



**FBISD** *Reimagined*  
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Texas Academic Performance Report (TAPR) and  
Elements Required by Texas Education Code  
2019-2020

# Texas Academic Performance Report (TAPR) 2019-20

## Table of Contents

<b>Fort Bend ISD Texas Academic Performance Report, 2019-20</b> .....	<b>1</b>
District STAAR Performance (2018-19 Data) .....	4
District Progress on STAAR (2018-19 Data) .....	10
District Prior Year and Student Success Initiative (2018-19 Data) .....	11
Bilingual Education/English as a Second Language (2018-19 Data) .....	13
District STAAR Participation (2018-19 Data) .....	15
District Attendance, Graduation and Dropout Rates (2019-20) .....	16
District Graduation Profile (2019-20) .....	19
District College, Career and Military Readiness (CCMR) Data (2019-20) .....	20
District CCMR-Related Indicators (2019-20) .....	22
District Other Postsecondary Indicators (2019-20) .....	24
District Student Information (2019-20) .....	25
District Staff Information (2019-20) .....	28
<b>FBISD Report on Violent or Criminal Incidents, 2019-20</b> .....	<b>31</b>
District Data (2019-20) .....	32
Campus Data (2019-20) .....	35
<b>Student Performance in Postsecondary Institutions/Texas Higher Education Coordinating Board Report</b> .....	<b>41</b>
<b>Texas Academic Performance Report Glossary, 2020</b> .....	<b>46</b>
<b>District and Campus Improvement Plan Performance Objectives, 2020-21</b> .....	<b>96</b>
FBISD District Improvement Plan, 2020-21 .....	97
Campus Improvement Plans (Traditional), 2020-21 .....	99
Campus Improvement Plans (Community-Based Accountability System Pilot), 2020-21 .....	175



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Texas Academic Performance Report (TAPR)  
2019-2020

# 2019-20 Texas Academic Performance Report

District Name: **FORT BEND ISD**

District Number: **079907**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

*2020 Special Education Determination Status:*

***Needs Assistance***

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District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Continu-	Econ	EL					
	State	04	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	ously	Disadv	(Current & Monitored)	
										Races	(Current)	(Former)	Enrolled	Enrolled			
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	76%	<b>82%</b>	72%	74%	89%	79%	93%	95%	88%	54%	82%	83%	79%	70%	79%
	2018	77%	77%	<b>82%</b>	72%	74%	91%	67%	93%	90%	90%	54%	85%	84%	78%	71%	79%
At Meets Grade Level or Above	2019	45%	46%	<b>56%</b>	39%	41%	68%	52%	75%	65%	62%	30%	51%	57%	50%	36%	49%
	2018	43%	44%	<b>52%</b>	36%	38%	65%	44%	71%	20%	66%	29%	55%	54%	45%	34%	46%
At Masters Grade Level	2019	27%	28%	<b>38%</b>	24%	23%	49%	30%	58%	45%	43%	14%	36%	40%	33%	21%	31%
	2018	25%	25%	<b>33%</b>	20%	20%	45%	28%	50%	10%	44%	10%	30%	35%	27%	18%	28%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	79%	<b>84%</b>	72%	78%	91%	88%	95%	100%	88%	54%	87%	85%	80%	73%	84%
	2018	78%	79%	<b>83%</b>	72%	76%	90%	83%	96%	90%	92%	54%	85%	85%	80%	73%	85%
At Meets Grade Level or Above	2019	49%	49%	<b>58%</b>	41%	42%	70%	55%	81%	60%	62%	34%	56%	60%	52%	39%	56%
	2018	47%	48%	<b>56%</b>	39%	40%	66%	39%	80%	50%	65%	34%	51%	58%	49%	38%	56%
At Masters Grade Level	2019	25%	25%	<b>34%</b>	18%	18%	44%	30%	57%	40%	37%	14%	27%	36%	27%	16%	30%
	2018	23%	24%	<b>33%</b>	16%	19%	41%	28%	56%	10%	43%	15%	36%	35%	27%	17%	32%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	75%	<b>81%</b>	70%	72%	90%	67%	94%	90%	88%	48%	80%	83%	76%	69%	79%
	2018	73%	73%	<b>79%</b>	69%	67%	90%	86%	94%	73%	83%	47%	75%	81%	75%	66%	75%
At Meets Grade Level or Above	2019	44%	45%	<b>53%</b>	40%	38%	65%	29%	73%	40%	59%	25%	46%	56%	46%	36%	49%
	2018	46%	46%	<b>57%</b>	41%	40%	70%	71%	79%	64%	69%	29%	45%	60%	50%	39%	52%
At Masters Grade Level	2019	22%	23%	<b>31%</b>	17%	19%	39%	19%	49%	10%	39%	8%	25%	33%	24%	16%	27%
	2018	24%	25%	<b>34%</b>	20%	19%	45%	33%	55%	18%	43%	8%	26%	37%	29%	18%	31%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>79%</b>	65%	70%	89%	57%	94%	70%	83%	47%	85%	82%	73%	67%	82%
	2018	78%	80%	<b>82%</b>	68%	73%	92%	81%	96%	91%	88%	46%	76%	84%	77%	70%	82%
At Meets Grade Level or Above	2019	48%	49%	<b>56%</b>	37%	41%	67%	33%	80%	40%	62%	29%	52%	59%	48%	39%	59%
	2018	49%	51%	<b>56%</b>	37%	41%	68%	37%	83%	64%	62%	29%	46%	60%	50%	38%	56%
At Masters Grade Level	2019	28%	30%	<b>38%</b>	19%	23%	47%	29%	63%	30%	44%	13%	30%	41%	30%	22%	39%
	2018	27%	29%	<b>36%</b>	18%	20%	47%	24%	62%	27%	41%	12%	24%	38%	31%	18%	35%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	67%	<b>74%</b>	63%	62%	81%	48%	91%	70%	79%	37%	72%	77%	67%	61%	74%
	2018	63%	63%	<b>70%</b>	59%	53%	80%	81%	89%	82%	72%	32%	63%	71%	66%	54%	67%
At Meets Grade Level or Above	2019	35%	35%	<b>45%</b>	32%	28%	52%	24%	67%	50%	57%	21%	37%	48%	38%	28%	41%
	2018	39%	40%	<b>49%</b>	35%	30%	59%	67%	73%	45%	53%	22%	33%	51%	44%	31%	45%
At Masters Grade Level	2019	11%	11%	<b>18%</b>	10%	8%	21%	10%	33%	10%	24%	5%	12%	19%	15%	7%	15%
	2018	11%	11%	<b>17%</b>	7%	6%	23%	19%	34%	18%	21%	6%	7%	19%	14%	6%	15%

District Name: FORT BEND ISD  
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Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

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		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	04	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	ously		&	
																Monitored)	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	<b>89%</b>	83%	84%	96%	87%	97%	100%	90%	56%	97%	91%	86%	82%	87%
	2018	84%	83%	<b>88%</b>	82%	84%	92%	79%	97%	80%	93%	54%	80%	89%	87%	81%	87%
At Meets Grade Level or Above	2019	54%	54%	<b>65%</b>	51%	49%	77%	78%	85%	64%	72%	28%	71%	67%	58%	48%	61%
	2018	54%	54%	<b>64%</b>	49%	52%	75%	50%	83%	60%	74%	33%	51%	66%	59%	48%	58%
At Masters Grade Level	2019	29%	30%	<b>42%</b>	27%	27%	53%	35%	65%	18%	47%	10%	36%	45%	35%	25%	37%
	2018	26%	27%	<b>37%</b>	22%	25%	46%	25%	57%	20%	48%	10%	33%	39%	31%	21%	31%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	<b>91%</b>	84%	88%	97%	91%	99%	100%	93%	62%	90%	92%	89%	86%	92%
	2018	91%	90%	<b>92%</b>	85%	90%	95%	88%	98%	100%	94%	62%	90%	92%	91%	87%	93%
At Meets Grade Level or Above	2019	58%	59%	<b>68%</b>	50%	57%	78%	70%	90%	82%	65%	31%	59%	71%	61%	52%	70%
	2018	58%	58%	<b>66%</b>	47%	56%	77%	58%	90%	40%	74%	36%	66%	69%	61%	50%	68%
At Masters Grade Level	2019	36%	38%	<b>49%</b>	29%	35%	59%	61%	78%	45%	46%	15%	34%	52%	42%	31%	51%
	2018	30%	31%	<b>40%</b>	21%	26%	50%	25%	68%	0%	50%	15%	39%	43%	35%	24%	40%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	<b>78%</b>	64%	68%	89%	78%	93%	91%	85%	42%	83%	80%	71%	65%	76%
	2018	76%	76%	<b>78%</b>	66%	71%	84%	70%	92%	80%	85%	46%	77%	79%	75%	67%	76%
At Meets Grade Level or Above	2019	49%	50%	<b>53%</b>	35%	40%	68%	57%	74%	55%	63%	27%	47%	57%	45%	35%	49%
	2018	41%	42%	<b>46%</b>	27%	33%	58%	35%	71%	40%	56%	29%	44%	48%	41%	30%	45%
At Masters Grade Level	2019	24%	25%	<b>27%</b>	13%	16%	39%	30%	45%	27%	32%	9%	26%	29%	22%	13%	24%
	2018	17%	18%	<b>22%</b>	9%	12%	30%	22%	41%	0%	27%	10%	18%	24%	18%	10%	21%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	<b>77%</b>	66%	66%	87%	75%	92%	80%	87%	39%	72%	78%	73%	63%	72%
	2018	69%	71%	<b>77%</b>	66%	66%	89%	81%	93%	60%	87%	41%	76%	79%	74%	64%	75%
At Meets Grade Level or Above	2019	37%	38%	<b>47%</b>	32%	32%	60%	40%	68%	40%	57%	22%	39%	49%	42%	30%	41%
	2018	39%	41%	<b>51%</b>	36%	34%	65%	31%	72%	40%	60%	27%	38%	53%	45%	32%	45%
At Masters Grade Level	2019	18%	19%	<b>25%</b>	13%	14%	35%	25%	43%	20%	31%	7%	25%	27%	21%	12%	21%
	2018	19%	20%	<b>29%</b>	17%	16%	38%	13%	48%	20%	37%	9%	22%	31%	24%	14%	24%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	<b>85%</b>	75%	79%	93%	90%	97%	80%	93%	51%	92%	86%	83%	76%	84%
	2018	77%	78%	<b>83%</b>	72%	75%	94%	81%	97%	60%	89%	51%	85%	84%	81%	71%	83%
At Meets Grade Level or Above	2019	47%	48%	<b>59%</b>	39%	42%	72%	45%	88%	20%	72%	28%	62%	61%	53%	39%	58%
	2018	44%	46%	<b>57%</b>	37%	39%	76%	44%	86%	60%	71%	32%	62%	60%	52%	37%	56%
At Masters Grade Level	2019	21%	22%	<b>34%</b>	14%	16%	43%	30%	66%	20%	40%	11%	32%	36%	29%	16%	33%
	2018	18%	20%	<b>31%</b>	15%	15%	38%	13%	60%	20%	36%	9%	22%	33%	25%	15%	32%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	<b>83%</b>	76%	76%	91%	94%	94%	*	90%	40%	79%	86%	78%	73%	81%
	2018	74%	76%	<b>83%</b>	74%	74%	91%	80%	95%	*	86%	42%	82%	84%	79%	72%	80%

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 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Meets Grade Level or Above	2019	49%	51%	<b>60%</b>	46%	45%	74%	50%	82%	*	68%	25%	47%	64%	52%	43%	57%	
	2018	48%	50%	<b>59%</b>	44%	46%	74%	60%	80%	*	69%	26%	50%	62%	52%	42%	53%	
At Masters Grade Level	2019	29%	31%	<b>41%</b>	25%	27%	53%	19%	63%	*	51%	8%	26%	44%	32%	23%	38%	
	2018	29%	30%	<b>40%</b>	24%	27%	53%	40%	61%	*	49%	10%	36%	42%	33%	23%	33%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2019	75%	77%	<b>83%</b>	71%	76%	93%	88%	98%	*	90%	44%	81%	86%	78%	73%	85%	
	2018	72%	75%	<b>82%</b>	69%	75%	92%	87%	97%	*	85%	41%	87%	84%	77%	71%	83%	
At Meets Grade Level or Above	2019	43%	46%	<b>56%</b>	36%	40%	68%	56%	86%	*	62%	23%	47%	60%	47%	37%	57%	
	2018	40%	43%	<b>56%</b>	33%	41%	71%	67%	86%	*	59%	22%	60%	59%	47%	37%	55%	
At Masters Grade Level	2019	17%	18%	<b>28%</b>	11%	13%	33%	19%	60%	*	29%	7%	32%	31%	21%	12%	30%	
	2018	18%	20%	<b>33%</b>	14%	16%	43%	53%	64%	*	36%	7%	37%	36%	26%	15%	31%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2019	70%	72%	<b>78%</b>	70%	66%	88%	63%	93%	*	83%	34%	72%	80%	72%	65%	75%	
	2018	69%	69%	<b>78%</b>	68%	66%	88%	75%	94%	*	80%	36%	75%	80%	72%	64%	74%	
At Meets Grade Level or Above	2019	42%	43%	<b>53%</b>	37%	35%	65%	50%	78%	*	59%	19%	36%	56%	44%	33%	48%	
	2018	43%	44%	<b>55%</b>	39%	38%	68%	63%	81%	*	59%	22%	41%	58%	47%	36%	49%	
At Masters Grade Level	2019	18%	19%	<b>28%</b>	15%	13%	33%	19%	53%	*	38%	5%	26%	31%	21%	12%	25%	
	2018	15%	16%	<b>25%</b>	12%	11%	31%	31%	49%	*	29%	6%	8%	28%	19%	11%	20%	
Grade 8 Reading^																		
At Approaches Grade Level or Above	2019	86%	86%	<b>90%</b>	85%	85%	97%	94%	98%	*	93%	52%	84%	92%	86%	84%	85%	
	2018	86%	86%	<b>90%</b>	85%	83%	96%	89%	97%	*	95%	52%	86%	91%	87%	83%	81%	
At Meets Grade Level or Above	2019	55%	56%	<b>66%</b>	52%	53%	80%	75%	86%	*	76%	29%	67%	70%	55%	50%	50%	
	2018	49%	51%	<b>61%</b>	47%	46%	72%	33%	82%	*	74%	26%	46%	63%	53%	44%	40%	
At Masters Grade Level	2019	28%	30%	<b>39%</b>	24%	24%	49%	50%	63%	*	52%	8%	38%	42%	30%	22%	22%	
	2018	27%	28%	<b>37%</b>	25%	23%	45%	11%	57%	*	45%	9%	26%	39%	29%	21%	19%	
Grade 8 Mathematics^																		
At Approaches Grade Level or Above	2019	88%	88%	<b>88%</b>	82%	85%	94%	91%	97%	*	93%	51%	80%	90%	83%	83%	87%	
	2018	86%	87%	<b>85%</b>	78%	82%	93%	88%	96%	*	88%	47%	86%	86%	81%	78%	81%	
At Meets Grade Level or Above	2019	57%	58%	<b>58%</b>	46%	48%	75%	73%	84%	*	66%	27%	66%	61%	50%	45%	50%	
	2018	51%	52%	<b>48%</b>	34%	36%	66%	50%	78%	*	57%	26%	46%	50%	42%	34%	39%	
At Masters Grade Level	2019	17%	18%	<b>18%</b>	8%	11%	26%	9%	43%	*	20%	7%	23%	20%	12%	9%	11%	
	2018	15%	16%	<b>13%</b>	6%	5%	19%	13%	38%	*	14%	10%	4%	15%	10%	6%	8%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	81%	<b>86%</b>	79%	78%	95%	93%	97%	*	91%	48%	89%	88%	81%	77%	78%	
	2018	76%	77%	<b>83%</b>	72%	76%	92%	78%	96%	*	89%	44%	83%	85%	77%	72%	74%	
At Meets Grade Level or Above	2019	51%	52%	<b>60%</b>	42%	44%	78%	53%	84%	*	70%	26%	58%	63%	51%	42%	45%	
	2018	52%	53%	<b>62%</b>	44%	46%	78%	33%	87%	*	69%	28%	60%	65%	53%	45%	47%	
At Masters Grade Level	2019	25%	27%	<b>35%</b>	18%	19%	49%	20%	62%	*	47%	8%	42%	38%	28%	18%	21%	
	2018	28%	29%	<b>38%</b>	19%	21%	52%	11%	67%	*	46%	8%	26%	41%	30%	21%	23%	



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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	<b>78%</b>	69%	66%	91%	75%	93%	*	81%	42%	84%	80%	73%	66%	67%
	2018	65%	66%	<b>75%</b>	63%	60%	89%	67%	93%	*	81%	39%	77%	77%	70%	60%	59%
At Meets Grade Level or Above	2019	37%	38%	<b>49%</b>	34%	30%	64%	56%	74%	*	60%	25%	56%	52%	41%	32%	32%
	2018	36%	37%	<b>49%</b>	31%	30%	64%	22%	76%	*	59%	23%	26%	51%	40%	29%	29%
At Masters Grade Level	2019	21%	23%	<b>32%</b>	18%	17%	43%	50%	57%	*	36%	9%	42%	34%	25%	16%	17%
	2018	21%	22%	<b>33%</b>	17%	17%	41%	11%	60%	*	40%	8%	11%	35%	27%	17%	17%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	<b>75%</b>	66%	65%	88%	76%	90%	86%	82%	31%	50%	77%	67%	63%	55%
	2018	65%	65%	<b>74%</b>	63%	64%	88%	82%	91%	73%	80%	29%	50%	77%	66%	60%	51%
At Meets Grade Level or Above	2019	50%	50%	<b>60%</b>	47%	45%	79%	59%	83%	71%	72%	18%	35%	63%	50%	43%	33%
	2018	44%	45%	<b>57%</b>	40%	43%	76%	57%	83%	55%	65%	17%	30%	60%	47%	39%	29%
At Masters Grade Level	2019	11%	11%	<b>20%</b>	10%	9%	29%	6%	45%	29%	26%	4%	9%	23%	13%	8%	5%
	2018	7%	8%	<b>16%</b>	6%	6%	21%	14%	37%	18%	22%	4%	4%	18%	10%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	<b>77%</b>	69%	67%	89%	86%	90%	60%	83%	34%	53%	81%	66%	65%	52%
	2018	67%	67%	<b>76%</b>	69%	66%	88%	67%	88%	71%	80%	31%	67%	79%	66%	66%	46%
At Meets Grade Level or Above	2019	49%	50%	<b>61%</b>	49%	47%	77%	72%	81%	60%	73%	19%	33%	66%	47%	45%	29%
	2018	48%	48%	<b>59%</b>	47%	46%	78%	53%	80%	57%	72%	19%	35%	64%	47%	45%	25%
At Masters Grade Level	2019	8%	9%	<b>15%</b>	7%	5%	21%	17%	31%	20%	21%	5%	6%	17%	9%	6%	2%
	2018	8%	9%	<b>15%</b>	5%	7%	23%	0%	33%	14%	23%	6%	4%	17%	10%	8%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	<b>86%</b>	79%	80%	92%	89%	97%	83%	89%	46%	71%	88%	80%	79%	80%
	2018	83%	83%	<b>88%</b>	81%	81%	94%	88%	98%	100%	90%	43%	85%	90%	81%	80%	82%
At Meets Grade Level or Above	2019	61%	61%	<b>65%</b>	52%	52%	77%	72%	89%	83%	69%	23%	53%	69%	55%	52%	54%
	2018	55%	55%	<b>67%</b>	52%	53%	79%	65%	91%	40%	76%	18%	64%	71%	56%	52%	56%
At Masters Grade Level	2019	37%	38%	<b>44%</b>	28%	29%	54%	39%	77%	50%	46%	10%	37%	48%	35%	28%	34%
	2018	32%	34%	<b>47%</b>	27%	29%	61%	29%	79%	20%	57%	8%	38%	51%	36%	29%	36%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	<b>91%</b>	87%	86%	96%	88%	97%	*	97%	61%	82%	93%	86%	85%	82%
	2018	87%	86%	<b>90%</b>	85%	85%	97%	92%	97%	100%	94%	57%	91%	92%	85%	83%	79%
At Meets Grade Level or Above	2019	62%	63%	<b>70%</b>	58%	58%	86%	69%	89%	*	80%	28%	53%	75%	59%	55%	47%
	2018	59%	60%	<b>69%</b>	54%	55%	86%	72%	89%	70%	77%	27%	59%	73%	58%	52%	44%
At Masters Grade Level	2019	25%	28%	<b>37%</b>	21%	21%	53%	6%	64%	*	46%	6%	21%	42%	25%	20%	15%
	2018	24%	26%	<b>35%</b>	18%	21%	51%	36%	61%	40%	43%	6%	24%	39%	25%	19%	14%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	<b>94%</b>	92%	91%	98%	90%	98%	86%	97%	63%	90%	95%	91%	91%	82%
	2018	92%	91%	<b>94%</b>	90%	92%	97%	100%	98%	*	95%	61%	97%	95%	91%	90%	83%
At Meets Grade Level or Above	2019	73%	75%	<b>82%</b>	73%	73%	93%	80%	92%	71%	86%	42%	65%	84%	73%	71%	54%
	2018	70%	71%	<b>78%</b>	67%	71%	90%	82%	91%	*	86%	34%	60%	81%	70%	67%	47%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	49%	<b>58%</b>	40%	47%	76%	30%	77%	57%	75%	17%	45%	62%	47%	43%	29%
	2018	40%	43%	<b>52%</b>	35%	41%	69%	47%	75%	*	57%	9%	30%	56%	40%	36%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	<b>83%</b>	75%	75%	91%	81%	95%	84%	88%	47%	80%	85%	78%	73%	78%
	2018	77%	77%	<b>82%</b>	73%	74%	91%	82%	95%	85%	87%	45%	79%	84%	77%	72%	77%
At Meets Grade Level or Above	2019	50%	51%	<b>59%</b>	45%	45%	73%	56%	81%	58%	67%	26%	51%	63%	51%	42%	50%
	2018	48%	49%	<b>58%</b>	42%	44%	72%	55%	82%	55%	67%	26%	49%	61%	50%	41%	49%
At Masters Grade Level	2019	24%	25%	<b>33%</b>	18%	19%	43%	27%	57%	33%	39%	9%	28%	36%	26%	18%	26%
	2018	22%	23%	<b>32%</b>	17%	18%	42%	25%	56%	24%	39%	9%	24%	34%	25%	17%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	<b>81%</b>	73%	73%	91%	82%	93%	85%	87%	43%	76%	84%	76%	71%	75%
	2018	74%	74%	<b>81%</b>	72%	72%	91%	79%	93%	77%	87%	43%	75%	83%	76%	70%	73%
At Meets Grade Level or Above	2019	48%	49%	<b>59%</b>	45%	44%	73%	57%	79%	58%	67%	24%	49%	62%	50%	41%	47%
	2018	46%	47%	<b>57%</b>	43%	43%	72%	52%	79%	51%	69%	25%	44%	61%	50%	41%	45%
At Masters Grade Level	2019	21%	22%	<b>30%</b>	17%	17%	40%	25%	52%	28%	38%	8%	26%	33%	24%	16%	24%
	2018	19%	20%	<b>29%</b>	16%	17%	39%	21%	49%	21%	39%	8%	23%	31%	23%	15%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	<b>85%</b>	76%	79%	93%	85%	97%	86%	90%	51%	85%	87%	81%	77%	85%
	2018	81%	82%	<b>85%</b>	75%	79%	93%	85%	97%	91%	90%	49%	85%	87%	81%	76%	85%
At Meets Grade Level or Above	2019	52%	53%	<b>60%</b>	43%	46%	73%	56%	86%	59%	65%	28%	56%	63%	52%	44%	58%
	2018	50%	51%	<b>59%</b>	41%	44%	72%	55%	86%	57%	67%	28%	57%	62%	52%	41%	56%
At Masters Grade Level	2019	26%	28%	<b>36%</b>	19%	21%	45%	33%	65%	38%	39%	11%	31%	39%	29%	20%	34%
	2018	24%	25%	<b>35%</b>	17%	19%	44%	27%	64%	20%	42%	11%	30%	37%	28%	19%	32%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	<b>76%</b>	67%	64%	84%	54%	92%	71%	81%	36%	72%	79%	70%	63%	74%
	2018	66%	66%	<b>74%</b>	64%	60%	84%	78%	92%	80%	76%	34%	69%	76%	69%	59%	70%
At Meets Grade Level or Above	2019	38%	39%	<b>49%</b>	35%	31%	58%	35%	73%	50%	58%	20%	36%	52%	41%	30%	45%
	2018	41%	42%	<b>52%</b>	37%	34%	63%	65%	78%	53%	55%	22%	37%	55%	45%	34%	47%
At Masters Grade Level	2019	14%	15%	<b>23%</b>	13%	10%	27%	14%	43%	21%	30%	5%	18%	25%	18%	10%	20%
	2018	13%	13%	<b>21%</b>	10%	9%	27%	24%	42%	27%	25%	6%	8%	24%	16%	8%	17%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	<b>85%</b>	77%	78%	93%	85%	95%	89%	91%	51%	85%	87%	79%	76%	78%
	2018	80%	80%	<b>84%</b>	75%	78%	91%	81%	95%	95%	89%	49%	82%	86%	79%	75%	76%
At Meets Grade Level or Above	2019	54%	55%	<b>62%</b>	46%	48%	78%	59%	83%	61%	71%	27%	52%	65%	52%	44%	47%
	2018	51%	52%	<b>60%</b>	43%	46%	75%	51%	82%	63%	67%	28%	52%	63%	51%	42%	45%
At Masters Grade Level	2019	25%	27%	<b>33%</b>	17%	19%	47%	20%	57%	39%	41%	7%	30%	37%	25%	17%	21%
	2018	23%	24%	<b>32%</b>	16%	18%	45%	26%	56%	32%	38%	8%	22%	35%	24%	17%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	<b>87%</b>	81%	79%	95%	81%	96%	73%	89%	52%	86%	88%	82%	78%	72%
	2018	78%	79%	<b>85%</b>	78%	77%	93%	88%	95%	100%	88%	49%	86%	86%	80%	75%	67%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	57%	<b>66%</b>	54%	52%	79%	65%	83%	64%	72%	33%	58%	68%	57%	51%	40%
	2018	53%	54%	<b>64%</b>	50%	51%	77%	62%	84%	67%	72%	29%	42%	67%	55%	48%	35%
At Masters Grade Level	2019	33%	36%	<b>45%</b>	30%	32%	60%	42%	67%	45%	55%	13%	43%	48%	36%	30%	21%
	2018	31%	32%	<b>43%</b>	26%	29%	55%	35%	68%	50%	48%	8%	20%	46%	33%	27%	18%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Progress**

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	63	<b>66</b>	60	62	66	53	75	55	65	55	67	67	63	61	68
	2018	63	64	<b>68</b>	62	60	73	78	78	60	76	62	53	69	66	61	68
Grade 4 Mathematics	2019	65	66	<b>68</b>	59	62	73	70	81	60	66	58	70	70	64	61	71
	2018	65	67	<b>67</b>	58	59	74	58	80	50	66	58	59	68	64	58	66
Grade 5 ELA/Reading	2019	81	81	<b>85</b>	82	84	85	67	89	68	82	76	88	85	85	83	85
	2018	80	80	<b>82</b>	80	81	81	95	86	70	84	75	85	82	82	81	82
Grade 5 Mathematics	2019	83	82	<b>88</b>	84	85	88	100	94	100	85	75	83	88	87	85	89
	2018	81	79	<b>82</b>	78	80	82	79	89	50	83	76	92	82	82	79	84
Grade 6 ELA/Reading	2019	42	44	<b>47</b>	39	38	54	53	60	50	50	39	42	48	45	38	45
	2018	47	49	<b>53</b>	43	45	59	43	68	60	60	42	47	54	51	44	53
Grade 6 Mathematics	2019	54	55	<b>63</b>	55	49	68	63	83	60	75	50	67	64	62	53	61
	2018	56	57	<b>62</b>	54	52	66	40	80	40	66	59	54	62	62	54	62
Grade 7 ELA/Reading	2019	77	78	<b>81</b>	76	78	82	75	89	*	87	67	72	82	78	77	83
	2018	76	77	<b>79</b>	72	77	81	93	86	*	80	64	80	79	79	74	79
Grade 7 Mathematics	2019	62	63	<b>65</b>	57	61	63	72	81	*	63	47	64	67	61	60	70
	2018	67	67	<b>67</b>	57	63	69	82	82	*	71	53	65	68	66	61	69
Grade 8 ELA/Reading	2019	77	78	<b>78</b>	73	75	78	93	85	*	77	63	83	79	75	74	77
	2018	79	79	<b>79</b>	79	77	77	67	81	*	79	71	75	79	78	76	75
Grade 8 Mathematics	2019	82	84	<b>82</b>	81	82	82	56	85	*	81	69	81	83	79	81	82
	2018	81	81	<b>72</b>	72	72	71	88	77	*	73	65	76	72	75	73	75
End of Course English II	2019	69	70	<b>72</b>	71	70	72	70	75	81	74	61	81	73	69	70	67
	2018	67	67	<b>69</b>	65	67	72	70	73	50	71	59	64	70	67	65	62
End of Course Algebra I	2019	75	75	<b>77</b>	70	69	79	71	91	67	77	41	64	78	72	70	70
	2018	72	72	<b>80</b>	72	71	85	75	93	*	82	38	80	81	75	72	74
All Grades Both Subjects	2019	69	70	<b>73</b>	67	68	74	70	82	70	73	59	71	74	70	67	72
	2018	69	70	<b>72</b>	66	67	74	72	82	65	74	61	69	72	70	66	71
All Grades ELA/Reading	2019	68	69	<b>72</b>	67	68	73	67	79	67	72	60	70	73	69	67	71
	2018	69	69	<b>72</b>	67	68	74	76	79	68	75	63	67	72	71	67	71
All Grades Mathematics	2019	70	71	<b>73</b>	68	68	75	74	86	74	74	57	72	75	70	68	73
	2018	70	70	<b>72</b>	65	66	75	68	85	61	74	59	70	73	70	66	71

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	40%	<b>42%</b>	39%	41%	50%	33%	51%	38%	43%	22%	39%	40%
	2018	38%	38%	<b>40%</b>	38%	37%	48%	35%	54%	*	48%	21%	37%	38%
Mathematics	2019	45%	45%	<b>44%</b>	41%	44%	48%	27%	57%	*	53%	24%	42%	43%
	2018	47%	46%	<b>43%</b>	38%	44%	53%	*	55%	*	44%	22%	40%	43%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	<b>83%</b>	74%	75%	93%	82%	95%	100%	87%	43%	73%	60%
Students Requiring Accelerated Instruction														
	2019	22%	23%	<b>17%</b>	26%	25%	7%	18%	5%	0%	13%	57%	27%	40%
STAAR Cumulative Met Standard														
	2019	86%	86%	<b>89%</b>	82%	84%	96%	86%	97%	100%	92%	53%	82%	74%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	<b>98%</b>	97%	98%	100%	*	100%	-	*	100%	97%	98%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	12%	<b>12%</b>	11%	9%	24%	*	20%	-	0%	7%	12%	11%
Retained in Grade 5	2019	63%	73%	*	*	*	-	-	-	-	-	-	*	*
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	<b>87%</b>	77%	82%	95%	91%	98%	100%	87%	49%	79%	77%
Students Requiring Accelerated Instruction														
	2019	17%	17%	<b>13%</b>	23%	18%	5%	9%	2%	0%	13%	51%	21%	23%
STAAR Cumulative Met Standard														
	2019	90%	89%	<b>91%</b>	84%	88%	97%	91%	98%	100%	94%	59%	86%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	<b>97%</b>	96%	97%	100%	*	100%	-	100%	100%	96%	96%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	30%	<b>29%</b>	29%	24%	40%	*	63%	-	33%	28%	27%	31%
Retained in Grade 5	2019	65%	50%	*	*	*	-	-	-	-	-	-	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	<b>86%</b>	79%	78%	95%	94%	96%	*	90%	40%	77%	47%
Students Requiring Accelerated Instruction														
	2019	22%	21%	<b>14%</b>	21%	22%	5%	6%	4%	*	10%	60%	23%	53%
STAAR Cumulative Met Standard														
	2019	85%	86%	<b>90%</b>	85%	84%	97%	94%	97%	*	93%	46%	83%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>99%</b>	96%	100%	100%	-	100%	-	*	100%	99%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	22%	<b>18%</b>	14%	17%	21%	-	24%	-	*	4%	20%	10%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	38%	36%	*	*	-	-	-	-	-	-	-	*	-
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	<b>83%</b>	77%	79%	92%	91%	95%	*	89%	37%	76%	65%
Students Requiring Accelerated Instruction	2019	18%	17%	<b>17%</b>	23%	21%	8%	9%	5%	*	11%	63%	24%	35%
STAAR Cumulative Met Standard	2019	88%	88%	<b>87%</b>	82%	84%	94%	91%	97%	*	93%	45%	82%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	<b>98%</b>	94%	100%	100%	-	100%	-	*	100%	97%	100%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	50%	53%	<b>34%</b>	40%	27%	36%	-	35%	-	*	24%	39%	31%
Promoted to Grade 9	2019	56%	64%	*	*	-	-	-	-	-	-	-	*	-
Retained in Grade 8	2019	56%	64%	*	*	-	-	-	-	-	-	-	*	-

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	<b>83%</b>	67%	67%	68%	-	-	62%	72%	55%	62%	63%	63%
	2018	77%	77%	<b>82%</b>	65%	65%	66%	-	-	60%	69%	54%	63%	61%	61%
At Meets Grade Level or Above	2019	50%	51%	<b>59%</b>	31%	29%	32%	-	-	28%	36%	22%	32%	28%	28%
	2018	48%	49%	<b>58%</b>	29%	30%	29%	-	-	27%	35%	21%	32%	27%	28%
At Masters Grade Level	2019	24%	25%	<b>33%</b>	13%	12%	13%	-	-	10%	15%	7%	12%	10%	11%
	2018	22%	23%	<b>32%</b>	10%	10%	10%	-	-	9%	14%	7%	10%	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	<b>81%</b>	66%	65%	66%	-	-	56%	72%	46%	56%	58%	58%
	2018	74%	74%	<b>81%</b>	63%	64%	62%	-	-	54%	69%	44%	61%	56%	56%
At Meets Grade Level or Above	2019	48%	49%	<b>59%</b>	25%	24%	27%	-	-	24%	34%	18%	28%	24%	24%
	2018	46%	47%	<b>57%</b>	26%	27%	26%	-	-	22%	31%	16%	29%	23%	23%
At Masters Grade Level	2019	21%	22%	<b>30%</b>	10%	10%	10%	-	-	8%	14%	4%	10%	9%	9%
	2018	19%	20%	<b>29%</b>	8%	9%	8%	-	-	7%	13%	4%	10%	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	<b>85%</b>	77%	76%	78%	-	-	73%	79%	68%	67%	74%	74%
	2018	81%	82%	<b>85%</b>	78%	75%	78%	-	-	72%	78%	67%	72%	74%	74%
At Meets Grade Level or Above	2019	52%	53%	<b>60%</b>	42%	39%	43%	-	-	37%	46%	30%	37%	38%	38%
	2018	50%	51%	<b>59%</b>	39%	39%	39%	-	-	36%	44%	30%	35%	37%	37%
At Masters Grade Level	2019	26%	28%	<b>36%</b>	20%	16%	22%	-	-	16%	21%	11%	15%	17%	17%
	2018	24%	25%	<b>35%</b>	16%	16%	16%	-	-	15%	20%	10%	11%	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	<b>76%</b>	57%	59%	56%	-	-	54%	62%	45%	55%	55%	55%
	2018	66%	66%	<b>74%</b>	42%	45%	42%	-	-	46%	54%	38%	53%	45%	45%
At Meets Grade Level or Above	2019	38%	39%	<b>49%</b>	19%	19%	19%	-	-	20%	23%	17%	12%	20%	19%
	2018	41%	42%	<b>52%</b>	16%	17%	15%	-	-	21%	29%	15%	26%	20%	20%
At Masters Grade Level	2019	14%	15%	<b>23%</b>	4%	4%	3%	-	-	4%	3%	5%	5%	4%	4%
	2018	13%	13%	<b>21%</b>	1%	0%	2%	-	-	4%	5%	4%	3%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	<b>85%</b>	51%	47%	53%	-	-	60%	58%	62%	66%	59%	59%
	2018	80%	80%	<b>84%</b>	60%	52%	62%	-	-	58%	57%	58%	63%	58%	58%
At Meets Grade Level or Above	2019	54%	55%	<b>62%</b>	24%	20%	25%	-	-	21%	22%	21%	34%	22%	22%
	2018	51%	52%	<b>60%</b>	22%	20%	23%	-	-	23%	22%	23%	34%	22%	23%
At Masters Grade Level	2019	25%	27%	<b>33%</b>	8%	6%	9%	-	-	4%	5%	4%	7%	5%	5%
	2018	23%	24%	<b>32%</b>	6%	7%	5%	-	-	6%	5%	6%	10%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	<b>87%</b>	-	-	-	-	-	54%	52%	55%	68%	54%	55%
	2018	78%	79%	<b>85%</b>	-	-	-	-	-	56%	45%	57%	51%	56%	55%
At Meets Grade Level or Above	2019	55%	57%	<b>66%</b>	-	-	-	-	-	22%	19%	22%	50%	22%	24%
	2018	53%	54%	<b>64%</b>	-	-	-	-	-	21%	16%	22%	31%	21%	22%
At Masters Grade Level	2019	33%	36%	<b>45%</b>	-	-	-	-	-	10%	12%	10%	27%	10%	12%
	2018	31%	32%	<b>43%</b>	-	-	-	-	-	8%	4%	8%	13%	8%	8%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	70%	<b>73%</b>	73%	73%	74%	-	-	64%	70%	61%	64%	66%	66%
	2018	69%	70%	<b>72%</b>	66%	68%	66%	-	-	67%	68%	66%	67%	67%	67%
All Grades ELA/Reading	2019	68%	69%	<b>72%</b>	73%	73%	74%	-	-	65%	70%	62%	65%	67%	67%
	2018	69%	69%	<b>72%</b>	69%	64%	70%	-	-	67%	69%	66%	72%	67%	68%
All Grades Mathematics	2019	70%	71%	<b>73%</b>	73%	73%	74%	-	-	64%	70%	60%	64%	66%	66%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	2018	State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	<b>72%</b>	64%	71%	62%	-	-	67%	67%	67%	63%	66%	66%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	40%	<b>42%</b>	46%	51%	44%	-	-	39%	43%	36%	31%	40%	40%
	2018	38%	38%	<b>40%</b>	38%	33%	39%	-	-	39%	45%	35%	35%	38%	38%
Mathematics	2019	45%	45%	<b>44%</b>	49%	54%	47%	-	-	42%	44%	41%	24%	44%	43%
	2018	47%	46%	<b>43%</b>	49%	42%	51%	-	-	42%	47%	39%	34%	43%	43%



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Participation**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%
Included in Accountability	94%	94%	<b>95%</b>	94%	94%	96%	94%	96%	95%	96%	94%	94%	87%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	5%	4%	3%	4%	2%	3%	3%	4%	4%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	1%	1%	2%	2%	0%	1%	1%	7%
Not Tested	1%	1%	<b>0%</b>	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	1%	0%	0%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	100%	98%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	<b>96%</b>	95%	95%	97%	92%	96%	88%	97%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	<b>3%</b>	4%	3%	2%	5%	2%	9%	2%	3%	3%	5%
Other Exclusions	1%	1%	<b>1%</b>	0%	1%	1%	1%	2%	3%	0%	1%	1%	6%
Not Tested	1%	1%	<b>1%</b>	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
Texas Academic Performance Report

District Name: FORT BEND ISD  
County Name: FORT BEND  
District Number: 079907

**2019-20 District Attendance, Graduation, and Dropout Rates**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	95.5%	<b>96.7%</b>	96.6%	95.9%	96.5%	96.4%	97.8%	96.4%	96.7%	95.1%	96.0%	96.7%
2017-18	95.4%	95.4%	<b>96.7%</b>	96.5%	96.0%	96.6%	96.9%	97.8%	97.1%	96.7%	95.1%	96.1%	96.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.6%	<b>0.2%</b>	0.4%	0.1%	0.2%	2.4%	0.2%	0.0%	0.0%	0.3%	0.3%	0.2%
2017-18	0.4%	0.6%	<b>0.2%</b>	0.3%	0.2%	0.3%	0.0%	0.2%	0.0%	0.0%	0.4%	0.3%	0.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	2.0%	<b>1.0%</b>	1.2%	1.8%	0.6%	2.7%	0.2%	3.8%	0.9%	2.3%	1.6%	3.5%
2017-18	1.9%	2.1%	<b>0.9%</b>	1.0%	1.6%	0.5%	1.4%	0.2%	8.3%	0.8%	1.9%	1.4%	3.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	89.0%	<b>95.0%</b>	94.6%	92.0%	96.2%	94.1%	98.0%	*	95.5%	85.0%	92.6%	81.5%
Received TxCHSE	0.5%	0.4%	<b>0.3%</b>	0.2%	0.1%	0.7%	0.0%	0.1%	*	1.3%	0.0%	0.3%	0.0%
Continued HS	3.7%	3.7%	<b>1.1%</b>	0.7%	1.5%	1.0%	0.0%	1.0%	*	0.6%	5.2%	1.3%	2.7%
Dropped Out	5.9%	6.9%	<b>3.7%</b>	4.5%	6.4%	2.1%	5.9%	1.0%	*	2.6%	9.8%	5.8%	15.8%
Graduates and TxCHSE	90.4%	89.5%	<b>95.3%</b>	94.8%	92.1%	96.9%	94.1%	98.0%	*	96.8%	85.0%	92.8%	81.5%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	<b>96.3%</b>	95.5%	93.6%	97.9%	94.1%	99.0%	*	97.4%	90.2%	94.2%	84.2%
Class of 2018													
Graduated	90.0%	88.9%	<b>95.9%</b>	95.4%	92.0%	98.2%	93.8%	98.8%	*	100.0%	85.3%	93.9%	85.5%
Received TxCHSE	0.4%	0.5%	<b>0.2%</b>	0.3%	0.2%	0.3%	0.0%	0.1%	*	0.0%	0.4%	0.3%	0.0%
Continued HS	3.8%	4.0%	<b>1.2%</b>	1.3%	2.2%	0.3%	6.3%	0.6%	*	0.0%	2.7%	1.8%	4.0%
Dropped Out	5.7%	6.6%	<b>2.7%</b>	3.1%	5.6%	1.2%	0.0%	0.5%	*	0.0%	11.6%	4.0%	10.4%
Graduates and TxCHSE	90.4%	89.3%	<b>96.1%</b>	95.6%	92.2%	98.5%	93.8%	98.9%	*	100.0%	85.7%	94.2%	85.5%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	<b>97.3%</b>	96.9%	94.4%	98.8%	100.0%	99.5%	*	100.0%	88.4%	96.0%	89.6%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	91.3%	<b>96.8%</b>	96.2%	93.6%	98.4%	93.8%	99.3%	*	99.2%	85.4%	95.1%	89.3%
Received TxCHSE	0.6%	0.6%	<b>0.3%</b>	0.4%	0.4%	0.3%	0.0%	0.1%	*	0.8%	1.5%	0.4%	0.0%
Continued HS	1.1%	1.1%	<b>0.1%</b>	0.0%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.7%	0.1%	0.0%
Dropped Out	6.1%	7.0%	<b>2.9%</b>	3.4%	5.9%	1.2%	6.3%	0.6%	*	0.0%	12.3%	4.4%	10.7%
Graduates and TxCHSE	92.8%	91.9%	<b>97.1%</b>	96.6%	94.0%	98.7%	93.8%	99.4%	*	100.0%	86.9%	95.5%	89.3%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	<b>97.1%</b>	96.6%	94.1%	98.8%	93.8%	99.4%	*	100.0%	87.7%	95.6%	89.3%
Class of 2017													
Graduated	92.0%	91.0%	<b>96.3%</b>	95.4%	94.1%	97.1%	93.8%	99.0%	100.0%	98.5%	90.5%	94.1%	87.8%
Received TxCHSE	0.6%	0.7%	<b>0.5%</b>	0.6%	0.3%	1.0%	0.0%	0.2%	0.0%	0.8%	0.9%	0.6%	0.0%
Continued HS	1.1%	1.2%	<b>0.1%</b>	0.1%	0.1%	0.2%	0.0%	0.2%	0.0%	0.0%	1.6%	0.2%	0.0%
Dropped Out	6.3%	7.1%	<b>3.0%</b>	4.0%	5.5%	1.7%	6.3%	0.6%	0.0%	0.8%	7.0%	5.0%	12.2%
Graduates and TxCHSE	92.6%	91.7%	<b>96.8%</b>	95.9%	94.4%	98.1%	93.8%	99.2%	100.0%	99.2%	91.5%	94.8%	87.8%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	<b>97.0%</b>	96.0%	94.5%	98.3%	93.8%	99.4%	100.0%	99.2%	93.0%	95.0%	87.8%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													

Texas Education Agency  
Texas Academic Performance Report

District Name: FORT BEND ISD

County Name: FORT BEND

District Number: 079907

**2019-20 District Attendance, Graduation, and Dropout Rates**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Class of 2017</b>													
Graduated	92.4%	91.5%	<b>96.5%</b>	95.5%	94.2%	97.2%	93.8%	99.2%	100.0%	98.5%	91.7%	94.2%	87.9%
Received TxCHSE	0.7%	0.8%	<b>0.6%</b>	0.7%	0.4%	1.1%	0.0%	0.2%	0.0%	0.8%	0.9%	0.7%	0.0%
Continued HS	0.6%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	<b>3.0%</b>	3.8%	5.5%	1.7%	6.3%	0.6%	0.0%	0.8%	7.4%	5.0%	12.1%
Graduates and TxCHSE	93.2%	92.3%	<b>97.0%</b>	96.2%	94.5%	98.3%	93.8%	99.4%	100.0%	99.2%	92.6%	95.0%	87.9%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	<b>97.0%</b>	96.2%	94.5%	98.3%	93.8%	99.4%	100.0%	99.2%	92.6%	95.0%	87.9%
<b>Class of 2016</b>													
Graduated	92.1%	91.3%	<b>96.2%</b>	95.2%	93.4%	97.5%	100.0%	99.2%	100.0%	97.1%	89.4%	94.0%	85.2%
Received TxCHSE	0.8%	0.9%	<b>0.5%</b>	0.7%	0.7%	0.6%	0.0%	0.1%	0.0%	0.7%	1.0%	0.6%	0.0%
Continued HS	0.5%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	7.3%	<b>3.2%</b>	4.1%	6.0%	1.9%	0.0%	0.6%	0.0%	2.2%	9.6%	5.4%	14.8%
Graduates and TxCHSE	92.9%	92.1%	<b>96.8%</b>	95.9%	94.0%	98.1%	100.0%	99.4%	100.0%	97.8%	90.4%	94.6%	85.2%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	<b>96.8%</b>	95.9%	94.0%	98.1%	100.0%	99.4%	100.0%	97.8%	90.4%	94.6%	85.2%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	89.0%	<b>93.8%</b>	92.9%	90.8%	94.5%	94.1%	97.7%	*	94.2%	76.0%	91.0%	80.1%
Class of 2018	90.0%	88.9%	<b>94.7%</b>	94.0%	90.6%	96.4%	93.8%	98.2%	*	98.4%	70.6%	92.3%	82.6%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	76.5%	<b>40.0%</b>	*	*	*	-	-	-	-	*	*	*
Class of 2018	68.5%	71.3%	<b>78.6%</b>	76.9%	72.7%	*	-	92.3%	-	*	*	77.3%	90.0%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	5.0%	<b>1.3%</b>	1.8%	1.8%	0.8%	0.0%	0.5%	*	0.0%	5.2%	1.4%	4.1%
Class of 2018	5.0%	6.4%	<b>1.1%</b>	0.9%	1.5%	1.4%	0.0%	0.8%	*	0.8%	4.5%	1.4%	3.7%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	81.1%	<b>87.5%</b>	82.8%	82.2%	91.6%	93.8%	95.7%	*	85.5%	28.5%	81.3%	69.6%
Class of 2018	82.0%	80.4%	<b>89.6%</b>	86.0%	85.1%	92.3%	80.0%	96.0%	*	91.7%	26.4%	84.9%	72.1%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	86.1%	<b>88.7%</b>	84.5%	84.0%	92.4%	93.8%	96.1%	*	85.5%	33.4%	82.7%	73.8%
Class of 2018	86.8%	86.7%	<b>90.6%</b>	86.8%	86.5%	93.5%	80.0%	96.8%	*	92.6%	30.5%	86.2%	76.4%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	27.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
2017-18	37.7%	27.5%	<b>11.2%</b>	10.5%	4.2%	11.8%	*	22.2%	-	-	0.0%	13.8%	*
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	5.0%	<b>1.3%</b>	1.8%	1.9%	0.8%	0.0%	0.5%	*	0.0%	5.0%	1.4%	4.1%
2017-18	4.9%	6.3%	<b>1.0%</b>	0.9%	1.6%	1.1%	0.0%	0.7%	*	0.8%	4.2%	1.1%	4.5%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	79.6%	<b>86.9%</b>	82.5%	80.9%	90.8%	87.5%	95.8%	*	84.5%	27.7%	80.9%	69.9%
2017-18	81.5%	80.1%	<b>89.0%</b>	85.1%	84.5%	91.9%	80.0%	95.9%	*	91.1%	25.0%	84.8%	70.9%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Attendance, Graduation, and Dropout Rates**

District Name: FORT BEND ISD

County Name: FORT BEND

District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	<b>87.6%</b>	83.5%	82.3%	91.1%	87.5%	95.8%	*	83.9%	29.7%	81.7%	73.8%
2017-18	85.1%	84.9%	<b>88.8%</b>	84.4%	84.7%	91.7%	75.0%	95.7%	*	91.9%	23.2%	84.8%	75.1%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Graduation Profile**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	5,824	100.0%	355,615	100.0%
By Ethnicity:				
African American	1,766	30.3%	43,953	12.4%
Hispanic	1,505	25.8%	180,673	50.8%
White	858	14.7%	105,577	29.7%
American Indian	16	0.3%	1,293	0.4%
Asian	1,526	26.2%	16,564	4.7%
Pacific Islander	2	0.0%	537	0.2%
Two or More Races	151	2.6%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	39	0.7%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	734	12.6%	51,579	14.5%
Foundation H.S. Program (Endorsement)	73	1.3%	15,160	4.3%
Foundation H.S. Program (DLA)	4,978	85.5%	285,538	80.3%
Special Education Graduates	389	6.7%	27,598	7.8%
Economically Disadvantaged Graduates	2,445	42.0%	186,364	52.4%
LEP Graduates	326	5.6%	25,189	7.1%
At-Risk Graduates	2,227	38.2%	146,432	41.2%

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	<b>70.6%</b>	55.7%	59.2%	84.0%	59.4%	91.4%	*	72.2%	54.6%	57.2%	43.7%
2017-18	65.5%	65.8%	<b>69.1%</b>	54.8%	54.5%	82.5%	68.8%	90.5%	*	76.0%	55.2%	55.5%	38.5%
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	<b>61.8%</b>	44.1%	48.0%	76.1%	43.8%	88.2%	*	60.3%	11.8%	45.9%	30.7%
2017-18	50.0%	51.8%	<b>63.5%</b>	46.4%	47.4%	78.3%	56.3%	88.7%	*	72.0%	4.5%	48.1%	31.6%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	<b>70.8%</b>	58.7%	58.3%	82.6%	50.0%	90.6%	*	70.9%	17.2%	56.9%	31.0%
2017-18	58.2%	59.4%	<b>71.0%</b>	59.2%	55.7%	84.6%	68.8%	89.6%	*	82.4%	11.0%	56.8%	32.0%
Mathematics													
2018-19	48.6%	51.4%	<b>59.7%</b>	41.4%	43.5%	73.4%	43.8%	89.3%	*	58.9%	12.1%	43.8%	36.8%
2017-18	46.0%	50.4%	<b>63.0%</b>	46.3%	45.1%	77.3%	31.3%	90.1%	*	68.8%	7.2%	47.7%	43.9%
Both Subjects													
2018-19	44.2%	45.3%	<b>56.5%</b>	37.7%	40.4%	71.4%	37.5%	86.0%	*	55.6%	9.3%	39.3%	24.5%
2017-18	42.1%	45.1%	<b>59.1%</b>	41.6%	40.0%	75.4%	25.0%	86.6%	*	68.0%	3.4%	42.0%	26.8%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	<b>19.8%</b>	15.7%	16.1%	24.6%	12.5%	25.5%	*	19.9%	3.1%	16.8%	2.8%
2017-18	20.7%	17.5%	<b>16.2%</b>	13.9%	13.8%	21.6%	25.0%	17.6%	*	13.6%	1.0%	13.8%	1.1%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	<b>29.1%</b>	9.3%	19.4%	36.7%	25.0%	57.7%	*	25.8%	1.8%	16.2%	11.3%
2017-18	20.4%	23.3%	<b>29.5%</b>	10.6%	16.4%	36.9%	12.5%	58.9%	*	36.0%	0.3%	15.7%	13.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	<b>23.6%</b>	23.5%	23.1%	27.7%	34.4%	21.9%	*	19.9%	53.0%	22.3%	18.9%
2017-18	28.7%	25.2%	<b>12.0%</b>	13.6%	12.2%	12.0%	15.6%	9.8%	*	10.8%	54.6%	13.6%	8.7%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	<b>11.0%</b>	8.3%	10.2%	16.2%	18.8%	12.2%	*	6.6%	8.0%	8.4%	9.5%
2017-18	4.8%	4.3%	<b>2.2%</b>	1.8%	1.4%	3.3%	6.3%	2.8%	*	1.6%	1.0%	1.9%	0.4%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District College, Career, and Military Readiness (CCMR)**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	<b>1.3%</b>	1.5%	1.3%	1.7%	0.0%	0.6%	*	2.0%	18.3%	1.4%	2.8%
2017-18	1.7%	1.8%	<b>1.5%</b>	2.2%	1.5%	1.3%	0.0%	0.7%	*	0.8%	28.9%	2.1%	4.1%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	<b>22.4%</b>	25.8%	22.3%	19.6%	12.5%	20.6%	*	16.6%	29.6%	23.0%	15.6%
2017-18	38.7%	33.1%	<b>13.6%</b>	15.2%	13.5%	12.7%	12.5%	12.3%	*	12.8%	17.9%	15.4%	8.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	<b>1.3%</b>	1.3%	2.1%	0.9%	6.3%	0.5%	*	1.3%	1.0%	1.9%	0.9%
2017-18	4.3%	4.1%	<b>1.4%</b>	1.5%	2.1%	1.0%	6.3%	0.7%	*	0.8%	1.0%	2.0%	0.4%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	<b>1.7%</b>	2.0%	1.5%	2.9%	6.3%	0.6%	*	4.6%	25.4%	1.6%	1.2%
2017-18	2.6%	2.0%	<b>1.1%</b>	1.6%	1.2%	1.2%	0.0%	0.2%	*	1.6%	21.6%	1.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	<b>0.0%</b>	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.3%	<b>0.0%</b>	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District CCMR-Related Indicators

District Name: FORT BEND ISD  
County Name: FORT BEND  
District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	25.3%	<b>15.9%</b>	17.5%	21.5%	13.8%	18.8%	10.0%	*	11.9%	9.5%	19.1%	14.1%
2017-18	32.1%	25.0%	<b>13.1%</b>	14.0%	19.4%	12.2%	37.5%	6.7%	*	9.6%	7.6%	15.4%	10.8%
Mathematics													
2018-19	24.7%	20.6%	<b>15.0%</b>	15.5%	16.8%	13.9%	25.0%	13.3%	*	14.6%	5.4%	16.9%	19.6%
2017-18	23.7%	21.3%	<b>15.3%</b>	17.5%	17.9%	13.6%	6.3%	11.9%	*	9.6%	3.1%	17.3%	19.3%
Both Subjects													
2018-19	18.8%	13.3%	<b>7.6%</b>	7.2%	9.4%	7.0%	12.5%	6.5%	*	6.6%	3.6%	8.2%	7.4%
2017-18	18.1%	13.8%	<b>6.7%</b>	6.7%	9.0%	6.9%	6.3%	4.6%	*	3.2%	1.4%	7.8%	5.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	53.8%	<b>23.2%</b>	27.1%	23.5%	19.7%	12.5%	21.0%	*	17.9%	32.6%	24.5%	17.8%
2017-18	58.4%	51.1%	<b>20.4%</b>	23.7%	20.8%	19.1%	31.3%	17.0%	*	19.2%	24.4%	23.3%	13.8%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	4.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	1.3%	<b>0.2%</b>	0.3%	0.1%	0.3%	0.0%	0.2%	*	0.8%	0.0%	0.3%	0.4%
Mathematics													
2018-19	7.3%	8.5%	<b>1.9%</b>	2.8%	2.0%	2.0%	0.0%	0.5%	*	3.3%	3.3%	2.5%	2.5%
2017-18	3.9%	5.3%	<b>2.3%</b>	3.7%	3.3%	1.1%	0.0%	0.7%	*	1.6%	2.4%	3.4%	2.6%
Both Subjects													
2018-19	2.6%	1.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	27.4%	<b>30.6%</b>	13.2%	18.4%	34.7%	22.2%	58.5%	40.0%	30.2%	n/a	19.0%	n/a
2018	25.8%	28.3%	<b>32.2%</b>	16.6%	20.6%	35.0%	15.6%	60.0%	57.1%	29.7%	n/a	20.8%	n/a
English Language Arts													
2019	14.5%	15.1%	<b>13.8%</b>	7.2%	8.1%	14.4%	11.1%	25.9%	10.0%	15.3%	n/a	8.3%	n/a
2018	15.3%	16.0%	<b>16.4%</b>	9.6%	9.7%	15.4%	9.4%	31.5%	14.3%	14.5%	n/a	10.3%	n/a
Mathematics													
2019	7.4%	8.1%	<b>11.3%</b>	2.8%	4.5%	11.8%	3.7%	26.4%	0.0%	11.1%	n/a	5.9%	n/a
2018	7.3%	8.3%	<b>10.7%</b>	2.4%	3.1%	10.7%	0.0%	27.7%	0.0%	9.4%	n/a	5.1%	n/a
Science													
2019	10.4%	11.4%	<b>14.0%</b>	4.4%	7.0%	15.7%	14.8%	30.3%	10.0%	12.2%	n/a	7.6%	n/a
2018	10.8%	11.8%	<b>14.6%</b>	5.1%	8.0%	17.2%	6.3%	30.3%	28.6%	14.9%	n/a	8.7%	n/a
Social Studies													
2019	13.9%	15.8%	<b>21.7%</b>	7.5%	9.4%	22.5%	18.5%	48.1%	40.0%	19.1%	n/a	11.7%	n/a
2018	14.5%	16.9%	<b>23.6%</b>	10.4%	12.2%	23.5%	12.5%	50.0%	42.9%	20.7%	n/a	14.1%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	53.9%	<b>70.9%</b>	42.3%	57.3%	76.4%	50.0%	79.8%	*	77.0%	n/a	55.5%	n/a
2018	50.7%	53.3%	<b>69.7%</b>	42.4%	54.7%	79.3%	60.0%	79.8%	*	72.0%	n/a	50.9%	n/a
English Language Arts													
2019	41.2%	43.1%	<b>64.9%</b>	33.1%	43.5%	76.0%	*	76.7%	*	72.7%	n/a	40.8%	n/a
2018	42.5%	44.3%	<b>66.4%</b>	40.1%	44.1%	77.5%	*	78.2%	*	77.5%	n/a	41.8%	n/a



Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District CCMR-Related Indicators**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	<b>70.8%</b>	35.7%	44.4%	73.5%	*	77.9%	-	84.4%	n/a	51.9%	n/a
2018	52.8%	54.5%	<b>73.5%</b>	55.3%	54.4%	79.3%	-	75.9%	-	73.1%	n/a	61.7%	n/a
Science													
2019	40.6%	43.7%	<b>62.0%</b>	30.5%	42.2%	68.2%	*	69.0%	*	74.3%	n/a	42.3%	n/a
2018	38.0%	41.1%	<b>58.4%</b>	29.6%	29.0%	70.3%	*	67.5%	*	53.7%	n/a	34.0%	n/a
Social Studies													
2019	46.3%	52.0%	<b>70.5%</b>	48.6%	53.1%	77.3%	60.0%	75.3%	*	80.0%	n/a	55.6%	n/a
2018	44.6%	49.2%	<b>65.2%</b>	41.2%	46.9%	71.7%	*	72.8%	*	78.9%	n/a	45.8%	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	82.1%	<b>77.4%</b>	74.1%	58.2%	85.8%	68.8%	95.2%	*	78.1%	n/a	65.5%	n/a
2017-18	74.6%	80.9%	<b>77.1%</b>	74.3%	57.0%	85.1%	56.3%	93.5%	*	84.8%	n/a	65.7%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	37.4%	<b>57.7%</b>	33.2%	44.2%	72.0%	27.3%	81.0%	*	56.8%	n/a	39.3%	n/a
2017-18	37.9%	39.5%	<b>61.3%</b>	36.5%	43.4%	77.8%	33.3%	84.8%	*	70.8%	n/a	42.0%	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1028	<b>1133</b>	1017	1058	1184	973	1254	*	1121	n/a	1042	n/a
2017-18	1036	1038	<b>1142</b>	1034	1050	1197	962	1259	*	1168	n/a	1051	n/a
English Language Arts and Writing													
2018-19	517	515	<b>565</b>	517	536	593	511	611	*	564	n/a	523	n/a
2017-18	521	520	<b>569</b>	525	528	599	488	614	*	580	n/a	526	n/a
Mathematics													
2018-19	510	513	<b>568</b>	500	522	591	462	644	*	557	n/a	519	n/a
2017-18	515	518	<b>573</b>	509	521	599	474	645	*	588	n/a	525	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	21.1	<b>23.2</b>	19.4	20.9	25.0	23.0	26.9	*	23.6	n/a	19.6	n/a
2017-18	20.6	21.2	<b>23.4</b>	19.4	21.1	24.8	*	27.2	*	24.1	n/a	20.3	n/a
English Language Arts													
2018-19	20.3	20.8	<b>23.0</b>	19.3	20.7	25.0	23.4	26.7	*	23.6	n/a	19.3	n/a
2017-18	20.3	20.8	<b>23.2</b>	19.3	21.0	24.6	*	26.9	*	23.8	n/a	19.9	n/a
Mathematics													
2018-19	20.4	21.0	<b>23.0</b>	18.8	20.5	24.6	22.4	27.3	*	23.7	n/a	19.5	n/a
2017-18	20.6	21.2	<b>23.4</b>	18.9	21.1	24.7	*	27.8	*	24.8	n/a	20.3	n/a
Science													
2018-19	20.8	21.2	<b>23.1</b>	19.6	21.3	25.1	22.8	26.4	*	23.2	n/a	20.0	n/a
2017-18	20.9	21.4	<b>23.3</b>	19.6	21.1	24.8	*	26.6	*	23.6	n/a	20.6	n/a

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Other Postsecondary Indicators

District Name: FORT BEND ISD  
County Name: FORT BEND  
District Number: 079907

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	44.2%	<b>43.5%</b>	33.6%	34.1%	44.8%	36.2%	63.6%	39.1%	43.0%	9.5%	34.1%	20.8%
2017-18	43.4%	43.6%	<b>43.1%</b>	34.1%	34.7%	44.4%	27.8%	61.4%	40.9%	41.0%	8.3%	34.3%	19.5%
English Language Arts													
2018-19	17.8%	18.5%	<b>14.8%</b>	11.5%	10.2%	14.5%	10.4%	23.1%	9.5%	13.6%	0.7%	10.7%	1.2%
2017-18	17.3%	18.5%	<b>15.1%</b>	11.5%	10.6%	14.5%	11.1%	24.3%	4.5%	12.0%	0.7%	11.5%	1.6%
Mathematics													
2018-19	20.4%	19.8%	<b>23.7%</b>	15.9%	16.4%	23.6%	15.4%	39.5%	22.7%	22.5%	2.2%	16.9%	9.7%
2017-18	20.7%	20.7%	<b>24.2%</b>	17.0%	15.7%	25.2%	14.3%	40.0%	23.8%	23.7%	1.9%	17.8%	9.2%
Science													
2018-19	21.7%	20.0%	<b>24.8%</b>	18.3%	18.7%	23.9%	19.7%	38.7%	9.5%	20.0%	5.3%	19.1%	9.8%
2017-18	21.2%	19.7%	<b>24.6%</b>	18.3%	19.1%	23.1%	14.3%	38.4%	22.7%	21.1%	2.6%	19.5%	9.1%
Social Studies													
2018-19	23.6%	22.7%	<b>24.8%</b>	15.3%	14.7%	25.3%	23.4%	45.0%	35.0%	23.1%	0.8%	16.0%	4.9%
2017-18	22.8%	22.2%	<b>25.4%</b>	16.9%	16.0%	25.0%	14.1%	44.8%	23.8%	23.4%	1.0%	17.6%	5.3%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	54.7%	<b>66.6%</b>	59.9%	53.3%	70.9%	43.8%	84.4%	*	68.0%	31.5%	58.6%	48.7%
2016-17	54.6%	55.9%	<b>68.2%</b>	62.9%	55.4%	70.0%	82.4%	84.6%	66.7%	72.4%	34.2%	60.9%	41.2%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	63.3%	<b>74.6%</b>	57.0%	64.4%	83.3%	16.7%	90.9%	*	74.7%	13.6%	63.1%	53.4%
2016-17	59.2%	60.5%	<b>68.8%</b>	50.2%	53.7%	81.6%	71.4%	86.8%	*	78.3%	16.8%	54.0%	19.5%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

District Name: FORT BEND ISD

County Name: FORT BEND

District Number: 079907

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	77,575	100.0%	5,479,173	100.0%	77,756	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	262	0.3%	16,848	0.3%	389	0.5%	25,883	0.5%
Pre-Kindergarten	1,874	2.4%	248,413	4.5%	1,874	2.4%	249,226	4.5%
Kindergarten	4,832	6.2%	383,585	7.0%	4,840	6.2%	384,114	7.0%
Grade 1	5,120	6.6%	391,175	7.1%	5,121	6.6%	391,449	7.1%
Grade 2	5,338	6.9%	388,370	7.1%	5,341	6.9%	388,675	7.1%
Grade 3	5,455	7.0%	391,565	7.1%	5,458	7.0%	391,795	7.1%
Grade 4	5,706	7.4%	399,883	7.3%	5,708	7.3%	400,111	7.3%
Grade 5	5,924	7.6%	417,272	7.6%	5,925	7.6%	417,444	7.6%
Grade 6	6,016	7.8%	422,605	7.7%	6,018	7.7%	422,740	7.7%
Grade 7	6,102	7.9%	423,421	7.7%	6,103	7.8%	423,545	7.7%
Grade 8	6,126	7.9%	411,170	7.5%	6,127	7.9%	411,272	7.5%
Grade 9	6,755	8.7%	448,929	8.2%	6,758	8.7%	449,122	8.2%
Grade 10	6,184	8.0%	406,785	7.4%	6,188	8.0%	407,044	7.4%
Grade 11	6,151	7.9%	376,894	6.9%	6,154	7.9%	377,208	6.9%
Grade 12	5,730	7.4%	352,258	6.4%	5,752	7.4%	354,312	6.4%
Ethnic Distribution:								
African American	21,060	27.1%	691,582	12.6%	21,126	27.2%	692,925	12.6%
Hispanic	20,678	26.7%	2,892,928	52.8%	20,717	26.6%	2,899,504	52.8%
White	12,186	15.7%	1,477,699	27.0%	12,231	15.7%	1,483,688	27.0%
American Indian	293	0.4%	19,999	0.4%	295	0.4%	20,062	0.4%
Asian	20,593	26.5%	250,065	4.6%	20,614	26.5%	250,463	4.6%
Pacific Islander	108	0.1%	8,466	0.2%	108	0.1%	8,481	0.2%
Two or More Races	2,657	3.4%	138,434	2.5%	2,665	3.4%	138,817	2.5%
Sex:								
Female	37,533	48.4%	2,673,270	48.8%	37,590	48.3%	2,678,619	48.8%
Male	40,042	51.6%	2,805,903	51.2%	40,166	51.7%	2,815,321	51.2%
Economically Disadvantaged	33,776	43.5%	3,303,974	60.3%	33,842	43.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	43,799	56.5%	2,175,199	39.7%	43,914	56.5%	2,184,330	39.8%
Section 504 Students	4,403	5.7%	376,734	6.9%	4,404	5.7%	376,956	6.9%
English Learners (EL)	12,362	15.9%	1,112,674	20.3%	12,368	15.9%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	765	1.0%	82,551	1.5%				
Students w/ Dyslexia	2,190	2.8%	224,619	4.1%	2,190	2.8%	224,741	4.1%
Foster Care	326	0.4%	17,393	0.3%	327	0.4%	17,451	0.3%
Homeless	649	0.8%	78,178	1.4%	650	0.8%	78,296	1.4%
Immigrant	2,691	3.5%	126,747	2.3%	2,697	3.5%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	15,595	20.1%	3,568,526	65.1%	15,668	20.2%	3,576,850	65.1%
Military Connected	536	0.7%	105,751	1.9%	537	0.7%	105,787	1.9%
At-Risk	31,766	40.9%	2,773,390	50.6%	31,793	40.9%	2,776,481	50.5%

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Student Information

District Name: FORT BEND ISD  
County Name: FORT BEND  
District Number: 079907

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	12,011	15.5%	1,128,904	20.6%	12,016	15.5%	1,129,558	20.6%
Career & Technical Education	21,225	27.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	8,649	34.8%	805,496	50.8%	8,654	34.8%	806,117	50.8%
Gifted & Talented Education	5,286	6.8%	444,125	8.1%	5,286	6.8%	444,196	8.1%
Special Education	7,752	10.0%	577,868	10.5%	7,868	10.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	7,752		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,826	36.5%	245,216	42.4%				
Students with Physical Disabilities	1,334	17.2%	123,847	21.4%				
Students with Autism	1,639	21.1%	79,952	13.8%				
Students with Behavioral Disabilities	1,859	24.0%	120,042	20.8%				
Students with Non-Categorical Early Childhood	94	1.2%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	8,535	11.4%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.5%	1.6%	3.6%	5.5%
Grade 1	1.8%	2.9%	3.6%	4.9%
Grade 2	0.9%	1.6%	0.6%	2.0%
Grade 3	0.5%	0.9%	0.4%	0.8%
Grade 4	0.3%	0.5%	0.5%	0.4%
Grade 5	0.1%	0.4%	0.0%	0.5%
Grade 6	0.2%	0.4%	0.0%	0.5%
Grade 7	0.2%	0.5%	0.4%	0.6%
Grade 8	0.2%	0.4%	1.0%	0.6%
Grade 9	6.9%	7.8%	12.4%	13.1%

Student Information	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	37	0.1%	5,686	0.2%

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Student Information**

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.4	19.0
Grade 1	19.6	18.9
Grade 2	20.0	18.8
Grade 3	19.7	19.0
Grade 4	19.9	19.2
Grade 5	22.1	20.9
Grade 6	22.4	20.4
Secondary:		
English/Language Arts	18.2	16.4
Foreign Languages	22.1	18.7
Mathematics	21.2	17.8
Science	21.4	18.8
Social Studies	21.5	19.3

Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Staff Information

District Name: FORT BEND ISD  
County Name: FORT BEND  
District Number: 079907

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	10,224.8	100.0%	734,726.4	100.0%
Professional Staff:	6,454.7	63.1%	468,132.4	63.7%
Teachers	4,855.8	47.5%	363,121.3	49.4%
Professional Support	1,307.9	12.8%	74,698.8	10.2%
Campus Administration (School Leadership)	246.0	2.4%	21,960.1	3.0%
Central Administration	45.0	0.4%	8,352.3	1.1%
Educational Aides:	1,047.9	10.2%	78,096.8	10.6%
Auxiliary Staff:	2,722.2	26.6%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	75.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	184.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	6,652.8	65.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	1,559.7	32.1%	39,132.5	10.8%
Hispanic	743.6	15.3%	102,099.7	28.1%
White	2,110.2	43.5%	209,453.0	57.7%
American Indian	7.9	0.2%	1,239.6	0.3%
Asian	325.5	6.7%	6,393.2	1.8%
Pacific Islander	8.0	0.2%	638.2	0.2%
Two or More Races	100.9	2.1%	4,165.2	1.1%
Males	1,122.1	23.1%	86,302.4	23.8%
Females	3,733.7	76.9%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	10.8	0.2%	4,859.9	1.3%
Bachelors	3,412.4	70.3%	266,596.3	73.4%
Masters	1,365.8	28.1%	89,088.4	24.5%
Doctorate	66.9	1.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	229.9	4.7%	26,878.7	7.4%
1-5 Years Experience	1,346.8	27.7%	101,305.8	27.9%
6-10 Years Experience	995.6	20.5%	70,305.4	19.4%
11-20 Years Experience	1,639.1	33.8%	106,767.7	29.4%
Over 20 Years Experience	644.5	13.3%	57,863.9	15.9%
Number of Students per Teacher	16.0	n/a	15.1	n/a

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Staff Information**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	6.3	6.2
Average Years Experience of Principals with District	5.6	5.3
Average Years Experience of Assistant Principals	7.3	5.3
Average Years Experience of Assistant Principals with District	6.4	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	11.0	11.1
	7.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$51,124	\$49,868
1-5 Years Experience	\$57,411	\$52,823
6-10 Years Experience	\$60,322	\$55,756
11-20 Years Experience	\$64,203	\$59,308
Over 20 Years Experience	\$70,382	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$61,724	\$57,091
Professional Support	\$73,721	\$67,352
Campus Administration (School Leadership)	\$94,884	\$82,512
Central Administration	\$146,986	\$108,367
Instructional Staff Percent:	63.4%	64.6%
Turnover Rate for Teachers:	16.0%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	10.3	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	2.0	399.5
Contracted Instructional Staff:	17.3	6,309.0

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Staff Information**

District Name: FORT BEND ISD  
 County Name: FORT BEND  
 District Number: 079907

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	243.0	5.0%	23,626.0	6.5%
Career & Technical Education	187.1	3.9%	18,120.4	5.0%
Compensatory Education	27.9	0.6%	10,147.3	2.8%
Gifted & Talented Education	83.4	1.7%	7,053.3	1.9%
Regular Education	3,683.6	75.9%	257,548.7	70.9%
Special Education	451.2	9.3%	33,620.4	9.3%
Other	179.4	3.7%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)





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## Report on Violent or Criminal Incidents 2019-20

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (must mask counts of 5 or less). Rates are incidents per capita.

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
02	Conduct punishable as a felony			-	-	-	-	-	-
04	Possessed, sold, used, or under influence of a controlled substance	-	-	31	0.002	226	0.009	258	0.003
05	Possessed, sold, used, or under influence of alcohol			8	0.000	6	0.000	14	0.000
06	Abuse of a volatile chemical								
07	Public lewdness or indecent exposure			5	0.000	12	0.000	17	0.000
08	Retaliation against school employee								
09	Conduct Occurring Off Campus/Student Not In Attendance/Fe...			-	-	-	-	6	0.000
10	Conduct Occurring Off Campus/Student Not In Attendance/Fe...					-	-	-	-
11	Used, exhibited, or possessed a firearm	-	-	-	-	-	-	-	-
12	Used, exhibited, or possessed an illegal knife			-	-	-	-	-	-
13	Used, exhibited, or possessed a club								
14	Used, exhibited, or possessed a prohibited weapon under penal code								
16	Arson								

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
17	Murder, capital murder, criminal attempt to commit murder, or capital murder								
18	Indecency with a child					-	-	-	-
19	Aggravated kidnapping								
21	Violation of student code of conduct	499	0.014	2084	0.114	2019	0.081	4602	0.059
22	Criminal mischief								
26	Terroristic threat	-	-	8	0.000	18	0.001	28	0.000
27	Assault against employee/volunteer	-	-	10	0.001	10	0.000	22	0.000
28	Assault against someone other than employee/volunteer			17	0.001	30	0.001	47	0.001
29	Aggravated assault against employee/volunteer								
30	Aggravated assault against someone other than employee/volunteer			-	-			-	-
31	Sexual assault against employee/volunteer								
32	Sexual assault or aggravated sexual assault against someone other than employee/volunteer			-	-	-	-	-	-
33	Possessed, purchased, used, or accepted a cigarette or tobacco product								
34	School-related gang violence								
35	False alarm/false report			-	-	-	-	-	-
36	Felony controlled substance violation			-	-	9	0.000	11	0.000

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
37	Felony alcohol violation								
41	Fighting/mutual combat	50	0.001	292	0.016	164	0.007	506	0.007
46	Aggravated robbery			-	-	-	-	-	-
47	Manslaughter								
48	Criminally negligent homicide								
49	Engages in deadly conduct								
50	Used, exhibited, or possessed a non-illegal knife (knife blade <= 5.5 inches)								
57	Continuous sexual abuse of young child or children								
58	Breach of computer security								
59	Serious misbehavior while in DAEP					-	-	-	-

\* Includes Ferndell Henry which enrolls students in 6<sup>th</sup>-12<sup>th</sup> grade.

"-" Counts of fewer than 5 are masked to protect student privacy, per FERPA.

High School Counts for Discipline Codes

Campus	02	04	05	07	09	10	11	12	18	21	26	27	28	32	35	36	41	46	59	60	61
Austin		12		-		-				37	-		-				9				
Bush		39		-	-				-	97	-	-	6		-		20	-			
Clements		11			-	-				94							-				
Dulles HS	-	11					-			98	-		-				11			-	
Elkins		22		-						137		-	-				8			-	-
Ferndell Henry		8								12				-		5	-		-		
Hightower		23		-	-			-		288	-	5	7	-		-	19	-		-	
Kempner		16	-	-						299	-		-				7			-	-
Marshall		21								317	-		-				30			-	-
Ridge Point		23	-					-		231			-				20				-
Travis		16	-	-						221	-	-	-	-		-	13			-	
Willowridge		24		-	-					188	-	-	6			-	24			-	

High School Rates per Student for Discipline Codes

Campus	02	04	05	07	09	10	11	12	18	21	26	27	28	32	35	36	41	46	59	60	61
Austin		0.005		-		-				0.017	-		-				0.004				
Bush		0.016		-	-				-	0.039	-	-	0.002		-		0.008	-			
Clements		0.004			-	-				0.037							-				
Dulles HS	-	0.004					-			0.038	-		-				0.004			-	
Elkins		0.009		-						0.056		-	-				0.003			-	-
Ferndell Henry		0.093								0.140				-		0.058	-		-		
Hightower		0.011		-	-			-		0.143	-	0.002	0.003	-		-	0.009	-		-	
Kempner		0.008	-	-						0.145	-		-				0.003			-	-
Marshall		0.016								0.244	-		-				0.023			-	-
Ridge Point		0.008	-					-		0.077			-				0.007				-
Travis		0.006	-	-						0.078	-	-	-	-		-	0.005			-	
Willowridge		0.019		-	-					0.147	-	-	0.005			-	0.019			-	

\* Includes Ferndell Henry which enrolls students in 6<sup>th</sup>-12<sup>th</sup> grade.

“-” Counts of fewer than 5 are masked to protect student privacy, per FERPA.

**Middle School Counts for Discipline Codes**

Campus	01	02	04	05	07	09	11	12	21	26	27	28	30	32	35	36	41	46	60	61
Baines			-					-	215			-					16		-	
Bowie					-				172			-			-		11		-	-
Crockett		-	-						150	-	-	-				-	33			-
Dulles MS			5				-		154	-	-						15			
First Colony									31			-					-			
Fort Settlement									29	-							-			
Garcia	-		-						151			-				-	25			
Hodges Bend			-			-			199		-	-	-				41		-	
Lake Olympia			8	-					162		-	-					49		-	
McAuliffe			-	-					138	-	-	-					18	-		
Missouri City			-	-	-				174	-				-			28			
Quail Valley MS			-	-	-	-			128			-					16			
Sartartia									24								7			
Sugar Land			-						258								16			
Thornton				-	-			-	99								13			

**Middle School Rates per Student for Discipline Codes**

Campus	01	02	04	05	07	09	11	12	21	26	27	28	30	32	35	36	41	46	60	61
Baines			-					-	0.173			-					0.013		-	
Bowie					-				0.119			-			-		0.008		-	-
Crockett		-	-						0.148	-	-	-				-	0.033			-
Dulles MS			0.003				-		0.106	-	-						0.010			
First Colony									0.026			-					-			
Fort Settlement									0.021	-							-			
Garcia	-		-						0.111			-				-	0.018			
Hodges Bend			-			-			0.181		-	-	-				0.037		-	
Lake Olympia			0.006	-					0.129		-	-					0.039		-	
McAuliffe			-	-					0.148	-	-	-					0.019	-		
Missouri City			-	-	-				0.174	-				-			0.028			
Quail Valley MS			-	-	-	-			0.114			-					0.014			
Sartartia									0.018								0.005			
Sugar Land			-						0.217								0.013			
Thornton				-	-			-	0.081								0.011			

“-” Counts of fewer than 5 are masked to protect student privacy, per FERPA.

Elementary School Counts for Discipline Codes

Campus	01	04	11	21	26	27	41
Armstrong				-			
Austin Parkway				8			
Barrington Place				7			
Blue Ridge				13			-
Brazos Bend				6			-
Briargate			-	34			6
Burton				8			
Colony Bend				8			-
Colony Meadows				-			
Commonwealth				-			
Cornerstone				-			
Drabek				-		-	
Dulles ES				65			-
Early Literacy Center - RME							
Edgar Glover				5			-
Fleming				-			
Goodman				11		-	-
Heritage Rose				32			5
Highlands				-			
Holley				8			-
Hunters Glen		-		7			
Jones				32			10
Jordan				21			-
Lakeview							
Lantern Lane				7			-
Leonetti				-			
Lexington Creek				-			
Madden				-			
Malala				-			-
Meadows				6			
Mission Bend				-			-
Mission Glen				-			
Mission West				7			-
Neill				14			
Oakland				-			
Oyster Creek				17	-		
Palmer				10			-
Parks	-			13			

**Elementary School Counts for Discipline Codes**

<b>Campus</b>	<b>01</b>	<b>04</b>	<b>11</b>	<b>21</b>	<b>26</b>	<b>27</b>	<b>41</b>
<b>Patterson</b>				15			
<b>Pecan Grove</b>				6			
<b>Quail Valley ES</b>				-			
<b>Ridgegate</b>							
<b>Ridgemont</b>				8	-		-
<b>Scanlan Oaks</b>				11			
<b>Schiff</b>				15			
<b>Seguin</b>				16			-
<b>Settlers Way</b>				-			
<b>Sienna Crossing</b>				29			
<b>Sugar Mill</b>				5			
<b>Sullivan</b>				6			
<b>Townewest</b>				6			
<b>Walker Station</b>				-			-

“-” Counts of fewer than 5 are masked to protect student privacy, per FERPA.



Elementary School Rates per Student for Discipline Codes

Campus	01	04	11	21	26	27	41
Armstrong				-			
Austin Parkway				0.011			
Barrington Place				0.013			
Blue Ridge				0.048			-
Brazos Bend				0.008			-
Briargate			-	0.086			0.015
Burton				0.019			
Colony Bend				0.015			-
Colony Meadows				-			
Commonwealth				-			
Cornerstone				-			
Drabek				-		-	
Dulles ES				0.092			-
Early Literacy Center - RME							
Edgar Glover				0.012			-
Fleming				-			
Goodman				0.015		-	-
Heritage Rose				0.028			0.004
Highlands				-			
Holley				0.01			-
Hunters Glen		-		0.017			
Jones				0.053			0.017
Jordan				0.038			-
Lakeview							
Lantern Lane				0.016			-
Leonetti				-			
Lexington Creek				-			
Madden				-			
Malala				-			-
Meadows				0.014			
Mission Bend				-			-
Mission Glen				-			
Mission West				0.01			-
Neill				0.015			
Oakland				-			
Oyster Creek				0.023	-		
Palmer				0.017			-
Parks	-			0.02			

**Elementary School Rates per Student for Discipline Codes**

<b>Campus</b>	<b>01</b>	<b>04</b>	<b>11</b>	<b>21</b>	<b>26</b>	<b>27</b>	<b>41</b>
<b>Patterson</b>				0.019			
<b>Pecan Grove</b>				0.008			
<b>Quail Valley ES</b>				-			
<b>Ridgegate</b>							
<b>Ridgemont</b>				0.027	-		-
<b>Scanlan Oaks</b>				0.013			
<b>Schiff</b>				0.017			
<b>Seguin</b>				0.029			-
<b>Settlers Way</b>				-			
<b>Sienna Crossing</b>				0.027			
<b>Sugar Mill</b>				0.008			
<b>Sullivan</b>				0.005			
<b>Townewest</b>				0.009			
<b>Walker Station</b>				-			-

“-” Counts of fewer than 5 are masked to protect student privacy, per FERPA.



## Student Performance in Postsecondary Institutions/ Texas Higher Education Coordinating Board (THECB) Report

## **Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
<b>FORT BEND</b>									
<b>FORT BEND ISD</b>									
	079907004	CLEMENTS H S							
		Four-Year Public University	293	17	22	30	66	158	0
		Two-Year Public Colleges	117	20	5	25	21	42	4
		Independent Colleges & Universities	26						
		Not Trackable	44						
		Not Found	117						
		Total High School Graduates	597						
	079907001	DULLES H S							
		Four-Year Public University	217	24	13	19	43	116	2
		Two-Year Public Colleges	158	39	26	23	34	29	7
		Independent Colleges & Universities	18						
		Not Trackable	25						
		Not Found	139						
		Total High School Graduates	557						
	079907011	GEORGE BUSH H S							
		Four-Year Public University	158	36	23	32	35	31	1
		Two-Year Public Colleges	167	63	23	27	24	24	6
		Independent Colleges & Universities	7						
		Not Trackable	26						
		Not Found	189						
		Total High School Graduates	547						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	079907008 HIGHTOWER H S							
	Four-Year Public University	150	29	11	33	36	40	1
	Two-Year Public Colleges	118	35	21	16	23	20	3
	Independent Colleges & Universities	17						
	Not Trackable	22						
	Not Found	213						
	Total High School Graduates	520						
	079907005 KEMPNER H S							
	Four-Year Public University	203	13	10	24	58	98	0
	Two-Year Public Colleges	252	63	33	45	55	49	7
	Independent Colleges & Universities	10						
	Not Trackable	23						
	Not Found	123						
	Total High School Graduates	611						
	079907006 LAWRENCE E ELKINS H S							
	Four-Year Public University	236	26	26	45	56	83	0
	Two-Year Public Colleges	153	41	25	22	32	22	11
	Independent Colleges & Universities	15						
	Not Trackable	12						
	Not Found	128						
	Total High School Graduates	544						
	079907016 RIDGE POINT H S							
	Four-Year Public University	217	21	20	44	56	75	1
	Two-Year Public Colleges	166	60	24	21	35	17	9
	Independent Colleges & Universities	22						
	Not Trackable	11						
	Not Found	171						
	Total High School Graduates	587						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	079907007 STEPHEN F AUSTIN H S							
	Four-Year Public University	270	10	20	38	76	125	1
	Two-Year Public Colleges	192	45	21	32	45	37	12
	Independent Colleges & Universities	17						
	Not Trackable	15						
	Not Found	132						
	Total High School Graduates	626						
	079907012 THURGOOD MARSHALL H S							
	Four-Year Public University	47	16	8	10	8	5	0
	Two-Year Public Colleges	60	21	19	2	6	5	7
	Independent Colleges & Universities	4						
	Not Trackable	14						
	Not Found	175						
	Total High School Graduates	300						
	079907013 WILLIAM B TRAVIS H S							
	Four-Year Public University	247	32	21	42	59	92	1
	Two-Year Public Colleges	252	76	42	39	52	34	9
	Independent Colleges & Universities	17						
	Not Trackable	14						
	Not Found	162						
	Total High School Graduates	692						
	079907002 WILLOWRIDGE H S							
	Four-Year Public University	49	15	4	12	11	7	0
	Two-Year Public Colleges	51	23	10	3	11	1	3
	Independent Colleges & Universities	5						
	Not Trackable	12						
	Not Found	164						
	Total High School Graduates	281						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



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## 2020 Texas Academic Performance Report Glossary



## Cover Page

**2020 Accountability Rating:** Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

**2020 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: [https://tea.texas.gov/sites/default/files/method%2018\\_19.pdf](https://tea.texas.gov/sites/default/files/method%2018_19.pdf)

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

**2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

*Not Given:* The district completed the reporting requirement but did not offer the ASVAB CEP.

*Alternate Test Given:* The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

## Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

*Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <http://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

## STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

*STAAR Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*STAAR Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*STAAR Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

## **Progress (Academic Growth and STAAR Progress Measure)**

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

## Prior Year and SSI

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

## Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

*BE-Trans Early Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

*BE-Trans Late Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

*BE-Dual Two-Way.* Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

*BE-Dual One-Way.* Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

*ESL Content.* An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

*ESL Pull-Out.* An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

*LEP No Services.* A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

*LEP with Services.* A student identified as limited English proficient who receives bilingual education services or English as a second language services.

**School Progress Domain—Academic Growth Score:** Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

**STAAR Progress Measure Percent at Expected or Accelerated Growth:** The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018  
but passed in 2019**

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**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018**

## Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

### STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
  - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates

**Attendance Rate:** The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$



*Annual Dropout Rate (Gr 9–12)*. This includes grades 9 through 12. It is calculated as follows:

**number of dropouts in grades 9–12 during the 2018–19 school year**

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**number of students in grades 9–12 in attendance at any time during the 2018–19 school year**

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

*Additional Information on Cohorts:*

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

**4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2019**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2019 cohort\***

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school  
year**

---

**number of students in the 2019 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the 2019 cohort who received a high school diploma by August 31,  
2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2019 cohort\***

(6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2019**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2019 cohort\***

***5-Year Extended Longitudinal Rate***

(1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**

---

**number of students in the 2018 cohort\***

(2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2018 cohort\***

(3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2018 cohort\***

(4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school year**

---

**number of students in the 2018 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2018 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2019**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2018 cohort\***

***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2019**

---

**number of students in the 2017 cohort\***

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2019**

---

**number of students in the 2017 cohort\***

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2019–20 school year**

---

**number of students in the 2017 cohort\***

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2019–20 school year**

---

**number of students in the 2017 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

*Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

- 
- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2019**

---

**number of students in the 2017 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2019 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

---

**number of graduates in the Class of 2019 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2019 with reported FHSP graduation plans**

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

---

**number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2019 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2019 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2018–19 who earn an FHSP-E**

---

**number of graduates in SY 2018–19 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in SY 2018–19 who earn an FHSP-DLA**

---

**number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2018–19 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: TSDS PEIMS 40203)*

**Special Education:** The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

**number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

**number of students in the 2018–19 school year considered as at risk**

---

**total number of students**



## Postsecondary Readiness

### College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

#### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (Data source: THECB)

### College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

**College Ready and Career/Military Ready:** The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

### College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

*English Language Arts.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2018–19 annual graduates

*Mathematics.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2018–19 annual graduates

*Both Subjects.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2018–19 annual graduates

*Either Subject.*

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2018–19 annual graduates

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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number of 2018–19 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2018–19 annual graduates

**Associate’s Degree:** The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate’s degree before graduation

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number of 2018–19 annual graduates

**Associate’s Degree but not Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Associate’s Degree and Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

### Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

**CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

**U.S. Armed Forces Enlistment:** The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

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number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

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number of 2018–19 annual graduates

**Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

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number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2018–19 annual graduates

**Graduate with Level I or Level II Certificate:** The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

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number of 2018–19 annual graduates who earned a Level I or Level II certificate

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number of 2018–19 annual graduates

## CCMR-related Indicators

**Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates):** The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

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number of 2018–19 annual graduates who took the TSIA

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number of 2018–19 annual graduates

**TSIA Average Score (Annual Graduates):** The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

### Reading

---

sum of total reading scores of all annual graduates who took the TSIA

---

number of annual graduates who took the reading portion of the TSIA

### Mathematics

---

sum of total mathematics scores of all annual graduates who took the TSIA

---

number of annual graduates who took the mathematics portion of the TSIA

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

---

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

---

number of 2018–19 annual graduates

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

---

number of 2018–19 annual graduates

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

*English Language Arts.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2018–19 annual graduates

*Mathematics.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2018–19 annual graduates

*Both Subjects.*

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2018–19 annual graduates

**AP/IB Course Completion (Annual Graduates):** The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PEIMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

---

number of 2018–19 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. *(Data source: College Board and IB)*

*All Subjects*

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

*(Data source: College Board, IB, and TSDS PEIMS 40110)*

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

*All Subjects*

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

*English Language Arts*

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

---

number of 11th and 12th graders with at least one AP or IB examination in ELA

*Mathematics*

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

---

number of 11th and 12th graders with at least one AP or IB examination in mathematics

*Science*

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

---

number of 11th and 12th graders with at least one AP or IB examination in science

*Social Studies*

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders >= Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

*All Subjects*

$$\frac{\text{number of 11<sup>th</sup> and 12<sup>th</sup> graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades}}$$

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.



- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

$$\text{number of 2018–19 graduates who took the SAT}$$

(Data source: College Board and TSDS PEIMS 40203)

**Average ACT Score (Annual Graduates)**: Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

$$\text{number of 2018–19 graduates who took the ACT}$$

**OnRamps Course Credits**: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

---

number of 2018–19 annual graduates

**Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:**

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2018–19 annual graduates

## Other Postsecondary Indicators

**Advanced/Dual-Credit Course Completion (Grades 11–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

### *Any Subject*

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one course in 2018–19

### *English Language Arts*

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

### *Mathematics*

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

*Science*

number of students in grades 11–12 in 2018–19 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one science course in 2018–19

*Social Studies*

number of students in grades 11–12 in 2018–19 who received credit for at least  
one social studies advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

*(Data source: TSDS PEIMS 43415)*

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

*Any Subject*

number of students in grades 9–12 in 2018–19 who received credit for at least  
one advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one course in 2018–19

*English Language Arts*

number of students in grades 9–12 in 2018–19 who received credit for at least  
one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

*Mathematics*

number of students in grades 9–12 in 2018–19 who received credit for at least  
one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

*Science*

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2018–19

*Social Studies*

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

*(Data source: TSDS PEIMS 43415)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

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number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

*(Data source: THECB)*

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
*and*  
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

## Profile

### Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 25, 2019).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: TSDS PEIMS 40110*)

**Students by Grade:** The count of students in each grade divided by the total number of students. (*Data source: TSDS PEIMS 40110*)

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: TSDS PEIMS 40100, 30040, 30050, 30090*)

**Male/Female:** The number and percentage of students who are identified as male or female. (*Data source: TSDS PEIMS 40100*)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

(*Data source: TSDS PEIMS 40100 and TEA Student Assessment Division*)

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services.

**English Learners (ELs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*(Data source: TSDS PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

**Title I:** The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2019–20 school year considered as at risk**

---

**total number of students**

(Data source: TSDS PEIMS 40110)

**Students by Instructional Program:** The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: TSDS PEIMS 41163)*

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

**number of mobile students in 2018–19**

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**number of students who were in membership at any time during the  
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*



**Attrition Rates** (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

**Data Quality** (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.  
(Data source: TSDS PEIMS 30090)

## Staff Information

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. (Data source: TSDS PEIMS 30040, 30050, and 30090)

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. (Data source: TSDS PEIMS 30090)

**Auxiliary Staff** (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

**Librarians and Counselors (Headcount)**: The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Total Minority Staff**: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Teachers by Ethnicity and Sex**: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Teachers by Highest Degree Held**: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Teachers by Years of Experience**: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Number of Students per Teacher**: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Experience of Campus Leadership**: The average years of experience for principals and assistant principals.

*Average Years as Principal*: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: TSDS PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

## Kindergarten Readiness

### Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**Assessed Students in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

**Eligible:** Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

**Eligible Students Who Attended PK:** Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

**Eligible Students Who Did Not Attend PK:** Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

**Students Who Were Not Eligible for PK:** Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

**Students Ready for KG:** Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**Students Assessed in KG:** Count of all kindergarten students who were assessed for kindergarten readiness.

**Percent Ready:** Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

**number of kindergarten ready students**

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**all kindergarten students who were assessed for kindergarten readiness**

## Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner’s List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**All PK Attendees Assessed in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

**Eligible:** Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

**Eligible PK Attendees Assessed in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

**Students Ready for KG:** Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**Students Assessed in KG:** Count of prekindergarten attendees who were assessed for kindergarten readiness.

**Percent Ready:** Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

**number of kindergarten ready students**

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**all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness**

## Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Accountability Ratings	Performance Reporting .....	(512) 463-9704
Advanced Courses	Curriculum .....	(512) 463-9581
Charter Schools	Charter Schools .....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
Distinguished Achievement Program	Curriculum .....	(512) 463-9581
Distinction Designations	Performance Reporting .....	(512) 463-9704
Dropouts	Accountability Research .....	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding .....	(512) 463-9238
General Inquiry	General Inquiries .....	(512) 463-9290
Graduates	Accountability Research .....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board .....	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability .....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine .....	(512) 463-9229
Recommended High School Program	Curriculum .....	(512) 463-9581
Retention Policy	Curriculum .....	(512) 463-9581
School Finance	State Funding .....	(512) 463-9238
School Governance	School Governance .....	(512) 463-9623
School Report Card	Performance Reporting .....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor		
	ETS .....	(855) 333-7770
	Pearson .....	(800) 328-5999
	Austin Operational Center .....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536



# PEIMS Role Identifications

(In Alphabetical Order by Label)

**CENTRAL ADMINISTRATORS**

- 004 .....Assistant/Associate/Deputy Superintendent
- 027 .....Superintendent/CAO/CEO/President
- 061 .....Asst/Assoc/Deputy Exec Director
- 062 .....Component/Department Director
- 063 .....Coordinator/Manager/Supervisor

**CAMPUS ADMINISTRATORS**

- 003 .....Assistant Principal
- 020 .....Principal

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS\***

- 012 .....Instructional Officer
- 028 .....Teacher Supervisor
- 040 .....Athletic Director
- 043 .....Business Manager
- 044 .....Tax Assessor and/or Collector
- 045 .....Director - Personnel/Human Resources
- 055 .....Registrar
- 060 .....Executive Director

**PROFESSIONAL SUPPORT STAFF**

- 002 .....Art Therapist
- 005 .....Psychological Associate
- 006 .....Audiologist
- 007 .....Corrective Therapist
- 008 .....Counselor
- 011 .....Educational Diagnostician
- 013 .....Librarian
- 015 .....Music Therapist
- 016 .....Occupational Therapist
- 017 .....Certified Orientation & Mobility Specialist
- 018 .....Physical Therapist
- 019 .....Physician
- 021 .....Recreational Therapist
- 022 .....School Nurse
- 023 .....LSSP/Psychologist
- 024 .....Social Worker
- 026 .....Speech Therapist/Speech-Lang Pathologist
- 030 .....Visiting Teacher/Truant Officer
- 032 .....Work-Based Learning Site Coordinator
- 041 .....Teacher Facilitator
- 042 .....Teacher Appraiser
- 054 .....Department Head
- 056 .....Athletic Trainer
- 058 .....Other Campus Professional Personnel
- 064 .....Specialist/Consultant
- 065 .....Field Service Agent
- 079 .....Other ESC Professional Personnel
- 080 .....Other Non-Campus Professional Personnel
- 100 .....Instructional Materials Coordinator
- 101 .....Legal Services
- 102 .....Communications Professional
- 103 .....Research/Evaluation Professional
- 104 .....Internal Auditor

- 105 .....Security
- 106 .....District/Campus Information Technology Professional
- 107 .....Food Service Professional
- 108 .....Transportation
- 109 .....Athletics
- 110 .....Custodial
- 111 .....Maintenance
- 112 .....Business Services Professional
- 113 .....Other District Exempt Professional Auxiliary
- 114 .....Other Campus Exempt Professional Auxiliary

**TEACHERS**

- 087 .....Teacher
- 047 .....Substitute Teacher

**EDUCATIONAL AIDES**

- 033 .....Educational Aide
- 036 .....Certified Interpreter

**AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

## Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

### Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

### Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

## Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE



A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LANG SL-JAPANESE
I3120500	IB LNG B MODRN LANG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

## Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV



**FBISD** *Reimagined*  
INSPIRE • EQUIP • IMAGINE

2020-21  
District and Campus Improvement Plan  
Performance Objectives

# FBISD District Improvement Plan

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## Goals, Performance Objectives

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, each school in FBISD will demonstrate growth in student literacy performance for reading/ELA on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

**Performance Objective 2:** By June 2021, each school in FBISD will demonstrate growth in student literacy performance for writing on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

**Performance Objective 3:** By June 2021, each school in FBISD will demonstrate growth in student mathematics performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

**Performance Objective 4:** By June 2021, each school in FBISD will demonstrate growth in science and social studies performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

**Performance Objective 5:** By June 2021, each school in FBISD will demonstrate progress toward achieving equitable access to a safe, challenging and engaging learning environment as demonstrated on the expected results measures reflected in district, state and federal/national data reports.

**Performance Objective 6:** By June 2021, the District will recruit, develop and retain professional staff to meet the needs of students served through Title I, Special Education and English Learner services.

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, each school in FBISD will utilize positive behavioral interventions and supports (PBIS) to improve student owned behavior and the culture and climate of the campus for students and staff as measured on the Evaluation Metrics and Milestones.

**Performance Objective 2:** By June 2021, each school in FBISD will develop a framework for social emotional learning, and mental health programs and implement student safety and wellness programs to support healthy and productive lifestyles as demonstrated through Evaluation Metrics and Milestones.

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, each school in FBISD will facilitate student choice through diverse programming and differentiated student learning experiences as demonstrated through the Evaluation Metrics and Milestones.

**Performance Objective 2:** By June 2021, the District will evaluate the effectiveness of instruction for the various learning models: online instruction, face-to-face instruction, distance learning, and concurrent teaching.

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, each school in FBISD will implement a system to engage and increase family engagement and collaborative school and community partnerships as demonstrated through the Evaluation Metrics and Milestones.

**Performance Objective 2:** By June 2021, the District will create a system to engage families in supporting and increasing literacy.

Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, the District will assess the organizational culture and utilize the information to develop action items to improve the organizational culture.

# **Fort Bend Independent School District**

**2020-2021**

## **Campus Improvement Plans**

### **Goals and Performance Objectives**



# TABLE OF CONTENTS

AUSTIN PARKWAY ELEMENTARY .....	5
BAINES MIDDLE SCHOOL.....	6
BARRINGTON PLACE ELEMENTARY.....	7
BLUE RIDGE ELEMENTARY.....	8
BOWIE MIDDLE SCHOOL.....	10
BRAZOS BEND ELEMENTARY .....	11
BRIARGATE ELEMENTARY .....	12
BURTON ELEMENTARY .....	14
BUSH HIGH SCHOOL .....	15
CLEMENTS HIGH SCHOOL.....	16
COMMONWEALTH ELEMENTARY .....	17
CORNERSTONE ELEMENTARY.....	18
CROCKET MIDDLE SCHOOL .....	19
DONALD LEONETTI ELEMENTARY .....	20
DULLES ELEMENATARY.....	21
DULLES HIGH SCHOOL .....	22
EARLY LITERACY CENTER (RME) .....	23
ELKINS HIGH SCHOOL .....	24
FERNDELL HENRY CENTER FOR LEARNING.....	25
FIRST COLONY MIDDLE SCHOOL .....	26
FLEMING ELEMENTARY .....	27
FORT SETTLEMENT MIDDLE SCHOOL .....	28
GARCIA MIDDLE SCHOOL .....	29
GLOVER ELEMENTARY .....	30

<b>GOODMAN ELEMENTARY.....</b>	<b>32</b>
<b>HERITAGE ROSE ELEMENTARY .....</b>	<b>33</b>
<b>HIGHLAND ELEMENTARY .....</b>	<b>34</b>
<b>HODGES BEND MIDDLE SCHOOL .....</b>	<b>36</b>
<b>HOLLEY ELEMENTARY .....</b>	<b>37</b>
<b>HUNTERS GLEN ELEMENTARY .....</b>	<b>38</b>
<b>JAMES NEILL ELEMENTARY.....</b>	<b>39</b>
<b>JAMES REESE CAREER &amp; TECHNICAL CENTER.....</b>	<b>40</b>
<b>JONES ELEMENTARY.....</b>	<b>41</b>
<b>JORDAN ELEMENTARY.....</b>	<b>42</b>
<b>KEMPNER HIGH SCHOOL.....</b>	<b>43</b>
<b>LAKE OLYMPIA MIDDLE SCHOOL .....</b>	<b>44</b>
<b>LAKEVIEW ELEMENTARY .....</b>	<b>45</b>
<b>LANTERN LANE ELEMENTARY .....</b>	<b>46</b>
<b>LEXINGTON CREEK ELEMENTARY .....</b>	<b>47</b>
<b>MADDEN ELEMENTARY .....</b>	<b>48</b>
<b>MALALA YOUSAFZAI ELEMENTARY .....</b>	<b>49</b>
<b>MARSHALL HIGH SCHOOL.....</b>	<b>50</b>
<b>MEADOWS ELEMENTARY .....</b>	<b>51</b>
<b>MISSION BEND ELEMENTARY .....</b>	<b>53</b>
<b>MISSION GLEN ELEMENTARY .....</b>	<b>54</b>
<b>MISSOURI CITY MIDDLE SCHOOL.....</b>	<b>55</b>
<b>OAKLAND ELEMENTARY .....</b>	<b>56</b>
<b>OYSTER CREEK ELEMENTARY .....</b>	<b>57</b>
<b>PALMER ELEMENTARY .....</b>	<b>58</b>
<b>PARKS ELEMENTARY.....</b>	<b>59</b>
<b>PECAN GROVE ELEMENTARY .....</b>	<b>60</b>
<b>PROGRESSIVE HIGH SCHOOL.....</b>	<b>61</b>

**RIDGE POINT HIGH SCHOOL ..... 62**  
**RIDGEGATE ELEMENTARY ..... 63**  
**RIDGEMONT ELEMENTARY ..... 65**  
**SCANLAN OAKS ELEMENTARY ..... 66**  
**SCHIFF ELEMENTARY ..... 67**  
**SEGUIN ELEMENTARY ..... 68**  
**SETTLERS WAY ELEMENTARY ..... 69**  
**SIENNA CROSSING ELEMENTARY ..... 70**  
**SUGAR MILL ELEMENTARY ..... 71**  
**SULLIVAN ELEMENTARY ..... 72**  
**TOWNEWEST ELEMENTARY ..... 73**  
**TRAVIS HIGH SCHOOL ..... 74**  
**WALKER STATION ELEMENTARY ..... 75**  
**WILLOWRIDGE HIGH SCHOOL ..... 76**



# Austin Parkway Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Students will achieve a year's growth through high quality classroom instruction ensuring alignment to FBISD Progressions of Practice targeting student ownership and communication protocols.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Austin Parkway online learners will take ownership of their behavior, progress, and learning by engaging in synchronous learning and completing asynchronous assignments in Schoology.

**Performance Objective 2:** Austin Parkway face-to-face learners will take ownership of their behavior, progress, and learning by engaging in learning and completing assignments daily.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Austin Parkway teachers will implement blended learning opportunities in K-5th classrooms to promote differentiation, collaboration and student engagement.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, Austin Parkway will implement effective online and face-to-face classroom communication protocols and strategies that provide language supports and effective engagement tools for all learners.

**Performance Objective 2:** By June 2021, the PTA, Austin Parkway's Climate Committee, and Wellness Committee will organize community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness through focused virtual communication efforts.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Austin Parkway community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Baines Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Baines Middle School will establish structures and expectations for teams to plan effective instruction that incorporates blended learning strategies to ensure student achievement.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Baines Middle School will define student behavioral expectations and develop common language and processes to address student ownership of academic and behavioral success.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By May 2021, Baines Middle School will monitor student progress and make instructional adjustments through the use of student data.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Baines Middle School will prepare an advisory course plan that allows students to develop appropriate social-emotional skills supporting student ownership of learning and behavior.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Baines Middle School community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Barrington Place Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, BPE K-5 students will achieve a year's growth through strong classroom instruction targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Performance Objective 2:** By June 2021, we will strengthen the Professional Learning Community System with structures and expectations for teams to meet and plan effective instruction using evidence of student learning and the formative assessment framework.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June of 2021, BPE will incorporate PBIS strategies and plans identified for two more physical areas of the school, in addition to the hallways.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** BPE will establish and implement collaborative, planning systems for teachers and students to construct learning plans and provide opportunities for feedback, student ownership of learning, and overall growth.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the PTA, BPE Climate Committee, and Wellness Committee will organize and host community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, BPE students will participate (virtually or face to face) in SEL based lessons with the school counselor in conjunction with the classroom teachers and paraprofessionals to learn more about care, respect, safety and inclusion.

# Blue Ridge Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Blue Ridge students will have access to highly effective teachers that are engaging, collaborative, reflective, and life-long learners that will incorporate instructional practices that promote student ownership of learning.

**Performance Objective 2:** Systemically address the math instructional model with a detailed focus on guided instruction and learning experiences that solidify concrete, representational and abstract thinking and understanding to make meaningful mathematical connections.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 school year, Blue Ridge Elementary will create and sustain a culture of respect and accountability of social and academic interactions that is positive in nature. These interactions are foundational upon the attributes of the Profile of a Graduate. We will establish a culture that intentionally supports positive relationships and celebrates risk-taking and self-efficacy within a safe and inclusive environment for students and staff.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Students will be accountable to and responsible for their learning and take risks to support strides in student ownership of learning.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Blue Ridge Elementary will increase campus participation in community and family involvement activities.

**Performance Objective 2:** Blue Ridge Elementary School will implement Social Emotional Learning opportunities to increase and improve student academic performance.

**Performance Objective 3:** Blue Ridge Elementary will examine the processes and program needs of our instruction, assuring alignment with the FBISD curriculum including the learning intentions, success criteria, learner experience and TEKS.

**Performance Objective 4:** Blue Ridge Elementary will increase community perception by developing and implementing a customer service protocol and monitoring community perception measures.

# Blue Ridge Elementary Goals 2020-2021

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Blue Ridge Elementary School will embody the attributes of care, inclusion, respect, and safety. As a campus, we will focus on the attribute of care by obtaining campus partnerships that support the mission and vision of the campus and district through mentorship, volunteerism, and continued education. Within the attribute of inclusion, we will focus on supporting and sustaining an inclusive environment for all learners. Within the attribute of respect, we will create and sustain procedures and protocols to develop the whole child. Within the attribute of safety we will create systems and resources that foster safety cohesiveness.

# Bowie Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By May 2021, James Bowie Middle School will engage systems and processes to facilitate a safe and least restrictive learning environment that is accessible for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By May 2021, students at James Bowie Middle School will achieve a year's growth through strong Tier I classroom instruction and utilizing our learning progressions with a focus on the implementation and effective use of the FBISD learning framework and formative assessments.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** James Bowie Middle School will put systems in place on campus to promote the use of PLC's for planning, intervention, and professional development in a virtual environment.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By May 2021 Bowie Middle School implement a virtual behavior plan and flow chart tailored to meet the student needs for a safe and secure classroom in a virtual learning environment.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 Bowie Middle School implement systems to create a school culture based on respect, safety, and inclusion in both a virtual and face to face learning environment .

# Brazos Bend Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Students at Brazos Bend Elementary will take ownership of their behavior and learning by implementing and utilizing self and peer assessments so students have structured opportunities to give and receive feedback through online and face to face modes of learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction ensuring alignment to FBISD Progressions of Practice targeting student ownership, communication protocols, and blended learning in both face to face and online modes of learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Brazos Bend Elementary will utilize PLC and Blended Learning Progression of Practice to monitor and support TIER Interventions in PK - 5th to improve student engagement and learning in face to face and online modes of instruction.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Brazos Bend Elementary will implement and promote kindness, health, and wellness through adherence to the COVID-19 handbook addendum.

# Briargate Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Briargate Elementary will adhere to the defined instructional model that ensures learning experiences are aligned to learning intentions and success criteria to ensure instructional practices result in student learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** Awaiting update on 2020-2021 school year due to COVID-19.

**Goal 2:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** By June 2020, Briargate Elementary will have implemented and established systems, structures, and expectations for increased staff leadership.

**Summative Evaluation:** None

**Next Year's Recommendation:** Awaiting update on 2020-2021 school year due to COVID-19.

**Goal 3:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Briargate Elementary will clearly establish systems to support the use of all PLC purposes which includes planning instruction, student work analysis, assessment design, and analyzing student learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** Awaiting update on 2020-2021 school year due to COVID-19.

**Goal 4:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Briargate Elementary will establish procedures, routines, and student leadership opportunities that create a safe, organized learning environment that is accessible for all students.

**Summative Evaluation:** None

**Next Year's Recommendation:** Awaiting update on 2020-2021 school year due to COVID-19.



# Briargate Elementary Goals 2020-2021

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, Briargate Elementary will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

# Burton Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure alignment with the district lesson cycle implementation, teachers will participate in differentiated professional development based on campus needs.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to improve the effectiveness of Tier 1 instruction, teachers will consistently participate in PLCs to plan instruction, analyze student work and data, and develop plans for intervention.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Performance Objective 2:** By the end of the school year, the campus will fully implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Burton Elementary will implement systems to allow for conversations and activities to build awareness of care, respect, and safety.

# Bush High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, George Bush High School will have implemented established systems with structures and expectations for teams to meet and plan effective instruction within the online Professional Learning Community (PLC).

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, classroom communication protocols will be implemented to provide student structured opportunities to discuss content and incorporate targeted instruction to meet identified needs of students through a tiered instructional approach.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, George Bush High School will achieve a year's growth for all students through strong Tier 1 classroom instruction targeting student ownership, provide opportunities for students to write across the curriculum, and communication protocols to provide students structured opportunities to discuss content.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, students at George Bush High School will take ownership for classroom behavior standards that promote effort, achievement, and encouragement of risk taking in learning.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The GBHS community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Clements High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Clements High School will enhance the quality of learning experiences by engaging all students in a modern and relevant tiered instructional approach.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Clements High School will improve the quality of learning experiences and promote student accountability through enhanced implementation of online/blended learning resources that allow for exploration, creation, and demonstration of knowledge.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Clements High School PLCs will implement protocols in one of the following areas to encourage student risk-taking and success in all courses and exams - formative assessment, analyzing student work, or selecting instructional strategies.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Clements High School will raise awareness of the challenges of being a high school student by increasing the implementation of effective online and face-to-face classroom communication protocols and strategies that provide language supports and effectively engage all students.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Clements High School will provide experiences and opportunities that will allow all students to feel safe, secure, and a part of the Ranger family.

# Commonwealth Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure equity, classroom communication protocols will be implemented to provide structured opportunities for students to grow through discussion and engagement to learn from content related activities.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 school year, Commonwealth Elementary will implement the Formative Assessment Framework, which is aligned to Tier 1 instructional practices and include a systematic cycle of performance reviews, student progress monitoring checkpoints, and student goal setting opportunities.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, Commonwealth Elementary will achieve a year's growth for each student through strong Tier 1 classroom instruction targeting various formative assessment modalities, providing students with authentic and engaging learning experiences.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Students at Commonwealth Elementary will take ownership of the various campus-based behavior standards that are intended to ensure safety as well as promote effort, engagement, achievement, and risk-taking in learning.

**Performance Objective 2:** To support the school's coordinated support initiative, all teachers at Commonwealth Elementary will incorporate social/emotional strategies and physical activity opportunities into daily lessons.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

# Cornerstone Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In an effort to ensure equity, Cornerstone Elementary will implement Blended Learning protocols to establish technology integration which is aligned to the learning intention and planned by the teacher with flexibility in individual or collaborative use.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to achieve one year's growth for each student by June of 2021 we will establish campus expectations for use of student ownership tools within units of study and implementing a student-centered cycle of feedback that includes self and peer assessment.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to achieve one year's growth for each student by June of 2021 we will establish campus expectations for identifying student learning needs and implementing a student-centered cycle of feedback that includes self and peer assessment in a virtual and face to face learning model using social distancing guidelines.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Cornerstone Elementary Wellness committee will provide adult and student activities to increase the overall health and well-being of our students and staff, with a focus on emotional health.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Students at Cornerstone Elementary will develop the attributes outlined in the FBISD Profile of a Graduate by implementing student ownership of learning tools (goal setting, learning progressions, rubrics, and checklists) to promote individual responsibility in support of new health and safety protocols during the COVID 19 pandemic.

# Crockett Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** DCMS will improve our PLCs to enhance the analysis of data, use of varied assessments, and individual student work analysis to impact student growth.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to ensure equity, classroom communication protocols will be used to identify student Point of Confusion and to promote a cycle of ongoing feedback that will enhance learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** DCMS will implement formative assessments to develop assessment ready visible learners by making instructional adjustment that are differentiated by teachers and focuses students on the next level of the learning progression to include scaffolds that support student growth.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** To shift from a punitive mindset to a more restorative discipline mindset, DCMS will establish procedures that foster student ownership of behavior and lends to building the Profile of a Graduate.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** DCMS will develop an organizational culture that embraces care, commitment, and trust.

# Donald Leonetti Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** DLE will achieve a year's growth for all students through strong Tier I instruction by establishing expectations and support for systematic differentiated small group instruction to meet identified needs of students both in the face to face and online settings.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Consistent implementation of Schoology in both face to face and online learning environments to differentiate, provide student choose and ownership of learning so that students demonstrate a year's growth on campus, district and state assessments.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** DLE will implement an effective Professional Learning Community system to support teachers in actively utilizing various protocols to engage students in owning and taking responsibility for their learning and progress.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** DLE will implement a system of Positive Behavior Supports to address behaviors such as bully prevention and reporting so that all students understand and own their behavior by developing social emotional and life skills in a safe and secure collaborative community both in a the face to face and online settings.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Leonetti Elementary will implement and promote health and wellness activities to support the development of healthy mental and physical life skills.



# Dulles Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Dulles Elementary will achieve a year's growth for all students through strong Tier One classroom instruction by way of data driven instructional strategies, to provide students intentional and highly structured opportunities to achieve academically.

**Performance Objective 2:** In order to achieve a year's growth for each student by June of 2021, we will establish a productive Professional Learning Community system, through the use of Impact Team strategies/FBISD PLC Progression model, for teams to meet and plan effective instruction, using evidence of learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** All Dulles Elementary students in grades K-5 will take ownership of their learning by participating in the goal-setting process.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to ensure equity, communication protocols will be implemented to provide structured opportunities for students to discuss and engage in content, incorporating higher order thinking questioning and strategies that stretch all students at their level of learning.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June of 2021, Dulles Elementary will have established procedures and defined classroom culture to assist with student ownership of behavior through school-wide PBIS expectations, the alignment of grade level behavior plans, and establishing social contracts in each classroom.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, Dulles Elementary will cultivate a learning-environment that will lend way to enhanced opportunities for collaborative, efficient, and effective learning communities for teachers and students by way of school culture and social-emotional building activities.

# Dulles High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Dulles High School will utilize communication protocols to engage learners face to face and online in an equitable way.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** All Dulles High School students will achieve growth through high quality instructional practices that promote student ownership of learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, Dulles high School will utilize high yield instructional strategies to promote higher level thinking face to face and online in an inclusive and collaborative way.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, Dulles High School will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By 2021, Dulles High School will implement communication protocols and strategies for all stakeholders to embrace care, respect, safety and inclusion.

# Early Literacy Center (RME) Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, The Ridgemont ELC will achieve a year's growth for all students through strong Tier One classroom instruction and incorporate formative assessments during instruction in the classroom.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** The Early Literacy Center co-teachers will structure their learning environment, utilizing the appropriate co-teach models, learning progression rubrics, and student goal setting to align with student individual needs.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By 2021, the Early Literacy Center will take proactive steps in ensuring adequate programming and flexible instructional models to meet students academic and social-emotional needs.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By 2021, the Early Literacy Center will implement diverse inclusion and behavioral support models in efforts to facilitate a safe, welcoming atmosphere that promotes student ownership, encourages risk taking, and elicits community involvement in the learning environment.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Holley Elementary will encourage collaboration and risk free environment among teachers and other staff members.

**Performance Objective 2:** The Ridgemont Early Literacy center will have procedures in place to ensure the safety of all staff members and students.

# Elkins High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Strengthen Profession Learning Communities with set meeting times and structures to allow for effective planning to improve instruction to achieve a year of growth for each student.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Continue to utilize feedback from the PBIS team to create a safe learning environment where all students can model being a compassionate citizen which will result in positive behavior, student ownership and academic progress.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Students participate in an inclusive, collaborative and student-centered learning that supports student ownership of learning and a positive and collaborative culture.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Establish campus expectations and protocols tied to educating the whole child through emotional, mental, physical and academic strategies

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Create teams and systems to ensure organizational culture is reflected with consistent 2-way communication

# Ferndell Henry Center For Learning Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure equity, classroom communication protocols will be implemented to provide structured opportunities for students to discuss and engage in targeted content instruction to meet identified needs of students through a tiered instructional approach.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, Ferndell Henry CL will ensure our students are meeting or exceeding a year's worth of growth as demonstrated on pre-writing and post-writing assessments administered to students while in the program, using diagnostic, formative, summative, and programmatic assessments to support individual student progress monitoring.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Ferndell Henry Center for Learning will implement PLC protocols focused on planning of initial instruction with established exemplars for student responses.

**Performance Objective 2:** By June 2021, Ferndell Henry Center for Learning will increase parental involvement and improve communication efforts to ensure parents of students assigned to our program attend orientation and are knowledgeable of the program requirements.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Ferndell Henry CL will establish procedures and define classroom culture to assist with student ownership of learning and behavior.

**Performance Objective 2:** By June 2021, Ferndell Henry , will increase student activities to encourage health and wellness.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Ferndell Henry CL will campus wide initiatives to include the ADL's No place for Hate, Character Cornerstone Presentations, and Wellness Wednesdays Mental Health Student Check-ins to promote Fort Bend ISD's Profile of a Graduate attribute of a compassionate citizen and foster a school culture that embraces care, respect, safety, and inclusion.

# First Colony Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By May 2021, First Colony Middle School will provide a better understanding of the social and emotional needs of Gifted and Talented students through professional development.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By May 2021, First Colony Middle School will achieve a year's growth through job embedded professional learning for teachers as provided by various staff members.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By May 2021, First Colony Middle School will monitor student progress and make instructional adjustments through the use of student data.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** In order to support each student's social and emotional wellness, students at FCMS will take ownership of classroom behavior standards that promote effort, achievement, and encourage risk taking in learning.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** First Colony Middle School community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Fleming Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, AFE will increase student achievement by 40% in Reading, and 30% in Math and Science.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** AFE will establish behavior supports through implementing classroom management systems, student ownership of learning, and positive behavior systems allowing for students will develop into responsible and autonomous learners in a student-centered classroom.

**Goal 3:** Fort Bend ISD will provide an inclusive and collaborative campus environment with opportunities for parent and community involvement.

**Performance Objective 1:** AFE will increase the quality of communication to parents and the community.

**Goal 4:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion to build strong academic and social/emotional foundations.

**Performance Objective 1:** By June 2021, AFE students will demonstrate age-appropriate skills in managing their emotional and mental health, learning positive coping mechanisms, and increase their formal and informal support systems.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, AFE will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

# Fort Settlement Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure equity, Fort Settlement Middle School classroom teachers will implement communication protocols to provide structured opportunities for students at all levels and in all programs to discuss and engage in content, incorporating targeted instruction to meet identified needs of students through a tiered instructional approach.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Fort Settlement students will take ownership of classroom behavior standards that promote effort, achievement, and risk taking in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Fort Settlement Middle School will continue campus blended learning expectations and online learning expectations tied to the use of evidence of student work to drive instructional planning.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Throughout the 2020-2021 school year, teachers at Fort Settlement Middle School will implement the formative assessment framework having students practice self and peer assessment, goal setting, and revision.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 Fort Settlement Middle School will establish procedures that foster the attributes to building the Profile of a Graduate in all students.



# Garcia Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** GMS will strengthen Professional Learning Community practices to continue growth on the FBISD progression of practice.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** GMS will develop students' ownership of learning through goal setting, reflection and progress monitoring.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** GMS will implement language supports to encourage all students to engage in academic conversations.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** GMS will implement focused collaborative activities to develop students' social-emotional, academic, literacy, language and/or life skills.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** GMS will develop lessons and expectations that teach staff and students how to contribute to our positive culture.

# Glover Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to achieve a year's growth for each student by June 2021 we will establish a productive PLC system with structures and expectations for teams to meet and plan effective instruction using evidence of learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** We will continue to maintain the productive PLC system with structures and expectations for teams to plan effective instruction.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By 2021 EGE will implement the formative assessment framework to include a cycle of performance review, self/peer assessments, student progress monitoring and goal setting.

**Summative Evaluation:** None

**Next Year's Recommendation:** Continue implementation of formative assessment framework.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** By June 2021 EGE will improve Tier I instruction by leveraging technology resources to create virtual opportunities for students to demonstrate understanding of content, personalize learning, make connections and think critically.

**Summative Evaluation:** None

**Next Year's Recommendation:** The use of technology and the blended learning model will continue.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** During the 2020-2021 school year Glover will increase opportunities and participation in clubs/organizations that promote the attributes of the Fort Bend ISD Profile of a Graduate.

**Summative Evaluation:** None

**Next Year's Recommendation:** A variety of clubs/organizations will be available or student participation.

# Glover Elementary Goals 2020-2021

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By the end of the 2020-2021 school year, EGE will fully implement a consistent 2-way communication system with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

# Goodman Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Goodman Elementary will implement a system to support the use of Professional Learning Communities in the area of planning instruction, interventions, student work analysis, adult learning (PDs), and formative assessment design to increase students reading on or above level and to increase math proficiency.

**Performance Objective 2:** By June of 2021, Goodman will implement the blended learning framework and 5E model to improve technology and science performance for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, Goodman will implement a framework of student ownership to by implementing systems for students to track and analyze academic and behavioral data and goals.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June of 2021 Goodman will implement student centered extra curricular activities for to promote school connectedness and impact student attendance.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Goodman Elementary will provide collaborative opportunities for all staff, students, and parents to improve overall student success.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Goodman Elementary will establish committees to implement strategies to address care, respect, safety, and inclusion for staff, students, and parents.

# Heritage Rose Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** HRE teachers will improve instructional practices with an emphasis on small group teaching and alignment with the appropriate instructional model, based on subject taught.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** HRE students will practice and become adept at visible learning strategies.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** The staff at HRE will increase fidelity and effectiveness of Responsive Intervention and Enrichment during daily intervention time.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** HRE will Increase parental involvement, engagement, and participation in campus activities and student learning.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** HRE will improve SST process, relying on Ren 360 as first layer of universal screener, with teacher and specialist input as additional layer. Streamline processes, including increased fidelity of student data collection.

# Highlands Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By May 2021, Highlands will implement the PLC protocols and systems. Protocols will focus on the planning of initial instruction that ensure all students show evidence of at least one year's growth.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By May 2021, Highlands Elementary will establish procedures and routines to ensure student ownership of learning addresses protocols that encourage all students academic conversations.

**Performance Objective 2:** 1) Students and teachers will work together to create goals for their SLO, Student Learning Objective, and continue to work collaboratively to achieve their goals.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By May 2021, Blended Learning will be aligned to the learning intention and the teacher will plan for individual and collaboration to support asynchronous and synchronous instruction.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Students will show that they feel Highlands Elementary is a happy, safe & comfortable learning environment.

**Performance Objective 2:** Students will learn about different races, understand that racial injustice is still happening in our society, and ways to help the cause of racial equality. After a "No Place for Hate" school-wide event, students will identify positive ways to make changes and promote racial equality.

**Performance Objective 3:** In addition to Career Day, 2 activities and guidance lessons will be provided to students to explore career and college readiness.

# Highlands Elementary Goals 2020-2021

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Students will show that they feel Highlands Elementary is a happy, safe & comfortable learning environment. Face to Face safety protocols will be implemented.

# Hodges Bend Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Hodges Bend will monitor PLC systems and establish expectations to improve implementation of the various PLC protocols.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students at Hodges Bend will take ownership of classroom behavior standards that promote effort, achievement, and encourage risk taking in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Hodges Bend will establish classroom communication protocols, provide language supports that encourage all students to effectively engage in academic conversations.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** We will focus on the development of student leaders using organizational and leadership skills to increasing exposure to enriching activities that will result in improved campus culture.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** At Hodges Bend we are committed to build a climate that promotes trust, respect and inclusion students, teachers, staff, and parents.



# Holley Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Holley will achieve a year's growth for all students through strong Tier One classroom instruction and incorporate blended learning techniques in the classroom.

**Performance Objective 2:** As a Blended Learning campus, Holley teachers will provide instruction that allows students, including all populations to use technology to construct knowledge and access online resources to complete tasks, build understanding and/or make real world connections using synchronous and asynchronous learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Holley teachers will plan and implement student driven formative assessments through self assessment, peer to peer and/or teacher to student feedback, goal setting, and revisions.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Holley Elementary will encourage collaboration and risk-taking in our students by developing student leaders.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Holley Elementary will establish procedures and define classroom culture to assist students ownership of behavior in the classroom and support teachers with implementation of practices.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Holley Elementary will encourage collaboration and risk free environment among teachers and other staff members.

**Performance Objective 2:** Holley Elementary will have procedures in place to ensure the safety of all staff members and students.

# Hunters Glen Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Hunters Glen will provide an equitable learning system that would provide instructional support to our teaching staff that would impact TIER 1 instruction while also targeting strategic intervention strategies to close the learning gap and challenge our students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Hunters Glen will create a student ownership of learning system that focuses on students self-reflecting, providing feedback, and monitoring their progress that would foster student success.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Hunters Glen will create a safe learning environment system where students exhibit a high sense of self-efficacy that allow risk-taking, growth mindset strategies and profile of a graduate traits that will allow students to become productive citizens.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Hunters Glen will establish a social and academic environmental system that would yield solid relationships through collaboration while establishing rigorous and relevant lessons that will foster student social emotional and academic success.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Hunters Glen will strategically focus on our parental and school connection system to ensure parents feel a part of our learning environment and could actively engage in students' learning.

# James C. Neill Elementary School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure equity, campus communication protocols will be implemented to allow students to communicate their academic needs to further their growth along the learning progressions.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students at JNE will show responsibility by taking ownership of campus wide behavior standards to promote effort, achievement, and encouragement of risk taking in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** Neill Elementary will implement a master schedule that prioritizes time for teachers to participate in job-embedded learning that aligns instructional strategies across grade levels and teams to ensure student progress.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Neill Elementary will follow defined instructional models to allow students to participate in learning experiences that foster student ownership and overall growth.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 JNE will establish procedures that foster the attributes to building the Profile of a Graduate in all students.

# James Reese Career & Technical Center Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, James Reese Career and Technical Center program staff will write, revise, and finalize CTE curriculum for Reese Center courses, resulting in improved teacher understanding of content objectives and planning for student learning.

**Performance Objective 2:** By June 2021, James Reese Career and Technical Center will recruit and retain a student population for 2021-2022 which reflects campus populations proportionally.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, students will achieve a year's worth of growth through quality classroom instruction, targeting student ownership of learning.

**Performance Objective 2:** By June 2021, 90% of all students who have taken industry certification exams will have passed/received the industry certification.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, James Reese Career and Technical Center will effectively implement expectations, systems and protocols for professional learning communities.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, James Reese Career and Technical Center will create a safe and positive school culture in which students take ownership of their own behavior.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, James Reese Career and Technical Center will establish practices that foster growth for each of the attributes of the Profile of the Graduate.

# Jones Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Jones Elementary will continue refining the systems to support the use of PLCs in the area of planning instruction, student work analysis, adult learning (PDs), and assessment design.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** E.A. Jones will implement and establish PLC's , Professional Development, classroom and instructional arrangements, and campus leadership support to improve Tier 1 and small group instruction.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to ensure equity, classroom communication protocols will be implemented to provide structured opportunities for students in face to face and online learning models to discuss and engage in content, incorporating targeted instruction to meet identified needs of students through the use of TIL- Texas Instructional Leadership protocols.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** For the 2020-2021 academic school year Jones Elementary will consistently and with fidelity continue to utilize the PBIS - PRIDE behavior and expectation system in order to ensure and promote a positive, safe and secure environment for all students, staff, parents, and community.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives that provide students and parents strategies to effectively engage in a face to face or online learning model.

**Performance Objective 2:** By the end of the school year, the campus will fully implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

# Jordan Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** BJE will achieve a year's growth for all students through strong Tier 1 instruction by establishing expectations for differentiated small group instruction to meet identified needs of face to face and online students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** BJE will implement a system to support the use of PLC's in the area of planning instruction, student work analysis, professional development, and assessment design.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, BJE will achieve a year's growth for all students through strong Tier 1 classroom instruction targeting various assessment modalities, providing students with authentic and engaging learning experiences.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** BJE will use PBIS to maintain and implement school-wide procedures, routines and define classroom culture to assist with behavior management.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, BJE students will participate (virtually/face to face) in SEL based lessons with the school counselor in conjunction with the classroom teachers to learn more about care, respect, safety (Covid -19 safety protocols) and inclusion.

# Kempner High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Kempner High School will establish procedures and routines to create a safe, organized learning environment that is accessible for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Kempner High School will establish classroom communication protocols that will promote a cycle of ongoing feedback, including both self and peer assessment.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Kempner High School will ensure that classroom communication protocols provide language supports that encourage all students to effectively engage in academic conversations.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Kempner High School will ensure that technology integration is aligned to the learning intention and planned by the teacher with flexibility in individual or collaborative use.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Kempner High School will ensure that leaders and teachers understand the role that short or long-term trauma may play in learning difficulties and/or negative behaviors.

# Lake Olympia Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Teachers will implement FBISD curriculum with fidelity for face to face learning and virtual. Progress will be monitored through PLC meetings.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** The teacher supports instruction aligned with pacing and DOK to facilitate student learning of content.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Increase the representation of students enrolled in Gifted and Talented classes.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Establish systems and expectations that produce student achievement.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Establish systems and expectations that produce student behavior.



# Lakeview Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Instruction

By June 2021, students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve growth through high quality classroom instruction assuring alignment with FBISD's Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** As a combined campus this year, we will develop systems to support an inclusive environment while joining LVE and SME on the same campus this year.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.  
Community, Communication, and Support

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom communication protocols and strategies that provide learning supports and effective engagement tools for all learners.

# Lantern Lane Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 academic school year, we will strengthen our academic instructional programs to provide an equitable learning environment for all students for both our Online Learning Instructional Model and our Face to Face Learning Instructional Model that would create a system of risk-taking that encourages goal setting, student choice and voice in the tools needed to monitor and continue their progress.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Lantern Lane will intentionally focus on TIER 1 instructional practices that develop student ownership of learning and behavior through creating a system of self and peer assessments along with student initiated and lead academic conversations eliciting feedback.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** LLE will increase the use of technology and blended learning in the classroom through two learning models that will foster student academic learning success in their content areas for the 2020-2021 school year.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** During the 2020-2021 school year, campus members will establish relationships with students, staff members, community and parents that will assist with supporting achievement in behavior, literacy, and social settings as well as foster a positive supportive campus climate and culture. Additional resources from Office Depot and Brooks Duplicator to build relationship from home and school in order to increase student success of their own learning.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Leaders and teachers model established procedures and routines which create a safe, organized learning environment that is accessible for all students.

# Lexington Creek Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high-quality classroom instruction ensuring alignment to FBISD Progressions of Practice targeting student ownership and communication protocols.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By the end of the 2020-2021 school year, campus staff will implement at least one initiative per nine weeks to increase student well-being and connectedness in both the online and face-to-face learning environments.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** At Lexington Creek, we will increase our awareness about different cultures and races and how it may impact instruction and student learning.

# Madden Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to promote student ownership of learning, Madden Elementary will implement and utilize self and peer assessments so students have structured opportunities to give and receive feedback.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students at Madden Elementary will take ownership of their behavior and learning by actively participating in all classroom activities, utilizing self and peer assessment opportunities, and listening to and utilizing feedback provided to them by their teachers and peers.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Madden Elementary will utilize the PLC Progression of Practice in order to focus on teacher efficacy and ownership of the PLC process.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Madden Elementary will implement intervention and enrichment activities in all K - 5 classrooms that promote differentiation, focus on literacy and language, and enhance collaboration and student engagement.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Madden Elementary will promote student ownership of behavior and character in order to create an environment that promotes respect and inclusion.

# Malala Yousafzai Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction ensuring alignment to FBISD Progressions of Practice targeting student ownership and communication protocols (with a focus on feedback).

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By the end of the school year, the campus will fully implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Staff will achieve growth in Cultural Competence through the following steps: 1. Awaken and Assess, 2. Apply and Act, 3. Analyze and Align, 4. Advocate and Lead (Based on the book Cultural Competence NOW by Dr. Vernita Mayfield).

# Marshall High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Marshall High School will maintain systems, protocols and expectations to meet, analyze and discuss data, and plan instruction, which will result in at least one year of growth by all students.

**Performance Objective 2:** Using formative assessments, Marshall High School will evaluate students' mastery and address misconceptions, as well as analyze exemplars in order to provide appropriate instruction, resulting in an increase in overall student achievement.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Marshall High School will define and establish campus and student attendance expectations that will further student ownership of learning and positively impact academic goals.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, Marshall High School will maintain systems, protocols and expectations to meet, analyze and discuss data, and plan instruction, which will result in at least one year of growth by all students.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Marshall High School will create a positive school culture by increasing opportunities for development and community engagement to effectively address the needs of students, staff, and stakeholders.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Marshall High School will create a positive school culture by increasing opportunities for development and community engagement to effectively address the needs of students, staff, and stakeholders.

# Meadows Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 school year, systems will be utilized at Meadows Elementary to maintain sound structures and expectations for team planning during weekly PLC meetings in order to create a cohesive cycle of improvement in teacher delivery of Tier I instruction in the online and virtual classrooms.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 school year, teachers will engage in the formative assessment framework to develop lessons to include self and peer assessments, goal setting, and revision.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to provide equity, classrooms at Meadows Elementary will create classroom communication protocols that provide rich language supports (visual, sentence stems, purposeful talk) that encourage all students to effectively engage in academic conversations.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Students will develop self-awareness and self-management skills to achieve academic and individual success.

# Meadows Elementary Goals 2020-2021

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Meadows Elementary staff will cultivate authentic relationships, by valuing the cultural differences of others within the school community, and instituting culturally responsive teaching practices in the classrooms.



# Mission Bend Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to achieve a year's growth for each student by June 2021, we will establish a productive Professional Learning Community system with structures and expectations for teams to meet and plan effective instruction using evidence of learning.

**Performance Objective 2:** By June 2021, Mission Bend Elementary will strive to achieve a years growth for all students through tier 1 classroom instruction targeting student ownership and communication protocols to provide student structured opportunities to discuss content, although students are significantly impacted by a global pandemic.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Mission Bend will utilize the PBIS system and protocols in order to ensure a positive, safe and secure environment for all students, staff and community.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** Mission Bend Elementary will establish procedures and define classroom culture to assist with ownership of student behavior practices to promote risk taking in learning.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June of 2021, Mission Bend will strive to further positive parent relationships by focusing on creating a variety of engagements, collaboration, and volunteer opportunities, although serving in a global pandemic.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 MBE will establish procedures that foster the attributes to building the Profile of a Graduate in all students.

# Mission Glen Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By May 2021 Mission Glen will establish procedures, classroom communication protocols, and structured opportunities to meet identified needs of students through a tiered instructional approach.

**Performance Objective 2:** We will continue to work towards closing the achievement gap for all students by using data to monitor our students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Mission Glen will establish PLC's to support teacher use of student ownership tools to implement in planning and instruction.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Mission Glen will establish PLC protocols for use of formative assessment in planning and monitoring instruction.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** MGE will increase the number of stakeholders involved in the decision-making process.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 Mission Glen will establish procedures that foster the attributes to building the Profile of a Graduate in all students.

# Missouri City Middle School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By May 2021, MCMS core teachers will implement two or more blended learning lessons per instructional unit supported by adult learning (professional development) that incorporates student accessibility to curriculum, engagement, enrichment, collaboration and intervention opportunities for Tier 1 instruction for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By May 2021, MCMS will impact growth rate in all content areas by using targeted instructional practices, feedback, and flexible grouping methods.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** MCMS will implement a system to support the use of PLC protocols in the area of planning instruction, student work analysis, adult learning (professional development), and assessment design.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By May 2021, MCMS students will participate in leadership activities that will support development of the attributes in the Profile of a Graduate, increased opportunities for student involvement in clubs/organizations, and establish the use of restorative practices and professional development for staff and students that foster a growth mindset.

**Performance Objective 2:** By May 2021, MCMS will have opportunities for family engagement events to increase health, wellness, and safety awareness through parent engagement and collaboration that fosters a culture of partnership and support.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021, all staff will be trained in social-emotional needs, self-care, health and safety building compassionate relationships for past trauma due to impact of COVID-19.

# Oakland Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Oakland Elementary will implement and monitor highly effective Tier 1 instruction and strategies focused on the defined instructional model ensuring that learning experiences align to DOK, Learning Intentions, and Success Criteria in order to develop student ownership of learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Oakland Elementary will establish procedures and routines, both online and face to face, that create a safe, organized learning environment accessible for all students through implementation of online and/or classroom communication protocols which provide language supports that encourage all students to effectively engage on a daily basis.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Oakland Elementary will establish campus expectations for PLC planning and implementation of online and face to face classroom communication protocols, language supports and learning scaffolds.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Oakland Elementary will implement and monitor Class Dojo and CHAMPS, both online and in face to face classrooms, as systems of behavior support to meet the social emotional needs of our students in a safe and secure, collaborative community.

**Performance Objective 2:** Oakland will support the schools coordinated support initiative by all teachers incorporating social, emotional strategies to develop students physical and mental wellness, academics, language and life skills, in a safe and secure collaborative environment both in online and face to face environments.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Oakland will provide a culture that practices safety, inclusion, compassion and respect for all students, staff, and community members. Oakland will foster a culture of inclusion across all areas of our school and will not discriminate on the basis of age, gender, disability, race, color, religion, gender identity or expression.

# Oyster Creek Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to decrease the percent of students in the urgent intervention and intervention categories on the Ren 360 reading assessment by June 2021, we will establish instructional practices that develop student ownership of learning by incorporating identified learner supports and goal setting.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to decrease the percent of students in the urgent intervention and intervention categories on the Ren 360 math assessment by June 2021, we will establish instructional practices that develop student ownership of learning by incorporating identified learner supports and goal setting.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Oyster Creek Elementary will increase communication protocols with parents to ensure all stakeholders understand the impact of attendance on student achievement.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By May 2021, Oyster Creek Elementary will facilitate a school climate that will allow for all to feel respected; and that allows for fair enforcement of discipline by providing opportunities for student and staff development, and implementing systems for resolving conflicts.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Oyster Creek Elementary will increase the use of instructional technology tools in the virtual and face to face instructional settings.

# Palmer Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Students will achieve a year's growth through high-quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve growth through high quality instructional practices that develop student ownership of learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom communication protocols and strategies that provide language supports and effective engagement tools for all learners to promote risk-taking, positive collaboration, and encourage each other's efforts and achievements

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will implement coordinated support initiatives to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By the end of the school year, the campus will implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

# Parks Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** RPE will strengthen the Professional Learning Community as a system for reviewing data to plan instruction, practice and refine the use of identified strategies to support learning, evaluate and analyze student work for specific planning of reteach, analysis of student work to plan feedback and reteach, job embedded professional learning, and backward design assessments with a specific focus of student increased reading and math skills in both a face to face learning model and synchronous and asynchronous learning.

## **HB3 Goal**

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** RPE will implement a system to assure students are setting long and short term goals with a focus academic and behavior growth.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** RPE will develop a system to support general education teachers and special education teachers to engage in collaborative planning of Tier I instruction, engaging in weekly PLCs, planning together as a team, and implementing effective strategies with a purpose for improving student growth in reading and writing.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** RPE will refine and implement the responsive intervention, RI, system to support the growth of students in math, reading, and social-emotional well-being of all students both face to face and online learning.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** RPE will continue to collaboratively develop systems as a campus while also developing leadership capacity and allowing teacher and staff voice in the process.

# Pecan Grove Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, PGE students will achieve at least a year's growth, by students using effective classroom communication and peer collaboration and engagement in instruction, including blended learning instruction features - chat, schoology posts, uploads and responding back to teacher and peer in the format.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, all teachers at PGE will implement the defined instructional model for each content area.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, all students would have had equal access to the curriculum in Schoology with consistent implementation of blended learning opportunities options to grow from their current level of knowledge.

**Performance Objective 2:** By June 2021, all students would have had equal access to the curriculum in Schoology with options to grow from their current level of knowledge.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** PGE will utilize the PBIS system and protocols in order to ensure a positive, safe and secure environment for all students, staff and community.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** PGE will respect, support and celebrate all perspectives, cultures and diverse backgrounds with the students, staff and community F2F, online and in the blended model of learning. PGE will utilize the PBIS protocols in a manner in which all students are treated fairly and equal.



# Progressive High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve growth through high quality instructional practices that develop student ownership of learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom communication protocols and strategies that provide language supports and effective engagement tools for all learners.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Progressive High School community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic

# Ridge Point High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Performance Objective 2:** High quality engaging lessons will be created that incorporate AVID WICOR strategies.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom communication protocols and strategies that provide learning supports and effective engagement tools for all learners.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Ridge Point High School community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Ridgegate Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to FBISD curriculum.

**Performance Objective 1:** RGE will initiate actions towards establishing a rigorous student based Formative Assessment continuum that tightly aligns with instructional practices and includes a cycle of performance review, student progress monitoring and student goal setting in an scaffold progression that supports student learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** A continuance and a modification of approach and strategy will occur due to pandemic.

**Performance Objective 2:** RGE will provide various virtual learning experiences through academic programs and virtual field trips that will allow students to connect their learning, build background knowledge and support academic learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** A continuance and a modification of approach and strategy will occur due to pandemic.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By May 2021, Ridgegate will establish a positive growth mind-set by implementing virtual individualized student data trackers to promote student ownership of their learning and foster communication regarding their progress.

**Summative Evaluation:** None

**Next Year's Recommendation:** A continuance and a modification of approach and strategy will occur due to pandemic.

**Performance Objective 2:** RGE will initiate actions towards strengthening our PLC systems utilizing various PLC protocols that will consistently provide systems that (1) identify strengths and weaknesses of students and (2) create instructional Tier 1 action plans to address those strengths and weaknesses.

**Summative Evaluation:** None

**Next Year's Recommendation:** A continuance and a modification of approach and strategy will occur due to pandemic.

**Performance Objective 3:** RGE will provide various virtual learning experiences in which students are able to document and/or record their learning. Students are also able to monitor and track their learning.

**Summative Evaluation:** None

**Next Year's Recommendation:** A continuance and a modification of approach and strategy will occur due to pandemic.

# Ridgegate Elementary Goals 2020-2021

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** By May 2021, Ridgegate Elementary will ensure that all students will have access to high quality instruction by implementing the SIOP strategies along with strong and effective communication plans. This ensures all students are engaged in guided discourse about how to best support them.

**Performance Objective 2:** RGE will provide various virtual learning experiences which will create a fluid learning environment for students to collaborate, take risks, and have successes.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** RGE will create a system that supports the SEL of students and provides them with the tools to drive their behavior and become self accountable for their decision making process

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 RGE will establish procedures that foster the attributes to building the Profile of a Graduate in all students.

# Ridgemont Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to achieve a years' growth for all students by June 1, 2021, Ridgemont will ensure there are structures in place that allow teachers serving diverse student sub-populations to collaborate in PLCs to ensure optimal learning for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to achieve a years' growth for all students by June 1, 2021, Ridgemont will establish systems to support and further implementation of varied formative assessment modalities that includes multiple choice and open-ended questioning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to achieve a years' growth for all students by June 1, 2021, the Ridgemont staff will engage in practices to refine and ensure the progression of Professional Learning Community (PLC) protocols with a focus on delivering strong classroom Tier I instruction.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** In order to achieve a years' growth for all students by June 1, 2021, Ridgemont will establish procedures and define classroom culture to assist with student ownership of learning and behavior. Parents will be a key stakeholder in this performance objective.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Beginning August 3, 2020, Ridgemont will ensure there are structures in place that provide all persons entering the campus a safe environment while observing or serving all students.

# Scanlan Oaks Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Scanlan Oaks staff will consistently utilize technology within both learning models (face-to-face and online) to ensure activities/assignments are equitable for all students.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Scanlan Oaks staff will continue to develop additional skills/strategies to implement and increase student ownership of learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Scanlan Oaks K-5 teachers will implement a structured intervention plan for reading and math to ensure all students achieve academic growth.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, Scanlan Oaks will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Scanlan Oaks community (students, staff, parents, and community members) will support health and safety protocols during the COVID 19 pandemic.

# Schiff Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, students will achieve a year's growth through high quality classroom instruction assuring alignment with FBISD curriculum with a focus on student ownership of learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By the end of the 2020-2021 school year, we will see a decrease in our campus discipline referrals especially in regards to our special education and African American males.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By the end of the 2020-2021 school year, students will be prepared for the next grade level through rigorous instruction that reflects students taking ownership of their own learning.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By the end of the 2020-2021 school year, the teachers and staff will have a better understanding of how the pandemic has changed our students and community in regards to academic and social/emotional needs and apply targeted intervention to support our students and families.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By the end of the 2020-2021 school year, staff and students will have a better understanding of the different cultures and needs of the students and families on our campus through training and activities done at the campus level resulting in a well rounded staff and campus culture.

# Seguin Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** To ensure Juan Seguin Elementary provides an equitable environment to all students, JSES staff members will increase, reinforce, and closely monitor school/classroom procedures and routines utilizing the PBIS framework.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** To ensure students at Juan Seguin Elementary School own and are responsible for their learning, behavior, and progress, JSES will implement professional development opportunities related to the Progression of Practice of Formative Assessment framework including progress monitoring and assessment, feedback, goal setting, and revision.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** To provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success, JSES will collaborate with staff members to make improvements within the Blended Learning Model implementation.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By the end of the school year, the campus will fully implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The Juan Seguin Elementary School community (students, staff, parents, and community members) will support health and safety protocols during the COVID 19 pandemic.



# Settlers Way Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Settlers Way Elementary will achieve a year's growth for all students through strong Tier One classroom instruction targeting formative assessment practices that will allow students to own their learning through structured opportunities for purposeful talk and goal setting using a variety of online tools.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June of 2021, SWE will have PBIS strategies and plans identified for both face to face and online instruction. These will include physical areas that incorporate FBISD Safety Protocols to maintain student well being. Focus will be centered around clear communication in common areas that include student and staff expectations.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In order to achieve a year's growth for each student by June 2021, we will establish a productive Professional Learning Community System between virtual and face to face teachers that promote structures and expectations for teams to meet and plan effective instruction using evidence of student learning and formative assessment framework.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the PTA, SWE Climate Committee, and Wellness Committee will organize community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness through focused virtual communication efforts.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Students at SWE will show compassion and care by demonstrating strong character by following all COVID related guidelines to keep everyone safe and healthy.

# Sienna Crossing Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, Sienna Crossing will achieve a year's growth for all students through strong Tier One classroom instruction targeting student ownership and communication protocols to provide students structured opportunities to discuss content.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to achieve a year's growth for each student by June 2021, we will establish a productive Professional Learning Community System with structures and expectations for teams to meet and plan effective instruction using evidence of student learning and formative assessment framework.

**Performance Objective 2:** By June of 2021, SCE will have PBIS strategies and plans identified for two more physical areas of the school, and/or virtual learning perspectives and procedures.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, all GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the PTO, SCE Climate Committee, Counselors and Wellness Committee will organize and host at least 5 student, community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** SCE will implement monthly SEL lessons and objections incorporating profile of a graduate characteristics embedded directly into curriculum to create consistent common language around tolerance, respect, safety, and inclusion practices in and out of the classroom.

# Sugar Mill Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** By June 2021, students will achieve (a year's) growth through high quality classroom instruction assuring alignment with FBISD Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Students will achieve growth through high quality classroom instruction assuring alignment with FBISD's Progressions of Practice targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** As a combined campus this year, we will develop systems to support an inclusive environment while joining LVE and SME on the same campus this year.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By June 2021, the campus will fully implement coordinated support initiatives to provide strategies to benefit student's mental health and wellness, in a safe and secure collaborative environment both online and face-to-face.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom communication protocols and strategies that provide learning supports and effective engagement tools for all learners.

# Sullivan Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure rigorous tier one instruction of the curriculum for all students by May 2020, we will establish a productive Professional Learning Community system with structures and purposeful planning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2021, the campus will implement effective online and face-to-face classroom instruction as it relates to small group teaching; students will achieve at least a year's growth, by students using effective classroom communication and peer collaboration and engagement in instruction, including blended learning instruction features.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** Students will achieve (a year's) growth through high quality classroom instruction ensuring alignment to FBISD Progressions of Practice targeting student ownership, communication protocols, and blended learning in both face to face and online modes of learning

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By the end of the school year, the campus will fully implement consistent 2-way communication systems and protocols with stakeholders (students, staff, parents, and community members) to increase family engagement and collaborative school/community partnerships.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** The ASE community (students, staff, parents and community members) will support health and safety protocols during the COVID 19 pandemic.

# Townewest Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** During the 2020-2021 school year, TWE will strengthen student ownership of learning and behavior by setting individual instructional goals, using PRIDE and COVID19 procedures consistently in all classrooms and allowing students the opportunity to use the procedures in a variety of ways to support their needs.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** To effectively meet the needs of all students TWE who are F2F/virtual will utilize PLCs to analyze student work to determine the requisite knowledge and skills that students have and need in order to determine subsequent steps in our Tier 1 instruction.

**Performance Objective 2:** We will implement instructional practices that develop student ownership in their learning during the 2020-2021 school year for the students who are F2F and virtual.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** TWE will increase the use of technology and blended learning in the F2F/Virtual classrooms that will foster student learning success in various academic content areas through peer collaboration and allows for work time focused on constructing knowledge with digital citizenship criteria evident.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By the end of the 2020-2021 school year, the TWE staff will establish stronger relationships with students, staff members, community and parents that will assist with supporting growth in the areas of behavior, academics and social/emotional while fostering a positive supportive campus and virtual climate.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** TWE will allow students to participate in virtual field trips to reinforce classroom objectives and bring lessons to life. TWE school virtual field trips will give students the opportunity to visualize, experience and discuss information from real life experiences.

# Travis High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to reach a year's growth for each student by June 2021, we will establish a productive Professional Learning Community system with structures and expectations for teams to meet and plan effective instruction with evidence of learning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** In order to reach a years growth for each student by June 2020, we will establish a productive Professional Learning Community system with structures and expectations for teams to identify strengths and weaknesses of students as a collective group and create an instructional action plan to address identified weaknesses within Tier 1 instruction (to ensure remediation within Tier 1).

**Performance Objective 2:** We will implement a structured campus discipline process that will incorporate the use of a progressive discipline guide and PBIS plan to ensure students show responsibility for adhering to and enforcing expectations resulting in a safe educational environment.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** We will continue the implementation of our social emotional learning advisory program for all students.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** We will continue the use of our Tiger Pride Points reward system for all students and staff.

# Walker Station Elementary Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** In order to ensure rigorous instruction of the curriculum for all students by May 2021, we will establish a productive Professional Learning Community system with structures and purposeful planning.

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** Walker Station Elementary will achieve a year's growth for all students by May 2021 through strong Tier One classroom instruction, targeting student driven action, and implementation of assessment framework to meet the needs of all students.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** In an effort to ensure equity, Walker Station will implement Blended Learning protocols to establish a learning environment that is student centered, focused on the demonstration of knowledge and feedback with collaboration expectations evident.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** Students at Walker Station will develop the attributes outlined in the FBISD Profile of a Graduate by increasing student ownership of learning and encouragement of risk taking.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** Students at Walker Station will model kindness through adherence to the COVID-19 handbook addendum.

# Willowridge High School Goals 2020-2021

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** There will be systems in place on campus and in the virtual environment to support the use of all PLC purposes including planning instruction, student work analysis, staff professional development, and assessment design. Various online assessment tools will be implemented to assist in assessing student learning. The campus PLC protocol of backwards assessment design along with the shared district instructional models that are utilized are driven by the identified PLC purpose.

**Performance Objective 2:** Students will be given opportunities to participate in interventions for remediation purposes

**Goal 2:** Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By targeting instructional practices that develop student ownership of learning, students will show growth in Tier 1, Tier 2 and Tier 3 instructional measures.

**Goal 3:** Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

**Performance Objective 1:** By June 2021, students will be provided opportunities to participate in AP, Dual Credit, SAT/ACT examinations and test prep.

**Goal 4:** Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school that embraces a culture of care, respect, safety, and inclusion.

**Performance Objective 1:** Implement PBIS/Culture strategies with fidelity.

**Goal 5:** Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

**Performance Objective 1:** By May 2021 WHS will establish procedures that foster the attributes to building the Profile of a Graduate in all students.



# Fort Bend Independent School District

**2020-2021**

## **Community-Based Accountability System Pilot**

### **Campus Improvement Plans**

Year 2 Campuses: Colony Meadows ES, Mission West ES, Dulles MS,  
Quail Valley MS, Thornton MS, Hightower HS

Year 1 Campuses: Armstrong ES, Colony Bend ES, Drabek ES, Quail  
Valley ES, McAuliffe MS, Patterson ES, Sartaria MS, Sugar Land MS,  
Austin HS



In 2017-2018, Fort Bend ISD joined with sixty other districts, as a member of the Texas Public Accountability Consortium to create a meaningful accountability system, one that allows schools to provide a thorough accounting of their efforts to outside stakeholders, take responsibility for the findings, and act appropriately to benefit students. The Community-Based Accountability System (CBAS) is a direct response to the fact that test-based accountability systems fail to inform communities in a credible way regarding the work of the school.

FBISD is in year two of the development of a Community Based Accountability pilot for campus improvement planning. FBISD campuses utilizing the CBAS CIP system signal their progress for defined Pillars and corresponding key questions as part of the comprehensive needs assessment. For CBAS campuses, the key questions represent performance objectives in their Campus Improvement Plan.

The CBAS system has 7 Pillars that represent the work of schools to produce positive student outcomes. Key Questions correspond to each Pillar and represent performance objectives for Campus Improvements Plans for CBAS pilot schools. A CBAS Design Team composed of teachers, principals, district leaders, and a Board member (Grayle James) in the 2018-19 school year, developed the Fort Bend ISD Key Questions.

<b>Pillar 1 - Student Learning and Progress</b>
Ensure academic success and progress for all students.
1.1 To what degree do students take responsibility for and ownership of their learning and behavior?
1.2 To what degree do schools ensure students experience success in learning?
1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?
1.4 To what degree do educators provide learning experiences appropriate to student needs?
1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?
1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?
1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

<b>Pillar 2 - Student Readiness</b>
Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?
2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?
2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?
2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?
2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

**Pillar 3 - Engaged, Well-Rounded Students**

Engage students in a way that contributes to their overall development and future well-being.

3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Pillar 4 - Community Engagement and Partnerships**

Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.

4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

4.2 To what degree are schools partnering with one another to support student learning experiences?

4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

**Pillar 5 - Professional Learning and Quality Staff**

Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.

5.1 To what degree does staff cultivate a love for learning among students?

5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

5.3 To what degree do we build leaders (capacity) within the organization?

5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**Pillar 6 - Systems and Operations**

Ensure the district is using its resources to further its mission to educate the students it is responsible for serving.

6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

6.3 To what degree does the organization promote a responsive, accessible and multi- channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

**Pillar 7 - Safety and Well-Being**

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

7.1 To what degree do students and staff feel safe and secure at school?

7.2 To what degree does the school cultivate a positive culture and supportive climate?

7.3 To what degree do our schools support the physical and social-emotional needs of students?

7.4 To what degree do we develop compassionate citizens?

CBAS Campus CIP charts are shown below and evidence Key Questions where campus improvement planning will focus on a major change and/or growth towards intended outcomes. Year 2 campuses prioritize a minimum of four key questions while Year 1 campuses are encouraged to prioritize a minimum of two key questions.

<b>Campus Name: Colony Meadows ES</b>						
<b>CBAS Pillar</b>	<b>Key Questions: TO WHAT DEGREE...</b>	<b>Profile of a Graduate</b>	<b>District Goals</b>	<b>District Priorities</b>	<b>Initial Signal/ Needs Assessment</b>	<b>System Response/Performance Objective</b>
Student Learning and Progress	1.1 ...do students take responsibility for and ownership of their learning and behavior?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	CME is a system capable of empowering students to take ownership in their learning and behavior.
Engaged & Well-Rounded Students	3.2 ...do students take responsibility for and exhibit ownership of their overall development and future well-being?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	CME is a system where students take responsibility for and exhibit ownership of their overall development and future well-being.
Community Engagement and Partnerships	4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?	2, 5	4	Student Achievement and Growth	Transform/ Major Change	CME will create a system to encourage reciprocal relationships between the community and our schools to enrich the learning experience.
Safety and Well-Being	7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	CME is a system capable of keeping our students and staff as safe and secure as possible at school.

**Campus Name: Mission West ES**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.4 ...do educators provide learning experiences appropriate to student needs?	1, 4, 7	1	Equity	Transform/ Major Change	Mission West will provide learning experiences appropriate to student needs.
Engaged, Well-Rounded Students	3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?	1	2	Student Achievement and Growth	Transform/ Major Change	Mission West students will take responsibility for and exhibit ownership of their overall development and future well-being.
Professional Learning and Quality Staff	5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?	1, 4, 7	1	Equity	Transform/ Major Change	Mission West will foster and develop a culture of learning and implementation among all staff. "
Safety and Well-Being	7.3 To what degree do our schools support the physical and social-emotional needs of students?	1, 2, 3, 4, 5, 6, 7,	3	Student Achievement and Growth	Transform/ Major Change	Mission West will support the physical and socio-emotional needs of students.

Campus Name: Dulles MS						
CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.1 ...do students take responsibility for and ownership of their learning and behavior?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We are a system with the capacity for teachers to understand what student ownership is and how to put it into place effectively in classrooms.
Student Readiness	2.2 ...are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?	1	2	Student Achievement and Growth	Transform/ Major Change	We are a system where every student owns the culture of DMS and is empowered to demonstrate the traits of the Profile of a Graduate.
Student Readiness	2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?	1, 4, 7	2	Student Achievement and Growth	Grow/ Transitional Moves	We are a system with the capacity to ensure all students have the prerequisite skills to be successful in the next step of their learning.
Engaged, Well-Rounded Students	3.1 To what degree do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Grow/ Transitional Moves	We are a system in which the PLC utilizes the PLC Planning protocol to design and implement learning experiences that are meaningful and relevant.

Campus Name: Quail Valley MS						
CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.1 ...do students take responsibility for and ownership of their learning and behavior?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We will be a system with the capacity to promote student ownership of learning.
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Grow/ Transitional Moves	We will be a system with the capacity to promote student ownership of learning.
Community Engagement and Partnerships	4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?	2, 5	4	Student Achievement and Growth	Grow/ Transitional Moves	We are a system capable of developing partnerships between our school and community organizations.
Student Readiness	7.3 To what degree do our schools support the physical and social-emotional needs of students?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	We will be a system with the capacity to promote student socio-emotional learning and life skills.



<b>Campus Name: Thornton MS</b>						
<b>CBAS Pillar</b>	<b>Key Questions: TO WHAT DEGREE...</b>	<b>Profile of a Graduate</b>	<b>District Goals</b>	<b>District Priorities</b>	<b>Initial Signal/ Needs Assessment</b>	<b>System Response/Performance Objective</b>
Student Learning and Progress	1.1 ...do students take responsibility for and ownership of their learning and behavior?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	RTMS is a system capable of empowering students to take ownership of their learning and behavior.
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	RTMS is a system capable of designing learning experiences that are meaningful, relevant, and engaging for our students.
Professional Learning & Quality Staff	5.3 To what degree do we build leaders (capacity) within the organization?	1, 4, 7	5	Culture	Transform/ Major Change	RTMS is a system capable of building leaders with our organization.
Safety & Well-Being of Students	7.3 ...do our schools support the physical and social- emotional needs of students?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	RTMS is a system capable of supporting the physical and social-emotional needs of students.

**Campus Name: Hightower HS**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.4 ...do educators provide learning experiences appropriate to student needs?	1, 4, 7	1	Equity	Transform/ Major Change	We will be a system with the capacity to engage students in meaningful and relevant work.
Student Readiness	2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?	2	2	Student Achievement and Growth	Transform/ Major Change	We are an organization that supports faculty, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We will be a system with the capacity to engage students in meaningful and relevant work.
Safety and Well-Being	7.3 To what degree do our schools support the physical and social-emotional needs of students?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	We will support the physical and social-emotional needs of HHS students.

Campus Name: Armstrong ES						
CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.4 ...do educators provide learning experiences appropriate to student needs?	1, 4, 7	1	Equity	Transform/ Major Change	We will ensure growth for all students at AE.
Engaged, Well-Rounded Students	3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We will establish goal-setting systems where students set and reach goals.

Campus Name: Colony Bend ES						
CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.4 ...do educators provide learning experiences appropriate to student needs?	1, 4, 7	1	Equity	Transform/ Major Change	CBE is an organization that is capable of providing learning experiences appropriate to student needs.
Student Learning and Progress	1.5 ...are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	CBE is an organization that ensures that educators are equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective.
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	CBE is an organization that ensures that our students have learning experiences that engage students in meaningful and relevant work.

<b>Campus Name: Drabek ES</b>						
<b>CBAS Pillar</b>	<b>Key Questions: TO WHAT DEGREE...</b>	<b>Profile of a Graduate</b>	<b>District Goals</b>	<b>District Priorities</b>	<b>Initial Signal/ Needs Assessment</b>	<b>System Response/Performance Objective</b>
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	Students engaged in student-centered learning experiences through the instructional model in each content area.
Safety and Well-Being	7.3 To what degree do our schools support the physical and social-emotional needs of students?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	Students will progress on Profile of a Graduate Learner Characteristics rubric.

**Campus Name: Quail Valley ES**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.2 ...do schools ensure students experience success in learning?	1, 4, 7	1	Equity	Grow/ Transitional Moves	QVE is a system with the capacity to ensure students experience success in learning. "Co-construction of SC - ensure that students will be successful Classroom communication protocols promote a cycle of continuous feedback - Feedback embedded into each lesson T-S, S-S "
Student Readiness	3.2 ...do students take responsibility for and exhibit ownership of their overall development and future well-being?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	QVE is a system where students take responsibility for and exhibit ownership of their overall development and future well-being. "Students track their own progress - academic (Schoology grading) - SEL (online survey) - data binders (face to face instruction) <a href="https://teacherrebootcamp.com/2020/05/virtualcheckins/">https://teacherrebootcamp.com/2020/05/virtualcheckins/</a> "

**Campus Name: McAuliffe MS**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Engaged, Well-Rounded Students	3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?	1	2	Student Achievement and Growth	Transform/ Major Change	CMMS is a system that our teacher and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate).
Safety and Well-Being	7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	CMMS is a system where students and staff feel safe and secure at school and are safe and secure at school.

**Campus Name: Patterson ES**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.1 ...do students take responsibility for and ownership of their learning and behavior?	1, 4, 7	2	Student Achievement and Growth	Grow/ Transitional Moves	We will be a system with the capacity to promote student ownership of learning with the continued use of Readers Workshop Implemented with fidelity, GR Campus Learning Cadre
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Grow/ Transitional Moves	We will be a system with the capacity to engage students in meaningful and relevant work with Increased teacher capacity in successfully engaging students in standards based grading practices where they emphasis is centered on learning instead of grading



**Campus Name: Sartartia MS**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7,	2	Student Achievement and Growth	Transform/ Major Change	SMS is a system capable of supporting the social and emotional needs of students by engaging them in clubs and activities to positively engage them in the school environment and increase a positive culture that benefits the whole child.
Professional Learning and Quality Staff	5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?	1, 4, 7	1	Equity	Grow/ Transitional Moves	SMS is a system capable of utilizing technology and our learning management system as a tool that encourages all students to engage in learning the content and effectively collaborating with teachers and peers

Campus Name: Sugar Land MS						
CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Student Learning and Progress	1.4 ...do educators provide learning experiences appropriate to student needs?	1, 4, 7	1	Equity	Transform/ Major Change	We are a where staff is encouraged to utilize different online opportunities focused on individual student needs.
Student Readiness	3.2 ...do students take responsibility for and exhibit ownership of their overall development and future well-being?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We are a system where every student has the capacity to build a strong SEL ownership.

**Campus Name: Austin HS**

CBAS Pillar	Key Questions: TO WHAT DEGREE...	Profile of a Graduate	District Goals	District Priorities	Initial Signal/ Needs Assessment	System Response/Performance Objective
Engaged & Well-Rounded Students	3.1 ...do learning experiences engage students in meaningful and relevant work?	1, 4, 7	2	Student Achievement and Growth	Transform/ Major Change	We are a system where students engage in learning experiences that are meaningful and relevant.
Safety and Well-Being	7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?	1, 2, 3, 4, 5, 6, 7	3	Student Achievement and Growth	Transform/ Major Change	We are a system that will ensure students feel safe and secure at school.