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# Overview of the Houston Independent School District

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## HISD INITIATIVES FOR 1999–2000

### INCREASE STUDENT ACHIEVEMENT:

- **HISD Develops New Multilingual Policy**—With implementation beginning in 2000, HISD’s Board of Education developed a new policy on multilingual education. It declares that the mission of HISD’s multilingual programs is to strengthen the social and economic foundations of Houston by assuring that its students achieve their full academic potential and by providing opportunities for all students to graduate proficient in more than one language. HISD’s new multilingual policy encourages students to develop fluency in two languages, urges opportunities for students to acquire another language, and encourages students with limited English proficiency to improve their knowledge of their native language, as well as learn English quickly. The policy’s goals include increasing student achievement, establishing English reading proficiency as the standard for transition to higher grades, increasing parental choice and involvement, and encouraging all students to become fluent in two languages.
- **Project CLEAR Expands to Additional Subject Areas**-Project CLEAR- Clarifying Learning to Enhance Achievement Results—which was initiated during the 1998–99 school year was expanded this year to include several additional core curriculum courses. HISD is completing Project CLEAR for Social Studies K–9 and developing it for Reading K–12, Integrated Physics and Chemistry, Biology, Algebra II, Geometry, and some strands of Health and Physical Education. Model lesson plans are also being developed to accompany Project CLEAR. The Special Education and Multilingual Departments are working to ensure that modifications are incorporated into Project CLEAR, so that students with particular needs will have access to a challenging curriculum. Eventually, all core curriculum courses will be clarified through Project CLEAR.
- **HISD Values Character Education**—HISD is dedicated to nurturing students’ character as well as their minds. In 1999, its Character Education Program celebrated 10 years of incorporating social values in the classroom curriculum and schoolwide activities across all grade levels. The program establishes a particular value for each month, such as self-esteem, honesty, respect, trust, loyalty, justice, commitment, self-discipline, or self-reliance. More than 16,000 teachers and administrators have attended a six-hour workshop on HISD’s Character Education Program. In addition to being the largest program in the nation, it has been expanded to include parent training through HISD’s 32 Project Reconnect Centers.
- **HISD Principals’ Academy Trains Secondary-School Leaders**—The Secondary Principalship Academy was created to prepare select HISD educators to meet the challenges of urban middle schools and high schools. HISD created its Secondary Principalship Academy in collaboration with the University of Houston’s Department of Education leadership and Cultural Studies. Following the success of its first 20-member class, Cycle II of the two-year program began in the fall of 1999 and will continue through August of 2001. While maintaining their current positions throughout the first year, aspiring administrators attend evening and weekend classes in order to meet state and university requirements for obtaining certification and a master’s degree in educational administration. In the second year, each participant serves as a full-time, paid intern under a mentor HISD principal and is monitored by members of HISD’s Leadership Academy and the faculty from the University of Houston.

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- **HISD Adopts New Textbooks, Uses New Selection Process**—Reflecting HISD’s commitment to delegating decision-making to broad-based committees, the approach by which textbooks were selected was significantly different from the way the district had made decisions in the past two years. There also remains a districtwide textbook selection committee made up of teachers for each adoption. However, the committees were chaired by specialists in each content area, to ensure alignment of the textbooks to the HISD curriculum, especially Project CLEAR. Facilitated by the Planning, Assessment, and Support Services Department, these committees evaluated the textbooks and made recommendations as to adoption selection. There were new, more demanding criteria for the selection of teachers for the committees from each administrative district, and each participating teacher was paid a stipend. Instead of having all teachers “vote” for their preferred textbook, school-level textbook committees provided input to the central committee. Following a decision conference that included textbook committee members, district representatives, and the Superintendent of Schools, the formal recommendation was made to HISD’s Board of Education.
  - **Promotion Standards Expands to Grades 4–8**—Under the expanded promotion standards, the 1999–2000 school year students in grades 4–8 must meet both mathematics and reading standards, of which two criteria are performance on the TAAS and the nationally normed Stanford 9 or Spanish-language Aprenda 2 achievement tests. As students were socially promoted in the past, they took with them an accumulation of deficits making the new standards more difficult to achieve. For this reason, parameters were established in grades 4–8. Now students in grades 1–8 will be required to meet promotion standards before moving to the next grade.

#### INCREASE MANAGEMENT EFFICIENCY

- **HISD Increases Salaries and Classroom Funding Without Raising Taxes**—HISD’s 1999 tax rate remained at \$1.459 per \$100 in valuation. This is not only the lowest rate in Harris County and the lowest among large districts throughout Texas, but over 20 cents lower than the average rate in Harris County. At the same time, HISD’s 1999–2000 budget increased overall spending 6.2 percent over the previous year’s budget. This gave teachers an average of 11.7 percent raise in pay and other employees a 5 percent raise, up to the maximum of their range. Increases in funding also included a \$3,000 raise for every teacher, counselor, nurse, and librarian, for those who are not at the top step of the salary scale, plus a step increase that averaged about \$1,000.
- **HISD Modernizes Its Human Resources, Payroll, Purchasing, and Benefits Functions**—HISD implemented PeopleSoft, a computerized human resources, payroll, and benefits system. More than 40 databases were combined—some of which were more than a quarter of a century old—in a singular modern database. Over 1,400 people were trained to enter time and labor information into the computer system. Supervisors learned to approve submissions before they were entered into the system. HISD adopted PeopleSoft because not only is it the most efficient payroll system available, but it will dramatically improve the quality of service that HISD provides to its employees. The school district also continued to improve its financial functions by refining SAP. This is a computer system that accelerates the delivery of goods and services, enables users to process purchase orders electronically, and gives them up-to-the-minute information on budget funds, goods received, and the status of requisitions.

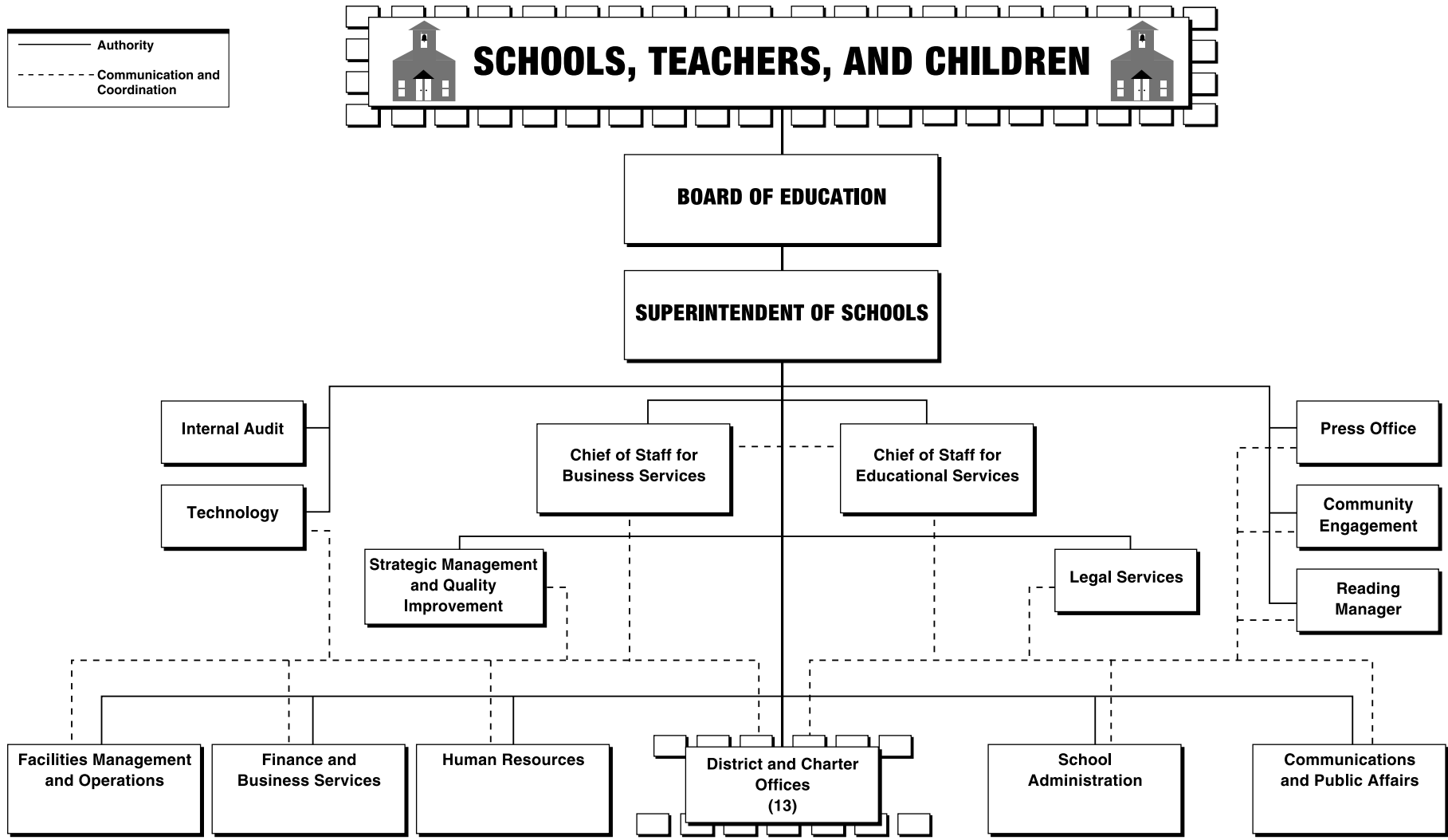
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- **HISD Localizes Facilities Management and Operations Department**—Building on the improvements that the partnership with ServiceMaster, Inc., had achieved in previous years, HISD enhanced maintenance, housekeeping, and groundskeeping services by moving the Facilities Management and Operations (FMO) Department closer to the schools. By dividing the school district into five geographical areas, HISD can provide FMO services similar to those provided by branch offices or neighborhood police and fire stations. In 1997, HISD approved ServiceMaster to manage the FMO Department. ServiceMaster analyzed maintenance and operations activities, created innovative delivery services to the schools, and administered safety and skills training for employees.
  - **HISD Improves Bus Safety and Efficiency**—HISD took significant action in 1999 to produce greater confidence and improved service in the Transportation Department. The school district ordered 250 new, air-conditioned school buses featuring state-of-the-art diesel engines that reduce both fuel consumption and harmful emissions. The district equipped buses with two-way radios or cellular phones so drivers can report any problems while on the road. The driver-training program was expanded and efforts were stepped up to recruit new bus drivers. An audit of transportation operations was conducted, and “black-box” recorders were installed in 500 buses. The boxes detect speeding, excessive idle time, hard braking, unsafe stops, and excessive acceleration. With the improvement of transportation safety, the boxes will also reduce operation and maintenance costs.

In addition, the Transportation Department reduced the total annualized routes by 17 percent, while increasing ridership by more than 9,000 students. Fewer routes indicate that the district is using its capital assets in an efficient and effective manner by maximizing passenger loads. In addition, route mileage declined by approximately 1.4 million miles, a reduction of 9 percent from the previous year, and there were fewer accidents. All of these changes and improvements resulted in significant savings for HISD and its taxpayers.

## **IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS**

- **School Safety and Security**—The HISD Police Department’s 177-officer police force created the 17-member Special Response Team to secure school perimeters and protect students in the event of violence. To help stay weapon-free, some campuses use metal detectors, ban the wearing of coats in classrooms, or require book bags or back packs to be made of see-through mesh or plastic. Schools are also encouraging teachers to form closer relationships with their students and urge them to let an adult know when fellow students may have problems that could lead to violence.

# Houston Independent School District Administrative Organization



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## MANAGEMENT DIVISIONS

### **Superintendent of Schools**

The Office of the Superintendent of Schools is responsible for coordination of the overall administration of the school district and liaison with the Board of Education. Delegation of responsibilities to senior staff is monitored through a referral system, as well as through the Performance Planning and Appraisal System (PPAS). Preparation for regular School Board meetings is conducted in this office from the Agenda Preparation Group process through final agenda publication, Board member review, and staff follow-up to issues identified at School Board meetings. Directly reporting to this office are the Chief of Staff for Business Services; the Chief of Staff for Educational Services; Coordinator for Strategic Management and Quality Improvement; General Counsel for Legal Services; Deputy Superintendents for Facilities Management and Operations, Finance and Business Services, Human Resources, School Administration, and Communications and Public Affairs; Assistant Superintendents for Internal Auditing and Technology; the District Superintendents for the eleven administrative districts and the Alternative School District; the Project Manager for the Acres Homes Coalition; the Press Secretary; the Director for Community Engagement; and the Reading Manager.

### **Chief of Staff for Business Services**

The Chief of Staff for Business Services monitors operations and coordinates special projects between the offices of Facilities Management and Operations, Finance and Business Services, Human Resources, Technology and Information Systems, and Strategic Management and Quality Improvement to ensure the best possible overall operation of districtwide non-instructional functions.

### **Chief of Staff for Educational Services**

The Chief of Staff for Educational Services is responsible for the day-to-day operations of the Office of the Superintendent of Schools as they relate to educational activities. Responsibilities include keeping the Superintendent of Schools informed about current policy issues and areas of need within the district, as well as insuring that the Superintendent's instructions to the staff are carried out. The Chief of Staff for Educational Services works with four departments—Research and Accountability, Special Projects, Development Office, and Agenda Preparation—and is responsible for the planning and implementation of special projects that cross these departments. In addition, this office is responsible for coordinating areas of School Administration, Legal Services, Press Office, Community Engagement, Communications and Public Affairs, and the Reading Department for the Superintendent of Schools.

### **Communications and Public Affairs**

Communications and Public Affairs promotes and supports meaningful two-way communications and networks that lead to greater internal and external participation in the district and its schools. The office coordinates districtwide communications vehicles that inform the public and promote positive community relations. It also develops and coordinates parent, community, business, and employee support initiatives to increase their involvement and participation in HISD schools as well as encourage awareness of the district's mission, purpose, goals, policies, and programs. The Office of Communications and Public Affairs includes Community Partnerships, Publications and Information Services, Instructional Media Services, and Administrative Services.

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## **Community Engagement**

The Department of Community Engagement develops and implements various special and continuing projects which serve to engage the public, both external and internal, in a productive relationship with public education. The department works closely with the Press Office and the Department of Communications and Public Affairs to create a strong relationship between the community and the school district. The goal of the Department of Community Engagement is to broaden the support for public education in general and HISD specifically.

## **Facilities Management and Operations**

Facilities Management and Operations is responsible for the direction and supervision of all activities and services related to the physical operation of the 300 plus schools, administrative complexes, and grounds in the district. This office consists of eight departments: Maintenance and Operations Services, Distribution and Systems Management, Facility Support Services, Construction Services, FMO Technical Services, Partnership Services, FMO Administrative Support Services, and FMO Continuous Improvement Services. The goal of this office is to provide effective, regularly scheduled and emergency services—including distribution of district textbooks, operation of a centralized warehouse for instructional and non-instructional supplies and materials, building maintenance, housekeeping, energy conserving measures, furniture relocation and storage, as well as lawncare—in ways that promote a safe and clean environment in every school and district facility, so that the educational needs of students may be fulfilled.

## **Finance and Business Services**

The Office of Finance and Business Services is responsible for the direction, management, and supervision of all aspects of the finance functions of the district including the receipt, disbursement, reimbursement, investment, control and reporting of the fiscal resources of the Board of Education of the Houston Independent School District. There are six major components within the Office of Finance and Business Services—the Finance Attorney, Budgeting, Finance, Benefits and Risk Management, Procurement and Business Development and Assistance, and Food Services.

The Finance and Business Services Office has been engaged in the HISD Major Business Projects Committees. These projects involve the continued refinement of the new SAP districtwide business systems and the implementation of a new Human Resources/Payroll system to improve financial controls and school access to needed services. They also include the Food Services project to provide quality food to students and to increase student participation in the program, and the Transportation project to review the status of transportation services in the district and to implement changes to provide quality services to eligible students at the least cost. In addition, the Finance and Business Services Office is directly involved with the construction of two new high schools and the implementation of the 1998 Bond Program. Both of these projects are critical to meeting space needs for educational programs.



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## **Human Resources**

Human Resources coordinates functions necessary for the recruitment and maintenance of staff responsible for the operation of the school district. The basic function of this office is to administer the personnel policies of the Board of Education, including all employment, payroll, assessment, compensation, benefits, and alternative certification activities. The Human Resources Office has the responsibility for employee recruitment, associate teachers, salary policy development and implementation, criminal history background checks, hearings and appeals process, certification review, equal opportunity and development and maintenance of all employee assessment records. The goal of this office is to ensure that all positions are filled with high quality staff and that these employees are provided with adequate compensation and a high quality benefits program.

## **Internal Audit**

The Internal Audit Office conducts a broad, comprehensive program of financial, compliance, activity fund, construction, operational, and property tax auditing within HISD. It reviews the adequacy of the systems of internal accounting control and ascertains whether the systems established provide reasonable assurance that they are functioning as intended. To this end, Internal Auditing furnishes management with objective analyses, appraisals, information, counsel, and recommendations concerning the activities reviewed. The primary goal of the Internal Audit Office is to assist all members of management in the effective discharge of their responsibilities.

## **Legal Services**

The Office of Legal Services provides in-house legal counsel to the Superintendent of Schools and staff on various issues in school law relating to local, state, and federal laws rules and regulations, as well as district policy and administrative procedures. The Office of Legal Services represents the school district in judicial and administrative proceedings, and monitors the legal services contracted with outside law firms. This office assists in grievance and employee disciplinary matters including terminations and non-renewal hearings. It also coordinates the school district's responses to investigations by the Texas Education Agency, Office for Civil Rights of the U.S. Department of Education, and other state and federal agencies. The Office of Legal Services conducts professional development training for staff and provides legal assistance in drafting and revising district policies and procedures.

## **Press Office**

The Press Office is responsible for responding to requests from the news media for information about HISD in a timely, accurate, and courteous manner. The promotion of newsworthy activities in the district is aggressively pursued by this office. The Press Office also works to improve the flow of information to the general public by holding regular news conferences and issuing news statements about HISD events. The Press Secretary serves as the chief spokesman for the school district and directs the response to news inquiries and promotion of HISD news.

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## **Reading**

The Reading Department is responsible for supervising and coordinating the district's PreK–12 reading initiative, *A Balanced Approach to Reading*. A number of programs are included in this initiative: Success for All, Reading One-to-One Tutoring, Benchmark Schools, Project RITE, Reading Recovery, Project Apple, Sound Foundations, the IBM Reinventing Education II-Watch Me Read Solution, and Read\*Write\*Now. The goal of the Reading Department is that all HISD students learn to read at least on grade level by the third grade so they can read to learn for the rest of their lives. An additional focus on early reading has resulted in explicit reading instruction in PreKindergarten and Kindergarten so that students who participate in those programs are reading on grade level by the end of first grade.

## **School Administration**

The Office of School Administration is responsible for providing school assistance, technical assistance, dropout prevention assistance, and serving as a communication mechanism to support the district offices. It is also responsible for collaborating in the development, implementation and evaluation of new instructional programs and projects, as well as managing instructional support for schools through the departments of Career and Technology Education, Special Education, Student Support Services, and Multilingual/Special Programs. The office monitors federal, state, and local laws and regulations relative to the instruction of all students and collaborates in the steps necessary for direct compliance with those mandates. The office coordinates with other offices, departments, school personnel, and community agencies in the planning and management of large-scale programs, summer education, dual-language program, magnet programs, Tech Prep, and adult education, as well as inclusion of special populations.

## **Strategic Management and Quality Improvement**

The mission of the Strategic Management and Quality Improvement Department is to continuously improve the effectiveness and efficiency of the district's major cross-functional systems and processes through analysis, consultation, documentation, and the transfer of best practices.

## **Technology**

The Technology and Information Systems Division is responsible for planning, organizing, implementing, and monitoring computerized processing systems to improve the management reporting and instructional operations of the district with a new infrastructure. The office is also responsible for providing service and support to schools and central/district offices in the acquisition and use of technology to enhance student performance, ensure the availability of information for users, provide timely and accurate information about students, and provide quality support services.

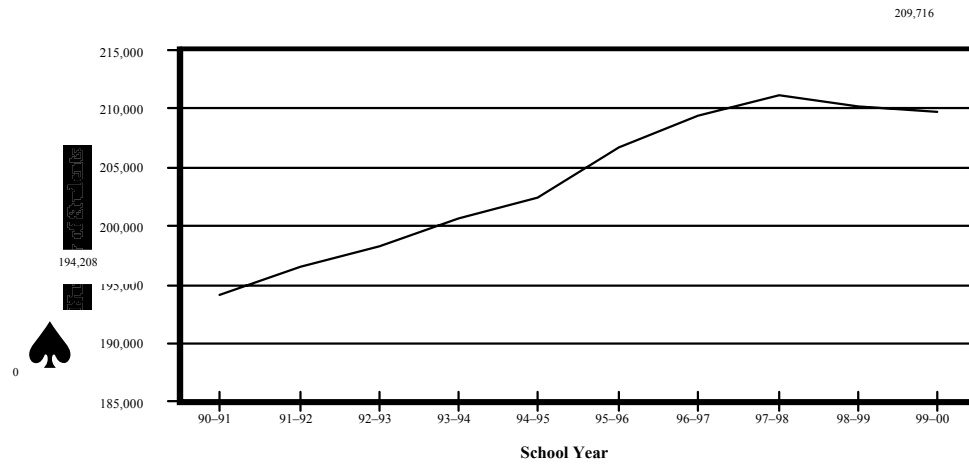
## STUDENT PROFILE • 1999–2000

	Number	Percent		Number	Percent
<b>Total Enrollment</b>	209,716	—			
<b>Enrollment by Grade</b>			<b>Student Enrollment by Program*</b>		
Early Education	528	0.3%	Bilingual Education	33,798	16.1%
Pre-Kindergarten	10,850	5.2%	Career and Technology	36,459	17.4%
Kindergarten	17,420	8.3%	ESL Education	16,071	7.7%
Grade 1	20,782	9.9%	Gifted and Talented	20,387	9.7%
Grade 2	18,819	9.0%	Special Education	21,714	10.4%
Grade 3	18,742	8.9%	Title I	122,869	58.6%
Grade 4	15,951	7.6%	<b>Free/Reduced Lunch</b>	158,052	75.4%
Grade 5	15,497	7.4%	<b>Limited English Proficient</b>	55,472	26.5%
Grade 6	14,779	7.0%	<b>At-Risk</b>	118,453	56.5%
Grade 7	14,532	6.9%	<b>Overage for Grade, Grades 1-12</b>	10,992	5.2%
Grade 8	13,482	6.4%	<b>Immigrant</b>	11,232	5.4%
Grade 9	20,425	9.7%	<b>High School Graduates (Class of 1999)</b>		
Grade 10	10,399	5.0%	Graduates	7,299	—
Grade 11	9,467	4.5%	Advanced Seal on Transcript	2,059	—
Grade 12	8,043	3.8%	Planning to Attend College	5,354	—
<b>Gender</b>			<b>Attendance (98–99)</b>	—	94.2%
Female	103,633	49.4%	<b>Promotion Data, Grades 1–6 (98–99)</b>		
Male	106,083	50.6%	Promoted to next grade	104,221	92.9%
<b>Ethnicity</b>			<b>Dropouts (98–99)</b>		
African American	69,124	33.0%	Grades 7–12	3,321	3.9%
Asian	5,997	2.9%			
Hispanic	113,489	54.1%			
Native American	116	< 0.1%			
White	20,990	10.0%			

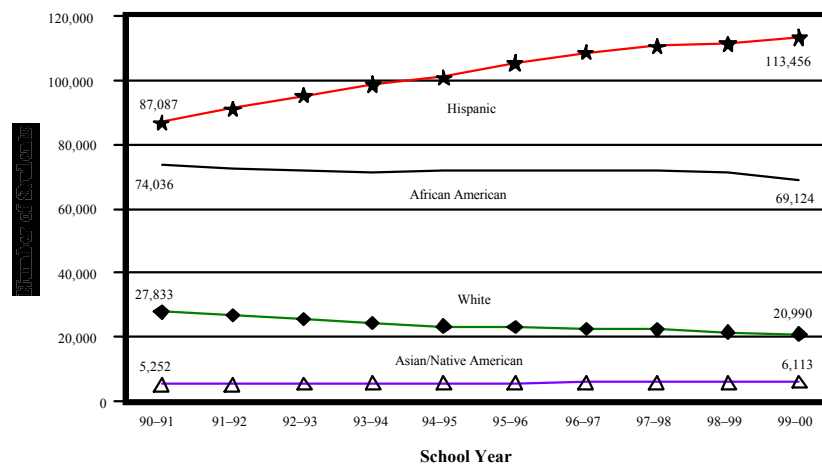
\*Students may be in more than one category; † grades 7–12; ‡ grades 1–12.

*Source: TEA, PEIMS data files, 1999–2000*

## Districtwide Enrollment 1990-91 to 1999-2000

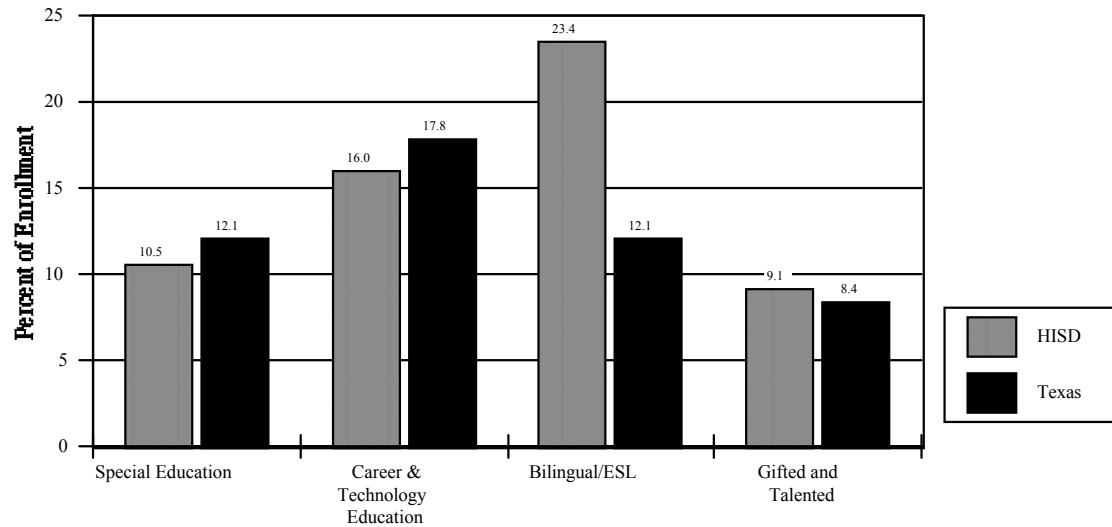


## Districtwide Enrollment by Ethnicity 1990-91 to 1999-2000



Source: TEA, PEIMS data files 1990-91 through 1999-2000

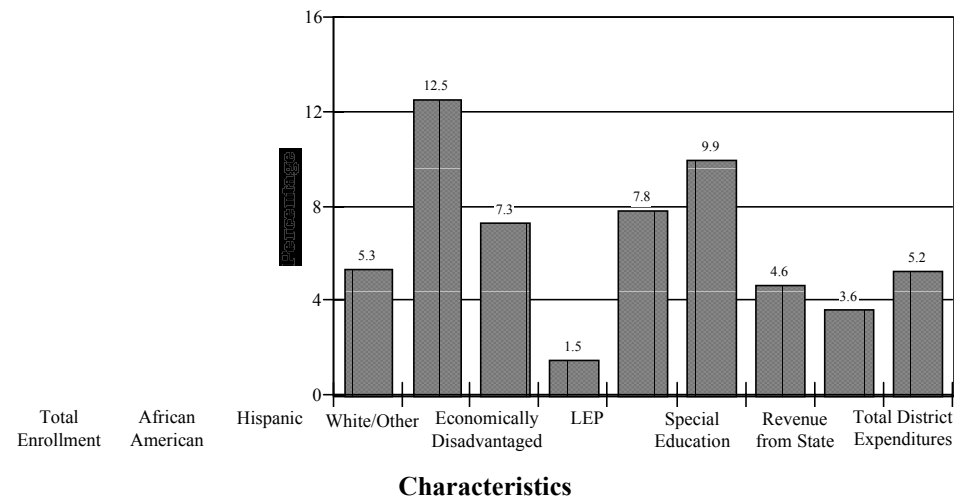
## of Student Enrollment Instructional Program 1998-99



Source: TEA, Academic Excellence Indicator System Report, 1998-99

## HISD Percent of Texas Public School Characteristics 1998-99

Source: TEA, Academic Excellence Indicator System Report, 1998-99



## Student Enrollment in HISD and Harris County Public School Districts

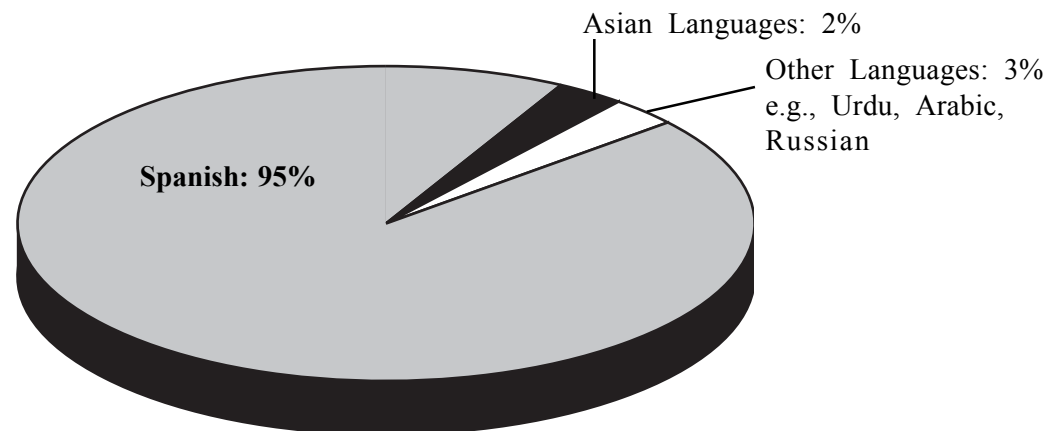
Enrollment	1996-97			1997-98			1998-99		
	HISD	Harris Co. School Districts	HISD as % of Harris Co.	HISD	Harris Co. School Districts	HISD as % of Harris Co.	HISD	Harris Co. School Districts	HISD as % of Harris Co.
Total	209,375	609,955	34%	210,988	622,672	34%	210,179	635,350	33%
African American	34%	24%	50%	34%	24%	49%	34%	24%	47%
Hispanic	52%	37%	48%	52%	38%	47%	53%	39%	45%
White	11%	35%	11%	11%	34%	11%	11%	33%	11%
Other	3%	5%	20%	3%	4%	20%	3%	5%	20%

Source: TEA, Snapshot, 1996-97;  
Academic Excellence Indicator System Report, 1997-98 to 1998-99

### Major Language Groups of Limited English Proficient Students

HISD offers Bilingual and English as a Second Language instructional programs for non-English speaking students who require intensive English language instruction.

- ◆ In 1999-2000, HISD identified 57,912 Limited English Proficient (LEP) students and approximately 65 home languages.



Source: SASI data files, 1999-2000

## Texas Assessment of Academic Skills (TAAS) Percent Meeting Minimum Expectations: 1997–1999

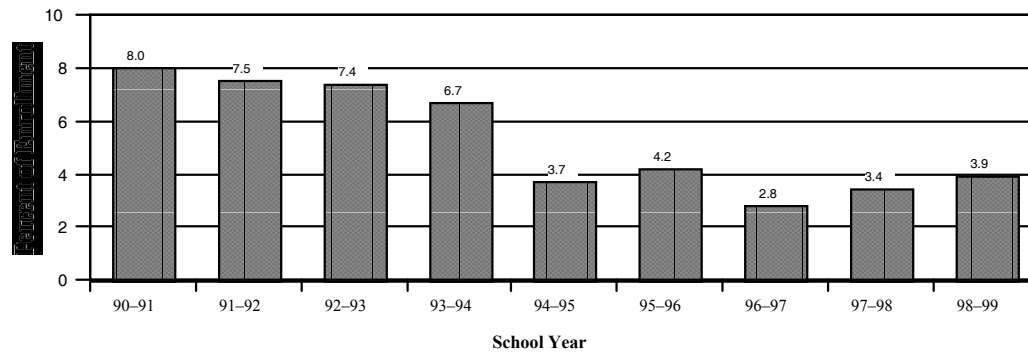
Grade	Reading			Math			Writing			Science			Social Studies			All Tests		
	1997	1998*	1999	1997	1998*	1999	1997	1998*	1999	1997	1998*	1999	1997	1998*	1999	1997	1998*	1999
3	79	84	79	76	76	67	†	†	†	†	†	†	†	†	†	68	72	62
3 (Span)	51	74	77	59	73	75	†	†	†	†	†	†	†	†	†	††	64	66
4	82	89	81	78	82	75	88	88	87	†	†	†	†	†	†	67	75	67
4 (Span)	43	51	49	54	66	75	††	75	77	†	†	†	†	†	†	††	42	44
5	85	87	77	84	86	82	†	†	†	†	†	†	†	†	†	72	81	70
5 (Span)	††	57	37	††	60	67	†	†	†	†	†	†	†	†	†	†	46	34
6	74	74	71	70	74	72	†	†	†	†	†	†	†	†	†	55	64	62
6 (Span)	††	30	30	††	43	49	†	†	†	†	†	†	†	†	†	†	21	26
7	75	74	72	67	70	72	†	†	†	†	†	†	†	†	†	52	63	62
8	75	75	79	63	71	75	70	75	78	74	73	73	53	53	53	36	44	46
10	80	81	83	61	69	76	80	83	86	†	†	†	†	†	†	46	62	68

† TAAS not administered  
 †† Benchmarked  
 \* 1997–98 scores were recalculated to include all students as a comparison for 1998–99.

Source: TEA, Academic Excellence Indicator System Reports, 1996–97 to 1998–99

**Notes:** The TAAS measures student achievement in reading and mathematics at grades 3–8 and 10, writing at grades 4, 8, and 10, and science and social studies at grade 8. TAAS scores in reading, mathematics, and writing for grades 3–8, and 10 form the basis of the accountability systems established by the Texas Education Agency and the Houston Independent School District in 1993–94. In the 1996–97 and 1997–98 school years, TAAS results used in both systems were based on the scores of non-special education students who were enrolled in the district on the Fall PEIMS date and who continued enrollment in the District through the date TAAS was administered. As of 1998–99, both accountability systems were changed to include both non-special education and special education student results.

### Annual Dropout Rate Grades 7–12



Source: TEA, PEIMS data files, April 14, 2000

**Note:** As of 1993–94, dropout rates are based on cumulative enrollment. Future dropout rates will also be calculated using cumulative enrollment for accountability purposes. Previous dropout rates were based on fall enrollment levels.

**Scholastic Assessment Test I (SAT-I)  
National, State, and HISD Mean Scores:  
1994–95 through 1998–99**

Year	National Mean		Texas Mean		HISD Mean		# Tested
	Verbal	Math	Verbal	Math	Verbal	Math	
1994–95	504	506	495	501	469	476	3,489
1995–96	505	508	495	500	465	468	3,364
1996–97	505	511	494	501	466	472	3,606
1997–98	505	512	494	501	463	467	3,653
1998–99	505	511	494	499	469	467	3,792

**Performance on the Aprenda  
Achievement Test, Second Edition,  
Districtwide by Grade: 1997, 1999  
Non-Special Education Students, Grades 1–9**

Grade	Normal Curve Equivalent Scores							
	Reading		Math		Language		Thinking Skills	
	1997	1999	1997	1999	1997	1999	1997	1999
1	48	59	43	48	n/t	55	n/t	n/t
2	55	62	49	56	52	61	n/t	n/t
3	59	59	54	57	59	59	n/t	57
4	52	53	52	57	54	56	53	54
5	51	53	55	54	54	55	51	52
6	54	52	50	46	55	49	50	49
7	54	53	41	46	54	55	51	53
8	52	58	43	56	50	60	49	61
9	30	34	18	34	24	49	24	37

**1997, 1999 Stanford Achievement Test, Ninth Edition  
Districtwide by Grade, Grades 1–11  
Non-Special Education Students**

Source: Harcourt Brace, Publisher, 1997, 1999

Grade	Normal Curve Equivalent Scores									
	Reading		Math		Language		Environment/ Science		Social Science	
	Fall, '97	Spr '99	Fall, '97	Spr '99	Fall, '97	Spr '99	Fall, '97	Spr '99	Fall, '97	Spr '99
1	50	52	44	46	n/t	54	41	42	n/t	n/t
2	45	49	43	48	47	49	38	43	n/t	n/t
3	44	50	45	55	45	52	40	49	n/t	46
4	41	48	50	55	46	57	44	49	40	47
5	41	46	48	54	49	53	43	46	42	46
6	38	43	47	51	46	48	42	46	40	42
7	38	42	44	45	42	49	42	43	38	42
8	39	44	42	44	46	49	38	44	40	45
9	40	41	38	47	45	46	38	42	39	42
10	43	44	45	46	44	46	43	43	44	44
11	46	47	47	45	48	49	45	45	45	46



## TEACHER/STAFF PROFILE • 1999–2000

<b>TEACHERS</b>			
<b>Percent of Total Staff</b>	50.4%	<b>Years of Experience</b>	
<b>Gender</b>		5 Years or Less Experience	36.7%
Female	76.6%	6–10 Years Experience	15.6%
Male	23.4%	Over 10 Years Experience	47.7%
<b>Ethnicity</b>		Average Experience	12.0 years
African American	43.5%	Average Experience with District	10.0 years
Asian	1.8%	<b>Attendance (98–99)</b>	95.8%
Hispanic	16.6%		
Native American	< 0.01%		
White	38.0%		
<b>Teachers by Funding Source</b>			
Bilingual/ESL Education	18.6%		
Career and Technology	3.3%		
Compensatory Education	1.2%		
Gifted and Talented	5.6%		
Regular Education	58.5%		
Special Education	11.4%		
Other	1.3%		
<b>Highest Degree Held</b>			
No Degree	5.3%		
Bachelor's	63.7%		
Master's	29.6%		
Doctorate	1.4%		

STAFF	Number
Teachers	11,674
Principals/Directors	263
Assistant Principals	309
Counselors	299
Librarians	216
Nurses & Psychologists	290
Aides	2,053
Central Administration Staff	130
Other School & Central Office Personnel	7,931
<b>Total Staff</b>	<b>23,165</b>

*Source: TEA, PEIMS data files, 1999–2000*

1998–99 Starting Teachers’ Salaries  
for HISD and Surrounding School Districts

School Districts and TEA Charters	Beginning Teachers	7-10 Years Experience	Over 20 Years Experience
<b>HISD</b>	<b>\$26,147</b>	<b>\$33,436</b>	<b>\$48,037</b>
Channelview	\$30,192	\$34,747	\$46,249
Galena Park	\$28,945	\$32,623	\$47,839
La Porte	\$28,767	\$32,568	\$45,257
Stafford	\$28,590	\$31,743	\$44,879
Crosby	\$28,056	\$32,840	\$43,221
Deer Park	\$28,003	\$34,055	\$48,611
Katy	\$27,841	\$34,006	\$47,128
Pearland	\$27,812	\$30,804	\$42,201
Clear Creek	\$27,730	\$32,220	\$43,175
Huffman	\$27,469	\$30,272	\$39,587
Alief	\$27,436	\$34,682	\$48,537
Sheldon	\$27,424	\$31,864	\$44,462
Spring Branch	\$27,417	\$34,825	\$47,880
Humble	\$27,155	\$31,208	\$43,845
Tomball	\$26,928	\$32,961	\$42,527
Cypress-Fairbanks	\$26,517	\$32,721	\$43,692
Spring	\$26,430	\$31,295	\$46,702
Conroe	\$26,391	\$30,093	\$42,313
Klein	\$26,322	\$32,980	\$46,954
Ft. Bend	\$26,268	\$32,575	\$44,301
Raul Yzaguirre School for Success	\$26,250	\$26,500	\$17,998
Goose Creek	\$26,017	\$31,417	\$43,875
Pasadena	\$25,961	\$32,024	\$45,256
Waller	\$23,157	\$29,919	\$41,677
Aldine	\$21,809	\$35,171	\$47,398
Girls and Boys Prep. Academy	\$20,502	\$41,052	\$36,196
North Forest	\$19,038	\$32,501	\$45,419
West Houston Charter School	n/a	\$29,589	n/a
George I. Sanchez Charter School	n/a	\$32,470	\$28,568
SER-Niños Charter School	n/a	\$36,550	n/a
Medical Center Charter School	n/a	\$20,339	n/a
U of H Charter School of Technology	n/a	n/a	\$35,000

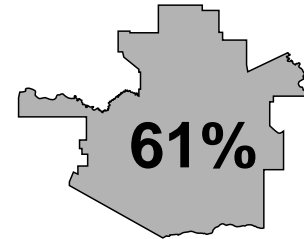
*Source: TEA, Academic Excellence Indicator System Report 1998–99*

*Note: After HISD, school districts are listed in descending order of Beginning Teachers’ starting salaries.*

# REVENUES

## Local

Local funds are derived primarily from taxes levied on real estate. Other sources of local funds are interest earned by short-term investments, rental of district property, and other miscellaneous self-generated revenue items. The current property tax rate for HISD is \$1.459 per \$100 of assessed value. The homestead exemption is 20%, then \$5,000 of the remaining value. In addition, the tax rate is capped for those over 65 years of age.

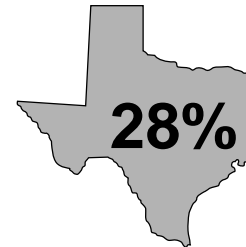


**LOCAL**  
**\$858,451,712**

## State

State funds are provided under the Foundation School Program. Three main factors, along with a series of complex formulas, constitute the basis for annual allocations:

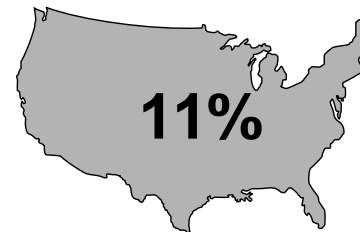
- ◆ average daily attendance
- ◆ type of student
- ◆ district wealth



**STATE**  
**\$395,997,685**

## Federal/Other

Federal and other funds are provided as grants for special purposes and cannot be expended for any purposes other than the specified ones. The funds are principally for Food Service (\$54,894,373) and Special Revenue (\$81,525,118). The remainder (\$11,393,086) comes from such items as Medicaid and JROTC salary reimbursements and for other indirect costs. Examples of Special revenues include but are not limited to: Title I (\$40,993,540), IDEA–B (Special Education–\$6,330,378); Vocational Programs (\$3,182,471); Safe and Drug Free Schools (ESEA Title IV \$4,745,716), and Title VI (\$1,394,731).



**FEDERAL/OTHER**  
**\$147,812,577**

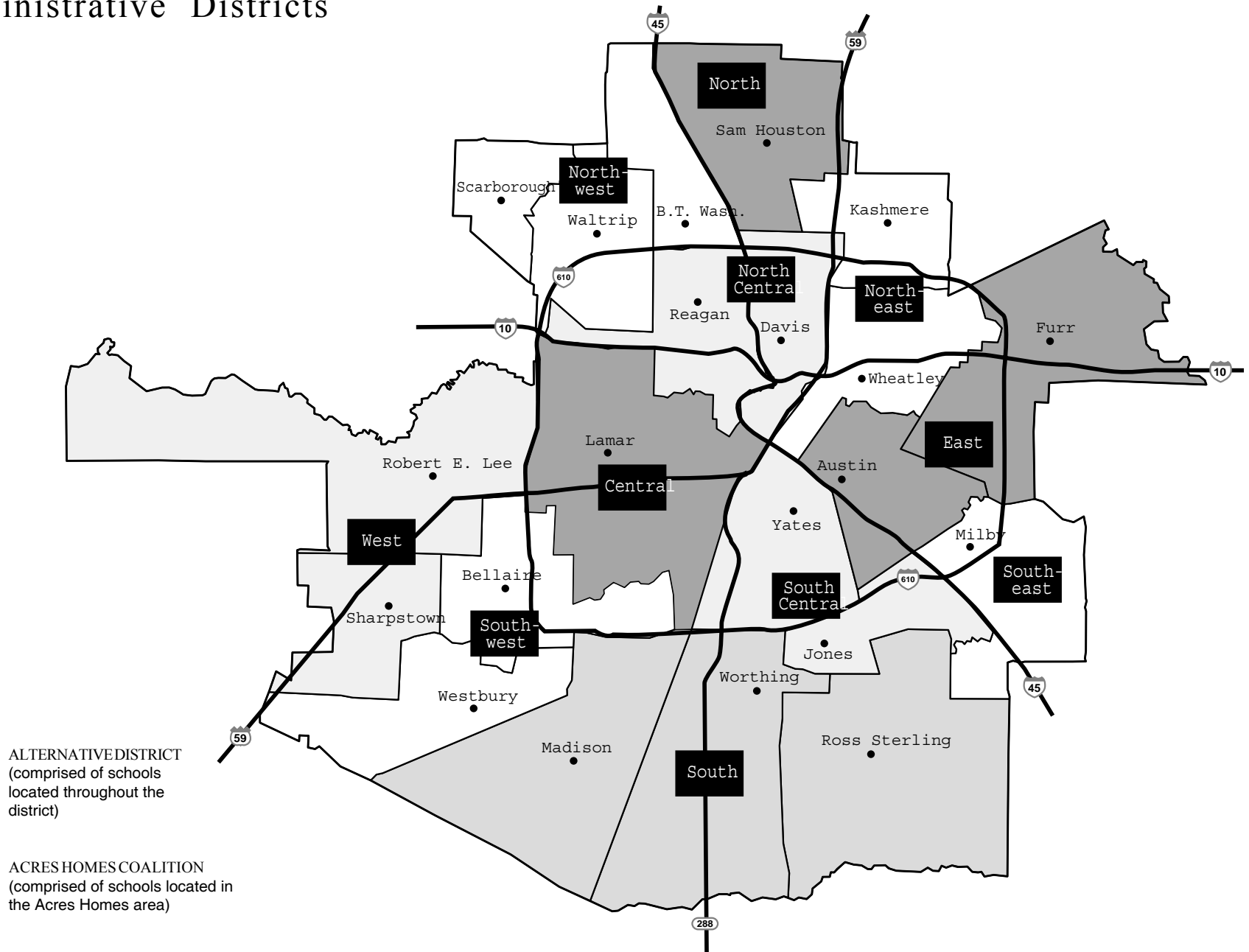
**TOTAL \$1,402,261,974**

*Source: HISD, Budgeting and Financial Planning*

## Board Member Districts

<b>District I– Karla Cisneros</b> Berry Brock Browning Burbank ES Burbank MS Davis De Chaumes Durham Field Garden Oaks Hamilton Harper Alt. Harvard Helms Herrera Hogg Holden Houston, Sam Janowski Jefferson Kay On-Going Lamar ES Lee ES Looscan Love Lyons Marshall Martinez, C. North Dist. Alt. Northline Reagan Roosevelt Ryan ES Sherman Travis Waltrip	<b>District II– Kevin H. Hoffman</b> Allen Atherton Barrick Black Bowie Bruce Burrus Carter Career Ctr. Chatham Concord Coop Crawford Dogan Durkee Easter Fleming Fonville Garcia Henderson, N. Q. Henry Highland Heights Hohl Holland Houston Gardens Isaacs Jordan, Barbara Kashmere Gard. Kashmere Kennedy Key Langston McDade Oak Forest Osborne Pleasantville Ross Sanderson Scarborough ES	Scott Smith, E. O. Terrell Alt. Washington, B.T. Wesley Wheatley Williams, M.C.  <b>District III– Olga Gallegos</b> Bellfort Academy Bonner Briscoe Brookline Cornelius Crespo Davila De Zavala Deady Edison Franklin Gallegos Garden Villas Golfcrest Gregg Harris, J. R. Hartman Houston Accel. Academy Lewis Milby Park Place Patterson Rucker Sanchez Southmayd Stevenson MS Tijerina	<b>District IV– Arthur M. Gaines, Jr.</b> Alcott Attucks Bastian Blackshear C.A.S.T.L.E. Cont. Learning Ctr. Cullen DeBaKey HSHP Foster Hartsfield HSPVA Houston Night Jones HS Jones, J. Will Kazi Shule Kelso Lanier Lockhart MacArthur MacGregor Mading Middle Coll. for Tech. Car. Mt. Hebron Acad. Peck Ryan MS Thompson TSU/HISD Lab Turner Whidby Wilson Yates YMCA Young	<b>District V– Don McAdams</b> Bellaire Braeburn Comm. Ed. Ptnrs.- SW Condit Elrod Energized for Excellence Fondren MS Gordon Herod Horn Johnston Kolter Long Longfellow Lovett McNamara Pershing Poe Red Rice School Roberts Shearn Sutton Twain West University  <b>District VI– Laurie Bricker</b> Ashford Askew Bell Bonham Bush Emerson Milne Neff	Piney Point Revere Sands Point Shadowbriar Sharpstown HS Sharpstown MS Sugar Grove Valley West Walnut Bend White  <b>District VII- Jeff Shadwick</b> Benavidez Benbrook Briargrove Briarmeadow Clifton Cunningham Grady Kaleidoscope Lamar HS Las Americas Lee HS Memorial Pilgrim River Oaks Rogers, T. H. Rogers, Will Scarborough HS Sinclair Smith, Katherine Stevens Wainwright  <b>District VIII– Esther Campos</b> Austin Burnet Cage	Carrillo Clinton Park Crockett Dodson Douglass Eastwood Acad. Eighth Avenue Eliot Foley’s Academy Furr Gregory-Lincoln Harris, R. P. Henderson, J. P. HS for Law Enf. and Crim. Jus. Jackson Jones, Anson Lantrip Martinez, R. McReynolds Milam Oates Port Houston Project Chrysalis Pugh Ripley Alt. Rusk School St. John’s Acad. Scroggins Stevenson ES Wharton Whittier Young Scholars Academy  <b>District IX– Lawrence Marshall</b> Almeda Anderson	Argyle Carnegie Codwell Dowling Fairchild Foerster Fondren ES Frost Grimes Grissom Halpin Hobby Law Madison Mitchell Montgomery Ninth Grade Acad. Parker Petersen Reynolds Rhoads Sterling Thomas Welch Westbury Windsor Village Woodson Worthing  <b>All Board Members</b> Centripet II Comm. Ed. Ptnrs.-SE Community Services Note: Selected Alter- native Schools are assigned to a board member.
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# Administrative Districts



## Administrative Districts

<b>Central</b> Lamar HS Gregory-Lincoln Jones, J. Will MacGregor Lanier MS Poe River Oaks Roberts Rogers, Will St. John's Twain West University Wharton Wilson	Whittier  <b>North</b> Houston HS Burbank MS Berry Burbank Herrera Janowski Roosevelt Fonville MS Durkee Lyons Northline Henry MS Barrick Coop De Chaumes Garcia Scarborough North Dist. Alt.	Browning Crockett Eighth Avenue Harvard Memorial Milam Stevenson Travis	<b>Northwest</b> Waltrip HS Black MS Durham Garden Oaks Holden Oak Forest Sinclair Stevens  Washington HS Allen Hohl Kennedy	Attucks MS Bastian Fairchild Young Woodson MS Carnegie Law Reynolds Rhoads	Davila Harris, J. R. Sánchez Southmayd Stevenson MS Bellfort Acad. Bonner Lewis Park Place Patterson Rucker	Foerster Fondren Halpin EC Milne Sugar Grove Valley West	<b>CLUSTER B</b> Carter Career Ctr. Community Svs. Cont. Learning Ctr. Foley's Academy Harper Altern. Houston Night HS Kay On-Going Ripley Alternative Terrell Alternative
		<b>North Central</b> Davis HS Marshall MS Jefferson Lamar Lee Looscan Martínez, C. Ryan Sherman  Reagan HS Hamilton MS Burrus Field Helms Love Hogg MS Brock		<b>Northwest</b> Scarborough HS Clifton MS Benbrook Smith, Katherine Wainwright	<b>South Central</b> Jones HS Hartman MS Alcott Brookline Cornelius Garden Villas Golfcrest Gregg Kelso	<b>Southwest</b> Bellaire HS Long MS Benavidez Braeburn Cunningham Gordon Kaleidoscope Las Americas EC Sutton Pershing MS Condit Horn Longfellow Shearn	
<b>East</b> Austin HS Eastwood Acad. Edison MS Briscoe De Zavala Franklin Gallegos Tijerina Jackson MS Project Chrysalis Burnet Cage Carrillo Henderson, J. P. Lantrip Rusk  Furr HS Holland MS Clinton Park Harris, R. P. Oates Pleasantville Port Houston		McDade Ross Sanderson	<b>South</b> Madison HS Dowling MS Alameda Grissom Hobby Montgomery Petersen Windsor Village  Sterling HS Ninth Grade Acad. Thomas MS Codwell Frost Grimes Mading Mitchell  Worthing HS	Yates HS Ryan MS Blackshear Dodson Douglass Lockhart TSU/HISD Lab Turner Cullen MS Foster Hartsfield MacArthur Peck Thompson Whidby	Sharpstown HS Sharpstown MS Bonham McNamara Neff White	<b>Alternative</b> <b>CLUSTER A</b> DeBaKey HSHP HSLECJ HSPVA Jordan, B. HS Middle Coll. for Tech. Car. Rice School Rogers, T. H.	<b>Acres Homes                      Coalition</b> Williams MS Highland Heights Osborne Wesley

# ALPHABETICAL LISTING OF ELEMENTARY SCHOOLS

School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #
Alcott	SC	IV	Cornelius	SC	III	Henderson, J.P.	E	VIII	Milam	NC	VIII	Scroggins	NE	VIII
Allen	NW	II	Crawford	NE	II	Henderson, N.Q.	NE	II	Milne	SW	VI	Shearn	SW	V
Almeda	S	IX	Crespo	SE	III	Herod	SW	V	Mitchell	S	IX	Sherman	NC	I
Argyle	SW	IX	Cunningham	SW	VII	Herrera	N	I	Montgomery	S	IX	Sinclair	NW	VII
Ashford	W	VI	Davila	SE	III	Hobby	S	IX	Mt. Hebron	A	IV	Smith, K.	NW	VII
Askew	W	VI	De Chaumes	N	I	Hohl	NW	II	Neff	W	VI	Southmayd	SE	III
Atherton	NE	II	De Zavala	E	III	Holden	NW	I	North Dist. Alt.	N	I	Stevens	NW	VII
Barrick	N	II	Dodson	SC	VIII	Horn	SW	V	Northline	N	I	Stevenson	NC	VIII
Bastian	S	IV	Dogan	NE	II	Houston Gar.	NE	II	Oak Forest	NW	II	Sugar Grove	SW	VI
Bell	SW	VI	Douglass	SC	VIII	Isaacs	NE	II	Oates	E	VIII	Sutton	SW	V
Bellfort	S	IX	Durham	NW	I	Janowski	N	I	Park Place	SE	III	Thompson	SC	IV
Benavidez	SW	VII	Durkee	N	II	Jefferson	NC	I	Parker	SW	IX	Tijerina	E	III
Benbrook	NW	VII	Easter	NE	II	Jones, Anson	NE	VIII	Patterson	SE	III	Travis	NC	I
Berry	N	I	Eliot	NE	VIII	Jones, J. Will	C	IV	Peck	SC	IV	TSU/HISD Lab	SC	IV
Blackshear	SC	IV	Elrod	SW	V	Kashmere Gar.	NE	II	Petersen	S	IX	Turner	SC	IV
Bonham	W	VI	Emerson	W	VI	Kelso	SC	IV	Pilgrim	W	VII	Twain	C	V
Bonner	SE	III	Fairchild	S	IX	Kennedy	NW	II	Piney Point	W	VI	Valley West	SW	VI
Bowie	NE	II	Field	NC	I	Kolter	SW	V	Pleasantville	E	II	Wainwright	NW	VII
Braeburn	SW	V	Foerster	SW	IX	Lamar	NC	I	Poe	C	V	Walnut Bend	W	VI
Briargrove	W	VII	Fondren	SW	IX	Lantrip	E	VIII	Port Houston	E	VIII	West University	C	V
Briscoe	E	III	Foster	SC	IV	Law	S	IX	Pugh	NE	VIII	Wharton	C	VIII
Brock	NC	I	Franklin	E	III	Lee	NC	I	Red	SW	V	Whidby	SC	IV
Brookline	SC	III	Frost	S	IX	Lewis	SE	III	Reynolds	S	IX	White	W	VI
Browning	NC	I	Gallegos	E	III	Lockhart	SC	IV	Rhoads	S	IX	Whittier	E	VIII
Bruce	NE	II	Garcia	N	II	Longfellow	SW	V	River Oaks	C	VII	Wilson	C	IV
Burbank	N	I	Garden Oaks	NW	I	Looscan	NC	I	Roberts	C	V	Windsor Village	S	IX
Burnet	E	VIII	Garden Villas	SC	III	Love	NC	I	Rogers, Will	C	VII	Young	S	IV
Burrus	NC	II	Golfcrest	SC	III	Lovett	SW	V	Roosevelt	N	I			
Bush	W	VI	Gordon	SW	V	Lyons	N	I	Ross	NE	II			
Carnegie	S	IX	Gregg	SC	III	MacArthur	SC	IV	Rucker	SE	III			
Carrillo	E	VIII	Grimes	S	IX	MacGregor	C	IV	Rusk	E	VIII			
Chatham	NE	II	Grissom	S	IX	Mading	S	IV	Ryan	NC	I			
Clinton Park	E	VIII	Harris, J. R.	SE	III	Martínez, C.	NC	I	Sanchez	SE	III			
Codwell	S	IX	Harris, R. P.	E	VIII	Martínez, R.	NE	VIII	Sands Point	W	VI			
Concord	NE	II	Hartsfield	SC	IV	McDade	NE	II	Sanderson	NE	II			
Condit	SW	V	Harvard	NC	I	McNamara	W	V	Scarborough	N	II			
Coop	N	II	Helms	NC	I	Memorial	NC	VII	Scott	NE	II			

Legend		
A	Alternative	NW Northwest
C	Central	S South
E	East	SC S. Central
N	North	SE Southeast
NC	N. Central	SW Southwest
NE	Northeast	W West

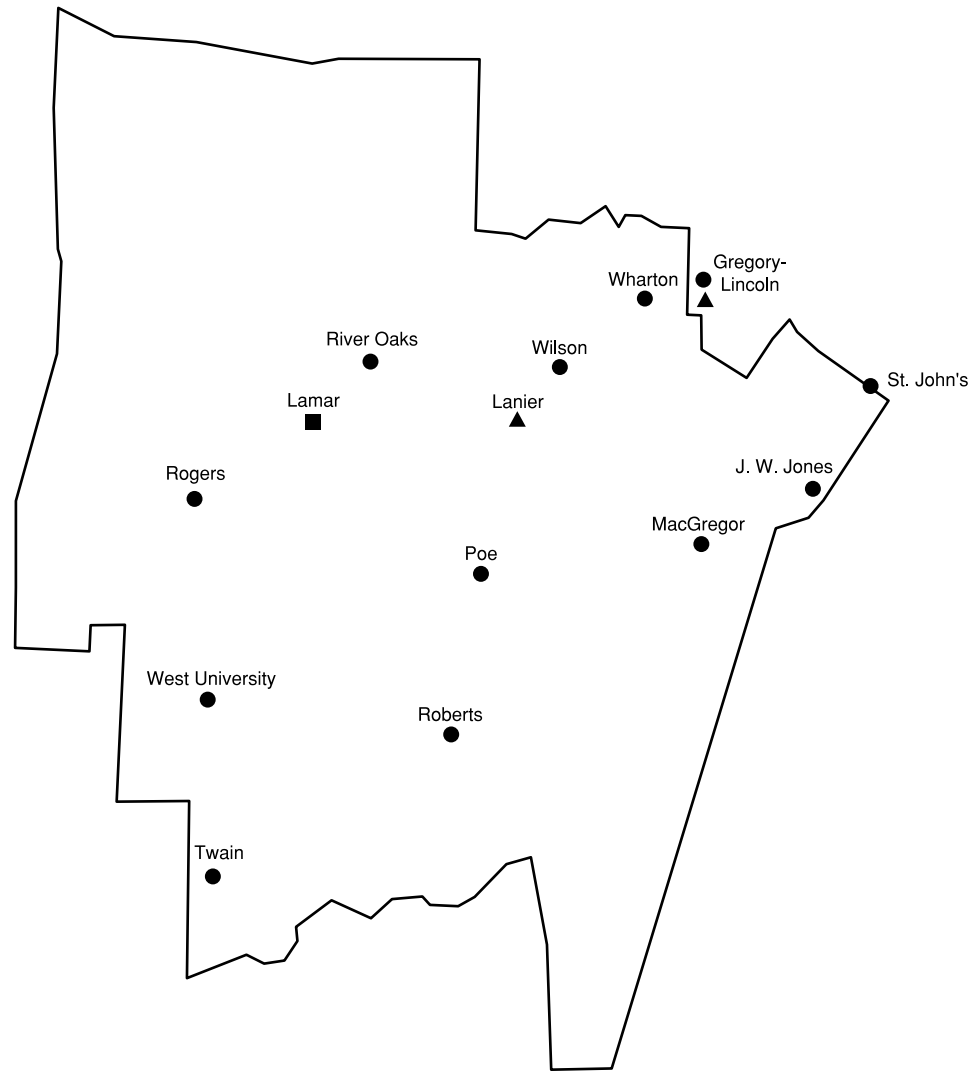
# ALPHABETICAL LISTING OF SECONDARY, CHARTER, AND OTHER SCHOOLS

MIDDLE			HIGH			CHARTER			COMBINED-LEVEL AND OTHER		
School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #	School	Adm. Dist.	Bd. Dist. #
Attucks	S	IV	Austin	E	VIII	Anderson	SW	IX	Carter Career Center	A	II
Black	NW	II	Bellaire	SW	V	Briar Meadow	W	VII	Comm. Ed. Part. (CEP)	A	VI
Burbank	N	I	Davis	NC	I	Cage	E	VIII	Community Services	A	All
Clifton	NW	VII	DeBaKey HSHP	A	IV	C.A.S.T.L.E.	A	IV	Contemporary Lrn. Ctr.	A	IV
Cullen	SC	IV	Foley's Academy	A	VIII	Centripet II	A	VI	Gregory-Lincoln Ed. Ctr.	C	VIII
Deady	SE	III	Furr	E	VIII	Crockett	NC	VIII	Halpin Early Childhood	SW	IX
Dowling	S	IX	Houston Nt. HS	A	III	Eastwood Acad.	E	VIII	Harper Altern. School	A	I
Edison	E	III	Houston, Sam	N	I	Eighth Avenue	NC	VIII	Kay On-Going Ed. Ctr.	A	I
Fleming	NE	II	HS for Law Enf. and Crim. Jus.	A	VIII	Energized for Excellence	A	V	Langston EC Dev. Ctr.	NE	II
Fondren	SW	V	HSPVA	A	IV	Highland Heights	AH	II	Las Americas Early Childhood	SW	VII
Fonville	N	II	Jones	SC	IV	Houston Accel. Academy	A	III	Rice School/ La Escuela Rice	A	V
Grady	W	VII	Jordan, Barbara	A	II	Kaleidoscope	SW	VII	Rogers, T. H.	A	VII
Hamilton	NC	I	Kashmere	NE	II	Lanier	C	IV	Shadowbriar ES/MS	W	VI
Hartman	SC	III	Lamar	C	VII	Osborne	AH	II	Smith, E. O.		
Henry	N	II	Lee	W	VII	Project Chrysalis	E	VIII	St. John's Academy	C	VIII
Hogg	NC	I	Madison	S	IX	Wesley	AH	II	Terrell Alternative MS	A	II
Holland	E	II	Middle College for Tech. Car.	A	IV	Williams	AH	II			
Jackson	E	VIII	Milby	SE	III	YMCA	A	IV			
Johnston	SW	V	Ninth Gr. Acad.	S	IX	Young Scholars	A	VIII			
Kazi Shule	A	IV	Reagan	NC	I						
Key	NE	II	Scarborough	NW	VII						
Long	SW	V	Sharpstown	W	VI						
Marshall	NC	I	Sterling	S	IX						
McReynolds	NE	VIII	Waltrip	NW	I						
Pershing	SW	V	Washington	NW	II						
Revere	W	VI	Westbury	SW	IX						
Ripley Alt. Prog.	A	VIII	Wheatley	NE	II						
Ryan	SC	IV	Worthing	S	IX						
Sharpstown	W	VI	Yates	SC	IV						
Stevenson	SE	III									
Thomas	S	IX									
Welch	SW	IX									
Woodson	S	IX									

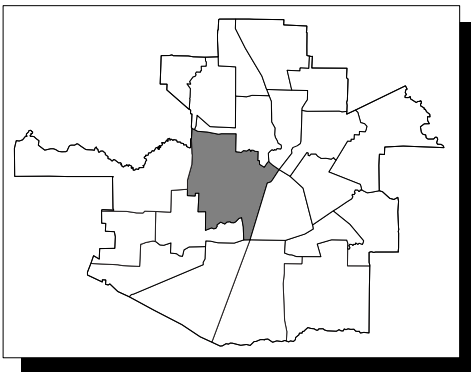
Legend		
A	Alternative	NE Northeast
AH	Acres Homes Coalition	NW Northwest
C	Central	S South
E	East	SC S. Central
N	North	SE Southeast
NC	N. Central	SW Southwest
		W West



# Central District



- Elementary School
- ▲ Middle School
- High School





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## FOREWORD

During the past several years, we have worked together to steadily improve the quality of education for our students and to make the Houston Independent School District the K–12 educational system of choice in Houston. We have honed our goals to increase student achievement, increase management efficiency, improve public support and confidence, create a positive culture, and bring our facilities up to standard. As a result of our efforts, HISD is ranked among the top urban districts in the nation. But we must continue to move forward, working to give Houston’s children the finest education available anywhere.

To achieve this purpose, it is important that we know where we are and the progress we are making. The HISD District and School Profiles is one source for this information. It provides to our partners, which include parents, staff, community members and other interested parties summary and detailed information regarding initiative, demographics, student outcomes, and school programs for districtwide and for each school in the district. The information in the Profiles is divided into three sections. In the overview, students, staff, organization, facilities, finances, and basic operations are described at the districtwide level. The second section highlights each school’s features in terms of student and teacher composition, academic achievement, and school based programs. A comprehensive glossary is provided at the back of the book with information regarding data sources, definitions and descriptions of school based programs.

As we enter the 21<sup>st</sup> century, we are determined to provide for our children the best education possible so that they can fulfill their dreams and aspirations. We are dedicated to creating an even brighter future for Houston and its children.

Rod Paige  
Superintendent of Schools  
May 2000

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

**BOARD OF EDUCATION**

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**Jeff Shadwick, *First Vice President***

**Kevin Hoffman, *Second Vice President***

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**Karla Cisneros, *Assistant Secretary***

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