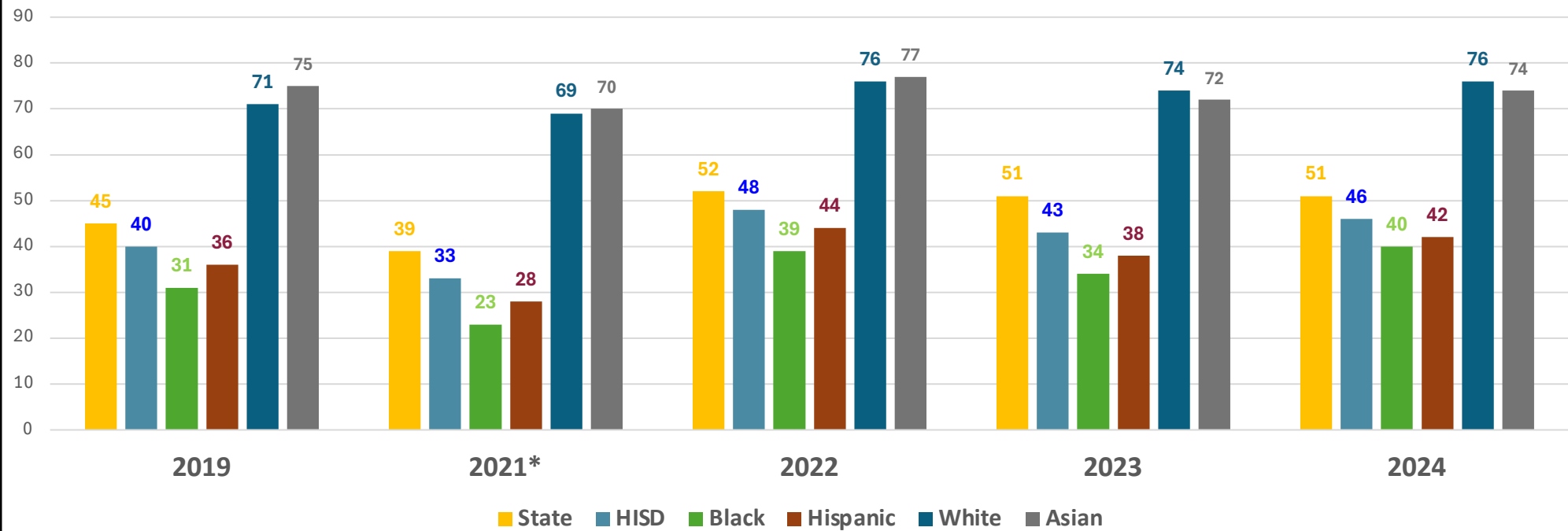
---

# SUBGROUP STAAR DATA

26 JUNE 2024

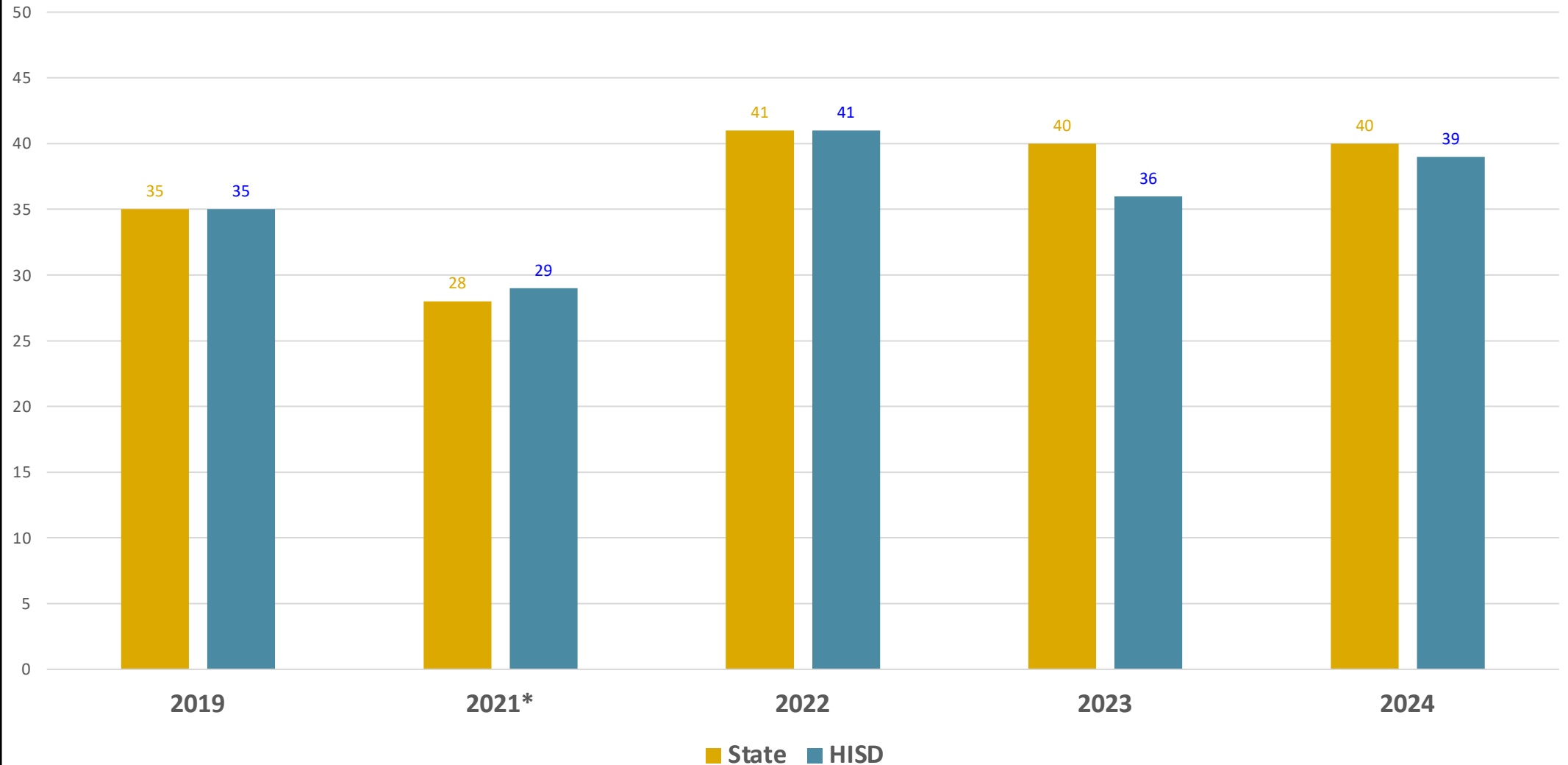


## STAAR 3-8 -- Reading

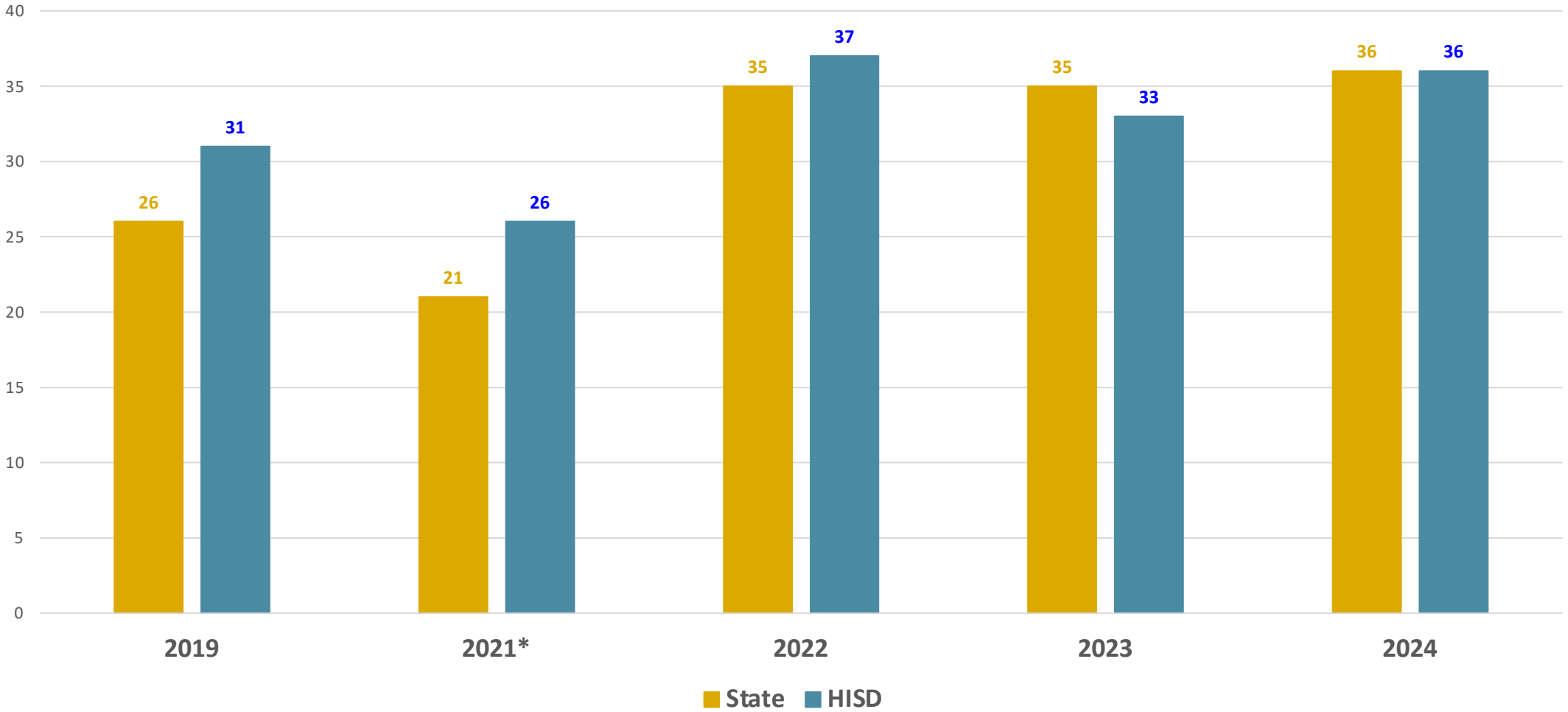




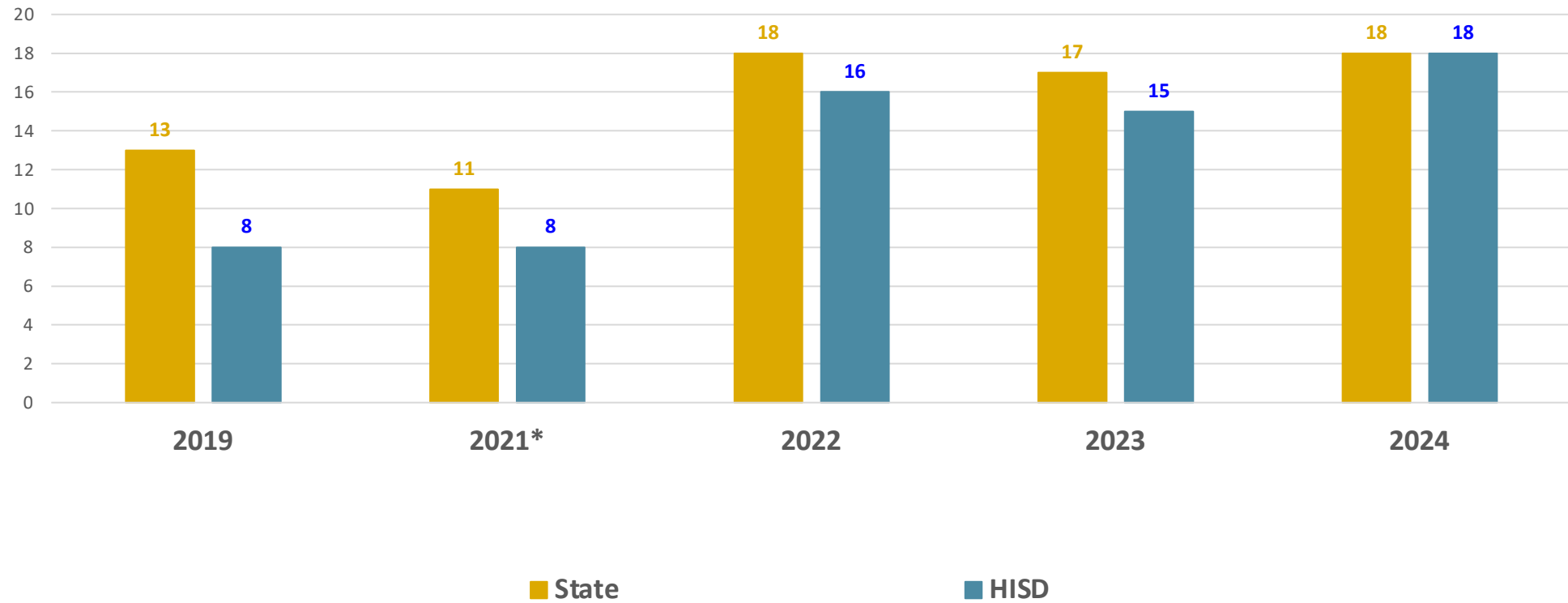
## STAAR 3-8 -- Reading -- Econ. Disadv.



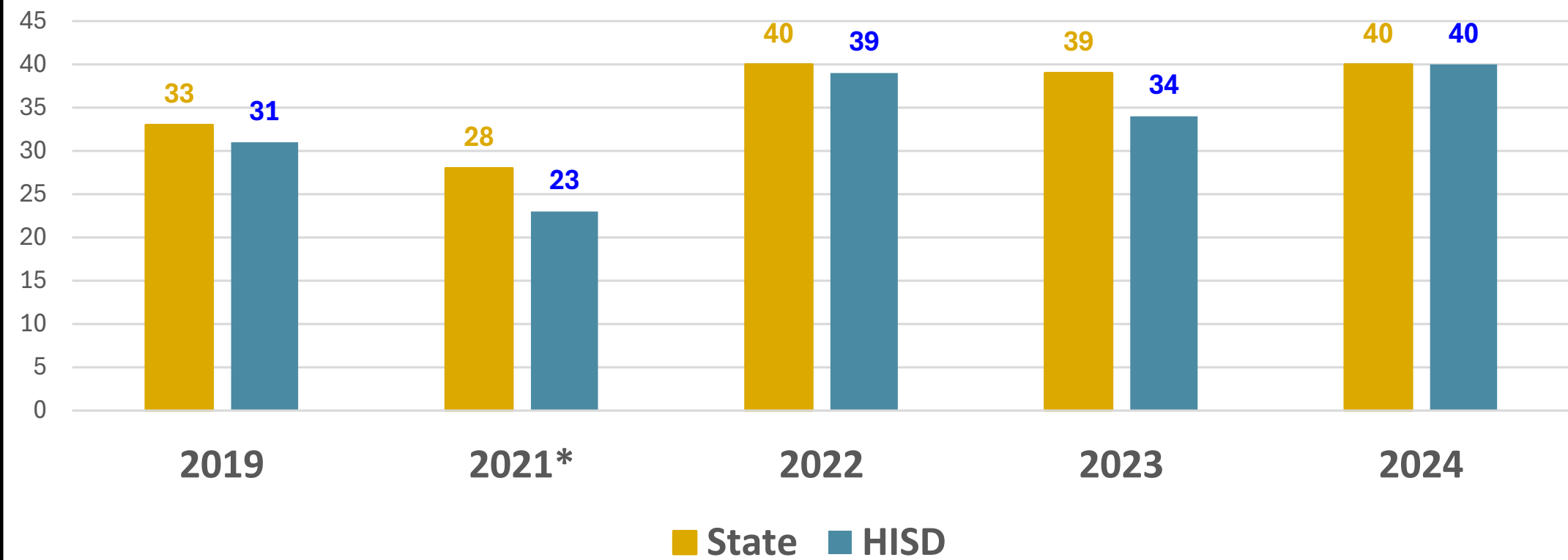
# STAAR 3-8 -- Reading --EB (Current & Monitored)



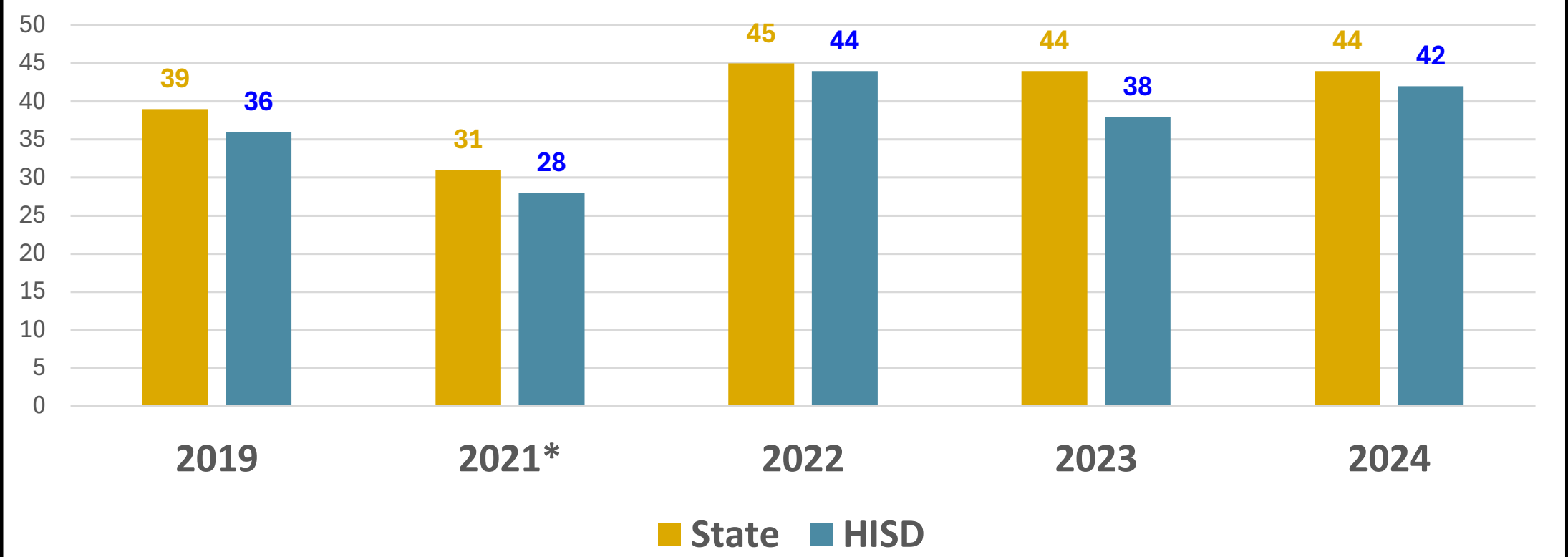
## STAAR 3-8 -- Reading -- SPED



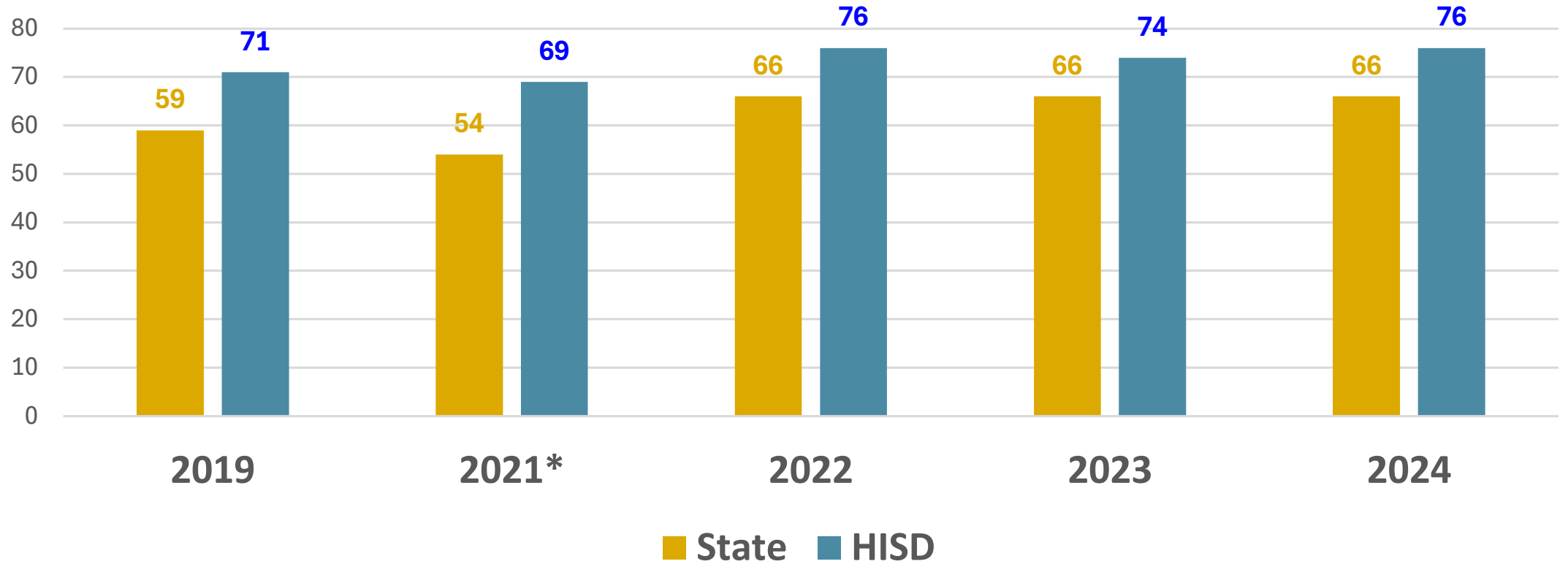
STAAR 3-8 Reading -- Black



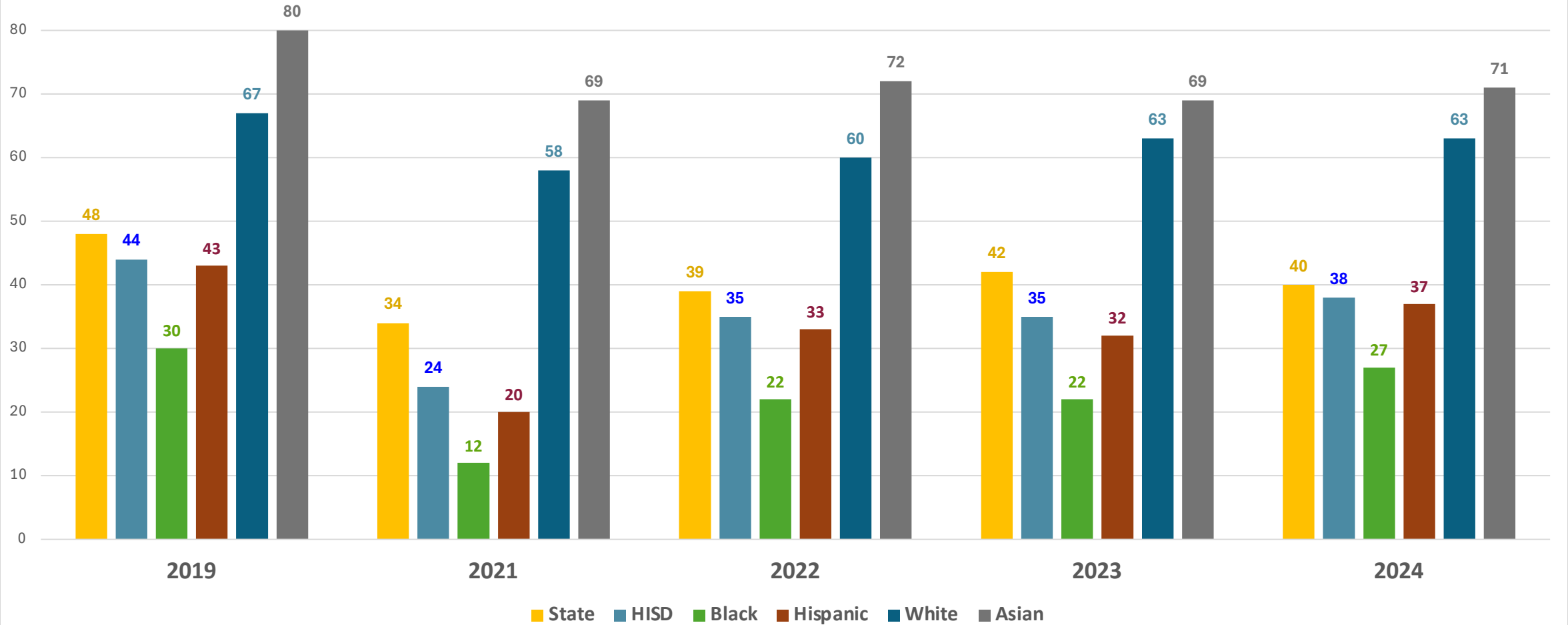
# STAAR 3-8 Reading -- Hispanic



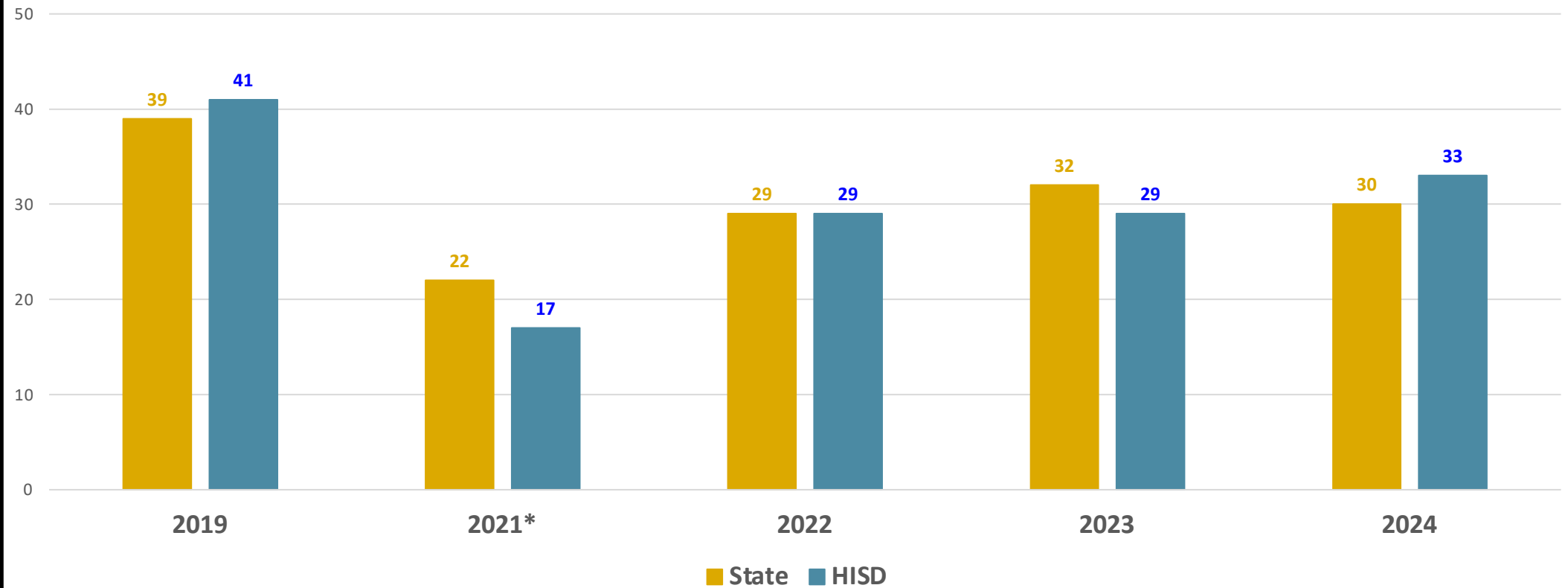
## STAAR 3-8 Reading -- White



# STAAR 3-8 -- Math

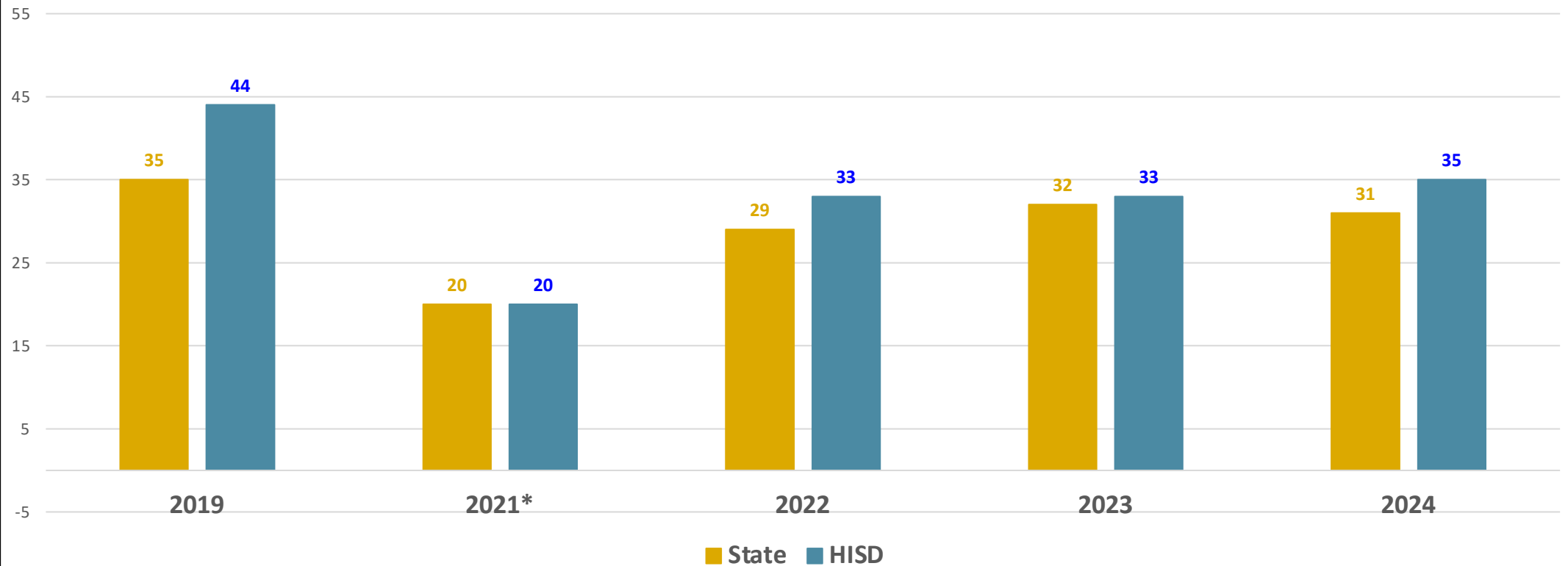


## STAAR 3-8 Math -- Econ. Disadv.

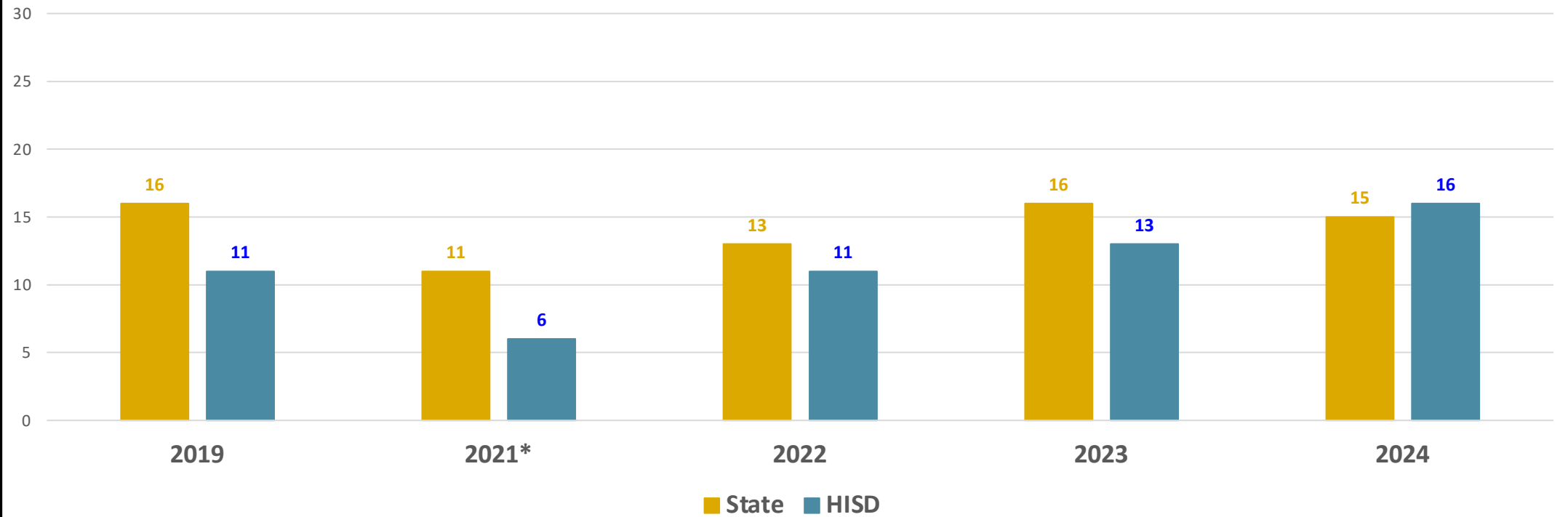




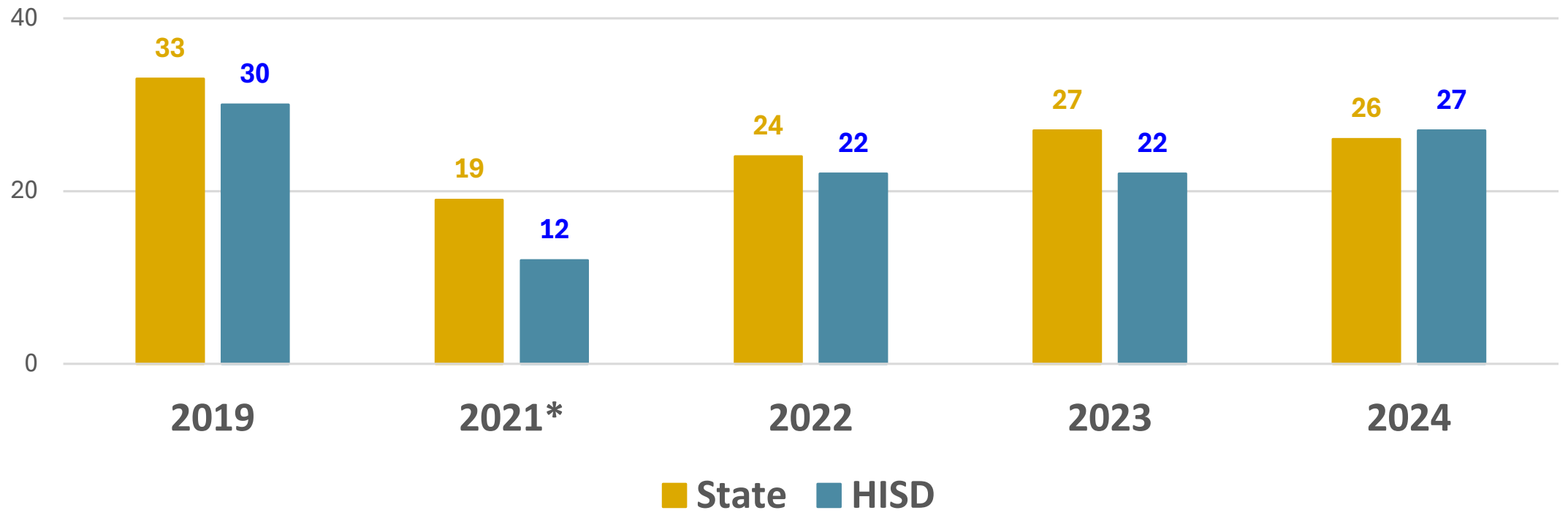
## STAAR 3-8 -- Math -- EB (Current & Monitored)



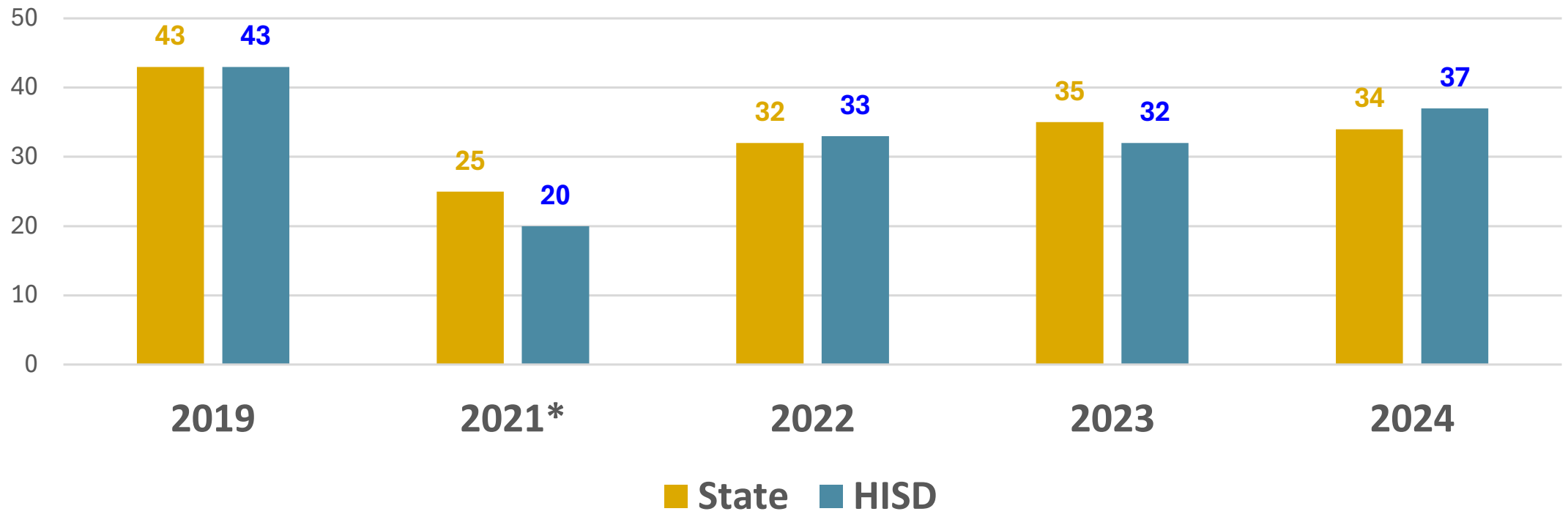
## STAAR 3-8 -- Math -- SPED



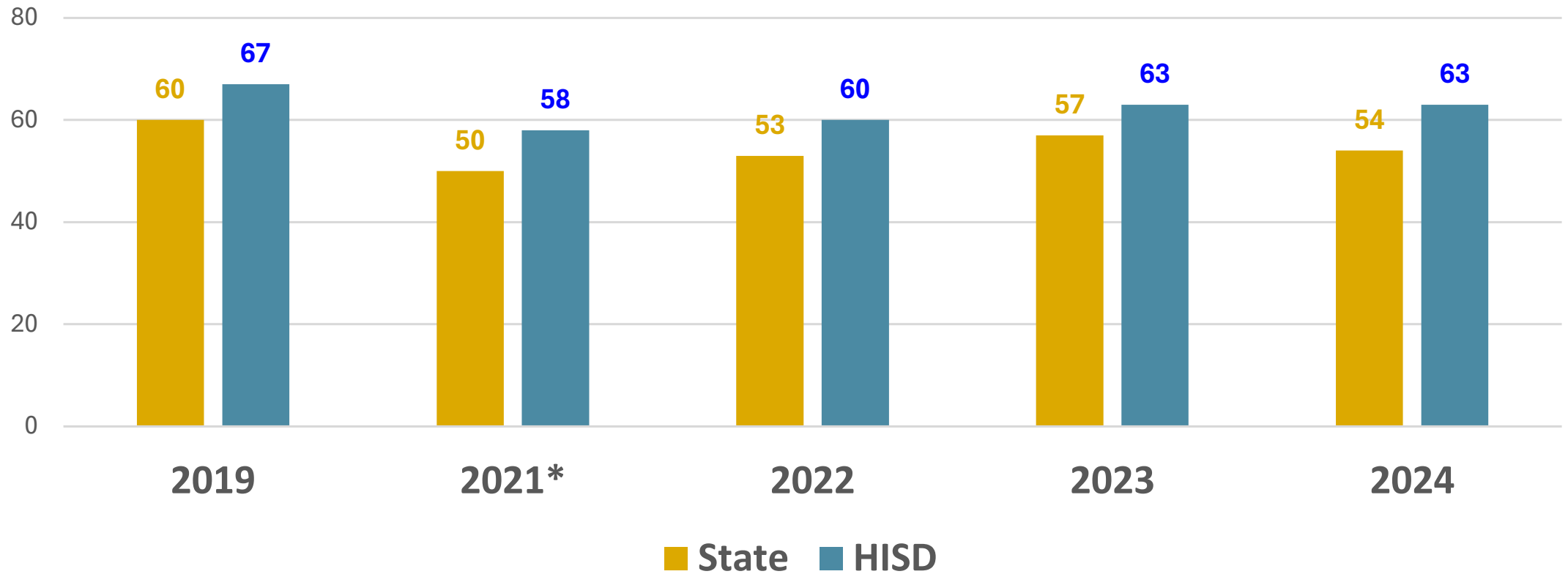
## STAAR 3-8 Math -- Black



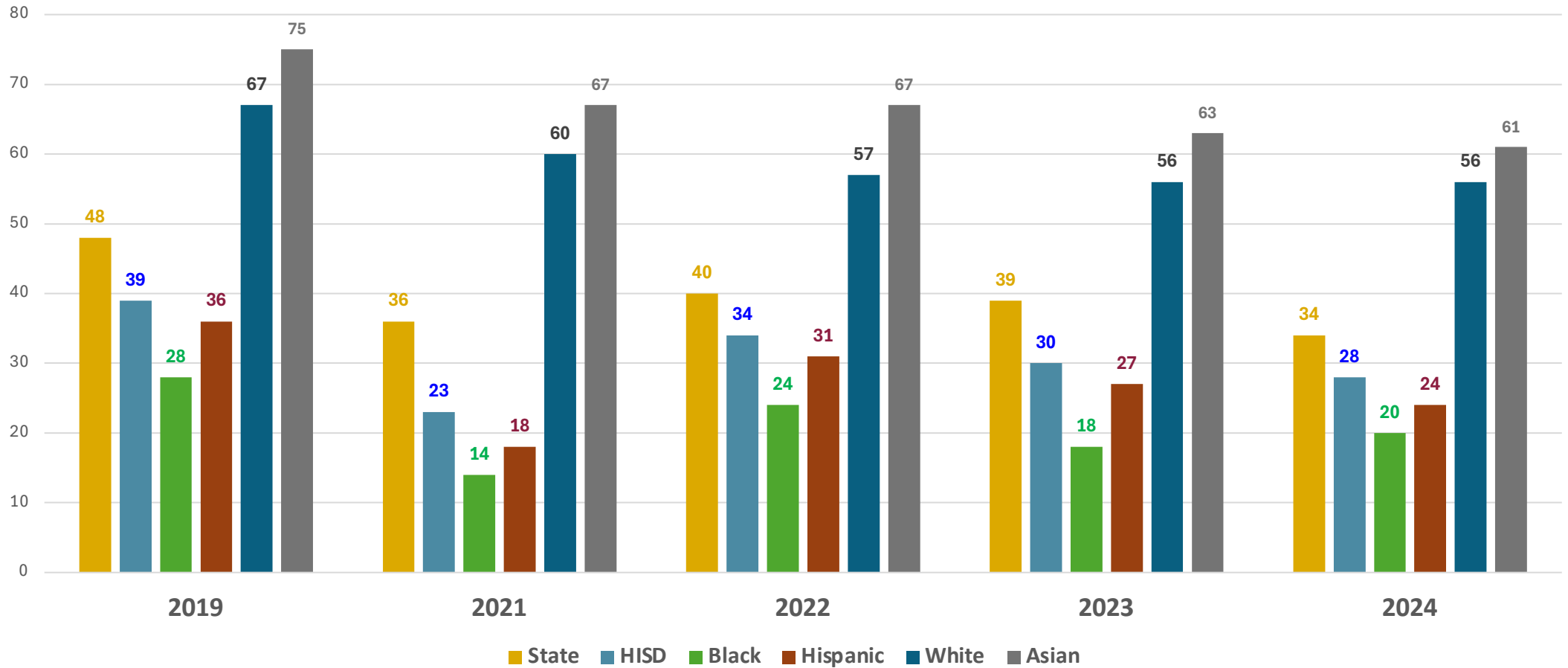
## STAAR 3-8 Math -- Hispanic



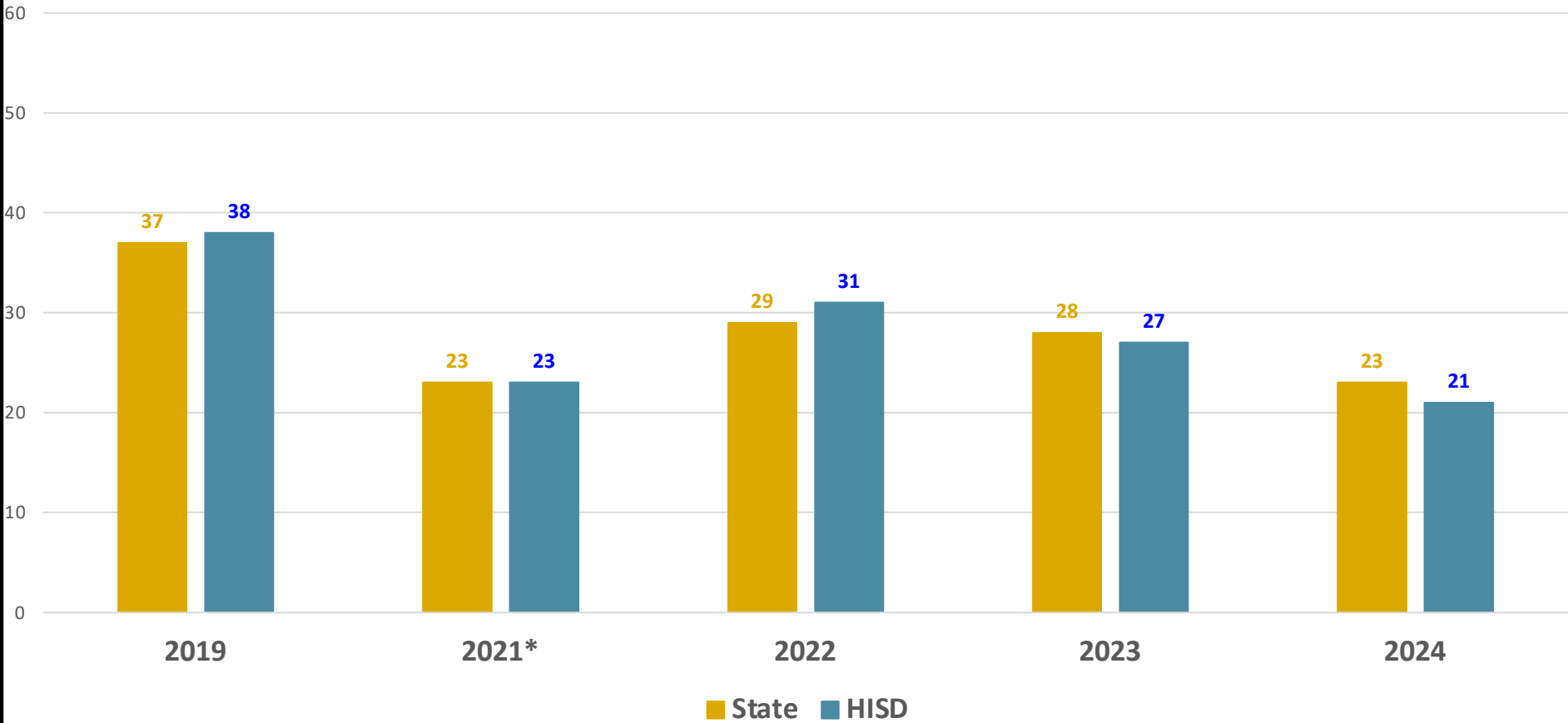
## STAAR 3-8 Math -- White



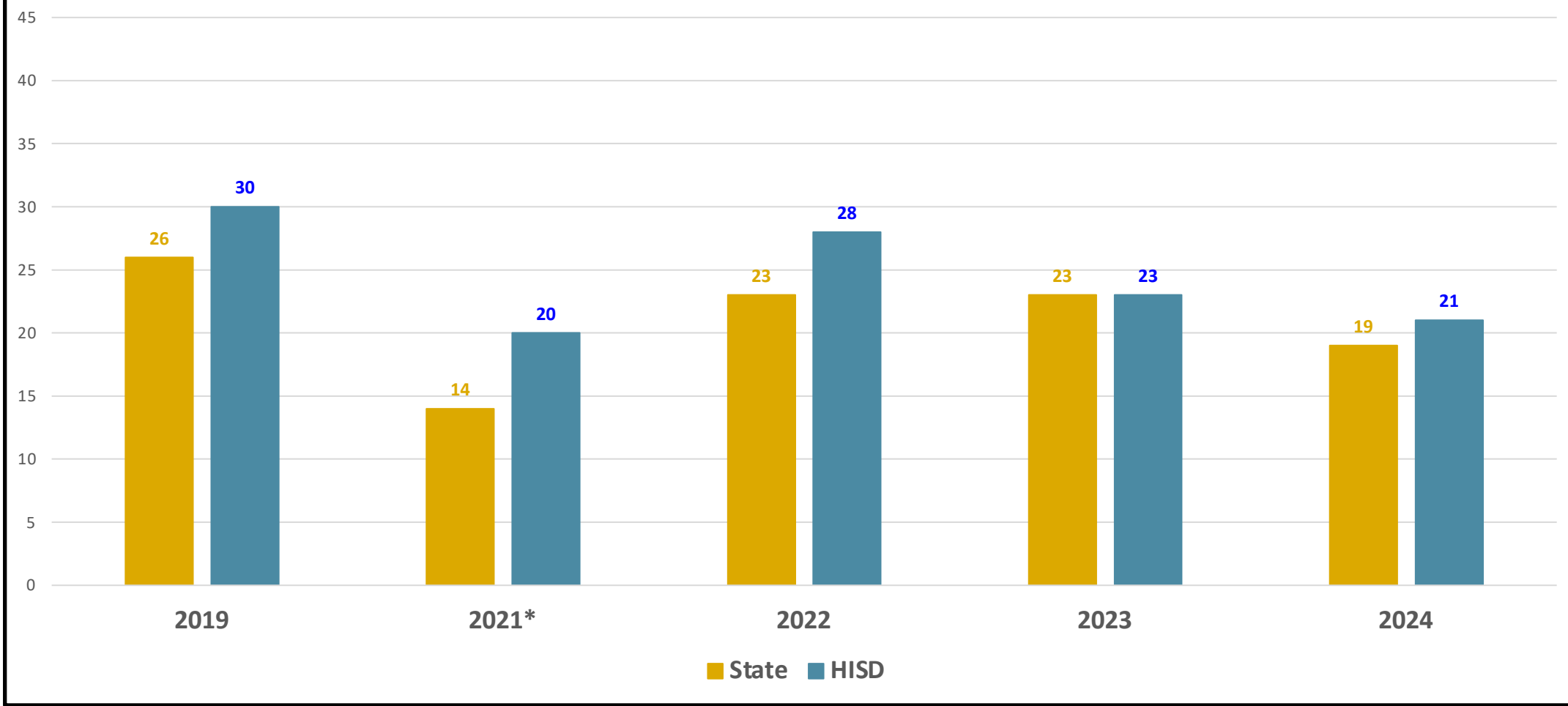
# STAAR 3-8 -- Science



# STAAR 3-8 Science -- Econ. Disadv.

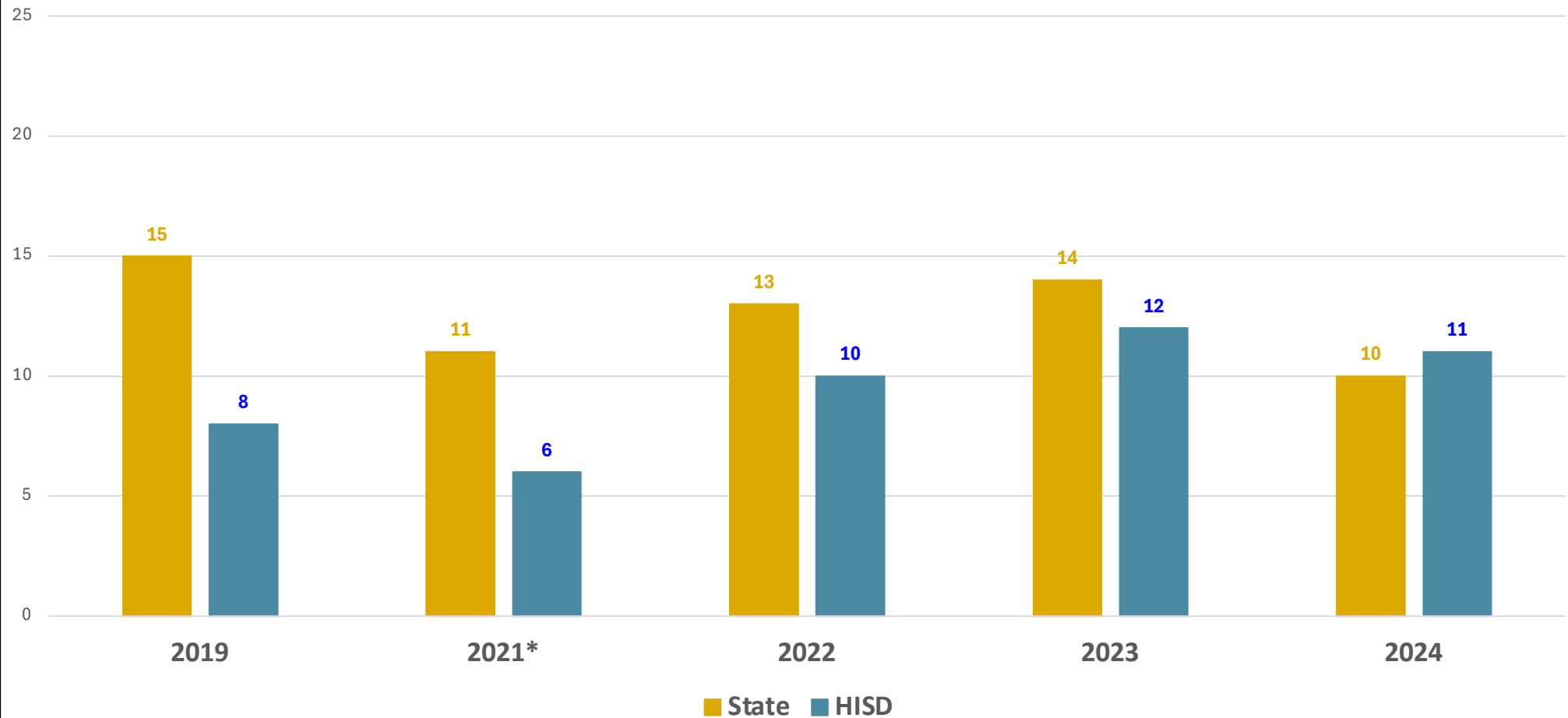


# STAAR 3-8 -- Science -- EB (Current & Monitored)

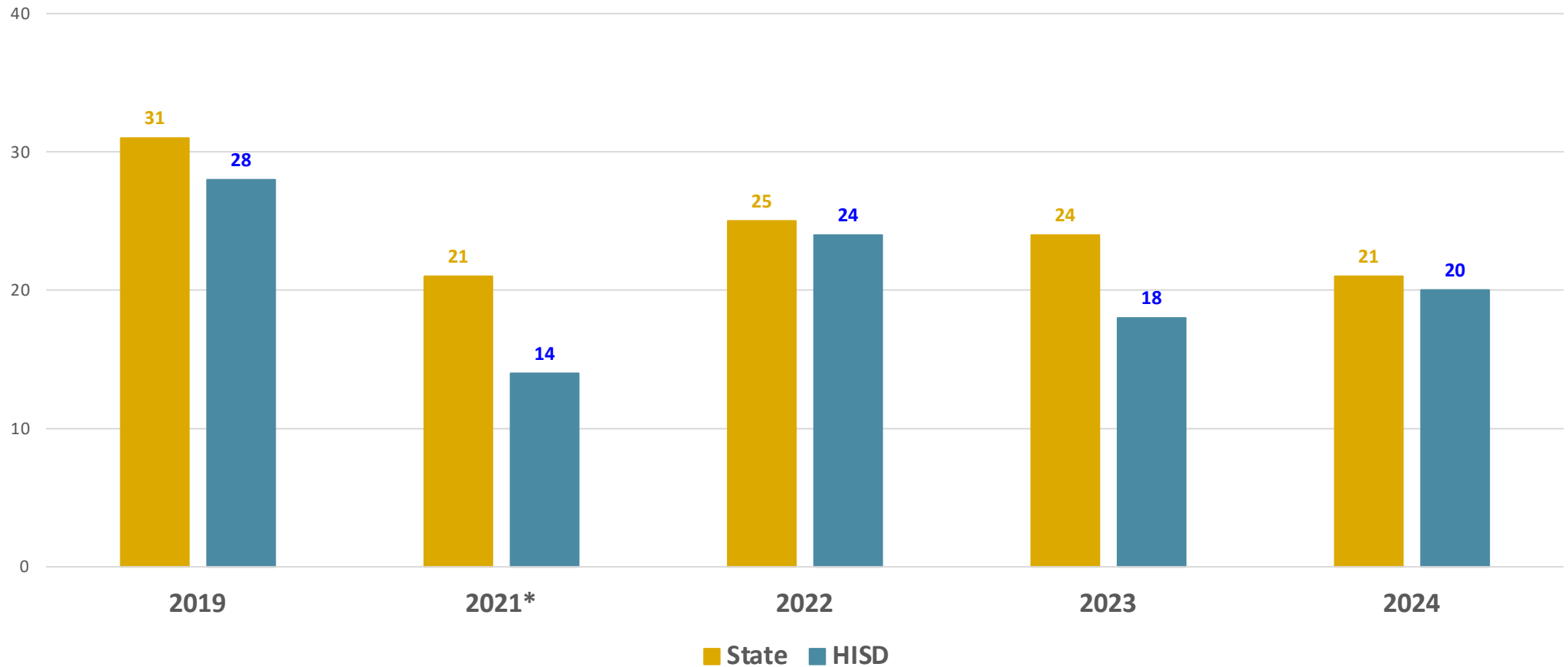




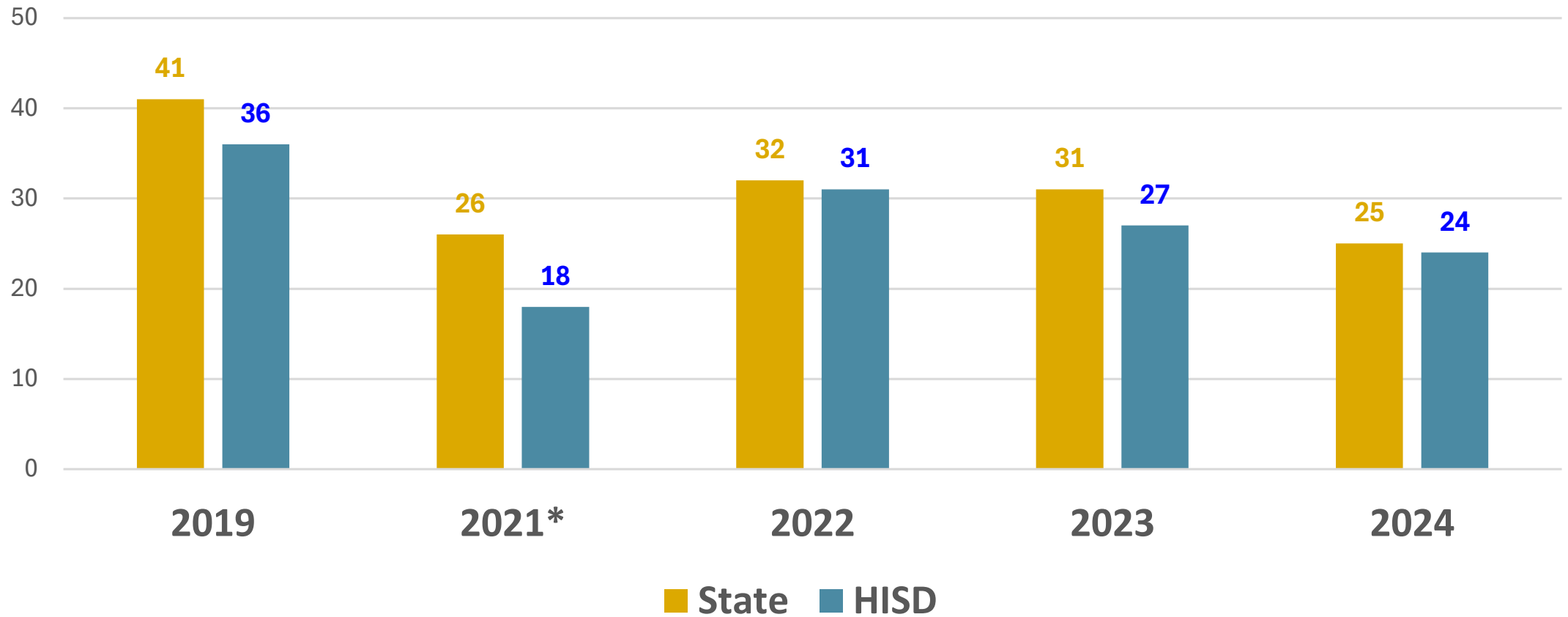
# STAAR 3-8 -- Science -- SPED



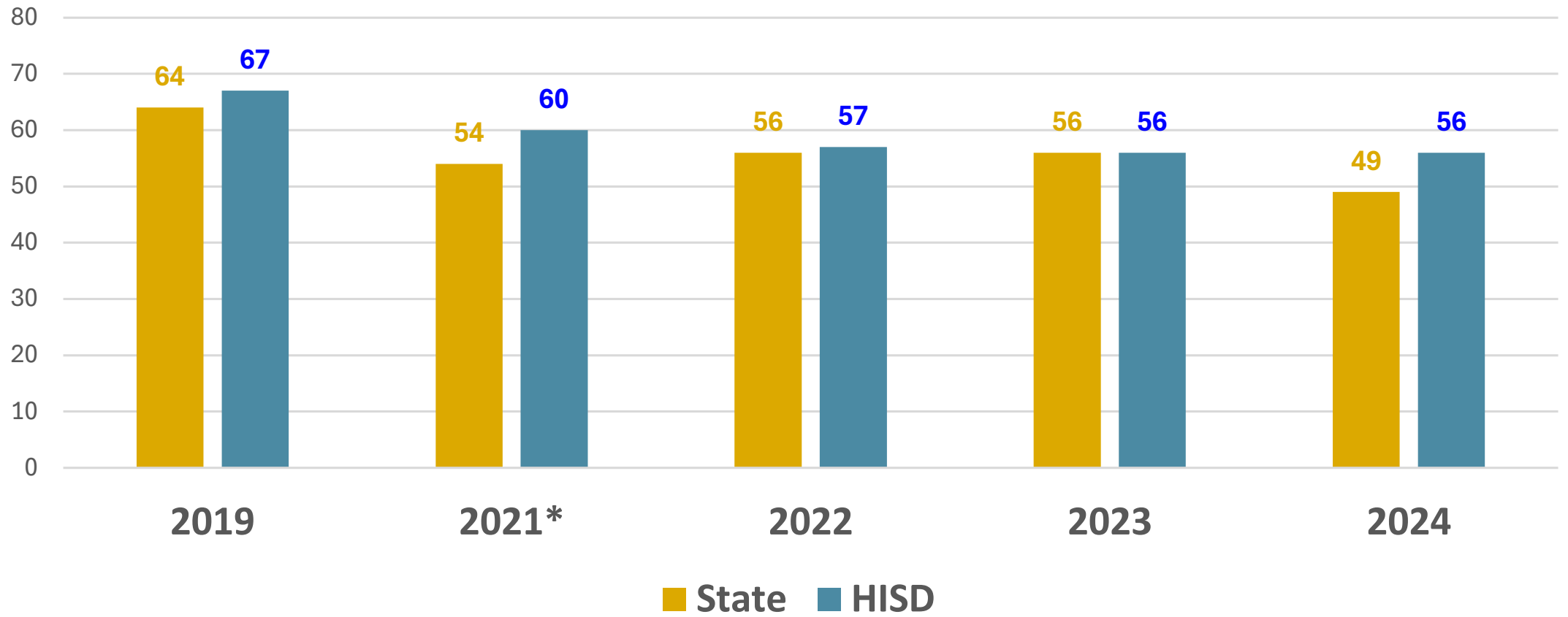
# STAAR 3-8 -- Science -- Black



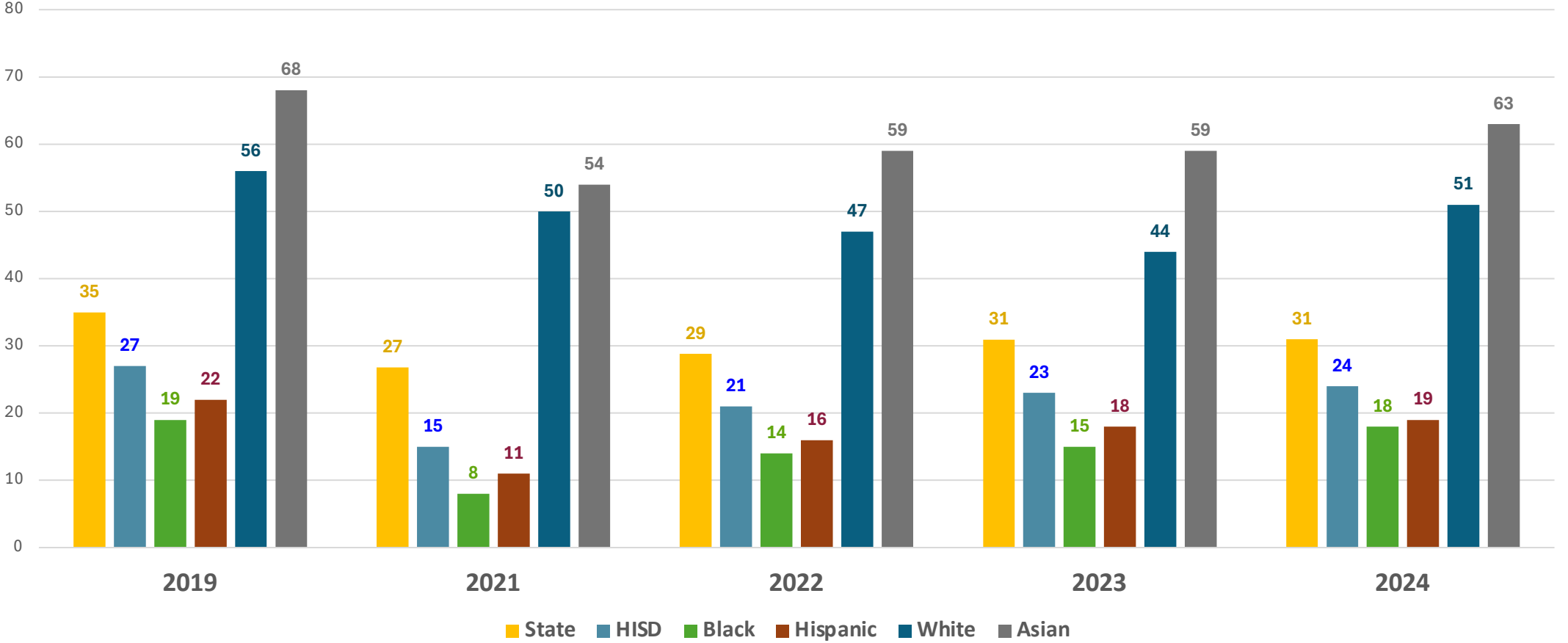
## STAAR 3-8 Science -- Hispanic



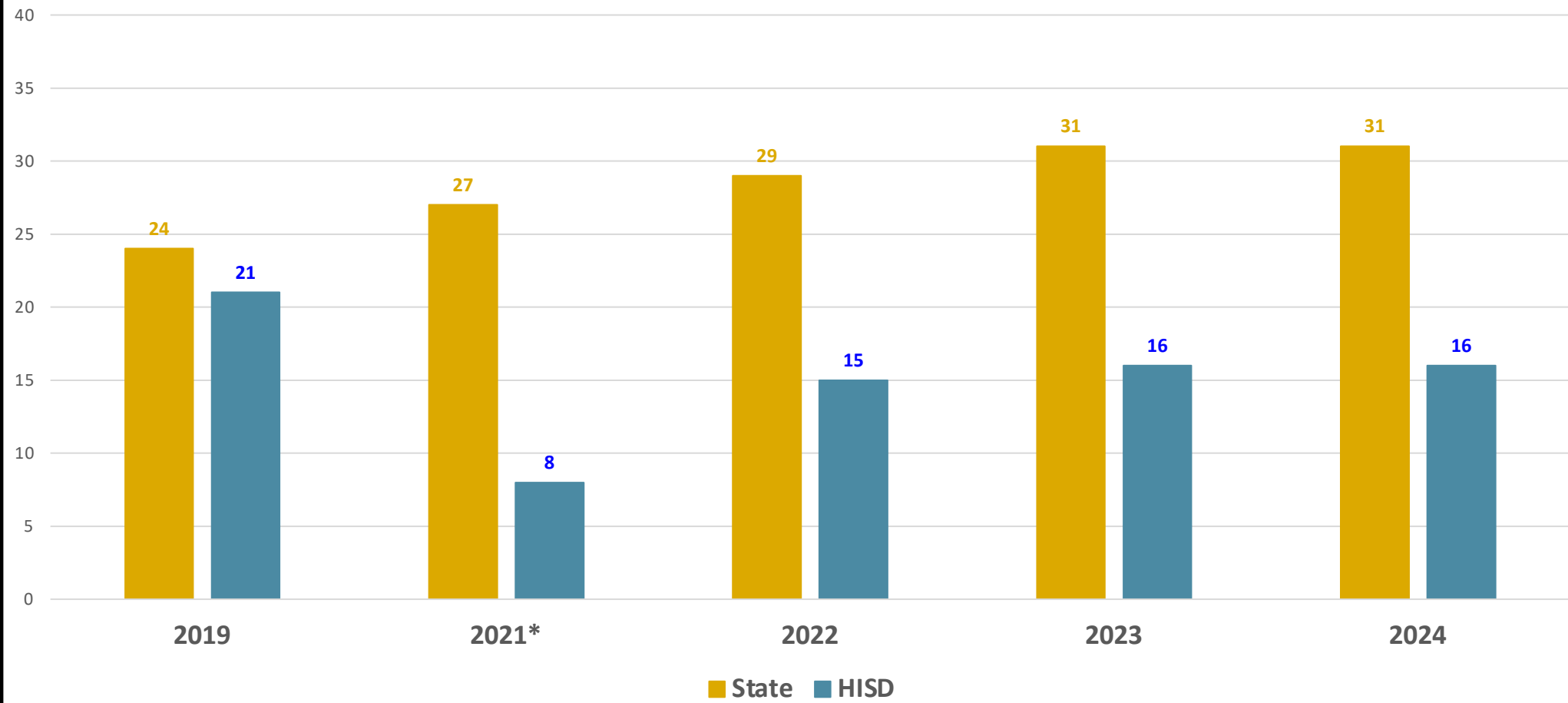
## STAAR 3-8 Science -- White



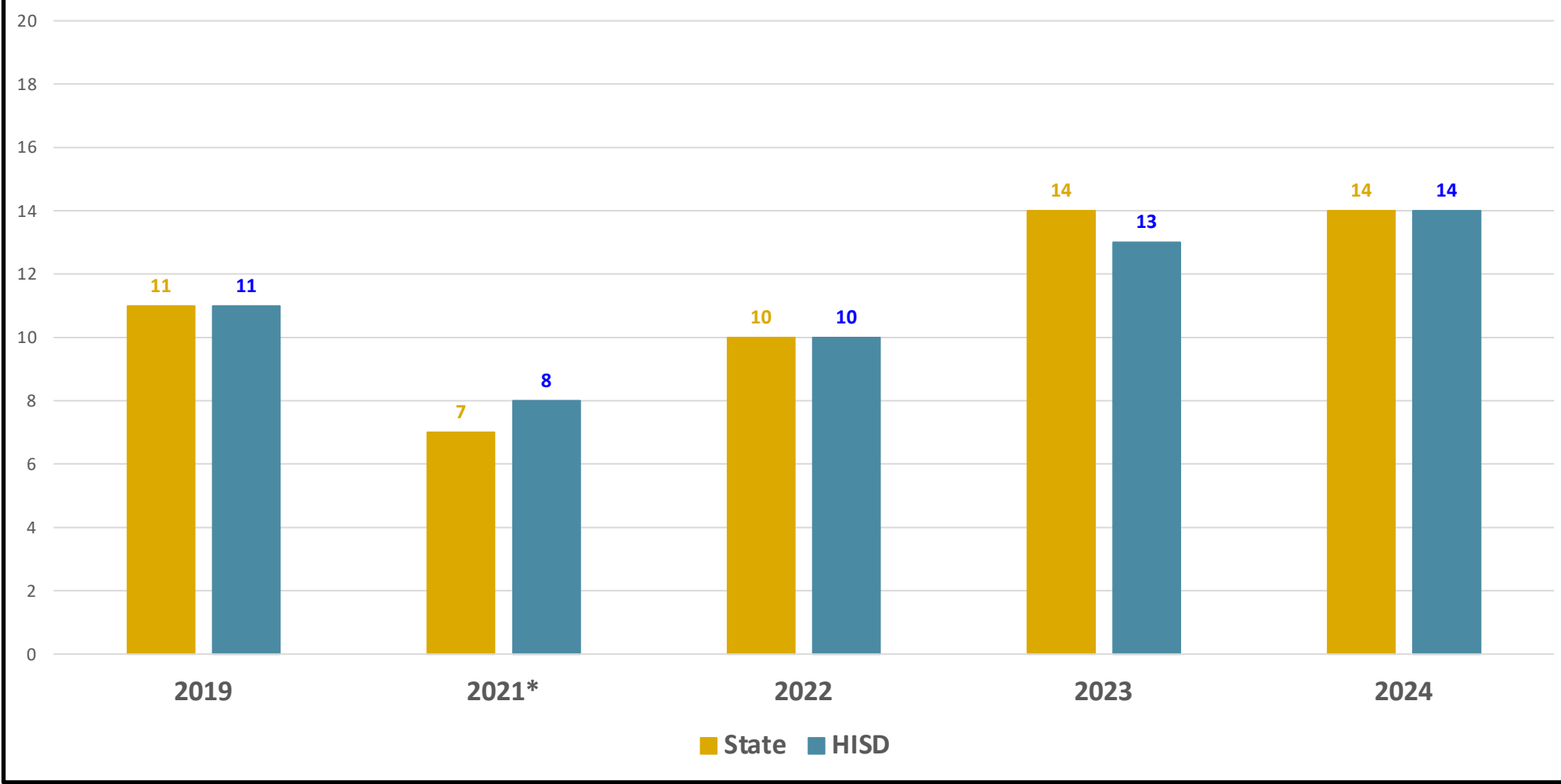
# STAAR 3-8 -- Social Studies



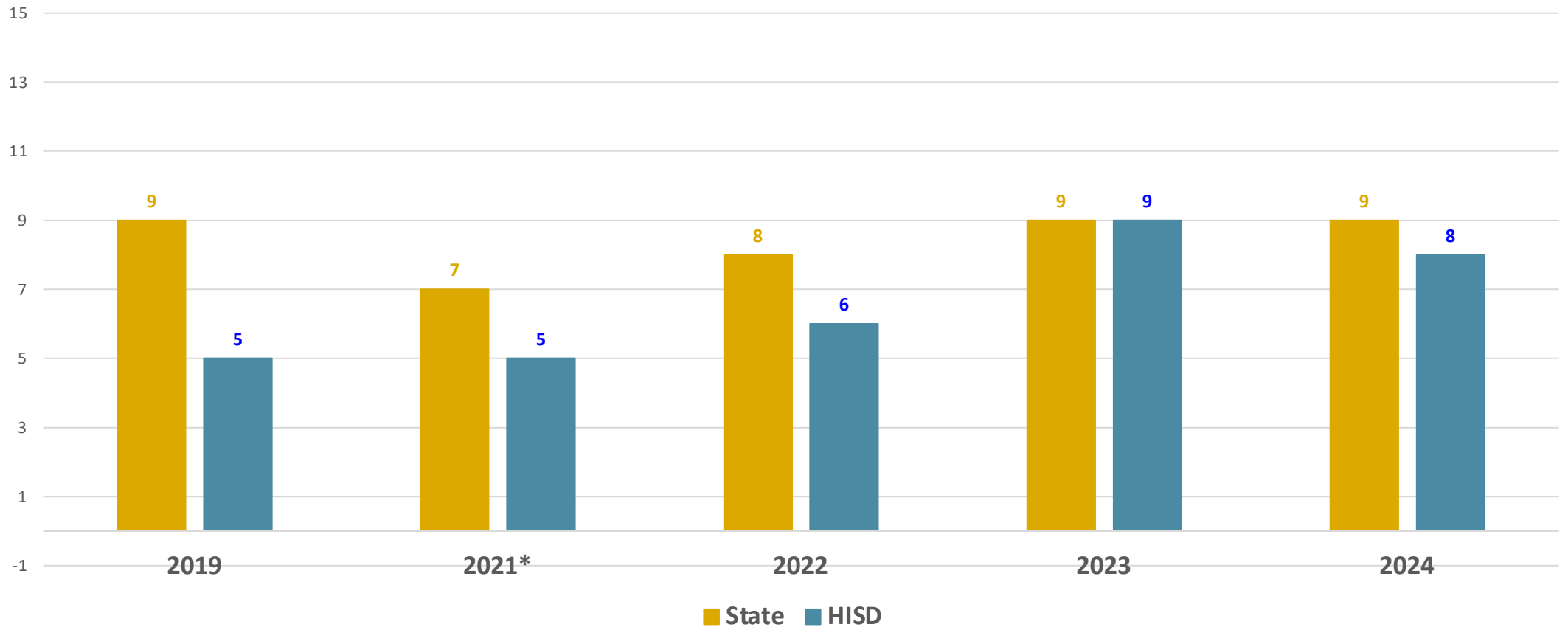
STAAR 3-8 Social Studies -- Econ. Disadv.



# STAAR 3-8 -- Social Studies -- EB (Current & Monitored)

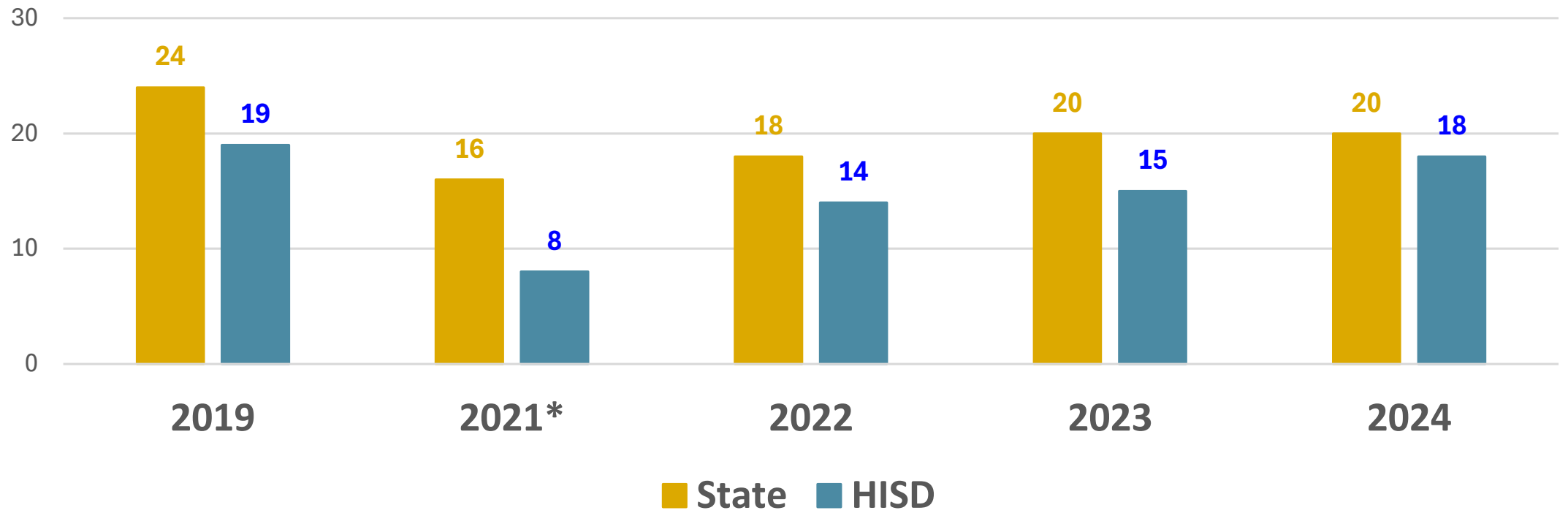


## STAAR 3-8 -- Social Studies -- SPED

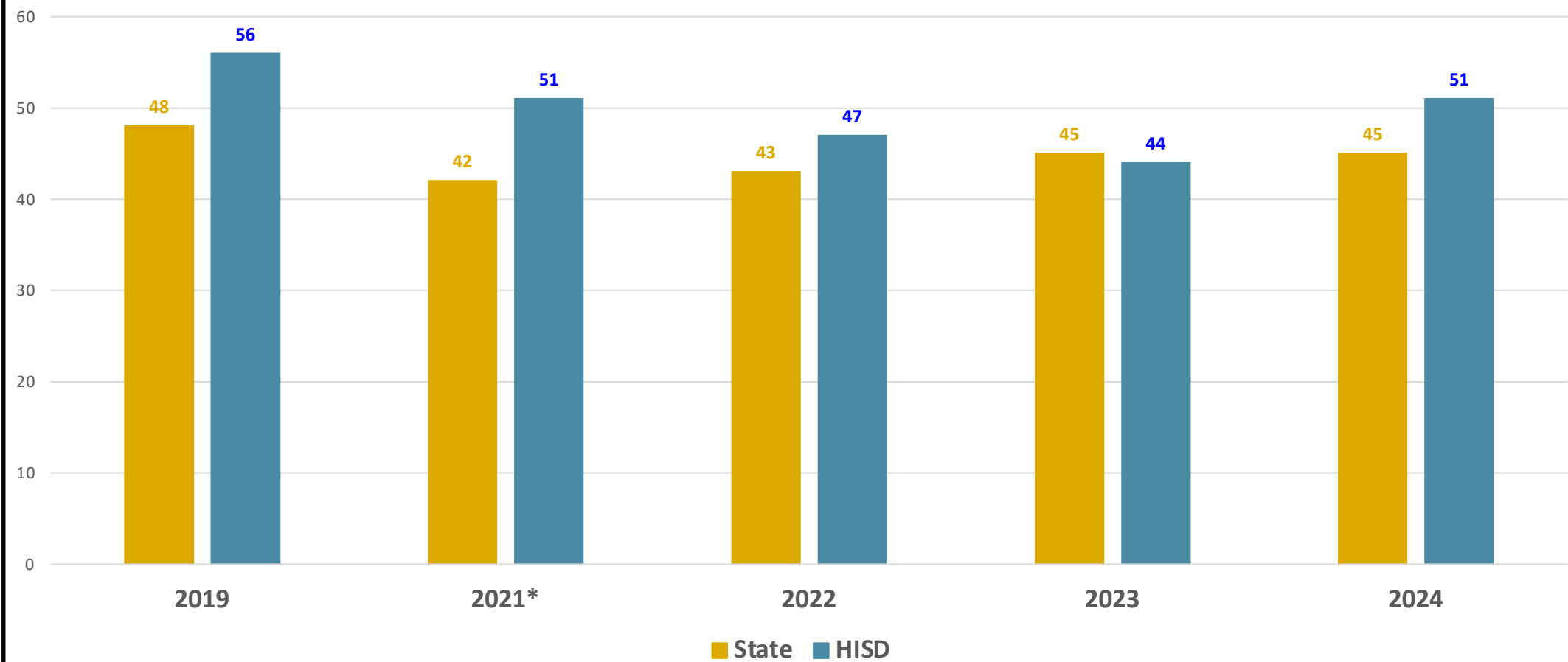




## STAAR 3-8 Social Studies -- Black



# STAAR 3-8 -- Social Studies -- White



# Prospective Bond Board Workshop

June 27, 2024

**RENEW**  
**HISD**



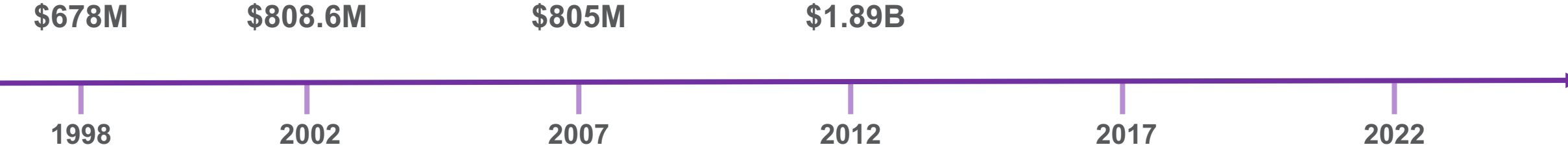
**RENEW HISD**



# Proposal Headlines

What are the key investments proposed in the 2024 HISD Bond?

# Our Bond History



**Total**  
**\$4,181,600,000**

# Other Districts Invest More



**\$8.0B**  
**139,695 Students**  
**190 Schools**



**\$5.2B**  
**118,155 Students**  
**88 Schools**



**\$4.9B**  
**72,830 Students**  
**116 Schools**



**\$4.9B**  
**101,976 Students**  
**125 Schools**



**\$4.8B**  
**29,107 Students**  
**25 Schools**



**\$4.4B**  
**72,352 Students**  
**70 Schools**



**\$4.3B**  
**94,785 Students**  
**74 Schools**



**\$4.2B**  
**184,109 Students**  
**274 Schools**

**Total Borrowing from 1992-2024**



# Current State





**Safe & Healthy  
Campuses**

**\$1.04B**



**Future  
Ready**

**\$1.07B**



**Restoring Houston's  
Schools**

**\$2.27B**

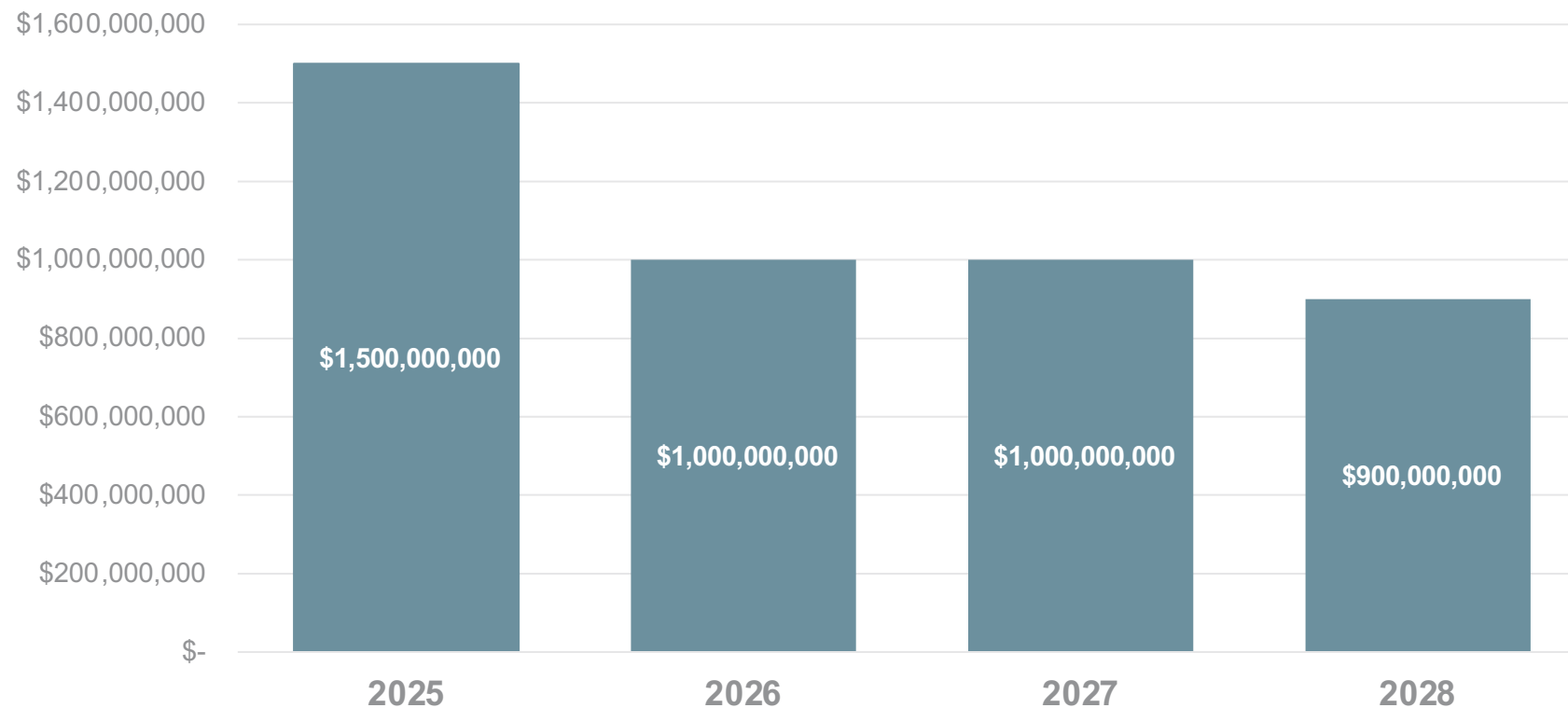


**\$4.4 Billion  
No Tax Increase**

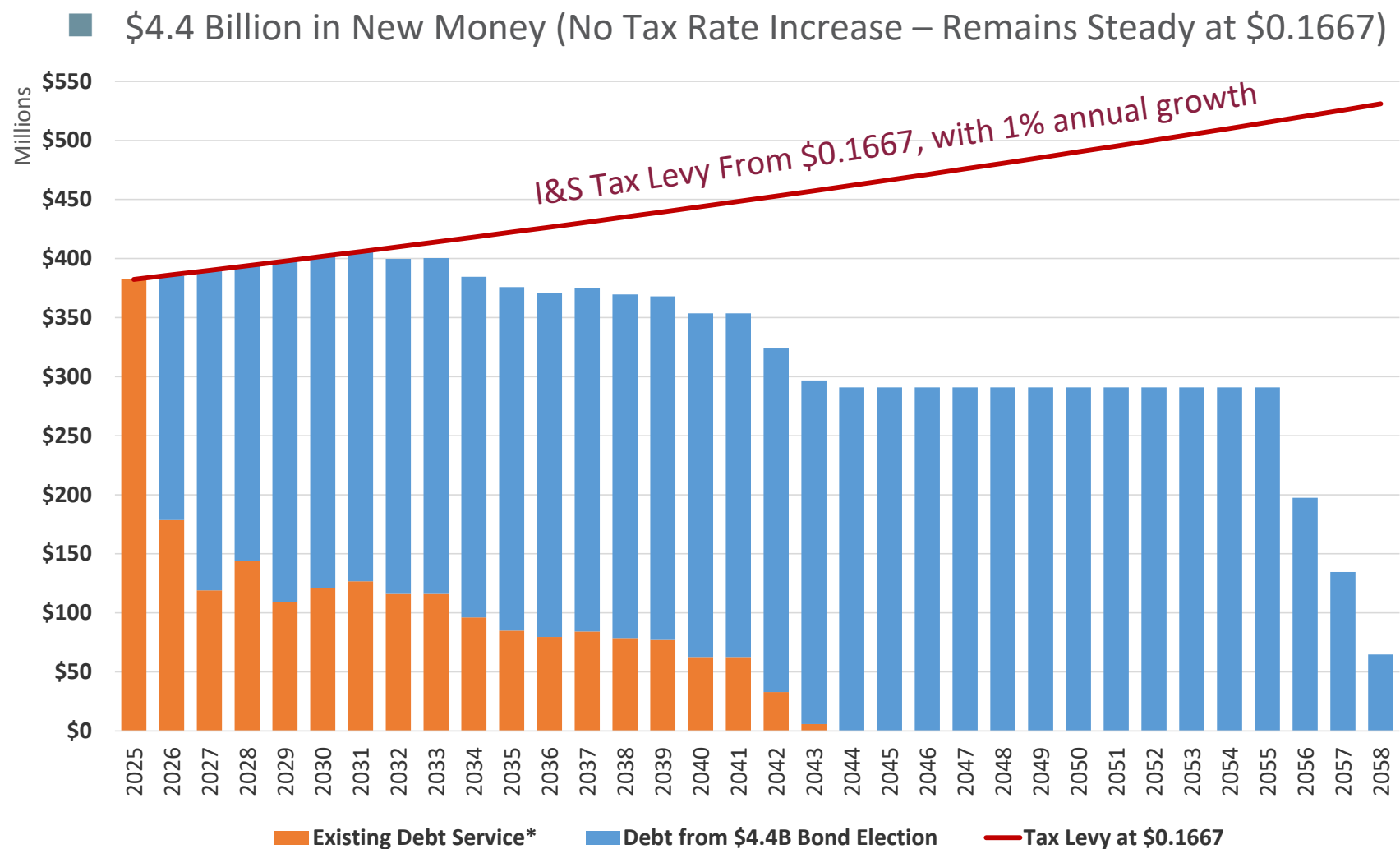


# Bond Election Assumptions

- Bond Election will not increase the I&S tax rate (will remain steady at \$0.1667, as it has been since FY 2018)
- Assessed Valuation Growth of 0.64% for FY 2025, and 1.00% thereafter
- 30-Year Amortization for New Money Bonds
- Bonds are issued according to the following schedule:



# Projected Debt Service



\* Existing Debt Service is net of planned defeasances, State Aid for Additional Homestead Exemption, and scheduled I&S fund balance increases.



# **Bond Planning Principles and Process**



# Our Values

1

This investment in our students is also an investment in our city.

2

All HISD students deserve to learn in safe and healthy facilities.

3

We have an obligation to protect and improve our community schools.

# Principles to Inform Design



Five broad principles governed our thinking in developing the draft set of bond recommendations.

Maximize investments in student safety, health, and proficiency.

Prioritize investments to achieve District goals.

Meet the challenges of the future.

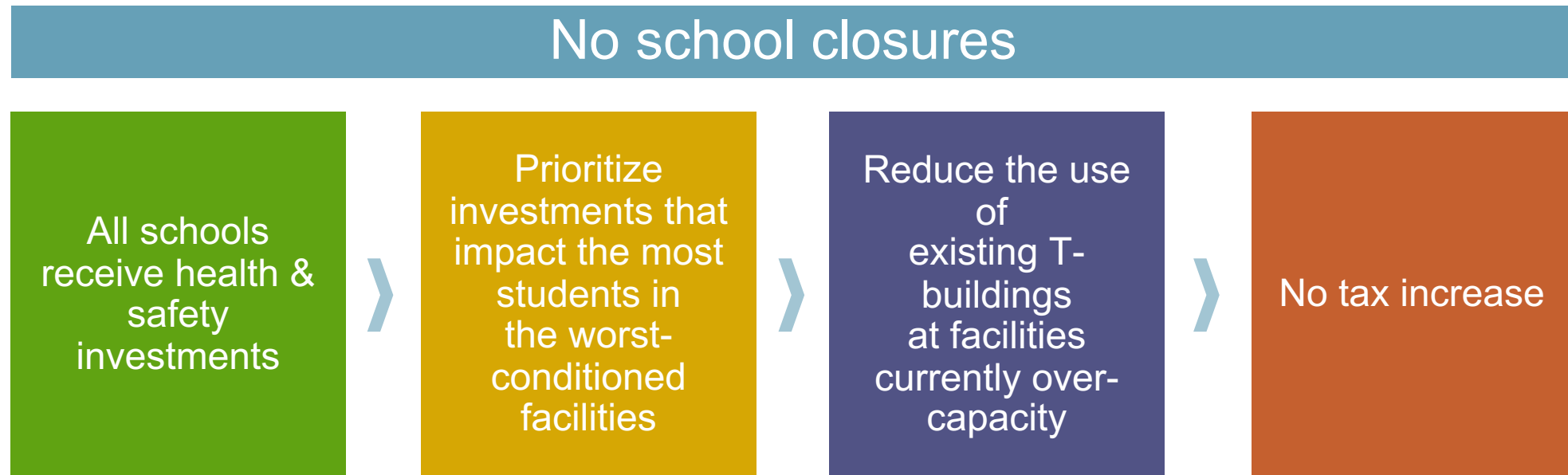
Improve access for families and neighborhoods.

Do not increase taxes.

# Restoring Houston's Schools Design Process



Given HISD has not had a bond in over a decade, we knew we **would not be able to address all the individual needs of every school** in this bond. To help **prioritize** which proposed investments to include in the **Restoring Houston's Schools bucket**, we followed the **process** below.





# **A Research-Based Approach**

An Overview of Analysis and Decision-Making



# Data-Driven Analysis

Given the breadth and depth of facilities needs in HISD, the Administration has researched and analyzed a comprehensive set of indicators and considerations to prioritize potential investments.



**Lessons Learned  
from Previous  
Bonds**



**Facility  
Data**



**Demography,  
Geography, &  
Economy**



**Legal &  
Financial**





# Key Research Questions: Safe and Healthy Campuses

1

What does current law and guidance require to ensure student safety?

2

Do current HISD facilities meet this safety guidance?  
What does our safety and security audit say schools need?

3

What is current state of HISD air and water quality?  
How can we improve upon this?

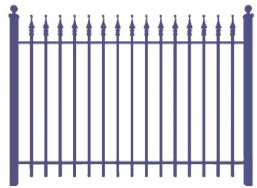
# Initial Findings:

## Safe and Healthy Campuses

---

### Safety

All buildings showed some level of need for safety investments to meet the recommendations in the external assessment.



### Healthy Environments

- 49% of buildings need lead remediations
- 69% of buildings need HVAC replacements, partial replacements, or repair



# Proposed Approach: Safe and Healthy Campuses

---

- 100% of physical campuses are receiving safety or health investments
- All students will benefit from the district-level safety investments

## Safety Upgrades

- Secure Single Point of Entry
- Perimeter Fencing
- Upgrading Classroom Doors
- Upgrading Exterior Doors
- Mobile Command Center
- New Patrol Vehicles
- Equipment for Expanded Officer Force

## Health Upgrades

- Ongoing Lead Abatement
- HVAC Upgrades (replacements, partial replacements, and repair work)

**Proposed Investment: \$1.04 Billion**

# **Future Ready - Pre-K**



# Key Research Questions: Pre-K

1

What does the research tell us about the benefits of high-quality early learning?

2

What is current and future state of demand, access, and enrollment in Houston ISD PreK?

3

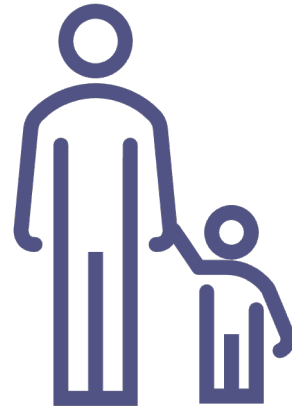
What methodology is used to determine where and how to expand Pre-K, and why is this the best approach?

# Early Years Matter for Kids

---

90%

Of child's brain formed  
by Age 5

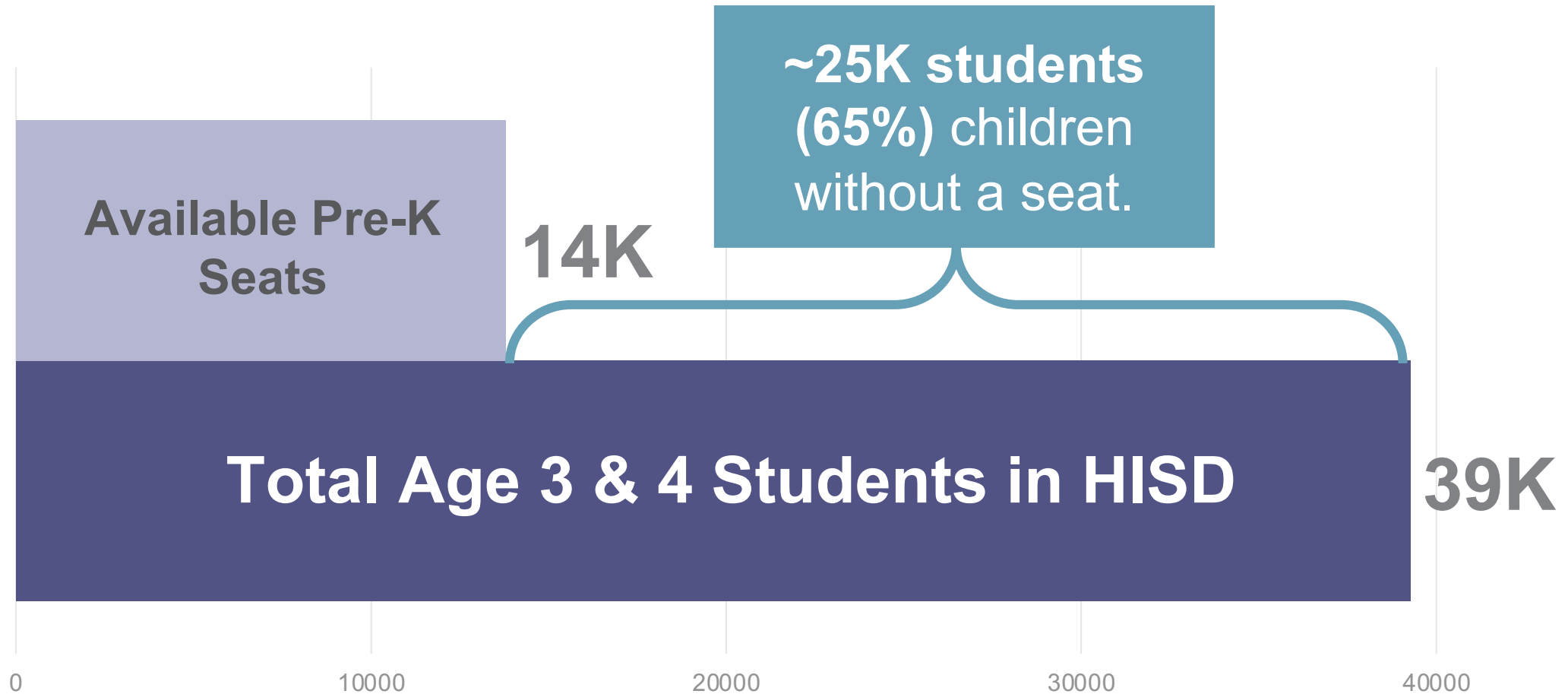


2-3x

More vocab for many  
students than their peers  
by Age 3

# Yet Not All Students Have Access to Pre-K

---



SY23-24  
New Seats:

814

Goal for  
SY24-25:

800

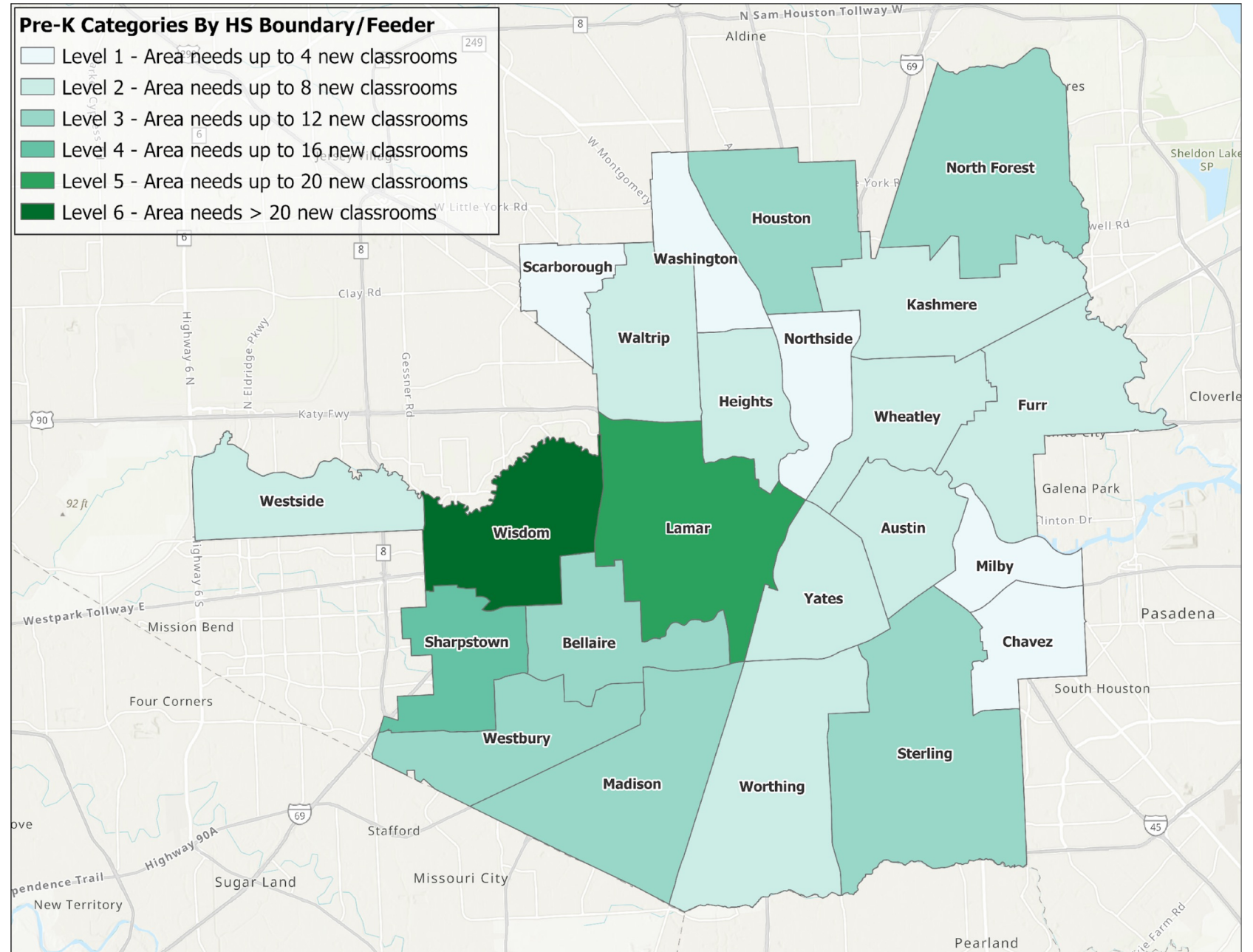


Good start but must remain a priority



# Demand Analysis

To serve 100% of Pre-K Age 4 and one-third of Pre-K Age 3 TEA eligible students, HISD would still need to open **4,000 new seats.**



# Proposed Pre-K Expansion Approach



|   | Strategy                   | Estimated Seats       | Estimated Cost                 | Rationale / Considerations   |
|---|----------------------------|-----------------------|--------------------------------|--|
| 1 | Rebuild                    | Estimated 700 seats   | \$0 additional funds allocated | <ul style="list-style-type: none"><li>• Ensure rebuilds address all key issues in design</li></ul>   |
| 2 | Space Optimization         | Estimated 2,100 seats | \$50M                          | <ul style="list-style-type: none"><li>• Least expensive per student cost</li><li>• Prioritize campus site-based volume of need by eligibility status</li></ul> |
| 3 | Unused Land                | Estimated 800 seats   | \$100M                         | <ul style="list-style-type: none"><li>• Exploring for all campuses with no existing capacity AND available, unused land</li></ul>                              |
| 4 | New Early Childhood Center | Estimated 400 seats   | \$50M                          | <ul style="list-style-type: none"><li>• Build in feeder with largest unmet demand with limited ability to use other expansion options</li></ul>                |

**Proposed Investment:** \$200 Million to add 4,000 seats

# **Future Ready - CTE**



# Key Research Questions Future Ready - CTE

1

What does research say about the impact of high quality CTE programming?

2

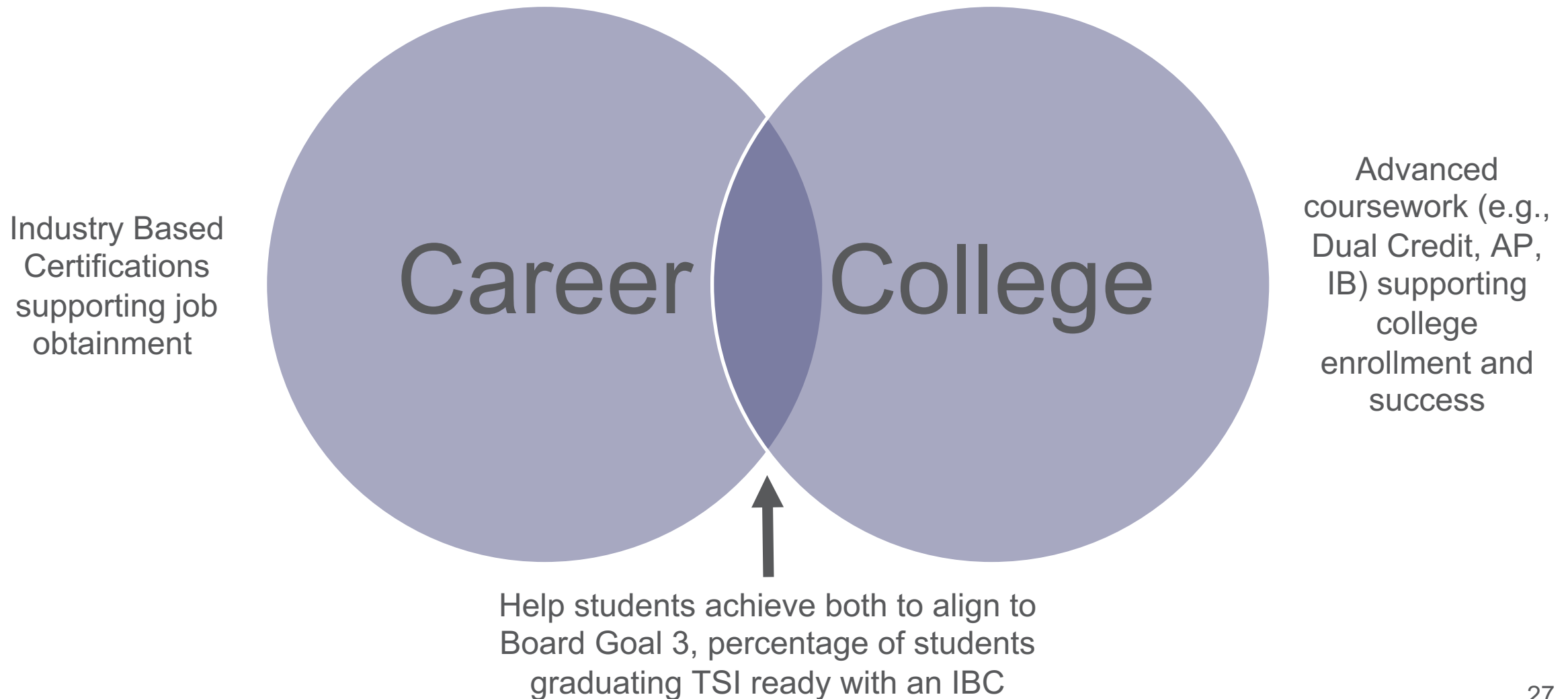
What programs of study are aligned to the future of work and are programs accessible to students?

3

Why are Career Centers a recommended strategy?

# Pathways to Post Graduation Success

---



# Improved Outcomes for CTE Students

---



**8**

**percentage  
points**

**more likely to  
graduate HS on  
time**



**2**

**percentage  
points**

**more likely to  
enroll in a  
postsecondary  
program**



**5**

**percentage  
points**

**more likely to be  
employed full  
time 8 years  
after graduation**



**20**

**percentage  
points**

**ahead in median  
annual income 8  
years after  
graduation**

# Most students do not have access to programs for high volume, high wage careers.

Program Access at Comprehensive High Schools

| TEA Program of Study  | North | South | Central | West | TOTAL |
|---|-------|-------|---------|------|-------|
| Agriculture technology and mechanical systems               | 0%    | 0%    | 0%      | 0%   | 0%    |
| Plumbing and pipefitter                                     | 14%   | 0%    | 0%      | 0%   | 2%    |
| Electrical  | 71%   | 0%    | 27%     | 0%   | 21%   |
| HVAC  | 14%   | 20%   | 0%      | 0%   | 7%    |
| Renewable energy  | 0%    | 0%    | 0%      | 0%   | 0%    |
| Nursing science   | 0%    | 0%    | 0%      | 0%   | 0%    |
| Robotics and automation technology, industrial, maintenance | 0%    | 14%   | 0%      | 0%   | 0%    |
| Welding   | 71%   | 30%   | 33%     | 10%  | 33%   |
| Diesel and heavy equipment maintenance                      | 0%    | 0%    | 0%      | 0%   | 0%    |
| Electric and hybrid vehicle maintenance (automotive)        | 0%    | 0%    | 0%      | 0%   | 0%    |

# Prospective CTE Programs

## Increasing Student Access



Architecture and Construction



Energy



Health Sciences



Manufacturing



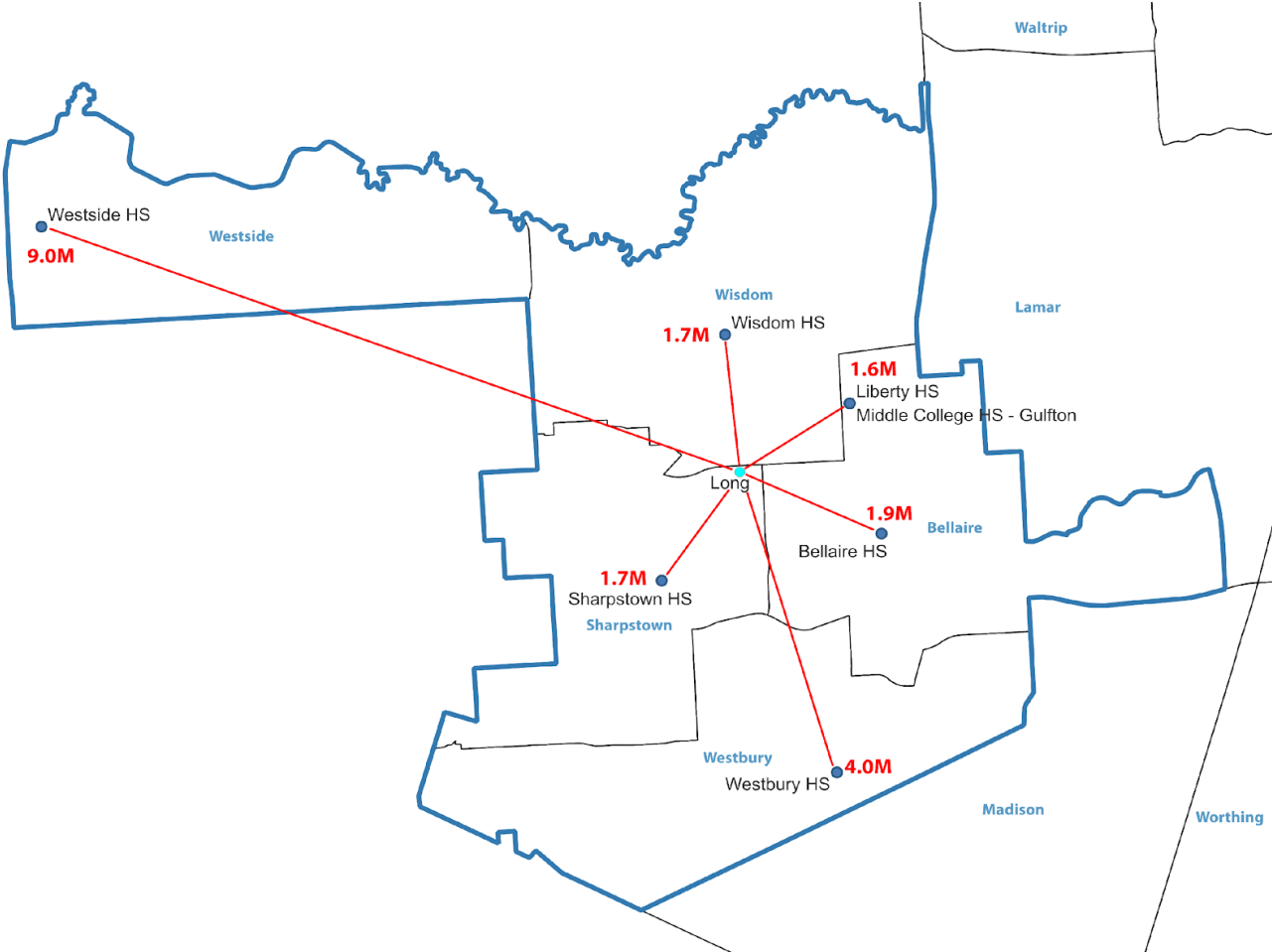
Agriculture, Food, and Natural Resources



Information Technology



Transportation, Distribution, and Logistics





# CTE Proposal:

## 4 State of the Art Facilities



# **Investing in Student Technology**

# Current State

---



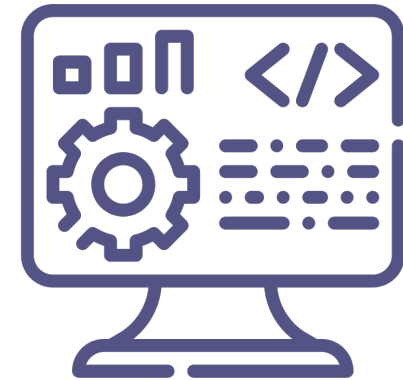
Internet and Wi-Fi



Laptops & Tablets



Classroom  
Technology

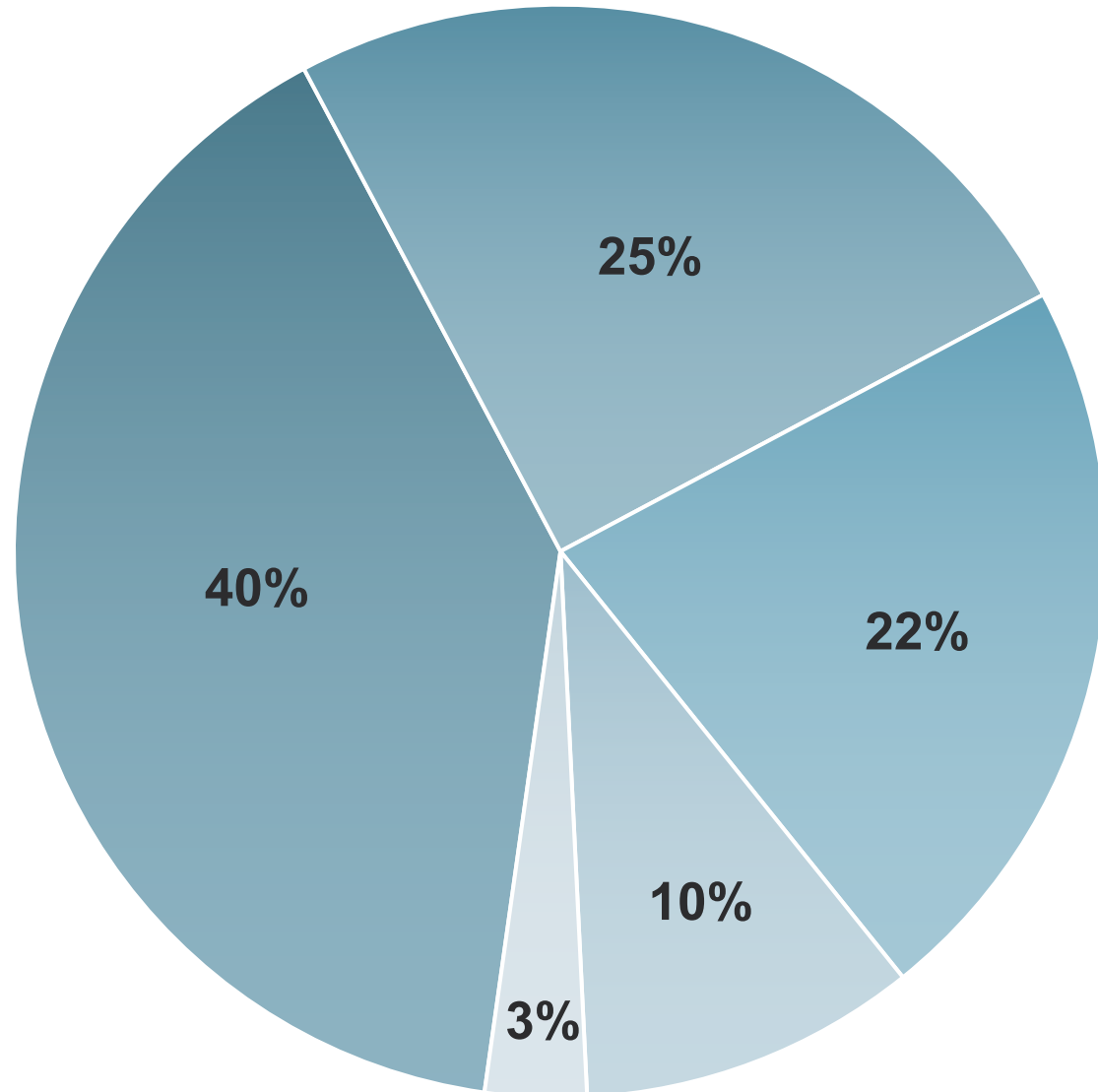


Districtwide  
Operations  
Software

# Future Ready - Student Technology



- Student, Teacher, and Staff Devices
- Connectivity and Connectivity Infrastructure
- Application Systems Modernization
- Classroom Technology
- Cybersecurity



# **Restoring Houston's Schools**



# Key Research Questions Restoring Houston's Schools

1

What does the external facilities assessment show as the most acute needs across the district?

2

What does our internal facilities repair requests data show about buildings that need the most work?

3

How does the facilities condition data align with student enrollment trends and projections?

# Initial Findings: Restoring Houston's Schools

---



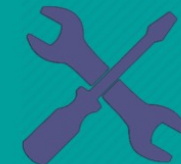
**31.9%**  
of school space  
is more than 50  
years old

**65  
Schools**  
projected to  
exceed capacity  
by 2030



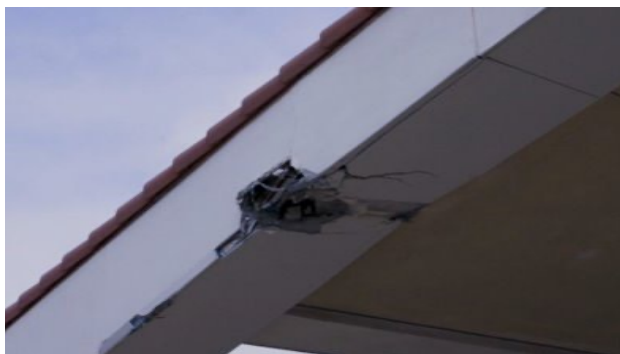
**1,367**  
temporary  
buildings at  
schools

**\$10.6  
Billion**  
Total Needs





# Central Division





# North Division



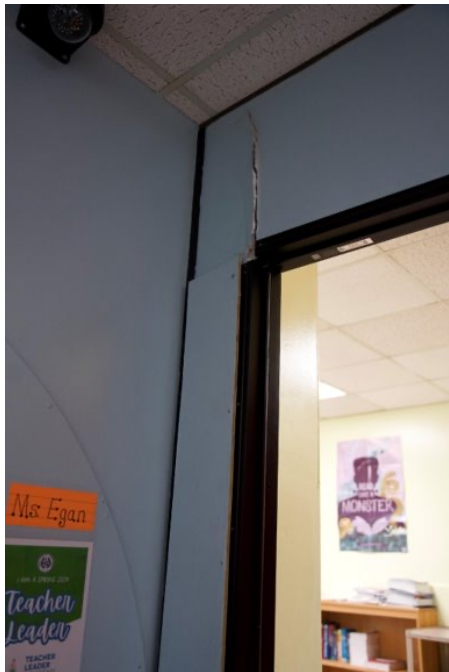


# South Division





# West Division



# Proposed Approach: Restoring Houston's Schools

---

43 schools will receive Restoring Houston's Schools investment.



## New/Full Rebuild

- 15 full rebuilds (11 ELs, 4 MSs)
- 1 new build (impacts 3 schools – 2 ELs, 1 MS)
- 3 co-location full rebuilds (impacts 6 campuses - 3 ELs, 3 MSs)



## Renovation and/or Expansion

- 7 partial renovations (2 ELs, 5 MSs)
- 4 partial renovations + expansion (3 ELs, 1 MS)
- 2 expansions (2 ELs)
- 3 co-location partial renovations (impacts 6 schools - 3 ELs, 3 MSs)

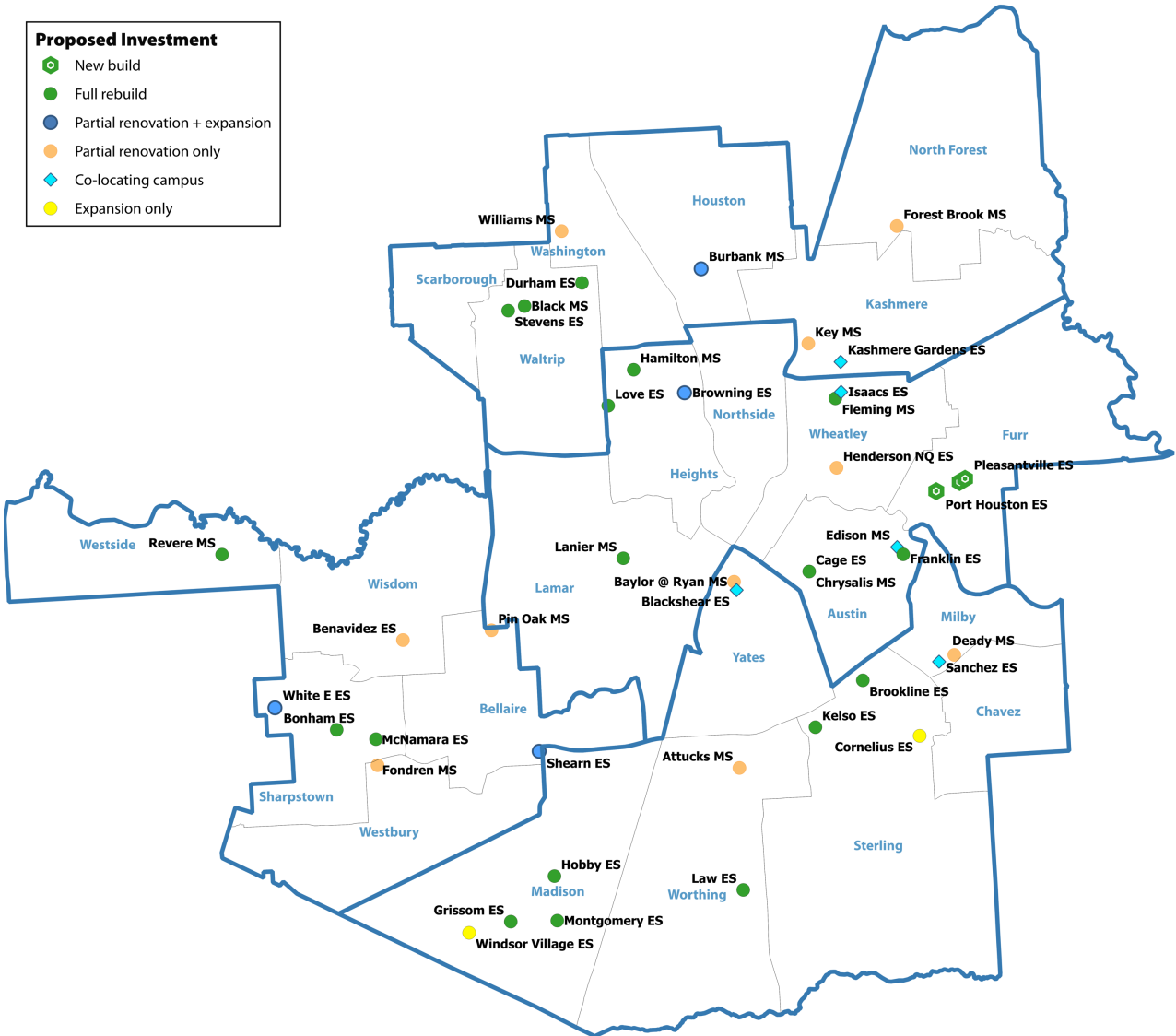
**Proposed Investment: \$2.27 Billion**

# Restoring Houston's Schools



**Proposed Investment**

- New build
- Full rebuild
- Partial renovation + expansion
- Partial renovation only
- Co-locating campus
- Expansion only





# What are the options for investing in small campuses with facility needs?

## School Closure

Close under-enrolled campuses and re-zone those students to other schools.

## Invest in More Facilities

Rebuild/renovate every facility that needs improvement without regard to the size of the school.

## Co-location

Co-locate schools in a single building or in multiple buildings on a single site.

# Why Co-location?

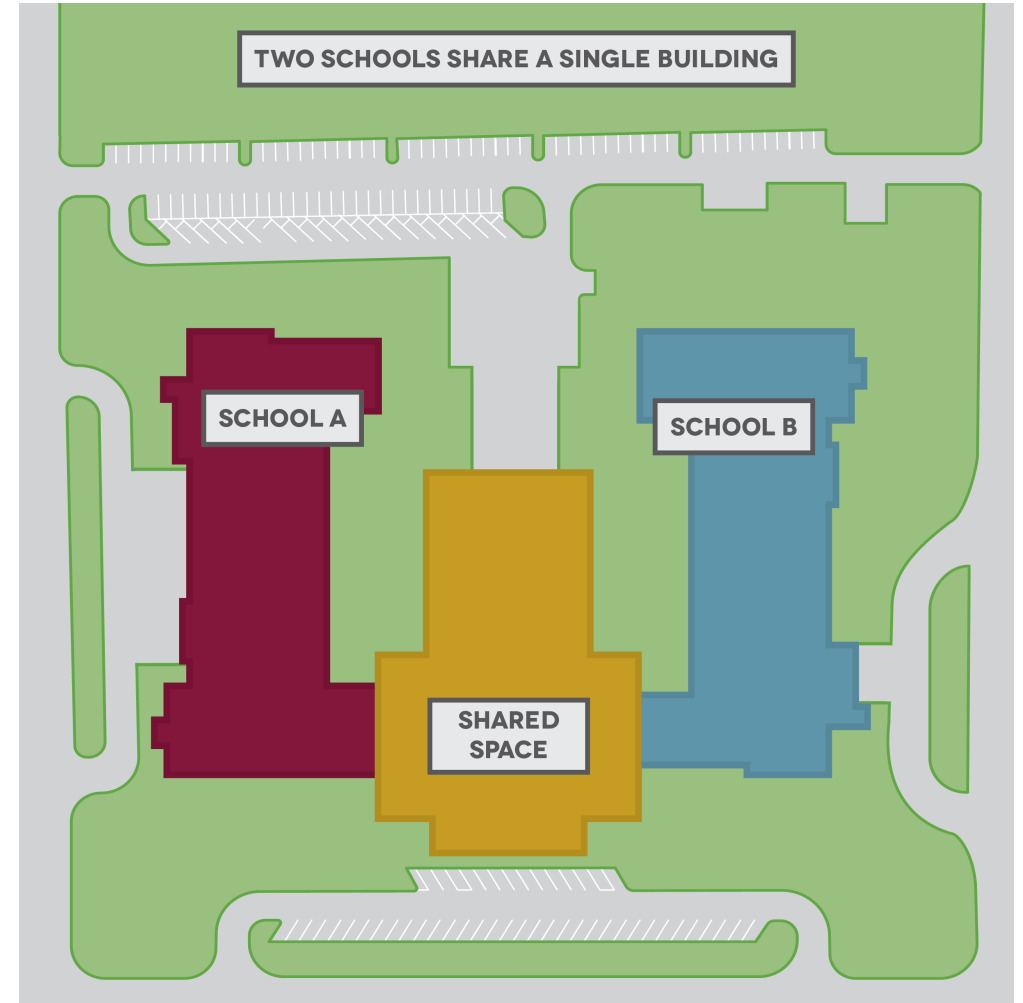
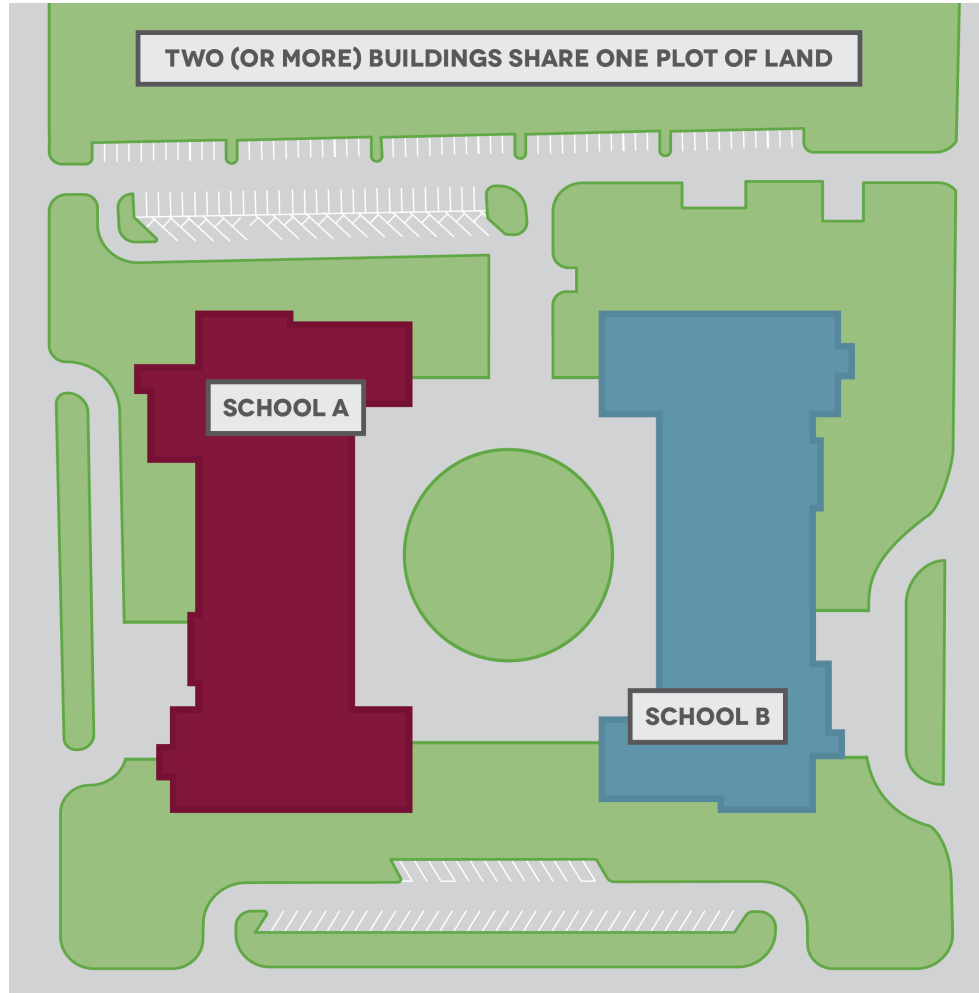


We have a moral obligation to improve community schools before we consider closure.

Every child deserves access to a safe, healthy, and effective learning environment while we do the work to strengthen some of our smaller schools.

This allows us to maximize the numbers of students served in improved facilities AND be responsible stewards of limited resources. By co-locating some schools, we invest in seven campuses instead of 15 individual schools.

# Co-location: Examples





# Holland MS + Pleasantville ES + Port Houston ES

---

## Proposed Action\*

**Build a new shared campus** with designated facilities for Holland, Pleasantville, and Port Houston.

New Build and Co-location



## Why this is strategic:

- All three facilities are in need of a lot of repair – so much so that a new facility is in order.
- All three schools have low enrollment, and are projected to decline further overall.
- Building a new shared campus would provide each school with a better learning environment and increase efficiencies via sharing space.

\*Note: "Proposed Action" refers only to the scope of investment included in the Restoring Houston's Schools bucket. All schools will receive additional Health & Safety investments.

# Fleming MS + Isaacs ES

---

## Proposed Action\*

Fully rebuild at Fleming Middle School and move Isaacs Elementary students to co-locate at new Fleming building.

New Build and Co-location



## Why this is strategic:

- Both facilities are in a critical state and in need of a new building.
- Both schools have low enrollment and are projected to decline, making separate facility investments less advisable,
- These schools are very close geographically - 0.3 miles.

\*Note: "Proposed Action" refers only to the scope of investment included in the Restoring Houston's Schools bucket. All schools will receive additional Health & Safety investments.

# Cage ES + Project Chrysalis MS

---

## Proposed Action\*

**Full rebuild** and expansion at Cage Elementary School and move Project Chrysalis Middle School students to **co-locate** at new Cage building.

Rebuild, Expand, and Co-location



## Why this is strategic:

- Cage Elementary's building status is beyond normal repair.
- Cage also has very low enrollment and is projected to decline.
- Meanwhile, Project Chrysalis is fully housed in T-buildings that are already located at Cage. Rebuilding Cage and using the new, expanded facility to co-locate both schools will provide each school with a better learning environment while also reducing the use of T-buildings for instruction.

# Franklin ES + Edison MS

---

## Proposed Action\*

**Full rebuild** and expansion at Franklin Elementary School and move Edison Middle School students to **co-locate** at new Franklin building.

Rebuild, Expand, and Co-location



## Why this is strategic:

- Both facilities are in a critical state beyond normal repairs.
- Both schools have low enrollment and are projected to decline, making separate facility investments less advisable,
- These schools are very close geographically - 0.2 miles.

\*Note: "Proposed Action" refers only to the scope of investment included in the Restoring Houston's Schools bucket. All schools will receive additional Health & Safety investments.

# Key MS + Kashmere Gardens ES

---

## Proposed Action\*

**Partial renovation** at Key and move Kashmere Gardens students to **co-locate** at renovated Key building.

Renovation and Co-location



## Why this is strategic:

- Both facilities need substantial improvement, and Kashmere Gardens is beyond the reach of typical repairs.
- Key is currently underenrolled and projected to decline further, with enough space to accommodate a co-location with Kashmere Gardens.
- These schools are very close geographically - 1.1 miles.

**\*Note:** "Proposed Action" refers only to the scope of investment included in the Restoring Houston's Schools bucket. All schools will receive additional Health & Safety investments.

# Deady MS + Sanchez ES

---

## Proposed Action\*

**Partial renovation** at Deady and move Sanchez students to **co-locate** at renovated Deady building.

## Renovation and Co-location



## Why this is strategic:

- Both facilities need substantial improvement.
- Deady is currently underenrolled and projected to decline further, with enough space to accommodate a co-location with Sanchez.
- These schools are very close geographically - 0.5 miles.

# Baylor College of Medicine at Ryan MS + Blackshear ES

---

## Proposed Action\*

**Partial renovation** at Baylor and move Blackshear students to **co-locate** at renovated Baylor building.

## Renovation and Co-location



## Why this is strategic:

- Both facilities need substantial improvement.
- Both schools have low enrollment and are projected to decline.
- These schools are very close geographically - 0.3 miles.



# Community Engagement



# Phase 1: Stakeholder Research

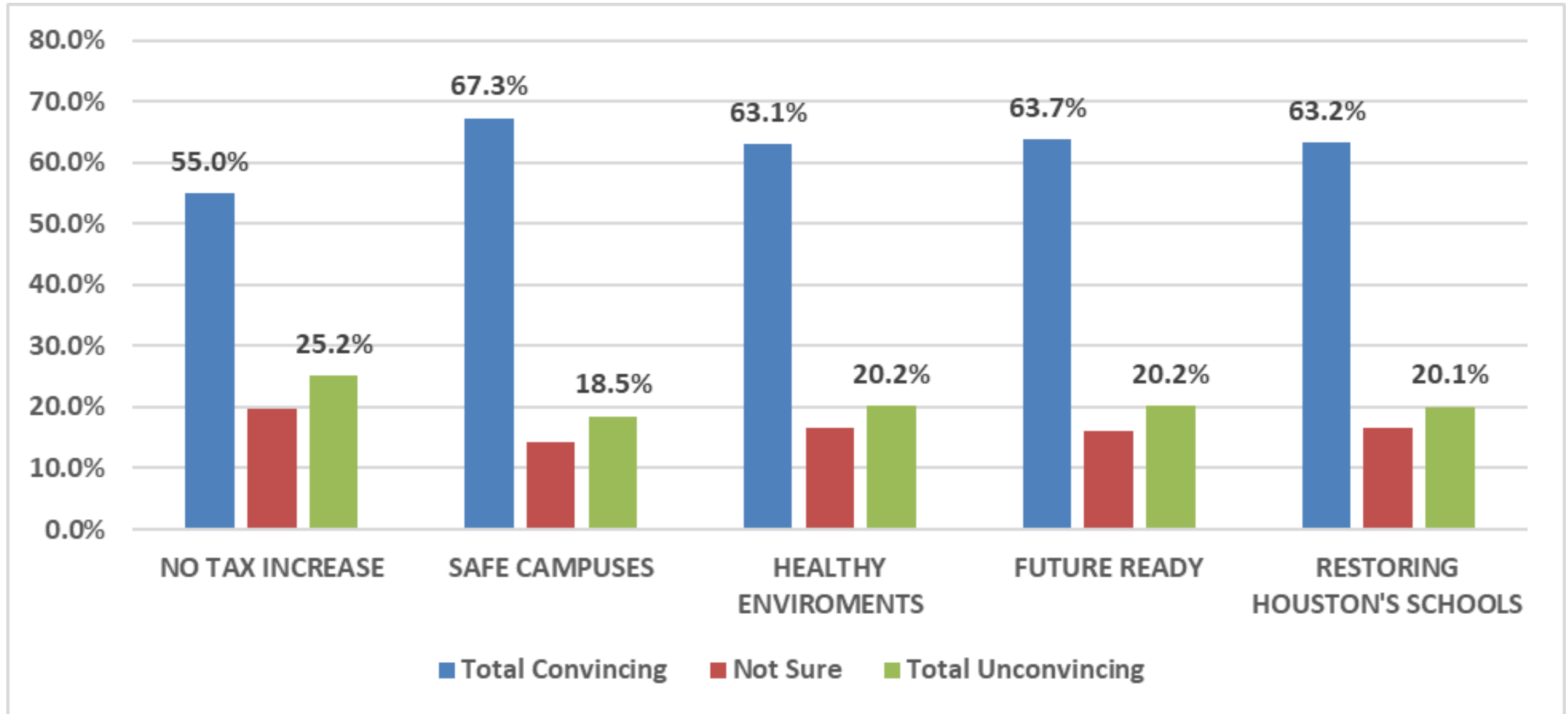
---



# Introduction to Bond Proposal Elements

- [NO TAX INCREASE] HISD has a top bond rating, and the district could borrow up to five billion dollars without raising taxes. This bond will total \$4.4 billion which allows the district to provide safe, healthy, and effective learning environments at every school and tackle the most urgent infrastructure needs without raising taxes.
- [SAFE CAMPUSES] Every child deserves a safe learning environment where our students can focus on learning without fear of harm, and educators can teach with confidence, knowing their workspace is secure. In 2023, the state legislature mandated security upgrades for every district in Texas. HISD has conducted a safety audit, which identified nearly half a billion dollars in improvements to secure schools. This includes fencing around schools, security cameras, secure doors for classrooms, and secure entryways for campuses. Every campus in HISD would receive security improvements.
- [HEALTHY ENVIRONMENTS] The well-being of our students is integral to their success both inside and outside the classroom. The district will prioritize a healthy learning environment - where kids don't have to learn in classrooms which are too cold or too hot, and with clean air, water, buildings, and grounds. The bond will invest half a billion dollars in improving air systems across the district, and nearly \$300 million dollars in removing lead from campuses across the district.
- [FUTURE READY] Preparing our students for the challenges and opportunities of tomorrow means equipping them with the skills and knowledge they need to thrive in a rapidly changing world. The bond will invest one billion dollars in expanding pre-kindergarten in the neighborhoods where the young population is growing, four new career and technical education centers to better distribute access to career training across the district, and in technology upgrades for students and educators across the district - including the integration of AI technologies. This investment will give kids access to the skills and experiences they need to find high-paying jobs and careers after high school.
- [RESTORING HOUSTON'S SCHOOLS] School districts across Texas typically pass a bond every five years. The last time voters approved a bond for HISD was in 2012, and since then facilities have continued to age, with some in significant disrepair. The bond will allocate around two billion dollars to addressing up to 50 campuses with the most urgent structural needs.

# Community Response to Bond Elements



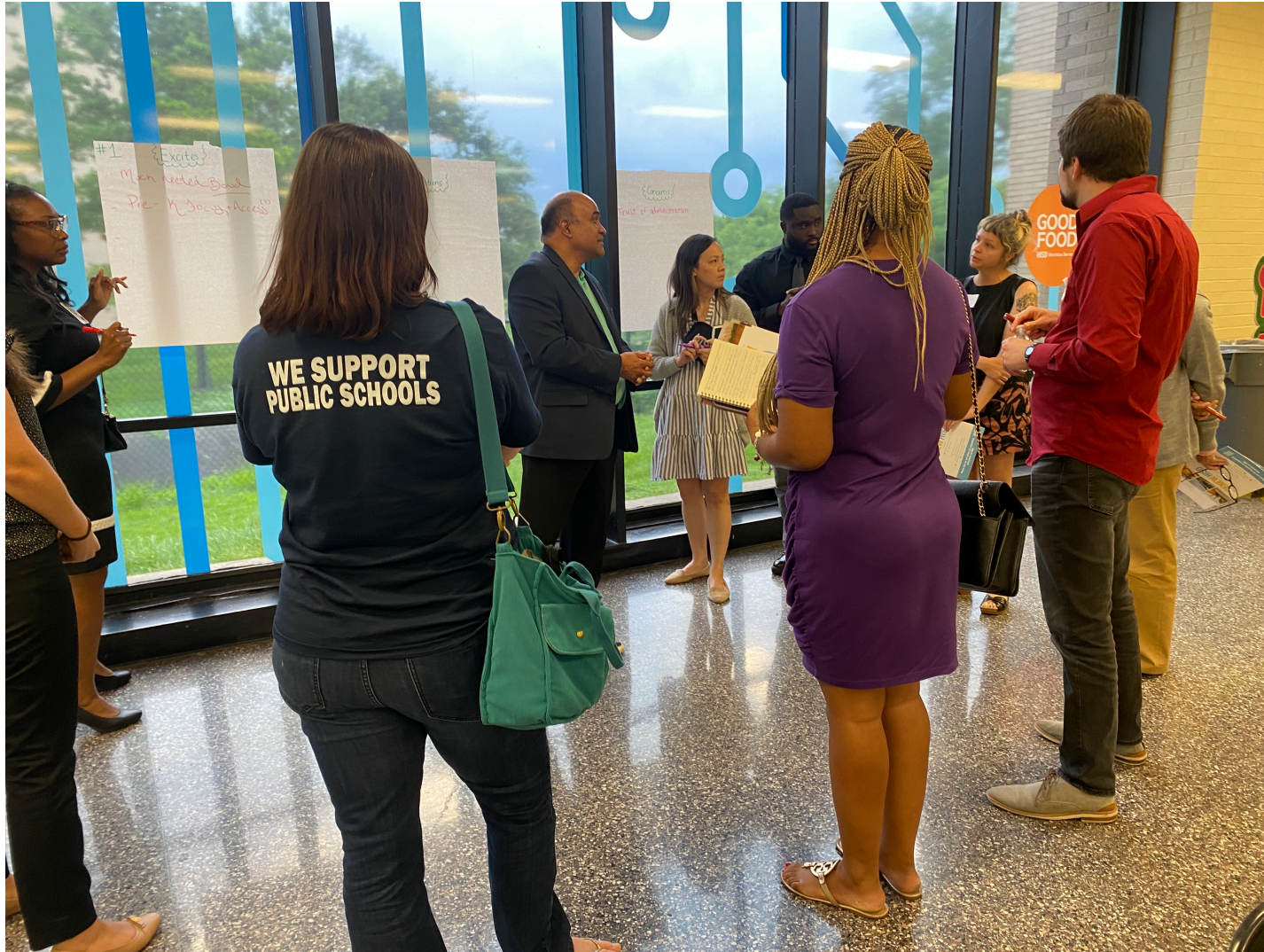
# Two Key Takeaways

---

- **Transparency is the Gateway to Trust.** When respondents were not convinced by arguments for the bond, their oppositions focused on transparency and trust.
- **The HISD community responds when they understand the need.** When presented with comprehensive information about the facility conditions, people prioritize addressing the facilities problem.

# Phase 2: Community Advisory Committee

---





# Community Advisory Committee (CAC)



## The Who

- 28 individuals: current and former HISD trustees, teachers, principals, parents, community members, and private/public sector leaders
- Co-Chairs: Judith Cruz, Garnet Coleman, Scott McClelland

## The CAC's Role

- Gather and share community input on the bond proposal
- Provide recommendations to the Administration and School Board
- Educate the community about the potential bond

# CAC by the Numbers

---

**4** meetings held for CAC members  
**2** CAC feedback surveys

**1** CAC report created,  
sharing insights and  
recommendations

**~300** community members participated in  
**5** community meetings hosted by the CAC;  
**87** community surveys submitted

**85+** questions submitted by the CAC and community answered by  
the Administration

# CAC Findings: Safe and Healthy Schools



## Strengths

- Comprehensive and broad investments
- Addressing deferred maintenance



## Recommendations

- Consider specialized spaces
- Prioritize climate considerations





# CAC Findings: Future Ready

## Strengths

- Pre-K and CTE expansion
- Technology investments



## Recommendations

- Pursue partnerships for both Pre-K and CTE
- Refine and expand strategy for both Pre-K and CTE
- Create a CCMR task force
- Consider deferring CTE centers to prioritize money towards restoring current schools

# CAC Findings: Restoring Houston's Schools



## Strengths

- Broad support for equitable environments
- Co-locations as a creative option
- 2024 bond as a first step



## Recommendations

- Align new construction with enrollment projections
- Include Pre-K classrooms in planning
- Explain how schools were selected for investment
- Demonstrate how the proposal promotes equity
- Maximize infrastructure in co-located schools
- Consider space sharing with community partners



# Implementation Planning

## Recommendations

- Strong and accessible progress monitoring needed
- Ensure authentic community engagement
- Communicate clearly and frequently
- Consider long term sustainability of investments
- Scope future bond proposals
- Demonstrate fiscal responsibility, transparency, and sound risk management
- Establish and communicate timelines
- Clarify next steps if the bond does not pass



# Next Steps



# Bond Planning: Work Ahead

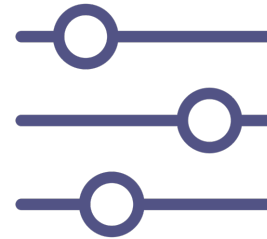
The Administration has studied the work of past bonds to inform our approach to community engagement, transparency, tracking and sharing progress, and ensuring appropriate guardrails and controls.



**Community  
Engagement**



**Transparency**



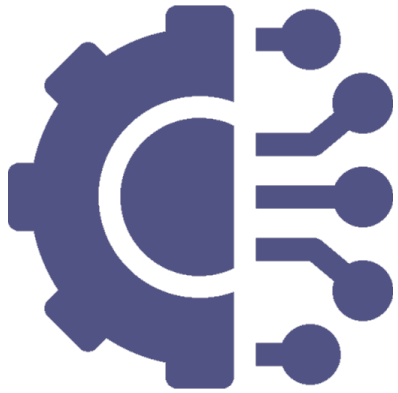
**Guardrails**



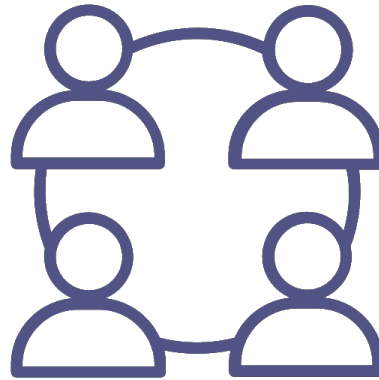
**Progress Tracking**

# Community Engagement Opportunities

---



Career and Technical  
Education Design



Project Advisory  
Teams



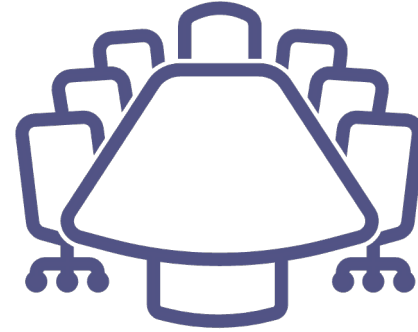
MWBE  
Promotion & Registration

# Transparency & Guardrails

---



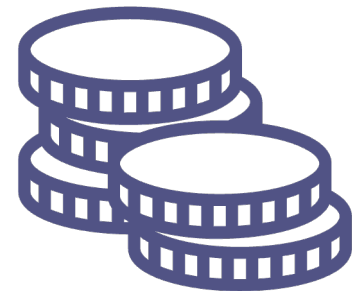
Election Order



School Board



Bond Oversight Committee



Borrow in Tranches

# Progress Tracking

---



Program Management  
(PM) Services



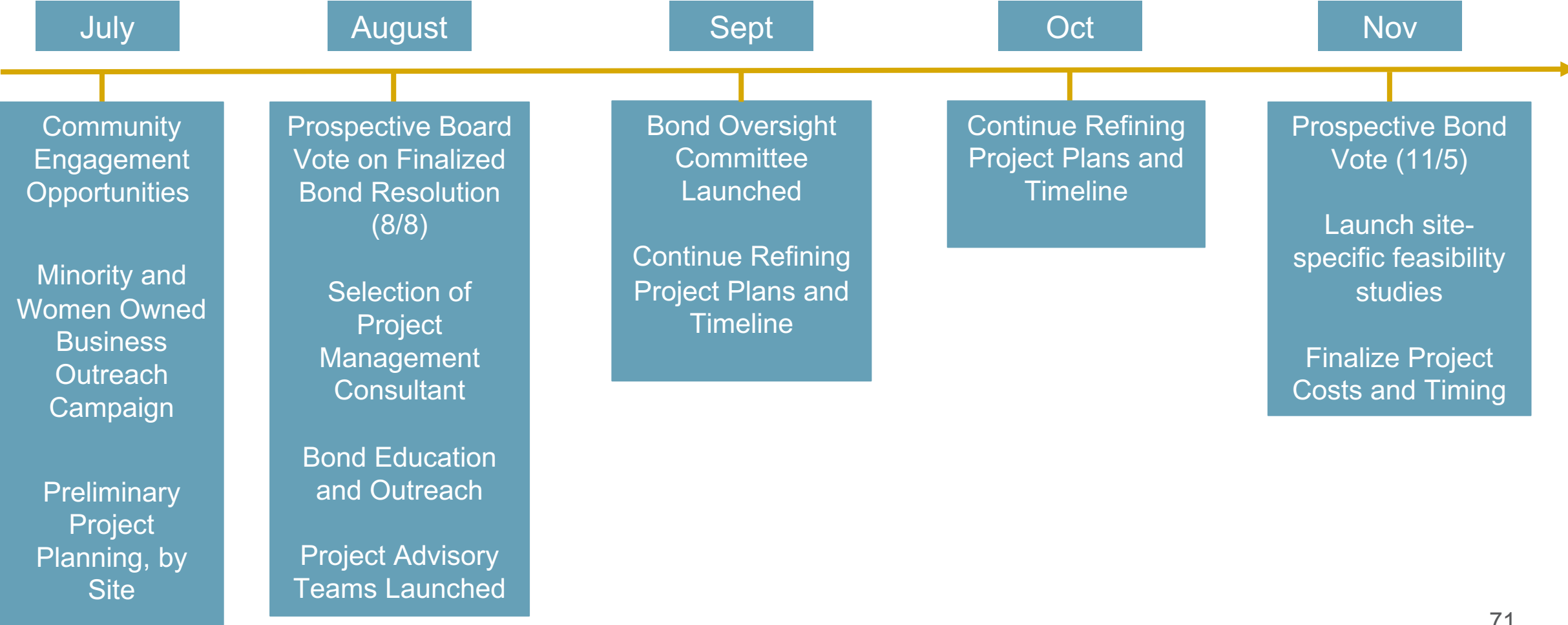
Public Dashboard



Internal Experience



# 5 Month Timeline



# RENEW HISD



# Community Advisory Committee Report

June 24, 2024

## Executive Summary & Cover Letter

The Houston Independent School District (HISD) comprises 274 schools, which includes 592 buildings and 1367 “temporary” buildings, across the city of Houston. Given the size and scope of the District, and that HISD has not had a bond in over a decade, it is clear that a single bond cannot meet the myriad of identified needs at every campus (which exceed \$10B).

The guidelines set out by the Administration to inform the bond process are:

1. Maximize investments in student safety, health, and proficiency.
2. Prioritize investments to achieve District goals.
3. Meet the challenges of the future.
4. Improve access for all families and neighborhoods.
5. Do not increase taxes.

To help prioritize proposed investments, the Administration followed these guiding principles:

1. All schools will receive essential health and safety investments.
2. Prioritize the urgent facility needs that impact the most students by making investments in schools with both critical facility needs (as scored on the Facilities Condition Index (FCI) >50%) and strong current and/or projected enrollment (>75% permanent utilization).
3. No school closures or consolidations. For schools with significant facility needs but weak current and/or projected enrollment, recommend potential co-location opportunities with other schools to prioritize maximizing long-term impact of bond dollars.
4. Reduce and minimize the use of temporary buildings (T-buildings) for instruction. Prioritize investments in overcrowded schools, defined as 100% current and/or projected permanent utilization and a significant portion of instructional capacity located in T-buildings (typically >20%).
5. The commitment to not raising taxes dictated how much budget will be available for bond investments.

Through the Community Advisory Committee (CAC) engagement meetings and post-meeting survey, it is clear that the community sees the need for addressing long neglected and deferred maintenance issues within the District. All our students are entitled to a clean, healthy, safe and secure environment. Because the need is so great, the proposed 2024 bond is the first step, or down payment, on the path not just to fully renew Houston schools but to lay a strong foundation for the next century in HISD.

This Community Advisory Committee Report represents the feedback of the community (from both community meetings and the community survey) and CAC feedback. Members of the community were asked to share what excites them, what concerns them, and what questions remain for them

regarding the bond proposal. The content in this report shares the common strengths identified and reflects challenges, opportunities, and questions framed as recommendations by the CAC.

| Total Proposed Investment: \$4.4 Billion (B) |                           |  |
|--|---------------------------|--|
| Investment Categories                        | Total Amount Per Category | Sub-category Breakdown   |
| Safe and Healthy Schools                     | \$1.04B                   | <ul style="list-style-type: none"> <li>- \$386 million (M): Safety &amp; security upgrades</li> <li>- \$508M: Heating, Ventilation and Air Conditioning (HVAC) improvements</li> <li>- \$150M: Lead abatement / access to clean water</li> </ul> |
| Future Ready Schools                         | \$1.07B                   | <ul style="list-style-type: none"> <li>- \$445M: Technology</li> <li>- \$200M: Pre-Kindergarten (Pre-K)</li> <li>- \$425m: Career and Technical Education (CTE)</li> </ul>   |
| Restoring Houston's Schools                  | \$2.27B                   | <ul style="list-style-type: none"> <li>- \$90M: Expand</li> <li>- \$1.975B: Rebuild</li> <li>- \$210M: Renovation</li> </ul>   |

## Safe and Healthy Campuses: Proposed Investment \$1.04B

**Every campus will receive an investment** through this line of work – whether through improving HVAC, ensuring the campus is safe for students and staff, and/or repairing water or lead issues – these fundamental and necessary improvements will improve the learning environment.

### Strengths

Universally, the Safe and Healthy Campus proposal is welcomed.

#### **Comprehensive and broad investments.**

The bond proposal's strength lies in its comprehensive nature, touching every campus and addressing a wide range of needs from security upgrades to environmental abatement. This approach is perceived as thorough and necessary. The CAC members recognize the immediate need for significant improvements to the District's infrastructure. The proposal's emphasis on improving the health and safety of school facilities, by addressing HVAC needs, removing temporary buildings, and making safety upgrades across all campuses, is viewed positively.

Overall the proposal’s commitment to rebuilding and repairing schools is seen as addressing long-overdue maintenance and neglect.

### **Address deferred maintenance to fix critical systems.**

Community members (meeting participants and survey respondents) were enthusiastic about the ‘long overdue investments’ in facilities, particularly in security, heating, and cooling systems. There was a positive reception towards the replacement of aging infrastructure and the focus on basic health and safety needs like air and water quality. Many community members understood that this work would help address long-deferred maintenance issues, highlighting the need for upgraded and safe facilities.

*From the community:*

- [I am excited about the...] “arrangement of schools, for example those with **temporary buildings**, for more than 50 years” *(translated from Spanish)*
- “We would love to see **HISD programs enhanced** and **facility issues** addressed for those campuses in need.”
- “HISD buildings are **past due for major maintenance and upgrades**. I am excited the bond will invest in the **safety and efficiency** of the structures our students, faculty and staff inhabit daily.”

*“The most obvious strength is the need. The administration has clearly demonstrated how HISD has under-invested over time compared to our neighbors and peers. Additionally, a strength of the proposal is the breadth of investments. I originally thought it was trying to do too much while not doing enough for the most urgent problems. I have been convinced of the need for all of the areas of investment.” (CAC member)*

## **Recommendations**

1. **Specialized Spaces.** Consider how this bond might include spaces that address mental and behavioral health challenges that our students face as well as spaces that meet the unique needs of students with disabilities. Explore partnerships that will help the District best meet student needs in these areas.
2. **Climate.** Given Houston’s climate, ensure campus structures are built to withstand the changing and difficult weather dynamics.

## **Future Ready: Proposed Investment \$1.07B**

Houston’s children need more support today so they can be ready for the workplace and world they will inherit in the future. As the Houston economy continues to thrive and grow, we must provide our children with skills and experiences they need for building a brighter future. When we expose

students to innovation, their confidence grows, and they become more prepared to become tomorrow's leaders. To this end, the Future Ready bond investment proposed includes 1) expanding Pre-Kindergarten opportunities in the District, 2) increasing access to Career and Technical Education for all high school students, and 3) a focus on technology through meeting security needs, expanding student access, and improving campus broadband service.

## Strengths

### Pre-K and CTE Expansion

Pre-Kindergarten expansion was well-received among the CAC and the community. Members of the CAC believe that expanding Pre-K will address an urgent need for students and families, while also providing an early opportunity for families to engage with HISD which will help the District stabilize enrollment.

Expansion of CTE Programming and providing students across the District equitable access to that programming was also well received by the CAC and community.

### Technology Investments

The CAC and the community were excited about technology investments for campuses and students.

*"By offering high-quality CTE centers alongside robust college pathways, our district can distinguish itself from others. It's essential that while we invest in CTE programs, we also make significant investments in college pathways. The integration of both educational tracks will ensure that students have diverse and comprehensive options for their futures. (CAC member)*

*"I'm pleased to see the focus on Pre-K and CTE. [And, the] plan attempts to provide support to as many schools as possible (e.g., security upgrades). (CAC member)*

## Recommendations

1. **Provide details for the Pre-K proposal:** information about site selection, expected number of new Pre-K seats, programmatic offerings, and implementation timelines. Elementary schools receiving significant investment for a rebuild or renovation must include Pre-K classrooms in the building design.
2. **Pursue partnerships with external Pre-K providers** to meet the demand and need for high-quality year-round Pre-K.
3. **Explain the broader College, Career, and Military Readiness (CCMR) strategy** and how the proposed infrastructure investment in CTE centers supports that strategy and Board goals. Provide information about urgent need, site selection, cost estimates - including industry and higher education partnerships, programmatic offerings, industry interest, student participation in the CTE Centers, and implementation timelines. Ensure that the CTE programs are aligned with Houston area industry needs; aligned with student interests;

provide internship, mentorship, and apprenticeship opportunities; and prepare students for college and career.

4. **Create a CCMR and Post-Secondary Task Force** to identify the ways in which HISD, local community college partners, four-year higher education partners, community partners, and industry can leverage their resources and assets to help meet immediate CTE needs and longer term college and career readiness.
5. **Ensure students have equitable access to college and CTE programming.** Address concerns about the programming and accessibility of CTE centers and community college partner offerings to ensure they meet the needs of all students.
6. **Explore the option of deferring creation of new CTE centers** to future bonds and reinvesting additional resources to Restoring Houston Schools.

## Restoring Houston's Schools: Proposed Investment \$2.27B

HISD is celebrating its centennial and conditions at some facilities do not meet current or future needs. Almost one third of HISD school space is more than fifty years old. Bringing every facility up to standard is beyond the scope of a single bond. Even if voters were to approve what it would take from a cost perspective, the volume of work exceeds current regional workforce capacity. The District will therefore focus on the schools with the most urgent structural needs or the most pressing levels of overcrowding. These investments will primarily focus on Elementary and Middle Schools (as the 2012 bond investments focused on High Schools).

### Strengths

#### Broad Support

There is broad support for the proposal's aim to create an environment of equality and excellence throughout the HISD community, with investments that will benefit schools.

#### Interest in Co-Locations

The concept of co-locations is initially difficult to visualize. But the CAC is intrigued by this idea as a way of both preserving community schools, being judicious with funding, and addressing the need to right size the district. The District also already has several examples of this model that are working well (e.g., Long Academy and Las Americas Middle School (MS), Cage Elementary School and Chrysalis MS). The CAC believes this concept may allow for some sharing of 'common roles' among these smaller schools (e.g., shared nurse between the co-location).

#### 2024 Bond as a First Step

The Restoring Houston's Schools proposal works in tandem with Safe and Healthy Campus work to invest and improve in as many schools as possible. However, given that the District has not had a bond since 2012 – it means the need is great (over \$10B) and requires many difficult choices to be made. Members of the CAC, in particular, suggested that this bond be considered a “down payment” on future bonds, when the next round of schools will be addressed.

## Recommendations

1. **New campus construction must reflect current and future enrollment projections,** which will begin to address the need to rightsize the District.
2. **Elementary schools receiving significant investment must include Pre-K classrooms** in the building design.
3. **Explain how the schools were selected for investment** (using the guiding principles) and provide a rationale for when other factors may have been considered. Include specific details for the seven proposed campus co-locations that address the specific needs and concerns of the affected communities.
4. **Clarify that this proposal will provide equitable access** to high-quality educational facilities and programs to **address the needs and gaps of particular populations,** specifically students with disabilities, immigrant / newcomer students, schools with historic challenges, and gifted and talented students. Create and communicate a specific and permanent plan for the Las Americas Newcomers School.
5. **Maximize the infrastructure in co-located schools to take advantage of common areas and roles** allowing for the thoughtful and intentional reduction of footprint when necessary, while retaining each campus' unique identity and culture.
  - For example, if two current campuses have capacity for 1000 students each with enrollment of 500 students each, the new co-location model could be built for the future projected enrollment.
  - Create opportunities for efficiencies in physical space: safety and security, transit, cafeteria, auditorium, facilities and landscaping, common and flexible learning spaces.
  - Create opportunities for efficiencies in staffing (e.g., nurse, Special Education support services, tech /support, PE, wrap around, librarian, art, music, or other electives).
  - Create opportunities for reduction or elimination of the recurring cost of small school subsidies.
6. **Explore options to share underutilized space with community partners** that offer services to students and the local community.



## Implementation

There is consensus that all our students are entitled to a clean, healthy, safe, and secure school environment. To address a key message from the bond community engagement process, it is clear that robust, transparent governance and oversight processes, controls, and guardrails are key elements to the success of the bond initiative.

*“I’m really excited about all the initiatives listed in the bond proposal. HISD is **long overdue** for a bond and **Houston students deserve the investment.**”*

*“How will the public be communicated with to ensure transparency of bond funds and contracted partners?” (CAC member)*

## Recommendations

1. **Provide an easy way to understand and track progress.** Persistent issues regarding trust and transparency necessitate tangible legal documents and a public dashboard and reports to track spending and project progress, ensuring that funds are used as intended. The District may also consider identifying/establishing internal leaders, such as a Chief of Construction, who will be held accountable for the work.
2. **Ensure Authentic Community Engagement**
  - Develop a robust plan for ongoing community engagement, ensuring that stakeholders have a voice in the process.
  - Learn from past experiences, research, and [2019 Legislative Budget Board \(LBB\) recommendations](#) to ensure that the composition, scope, and expectations of the work of Project Advisory Teams are clear and consistent.
  - Conduct regular meetings and provide channels for feedback and questions from the community.
  - Create more opportunities for the public to learn about the bond proposal beyond initial meetings.
  - Involve the community to gather input and recommendations on various elements of the bond, especially the new CTE pathways and educational programs.
3. **Communicate more often and clearly.**
  - Provide clear communication on how the bond does not increase taxes, and what this may mean for potential future bonds.
  - Ensure that communication materials are available in multiple languages, particularly Spanish, to reach a broader audience.
  - Organize tours of neediest campuses to garner support.
  - Engage the media engagement through podcasts or town hall meetings.
4. **Consider the long-term sustainability of investments**, such as the maintenance of new facilities and technology.

5. **Scope the next two bond proposals** so that the community sees a pathway towards future work, and how all the needs may be addressed.
6. **Be fiscally responsible, clear, and cost-effective with public funds.**
  - Provide detailed estimates for significant school investments.
  - Engage in partnerships with medical and community organizations for shared spaces and resources.
  - Exhaust federal funds for specific needs (e.g., lead abatement) before using bond money.
  - Ensure the District does not jeopardize its gold standard rating and engages in long-term financial planning.
  - Provide transparent management of bond funds and project timelines to build community trust.
  - Consider how a third party might be engaged in bond implementation and oversight to ensure bond funds are used with fidelity and integrity.
  - Learn from past experiences and research and ensure that findings from [2016 KPMG](#) report are incorporated into the current plan.
7. **Provide the current timelines for planning, financing, and implementation.**
  - Coordinate with local city and county officials regarding neighborhood projects and implementation efforts.
  - Communicate a clear phased timeline with the community.
8. **Clarify what will happen if the bond does not pass.**
  - From where will the funds to meet HB3 requirements come?
  - How will basic health (HVAC, lead) and security issues be addressed?
  - How will we meet technology needs as the infrastructure ages to obsolete?
  - Is there a risk that campuses will be forced to close due to health or safety concerns? Please explain and estimate the number of at risk facilities.
  - How will Pre-k needs be met?

## Next Steps

This report concludes the first phase of the Community Advisory Committee's work. The CAC is prepared to continue to engage with the Board and Administration moving forward toward a Board vote on a bond proposal in August, and beyond - should the Board vote to place a bond referendum on the November 2024 ballot.

## Background on CAC

The Community Advisory Committee is made up of 28 individuals dedicated to gathering community feedback about the District's proposed bond priorities. The CAC includes current and former HISD trustees, as well as District teachers, principals, parents, community members, and

many leaders from Houston’s private and public sectors. The committee is co-chaired by Judith Cruz, Garnet Coleman, and Scott McClelland. Additionally, CAC member Eileen Hairrel provided significant support and input on the writing of this report. Please see appendix A for a full list of CAC members.

The CAC is tasked with the following role:

- The CAC will leverage committee activity into effective communication and education about the potential bond. The CAC will allow the district to hear from the community, engage in effective sense-making around bond priorities, and foster consensus.
- The CAC is advisory – designed to provide feedback and inform Administration proposals. The work of the CAC will be structured – where members of the Administration planning team share insights and recommendations with the CAC about initial bond opportunities.
- The CAC will report their reactions and insights to the Administration and Board on the bond opportunities.

## CAC Engagement Process

This report reflects discussions and feedback gathered from the entirety of the CAC process, including the five community meetings held between May 28 and June 5, the post community meeting survey completed by members of the public (N=87), internal meetings of the CAC, questions asked by CAC members in and out of community meetings, and individual CAC member feedback submitted over the course of two surveys. Although the CAC was not tasked with presenting recommendations via consensus, the report aims to note where significant differences in opinion exist.

### Overview of Process & Participation Rates

- All CAC members were briefed on the overall objectives of the committee and community engagement process via an in-person meeting held on 5/15 or a virtual meeting held on 5/20.
- The CAC hosted five community meetings, one in each of four divisions and one virtually, with the first meeting held on 5/28 and the last meeting held on 6/5. 190 total community members attended the four in person meetings. Attendance was not taken for the virtual meeting. Most CAC members came to at least two community meetings, and 27 of 28 members came to at least one community meeting.

## Appendix A: CAC members

Please [see here](#) for a full list of CAC members.

## **Appendix B: FAQ**

Please see separate document for an outline of common questions from the CAC as well as available responses.

## **Appendix C: Restoring Houston's Schools Proposal**

Please [see here](#) for a full list of proposed school investments.

# NWEA EOY DATA OVERVIEW

27 JUNE 2024



# Our students did great!





**Which means our teachers stepped up!**



## USING DATA APPROPRIATELY

- **We are starting to see a trend**
  - **Strong progress**
- **We are still behind the national average on overall proficiency, but we are narrowing that gap**
- **Specific school data will vary and may be subject to local contexts**
- **An average of averages must be weighted**
- **See definitions on the following three slides**






A photograph of a sailboat's rigging and mast against a sunset sky over the ocean. The sun is low on the horizon, casting a warm orange glow across the water and sky. The rigging consists of a complex network of ropes and pulleys, with a large, light-colored sail partially visible on the left. The sky is a mix of blue and orange, with some clouds. The water is calm, reflecting the colors of the sunset. A dark, rocky coastline is visible in the distance on the right.

**We have a long way to  
go, but we know we're  
on the right path.**

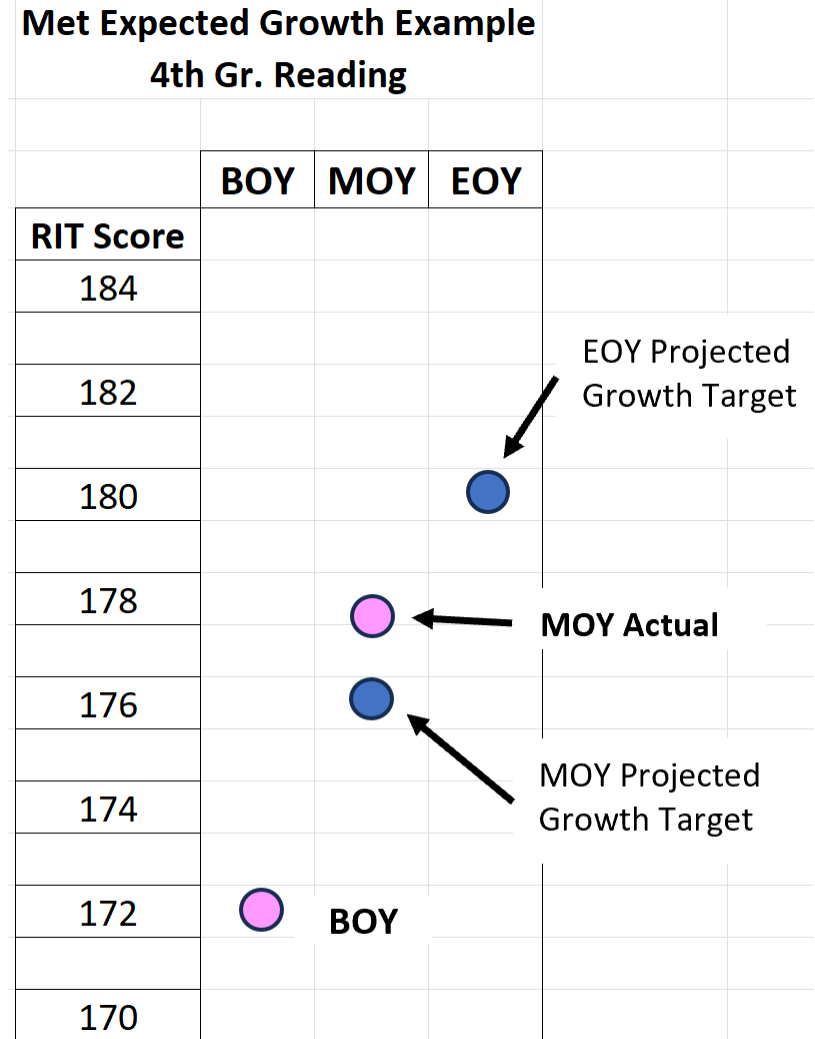
## Average EOY Growth

**Average EOY Growth:** This is a measure of the average growth in RIT points for a group of students taking the same MAP assessment. The typical growth for a grade level in one year is calculated by NWEA. We calculate average EOY growth as a percentage of the annual growth. For example, if typical growth for fifth graders in reading is 6.5 RIT points, and a school's students grew 8.1 points from the beginning-of-year to the end-of-year, their growth would be  $8.1/6.5$  of the annual typical growth, or 1.25. Generally, EOY growth of 1.3 or more on the NWEA MAP assessment would be considered "good."

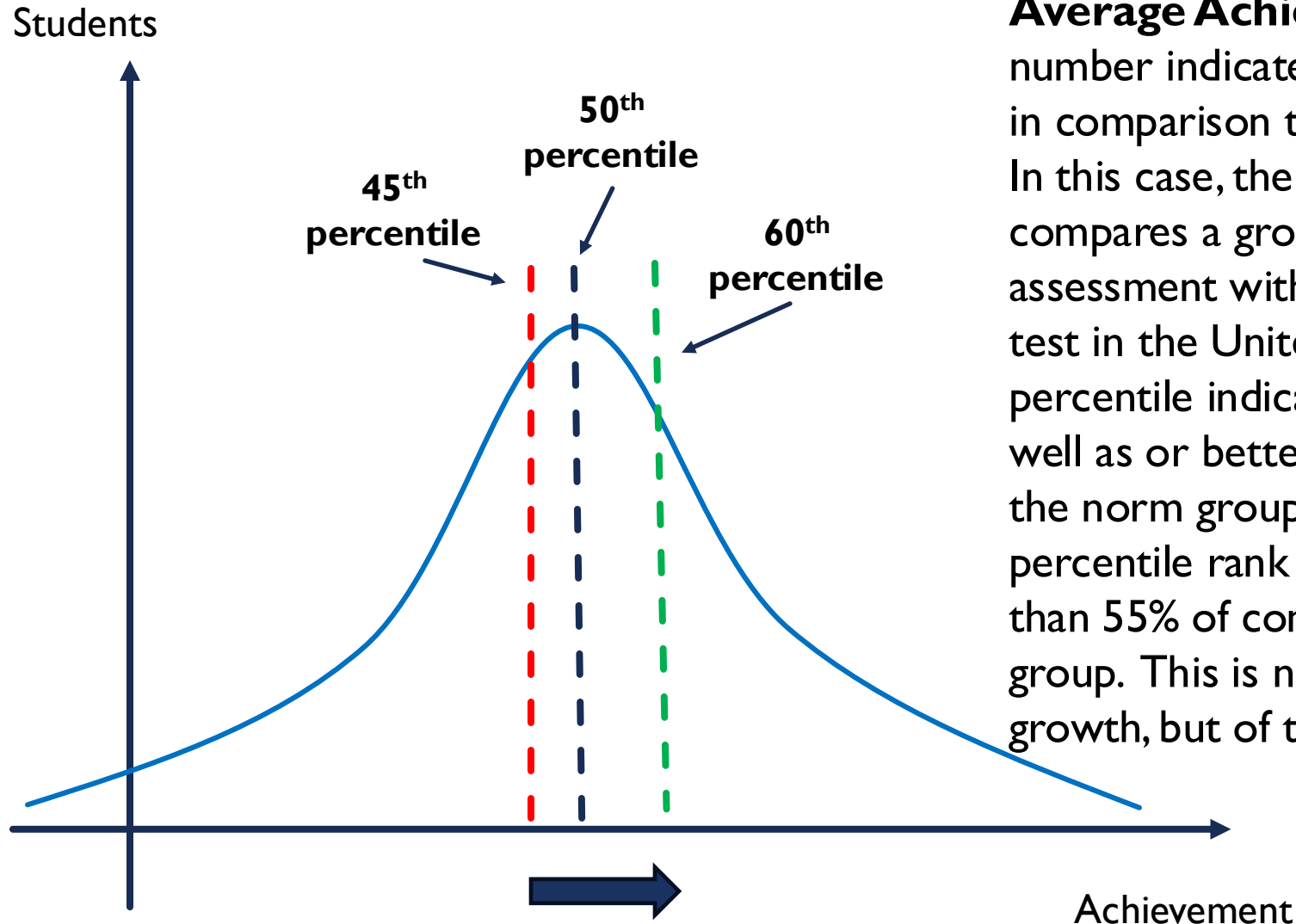
| NWEA Reading -- 5th Gr. EOY Growth |  |        |   |          |   |
|------------------------------------|--|--------|---|----------|---|
|                                    | US BOY   | US EOY | HISD BOY  | HISD MOY | MOY Growth (% of annual)  |
| Grade 5                            | 204.5  | 211    | 200.3   | 208.4    | 1.25  |
|                                    |  |        |  |          |  |
|                                    | Change = 6.5   |        | Change = 8.1  |          | $8.1/6.5 = 1.25$  |

# Met Expected Growth

**Met Expected Growth:** NWEA calculates a projected growth target for each student based on maintaining percentile rank (see example at right). **Met Expected Growth** percentage is the percentage of students who met their individualized projected growth target. For example, in a class of 25 students, if 15 met or exceeded their target growth, the percentage would be 60%. For a NWEA MAP test, about half of a typical group of students will meet or exceed their growth projections.






# Average Achievement Percentile



**Average Achievement Percentile:** This number indicates how well a student performed in comparison to the other students in a group. In this case, the average achievement percentile compares a group of students taking a MAP assessment with other students taking the same test in the United States. A student's achievement percentile indicates that the student scored as well as or better than the percent of students in the norm group. In other words, a student with a percentile rank of 55 scored as well as or better than 55% of comparable students in the norm group. This is not a measure of a student's growth, but of their relative proficiency.

## Average EOY Growth

**Average EOY Growth:** This is a measure of the average growth in RIT points for a group of students taking the same MAP assessment. The typical growth for a grade level in one year is calculated by NWEA. We calculate average EOY growth as a percentage of the annual growth. For example, if typical growth for fifth graders in reading is 6.5 RIT points, and a school's students grew 8.1 points from the beginning-of-year to the end-of-year, their growth would be  $8.1/6.5$  of the annual typical growth, or 1.25. Generally, EOY growth of 1.3 or more on the NWEA MAP assessment would be considered "good."

| NWEA Reading -- 5th Gr. EOY Growth |  |        |   |          |   |
|------------------------------------|--|--------|---|----------|---|
|                                    | US BOY   | US EOY | HISD BOY  | HISD MOY | MOY Growth (% of annual)  |
| Grade 5                            | 204.5  | 211    | 200.3   | 208.4    | 1.25  |
|                                    |  |        |  |          |  |
|                                    | Change = 6.5   |        | Change = 8.1  |          | $8.1/6.5 = 1.25$  |

# Average EOY Growth - MATH

HISD 2023-24 NWEA MAP EOY Growth (Math)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (%<br>of annual<br>national<br>growth) |
|---------|------------|------------|--------------|--------------|---|
| Gr 3    | 188.5      | 201.1      | 183.5        | 201.0        | 138.6   |
| Gr 4    | 199.6      | 210.5      | 196.9        | 209.9        | 118.8   |
| Gr 5    | 209.1      | 218.8      | 205.2        | 216.4        | 116.0   |
| Average |            |            |              |              | 124.5   |

HISD 2023-24 NWEA MAP EOY Growth (Math)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (%<br>of annual<br>national<br>growth) |
|---------|------------|------------|--------------|--------------|---|
| Gr 6    | 214.8      | 222.9      | 210.8        | 219.6        | 108.8   |
| Gr 7    | 220.2      | 226.7      | 214.4        | 223.1        | 134.8   |
| Gr 8    | 224.9      | 230.3      | 219.5        | 228.1        | 157.9   |
| Average |            |            |              |              | 134.2   |



# Average EOY Growth - Reading

HISD 2023-24 NWEA MAP EOY Growth (Reading)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (% of annual) |
|---------|------------|------------|--------------|--------------|--------------------------|
| Gr 3    | 186.6      | 197.1      | 182.4        | 194.8        | 117.3                    |
| Gr 4    | 196.7      | 204.8      | 193.3        | 203.1        | 120.7                    |
| Gr 5    | 204.5      | 211.0      | 200.6        | 209.1        | 131.8                    |
| Average |            |            |              |              | <b>123.2</b>             |

HISD 2023-24 NWEA MAP EOY Growth (Reading)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (% of annual national growth) |
|---------|------------|------------|--------------|--------------|--|
| Gr 6    | 210.2      | 215.4      | 205.7        | 211.4        | 109.1                                    |
| Gr 7    | 214.2      | 218.4      | 208.2        | 214.1        | 139.0                                    |
| Gr 8    | 218.0      | 221.7      | 211.6        | 217.8        | 167.0                                    |
| Average |            |            |              |              | <b>139</b>                               |

# Average EOY Growth - Science

HISD 2023-24 NWEA MAP EOY Growth (Science)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (% of annual) |
|---------|------------|------------|--------------|--------------|--------------------------|
| Gr 3    | 177.7      | 195.9      | 184.2        | 194.5        | 56.6                     |
| Gr 4    | 187.8      | 201.2      | 192.0        | 200.8        | 65.8                     |
| Gr 5    | 194.7      | 206.2      | 198.3        | 209.5        | 96.6                     |
| Average |            |            |              |              | 73.0                     |

HISD 2023-24 NWEA MAP EOY Growth (Science)

|         | US RIT BOY | US RIT EOY | HISD RIT BOY | HISD RIT EOY | EOY Growth (% of annual national growth) |
|---------|------------|------------|--------------|--------------|--|
| Gr 6    | 200.2      | 208.5      | 202.9        | 208.8        | 71.3                                     |
| Gr 7    | 203.9      | 210.6      | 205.2        | 211.1        | 87.2                                     |
| Gr 8    | 206.6      | 213.4      | 207.2        | 215.3        | 117.9                                    |
| Average |            |            |              |              | 92.7                                     |



| HISD 2023-24 NWEA MAP EOY Growth (Math) |              |              |              |              |
|---|--------------|--------------|--------------|--------------|
| % of annual growth                      |              |              |              |              |
|   | HISD         | NES          | NES-A        | Non-NES/A    |
| Gr 3                                    | 138.6        | 158.2        | 155.6        | 132.8        |
| Gr 4                                    | 118.8        | 128.7        | 129.4        | 115.5        |
| Gr 5                                    | 116.0        | 135.7        | 136.3        | 109.0        |
| Average                                 | <b>124.5</b> | <b>140.9</b> | <b>140.5</b> | <b>119.1</b> |

| HISD 2023-24 NWEA MAP EOY Growth (Math) |              |              |              |              |
|---|--------------|--------------|--------------|--------------|
| % of annual growth                      |              |              |              |              |
|   | HISD         | NES          | NES-A        | Non-NES/A    |
| Gr 6                                    | 108.8        | 146.4        | 119.8        | 102.0        |
| Gr 7                                    | 134.8        | 170.0        | 145.5        | 126.4        |
| Gr 8                                    | 157.9        | 141.8        | 158.0        | 160.1        |
| Average                                 | <b>134.2</b> | <b>152.5</b> | <b>141.8</b> | <b>129.7</b> |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |              |              |              |                  |
|---|--------------|--------------|--------------|------------------|
| % of annual growth                                  |              |              |              |                  |
|   | <b>HISD</b>  | <b>NES</b>   | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 3  | 117.3        | 140.4        | 110.4        | 101.3            |
| Gr 4  | 120.7        | 141.7        | 124.9        | 111.3            |
| Gr 5  | 131.8        | 162.5        | 137.7        | 123.9            |
| <b>Average</b>                                      | <b>123.2</b> | <b>148.4</b> | <b>124.4</b> | <b>112.1</b>     |

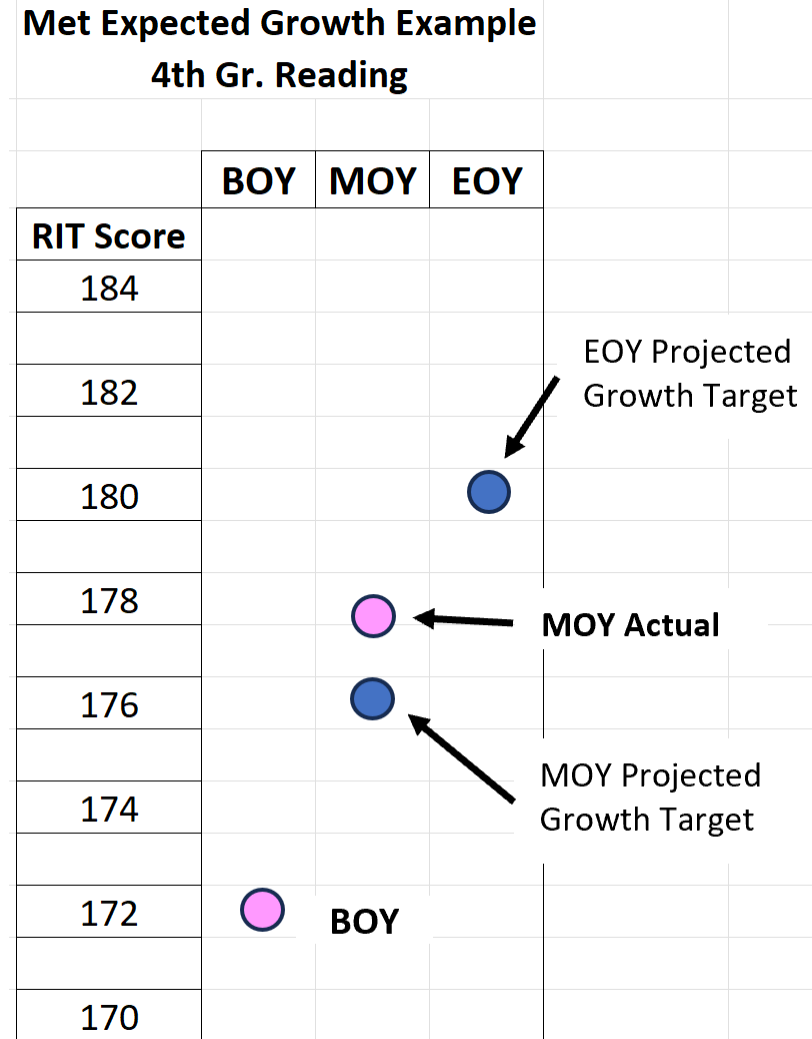
| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |             |              |              |                  |
|---|-------------|--------------|--------------|------------------|
| % of annual growth                                  |             |              |              |                  |
|   | <b>HISD</b> | <b>NES</b>   | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 6  | 109.1       | 162.9        | 143.2        | 94.0             |
| Gr 7  | 139.0       | 184.0        | 149.7        | 130.2            |
| Gr 8  | 167.0       | 240.2        | 202.4        | 146.3            |
| <b>Average</b>                                      | <b>139</b>  | <b>198.7</b> | <b>166.6</b> | <b>123.6</b>     |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |             |             |             |             |
|---|-------------|-------------|-------------|-------------|
| % of annual growth                                  |             |             |             |             |
|   | HISD        | NES         | NES-A       | Non-NES/A   |
| Gr 3  | 56.6        | 67.9        | 65.4        | 53.4        |
| Gr 4  | 65.8        | 80.6        | 76.4        | 61.7        |
| Gr 5  | 96.6        | 106.6       | 105.3       | 93.5        |
| Average   | <b>73.0</b> | <b>85.6</b> | <b>82.6</b> | <b>69.5</b> |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |             |              |              |             |
|---|-------------|--------------|--------------|-------------|
| % of annual growth                                  |             |              |              |             |
|   | HISD        | NES          | NES-A        | Non-NES/A   |
| Gr 6  | 71.3        | 88.6         | 81.5         | 66.9        |
| Gr 7  | 87.2        | 111.8        | 100.7        | 80.7        |
| Gr 8  | 117.9       | 127.3        | 128.9        | 113.9       |
| Average   | <b>92.7</b> | <b>110.7</b> | <b>104.8</b> | <b>87.4</b> |

# Met Expected Growth

**Met Expected Growth:** NWEA calculates a projected growth target for each student based on maintaining percentile rank (see example at right). **Met Expected Growth** percentage is the percentage of students who met their individualized projected growth target. For example, in a class of 25 students, if 15 met or exceeded their target growth, the percentage would be 60%. For a NWEA MAP test, about half of a typical group of students will meet or exceed their growth projections.



# Met Expected Growth – Math

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Math</b> ) |             |            |              |                  |
|--|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                  |             |            |              |                  |
|  | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 3   | 63%         | 69%        | 68%          | 61%              |
| Gr 4   | 52%         | 57%        | 55%          | 51%              |
| Gr 5   | 50%         | 57%        | 58%          | 48%              |
| <b>Average</b>                                   | <b>55%</b>  | <b>61%</b> | <b>61%</b>   | <b>53%</b>       |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Math</b> ) |             |            |              |                  |
|--|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                  |             |            |              |                  |
|  | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 6   | 52%         | 60%        | 54%          | 51%              |
| Gr 7   | 57%         | 62%        | 59%          | 56%              |
| Gr 8   | 54%         | 49%        | 56%          | 55%              |
| <b>Average</b>                                   | <b>54%</b>  | <b>57%</b> | <b>57%</b>   | <b>54%</b>       |

# Met Expected Growth - Reading

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |             |            |              |                  |
|---|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                     |             |            |              |                  |
|   | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 3  | 56%         | 57%        | 55%          | 56%              |
| Gr 4  | 56%         | 53%        | 57%          | 56%              |
| Gr 5  | 56%         | 58%        | 54%          | 56%              |
| <b>Average</b>                                      | <b>56%</b>  | <b>56%</b> | <b>55%</b>   | <b>56%</b>       |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |             |            |              |                  |
|---|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                     |             |            |              |                  |
|   | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 6  | 53%         | 54%        | 59%          | 52%              |
| Gr 7  | 55%         | 60%        | 57%          | 55%              |
| Gr 8  | 56%         | 56%        | 59%          | 55%              |
| <b>Average</b>                                      | <b>55%</b>  | <b>57%</b> | <b>58%</b>   | <b>54%</b>       |

## Met Expected Growth – Science

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |             |            |              |                  |
|---|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                     |             |            |              |                  |
|   | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 3  | 54%         | 51%        | 54%          | 55%              |
| Gr 4  | 58%         | 57%        | 58%          | 58%              |
| Gr 5  | 68%         | 65%        | 67%          | 68%              |
| <b>Average</b>                                      | <b>60%</b>  | <b>58%</b> | <b>59%</b>   | <b>60%</b>       |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |             |            |              |                  |
|---|-------------|------------|--------------|------------------|
| % Students Met Projected Growth                     |             |            |              |                  |
|   | <b>HISD</b> | <b>NES</b> | <b>NES-A</b> | <b>Non-NES/A</b> |
| Gr 6  | 57%         | 59%        | 57%          | 57%              |
| Gr 7  | 59%         | 60%        | 57%          | 59%              |
| Gr 8  | 62%         | 56%        | 62%          | 63%              |
| <b>Average</b>                                      | <b>59%</b>  | <b>59%</b> | <b>59%</b>   | <b>60%</b>       |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Math</b> )    |     |       |          |       |
|---|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>ELEMENTARY</b> |     |       |          |       |
|   | ALL | Black | Hispanic | White |
| HISD  | 55% | 52%   | 56%      | 52%   |
| NES   | 61% | 61%   | 61%      | 64%   |
| NES-A   | 61% | 54%   | 62%      | 64%   |
| Non-NES/A   | 53% | 50%   | 54%      | 51%   |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Math</b> ) |     |       |          |       |
|--|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>MIDDLE</b>  |     |       |          |       |
|  | ALL | Black | Hispanic | White |
| HISD   | 54% | 51%   | 54%      | 59%   |
| NES  | 57% | 55%   | 57%      | 63%   |
| NES-A  | 57% | 54%   | 57%      | 54%   |
| Non-NES/A  | 54% | 49%   | 52%      | 60%   |



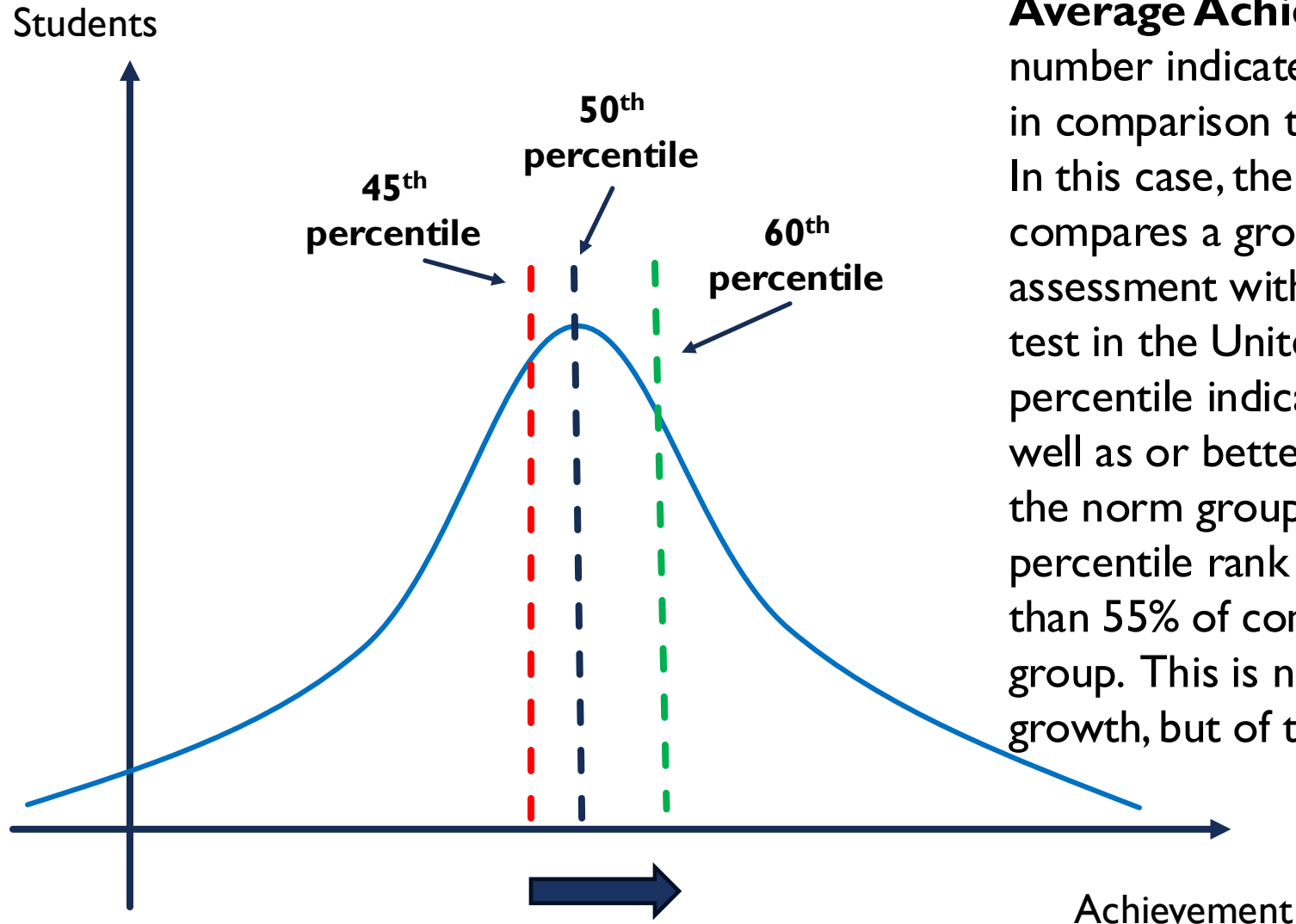
| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |     |       |          |       |
|---|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>ELEMENTARY</b> |     |       |          |       |
|   | ALL | Black | Hispanic | White |
| <b>HISD</b>   | 56% | 53%   | 56%      | 57%   |
| NES   | 56% | 57%   | 55%      | 48%   |
| NES-A   | 55% | 51%   | 56%      | 62%   |
| Non-NES/A   | 56% | 53%   | 56%      | 57%   |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Reading</b> ) |     |       |          |       |
|---|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>MIDDLE</b>     |     |       |          |       |
|   | ALL | Black | Hispanic | White |
| <b>HISD</b>   | 55% | 55%   | 55%      | 52%   |
| NES   | 57% | 57%   | 56%      | 54%   |
| NES-A   | 58% | 58%   | 58%      | 58%   |
| Non-NES/A   | 54% | 53%   | 54%      | 52%   |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |     |       |          |       |
|---|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>ELEMENTARY</b> |     |       |          |       |
|   | ALL | Black | Hispanic | White |
| HISD  | 60% | 57%   | 59%      | 66%   |
| NES   | 58% | 56%   | 59%      | 63%   |
| NES-A   | 59% | 57%   | 60%      | 61%   |
| Non-NES/A   | 60% | 57%   | 59%      | 66%   |

| HISD 2023-24 NWEA MAP EOY Growth ( <b>Science</b> ) |     |       |          |       |
|---|-----|-------|----------|-------|
| % Students Met Projected Growth - <b>MIDDLE</b>     |     |       |          |       |
|   | ALL | Black | Hispanic | White |
| HISD  | 59% | 59%   | 59%      | 63%   |
| NES   | 59% | 61%   | 57%      | 64%   |
| NES-A   | 59% | 59%   | 58%      | 60%   |
| Non-NES/A   | 60% | 58%   | 59%      | 63%   |

# Average Achievement Percentile



**Average Achievement Percentile:** This number indicates how well a student performed in comparison to the other students in a group. In this case, the average achievement percentile compares a group of students taking a MAP assessment with other students taking the same test in the United States. A student's achievement percentile indicates that the student scored as well as or better than the percent of students in the norm group. In other words, a student with a percentile rank of 55 scored as well as or better than 55% of comparable students in the norm group. This is not a measure of a student's growth, but of their relative proficiency.

# Average Achievement Percentile – Math

| HISD 2023-24 NWEA MAP: <b>MATH</b> |            |            |            |
|------------------------------------|------------|------------|------------|
| Average Achievement Percentile     |            |            |            |
|                                    | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 3                               | 42         | 46         | 50         |
| Gr 4                               | 47         | 48         | 49         |
| Gr 5                               | 46         | 47         | 47         |
| <b>Average</b>                     | <b>45</b>  | <b>47</b>  | <b>48</b>  |

| HISD 2023-24 NWEA MAP: <b>MATH</b> |            |            |            |
|------------------------------------|------------|------------|------------|
| Average Achievement Percentile     |            |            |            |
|                                    | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 6                               | 45         | 45         | 45         |
| Gr 7                               | 42         | 42         | 44         |
| Gr 8                               | 43         | 44         | 45         |
| <b>Average</b>                     | <b>44</b>  | <b>44</b>  | <b>44</b>  |

# Average Achievement Percentile – Reading

| HISD 2023-24 NWEA MAP: <b>READING</b> |            |            |            |
|---------------------------------------|------------|------------|------------|
| Average Achievement Percentile        |            |            |            |
|                                       | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 3                                  | 46         | 47         | 49         |
| Gr 4                                  | 48         | 49         | 50         |
| Gr 5                                  | 48         | 49         | 50         |
| <b>Average</b>                        | <b>47</b>  | <b>49</b>  | <b>50</b>  |

| HISD 2023-24 NWEA MAP: <b>READING</b> |            |            |            |
|---------------------------------------|------------|------------|------------|
| Average Achievement Percentile        |            |            |            |
|                                       | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 6                                  | 46         | 46         | 46         |
| Gr 7                                  | 44         | 45         | 46         |
| Gr 8                                  | 44         | 45         | 46         |
| <b>Average</b>                        | <b>45</b>  | <b>45</b>  | <b>46</b>  |

# Average Achievement Percentile – Science

| HISD 2023-24 NWEA MAP: <b>SCIENCE</b> |            |            |            |
|---------------------------------------|------------|------------|------------|
| Average Achievement Percentile        |            |            |            |
|                                       | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 3                                  | 44         | 47         | 47         |
| Gr 4                                  | 47         | 48         | 50         |
| Gr 5                                  | 49         | 54         | 58         |
| <b>Average</b>                        | <b>47</b>  | <b>50</b>  | <b>52</b>  |

| HISD 2023-24 NWEA MAP: <b>SCIENCE</b> |            |            |            |
|---------------------------------------|------------|------------|------------|
| Average Achievement Percentile        |            |            |            |
|                                       | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
| Gr 6                                  | 51         | 51         | 52         |
| Gr 7                                  | 51         | 51         | 52         |
| Gr 8                                  | 48         | 50         | 54         |
| <b>Average</b>                        | <b>50</b>  | <b>51</b>  | <b>53</b>  |

# High School EOC Exams

|              | December 2022            |                     | December 2023            |                     | 1 Yr Change |
|--------------|--------------------------|---------------------|--------------------------|---------------------|-------------|
| STAAR EOC    | % At or Above Approaches | % At or Above Meets | % At or Above Approaches | % At or Above Meets |             |
| Algebra 1    | 24                       | 3                   | 36                       | 2                   | 12% pt. ↑   |
| Biology      | 22                       | 2                   | 51                       | 4                   | 29% pt. ↑   |
| English I    | 18                       | 5                   | 32                       | 9                   | 14% pt. ↑   |
| English II   | 21                       | 7                   | 24                       | 9                   | 3% pt. ↑    |
| U.S. History | 28                       | 6                   | 68                       | 14                  | 40% pt. ↑   |

*Students at or above approaches “pass” the exam. They do not have to retake the exam.*

# High School EOC Exams

|              | Spring 2023              |                     | Spring 2024              |                     | 1 Year Change |
|--------------|--------------------------|---------------------|--------------------------|---------------------|---------------|
| STAAR EOC    | % At or Above Approaches | % At or Above Meets | % At or Above Approaches | % At or Above Meets |               |
| Algebra I    | 67                       | 34                  | 73                       | 38                  | +6            |
| Biology      | 77                       | 40                  | 88                       | 54                  | +11           |
| English I    | 57                       | 41                  | 56                       | 44                  | -1            |
| English II   | 62                       | 44                  | 65                       | 49                  | +3            |
| U.S. History | 92                       | 63                  | 93                       | 63                  | +1            |

*Students at or above approaches “pass” the exam. They do not have to retake the exam.*