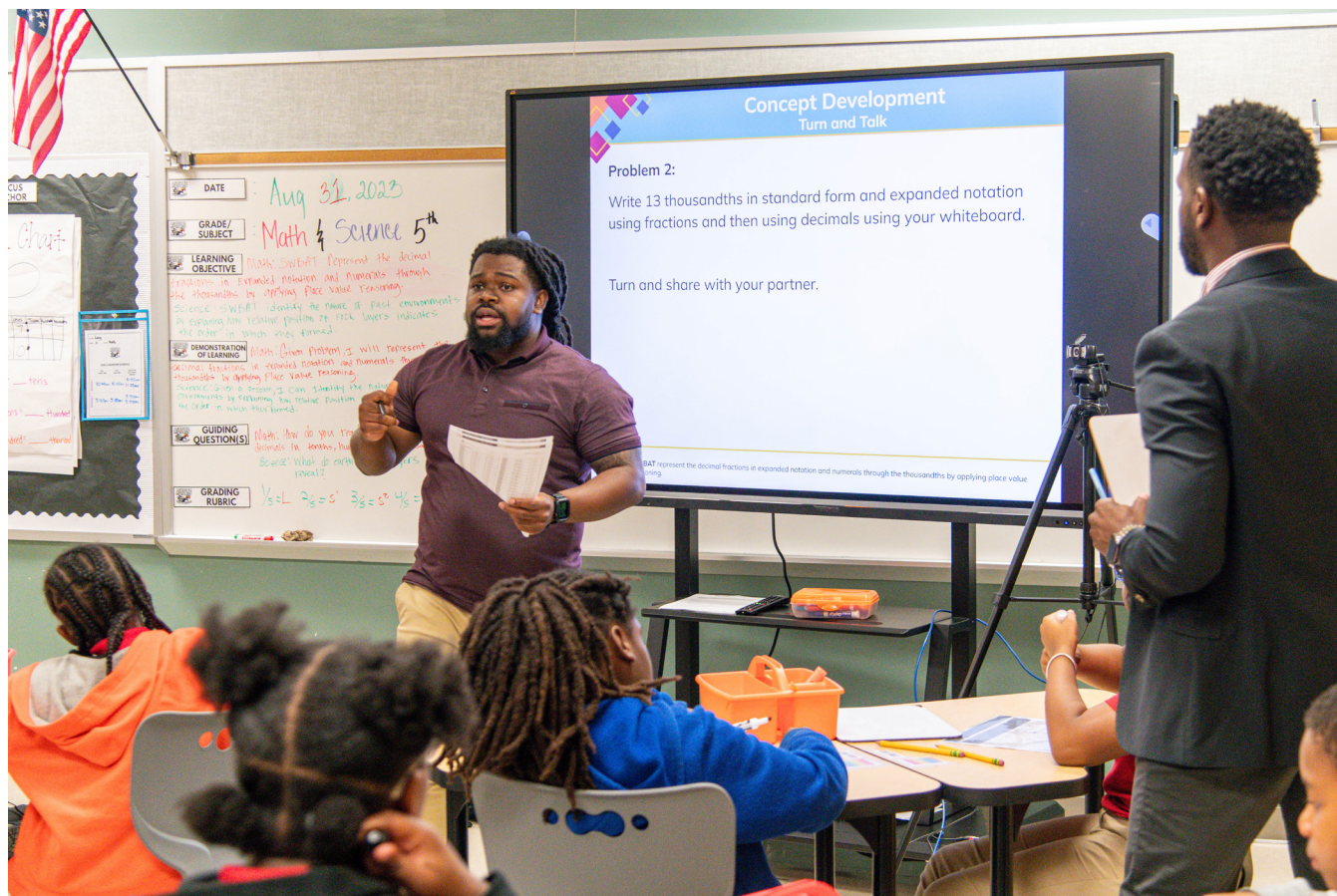




HISD DEFINED AUTONOMY



EXECUTIVE SUMMARY

This document outlines the District's Defined Autonomy Framework (DAF), which is a system designed to allow for flexibility and innovation at high-performing campuses while maintaining rigorous expectations for all schools.

Beginning in the 2024-2025 school year, all schools will fall under one of four levels of defined autonomy:

- **Level 4** – for Separate and Unique Schools (SUS)
- **Level 3** – for A & B-rated schools
- **Level 2** – for C-rated schools and D-rated schools that are not NES
- **Level 1** – for NES schools

Additionally, there is a "Special Category" of the Defined Autonomy Framework for specialty programs such as alternative placement schools and Special Education programs.

Except for Level 4 autonomy, which is limited to Separate and Unique Magnet schools, the levels of autonomy are not related to the type of school (SWS magnet, SWP magnet, boundary school, etc.). Levels 1, 2, and 3 are instead related to State accountability ratings and student overall proficiency. Schools at Levels 1, 2, and 3 all have at least some zoned students.

This document outlines the specific autonomies earned by the schools at each level. The greater the achievement and overall performance of a school, the more autonomous the school will be. Broadly:

LEVEL 4 	Schools include all Separate and Unique Magnet Schools. These campuses have autonomy in all major areas including Program, Curriculum, Instructional Delivery Model, Master Schedule, Budget, Staffing, Principal Compensation, and Purchased Services. They also may apply for exceptions to District parameters such as school start times and testing calendars.
LEVEL 3 	Schools comprise A and B-rated campuses. This group of schools has all the same autonomies as level 4 campuses except for Principal Compensation and exceptions to the testing calendar only apply to dual credit programming.
LEVEL 2 	Schools are C and D-rated schools that are not in the NES orbit. Because the District wants to prevent a lower-performing school from falling into D- or F-rated status, Level 2 schools will forfeit some autonomy (and gain support) in three main areas: • Curriculum – they must choose from a list of approved options for RLA, math, and science • Master Schedule – they must build a schedule that includes a minimum of minutes for RLA, math, and/or science established by the District • Purchased services and programs – purchased services and programs must be approved by Central Office
LEVEL 1 	Schools are NES schools and have limited autonomy. They follow a well-defined instructional model and specific procedures and practices to operate the school. Still, NES schools with a magnet program continue to offer that program.

This document also spells out **district-wide expectations**. These expectations include following state and board policy, district calendar, start and end times (unless approved), district assessments, district professional development, compliance requirements, teacher and principal evaluations, and the prioritization of high-quality instruction.

The District will support implementation of DAF by creating the Defined Autonomy Support Team. Campuses may request certain exceptions and deviations from the framework and may request support to implement requirements specific to any level.

Principals from across the system had the opportunity to review and provide feedback on the approach. The District believes this framework will provide clarity for both school leaders and community members to ensure that high-performing schools continue to enjoy a high degree of autonomy while also ensuring the District provides the supports and guidelines necessary to improve our lower performing schools.



INTRODUCTION

In a district the size of Houston ISD, there is usually great variability in the performance outcomes for different schools in the district. Much of that variability is a function of different levels of poverty, parental support, school leadership, the quality of instruction, and other factors. Variability can be minimized through a clear focus on and prioritization of student achievement and performance outcomes as well as establishing district-wide standards and parameters for high-quality instruction and adult behaviors.

Thus, a “managed instruction” theory of action is the fastest and most efficient way to minimize variability of outcomes and raise the academic floor of the District. In a managed instruction district, leaders create and monitor expectations around the implementation of curriculum, instruction, professional development, and assessment. At some point, however, managed instruction itself becomes a system limitation. This is so because district-wide parameters sometimes constrain solutions and practices more geared to local conditions. They may also have the effect of limiting initiative and innovation. Thus, the District must find a way to manage schools that are not getting performance results and also provide space for schools that are high-achieving and innovative.

For more than two decades, HISD has had a highly decentralized system made up of autonomous schools. This system of autonomy without considering how well students were learning has made HISD a district that performs well below the national average in reading and math and below other large urban districts. At the time of this writing, HISD has 123 D- and F-rated campuses. At the same time,

the District has some of the best magnet schools in the nation, most likely assisted by a system of autonomy. It is a tale of two districts.

Decentralization worked hand-in-hand with the proliferation of magnet schools and magnet programs. While magnet programming promised increased opportunities for students to pursue their interests and participate in more activities outside of academic classes, the implementation of programs was uneven and in many cases it provided few additional experiences and did not significantly increase the academic success of students.

One indicator of the negative impact of autonomy without accountability is the large number of magnet schools that have a D or F rating. There are 119 magnet campuses in HISD. Of the 49 School Within a School (SWS) schools and the 49 School Wide Program (SWP) schools, 46 are current D- or F-rated. As a group, only the Separate and Unique Schools (SUS) are doing well academically and even among those 21 schools there are three C-rated schools.

ACCOUNT RATING	MAGNET SCHOOLS	SUS SCHOOLS	SWS SCHOOLS	SWP SCHOOLS	NON-MAGNET
A	22	14	5	3	13
B	27	4	8	15	31
C	24	3	12	9	28
D	19	0	10	9	46
F	27	0	14	13	31
Not Rated	0	0	0	0	6
TOTAL	119	21	49	49	155

In the chart above, not every magnet school falls neatly into only one bucket. For example, some campuses are Separate and Unique in some grades as well as School Wide Programs in others. For the purposes of classification, only schools with Separate and Unique status in all grades were classified as such.

MAGNET SCHOOL TYPES	
Separate & Unique School (SUS)	All students must apply, and no students are zoned to an SUS school. HISD has 21 SUS magnet schools. Examples include Kinder High School for the Visual and Performing Arts and Carnegie Vanguard High School.
School Within a School (SWS)	A School Within a School (SWS) magnet program serves some but not all students enrolled at a specific campus. All students must apply to participate, including students whose residence is zoned to the campus. Zoned students do not need to apply for non-magnet courses. 49 HISD schools are SWS magnets. Examples include Bellaire High School (World Languages) and Oak Forest Elementary School (Vanguard).
School Wide Program (SWP)	All students attending the school participate in the magnet program. Non-zoned students must apply. HISD has 49 SWP magnet schools. Examples include Sinclair Elementary School (STEM) and Poe Elementary School (Fine Arts).
<i>(Note: Some campuses are SUS in some grades and SWS/SWP in other grades. For the purposes of classification, the District classified any dual category school as SWS or SWP.)</i>	

If HISD is to meet its exit criteria, it will have to raise accountability and manage the instruction and operations of its low-performing (C-, D-, and F-rated) schools. Greater autonomy has to be earned and rigorous criteria have to be met in order to receive higher levels of autonomy. The District cannot sacrifice high-quality instruction and strong academic performance in an attempt to provide greater autonomy to schools. Greater effectiveness and operational autonomy must go hand in hand.

Because of the large number of magnet schools – 119 – and the variability of performance even among various types of schools, the District has designed a Defined Autonomy Framework that is based on student performance and achievement outcomes.



PARAMETERS

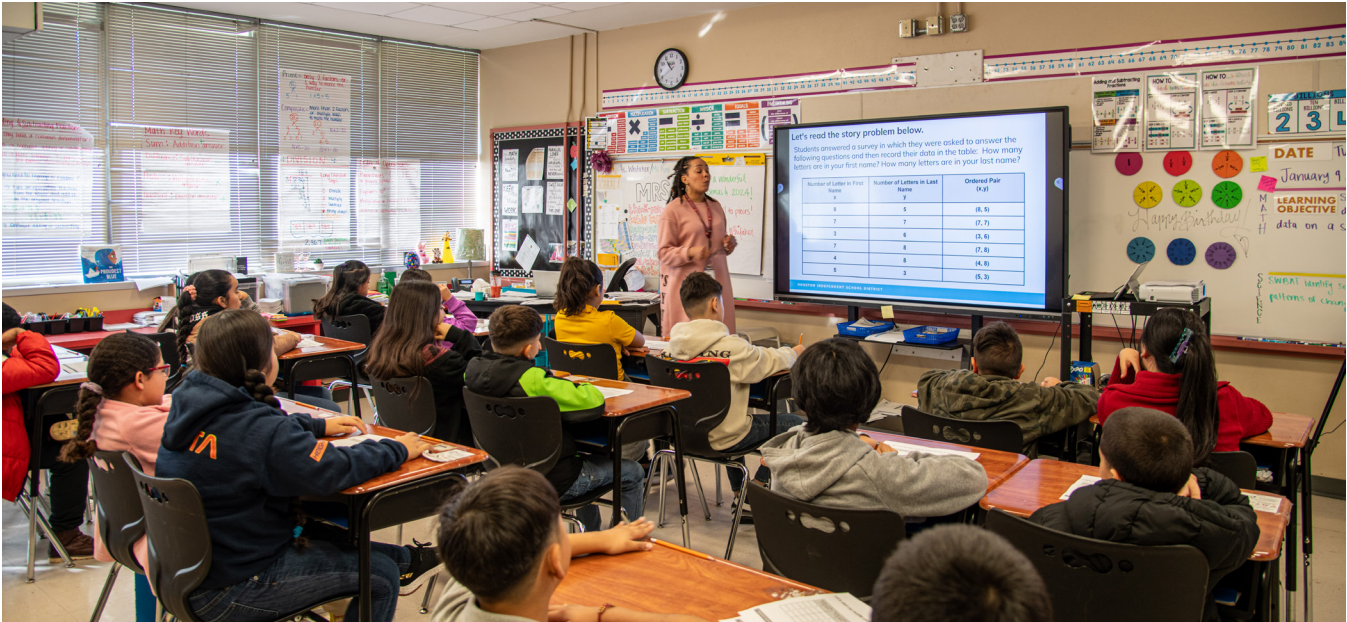
Of course, the District is still one system with interconnected processes and infrastructure. It also must ensure that all students receive the best education possible while also prioritizing resources and addressing inequities. Thus, regardless of the level of defined autonomy, all HISD schools must abide by the following rules and parameters:*

- Board policy and state and federal law
- District school calendar
- District-assigned start and end times, or as approved by district
- District-wide orientation and professional development days (some of the monthly professional development days will be reserved for school use)
- District-wide assessments
- District oversight and compliance requirements
- Focus on instruction
- Instruction must cover 100% of TEKS in core courses
- Lesson Objectives required
- Each campus leadership team member completes 6 spot observations per week
- All other directives from the Division Superintendent or the Superintendent necessary to ensure all students achieve and are safe

*This is not intended to be an all-inclusive list.

Further, nothing in this document conveys or removes a property right or changes any employment contracts. The Defined Autonomy Framework does not change District policies or state law regarding employment action. Also, philanthropic dollars may not be used to provide more money for staffing of people employed by the District or for employee compensation.

The District reserves the right to amend this operational system as it deems appropriate and in support of the District’s mission and vision.



THE HISD DEFINED AUTONOMY FRAMEWORK

Beginning in the 2024-2025 school year, all schools will be categorized into one of four levels of defined autonomy:

AUTONOMY LEVEL		TYPE	NUMBER OF SCHOOLS
LEVEL 4		Separate and Unique Magnet Schools	21
LEVEL 3		A and B-rated schools	57
LEVEL 2		C and D-rated schools that are not NES	41
LEVEL 1		NES Schools	130
Special Category		Alternative; Special Education Placement Schools; Early Childhood Centers	18
TOTAL			267

Note: Seven Charter Partnership campuses are excluded from the Defined Autonomy Framework as they are governed by separate performance contracts.

Except for Level 4 autonomy, which is limited to Separate and Unique Magnet schools, the levels of autonomy are not related to the type of school (SWS magnet, SWP magnet, boundary school, etc.). Levels 1, 2, and 3 are instead related to State accountability ratings and student overall proficiency. Schools at Levels 1, 2, and 3 all have at least some zoned students.

ADDITIONAL NOTES:

- In addition to assigning levels of autonomy, the District will also monitor and look for specific school actions to meet special education compliance and to narrow the minority achievement gap.
- The level of autonomy will initially be established by the current State Accountability rating – the 2022-2023 rating – and will apply to the 2024-2025 school year.
- In order for a campus to change the level of autonomy, the campus must sustain the rating that corresponds to the new level for two consecutive rating periods. The rating changes in the third year.

HISD DEFINED AUTONOMY	
LEVEL 4 	Separate and Unique Magnets (SUS)
LEVEL 3 	A & B-rated Schools
LEVEL 2 	C and D-rated Schools (non-NES)
LEVEL 1 	NES Schools
SPECIAL CATEGORY	Special Programs

- However, if a campus receives a D or F rating, the district will determine which autonomies to remove. The new parameters and/or new level will be put in place the very next year after the D or F rating.
- All NES schools, regardless of rating, will receive Level 1 autonomy. [Some NES schools, that volunteered to be in the NES system, have a B or C accountability rating.]
- If an NES school receives an A or B rating for three consecutive years, that NES school may choose to move to Level 3 autonomy or remain an NES school.
- No assignment of a level of autonomy can remove or significantly change a magnet program. Only the Board may approve changes to a magnet program.
- The district intends to establish clear lines of communication between these schools so that other considerations not named above can be quickly considered and resolved. The Implementation section later in this paper provides more explanation about the Defined Autonomy Support Team.
- The District is committed to maintaining the Defined Autonomy Framework privileges and parameters as outlined in this document; however, it reserves the right to change the autonomies and parameters when necessary and appropriate to support the goals and mission of the District. The District will seek input from principals and the School Board before making significant changes.

LEVEL 4 – SUS

Level 4 autonomy is reserved for schools that are Separate and Unique. The District has 21 SUS schools. The specific areas of autonomy are outlined below. Essentially, the SUS schools have a great degree of autonomy in every major area, including curriculum, programming, scheduling, staffing, and budgeting (not unlike what they currently enjoy). While principal and teacher evaluations are required by policy, SUS schools will use a revised version of the LEAD evaluation system (for school leaders) and of the T-TESS system that better accounts for schools with high achievement and specialized programming. In the case of school leaders, they may opt out of the pay-for-performance compensation system for the traditional salary schedule.

If a SUS school has low achievement (C rating), is less than proficient in SPED compliance, or has a large minority achievement gap, the school will need to include specific steps in its action plan to improve in the deficient areas. The District will provide additional support and closely monitor the actions without diminishing autonomy. However, if the deficient areas do not improve within a reasonable amount of time (usually two years, but may vary depending on the specific school conditions), the District may require specific actions be taken to ensure students are being served well and receiving necessary supports.

LEVEL 4 AUTONOMY <i>Separate and Unique Schools (SUS)</i>	
AREA	DESCRIPTION OF AUTONOMY
Program	Full autonomy over the program or programs for which the school earned the Separate and Unique designation
Curriculum	May use any curriculum that does not violate Board policy or TEA regulations
Budget	- Similar to current budget process for non-NES schools - May purchase services unless otherwise restricted by Board policy, regulations, and law - May not exceed budget
Instructional Delivery Model	- May implement a lesson delivery model that aligns with school program (e.g., project-based learning, small group instruction, inquiry-based) - Spot observation forms will be adjusted to account for different instructional delivery models - DOL is optional
District Professional Development	The district will release some of the district's professional development days for principals to lead campus-based professional development
Master Schedule	May create the master schedule in a way that supports the school's program

LEVEL 4 AUTONOMY

Separate and Unique Schools (SUS)

AREA	DESCRIPTION OF AUTONOMY
Staffing	• Similar to current staffing model in non-NES schools • May staff the school the way the leadership team sees fit except must remain within budget
Teacher Evaluation	• The new Teacher Evaluation System will account for schools with high achievement and specialized programming
Teacher Compensation	• Will participate in the pay-for-performance compensation system in the 25-26 school year
Principal Evaluation	• Principals included in the LEAD evaluation system • The evaluation will account for schools with high achievement and/or specialized programming. • Principals can select growth or achievement
Principal Compensation	• Principals are compensated using the principal pay-for-performance compensation plan • Principals may opt out of the pay-for-performance compensation system for the traditional salary schedule
Engagement with Vendors and/or Purchased Services	• Principals have discretion over their campus budgets to purchase additional instructional resources • Can engage with vendors or purchased services to provide student services, tutoring, or enrichment outside of core instructional time, meaning during elective or ancillary time or before/after school • With permission, schools may select vendors to provide program-specific professional development (e.g. World Languages, Montessori, International Baccalaureate, Project-based Learning, etc.)
Testing Calendars	• Principals may request adjustments to testing calendars to align with college schedules

LEVEL 3 – A & B-RATED SCHOOLS

Schools that have an A or B accountability rating (excluding SUS magnet schools) will receive Level 3 autonomy. Schools with this level of autonomy could be magnet schools, traditional zoned schools, or boundary schools. Schools at Level 3 have the same autonomies as those schools at Level 4 (SUS schools) except that the principals may not choose to be compensated differently than all the other principals in the LEAD evaluation system.

LEVEL 3 AUTONOMY <i>A and B-rated Schools</i>	
AREA	DESCRIPTION OF AUTONOMY
Program	Full autonomy over the program or programs for which the school earned its magnet designation if applicable
Curriculum	May use any curriculum that does not violate Board policy or TEA regulations
Budget	- Similar to current budget process for non-NES schools - May purchase services unless otherwise restricted by Board policy, regulations, and law - May not exceed budget
Instructional Delivery Model	- May implement a lesson delivery model that aligns with school program (e.g., project-based learning, small group instruction, inquiry-based) - Spot observation forms will be adjusted to account for different instructional delivery models - DOL is optional
District Professional Development	The district will release some of the district's professional development days for principals to lead campus-based professional development
Master Schedule	May create the master schedule in a way that supports the school's program
Staffing	- Similar to current staffing model in non-NES schools - May staff the school the way the leadership team sees fit except must remain within budget
Teacher Evaluation	The new Teacher Evaluation System will account for schools with high achievement and specialized programming
Teacher Compensation	Will participate in the pay-for-performance compensation system in the 25-26 school year

LEVEL 3 AUTONOMY

A and B-rated Schools

AREA	DESCRIPTION OF AUTONOMY
Principal Evaluation	• Principals included in the LEAD evaluation system • The evaluation will account for schools with high achievement and/or specialized programming. • Principals can select growth or achievement
Principal Compensation	• Principals are compensated using the principal pay-for-performance compensation plan
Engagement with Vendors and/or Purchased Services	• Principals have discretion over their campus budgets to purchase additional instructional resources • Can engage with vendors or purchased services to provide student services, tutoring, or enrichment outside of core instructional time, meaning during elective or ancillary time or before/after school • With permission, schools may select vendors to provide program-specific professional development (e.g. World Languages, Montessori, International Baccalaureate, Project-based Learning, etc.)
Testing Calendars (for Early College & Dual Credit Programs only)	• Principals may request adjustments to testing calendars to align with college schedules

LEVEL 2 – C & D-RATED SCHOOLS (NON-NES)

Schools that have a C accountability rating or have a D rating, but are not in the NES system, will receive Level 2 autonomy. Schools with this level of autonomy could be magnet schools, traditional zoned schools, or boundary schools. Because the District wants to prevent a lower-performing school from falling into D- or F-rated status, Level 2 schools will forfeit some autonomy (and gain support) in three main areas:

- Curriculum – they must choose from a list of three approved options for RLA, math, and science
- Master Schedule – they must build a schedule that includes a minimum of minutes for RLA, math, and/or science established by the District
- Purchased services and programs – purchased services and programs must be approved by Central Office

LEVEL 2 AUTONOMY C and D-rated schools (non-NES)	
AREA	DESCRIPTION OF AUTONOMY
Program	• Full autonomy over the program or programs for which the school earned the magnet program designation (if applicable)
Curriculum	• Must select curriculum from a list of district-vetted curriculum (some schools may be excluded from this parameter) • The District may require supplemental curriculum or instruction for some or all students • The campus must implement Demonstrations of Learning (DOLs) or exit tickets aligned with the vetted curriculum <i>Specialty programs (like Montessori and IB) should work directly with the Autonomy Support Team to request and determine an approach to curriculum implementation that aligns with the campus' unique instructional delivery model. (More information on the Autonomy Support Team can be found on page 16).</i>
Budget	• Similar to current budget process for non-NES schools • Must receive district approval to purchase services (must show correlation between purchased service and student or teacher outcomes) • May not exceed budget
Master Schedule	• Master schedule must align instructional minutes to selected curriculum • The District may also require additional time for students who are not proficient in reading, math, and/or science
Staffing	• Similar to current staffing model in non-NES schools • May staff the school the way the leadership team sees fit except must remain within budget

LEVEL 2 AUTONOMY <i>C and D-rated schools (non-NES)</i>	
AREA	DESCRIPTION OF AUTONOMY
Teacher Evaluation	The new Teacher Evaluation System will account for schools with high achievement and specialized programming
Teacher Compensation	Will participate in the pay-for-performance compensation system in the 25-26 school year
Principal Evaluation	- Principals included in the LEAD evaluation system - The evaluation will account for schools with high achievement and/or specialized programming.
Principal Compensation	Principals are compensated using the principal pay-for-performance compensation plan
Engagement with Vendors and/or Purchased Services	- Purchased services and programs must be approved by Central Office - In rare cases, a campus may request program-specific professional development

LEVEL 1 – NES SCHOOLS

The NES schools are predominantly D and F-rated schools. Some B or C-rated schools volunteered to be in the NES orbit. NES schools have very little autonomy and follow a well-defined instructional model and specific procedures and practices to operate the school. Still, NES schools with a magnet program continue to offer that program. In order to prioritize student outcomes, there may be some changes to the magnet program to ensure the NES model is followed with fidelity.

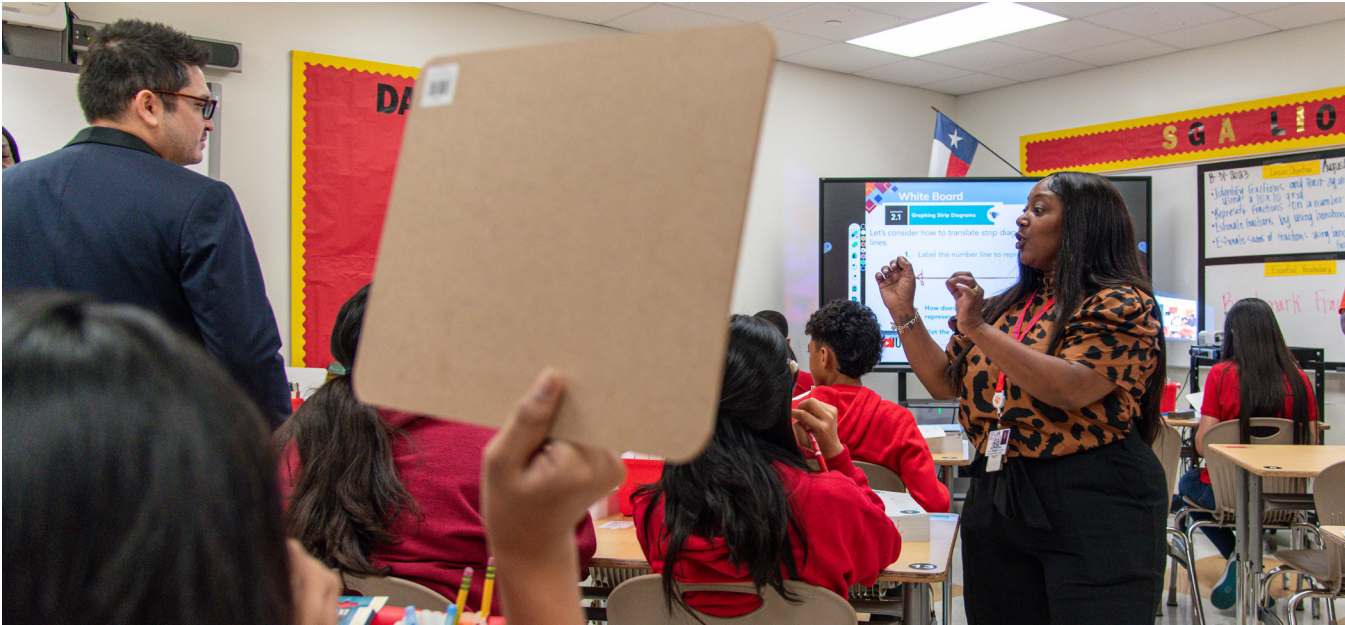
SPECIAL CATEGORY

Special category schools such as DAEP, JJAEP, HCC Lifeskills Alternative School, and Early Childhood Centers are non-zoned, unique schools that operate differently to serve their students' needs. The District works one-on-one with each of these schools to develop their action plan and to define the autonomies that are warranted and the parameters that apply.

SPECIAL EDUCATION COMPLIANCE & MINORITY ACHIEVEMENT GAP

There are two other areas for which the District may direct that specific actions be taken regardless of the level of autonomy. Those areas are special education compliance and the minority achievement gap. If the school is deficient in providing special education services or has too large a minority achievement gap, it will not lose its main autonomies or change levels, but it will have to take corrective action. More specifically, the school will have to outline key actions in their School Action Plan that will address the deficiency and then take specific steps to improve in the less-than-proficient area. If, after a reasonable amount of time (determined on a case-by-case basis), the school does not improve in the deficient area, the District will require specific actions be taken to improve the situation and provide appropriate support and oversight to ensure success.

SPECIAL EDUCATION COMPLIANCE & MINORITY ACHIEVEMENT GAP	
Special Education Compliance	If a school is below "Proficient" in any of the four areas of the district's special education compliance rubric*, then that campus must outline specific steps in the School Action Plan to improve in those areas. Should there continue to be a lack of progress in these two areas, the District may direct the school to take specific steps and ensure a specific improvement plan is implemented. <i>*Special education compliance applies only to schools with more than 25 students who receive special education services.</i>
Minority Achievement Gap	If the White-Black and/or White-Hispanic achievement gap* on STAAR reading or math is greater than 30% [The District will decrease this expectation to 25% in three years, and 20% in six years], then that campus must outline specific steps in the School Action Plan to improve in those areas. Should there continue to be a lack of progress in these two areas, the District may direct the school to take specific steps and ensure a specific improvement plan is implemented. <i>*Minority achievement gap applies only to schools with at least 25 students in the student groups represented at the campus.</i>



EFFECTIVE IMPLEMENTATION OF THE DEFINED AUTONOMY FRAMEWORK

The District acknowledges that no system will account for all the nuances of school type and program. While the district believes the Defined Autonomy Framework addresses most campus needs, exceptions will be addressed case-by-case. Thus, the District will create a Defined Autonomy Support Team. This team comprises senior administrators from the Chief Academic Office and Chief of Staff Office, who will entertain campus-specific requests and make recommendations to the Superintendent. General questions about the Defined Autonomy Framework can also be shared with the Support Team. This team will also help ensure consistency across the Divisions and among the levels of autonomy. Additionally, see below for specific exception requests that must be shared with the Autonomy Support Team.

ALLOWABLE EXCEPTIONS BY LEVEL	
LEVEL 4 ▶	• Requests for vendor professional development • Adjustments to testing calendar • Adjustments to school start or end times
LEVEL 3 ▶	• Requests for vendor professional development • Adjustments to testing calendar (if Dual Credit only)
LEVEL 2 ▶	• Requests for approval for purchased services and programs • Adjustments to curriculum (Montessori or specialty programs only) • Requests for vendor professional development

We are continuing to organize this Support Team and will provide additional guidance once the details are finalized.



A NOTE OF GRATITUDE

We value the input on the system provided by principals across the district. We held four focus groups in April 2024 for Executive Directors of Feeder Patterns, Separate and Unique, School Within a School, School Wide Program, and Zoned campus principals. Their insights and feedback to the initial framework helped refine the approach and provided perspective into what autonomies may have contributed to their success.

In total, we spoke with 85 school leaders and Executive Directors. Of those 85, 39 people completed follow-up surveys. Feedback trends noted a readiness to implement the Defined Autonomy Framework in the 24-25 school year and anticipated a positive reception from their school communities to the clarified expectations. Based on principal feedback, we have added flexibility for our Level 4 and 3 campuses (specifically those that offer Dual Credit programming) to adjust their daily start and end time as well as additional autonomies for campus-led professional development.

Strengthened by principal input, we believe this system strikes a crucial balance of allowing for flexibility and innovation while maintaining rigorous expectations for all schools.

APPENDIX A: LEVEL 4 - SEPARATE AND UNIQUE MAGNET SCHOOLS

CAMPUS NAME	MAGNET THEME
Arabic Immersion	Language Immersion
BCM Biotech Academy At Rusk	Medical Careers
Carnegie HS	Vanguard
Challenge Early College HS	Early College
Debakey HS	Medical Careers
East Early College HS	Early College
Energy Institute HS	Stem
Houston Academy Of International Studies HS	Early College
Helms Es	Dual Language
High School For Law And Justice	Criminal Justice
Jones Futures Academy HS	Futures
Kinder High School For The Performing And Visual Arts	Fine Arts
Leland Young Men's College Preparatory Academy	Single Gender College Preparatory
Mandarin Immersion Magnet	Language Immersion
North Houston Early College HS	Early College
Rice School Pk-8	Stem
Rogers T H	Vanguard
Sharpstown International	International Studies
South Early College HS	Early College
Wharton K-8	Dual Language
Young Women's College Preparatory Academy	Single Gender College Preparatory

APPENDIX B: LEVEL 3 – A/B SCHOOLS

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Baker Montessori	Montessori	SWP
Barrick ES		Non-Magnet
Bastian ES		Non-Magnet
Baylor College MS		SWP
Bellaire HS	World Languages	SWS
Black MS	Vanguard	SWS
Briarmeadow		Non-Magnet
Burbank ES	Fine Arts	SWP
Burbank MS	Vanguard	SWS
Bush ES		Non-Magnet
Condit ES		Non-Magnet
Cornelius ES	STEM	SWP
Crespo ES	Fine Arts	SWP
Cunningham ES		Non-Magnet
Davila ES	STEM	SWP
DeAnda ES		Non-Magnet
Eastwood Acad HS		Non-Magnet
Elrod ES	STEM	SWP
Field ES		Non-Magnet
Fondren ES		Non-Magnet
Foster ES		Non-Magnet
Hamilton MS	vanguard	SWS
Harvard ES	STEM	SWP
Heights HS	STEM	SWS
Henderson JP ES		Non-Magnet
Hogg MS	STEM	SWS
Horn ES		Non-Magnet
Janowski ES		Non-Magnet
Kolter ES	Language	SWP
Lanier MS	Vanguard	SWS
Lantrip ES	STEM	SWP
Law ES		Non-Magnet
Lovett ES	Fine Arts	SWP

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
MacGregor ES	Fine Arts	SWP
McNamara ES		Non-Magnet
Memorial ES		Non-Magnet
Middle College HS - Fraga		Non-Magnet
Middle College HS - Gulfton		Non-Magnet
Moreno ES		Non-Magnet
Oak Forest ES	Vanguard	SWS
Park Place ES		Non-Magnet
Parker ES	Fine Arts	SWP
Patterson ES	Literature and Language	SWP
Pin Oak MS	World Languages	SWS
Pleasantville ES		Non-Magnet
Red ES	STEM	SWP
River Oaks ES	Vanguard	SWS
Roberts ES		Non-Magnet
School at St. George ES		Non-Magnet
Sinclair ES	STEM	SWP
Tijerina ES		Non-Magnet
Travis ES	Vanguard	SWS
Twain ES		Non-Magnet
West Briar MS		Non-Magnet
West University ES		Non-Magnet
White M ES		Non-Magnet
Windsor Village ES	Vanguard	SWS

APPENDIX C: LEVEL 2 – C/D (NON-NES)

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Attucks MS	IT- Information Technology	SWS
Benbrook ES		Non-Magnet
Braeburn ES		Non-Magnet
Briargrove ES		Non-Magnet
Briscoe ES		Non-Magnet
Burnet ES		Non-Magnet
Carrillo ES	Vanguard	SWS
Chavez HS	STEM	SWS
Daily ES		Non-Magnet
De Chaumes ES		Non-Magnet
Durham ES	International Baccalaureate	SWP
Emerson ES		Non-Magnet
Garcia ES		Non-Magnet
Garden Oaks	Montessori	SWP
Garden Villas ES	Fine Arts	SWP
Herod ES	Vanguard	SWS
Herrera ES	STEM	SWP
Hines-Caldwell ES		Non-Magnet
Lamar HS	Careers	SWS
Love ES		Non-Magnet
Lyons ES		Non-Magnet
Mading ES		Non-Magnet
Martinez C ES		Non-Magnet
Meyerland MS	Fine Arts	SWS
Milby HS	STEM (Aerospace & Engineering)	SWP
Pershing MS	Fine Arts	SWS
Pilgrim Acad		Non-Magnet
Piney Point ES		Non-Magnet
Poe ES	Fine Arts	SWP
Rodriguez ES		Non-Magnet
Roosevelt ES	Vanguard	SWS
Scarborough ES		Non-Magnet
Shadowbriar ES	STEAM	SWP

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Shearn ES		Non-Magnet
Sherman ES		Non-Magnet
Stevenson MS	STEM	SWS
Sutton ES		Non-Magnet
Tanglewood MS		Non-Magnet
Waltrip HS	STEM- Research and Technology	SWS
Westside HS	STEAM & Futures	SWS
White E ES		Non-Magnet

APPENDIX D: LEVEL 1 – NES SCHOOLS

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Alcott ES		Non-Magnet
Almeda ES		Non-Magnet
Anderson ES		Non-Magnet
Ashford ES		Non-Magnet
Askew ES	Vanguard	SWS
Atherton ES	Fine Arts	SWP
Austin HS	Teaching Professions & Maritime	SWS
Bell ES	Fine Arts	SWP
Benavidez ES		Non-Magnet
Berry ES	STEM/STEAM	SWP
Blackshear ES	Montessori	SWS
Bonham ES		Non-Magnet
Bonner ES		Non-Magnet
Brookline ES		Non-Magnet
Browning ES		Non-Magnet
Bruce ES	Fine Arts	SWP
Burrus ES	Fine Arts	SWP
Cage ES		Non-Magnet
Chrysalis MS		Non-Magnet
Clifton MS	STEM	SWS
Codwell ES	Fine Arts	SWP
Cook ES	Fine Arts	SWP
Coop ES		Non-Magnet
Crockett ES	Fine Arts	SWP
Cullen MS		Non-Magnet
Deady MS	STEM	SWP
DeZavala ES	Vanguard	SWS
Dogan ES		Non-Magnet
Durkee ES		Non-Magnet
Edison MS		Non-Magnet
Eliot ES		Non-Magnet
Elmore ES		Non-Magnet
Fleming MS	Fine Arts	SWS

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Foerster ES		Non-Magnet
Fondren MS	International Baccalaureate	SWP
Fonville MS	STEM	SWS
Forest Brook MS		Non-Magnet
Franklin ES		Non-Magnet
Frost ES		Non-Magnet
Furr HS	Futures & STEM	SWS
Gallegos ES		Non-Magnet
Golfcrest ES		Non-Magnet
Gregg ES		Non-Magnet
Gregory-Lincoln PK-8	Fine Arts	SWP
Grissom ES		Non-Magnet
Gross ES		Non-Magnet
Harris JR ES		Non-Magnet
Harris RP ES		Non-Magnet
Hartman MS	STEM	SWS
Hartsfield ES	STEM	SWP
Henderson NQ ES		Non-Magnet
Henry MS	Medical Careers	SWS
Highland Heights ES		Non-Magnet
Hilliard ES		Non-Magnet
Hobby ES		Non-Magnet
Holland MS		Non-Magnet
Houston MSTC HS	STEM	SWS
Isaacs ES		Non-Magnet
Jefferson ES		Non-Magnet
Kashmere Gardens ES	Fine Arts	SWP
Kashmere HS	Fine Arts	SWS
Kelso ES		Non-Magnet
Kennedy ES		Non-Magnet
Ketelsen ES		Non-Magnet
Key MS	Fine Arts	SWS
Las Americas MS		Non-Magnet
Lawson MS	Fine Arts	SWS

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Lewis ES		Non-Magnet
Lockhart ES	STEM	SWP
Long Acad	6-8 STEM & 9-12 Health Profession	SWS
Longfellow ES	Fine Arts	SWP
Looscan ES		Non-Magnet
Madison HS	STEM	SWS
Marshall ES		Non-Magnet
Marshall MS	Fine Arts	SWS
Martinez R ES		Non-Magnet
McGowen ES		Non-Magnet
McReynolds MS	Engineering and Public Policy	SWS
Milne ES		Non-Magnet
Mitchell ES		Non-Magnet
Montgomery ES		Non-Magnet
Navarro MS		Non-Magnet
Neff ES		Non-Magnet
North Forest HS		Non-Magnet
Northline ES		Non-Magnet
Northside HS	Careers/Media and Culinary Arts	SWS
Oates ES		Non-Magnet
Ortiz MS	Fine Arts	SWP
Osborne ES		Non-Magnet
Paige ES		Non-Magnet
Peck ES		Non-Magnet
Petersen ES		Non-Magnet
Port Houston ES		Non-Magnet
Pugh ES	STEM	SWP
Reagan Ed Ctr PK-8		Non-Magnet
Revere MS	STEM	SWS
Reynolds ES		Non-Magnet
Robinson ES		Non-Magnet
Ross ES	STEM	SWP
Rucker ES		Non-Magnet
Sanchez ES		Non-Magnet

CAMPUS NAME	MAGNET THEME	MAGNET TYPE
Scarborough HS	World Languages	SWS
Scroggins ES	Fine Arts	SWP
Seguin ES		Non-Magnet
Shadydale ES		Non-Magnet
Sharpstown HS		Non-Magnet
Smith ES		Non-Magnet
Southmayd ES		Non-Magnet
Sterling HS	Aviation & Futures	SWS
Stevens ES	STEAM	SWP
Sugar Grove MS		Non-Magnet
Thomas MS		Non-Magnet
Thompson ES		Non-Magnet
Tinsley ES		Non-Magnet
Valley West ES	STEM	SWP
Wainwright ES	STEM	SWP
Walnut Bend ES		Non-Magnet
Washington HS	Futures & STEM (Aerospace & Engineering)	SWP
Welch MS	Fine Arts	SWS
Wesley ES	STEM	SWP
Westbury HS	Fine Arts	SWS
Wheatley HS		Non-Magnet
Whidby ES	STEM	SWP
Whittier ES		Non-Magnet
Williams MS	STEM	SWP
Wisdom HS		Non-Magnet
Woodson		Non-Magnet
Worthing HS	Agriculture	SWS
Yates HS	Careers & Maritimes	SWS
Young ES		Non-Magnet

APPENDIX E – SPECIAL CATEGORY

CAMPUS NAME	SCHOOL TYPE
Community Services	Special Education
DAEP EL	DAEP
Harper DAEP	DAEP
HCC Lifeskills	Special Education
High School Ahead Acad MS	Alternative
JJAEP	JJAEP
Liberty HS	Alternative
R D S P D Region 4 Regional Day School Program for the Deaf	Special Education
Secondary DAEP	DAEP
SOAR Center	Special Education
Bellfort ECC	Early Childhood Center
Farias ECC	Early Childhood Center
Fonwood ECC	Early Childhood Center
Halpin ECC	Early Childhood Center
Laurenzo ECC	Early Childhood Center
Mistral ECC	Early Childhood Center
MLK ECC	Early Childhood Center
Neff ECC	Early Childhood Center

Note: There are 7 Charter School Partnerships in Houston ISD that are exempt from the Defined Autonomy framework.

APPENDIX F – RESOURCE FOR PRINCIPALS: ADDITIONAL DEFINED AUTONOMY GUIDANCE

Principals should refer to the content included in this booklet for specific autonomies related to the four levels of autonomy. In addition, the list below provides other, more specific guidance for procedures and practices that may vary depending upon the level of autonomy. Principals should bring questions or concerns to Division leadership.

ITEM #	PRACTICE/PROCEDURE	WHICH LEVEL HAS AUTONOMY	NOTES
Note: Principals of NES high schools have Level 2 autonomy over grades 11 and 12.			
1	Keeping doors open during instruction	3, 4	For levels 1 and 2, classroom doors should be kept open during instruction if the building has a sprinkler system.
2	Restroom procedures	2, 3, 4 and all high schools	Only NES elementary and middle schools must follow restroom procedures outlined in the playbook
3	MRS strategies	2, 3, 4	Only NES schools are required to use MRS strategies as well as other engagement strategies; all other schools should ensure effective engagement of students using any strategy that works
4	Field trips and assemblies	All levels	All schools may schedule field trips and assemblies as long as they do not conflict with the District calendar and assessment calendar and follow current approval processes
5	Dress code	All levels	The District has general guidelines in the student handbook; specific dress codes are decided by the campus
6	Discipline procedures	2, 3, 4 and all high schools	Only NES elementary and middle schools must follow the discipline policy and procedures outlined in the NES playbook; all other schools may use discipline procedures that do not conflict with the District student code of conduct and the handbook
7	Library use and procedures	2, 3, 4	Schools at level 2, 3, and 4 have complete autonomy over their libraries and the procedures for using them
8	Holiday celebrations	Limited autonomy for all schools	Generally, there will be good instruction every day the District is in session for all schools; the District will publish guidelines for the celebration of holidays prior to the holiday
9	Use of cell phones	NA	The District has a "no cell phone use" policy during the school day; high schools may make an exception at lunch
10	Extended school day hours	2, 3, 4	Only NES schools have to open their doors at 6:30 a.m. and keep the school open at least until one hour after the end of instruction