

Houston ISD Takeover: By the Numbers

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Section 1: Introduction

In June 2023, the state of Texas appointed a new superintendent and a board of managers to the Houston Independent School District (ISD), replacing the elected board. This state takeover was triggered by the poor performance of two Houston ISD high schools over several years and mismanagement by the district's board. The state's intention was to temporarily intervene to improve the performance of the schools and restore proper governance.

The Texas Legislature grants the Texas Education Agency (TEA) the ability to replace a school district's democratically elected school board with an appointed board of managers in response to poor academic performance, financial mismanagement, or school board misconduct—an exercise of state authority commonly referred to as a “state takeover.” The state's current authority to take over school districts stems from Texas House Bill 1842, which passed during the 84th Regular Session in 2015. According to this law, if a campus receives an unacceptable performance rating for five consecutive years, the commissioner of education is required to either close the campus or appoint a board of managers for the district. The board of managers is made up of temporary officials who take on the powers and duties of the school board, which means they essentially take over the running of the school district. Existing school board members are stripped of their power but remain elected officials serving in an advisory capacity. Per House Bill 1842, the board of managers is responsible for resolving the conditions that led to the takeover, taking actions that can include amending the district's budget, reassigning staff, or relocating academic programs (Texas Legislative Study Group, 2023).

Though many states grant takeover authority to their education agencies as a last-resort effort to improve schools and poorly run districts, little evidence exists to support this mechanism as a means of improving student performance or decreasing inequity. While individual reforms have shown that it is possible for a state takeover to improve student achievement in the short run (e.g., Schueler et al., 2017), a recent study examining the effects of 35 state takeovers between 2011 and 2016 finds no evidence that this type of state intervention improves student outcomes (Schueler & Bleiberg, 2022).

To begin measuring changes under the state takeover of Houston ISD, this report describes how the student and teacher populations have evolved before and during the takeover. The report provides context and shows details of how the student and teacher populations and movements have changed since the takeover. Section 2 details the policy and timeline of the Houston ISD takeover. Section 3 reviews the data and research methods and defines key terms used throughout the report. Section 4 describes changes in the student population prior to and since the state takeover, while Section 5 looks at changes in the teacher population. Section 6 concludes the report with a discussion of the major findings.

Section 2: Houston ISD Takeover

The legal justification for the takeover of Houston ISD was grounded in the poor performance of Wheatley High School, which received seven consecutive failing ratings from 2011 to 2019. Other reasons cited for the state’s intervention were the poor performance of Kashmere High School, to which the TEA appointed a conservator in 2016 after eight consecutive failing ratings; the need to appoint a team of conservators to improve special education services across the district; and an investigation into the school board that found Texas Open Meetings Act violations and procurement law violations (Morath, 2023).

A timeline of the takeover follows:

TAKEOVER TIMELINE

August 5, 2019: A TEA special investigation reports misconduct by the Houston ISD school board and recommends its replacement (Hewitt, 2019a).

August 15, 2019: Wheatley High School receives its seventh consecutive failing accountability rating.

October 30, 2019: TEA investigators make their final recommendation to replace the Houston ISD school board (Hewitt, 2019b).

November 6, 2019: TEA Commissioner of Education Mike Morath notifies Houston ISD officials of his plans to replace the district’s elected school board with a temporarily appointed board of managers and appoint a new superintendent (Morath, 2019).

January 8, 2020: The Houston ISD board is granted a temporary injunction preventing the immediate installation of a board of managers (*Houston Independent School District et al. v. Texas Education Agency et al.*, 2020).

February 25, 2021: The TEA’s appeal of the injunction fails after the Texas Court of Appeals affirms the injunction (*Houston Independent School District v. Texas Education Agency*, 652 S.W.3d 1 (Tex. App.—Austin 2021)).

January 13, 2023: After the TEA again challenges the rulings, the Texas Supreme Court overturns the injunction issued by the lower courts and deems the state takeover enforceable on March 1 (*Houston Independent School District*, 667 S.W.3d 324 (Tex. 2023)).

March 10, 2023: The Houston ISD board files a motion to dismiss the lawsuit against the TEA, ending the district’s legal fight against the takeover.

March 15, 2023: Morath notifies Houston ISD officials that the TEA will appoint a new superintendent and board of managers to oversee the district (Morath, 2023).

June 1, 2023: The TEA officially takes control of Houston ISD, appoints a new board, and names Mike Miles as its new superintendent (TEA, 2023).

May 30, 2025: Morath notifies the Houston ISD appointed board that the appointment is extended through June 1, 2027 (Morath, 2025).

According to Texas Education Code (Section 39A.208), the commissioner of education is tasked with appointing the board of managers and has two years to determine how long the appointed board and superintendent will be in place. In the notification of takeover that Morath sent to the Houston ISD board on March 15, 2023, he stated that his future decision for the expiration of the appointed board would be based upon three specific requirements for Houston ISD improvement, “including no more multi-year failing campuses, a special education program that operates in compliance with legal requirements, and board procedures and conduct that meet a focus on students consistent with high-performing governance teams” (Morath, 2023). On May 30, 2025, Morath sent a notice to Houston ISD acknowledging that the district had made progress in the first two years of the takeover but because the three specific requirements of improvement had not yet been met, he extended the board appointment for two additional years until June 1, 2027. At that time, Morath said, he would announce a transition timeline for the return of an elected board (Morath, 2025).

New Education System

After his appointment as Houston ISD's new superintendent, Mike Miles began implementing the New Education System (NES), a model he described as "a bold, transformative approach that puts high-quality instruction at the forefront of reform" (Houston ISD, n.d.-a). The Houston ISD website and an NES playbook describe five main elements of the NES:

- **Innovative staffing:** Teachers are provided scripted lesson plans and materials, regular coaching, and support from apprentices and learning coaches;
- **Art of Thinking courses:** Three times a week, students take courses focused on building critical thinking, problem solving, and information analysis skills;
- **Expanded enrichment opportunities:** Classes are provided by community experts in fine arts, fitness, technology, and science;
- **Cultural exposure through travel:** Middle school students are provided opportunities to experience places outside of Houston at no cost to families; and
- **Ongoing learning assessments** (Houston ISD, n.d.-a; Houston ISD, n.d.-b.).

Additionally, Houston ISD adopted a compensation plan that bases salaries on performance ratings and assignments (Houston ISD, n.d.-a.).

The NES plan was implemented in phases. In the first year of the takeover (the 2023–24 school year), 28 campuses were required to operate as NES schools. Those campuses included Wheatley High School, Kashmere High School, and their feeder schools (see Appendix A for a complete list of NES campuses). In the first year of the takeover, an additional 57 campuses opted in to the NES system (Houston ISD, 2023).

During the second year of the takeover (the 2024–25 school year), Houston ISD published the *HISD Defined Autonomy* document, which outlined the requirements for NES schools (Houston ISD, 2024). Unlike the first year of the takeover, during which the NES model was limited to 85 campuses, in the second year, all schools were assigned one of four levels of autonomy within the NES—with Level 4 schools having the most autonomy and Level 1 schools having the least autonomy. In the 2024–25 school year, all of the original 85 NES campuses became Level 1 campuses, and an additional 45 schools were designated as such. Level 1 schools are required to follow the instructional model closely, as well as adhere to operational procedures and practices. In contrast, Level 4 schools, described as "Separate and Unique Magnet Schools," have full autonomy over programming, curriculum, and budgeting and are permitted to implement an instructional model different from the scripted curriculum required at other levels of autonomy (Houston ISD, n.d.-a).

Section 3: Data, Methods, and Key Terms

Data and Methods

The data for this study is from the University of Houston Education Research Center (UH ERC), an individual-level administrative data repository that allows researchers to follow individuals throughout their experiences in Texas public education, Texas higher education, and the Texas workforce. The data repository houses administrative data from public schools in the PK–12 system and public and private institutions of higher education, as well as employment data from Texas workforce unemployment insurance reports. From this data, researchers can construct longitudinal data sets of students and teachers to understand trends in enrollment, staffing, demographics, characteristics, and mobility.

Texas Student and Teacher Populations

Data in the UH ERC includes all students and teachers in public PK–12 schools in Texas. In 2024–25, Texas public schools enrolled 5,544,255 students, an increase of 13,019, or 0.2%, from 2023–24. With the exception of 2020–21, public school enrollment increased each year from 2016–17 through 2024–25, though the rate of growth dropped to a 37-year low of 0.2% in 2023–24 and 2024–25. Student enrollment grew in each racial and ethnic group from 2016–17 through 2024–25, with the exception of students who identified as White, whose enrollment decreased from 1,505,355 students in 2016–17 to 1,352,852 students in 2024–25, and students who identified as American Indian/Alaska Native, whose enrollment decreased from 20,767 in 2016–17 to 18,224 in 2024–25. The number of economically disadvantaged students grew from 3,159,327 (59% of the total population) in 2016–17 to 3,439,856 students (62.2% of the total population) in 2023–24 before decreasing to 3,349,612 (60.4% of the total population) in 2024–25. A similar pattern of change was observed for emergent bilingual students, whose enrollment increased from 1,010,756 students (18.9% of the total population) in 2016–17 to 1,345,917 students (24.3% of the total population) in 2023–24 before decreasing to 1,345,042 students (24.3% of the total population) in 2024–25. Partially due to the change in special education identification policies,¹ the enrollment of students in the special education program increased each year from 477,281 students (8.9% of the total population) in 2016–17 to 856,651 students (15.5% of the total population) in 2024–25 (TEA, 2025b).

With the exception of 2020–21, public school enrollment in Texas increased each year from 2016–17 through 2024–25.

Since 2016–17, the number of teachers employed in Texas public schools increased each year before reaching a peak in 2023–24 and decreasing in 2024–25. Texas public schools employed 370,509 teachers in 2024–25, a decrease of 1.2% from the 375,169 teachers employed in 2023–24 (Landa, 2025a). Most of the decrease in the number of teachers came from a decrease in White teachers, whose population decreased from 204,621 in 2023–24 to 198,827 in 2024–25. The number of teachers who identified as Black/African American, Hispanic/Latino, and Asian continued to increase from 2023–24 to 2024–25 (Landa, 2025b). From 2016–17 through 2024–25, the percentage of certified teachers in Texas public schools decreased from 92.5% of all teachers in 2016–17 to 85.2% of teachers in 2024–25 (Landa, 2025a).

Student Data and Methods

The student data in this report was sourced from the Texas Education Agency (TEA)'s Public Education Information Management System (PEIMS) fall snapshot enrollment data (reported on the last Friday in October) provided to the UH ERC. Students are associated with the campus in which they were enrolled on the fall snapshot day of each year. Student demographic characteristics and program enrollment are reported using categories captured in PEIMS, including those that describe race and ethnicity,

¹ For more information on the changes in special education identification policies, see the Division of Review and Support within the Texas Education Agency Office of Special Populations and Student Supports at <https://tea.texas.gov/academics/special-student-populations/review-and-support>.

economically disadvantaged status, grade level, emergent bilingual status, and students receiving special education services. We constructed a forward-facing mobility measure to quantify the retention and mobility of students in Houston ISD. Student mobility is determined by comparing student enrollment from the fall snapshot of one year with the fall snapshot of the next year.

Teacher Data and Methods

The analysis sample includes all individuals employed in Houston ISD public schools and assigned the role of teacher for any part of the 2016–17 through 2024–25 school years. The public school administrative data sets include demographic information and campus of assignment. Teacher experience was calculated by counting each year in which an individual was assigned the role of teacher from the 1999–2000 school year through the 2024–25 school year. Individuals were coded as first-year teachers if it was their first year assigned to the role of teacher in Texas public education since 1999–2000, whether or not they were employed in other roles in the district or elsewhere. Certification data was incorporated from the State Board for Educator Certification data housed in the UH ERC. We constructed a forward-facing mobility measure to quantify the retention and mobility of teachers in Houston ISD. In order to identify teachers who left the teaching role in a given year, we used the subsequent year's data on the stock of teachers to code whether each teacher remained in the school, remained as an employee with a different assignment in the public school system, or left the public school system entirely.

Key Terms

The following key terms are used throughout Section 4: Houston ISD Student Population. Data for students is reported as of the fall snapshot date (the last Friday in October) for each year of data.

- **Economically Disadvantaged:** Students eligible for free or reduced-price lunch or eligible for other public assistance (TEA, 2025a).
- **Emergent Bilingual:** Students whose primary language is a language other than English and who are learning English (TEA, 2025a).
- **Enrollment:** Provided as of the fall snapshot reports, which detail enrollment counts on the last Friday of October each year.
- **Grade Level:** Reported for the student as of the fall snapshot enrollment date each year.
- **Mobility:** Students enrolled in Houston ISD from early childhood/prekindergarten through the 11th grade as of the fall snapshot enrollment date were compared to the fall snapshot enrollment date of the following year. Students in the 12th grade were excluded from the mobility description, as they most often leave Houston ISD as a high school graduate. For clarity, the number of 12th-graders excluded from the mobility description are included in each table. Houston ISD students enrolled in early childhood/prekindergarten through 11th grade are categorized into one of four mobility types:
 - **Remained in Same Campus:** Students who were enrolled in a Houston ISD campus and remained at the same campus in the following school year.
 - **Moved to Another Houston ISD Campus:** Students who moved from one Houston ISD campus to a different Houston ISD campus in the following school year.
 - **Moved to a Non-Houston ISD Public School Campus:** Students who moved from a Houston ISD campus to a non-Houston ISD public school campus in the following year. Non-Houston ISD public school campuses include traditional public schools and charter schools.
 - **Left Public School:** Students who were enrolled in a Houston ISD campus and were not found in the public school enrollment (including traditional public schools and charter schools) in the following school year. These could include students who moved out of state, students who were homeschooled, students who enrolled in private schools, or students who did not enroll in any school before the fall snapshot enrollment date.
- **NES Campus Type:** This report categorizes Houston ISD campuses in existence from 2016–17 through 2024–25 into one of seven categories (Appendix A includes a list of Houston ISD campuses by NES type):
 - **Level 1 NES 2024** refers to campuses designated as NES campuses in the 2023–24 school year.
 - **Level 1 NES-A 2024** refers to NES-aligned campuses that voluntarily opted into the NES

program in the 2023–24 school year.

- **Level 1 NES 2025** refers to the 2024–25 Level 1: NES Schools listed in Appendix D of the *HISD Defined Autonomy* framework.
- **Level 2 Autonomy** refers to the 2024–25 Level 2: C/D (NON-NES) campuses listed in Appendix C of the *HISD Defined Autonomy* framework.
- **Level 3 Autonomy** refers to the 2024–25 Level 3: A/B Schools listed in Appendix B of the *HISD Defined Autonomy* framework.
- **Level 4 Autonomy** refers to the 2024–25 Level 4: Separate and Unique Magnet Schools listed in Appendix A of the *HISD Defined Autonomy* framework.
- **Special Category** refers to campuses closed prior to the 2023–24 school year and campuses not explicitly referenced in the *HISD Defined Autonomy* framework.
- **Race/Ethnicity:** Refers to categories reported in PEIMS, including American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino, and White (TEA, 2025a).
- **Special Education:** Students served in special education programs as determined by the admission, review, and dismissal committee (TEA, 2025a).

The following key terms are used throughout Section 5: Houston ISD Teacher Population.

- **Certification:** Data available through February 2025 from the State Board for Educator Certification and the UH ERC.
 - **Intern/Probationary Certificate:** Individuals awarded a one-year teaching permit while enrolled in an educator preparation program.
 - **School District Permit:** One-year teaching permit awarded by the school district and not transferable outside of the school district in which it was awarded.
 - **Standard Certification:** Individuals holding a teacher certificate in any subject matter issued by the board, including five-year and lifetime standard certifications from alternative and traditional certification programs, as well as out-of-state teaching certificates.
 - **Uncertified:** Individuals without any record of teacher certification.
- **Experience:** Years of teaching experience calculated by counting each year in which an individual was assigned the role of teacher from the 1999–2000 school year through the 2024–25 school year. Individuals were coded as first-year teachers if it was their first year assigned to the role of teacher in Texas public education since 1999–2000, whether or not they were employed in other roles in the district or elsewhere.
- **NES Campus Type:** This report categorizes Houston ISD campuses in existence from 2016–17 through 2024–25 into one of seven categories (Appendix A includes a list of Houston ISD campuses by NES type):
 - **Level 1 NES 2024** refers to campuses designated as NES campuses in the 2023–24 school year.
 - **Level 1 NES-A 2024** refers to NES-aligned campuses that voluntarily opted into the NES program in the 2023–24 school year.
 - **Level 1 NES 2025** refers to the 2024–25 Level 1: NES Schools listed in Appendix D of the *HISD Defined Autonomy* framework.
 - **Level 2 Autonomy** refers to the 2024–25 Level 2: C/D (NON-NES) campuses listed in Appendix C of the *HISD Defined Autonomy* framework.
 - **Level 3 Autonomy** refers to the 2024–25 Level 3: A/B Schools listed in Appendix B of the *HISD Defined Autonomy* framework.
 - **Level 4 Autonomy** refers to the 2024–25 Level 4: Separate and Unique Magnet Schools listed in Appendix A of the *HISD Defined Autonomy* framework.
 - **Special Category** refers to campuses closed prior to the 2023–24 school year and campuses not explicitly referenced in the *HISD Defined Autonomy* framework.
- **Race/Ethnicity:** Refers to categories reported in PEIMS, including American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino, and White.
- **Teacher:** All individuals employed in Houston ISD schools and assigned the part-time or full-time role of teacher for any part of the 2016–17 or 2024–25 school year.

Section 4: Houston ISD Student Population

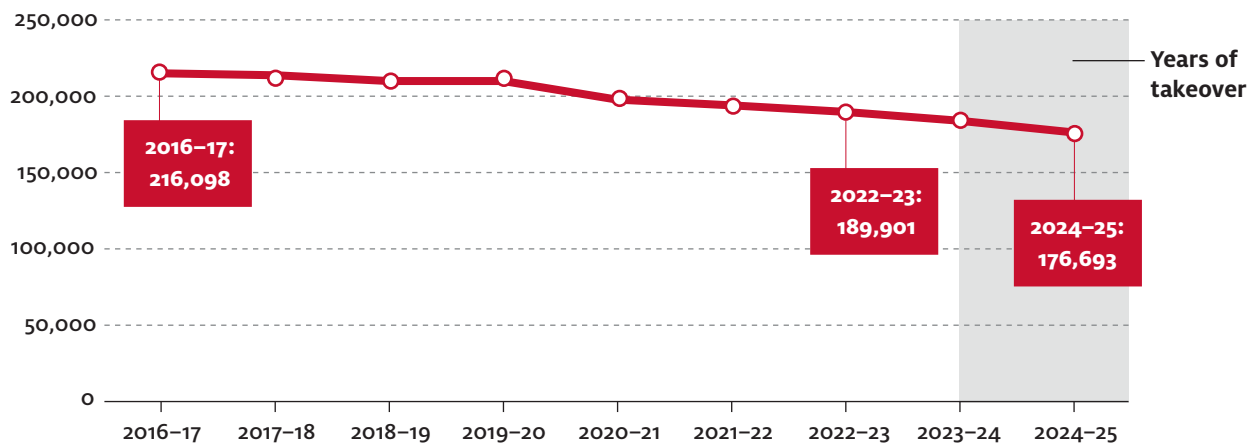
This section provides a description of the Houston ISD student population from the 2016–17 school year through the 2024–25 school year and describes the mobility of students over the same time period. Student data was sourced from the UH ERC, which gets its data from the TEA’s PEIMS and reports enrollment, demographics, and program participation as of the fall snapshot (the last Friday in October) of each year. For mobility, student enrollment in the fall of one year was compared with student enrollment in the fall of the next year. More detail about the data and methods used in this report, as well as definitions of key terms, can be found in Section 3.

Student Population

Figure 4.1 and Table 4.1 show Houston ISD student enrollment as of the fall snapshot date (the last Friday in October) from 2016–17 through 2024–25. Prior to the state takeover, Houston ISD enrollment decreased 12.1%, from 216,098 students in 2016–17 to 189,901 students in 2022–23. With the exception of 2019–20, Houston ISD enrollment decreased each year during that time period. On average, Houston ISD student enrollment decreased 2% each year prior to the takeover. Since the takeover, Houston ISD enrollment has decreased at a faster rate—averaging a student enrollment decrease of 3.5% per year. In the first year of the takeover (2023–24), Houston ISD enrollment decreased by 5,827 students (a 3.1% drop

FIGURE + TABLE 4.1

Houston ISD Student Enrollment, 2016–17 through 2024–25



Year	Students	Change from Previous Year (#)	Change from Previous Year (%)	
2016–17	216,098			Change prior to takeover (2016–17 to 2022–23): -26,197 (-12.1%) Average Annual Percentage Change: -2.0%
2017–18	214,169	-1,929	-0.9%	
2018–19	209,741	-4,428	-2.1%	
2019–20	210,041	+300	+0.1%	
2020–21	196,870	-13,171	-6.3%	
2021–22	194,565	-2,305	-1.2%	
2022–23	189,901	-4,664	-2.4%	Change since takeover (2022–23 to 2024–25): -13,208 (-7.0%) Average Annual Percentage Change: -3.5%
2023–24	184,074	-5,827	-3.1%	
2024–25	176,693	-7,381	-4.0%	

State
takeover
begins

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) student enrollment reported as of the fall snapshot date (last Friday in October).

from 2022–23), and in the second year of the takeover (2024–25), enrollment decreased by 7,381 students (a 4% drop from 2023–24). The total decrease since the takeover has been a loss of 13,208 students, or 7%.

Table 4.2 (next page) shows Houston ISD student enrollment by race/ethnicity from 2016–17 through 2024–25. Prior to the takeover, the enrollment of students who identified as Hispanic/Latino decreased most years from 2016–17 through 2022–23, dropping by a total of 16,776 students, or 12.5%, from 134,126 in 2016–17 to 117,350 in 2022–23. Prior to the takeover, the enrollment of students who identified as Black/African American also dropped each year, decreasing by a total of 10,601 students, or 20.5%, from 51,706 in 2016–17 to 41,105 in 2022–23. Also prior to the takeover, the enrollment of students who identified as White decreased by 374 students, or 2%; the enrollment of students who identified as American Indian/Alaska Native decreased by 202 students, or 37.9%; and the enrollment of students who identified as Native Hawaiian/Pacific Islander decreased by 17 students, or 9.7%. Prior to the takeover, the enrollment of students who identified as Asian increased by 771 students, or 9.2%, and the enrollment of students identifying as two or more races increased by 1,002 students, or 43.7%. In the years prior to the takeover, the enrollment of students who identified as American Indian/Alaska Native decreased by an average of 6.3% each year; the enrollment of students who identified as Asian increased by an average of 1.5% each year; the enrollment of students who identified as Black/African American decreased by an average of 3.4% each year; the enrollment of students who identified as Hispanic/Latino decreased by an average of 2.1% each year; the enrollment of students who identified as Native Hawaiian/Pacific Islander decreased by an average of 1.6% each year; the enrollment of students identifying as two or more races increased by an average of 7.3% each year; and the enrollment of students who identified as White decreased by an average of 0.3% each year.

Since the takeover, the average annual declines in enrollment of students who identify as Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and White have increased, while the average annual enrollment growth of students who identify as Asian and students who identify as two or more races have decreased. The average annual percent change in enrollment of students who identify as Black/African American has increased from an average annual decline of 3.4% per year prior to the takeover to an average decline of 5.3% per year since the takeover; the average annual decline in the enrollment of students who identify as Hispanic/Latino has increased from 2.1% prior to the takeover to 3.6% since the takeover; and the average annual percent change in enrollment of students who identify as Native Hawaiian/Pacific Islander has increased from an average decline of 1.6% prior to the takeover to a 7% decline since the takeover. The average increase in the enrollment of students who identify as Asian of 1.5% per year prior to the takeover has been reduced to zero since the takeover, and the 7.3% average annual growth of students who identify as two or more races prior to the takeover has decreased to 5.7% growth since the takeover.

Since the takeover, the enrollment of Houston ISD students who identify as Hispanic/Latino has decreased by 8,381 students, or 7.1%, from 117,350 in 2022–23 to 108,969 in 2024–25. The enrollment of students who identify as Black/African American has decreased by 4,345 students, or 10.6%; the enrollment of students who identify as White has decreased by 823 students, or 4.4%; the enrollment of students who identify as Native Hawaiian/Pacific Islander has decreased by 22 students, or 13.9%; and the enrollment of students who identify as American Indian/Alaska Native has decreased by 13 students, or 3.9%, since the takeover. The enrollment of students who identify as Asian has not changed (9,121), and the enrollment of students identifying as two or more races has increased by 376 students, or 11.4%, since the takeover.

As seen in Table 4.3 (page 14), prior to the takeover, Houston ISD enrollment decreased most in the lower grades. Enrollment decreased in every grade level from 2016–17 to 2022–23, with the exception of ninth, 10th, and 12th grades, where modest increases in enrollment were observed. Third-grade enrollment decreased the most, from 18,097 students in 2016–17 to 13,925 in 2022–23, a decrease of 23.1%. On average, the enrollment of third-grade students decreased by 3.8% each year prior to the takeover. Between 2016–17 and 2022–23, second-grade enrollment decreased by a total of 21.6%, averaging a 3.6% enrollment decrease each year. Kindergarten and fourth-grade enrollment both decreased by more than 19% between 2016–17 and 2022–23, and both grade levels averaged a 3.2% decrease in enrollment each year.

TABLE 4.2

Houston ISD Student Enrollment by Race/Ethnicity, 2016–17 through 2024–25

	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two or More Races	White	Total
2016–17	533	8,350	51,706	134,126	175	2,292	18,916	216,098
2017–18	497	8,649	51,329	132,101	174	2,418	19,001	214,169
2018–19	465	8,774	48,928	129,927	141	2,532	18,974	209,741
2019–20	433	8,766	47,709	130,954	142	2,712	19,325	210,041
2020–21	397	8,680	44,042	121,396	149	2,807	19,399	196,870
2021–22	367	8,690	43,101	120,313	167	3,090	18,837	194,565
2022–23	331	9,121	41,105	117,350	158	3,294	18,542	189,901
State takeover begins → 2023–24	325	9,162	39,234	113,631	133	3,392	18,197	184,074
2024–25	318	9,121	36,760	108,969	136	3,670	17,719	176,693
Change prior to takeover (2016–17 to 2022–23)								
#	-202	+771	-10,601	-16,776	-17	+1,002	-374	-26,197
%	-37.9%	+9.2%	-20.5%	-12.5%	-9.7%	+43.7%	-2.0%	-12.1%
Average Annual Percentage Change								
	-6.3%	+1.5%	-3.4%	-2.1%	-1.6%	+7.3%	-0.3%	-2.0%
Change since takeover (2022–23 to 2024–25)								
#	-13	0	-4,345	-8,381	-22	+376	-823	-13,208
%	-3.9%	0.0%	-10.6%	-7.1%	-13.9%	+11.4%	-4.4%	-7.0%
Average Annual Percentage Change								
	-2.0%	0.0%	-5.3%	-3.6%	-7.0%	+5.7%	-2.2%	-3.5%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) student enrollment reported as of the fall snapshot date (last Friday in October). Race and ethnicity categories are those reported through the Texas Education Agency Public Education Information Management System.

Since the takeover, Houston ISD enrollment decreases have expanded into the upper grades. In fact, since the takeover, enrollment has decreased in all grade levels, with the exception of third and 12th grades. Between 2022–23 and 2024–25, the largest changes in enrollment have been in the first grade (decreased by 2,577 students or 16.6%) and ninth grade (decreased by 2,548 students or 15.1%). Compared with prior to the takeover, trends in eighth-grade and ninth-grade enrollments have changed the most. Prior to the takeover, eighth-grade enrollment decreased by an average of 0.6% each year, and since the takeover, eighth-grade enrollment has decreased by an average of 5.5% each year. The enrollment of eighth-graders has decreased by 1,447, or 11%, since the takeover, and prior to the takeover, from 2016–17 to 2022–23, eighth-grade enrollment decreased by 484 students, or 3.6%. Trends in ninth-grade enrollment have reversed since the takeover. Prior to the takeover, ninth-grade enrollment increased by an average of 0.2% each year, and since the takeover, ninth-grade enrollment has decreased by an average of 7.5% each year. From 2016–17 to 2022–23 the enrollment of ninth-graders increased by 180 students, or 1.1%, and since the takeover, the enrollment of ninth-graders has decreased by 2,548 students, or 15.1%.

TABLE 4.3

Houston ISD Student Enrollment by Grade Level, 2016–17 through 2024–25

	Early Childhood/ Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	10th Grade	11th Grade	12th Grade	Total
2016–17	15,078	16,553	17,974	18,409	18,097	17,929	16,683	14,061	13,558	13,594	16,702	13,660	12,452	11,348	216,098
2017–18	15,049	16,086	17,270	17,579	17,955	17,502	17,334	13,900	13,945	13,385	16,524	13,648	12,249	11,743	214,169
2018–19	15,354	15,638	16,557	16,518	16,988	17,266	16,725	14,110	13,490	13,555	15,705	13,783	12,266	11,786	209,741
2019–20	15,932	15,785	16,513	16,283	16,391	16,797	16,789	13,594	14,165	13,683	16,318	13,573	12,609	11,609	210,041
2020–21	11,260	13,879	15,104	15,156	15,588	15,722	15,956	13,295	13,473	13,911	14,967	13,999	12,595	11,965	196,870
2021–22	12,101	14,172	15,071	14,307	15,075	15,261	15,356	12,726	13,286	13,153	17,677	12,884	12,355	11,141	194,565
2022–23	12,654	13,354	15,484	14,436	13,925	14,491	14,412	11,741	12,485	13,110	16,882	13,706	11,850	11,371	189,901
2023–24	12,409	12,669	14,165	14,606	14,103	13,840	14,044	11,308	11,645	12,385	15,745	13,233	12,704	11,218	184,074
2024–25	12,296	12,163	12,907	13,434	14,233	13,702	13,475	11,100	11,125	11,663	14,334	12,858	11,818	11,585	176,693
Change prior to takeover (2016–17 to 2022–23)															
#	-2,424	-3,199	-2,490	-3,973	-4,172	-3,438	-2,271	-2,320	-1,073	-484	+180	+46	-602	+23	-26,197
%	-16.1%	-19.3%	-13.9%	-21.6%	-23.1%	-19.2%	-13.6%	-16.5%	-7.9%	-3.6%	+1.1%	+0.3%	-4.8%	+0.2%	-12.1%
Average Annual Percentage Change															
	-2.7%	-3.2%	-2.3%	-3.6%	-3.8%	-3.2%	-2.3%	-2.7%	-1.3%	-0.6%	+0.2%	+0.1%	-0.8%	+0.0%	-2.0%
Change since takeover (2022–23 to 2024–25)															
#	-358	-1,191	-2,577	-1,002	+308	-789	-937	-641	-1,360	-1,447	-2,548	-848	-32	+214	-13,208
%	-2.8%	-8.9%	-16.6%	-6.9%	+2.2%	-5.4%	-6.5%	-5.5%	-10.9%	-11.0%	-15.1%	-6.2%	-0.3%	+1.9%	-7.0%
Average Annual Percentage Change															
	-1.4%	-4.5%	-8.3%	-3.5%	+1.1%	-2.7%	-3.3%	-2.7%	-5.4%	-5.5%	-7.5%	-3.1%	-0.1%	+0.9%	-3.5%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) student enrollment and grade level reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System.

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Table 4.4 displays fall snapshot enrollment by economically disadvantaged, emergent bilingual, and special education program participation. Prior to the takeover, the number of economically disadvantaged students—those eligible for free or reduced-price lunch or other public assistance—decreased by 15,467 students, or 9.3%, from 166,365 in 2016–17 to 150,898 in 2022–23. Since the takeover, the number of economically disadvantaged students has decreased by 13,496 students, or 8.9%. The 1.5% average annual decrease in enrollment of economically disadvantaged students prior to the takeover has increased to a 4.5% average annual decrease since the takeover. The enrollment of emergent bilingual students—those whose primary language is a language other than English and who are learning English—increased by 4,074 students, or 5.2%, prior to the takeover, from 78,012 students in 2016–17 to 82,086 in 2022–23. Since the takeover, emergent bilingual student enrollment has decreased by 1,577 students, or 1.9%. Prior to the takeover, the number of students in the special education program—those served in special education programs as determined by the admission, review, and dismissal committee—increased by 2,062 students, or 13.3%. This 2.2% average annual increase follows statewide trends in special education enrollment resulting

TABLE 4.4

Houston ISD Student Enrollment by Program, 2016–17 through 2024–25

	Economically Disadvantaged	Emergent Bilingual	Special Education	Total
2016–17	166,365	78,012	15,485	216,098
2017–18	160,472	76,294	15,498	214,169
2018–19	167,439	77,742	15,828	209,741
2019–20	166,227	82,812	16,922	210,041
2020–21	154,454	79,133	16,234	196,870
2021–22	154,046	83,128	16,603	194,565
2022–23	150,898	82,086	17,547	189,901
State takeover begins → 2023–24	146,426	81,368	18,896	184,074
2024–25	137,402	80,509	20,479	176,693
Change prior to takeover (2016–17 to 2022–23)				
#	-15,467	+4,074	+2,062	-26,197
%	-9.3%	+5.2%	+13.3%	-12.1%
Average Annual Percentage Change				
	-1.5%	+0.9%	+2.2%	-2.0%
Change since takeover (2022–23 to 2024–25)				
#	-13,496	-1,577	+2,932	-13,208
%	-8.9%	-1.9%	+16.7%	-7.0%
Average Annual Percentage Change				
	-4.5%	-1.0%	+8.4%	-3.5%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) student enrollment and program participation reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System. Economically disadvantaged refers to students eligible for free or reduced-price lunch or eligible for other public assistance. Emergent bilingual refers to students whose primary language is a language other than English and who are learning English. Special education refers to students served in special education programs as determined by the admission, review, and dismissal committee.

from changes to special education identification policies.² Since the takeover, special education enrollment has increased by 2,932 students, or 16.7%, from 17,547 students in 2022–23 to 20,479 in 2024–25.

Table 4.5 (next page) shows the fall snapshot enrollment for Houston ISD campuses categorized by NES type. Though enrollment was declining more at all Level 1 NES schools prior to the takeover, the Level 1 NES schools have experienced higher rates of decline since the takeover. Level 1 NES 2024 campuses—the 28 campuses originally designated as NES campuses in the 2023–24 school year—declined in enrollment by an average of 3.3% each year from 2016–17 to 2022–23, compared with an annual average decline of 5.5% since the takeover. Prior to the takeover, Level 1 NES 2024 campuses enrolled 3,635 fewer students, a decrease of 20.1%, from 2016–17 to 2022–23. Since the takeover, Level 1 NES 2024 campuses have declined in enrollment by 1,587 students, or 11%. Level 1 NES-A 2024 campuses—those campuses that elected to be NES campuses in the 2023–24 school year—declined in enrollment by an average of 2.3% each year prior to the takeover and have declined in enrollment by an average of 7% each year since the takeover. Prior to the takeover, Level 1 NES-A 2024 campuses enrolled 6,039 fewer students, a decrease of 13.9%, from 2016–17 to 2022–23. Since the takeover, Level 1 NES-A 2024 campus enrollment has decreased the most, by 5,210 students, or 14%, from 2022–23 to 2024–25. Level 1 NES 2025 campuses declined in enrollment by an average of 3.1% each year prior to the takeover and have declined in enrollment an average of 6.2% each year since the takeover. Prior to the takeover, Level 1 NES 2025 campus enrollment decreased by 6,479 students, or 18.5%, from 2016–17 to 2022–23, and since the takeover, it has decreased by 3,553 students, or 12.5%.

Table 4.5 also shows that the rate of enrollment decline has increased at Level 2 Autonomous schools since the takeover, as enrollment declined by an average of 1.9% each year prior to the takeover and has declined by an average of 2.6% each year since the takeover. Prior to the takeover, Level 2 Autonomous campus enrollment decreased by 4,827 students, or 11.5%, from 2016–17 to 2022–23, and since the takeover, it has decreased by 1,947 students, or 5.2%. Compared with prior to the takeover, enrollment declines have slowed at Level 3 Autonomous campuses and enrollment increases have grown at Level 4 Autonomous campuses since the takeover. Prior to the takeover, Level 3 Autonomous campus enrollment decreased by 3,737 students, or 8%, from 2016–17 to 2022–23, and since the takeover, it has decreased by 370 students, or 0.9%. Enrollment of Level 4 Autonomous campuses—schools with the greatest autonomy; often magnet schools—has increased over time. Prior to the takeover, Level 4 Autonomous campuses increased enrollment by 877 students, or 7.2%, from 2016–17 to 2022–23, and since the takeover, they have increased enrollment by 399 students, or 3.1%. Prior to the takeover, the enrollment at Special Category campuses—those that closed prior to the 2023–24 school year or are not explicitly referenced in the *HISD Defined Autonomy* framework—decreased by 2,357 students, or 12.8%, from 2016–17 to 2022–23, and since the takeover, it has decreased by 940 students, or 5.9%.³

² For more information on the changes in special education identification policies, see the Division of Review and Support within the Texas Education Agency Office of Special Populations and Student Supports at <https://tea.texas.gov/academics/special-student-populations/review-and-support>.

³ Some of the student enrollment decreases reported in the Special Category are due to campus closures that occurred prior to the takeover.

TABLE 4.5

Houston ISD Student Enrollment by New Education System Campus Type, 2016–17 through 2024–25

	Level 1 NES 2024	Level 1 NES-A 2024	Level 1 NES 2025	Level 2 Autonomous	Level 3 Autonomous	Level 4 Autonomous	Special Category	Total
2016–17	18,118	43,339	34,992	42,089	46,947	12,190	18,423	216,098
2017–18	17,972	42,487	34,226	42,128	47,176	12,686	17,494	214,169
2018–19	17,347	41,470	33,375	41,322	46,536	13,229	16,462	209,741
2019–20	17,206	42,095	33,128	40,855	46,680	13,438	16,639	210,041
2020–21	15,883	38,498	30,261	38,559	44,059	13,728	15,882	196,870
2021–22	15,162	38,233	29,430	37,562	43,340	13,098	17,740	194,565
2022–23	14,483	37,300	28,513	37,262	43,210	13,067	16,066	189,901
State takeover begins → 2023–24	13,764	35,035	27,152	36,569	42,997	13,251	15,306	184,074
2024–25	12,896	32,090	24,960	35,315	42,840	13,466	15,126	176,693
Change prior to takeover (2016–17 to 2022–23)								
#	-3,635	-6,039	-6,479	-4,827	-3,737	+877	-2,357	-26,197
%	-20.1%	-13.9%	-18.5%	-11.5%	-8.0%	+7.2%	-12.8%	-12.1%
Average Annual Percentage Change								
	-3.3%	-2.3%	-3.1%	-1.9%	-1.3%	+1.2%	-2.1%	-2.0%
Change since takeover (2022–23 to 2024–25)								
#	-1,587	-5,210	-3,553	-1,947	-370	+399	-940	-13,208
%	-11.0%	-14.0%	-12.5%	-5.2%	-0.9%	+3.1%	-5.9%	-7.0%
Average Annual Percentage Change								
	-5.5%	-7.0%	-6.2%	-2.6%	-0.4%	+1.5%	-2.9%	-3.5%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) student enrollment reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System. Level 1 NES-2024 refers to the campuses designated as New Education System (NES) campuses in the 2023–24 school year; Level 1 NES-A 2024 refers to NES-aligned campuses that voluntarily opted into the NES program in the 2023–24 school year; Level 1 NES 2025 refers to campuses designated as NES campuses in the 2024–25 school year; Level 2 through Level 4 Autonomous refers to the NES level assigned to campuses in the 2024–25 school year according to the *HISD Defined Autonomy* framework; Special Category refers to campuses closed prior to the 2023–24 school year and campuses not explicitly referenced in the *HISD Defined Autonomy* framework. See Appendix A for a list of campuses by NES type.

Student Mobility

Table 4.6 (next page) demonstrates how the mobility of Houston ISD students has changed over time. Compared with annual averages prior to the takeover, the percentages of students who remain in the same Houston ISD campus (average of 66.2% prior to the takeover and 64.4% since the takeover) or move to another Houston ISD campus (average of 18.4% prior to the takeover and 15.2% since the takeover) have decreased, while the percentages of students who move to a non-Houston ISD campus (average of

TABLE 4.6**Houston ISD Student Mobility, 2016–17 through 2024–25**

	Remained in Same Campus		Moved to Another Houston ISD Campus		Moved to a Non-Houston ISD Campus		Left Public School		Total Students in Mobility Description (Total Minus 12th Grade)	12th Graders (Excluded)	Total Student Enrollment
2016–17	134,334	65.6%	42,218	20.6%	19,124	9.3%	9,074	4.4%	204,750	11,348	216,098
2017–18	133,046	65.7%	41,198	20.4%	19,030	9.4%	9,152	4.5%	202,426	11,743	214,169
2018–19	131,271	66.3%	38,428	19.4%	19,272	9.7%	8,984	4.5%	197,955	11,786	209,741
2019–20	136,679	68.9%	34,827	17.6%	17,816	9.0%	9,110	4.6%	198,432	11,609	210,041
2020–21	121,534	65.7%	33,237	18.0%	21,203	11.5%	8,931	4.8%	184,905	11,965	196,870
2021–22	119,834	65.3%	31,001	16.9%	21,673	11.8%	10,916	6.0%	183,424	11,141	194,565
2022–23	117,241	65.7%	28,825	16.1%	20,495	11.5%	11,969	6.7%	178,530	11,371	189,901
Annual Average Prior to Takeover (2016–17 to 2022–23)											
%	66.2%		18.4%		10.3%		5.1%				
2023–24	111,251	64.4%	26,299	15.2%	21,251	12.3%	14,055	8.1%	172,856	11,218	184,074

Source. University of Houston Education Research Center.

Note. Students enrolled in Houston Independent School District (ISD) from early childhood/prekindergarten through the 11th grade as of the fall snapshot enrollment date (last Friday in October) were compared with the fall snapshot enrollment date of the following year. Remained in Same Campus: Students who were enrolled in a Houston ISD campus and remained at the same campus in the following school year. Moved to Another Houston ISD Campus: Students who moved from one Houston ISD campus to a different Houston ISD campus in the following school year. Moved to a Non-Houston ISD Public School Campus: Students who moved from a Houston ISD campus to a non-Houston ISD public school campus in the following year. Non-Houston ISD public school campuses include traditional public schools and charter schools. Left Public School: Students who were enrolled in a Houston ISD campus in the current year and were not found in the public school enrollment (including traditional public schools and charter schools) in the following school year. Students in the 12th grade were excluded from the mobility description.

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10.3% prior to the takeover and 12.3% since the takeover) or leave public schools (average of 5.1% prior to the takeover and 8.1% since the takeover) have increased. In 2016–17, 134,334 students who were enrolled in Houston ISD remained in the same Houston ISD campus the following school year (2017–18). This represented 65.6% of the 204,750 Houston ISD students included in the mobility description, or the Houston ISD students enrolled in early childhood/prekindergarten through 11th grade. Students in the 12th grade were excluded from the mobility description, as they most often leave Houston ISD the following year as high school graduates. With the exception of 2019–20, the number of Houston ISD students who remained in the same campus the following year has decreased each year since 2016–17. Similarly, the number of students who moved to another Houston ISD campus the following year has decreased each year since 2016–17. In 2016–17, 20.6% of students moved to another Houston ISD campus in 2017–18. By 2023–24, the percentage of Houston ISD students who moved to another Houston ISD campus in 2024–25 had decreased to 15.2% of students.

The number of Houston ISD students who move to a non-Houston ISD campus—another public school district or charter school—has generally increased over time. Of those enrolled in 2016–17, 19,124 (9.3%) Houston ISD students moved to a non-Houston ISD campus in 2017–18. Of those enrolled in 2023–24, 21,251 (12.3%) Houston ISD students moved to a non-Houston ISD campus in 2024–25. The number of Houston ISD students who leave public school—are not found in public school enrollment the following year—has also generally increased over time. Of those enrolled in 2016–17, 9,074 (4.4%) Houston ISD students left public school in 2017–18 and of those enrolled in 2023–24, 14,055 (8.1%) Houston ISD students left public school in 2024–25.

The most common receiving school districts and charter schools of former Houston ISD students—those who moved to a non-Houston ISD campus between 2017–18 and 2024–25—are displayed in Table 4.7 (next page). Organized by the number of 2023–24 Houston ISD students enrolled in 2024–25, the table shows that more than 2,000 students left Houston ISD for Yes Prep charter school each year since 2021–22. In 2023–24, a record 2,385 students left Houston ISD and enrolled in Yes Prep in 2024–25. Another charter school, KIPP, received the second-highest number of Houston ISD students in 2024–25, enrolling 1,213 former Houston ISD students. Many former Houston ISD students have enrolled in surrounding school districts—most often to Alief ISD, Aldine ISD, and Fort Bend ISD. Compared with the number of former Houston ISD students who enrolled in Alief ISD, Aldine ISD, and Fort Bend ISD in 2017–18, the number has decreased over time. For example, in 2017–18, 1,722 former Houston ISD students enrolled in Alief ISD, compared with 1,073 in 2024–25.

Map 4.1 (page 22) illustrates the most common receiving school districts detailed in Table 4.7. The map color codes school districts and charter schools by the number of 2023–24 Houston ISD students enrolled in 2024–25. Though charter schools do not have the non-overlapping geographic boundaries of ISDs, Map 4.1 also provides a color-coded key for the Houston-area charter schools that most commonly enroll former Houston ISD students. School districts and charters that enrolled more than 1,000 former Houston ISD students in 2024–25 are shaded in the darkest red (Yes Prep, KIPP, Aldine ISD, and Alief ISD) and those that enrolled between 751 and 1,000 students are shaded in the lighter red (Cypress-Fairbanks ISD, Fort Bend ISD, and Pasadena ISD). School districts and charter schools that enrolled fewer former Houston ISD students in 2024–25 are shaded in yellows. Note that the majority of the most common schools to enroll former Houston ISD students immediately surround the district. However, Hallsville ISD, Fort Stockton ISD, and Roscoe Collegiate ISD stand out as geographic outliers. Their increased enrollment of former Houston ISD students is likely due to specialty or virtual school options made available to students.

TABLE 4.7

Receiving School Districts and Charter Schools for Former Houston ISD Students, 2016–17 through 2024–25

Receiving School District or Charter School Number	Receiving School District or Charter School Name	2016–17 Houston ISD Students Enrolled in 2017–18	2017–18 Houston ISD Students Enrolled in 2018–19	2018–19 Houston ISD Students Enrolled in 2019–20	2019–20 Houston ISD Students Enrolled in 2020–21	2020–21 Houston ISD Students Enrolled in 2021–22	2021–22 Houston ISD Students Enrolled in 2022–23	2022–23 Houston ISD Students Enrolled in 2023–24	2023–24 Houston ISD Students Enrolled in 2024–25	School Type
101845	YES PREP	1,615	1,738	1,876	1,961	2,032	2,256	2,230	2,385	Charter
227820	KIPP	722	811	997	1,053	1,083	1,083	1,331	1,213	Charter
101903	ALIEF ISD	1,722	1,460	1,519	1,077	1,244	1,170	1,225	1,073	ISD
101902	ALDINE ISD	1,947	1,969	1,802	1,249	1,389	1,201	1,201	1,080	ISD
79907	FORT BEND ISD	1,469	1,422	1,531	1,178	1,515	1,273	1,152	1,000	ISD
101907	CYPRESS-FAIRBANKS ISD	1,417	1,200	1,214	1,097	1,287	1,067	1,136	978	ISD
101917	PASADENA ISD	1,330	1,237	1,205	960	1,156	1,019	881	898	ISD
101914	KATY ISD	612	597	630	704	913	764	561	599	ISD
101919	SPRING ISD	831	771	813	568	692	615	602	555	ISD
101910	INTERNATIONAL LEADERSHIP OF TEXAS	380	920	464	459	366	493	406	551	Charter
57848	GALENA PARK ISD	786	607	670	498	557	541	502	509	ISD
101913	HUMBLE ISD	526	619	561	545	653	560	484	470	ISD
101920	SPRING BRANCH ISD	662	513	534	464	529	485	462	476	ISD
20901	ALVIN ISD	473	540	512	430	519	443	389	459	ISD
101915	KLEIN ISD	484	436	448	403	418	397	318	393	ISD
57804	TEXANS CAN ACADEMY	506	511	538	333	374	394	325	359	Charter
79901	LAMAR CISD	252	293	295	336	476	462	301	320	CISD

Key. ISD = Independent School District; CISD = Consolidated Independent School District.

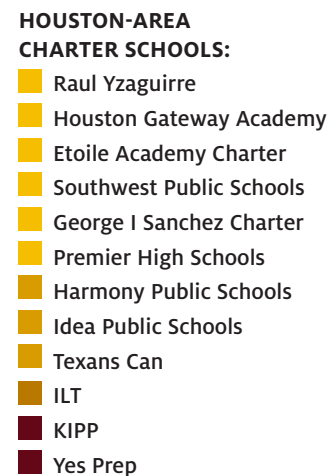
Receiving School District or Charter School Number	Receiving School District or Charter School Name	2016–17 Houston ISD Students Enrolled in 2017–18	2017–18 Houston ISD Students Enrolled in 2018–19	2018–19 Houston ISD Students Enrolled in 2019–20	2019–20 Houston ISD Students Enrolled in 2020–21	2020–21 Houston ISD Students Enrolled in 2021–22	2021–22 Houston ISD Students Enrolled in 2022–23	2022–23 Houston ISD Students Enrolled in 2023–24	2023–24 Houston ISD Students Enrolled in 2024–25	School Type
108807	IDEA PUBLIC SCHOOLS	17	18	28	353	379	398	308	292	Charter
101846	HARMONY PUBLIC SCHOOLS	316	252	326	318	246	225	311	274	Charter
102904	HALLSVILLE ISD	12	129	158	194	235	290	276	296	ISD
101924	SHELDON ISD	269	296	304	223	373	336	260	255	ISD
170902	CONROE ISD	251	207	202	276	257	246	263	226	ISD
20908	PEARLAND ISD	274	243	262	252	241	224	193	248	ISD
146901	CLEVELAND ISD	218	244	270	317	447	392	235	199	ISD
72801	PREMIER HIGH SCHOOLS	100	51	45	72	129	127	189	188	Charter
101804	GEORGE I SANCHEZ CHARTER	190	209	203	157	139	158	226	160	Charter
101911	GOOSE CREEK CISD	172	181	144	134	171	187	192	158	CISD
186902	FORT STOCKTON ISD	<5	<10	6	6	14	31	132	184	ISD
101905	CHANNELVIEW ISD	238	194	204	169	173	159	147	149	ISD
170908	NEW CANEY ISD	165	151	148	154	174	181	154	122	ISD
84910	CLEAR CREEK ISD	176	158	204	139	193	165	120	151	ISD
101838	SOUTHWEST PUBLIC SCHOOLS	251	208	203	140	130	163	134	132	Charter
177901	ROSCOE COLLEGIATE ISD	0	<5	<5	11	130	112	101	156	ISD
101872	ETOILE ACADEMY CHARTER SCHOOL	<5	<30	37	35	68	89	123	120	Charter
101828	HOUSTON GATEWAY ACADEMY	157	183	70	90	83	149	111	119	Charter
101806	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS	78	159	84	88	120	143	102	99	Charter

Source. University of Houston Education Research Center.

Key. ISD = Independent School District; CISD = Consolidated Independent School District.

Note. Students enrolled in the Houston Independent School District (ISD) from early childhood/prekindergarten through the 11th grade as of the fall snapshot enrollment date (last Friday in October) were compared with the fall snapshot enrollment date of the following year. School districts and charter schools receiving more than 200 students between 2017–18 and 2024–25 are displayed. Small numbers and complementary cells are masked per Family Educational Rights and Privacy Act requirements.

Receiving School Districts and Charter Schools for Former Houston ISD Students, 2024-25



Note. Students enrolled in the Houston Independent School District (ISD) from early childhood/prekindergarten through the 11th grade as of the fall snapshot enrollment date (last Friday in October) were compared with the fall snapshot enrollment date of the following year. School districts and charter schools receiving more than 200 students between 2017–18 and 2024–25 are displayed.

Section 5: Houston ISD Teacher Population

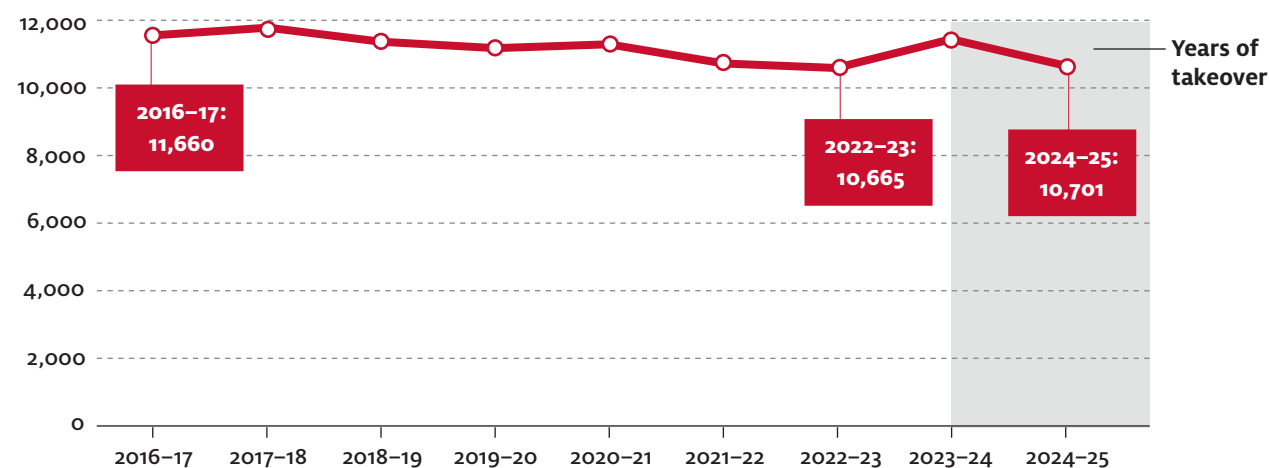
This section provides a description of the Houston ISD teacher population from the 2016–17 school year through the 2024–25 school year and describes the mobility of teachers over the same time period. Teacher data was sourced from the UH ERC and includes part- and full-time teachers. Assignment, demographic, and mobility data in the center is provided by the TEA’s PEIMS and is reported as of the fall snapshot (the last Friday in October) of each year. For mobility, teacher assignments in the fall of one year are compared with assignments in the fall of the next year. Teacher certification data is provided by the State Board for Educator Certification through February 2025. More detail about the data and methods used in this report, as well as definitions of key terms, can be found in Section 3.

Teacher Population

Figure 5.1 and Table 5.1 display the total number of teachers for the 2016–17 through 2024–25 school years. Prior to the takeover, the number of Houston ISD teachers decreased each year between 2017–18 and 2022–23, with the exception of 2020–21. On average, the number of Houston ISD teachers declined by 1.4% each year prior to the takeover, and the total number decreased by 995 teachers, or 8.5%, from 2016–17 to 2022–23. Since the takeover, the number of teachers has increased by 36, or 0.3%. However, in the first

FIGURE + TABLE 5.1

Houston ISD Teacher Population, 2016–17 through 2024–25



Year	Teachers	Change from Previous Year (#)	Change from Previous Year (%)
2016–17	11,660		
2017–18	11,825	+165	+1.4%
2018–19	11,419	-406	-3.4%
2019–20	11,174	-245	-2.1%
2020–21	11,322	+148	+1.3%
2021–22	10,773	-549	-4.8%
2022–23	10,665	-108	-1.0%
2023–24	11,495	+830	+7.8%
2024–25	10,701	-794	-6.9%

Change prior to takeover (2016–17 to 2022–23): -995 (-8.5%)

Average Annual Percentage Change: -1.4%

Change since takeover (2022–23 to 2024–25): +36 (+0.3%)

Average Annual Percentage Change: +0.2%

State takeover begins

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System.

year of the takeover, the number of teachers increased by 830 (7.8%)—from 10,665 in 2022–23 to 11,495 in 2023–24. In the second year of the takeover, the number of teachers decreased by 794 (6.9%) to 10,701.

Table 5.2 shows the race and ethnicity of Houston ISD teachers from 2016–17 through 2024–25. Prior to the takeover, Houston ISD teachers who identified as Asian increased by 26 teachers, or 4.2%; Hispanic/Latino teachers increased by 17, or 0.5%; and those who identified as two or more races increased by 48 teachers, or 37.2%. Also prior to the takeover, from 2016–17 to 2022–23, Houston ISD teachers who identified as American Indian/Alaska Native decreased by nine teachers, or 25%; Black/African American teachers decreased by 410, or 9.7%; Native Hawaiian/Pacific Islander teachers decreased by 4, or 25%; and White teachers decreased by 663, or 19.9%. Prior to the takeover, the percentage of Houston ISD teachers who identified as American Indian/Alaska Native and Native Hawaiian/Pacific Islander each decreased by an average of 4.2% each year; the percentage of teachers who identified as White decreased by an average of 3.3% each year, and the percentage of teachers who identified as Black/African American decreased by an average of 1.6% each year. Also prior to the takeover, the percentage of teachers who

TABLE 5.2

Houston ISD Teacher Population by Race/Ethnicity, 2016–17 through 2024–25

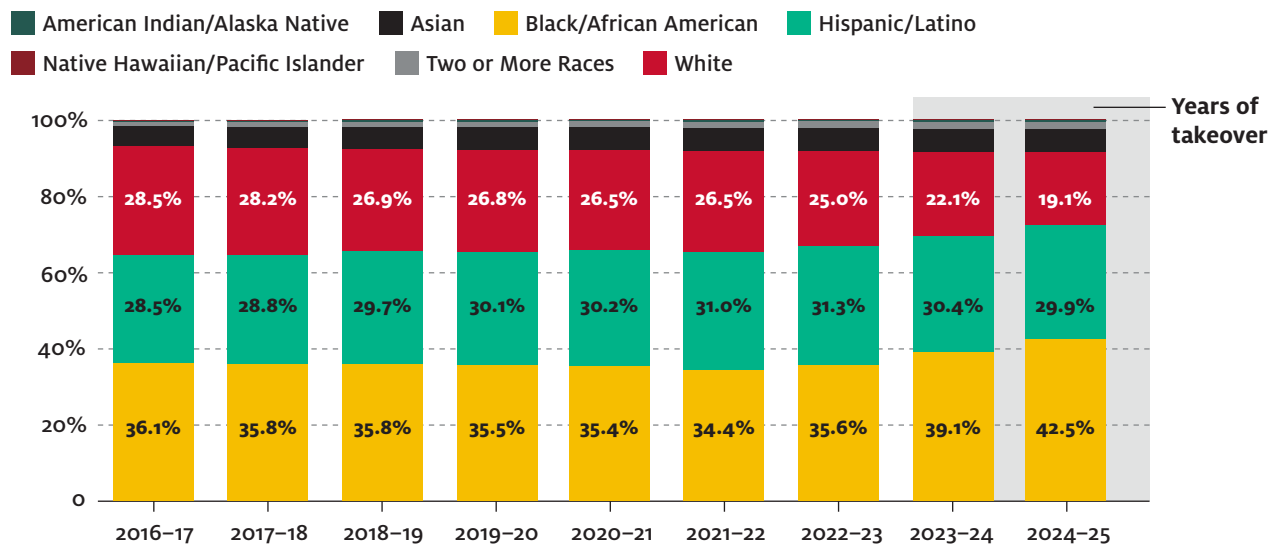
	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two or More Races	White	Total
2016–17	36	620	4,212	3,320	16	129	3,327	11,660
2017–18	34	631	4,231	3,409	18	167	3,335	11,825
2018–19	31	657	4,083	3,392	17	164	3,075	11,419
2019–20	32	643	3,965	3,358	14	169	2,993	11,174
2020–21	32	669	4,006	3,419	14	187	2,995	11,322
2021–22	32	652	3,709	3,338	12	176	2,854	10,773
2022–23	27	646	3,802	3,337	12	177	2,664	10,665
State takeover begins → 2023–24	32	701	4,494	3,493	14	218	2,543	11,495
2024–25	23	665	4,548	3,199	12	212	2,042	10,701
Change prior to takeover (2016–17 to 2022–23)								
#	-9	+26	-410	+17	-4	+48	-663	-995
%	-25.0%	+4.2%	-9.7%	+0.5%	-25.0%	+37.2%	-19.9%	-8.5%
Average Annual Percentage Change								
	-4.2%	+0.7%	-1.6%	+0.1%	-4.2%	+6.2%	-3.3%	-1.4%
Change since takeover (2022–23 to 2024–25)								
#	-4	+19	+746	-138	0	+35	-622	+36
%	-14.8%	+2.9%	+19.6%	-4.1%	0.0%	+19.8%	-23.3%	+0.3%
Average Annual Percentage Change								
	-7.4%	+1.5%	+9.8%	-2.1%	0.0%	+9.9%	-11.7%	+0.2%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October). Race/ethnicity are reported as categorized by the Texas Education Agency Public Education Information Management System.

FIGURE 5.2

Houston ISD Teacher Population by Race/Ethnicity, 2016–17 through 2024–25



Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October). Race/ethnicity are reported as categorized by the Texas Education Agency Public Education Information Management System.

identified as Asian increased by an average of 0.7% each year, the percentage of teachers who identified as Hispanic/Latino increased by an average of 0.1% each year, and the percentage of teachers who identified as two or more races increased by an average of 6.2% each year.

Since the takeover, the declining trend in teachers who identify as Black/African American observed prior to the takeover has reversed (there was an annual average decline of 1.6% prior to the takeover and an average annual increase of 9.8% since the takeover), and the declining trend in teachers who identify as White observed prior to the takeover has increased substantially (there was an average annual decline of 3.3% prior to the takeover and an 11.7% average annual decline since the takeover). Since the takeover, the number of teachers who identify as Black/African American has increased the most (by 746 teachers, or 19.6%), and the number of White teachers has decreased the most (by 622 teachers or 23.3%). Also since the takeover, the population trend of teachers who identify as Hispanic/Latino has reversed from an average annual increase of 0.1% prior to the takeover to a 2.1% average annual decline since the takeover. Since the takeover, the number of teachers who identify as Hispanic/Latino has decreased by 138, or 4.1%.

Figure 5.2 illustrates how the racial and ethnic population of Houston ISD teachers has changed over time. Of the 11,660 Houston ISD teachers in 2016–17, 36.1% of teachers identified as Black/African American, 28.5% of teachers identified as Hispanic/Latino, 28.5% of teachers identified as White, 5.3% of teachers identified as Asian, 1.1% of teachers identified as two or more races, 0.3% of teachers identified as American Indian/Alaska Native, and 0.1% of teachers identified as Native Hawaiian/Pacific Islander. Over time, the share of non-White teachers among Houston ISD staff has increased, particularly the share of teachers identifying as Black/African American. By 2022–23, the Houston ISD teacher population was composed of 35.6% teachers who identified as Black/African American, 31.3% teachers who identified as Hispanic/Latino, 25% teachers who identified as White, 6.1% teachers who identified as Asian, 1.7% teachers who identified as two or more races, 0.3% teachers who identified as American Indian/Alaska Native, and 0.1% teachers who identified as Native Hawaiian/Pacific Islander. Since the takeover, the percentage of teachers who identify as Hispanic/

Latino, American Indian/Alaska Native, and White have decreased, and the percentage of teachers who identify as Black/African American, Asian, and two or more races have increased. By 2024–25, the Houston ISD teacher population was composed of 42.5% teachers who identified as Black/African American, 29.9% teachers who identified as Hispanic/Latino, 19.1% teachers who identified as White, 6.2% teachers who identified as Asian, 2% teachers who identified as two or more races, 0.2% teachers who identified as American Indian/Alaska Native, and 0.1% teachers who identified as Native Hawaiian/Pacific Islander.

The number and percentage of male and female teachers in Houston ISD from 2016–17 through 2024–25 is displayed in Table 5.3. In 2016–17, 3,046 Houston ISD teachers (26.1%) were male and 8,614 (73.9%) were female. Prior to the takeover, from 2016–17 to 2022–23, the number of female teachers in Houston ISD decreased by 946 teachers, or 11%, and the number of male teachers decreased by 49 teachers, or 1.6%. Since the takeover, the number of male teachers in Houston ISD has increased by 69, or 2.3%, and the number of female teachers has decreased by 33, or 0.4%.

TABLE 5.3

Houston ISD Teacher Population by Gender, 2016–17 through 2024–25

State
takeover
begins

	Male	Female	Total
2016–17	3,046	8,614	11,660
2017–18	3,073	8,752	11,825
2018–19	2,982	8,437	11,419
2019–20	2,990	8,184	11,174
2020–21	3,057	8,265	11,322
2021–22	2,949	7,824	10,773
2022–23	2,997	7,668	10,665
2023–24	3,292	8,203	11,495
2024–25	3,066	7,635	10,701
Change prior to takeover (2016–17 to 2022–23)			
#	-49	-946	-995
%	-1.6%	-11.0%	-8.5%
Average Annual Percentage Change			
	-0.3%	-1.8%	-1.4%
Change since takeover (2022–23 to 2024–25)			
#	+69	-33	+36
%	+2.3%	-0.4%	+0.3%
Average Annual Percentage Change			
	+1.2%	-0.2%	+0.2%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System.

Table 5.4 displays the years of teaching experience of Houston ISD teachers from 2016–17 through 2024–25. Prior to the state takeover, from 2016–17 to 2022–23, the Houston ISD teacher population with the most experience (16 or more years) increased by 557 teachers, or 24.2%, and the number of teachers with six to 10 years of teaching experience increased by 417 teachers, or 18.9%. Conversely, first-year teachers decreased by 335, or 27.8%; teachers with two to five years of teaching experience decreased by 923 teachers, or 24.5%, and teachers with 11 to 15 years of teaching experience decreased by 711 teachers, or 32.7%. Prior to the takeover, the number of first-year teachers decreased by an average of 4.6% each year, the number of teachers with two to five years of teaching experience decreased by an average of 4.1% each year, and the number of teachers with 11–15 years of teaching experience decreased by an average 5.5% each year. Also prior to the takeover, the number of teachers with six to 10 years of teaching experience increased by an average of 3.1% each year, and the number of teachers with 16 or more years of teaching experience increased by an average of 4% each year.

Since the takeover, many of the pre-takeover trends in teacher experience have reversed. Since the takeover, the number of first-year teachers has increased by an average of 32.3% each year, and the number of teachers with two to five years of teaching experience has increased by an average of 6.2% each year. Also since the takeover, the number of teachers with six to 10 years of teaching experience has decreased by an average of 6.7% a year, the number of teachers with 11 to 15 years of teaching experience has decreased by an average

TABLE 5.4

Houston ISD Teacher Population by Years of Teaching Experience, 2016–17 through 2024–25

	1st Year	2-5 Years	6-10 Years	11-15 Years	16+ Years	Total
2016–17	1,204	3,774	2,210	2,171	2,301	11,660
2017–18	1,139	3,812	2,281	2,071	2,522	11,825
2018–19	927	3,648	2,292	1,949	2,603	11,419
2019–20	986	3,335	2,345	1,845	2,663	11,174
2020–21	1,218	3,187	2,586	1,620	2,711	11,322
2021–22	907	3,019	2,678	1,432	2,737	10,773
2022–23	869	2,851	2,627	1,460	2,858	10,665
2023–24	1,565	2,942	2,607	1,474	2,907	11,495
2024–25	1,431	3,206	2,277	1,340	2,447	10,701
Change prior to takeover (2016–17 to 2022–23)						
#	-335	-923	+417	-711	+557	-995
%	-27.8%	-24.5%	+18.9%	-32.7%	+24.2%	-8.5%
Average Annual Percentage Change						
	-4.6%	-4.1%	+3.1%	-5.5%	+4.0%	-1.4%
Change since takeover (2022–23 to 2024–25)						
#	+562	+355	-350	-120	-411	+36
%	+64.7%	+12.5%	-13.3%	-8.2%	-14.4%	+0.3%
Average Annual Percentage Change						
	+32.3%	+6.2%	-6.7%	-4.1%	-7.2%	+0.2%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October). Teacher experience calculated for every year of part- or full-time teacher assignment since 1999–2000.

of 4.1% each year, and the number of teachers with 16 or more years of teaching experience has decreased by an average of 7.2% each year. Since the takeover, the number of first-year Houston ISD teachers has increased by 562 teachers, or 64.7%, from 869 first-year teachers in 2022–23 to 1,431 first-year teachers in 2024–25. Notably, in the first year of the takeover (2023–24), there were a record 1,565 first-year teachers in Houston ISD. Also since the takeover, the number of teachers with two to five years of teaching experience has increased by 355 teachers, or 12.5%, from 2,851 in 2022–23 to 3,206 in 2024–25. The number of teachers with 16 or more years of teaching experience has decreased the most (by 411 teachers, or 14.4%) since the takeover, followed by teachers with six to 10 years of teaching experience (a decrease of 350 teachers, or 13.3%) and teachers with 11 to 15 years of teaching experience (a decrease of 120 teachers, or 8.2%).

Table 5.5 shows the teacher certification of Houston ISD teachers from 2016–17 through 2024–25. Prior to the state takeover, the number of teachers with intern or probationary certifications—teachers awarded

TABLE 5.5

Houston ISD Teacher Population by Teacher Certification, 2016–17 through 2024–25

	Intern/ Probationary Certifications	School District Permit	Standard Certification	Uncertified	Total
2016–17	114	355	11,154	37	11,660
2017–18	99	321	11,367	38	11,825
2018–19	82	259	11,046	32	11,419
2019–20	86	245	10,800	43	11,174
2020–21	241	219	10,792	70	11,322
2021–22	106	219	10,354	94	10,773
2022–23	118	299	10,142	106	10,665
State takeover begins → 2023–24	248	399	9,752	1,096	11,495
2024–25	327	322	7,930	2,122	10,701
Change prior to takeover (2016–17 to 2022–23)					
#	+4	-56	-1,012	+69	-995
%	+3.5%	-15.8%	-9.1%	+186.5%	-8.5%
Average Annual Percentage Change					
	+0.6%	-2.6%	-1.5%	+31.1%	-1.4%
Change since takeover (2022–23 to 2024–25)					
#	+209	+23	-2,212	+2,016	+36
%	+177.1%	+7.7%	-21.8%	+1901.9%	+0.3%
Average Annual Percentage Change					
	+88.6%	+3.8%	-10.9%	+950.9%	+0.2%

Source. University of Houston Education Research Center.

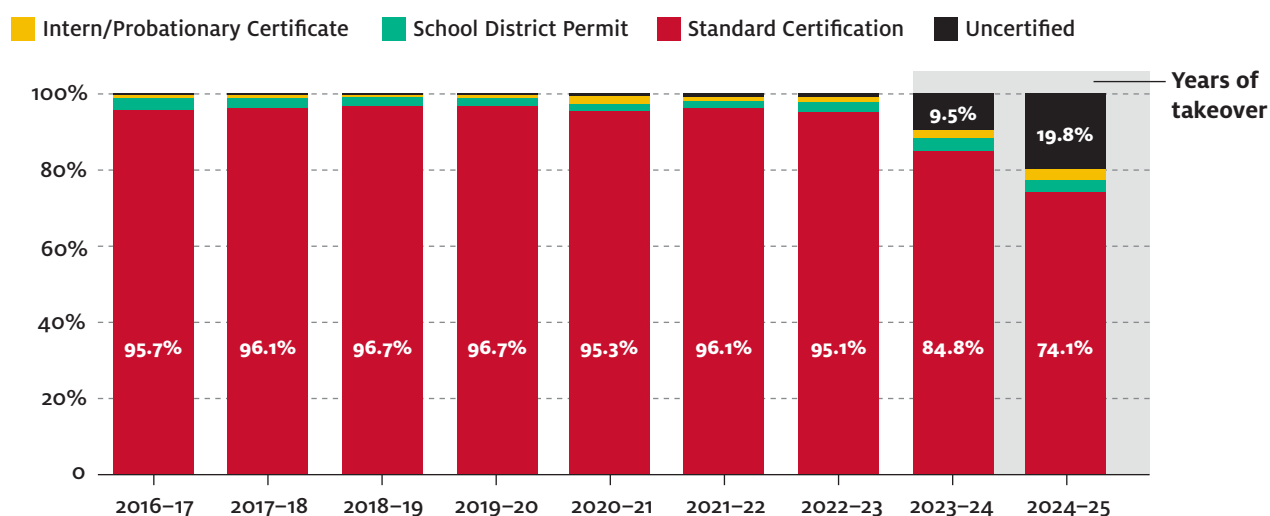
Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October). Teacher certification data was available through February 2025 at the time of this report. An intern or probationary certificate is a one-year teaching permit awarded to individuals enrolled in an educator preparation program; school district permits are one-year teaching permits awarded by the school district and are not transferable outside of the school district in which they were awarded; standard teaching certificates are typically five-year teaching permits awarded after the successful completion of an educator preparation program or for approved, valid out-of-state teaching certificates; and uncertified teachers are defined as teachers with no teaching certificate.

temporary certifications while completing an educator preparation program—increased by four teachers, or 3.5%, from 114 teachers in 2016–17 to 118 teachers in 2022–23. On average, the number of teachers with intern or probationary certifications increased by 0.6% each year prior to the takeover. Teachers with school district permits—one-year teaching permits granted by school districts and not transferable to other school districts—decreased by 56 teachers, or 15.8%, from 355 teachers in 2016–17 to 299 teachers in 2022–23, or by an average of 2.6% each year. Teachers with standard teacher certifications—five-year teacher certifications awarded upon successful completion of an educator preparation program or transfer of a valid teacher certification granted out of state—decreased by 1,012 teachers, or 9.1%, from 11,154 in 2016–17 to 10,142 in 2022–23, or by an average of 1.5% each year. Prior to the takeover, the number of uncertified teachers increased by an average of 31.1% each year. In 2022–23, there were 106 uncertified teachers in Houston ISD, the most reported in any year since 2016–17.

Since the takeover, the number of uncertified teachers has increased substantially—averaging a 950.9% increase each year. In 2023–24, the first year of the takeover, the number of uncertified teachers increased 10-fold from the year before to 1,096 teachers and nearly doubled again in 2024–25 to 2,122. In contrast, the number of teachers with standard certifications decreased by 390 to 9,752 in 2023–24 and then by 1,822 to a nine-year low of 7,930 teachers in 2024–25. Since the takeover, the number of teachers with standard certifications has decreased by an average of 10.9% each year. Also since the takeover, the number of intern or probationary teachers has increased by 209 teachers, or 177.1%, from 118 teachers in 2022–23 to 327 teachers in 2024–25, or by an average of 88.6% each year. Figure 5.3 demonstrates this trend graphically by comparing the percentages of the teaching population by certification type across time. Prior to the takeover, in 2016–17, 95.7% of Houston ISD teachers held standard certifications, 1% held intern or probationary certifications, 3% held school district permits, and 0.3% were uncertified. Since the takeover, the composition of the teaching population has changed substantially: In 2024–25, 74.1% of teachers held standard certifications, 3.1% held intern or probationary certifications, 3% held school district permits, and 19.8% were uncertified.

FIGURE 5.3

Composition of Houston ISD Teachers by Teacher Certification, 2016–17 through 2024–25



Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October). Teacher certification data was available through February 2025 at the time of this report. An intern or probationary certificate is a one-year teaching permit awarded to individuals enrolled in an educator preparation program; school district permits are one-year teaching permits awarded by the school district and are not transferable outside of the school district in which they were awarded; standard teaching certificates are typically five-year teaching permits awarded after the successful completion of an educator preparation program or for approved, valid out-of-state teaching certificates; and uncertified teachers are defined as teachers with no teaching certificate. Percentages were calculated as a proportion of total teachers each year.

Table 5.6 displays Houston ISD teachers by NES campus type from 2016–17 through 2024–25. Prior to the takeover, teachers in Level 1 NES 2024 campuses—the 28 campuses originally designated as NES campuses in the 2023–24 school year—decreased by 123 teachers, or 11.5%, from 1,071 teachers in 2016–17 to 948 teachers in 2022–23. The number of teachers in Level 1 NES-A 2024 campuses—those that elected to be NES campuses in the 2023–24 school year—decreased prior to the takeover by 291 teachers, or 11.5%, from 2,532 teachers in 2016–17 to 2,241 teachers in 2022–23. Prior to the takeover, from 2016–17 to 2022–23, the number of teachers in Level 1 NES 2025 campuses decreased by 293 teachers, or 14.4%; Level 2 Autonomous campus teachers decreased by 191 teachers, or 8.2%; Level 3 Autonomous campus teachers decreased by 105 teachers, or 4%; Level 4 Autonomous campus teachers increased by 70 teachers, or 10%; and Special Category campuses decreased by 62 teachers, or 16.4%. Prior to the takeover,

TABLE 5.6

Houston ISD Teacher Population by New Education System Campus Type, 2016–17 through 2024–25

	Level 1 NES 2024	Level 1 NES-A 2024	Level 1 NES 2025	Level 2 Autonomous	Level 3 Autonomous	Level 4 Autonomous	Special Category	Total
2016–17	1,071	2,532	2,029	2,334	2,617	699	378	11,660
2017–18	1,086	2,553	2,021	2,367	2,648	731	419	11,825
2018–19	1,048	2,435	1,911	2,280	2,582	712	451	11,419
2019–20	1,022	2,407	1,890	2,201	2,551	727	376	11,174
2020–21	1,045	2,442	1,897	2,260	2,555	776	347	11,322
2021–22	961	2,286	1,762	2,166	2,506	776	316	10,773
2022–23	948	2,241	1,736	2,143	2,512	769	316	10,665
2023–24	1,209	2,807	1,751	2,141	2,506	779	302	11,495
2024–25	965	2,401	1,763	2,059	2,471	767	275	10,701
Change prior to takeover (2016–17 to 2022–23)								
#	-123	-291	-293	-191	-105	+70	-62	-995
%	-11.5%	-11.5%	-14.4%	-8.2%	-4.0%	+10.0%	-16.4%	-8.5%
Average Annual Percentage Change								
	-1.9%	-1.9%	-2.4%	-1.4%	-0.7%	+1.7%	-2.7%	-1.4%
Change since takeover (2022–23 to 2024–25)								
#	+17	+160	+27	-84	-41	-2	-41	+36
%	+1.8%	+7.1%	+1.6%	-3.9%	-1.6%	-0.3%	-13.0%	+0.3%
Average Annual Percentage Change								
	+0.9%	+3.6%	+0.8%	-2.0%	-0.8%	-0.1%	-6.5%	+0.2%

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population reported as of the fall snapshot date (last Friday in October) through the Texas Education Agency Public Education Information Management System. Level 1 NES-2024 refers to the campuses designated as New Education System (NES) campuses in the 2023–24 school year; Level 1 NES-A 2024 refers to NES-aligned campuses that voluntarily opted into the NES program in the 2023–24 school year; Level 1 NES 2025 refers to campuses designated as NES campuses in the 2024–25 school year; Level 2 through Level 4 Autonomous refers to the NES level assigned to campuses in the 2024–25 school year according to the *HISD Defined Autonomy* framework; Special Category refers to campuses closed prior to the 2023–24 school year and campuses not explicitly referenced in the *HISD Defined Autonomy* framework. See Appendix A for a list of campuses by NES type.

all Level 1 NES campus types, Level 2 Autonomous, Level 3 Autonomous, and Special Category campuses demonstrated average annual declines in the number of teachers.

Since the takeover, the prior trends of decline have been reversed at all Level 1 NES campus types, as each type has shown average annual increases in the number of teachers, with Level 1 NES-A 2024 campuses averaging the highest annual increase of 3.6%. The number of Level 1 NES 2024 campus teachers has increased by 17, or 1.8%, and the number of Level 1 NES-A 2024 campus teachers has increased by 160, or 7.1%. Notably, at both Level 1 NES 2024 and Level 1 NES-A 2024 campuses, the number of teachers increased substantially in the first year of the takeover and then decreased substantially in the second year of the takeover. Since the takeover, the number of Level 1 NES 2025 campus teachers has increased by 27, or 1.6%; the number of Level 2 Autonomous campus teachers has decreased by 84, or 3.9%; the number of Level 3 Autonomous campus teachers has decreased by 41, or 1.6%; the number of Level 4 Autonomous campus teachers has decreased by two, or 0.3%; and the number of Special Category campus teachers has decreased by 41, or 13%.

Teacher Mobility

Table 5.7 shows the mobility of Houston ISD teachers from 2016–17 through 2024–25. The total number of teachers in each school year is followed into the next school year to determine if they remained at the same Houston ISD campus, moved to teach in another Houston ISD campus, moved to teach in a non-Houston ISD campus (including other ISDs and charter schools), left teaching for a non-teaching role in public education, or left teaching and are no longer found in public education (this includes retirees, those

TABLE 5.7

Houston ISD Teacher Mobility, 2016–17 through 2024–25

	Retained at Same Houston ISD Campus		Moved to Another Houston ISD Campus		Moved to a Non-Houston ISD Public School Campus		Left Teaching for a Non-Teacher Role		Left Public School		Total
2016–17	8,945	76.7%	784	6.7%	828	7.1%	521	4.5%	582	5.0%	11,660
2017–18	9,019	76.3%	685	5.8%	908	7.7%	593	5.0%	620	5.2%	11,825
2018–19	8,763	76.7%	455	4.0%	1050	9.2%	574	5.0%	577	5.1%	11,419
2019–20	8,592	76.9%	621	5.6%	791	7.1%	645	5.8%	525	4.7%	11,174
2020–21	8,321	73.5%	625	5.5%	904	8.0%	788	7.0%	684	6.0%	11,322
2021–22	7,741	71.9%	665	6.2%	893	8.3%	799	7.4%	675	6.3%	10,773
2022–23	7,630	71.5%	948	8.9%	738	6.9%	688	6.5%	661	6.2%	10,665
Annual Average Prior to Takeover (2016–17 to 2022–23)											
%	74.8%		6.1%		7.7%		5.9%		5.5%		
2023–24	6,739	58.6%	1,035	9.0%	1429	12.4%	911	7.9%	1,381	12.0%	11,495

Source. University of Houston Education Research Center.

Note. Houston Independent School District (ISD) teacher population as of the fall snapshot enrollment date (last Friday in October) were compared to the fall snapshot enrollment date of the following year. Remained in Same Campus: Teachers who were employed in a Houston ISD campus and remained at the same campus in the following school year. Moved to Another Houston ISD Campus: Teachers who moved from one Houston ISD campus to a different Houston ISD campus in the following school year. Moved to a Non-Houston ISD Public School Campus: Teachers who moved from a Houston ISD campus to a non-Houston ISD public school campus in the following year. Non-Houston ISD public school campuses include traditional public schools and charter schools. Left Public School: Teachers who were enrolled in a Houston ISD campus in the current year and were not found in public school employment (including traditional public schools and charter schools) in the following school year.

who are employed in another sector, and those who are not employed as a W-2 employee in Texas). In 2016–17, there were 11,660 Houston ISD teachers. When followed into 2017–18, 8,945 (76.7%) of these teachers remained at the same Houston ISD campus, 784 (6.7%) moved to another Houston ISD campus, 828 (7.1%) moved to a non-Houston ISD campus, 521 (4.5%) left teaching for a non-teaching role in the public school system, and 582 (5%) left public education altogether.

Trends of decreasing teacher retention and increasing mobility prior to the takeover are shown in Table 5.7. The percentage of teachers retained at the same Houston ISD campus fluctuated between 76.3% and 76.7% between 2016–17 and 2018–19 and then reached a peak in 2019–20, with 76.9% of teachers (8,592) remaining at the same Houston ISD campus the following year. After 2019–20, the percentage of Houston ISD teachers retained in the same campus declined each year to a pre-takeover low of 71.5% in 2022–23. As the Houston ISD teacher retention decreased from 2019–20 to 2022–23, an increasing number of teachers moved from one Houston ISD campus to another—from 5.6% in 2019–20 to a pre-takeover high of 8.9% in 2022–23. The percentage of Houston ISD teachers who moved to teach in a non-Houston ISD campus in the following year increased each year from 7.1% in 2016–17 to 9.2% in 2018–19, decreased to 7.1% in 2019–20, and increased each year to 8.3% in 2021–22 before decreasing to a low of 6.9% in 2022–23. The percentage of teachers who left teaching for a non-teaching role increased from 4.5% in 2016–17 to a high of 7.4% in 2021–22 before decreasing to 6.5% in 2022–23. The percentage of teachers who left teaching and were no longer in public education in the following year varied without a clear trend, from a low of 4.7% in 2019–20 to a high of 6.3% in 2021–22. Prior to the takeover, on average, 74.8% of Houston ISD teachers were retained at their campus each year, 6.1% moved to teach in another Houston ISD campus, 7.7% moved to teach in a non-Houston ISD campus, 5.9% left teaching for a non-teaching role, and 5.5% left public education.

After the first year of the takeover, the trend of decreasing teacher retention accelerated, as many more teachers moved to teach outside of Houston ISD, left teaching for a non-teaching role, or left public education altogether. Of the 11,495 Houston ISD teachers in 2023–24, 58.6% (6,739 teachers) remained at the same Houston ISD campus in 2024–25; 9% (1,035 teachers) moved to another Houston ISD campus in 2024–25, 12.4% (1,429 teachers) moved to a non-Houston ISD campus in 2024–25, 7.9% (911 teachers) left teaching for a non-teaching role in 2024–25, and 12% (1,381 teachers) left public schools altogether in 2024–25.

After leaving Houston ISD, many teachers moved to teach in a neighboring ISD or charter school. Table 5.8 (next page) displays the ISDs and charter schools most commonly moved to when Houston ISD teachers leave. Prior to the takeover and since the takeover, Fort Bend ISD has received the most former Houston ISD teachers. In 2024–25, 207 former Houston ISD teachers from 2023–24 relocated to Fort Bend ISD, the largest number to relocate to Fort Bend ISD from Houston ISD since 2016–17. In fact, surrounding school districts and charter schools hired many more former Houston ISD teachers after the first year of the takeover than they had previously. In 2024–25, Katy ISD, Cypress-Fairbanks ISD, Spring Branch ISD, Aldine ISD, Alvin ISD, Pasadena ISD, Lamar CISD, Klein ISD, Yes Prep, Galena Park ISD, Sheldon ISD, Pearland ISD, and Clear Creek ISD all received the largest number of former Houston ISD teachers since 2016–17.

To illustrate teacher mobility since the takeover, Map 5.1 (page 34) displays the school districts and charter schools where most Houston ISD teachers have moved. The map is color-coded by the number of 2023–24 Houston ISD teachers who left Houston ISD for each school district or charter school in 2024–25 (as displayed in Table 5.8). In the map, Fort Bend ISD is shaded in the darkest red, indicating that it received

TABLE 5.8

Receiving School Districts and Charter Schools for Former Houston ISD Teachers, 2017-18 through 2024-25

Receiving School District or Charter School Number	Receiving School District or Charter School Name	2016-17 Houston ISD Teachers Employed in 2017-18	2017-18 Houston ISD Teachers Employed in 2018-19	2018-19 Houston ISD Teachers Employed in 2019-20	2019-20 Houston ISD Teachers Employed in 2020-21	2020-21 Houston ISD Teachers Employed in 2021-22	2021-22 Houston ISD Teachers Employed in 2022-23	2022-23 Houston ISD Teachers Employed in 2023-24	2023-24 Houston ISD Teachers Employed in 2024-25	School Type
79907	FORT BEND ISD	101	88	163	84	116	96	84	207	ISD
101914	KATY ISD	46	52	51	59	52	74	57	80	ISD
101907	CYPRESS-FAIRBANKS ISD	40	65	35	62	54	63	57	75	ISD
101920	SPRING BRANCH ISD	33	37	47	41	41	54	31	93	ISD
101919	SPRING ISD	37	63	69	30	53	33	22	63	ISD
101902	ALDINE ISD	30	19	65	28	32	47	49	84	ISD
101903	ALIEF ISD	25	47	66	39	47	29	26	58	ISD
101913	HUMBLE ISD	31	34	42	30	32	42	51	40	ISD
20901	ALVIN ISD	40	30	28	23	29	31	37	68	ISD
101917	PASADENA ISD	16	36	26	33	34	24	32	71	ISD
79901	LAMAR CISD	16	16	24	13	24	22	25	69	CISD
101915	KLEIN ISD	19	25	25	29	18	24	22	31	ISD
101845	YES PREP	7	15	18	21	22	25	12	48	Charter
101910	GALENA PARK ISD	19	20	18	17	16	18	11	26	ISD
101924	SHELDON ISD	9	14	19	20	18	14	20	25	ISD
170902	CONROE ISD	10	17	20	7	16	25	21	19	ISD
227820	KIPP	34	24	25	12	13	17	9	18	Charter
20908	PEARLAND ISD	15	11	10	22	10	9	12	27	ISD
84910	CLEAR CREEK ISD	12	13	14	10	9	12	10	22	ISD

Source. University of Houston Education Research Center.

Key. ISD = Independent School District; CISD = Consolidated Independent School District.

Note. Houston Independent School District (ISD) teachers as of the fall snapshot enrollment date (last Friday in October) were compared to the fall snapshot enrollment date of the following year. Receiving school districts with more than 100 total former Houston ISD teachers from 2016-17 through 2024-25 are included.

Section 6: Discussion

As a first step in exploring whether or how Texas's takeover of Houston ISD has influenced the district, this report describes changes in the student and teacher populations prior to and since the state takeover. The data provided in this report is intended to provide historical context and illuminate the ways in which the student and teacher populations have changed since the takeover. This report shows that the takeover has coincided with some major shifts in student and teacher trends throughout the district and that the student and teacher populations since the takeover are substantially different from the student and teacher populations prior to the takeover.

Houston ISD Student Population

Though the student enrollment of Houston ISD was in a decline prior to the takeover, the decrease in student enrollment since the takeover has increased both in magnitude and as a proportion of the prior-year student enrollment. The Houston ISD student enrollment decreased by 7,381 students from 2023–24 to 2024–25—the largest one-year decline since student enrollment decreased by 13,171 from 2019–20 to 2020–21. In the two years leading up to the takeover and in the first two years of the takeover, the decline in Houston ISD student enrollment has increased each year. Research shows that declining student enrollment has immediate effects on schools as well as far-reaching effects on the surrounding communities (Green, 2017). In Texas, the largest driver of school funding is the number of students in average daily attendance (Templeton et al., 2023). As student enrollment continues to decline, funding will also decline, forcing the district to make difficult financial decisions that could involve school consolidation, school closure, programmatic changes, and staff layoffs (Hahnel & Pearman, 2023).

Since the takeover, Houston ISD student enrollment declines have been widespread across grade levels and NES campus types. Student enrollment declined across all grades, with the exception of the third grade, where enrollment increased by 308 students, or 2.2%, since the takeover, and 12th grade, where student enrollment increased by 214 students, or 1.9%. Notably, unlike trends prior to the takeover, ninth- and 10th-grade enrollment declined. Prior to the takeover, from 2016–17 to 2022–23, Houston ISD ninth-grade enrollment increased by 180 students (1.1%), and 10th-grade enrollment increased by 46 students (0.3%). Since the takeover, ninth-grade student enrollment has declined by 2,548 students (15.1%), and 10th-grade enrollment has declined by 848 students (6.2%). In particular, the large recent declines in the size of entering elementary and high school cohorts forecast enrollment declines that will echo into the district's future. Also since the takeover, enrollment has declined at all Houston ISD campus types, with the exception of Level 4 Autonomous campuses. Level 1 NES-A 2024 and Level 1 NES 2025 campuses have experienced the largest proportional decreases in student enrollment: Level 1 NES-A 2024 student enrollment has declined by 14%, and Level 1 NES 2025 enrollment has declined by 12.5% since the takeover.

Since the takeover, the retention of Houston ISD students at the same campus is at a nine-year low. Of the Houston ISD students in 2023–24, only 64.4% remained at the same campus in 2024–25. And since the takeover, fewer Houston ISD students are moving to another Houston ISD campus and choosing instead to move to a non-Houston ISD school district or charter school or leave public schools entirely. Since the takeover, former Houston ISD students were most often enrolled in Yes Prep and KIPP charter schools, as well as neighboring school districts. The increasing mobility of Houston ISD students can be disruptive to student achievement (Grigg, 2012; Rumberger, 2003) and also to the overall achievement of the school (Kerbow et al., 2003).

Houston ISD Teacher Population

Despite decreases in student enrollment, the number of Houston ISD teachers increased substantially during the first year of the takeover. In the second year of the takeover, the number of teachers decreased but still remained larger than the number of teachers employed in 2022–23. Since the takeover, most of the increase in the number of teachers in Houston ISD schools can be attributed to the number of teachers

increasing at Level 1 NES 2024, Level 1 NES-A 2024, and Level 1 NES 2025 campuses. Conversely, the number of teachers at Level 2 Autonomous, Level 3 Autonomous, Level 4 Autonomous, and Special Category campuses has decreased during the first two years of the takeover.

The most striking difference between the Houston ISD teaching population before the takeover and since the takeover is the number of inexperienced and uncertified teachers employed by the district. Since the takeover, Houston ISD employed more first-year teachers than prior to the takeover, increasing 64.7% since 2022–23. Furthermore, since the takeover, the number of uncertified teachers has increased by more than 19 times. In the first year of the takeover, 1,096 Houston ISD were uncertified, up from 106 in 2022–23. Though the total number of teachers decreased in the second year of the takeover, the number of uncertified teachers almost doubled, bringing the proportion of uncertified teachers in the district to 19.8% of all teachers—up from 1% in 2022–23 before the takeover. This reliance on inexperienced, uncertified teachers is concerning, as academic literature continues to iterate the importance of certification and experience for student outcomes (Podolsky et al., 2019; Rhodes & Marder, 2024; Van Overschelde & Wiggins, 2020). Since the takeover, the number of teachers with 16 or more years of experience has decreased the most—by 14.4%. Coupled with the declining numbers of teachers with six to 10 years of teaching experience (a 13.3% decrease since the takeover) and 11 to 15 years of teaching experience (an 8.2% decrease since the takeover), the trend of Houston ISD teachers since the takeover is one toward a much less-experienced teacher population.

Since the takeover, Houston ISD teacher retention has reached a nine-year low at 58.6% of teachers retained at the same campus from 2023–24 to 2024–25. The number of teachers who have left Houston ISD and moved to another ISD or charter school has increased. Compared with 738 teachers (6.9%) in 2022–23, 1,429 (12.4%) Houston ISD teachers in 2023–24 left to teach in another ISD or charter school in 2024–25. Former Houston ISD teachers most often moved to Fort Bend ISD or other neighboring school districts. Additionally, a larger number of Houston ISD teachers left public schools in 2023–24 (12%, compared with 6.2% the prior year) and were not employed as a teacher or other position in a Texas school district or charter school as of 2024–25. Historically, teacher turnover has been found to negatively impact student and school achievement, as well as have negative impacts on school budgets (Carver-Thomas & Darling-Hammond, 2019; Ronfeldt et al., 2013).

The most striking difference between the Houston ISD teaching population before the takeover and since the takeover is the number of inexperienced and uncertified teachers employed by the district.

Limitations

The UH ERC data are ultimately derived from the Public Education Information Management System and State Board for Educator Certification. Therefore, the aggregate findings of this report could include errors originally input into the data systems (e.g., keystroke error on entry). Additionally, the student and teacher data is limited to only traditional public schools and charter schools, as private school data is not available in the data repository. We do not expect these limitations to substantively bias our findings, but they should be considered when interpreting the report.

Conclusion

After the first two years of the state takeover, the Houston ISD student and teacher populations have changed substantially. Since the takeover, the decline in Houston ISD enrollment has increased compared with yearly declines experienced prior to the takeover, and the declines since the takeover are large compared with increases in the total public school enrollment statewide. The Houston ISD teacher population employed during the first two years of the takeover is substantially different from the population employed before the takeover; it is composed of many more uncertified and inexperienced teachers than before the takeover. The trends of a declining student population and a less experienced and increasingly uncertified teacher population are concerning and important areas of focus as the district strives for improvement.

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Appendix

TABLE A.1

Houston ISD Campuses by New Education System Campus Type

Campus Number	Campus Name	NES Campus Type
101912106	ATHERTON ES	Level 1 NES 2024
101912109	BERRY ES	Level 1 NES 2024
101912121	BRUCE ES	Level 1 NES 2024
101912358	COOK ES	Level 1 NES 2024
101912140	DOGAN ES	Level 1 NES 2024
101912147	ELIOT ES	Level 1 NES 2024
101912475	ELMORE ES	Level 1 NES 2024
101912078	FLEMING MS	Level 1 NES 2024
101912476	FOREST BROOK MS	Level 1 NES 2024
101912172	HENDERSON NQ ES	Level 1 NES 2024
101912052	HENRY MS	Level 1 NES 2024
101912174	HIGHLAND HEIGHTS ES	Level 1 NES 2024
101912473	HILLIARD ES	Level 1 NES 2024
101912180	ISAACS ES	Level 1 NES 2024
101912185	KASHMERE GARDENS ES	Level 1 NES 2024
101912007	KASHMERE HS	Level 1 NES 2024
101912079	KEY MS	Level 1 NES 2024
101912480	MARSHALL ES	Level 1 NES 2024
101912298	MARTINEZ R ES	Level 1 NES 2024
101912179	MCGOWEN ES	Level 1 NES 2024
101912062	MCREYNOLDS MS	Level 1 NES 2024
101912477	NORTH FOREST HS	Level 1 NES 2024
101912113	PAIGE ES	Level 1 NES 2024
101912223	PUGH ES	Level 1 NES 2024
101912269	SCROGGINS ES	Level 1 NES 2024
101912479	SHADYDALE ES	Level 1 NES 2024
101912163	SUGAR GROVE MS	Level 1 NES 2024
101912018	WHEATLEY HS	Level 1 NES 2024
101912102	ALCOTT ES	Level 1 NES-A 2024
101912273	ASHFORD ES	Level 1 NES-A 2024
101912295	BENAVIDEZ ES	Level 1 NES-A 2024
101912110	BLACKSHEAR ES	Level 1 NES-A 2024
101912111	BONHAM ES	Level 1 NES-A 2024

Campus Number	Campus Name	NES Campus Type
101912112	BONNER ES	Level 1 NES-A 2024
101912119	BROOKLINE ES	Level 1 NES-A 2024
101912125	BURRUS ES	Level 1 NES-A 2024
101912287	CAGE ES	Level 1 NES-A 2024
101912071	CHRYSLIS MS	Level 1 NES-A 2024
101912132	COOP ES	Level 1 NES-A 2024
101912044	CULLEN MS	Level 1 NES-A 2024
101912138	DEZAVALA ES	Level 1 NES-A 2024
101912144	DURKEE ES	Level 1 NES-A 2024
101912046	EDISON MS	Level 1 NES-A 2024
101912072	FONDREN MS	Level 1 NES-A 2024
101912155	FRANKLIN ES	Level 1 NES-A 2024
101912004	FURR HS	Level 1 NES-A 2024
101912291	GALLEGOS ES	Level 1 NES-A 2024
101912162	GREGG ES	Level 1 NES-A 2024
101912166	HARRIS JR ES	Level 1 NES-A 2024
101912167	HARRIS RP ES	Level 1 NES-A 2024
101912051	HARTMAN MS	Level 1 NES-A 2024
101912168	HARTSFIELD ES	Level 1 NES-A 2024
101912175	HOBBY ES	Level 1 NES-A 2024
101912050	HOLLAND MS	Level 1 NES-A 2024
101912310	HOUSTON MSTC HS	Level 1 NES-A 2024
101912188	KENNEDY ES	Level 1 NES-A 2024
101912340	LAS AMERICAS M S	Level 1 NES-A 2024
101912075	LAWSON MS	Level 1 NES-A 2024
101912194	LEWIS ES	Level 1 NES-A 2024
101912195	LOCKHART ES	Level 1 NES-A 2024
101912059	LONG ACAD	Level 1 NES-A 2024
101912197	LOOSCAN ES	Level 1 NES-A 2024
101912010	MADISON HS	Level 1 NES-A 2024
101912210	NORTHLINE ES	Level 1 NES-A 2024
101912212	OATES ES	Level 1 NES-A 2024
101912213	OSBORNE ES	Level 1 NES-A 2024
101912222	PORT HOUSTON ES	Level 1 NES-A 2024
101912382	REAGAN ED CTR PK-8	Level 1 NES-A 2024
101912060	REVERE MS	Level 1 NES-A 2024
101912186	ROBINSON ES	Level 1 NES-A 2024
101912233	RUCKER ES	Level 1 NES-A 2024
101912024	SCARBOROUGH HS	Level 1 NES-A 2024

Campus Number	Campus Name	NES Campus Type
101912373	SEGUIN ES	Level 1 NES-A 2024
101912242	SMITH ES	Level 1 NES-A 2024
101912014	STERLING HS	Level 1 NES-A 2024
101912243	THOMPSON ES	Level 1 NES-A 2024
101912252	WAINWRIGHT ES	Level 1 NES-A 2024
101912016	WASHINGTON HS	Level 1 NES-A 2024
101912257	WHIDBY ES	Level 1 NES-A 2024
101912258	WHITTIER ES	Level 1 NES-A 2024
101912082	WILLIAMS MS	Level 1 NES-A 2024
101912009	WISDOM HS	Level 1 NES-A 2024
101912019	WORTHING HS	Level 1 NES-A 2024
101912020	YATES HS	Level 1 NES-A 2024
101912247	YOUNG ES	Level 1 NES-A 2024
101912104	ALMEDA ES	Level 1-NES 2025
101912105	ANDERSON ES	Level 1-NES 2025
101912274	ASKEW ES	Level 1-NES 2025
101912001	AUSTIN HS	Level 1-NES 2025
101912151	BELL ES	Level 1-NES 2025
101912120	BROWNING ES	Level 1-NES 2025
101912048	CLIFTON MS	Level 1-NES 2025
101912123	CODWELL ES	Level 1-NES 2025
101912135	CROCKETT ES	Level 1-NES 2025
101912045	DEADY MS	Level 1-NES 2025
101912271	FOERSTER ES	Level 1-NES 2025
101912047	FONVILLE MS	Level 1-NES 2025
101912156	FROST ES	Level 1-NES 2025
101912159	GOLFCREST ES	Level 1-NES 2025
101912058	GREGORY-LINCOLN PK-8	Level 1-NES 2025
101912262	GRISSOM ES	Level 1-NES 2025
101912369	GROSS ES	Level 1-NES 2025
101912182	JEFFERSON ES	Level 1-NES 2025
101912187	KELSO ES	Level 1-NES 2025
101912389	KETELSEN ES	Level 1-NES 2025
101912196	LONGFELLOW ES	Level 1-NES 2025
101912061	MARSHALL MS	Level 1-NES 2025
101912299	MILNE ES	Level 1-NES 2025
101912264	MITCHELL ES	Level 1-NES 2025
101912207	MONTGOMERY ES	Level 1-NES 2025
101912054	NAVARRO MS	Level 1-NES 2025

Campus Number	Campus Name	NES Campus Type
101912394	NEFF ES	Level 1-NES 2025
101912003	NORTHSIDE HS	Level 1-NES 2025
101912338	ORTIZ MS	Level 1-NES 2025
101912217	PECK ES	Level 1-NES 2025
101912265	PETERSEN ES	Level 1-NES 2025
101912225	REYNOLDS ES	Level 1-NES 2025
101912232	ROSS ES	Level 1-NES 2025
101912281	SANCHEZ ES	Level 1-NES 2025
101912023	SHARPSTOWN HS	Level 1-NES 2025
101912244	SOUTHMAYD ES	Level 1-NES 2025
101912245	STEVENS ES	Level 1-NES 2025
101912077	THOMAS MS	Level 1-NES 2025
101912374	TINSLEY ES	Level 1-NES 2025
101912285	VALLEY WEST ES	Level 1-NES 2025
101912253	WALNUT BEND ES	Level 1-NES 2025
101912056	WELCH MS	Level 1-NES 2025
101912254	WESLEY ES	Level 1-NES 2025
101912017	WESTBURY HS	Level 1-NES 2025
101912127	WOODSON	Level 1-NES 2025
101912041	ATTUCKS MS	Level 2 Autonomous
101912268	BENBROOK ES	Level 2 Autonomous
101912114	BRAEBURN ES	Level 2 Autonomous
101912116	BRIARGROVE ES	Level 2 Autonomous
101912117	BRISCOE ES	Level 2 Autonomous
101912124	BURNET ES	Level 2 Autonomous
101912292	CARRILLO ES	Level 2 Autonomous
101912027	CHAVEZ HS	Level 2 Autonomous
101912396	DAILY ES	Level 2 Autonomous
101912137	DE CHAUMES ES	Level 2 Autonomous
101912115	DURHAM ES	Level 2 Autonomous
101912149	EMERSON ES	Level 2 Autonomous
101912283	GARCIA ES	Level 2 Autonomous
101912157	GARDEN OAKS	Level 2 Autonomous
101912158	GARDEN VILLAS ES	Level 2 Autonomous
101912173	HEROD ES	Level 2 Autonomous
101912286	HERRERA ES	Level 2 Autonomous
101912395	HINES-CALDWELL ES	Level 2 Autonomous
101912008	LAMAR HS	Level 2 Autonomous
101912198	LOVE ES	Level 2 Autonomous

Campus Number	Campus Name	NES Campus Type
101912128	LYONS ES	Level 2 Autonomous
101912203	MADING ES	Level 2 Autonomous
101912289	MARTINEZ C ES	Level 2 Autonomous
101912055	MEYERLAND MS	Level 2 Autonomous
101912011	MILBY HS	Level 2 Autonomous
101912064	PERSHING MS	Level 2 Autonomous
101912218	PILGRIM ACAD	Level 2 Autonomous
101912219	PINEY POINT ES	Level 2 Autonomous
101912221	POE ES	Level 2 Autonomous
101912372	RODRIGUEZ ES	Level 2 Autonomous
101912231	ROOSEVELT ES	Level 2 Autonomous
101912237	SCARBOROUGH ES	Level 2 Autonomous
101912276	SHADOWBRIAR ES	Level 2 Autonomous
101912239	SHEARN ES	Level 2 Autonomous
101912240	SHERMAN ES	Level 2 Autonomous
101912098	STEVENSON MS	Level 2 Autonomous
101912248	SUTTON ES	Level 2 Autonomous
101912068	TANGLEWOOD MS	Level 2 Autonomous
101912015	WALTRIP HS	Level 2 Autonomous
101912036	WESTSIDE HS	Level 2 Autonomous
101912267	WHITE E ES	Level 2 Autonomous
101912259	BAKER MONTESSORI	Level 3 Autonomous
101912107	BARRICK ES	Level 3 Autonomous
101912108	BASTIAN ES	Level 3 Autonomous
101912467	BAYLOR COLLEGE MS	Level 3 Autonomous
101912002	BELLAIRE HS	Level 3 Autonomous
101912042	BLACK MS	Level 3 Autonomous
101912344	BRIARMEADOW	Level 3 Autonomous
101912122	BURBANK ES	Level 3 Autonomous
101912043	BURBANK MS	Level 3 Autonomous
101912275	BUSH ES	Level 3 Autonomous
101912130	CONDIT ES	Level 3 Autonomous
101912133	CORNELIUS ES	Level 3 Autonomous
101912290	CRESPO ES	Level 3 Autonomous
101912136	CUNNINGHAM ES	Level 3 Autonomous
101912297	DAVILA ES	Level 3 Autonomous
101912383	DEANDA ES	Level 3 Autonomous
101912301	EASTWOOD ACAD HS	Level 3 Autonomous
101912148	ELROD ES	Level 3 Autonomous

Campus Number	Campus Name	NES Campus Type
101912152	FIELD ES	Level 3 Autonomous
101912153	FONDREN ES	Level 3 Autonomous
101912154	FOSTER ES	Level 3 Autonomous
101912049	HAMILTON MS	Level 3 Autonomous
101912169	HARVARD ES	Level 3 Autonomous
101912012	HEIGHTS HS	Level 3 Autonomous
101912171	HENDERSON JP ES	Level 3 Autonomous
101912053	HOGG MS	Level 3 Autonomous
101912178	HORN ES	Level 3 Autonomous
101912181	JANOWSKI ES	Level 3 Autonomous
101912189	KOITER ES	Level 3 Autonomous
101912057	LANIER MS	Level 3 Autonomous
101912192	LANTRIP ES	Level 3 Autonomous
101912263	LAW ES	Level 3 Autonomous
101912199	LOVETT ES	Level 3 Autonomous
101912201	MACGREGOR ES	Level 3 Autonomous
101912227	MCNAMARA ES	Level 3 Autonomous
101912204	MEMORIAL ES	Level 3 Autonomous
101912485	MIDDLE COLLEGE HS - FRAGA	Level 3 Autonomous
101912484	MIDDLE COLLEGE HS - GULFTON	Level 3 Autonomous
101912359	MORENO ES	Level 3 Autonomous
101912211	OAK FOREST ES	Level 3 Autonomous
101912214	PARK PLACE ES	Level 3 Autonomous
101912215	PARKER ES	Level 3 Autonomous
101912216	PATTERSON ES	Level 3 Autonomous
101912337	PIN OAK MS	Level 3 Autonomous
101912220	PLEASANTVILLE ES	Level 3 Autonomous
101912224	RED ES	Level 3 Autonomous
101912228	RIVER OAKS ES	Level 3 Autonomous
101912229	ROBERTS ES	Level 3 Autonomous
101912353	SCHOOL AT ST. GEORGE ES	Level 3 Autonomous
101912241	SINCLAIR ES	Level 3 Autonomous
101912279	TIJERINA ES	Level 3 Autonomous
101912249	TRAVIS ES	Level 3 Autonomous
101912251	TWAIN ES	Level 3 Autonomous
101912099	WEST BRIAR MS	Level 3 Autonomous
101912255	WEST UNIVERSITY ES	Level 3 Autonomous
101912483	WHITE M ES	Level 3 Autonomous
101912260	WINDSOR VILLAGE ES	Level 3 Autonomous

Campus Number	Campus Name	NES Campus Type
101912478	ARABIC IMMERSION	Level 4 Autonomous
101912234	BC M BIOTECH ACADEMY AT RUSK	Level 4 Autonomous
101912322	CARNEGIE HS	Level 4 Autonomous
101912323	CHALLENGE EARLY COLLEGE HS	Level 4 Autonomous
101912026	DEBAKEY HS	Level 4 Autonomous
101912345	EAST EARLY COLLEGE HS	Level 4 Autonomous
101912468	ENERGY INSTITUTE HS	Level 4 Autonomous
101912170	HELMS ES	Level 4 Autonomous
101912034	HIGH SCHOOL FOR LAW AND JUSTICE	Level 4 Autonomous
101912348	HOUSTON ACADEMY OF INTERNATIONAL STUDIES HS	Level 4 Autonomous
101912006	JONES FUTURES ACADEMY HS	Level 4 Autonomous
101912025	KINDER HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS	Level 4 Autonomous
101912458	LELAND YOUNG MEN'S COLLEGE PREPARATORY ACADEMY	Level 4 Autonomous
101912460	MANDARIN IMMERSION MAGNET	Level 4 Autonomous
101912308	NORTH HOUSTON EARLY COLLEGE HS	Level 4 Autonomous
101912080	RICE SCHOOL PK-8	Level 4 Autonomous
101912039	ROGERS T H	Level 4 Autonomous
101912081	SHARPSTOWN INTERNATIONAL	Level 4 Autonomous
101912486	SOUTH EARLY COLLEGE HS	Level 4 Autonomous
101912256	WHARTON K-8	Level 4 Autonomous
101912463	YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY	Level 4 Autonomous
101912462	ADVANCED VIRTUAL ACADEMY	Special Category
101912033	BARBARA JORDAN HS	Special Category
101912360	BELLFORT EARLY CHILDHOOD CENTER	Special Category
101912700	CENTRAL OFFICE	Special Category
101912303	COMMUNITY EDUCATION PARTNERS SW	Special Category
101912013	COMMUNITY SERVICES-SEC	Special Category
101912466	ELEMENTARY DAEP	Special Category
101912364	ENERGIZED FOR EXCELLENCE ACADEMY EL	Special Category
101912390	ENERGIZED FOR STEM ACADEMY MIDDLE	Special Category
101912455	ENERGIZED FOR STEM ACADEMY SOUTHWEST	Special Category
101912352	FARIAS EARLY CHILDHOOD CENTER	Special Category
101912470	FONWOOD EARLY CHILDHOOD CTR	Special Category
101912456	H S AHEAD ACADEMY	Special Category
101912131	HALPIN EARLY CHILDHOOD CTR	Special Category
101912094	HARPER ALTERNATIVE SCHOOL	Special Category

Campus Number	Campus Name	NES Campus Type
101912351	HARPER DAEP	Special Category
101912097	HCC LIFE SKILLS PROGRAM	Special Category
101912355	KING EARLY CHILDHOOD CTR	Special Category
101912357	LAURENZO EARLY CHILDHOOD CTR	Special Category
101912324	LIBERTY HS	Special Category
101912354	MISTRAL CENTER FOR EARLY CHILDHOOD	Special Category
101912209	NEFF ECC	Special Category
101912349	REACH CHARTER	Special Category
101912380	REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF	Special Category
101912402	SECONDARY DAEP	Special Category
101912069	SOAR CTR	Special Category

Source. HISD Defined Autonomy framework.