

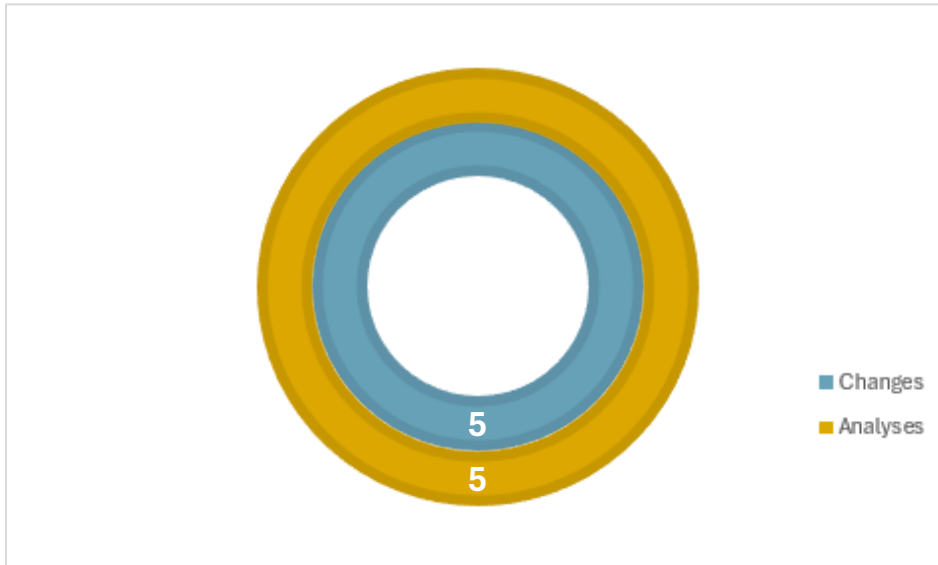
Constraint 3

The superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals.

Constraint Progress Measure 3.1

The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

Figure 1. Number of Significant Changes to School Options or Programming*



Number of changes made without analysis:

Zero (0)

Explanation of Data

The original intent of this constraint is to ensure magnet programming is not impacted as the district implements its core strategy to raise student achievement and meet board goals. HISD's core strategy is implementing the NES model in underperforming schools.

***Programming** is defined as an academic offering directly impacting how instruction is delivered in the classroom on a daily basis.

***Significant change to school options** is defined as a change that impacts the core identify of a school. It also includes changes at a campus resulting from district-wide, required programs.

Examples of changes that impact the core identify of a school include the change of a magnet theme, downsizing of a magnet program offering, and the addition of a new district-wide required initiative. This term does not include day-to-day operational decisions outlined in a campus leader's defined autonomy (e.g., class size changes, number of classes for each grade level, budget spending decisions, etc.).

Examples of changes resulting from district-wide, required programs include the launch of Foundational Programs of Study across comprehensive high schools.

Any change that requires board approval through **EHBJ(Local)** and/or **CT(Local)** will also require an analysis, given that the board has an obligation to vote on these changes, and therefore will be reported in this constraint.

Constraint 3

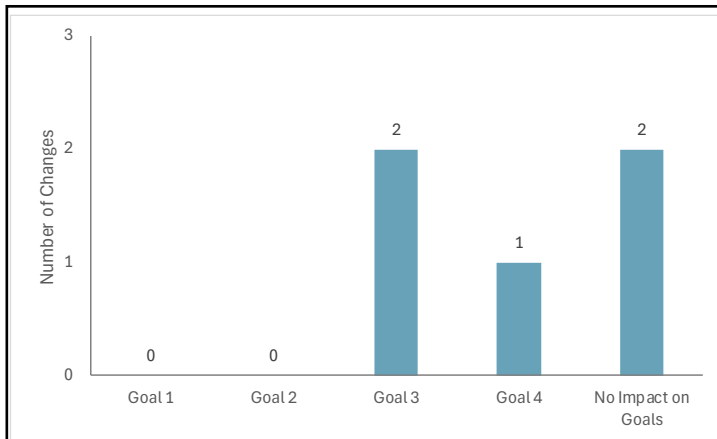
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Figure 2. Changes Affecting Each Board Goal

Explanation of Data



2023-24 data:

A total of five (5) changes were made between November 2023—and June 2024, and five (5) analyses were completed. Therefore, ZERO changes were made without an analysis. The following changes include an analysis:

- **Helms ES Transition to Separate and Unique School** – Analysis completed to recommend the implementation plan for the transition to a Separate and Unique school, including any impact on magnet programming. HISD central office is not recommending changes to the magnet programming, so this change will not impact board goals.
- **Wharton Dual Language Academy Transition to Separate and Unique School** – Analysis completed to recommend the implementation plan for the transition to a Separate and Unique school, including any impact on magnet programming. HISD central office is not recommending changes to the magnet programming, so this change will not

impact board goals.

- **Ortiz MS Adjustments to IB Program**– Analysis completed to determine adjustments to IB programming. Ortiz is an NES school so changes to magnet programming do not require Board approval. The change is expected to positively impact Board goals 3 and 4.
- **Cullen MS Launch of Military Academy** – Analysis completed to determine positive impact of School within a School Military Academy. No changes to the magnet program are being recommended to the Board. The change is expected to positively impact Board Goals 3 and 4.
- **Career and Technical Education (CTE) Foundational Programs of Study** – Analysis completed to identify four priority programs of study aligned to the future of work and to determine methodology for what high schools would offer each program. This change is expected to positively impact HISD’s ability to achieve goal 3 given all FPOS are aligned with an Industry Based Certification (IBC) and the FPOS implementation approach increases access and quality of programming across the district.

As seen in Figure 2, analyses were conducted regardless of impact, therefore any analysis, even if no goals were impacted, will be included in this calculation. *Note: Each change is represented in Figure 2 only one time.*