

**FBISD 2018 Annual
Texas Academic Performance Report
(TAPR)**



**EXCELLENCE
IN EDUCATION®
— AWARDS —**

— 2018 —

**THE BEST LARGE SCHOOL
DISTRICT IN TEXAS**

2018 FBISD Accreditation Ratings

- **District Accreditation Status**
 - FIRST Financial Rating – **A=Superior**
 - Accreditation – **Accredited**
- **Texas Academic Performance Report (TAPR)**
 - Accountability Rating – **Not Rated**
(Hurricane Harvey Provision)
 - Special Education Status – **Meets Requirements**
 - ASVAB Test – **Meets Requirements**

**Fort Bend Independent School District
Texas Academic Performance Report
2017-18**

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2017-18 Texas Academic Performance Report

District Name: **FORT BEND ISD**

District Number: **079907**

2018 Accountability Rating: **Not Rated: Harvey Provision**

2018 Special Education Determination Status:

Meets Requirements

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Meets Requirements

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

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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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^															
Grade 3 Reading															
At Approaches Grade Level or Above	2018	77%	77%	82%	72%	74%	91%	67%	93%	90%	90%	54%	71%	79%	
	2017	73%	73%	79%	70%	68%	90%	71%	92%	92%	86%	46%	66%	76%	
At Meets Grade Level or Above	2018	43%	44%	52%	36%	38%	65%	44%	71%	20%	66%	29%	34%	46%	
	2017	45%	46%	56%	43%	41%	68%	58%	76%	58%	61%	30%	37%	51%	
At Masters Grade Level	2018	25%	25%	33%	20%	20%	45%	28%	50%	10%	44%	10%	18%	28%	
	2017	29%	30%	40%	25%	26%	52%	21%	59%	25%	44%	8%	22%	35%	
Grade 3 Mathematics															
At Approaches Grade Level or Above	2018	78%	79%	83%	72%	76%	90%	83%	96%	90%	92%	54%	73%	85%	
	2017	77%	78%	82%	70%	74%	89%	88%	95%	92%	84%	49%	70%	83%	
At Meets Grade Level or Above	2018	47%	48%	56%	39%	40%	66%	39%	80%	50%	65%	34%	38%	56%	
	2017	49%	50%	60%	41%	46%	71%	63%	84%	75%	63%	32%	41%	61%	
At Masters Grade Level	2018	23%	24%	33%	16%	19%	41%	28%	56%	10%	43%	15%	17%	32%	
	2017	26%	27%	36%	20%	22%	45%	29%	60%	42%	40%	10%	20%	36%	
Grade 4 Reading															
At Approaches Grade Level or Above	2018	73%	73%	79%	69%	67%	90%	86%	94%	73%	83%	47%	66%	75%	
	2017	70%	71%	77%	66%	68%	87%	55%	91%	*	83%	43%	63%	72%	
At Meets Grade Level or Above	2018	46%	46%	57%	41%	40%	70%	71%	79%	64%	69%	29%	39%	52%	
	2017	44%	45%	54%	37%	41%	68%	30%	76%	*	66%	32%	35%	49%	
At Masters Grade Level	2018	24%	25%	34%	20%	19%	45%	33%	55%	18%	43%	8%	18%	31%	
	2017	24%	25%	34%	19%	23%	47%	20%	54%	*	41%	11%	17%	29%	
Grade 4 Mathematics															
At Approaches Grade Level or Above	2018	78%	80%	82%	68%	73%	92%	81%	96%	91%	88%	46%	70%	82%	
	2017	76%	77%	81%	68%	74%	91%	75%	96%	*	86%	50%	68%	82%	
At Meets Grade Level or Above	2018	49%	51%	56%	37%	41%	68%	57%	83%	64%	62%	29%	38%	56%	
	2017	47%	50%	57%	36%	43%	70%	40%	82%	*	72%	34%	38%	57%	
At Masters Grade Level	2018	27%	29%	36%	18%	20%	47%	24%	62%	27%	41%	12%	18%	35%	
	2017	27%	30%	38%	17%	25%	50%	25%	63%	*	50%	14%	19%	37%	
Grade 4 Writing															
At Approaches Grade Level or Above	2018	63%	63%	70%	59%	53%	80%	81%	89%	82%	72%	32%	54%	67%	
	2017	65%	65%	72%	60%	60%	80%	55%	90%	*	77%	37%	56%	69%	
At Meets Grade Level or Above	2018	39%	40%	49%	35%	30%	59%	67%	73%	45%	53%	22%	31%	45%	
	2017	34%	35%	42%	28%	27%	52%	25%	66%	*	56%	27%	23%	38%	
At Masters Grade Level	2018	11%	11%	17%	7%	6%	23%	19%	34%	18%	21%	6%	6%	15%	
	2017	11%	11%	16%	7%	7%	22%	10%	31%	*	17%	7%	5%	13%	

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

CONFIDENTIAL

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 & Monitored)
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	83%	88%	82%	84%	92%	79%	97%	80%	93%	54%	81%	87%
	2017	82%	81%	86%	80%	78%	95%	100%	96%	100%	93%	51%	76%	83%
At Meets Grade Level or Above	2018	54%	54%	64%	49%	52%	75%	50%	83%	60%	74%	33%	48%	58%
	2017	48%	49%	59%	47%	45%	73%	50%	77%	43%	71%	29%	40%	53%
At Masters Grade Level	2018	26%	27%	37%	22%	25%	46%	25%	57%	20%	48%	10%	21%	31%
	2017	25%	26%	36%	23%	22%	49%	15%	54%	14%	47%	8%	18%	30%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	90%	92%	85%	90%	95%	88%	98%	100%	94%	62%	87%	93%
	2017	87%	87%	90%	82%	88%	96%	100%	98%	100%	95%	58%	83%	92%
At Meets Grade Level or Above	2018	58%	58%	66%	47%	56%	77%	58%	90%	40%	74%	36%	50%	68%
	2017	50%	52%	62%	43%	47%	76%	80%	87%	57%	70%	33%	42%	63%
At Masters Grade Level	2018	30%	31%	40%	21%	26%	50%	25%	68%	0%	50%	15%	24%	40%
	2017	24%	26%	38%	18%	22%	50%	25%	66%	43%	45%	11%	18%	36%
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	78%	66%	71%	84%	70%	92%	80%	85%	46%	67%	76%
	2017	74%	75%	77%	65%	66%	89%	95%	92%	57%	85%	44%	63%	74%
At Meets Grade Level or Above	2018	41%	42%	46%	27%	33%	58%	35%	71%	40%	56%	29%	30%	45%
	2017	42%	44%	49%	30%	36%	66%	45%	71%	43%	60%	28%	31%	46%
At Masters Grade Level	2018	17%	18%	22%	9%	12%	30%	22%	41%	0%	27%	10%	10%	21%
	2017	18%	20%	24%	11%	15%	32%	15%	41%	29%	34%	10%	12%	22%
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	71%	77%	66%	66%	89%	81%	93%	60%	87%	41%	64%	75%
	2017	69%	70%	78%	67%	68%	91%	72%	93%	*	85%	35%	63%	73%
At Meets Grade Level or Above	2018	39%	41%	51%	36%	34%	65%	31%	72%	40%	60%	27%	32%	45%
	2017	37%	39%	51%	35%	35%	66%	39%	73%	*	63%	20%	31%	44%
At Masters Grade Level	2018	19%	20%	29%	17%	16%	38%	13%	48%	20%	37%	9%	14%	24%
	2017	18%	19%	29%	16%	14%	37%	11%	51%	*	39%	6%	12%	23%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	78%	83%	72%	75%	94%	81%	97%	60%	89%	51%	71%	83%
	2017	76%	78%	86%	77%	77%	95%	83%	98%	*	91%	44%	74%	84%
At Meets Grade Level or Above	2018	44%	46%	57%	37%	39%	76%	44%	86%	60%	71%	32%	37%	56%
	2017	43%	45%	60%	40%	43%	78%	61%	90%	*	63%	24%	38%	59%
At Masters Grade Level	2018	18%	20%	31%	15%	15%	38%	13%	60%	20%	36%	9%	15%	32%
	2017	18%	20%	36%	16%	19%	49%	28%	68%	*	36%	10%	15%	33%
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	76%	83%	74%	74%	91%	80%	95%	*	86%	42%	72%	80%
	2017	73%	75%	82%	73%	73%	92%	91%	95%	*	87%	38%	69%	78%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Performance

CONFIDENTIAL

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 & Monitored)
At Meets Grade Level or Above	2018	48%	50%	59%	44%	46%	74%	60%	80%	*	69%	26%	42%	53%
	2017	42%	43%	55%	38%	39%	69%	55%	79%	*	68%	21%	35%	49%
At Masters Grade Level	2018	29%	30%	40%	24%	27%	53%	40%	61%	*	49%	10%	23%	33%
	2017	23%	24%	34%	19%	19%	45%	18%	58%	*	45%	5%	17%	29%
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	75%	82%	69%	75%	92%	87%	97%	*	85%	41%	71%	83%
	2017	70%	73%	83%	73%	75%	91%	82%	97%	*	90%	40%	72%	82%
At Meets Grade Level or Above	2018	40%	43%	56%	33%	41%	71%	67%	86%	*	59%	22%	37%	55%
	2017	40%	46%	60%	41%	45%	75%	36%	88%	*	66%	25%	40%	59%
At Masters Grade Level	2018	18%	20%	33%	14%	16%	43%	53%	64%	*	36%	7%	15%	31%
	2017	17%	21%	35%	16%	18%	42%	18%	70%	*	42%	9%	16%	35%
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	69%	78%	68%	66%	88%	75%	94%	*	80%	36%	64%	74%
	2017	70%	71%	79%	69%	67%	88%	64%	95%	*	86%	34%	64%	74%
At Meets Grade Level or Above	2018	43%	44%	55%	39%	38%	68%	63%	81%	*	59%	22%	36%	49%
	2017	39%	40%	51%	37%	33%	61%	55%	79%	*	56%	20%	32%	45%
At Masters Grade Level	2018	15%	16%	25%	12%	11%	31%	31%	49%	*	29%	6%	11%	20%
	2017	12%	13%	21%	9%	9%	24%	18%	44%	*	25%	5%	8%	17%
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	90%	85%	83%	96%	89%	97%	*	95%	52%	83%	81%
	2017	86%	86%	92%	87%	88%	97%	100%	97%	100%	94%	50%	84%	85%
At Meets Grade Level or Above	2018	49%	51%	61%	47%	46%	72%	33%	82%	*	74%	26%	44%	40%
	2017	50%	52%	64%	50%	50%	79%	63%	84%	33%	70%	25%	45%	45%
At Masters Grade Level	2018	27%	28%	37%	25%	23%	45%	11%	57%	*	45%	9%	21%	19%
	2017	23%	25%	35%	22%	23%	49%	37%	53%	17%	46%	8%	17%	16%
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	87%	85%	78%	82%	93%	88%	96%	*	88%	47%	78%	81%
	2017	85%	86%	88%	80%	86%	96%	100%	97%	*	89%	46%	81%	86%
At Meets Grade Level or Above	2018	51%	52%	48%	34%	36%	66%	50%	78%	*	57%	26%	34%	39%
	2017	45%	47%	49%	32%	37%	68%	67%	80%	*	59%	22%	33%	42%
At Masters Grade Level	2018	15%	16%	13%	6%	5%	19%	13%	38%	*	14%	10%	6%	8%
	2017	13%	13%	16%	4%	8%	21%	8%	43%	*	22%	8%	6%	11%
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	77%	83%	72%	76%	92%	78%	96%	*	89%	44%	72%	74%
	2017	76%	78%	85%	74%	78%	95%	79%	96%	100%	90%	39%	73%	77%
At Meets Grade Level or Above	2018	52%	53%	62%	44%	46%	78%	33%	87%	*	69%	28%	45%	47%
	2017	48%	51%	61%	41%	47%	78%	58%	86%	33%	66%	25%	42%	49%
At Masters Grade Level	2018	28%	29%	38%	19%	21%	52%	11%	67%	*	46%	8%	21%	23%
	2017	19%	21%	31%	14%	17%	41%	32%	54%	17%	39%	6%	14%	18%

TEXAS EDUCATION AGENCY
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County Name: FORT BEND
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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 & Monitored)
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	66%	75%	63%	60%	89%	67%	93%	*	81%	39%	60%	59%
	2017	63%	65%	76%	61%	66%	90%	68%	94%	100%	84%	36%	59%	66%
At Meets Grade Level or Above	2018	36%	37%	49%	31%	30%	64%	22%	76%	*	59%	23%	29%	29%
	2017	33%	35%	49%	30%	32%	66%	47%	74%	67%	62%	21%	28%	31%
At Masters Grade Level	2018	21%	22%	33%	17%	17%	41%	11%	60%	*	40%	8%	17%	17%
	2017	19%	21%	33%	17%	19%	44%	37%	56%	33%	39%	8%	15%	17%
End of Course English I														
At Approaches Grade Level or Above	2018	65%	65%	74%	63%	64%	88%	82%	91%	73%	80%	29%	60%	51%
	2017	64%	64%	74%	66%	65%	88%	60%	90%	67%	86%	29%	61%	55%
At Meets Grade Level or Above	2018	44%	45%	57%	40%	43%	76%	57%	83%	55%	65%	17%	39%	29%
	2017	43%	44%	56%	41%	41%	77%	53%	82%	67%	68%	16%	37%	30%
At Masters Grade Level	2018	7%	8%	16%	6%	6%	21%	14%	37%	18%	22%	4%	6%	2%
	2017	8%	8%	16%	5%	6%	25%	0%	37%	0%	21%	3%	6%	3%
End of Course English II														
At Approaches Grade Level or Above	2018	67%	67%	76%	69%	66%	88%	67%	88%	71%	80%	31%	66%	46%
	2017	66%	66%	75%	67%	67%	87%	72%	90%	*	84%	27%	64%	45%
At Meets Grade Level or Above	2018	48%	48%	59%	47%	46%	78%	53%	80%	57%	72%	19%	45%	25%
	2017	45%	45%	56%	43%	43%	76%	50%	81%	*	64%	16%	39%	20%
At Masters Grade Level	2018	8%	9%	15%	5%	7%	23%	0%	33%	14%	23%	6%	8%	2%
	2017	6%	7%	12%	4%	6%	17%	11%	28%	*	14%	3%	4%	1%
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	83%	88%	81%	81%	94%	88%	98%	100%	90%	43%	80%	82%
	2017	83%	82%	87%	81%	81%	94%	89%	98%	100%	93%	40%	80%	82%
At Meets Grade Level or Above	2018	55%	55%	67%	52%	53%	79%	65%	91%	40%	76%	18%	52%	56%
	2017	48%	50%	62%	47%	46%	78%	61%	91%	86%	68%	17%	45%	51%
At Masters Grade Level	2018	32%	34%	47%	27%	29%	61%	29%	79%	20%	57%	8%	29%	36%
	2017	26%	29%	41%	23%	23%	55%	50%	76%	71%	50%	7%	22%	30%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	86%	90%	85%	85%	97%	92%	97%	100%	94%	57%	83%	79%
	2017	86%	86%	91%	86%	87%	97%	92%	98%	83%	97%	57%	85%	83%
At Meets Grade Level or Above	2018	59%	60%	69%	54%	55%	86%	72%	89%	70%	77%	27%	52%	44%
	2017	57%	59%	70%	57%	57%	85%	75%	89%	83%	80%	27%	54%	50%
At Masters Grade Level	2018	24%	26%	35%	18%	21%	51%	36%	61%	40%	43%	6%	19%	14%
	2017	21%	23%	33%	17%	21%	46%	17%	57%	50%	44%	6%	18%	15%
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	91%	94%	90%	92%	97%	100%	98%	*	95%	61%	90%	83%
	2017	91%	91%	95%	93%	93%	97%	100%	97%	*	97%	61%	92%	85%
At Meets Grade Level or Above	2018	70%	71%	78%	67%	71%	90%	82%	91%	*	86%	34%	67%	47%

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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 & Monitored)
	2017	66%	68%	79%	67%	70%	91%	89%	91%	*	94%	34%	66%	52%
At Masters Grade Level	2018	40%	43%	52%	35%	41%	69%	47%	75%	*	57%	9%	36%	20%
	2017	35%	39%	51%	35%	38%	69%	39%	72%	*	66%	12%	33%	19%

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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 & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	77%	82%	73%	74%	91%	82%	95%	85%	87%	45%	72%	77%
	2017	75%	76%	82%	74%	75%	91%	81%	95%	90%	88%	43%	71%	77%
At Meets Grade Level or Above	2018	48%	49%	58%	42%	44%	72%	55%	82%	55%	67%	26%	41%	49%
	2017	45%	47%	58%	42%	43%	73%	54%	81%	56%	66%	25%	39%	48%
At Masters Grade Level	2018	22%	23%	32%	17%	18%	42%	25%	56%	24%	39%	9%	17%	25%
	2017	20%	22%	31%	16%	18%	42%	23%	54%	29%	38%	8%	15%	24%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	74%	81%	72%	72%	91%	79%	93%	77%	87%	43%	70%	73%
	2017	72%	72%	80%	71%	71%	91%	77%	93%	87%	87%	38%	68%	72%
At Meets Grade Level or Above	2018	46%	47%	57%	43%	43%	72%	52%	79%	51%	69%	25%	41%	45%
	2017	44%	45%	57%	42%	42%	72%	50%	79%	51%	66%	23%	37%	44%
At Masters Grade Level	2018	19%	20%	29%	16%	17%	39%	21%	49%	21%	39%	8%	15%	23%
	2017	19%	20%	28%	15%	16%	40%	17%	49%	17%	37%	6%	13%	22%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	82%	85%	75%	79%	93%	85%	97%	91%	90%	49%	76%	85%
	2017	79%	80%	85%	76%	79%	93%	88%	97%	93%	90%	46%	75%	84%
At Meets Grade Level or Above	2018	50%	51%	59%	41%	44%	72%	55%	86%	57%	67%	28%	41%	56%
	2017	46%	49%	59%	41%	44%	74%	59%	86%	63%	66%	26%	40%	57%
At Masters Grade Level	2018	24%	25%	35%	17%	19%	44%	27%	64%	20%	42%	11%	19%	32%
	2017	22%	24%	35%	17%	20%	46%	28%	65%	39%	42%	10%	17%	33%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	66%	74%	64%	60%	84%	78%	92%	*	76%	34%	59%	70%
	2017	67%	68%	75%	65%	63%	84%	*	93%	*	82%	36%	60%	71%
At Meets Grade Level or Above	2018	41%	42%	52%	37%	34%	63%	65%	78%	*	55%	22%	34%	47%
	2017	36%	37%	47%	33%	30%	57%	*	72%	*	56%	23%	28%	41%
At Masters Grade Level	2018	13%	13%	21%	10%	9%	27%	24%	42%	*	25%	6%	8%	17%
	2017	11%	12%	18%	8%	8%	23%	*	37%	*	21%	6%	6%	15%
All Grades Science														
At Approaches Grade Level or Above	2018	80%	80%	84%	75%	78%	91%	81%	95%	95%	89%	49%	75%	76%
	2017	79%	80%	85%	76%	78%	94%	88%	95%	79%	90%	48%	74%	77%
At Meets Grade Level or Above	2018	51%	52%	60%	43%	46%	75%	51%	82%	63%	67%	28%	42%	45%
	2017	49%	52%	61%	44%	47%	77%	57%	83%	53%	68%	27%	43%	48%
At Masters Grade Level	2018	23%	24%	32%	16%	18%	45%	26%	56%	32%	38%	8%	17%	20%
	2017	19%	21%	30%	14%	18%	40%	22%	51%	32%	39%	7%	15%	19%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	79%	85%	78%	77%	93%	88%	95%	*	88%	49%	75%	67%
	2017	77%	78%	86%	78%	80%	94%	84%	96%	*	90%	48%	76%	72%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	53%	54%	64%	50%	51%	77%	62%	84%	*	72%	29%	48%	35%
	2017	49%	52%	64%	50%	51%	79%	68%	83%	*	77%	27%	47%	38%
At Masters Grade Level	2018	31%	32%	43%	26%	29%	55%	35%	68%	*	48%	8%	27%	18%
	2017	27%	30%	42%	26%	29%	57%	38%	64%	*	51%	10%	24%	18%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Progress

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	38%	40%	38%	37%	48%	35%	54%	*	48%	21%	37%	38%
	2017	35%	34%	38%	36%	35%	46%	59%	46%	86%	38%	19%	32%	31%
Mathematics	2018	47%	46%	43%	38%	44%	53%	*	55%	*	44%	22%	40%	43%
	2017	43%	44%	45%	43%	45%	49%	50%	60%	*	45%	22%	42%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAARAdministration														
	2018	79%	79%	85%	76%	80%	89%	78%	95%	*	91%	43%	76%	69%
Students Requiring Accelerated Instruction														
	2018	21%	21%	15%	24%	20%	11%	22%	5%	*	9%	57%	24%	31%
STAARCumulativeMet Standard														
	2018	84%	83%	88%	81%	84%	92%	78%	97%	*	93%	47%	81%	75%
STAARNon-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	98%	97%	99%	100%	-	97%	-	100%	100%	99%	97%
STAARMet Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	10%	11%	12%	8%	14%	*	-	*	-	*	*	11%	15%
Retained in Grade 5	2018	53%	47%	*	*	-	-	-	*	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAARAdministration														
	2018	85%	84%	88%	80%	85%	93%	74%	98%	*	89%	51%	81%	80%
Students Requiring Accelerated Instruction														
	2018	15%	16%	12%	20%	15%	7%	26%	2%	*	11%	49%	19%	20%
STAARCumulativeMet Standard														
	2018	90%	90%	92%	85%	90%	95%	87%	99%	100%	93%	56%	86%	87%
STAARNon-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	96%	98%	96%	98%	100%	-	100%	-	*	100%	98%	96%
STAARMet Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	23%	24%	24%	21%	25%	53%	-	*	-	*	22%	23%	28%
Retained in Grade 5	2018	69%	59%	*	*	-	-	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAARAdministration														
	2018	79%	80%	85%	79%	75%	93%	89%	95%	*	92%	35%	75%	42%
Students Requiring Accelerated Instruction														
	2018	21%	20%	15%	21%	25%	7%	11%	5%	*	8%	65%	25%	58%
STAARCumulativeMet Standard														
	2018	85%	86%	90%	85%	83%	96%	89%	97%	*	95%	43%	83%	54%
STAARNon-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	99%	97%	100%	93%	100%	-	100%	-	83%	100%	96%	95%
STAARMet Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2018	8%	8%	12%	16%	*	*	-	*	-	*	*	12%	*
Retained in Grade 8	2018	43%	39%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAARAdministration														

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Prior Year and Student Success Initiative

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)
Students Requiring Accelerated Instruction	2018	80%	80%	77%	68%	73%	91%	75%	93%	*	79%	29%	68%	55%
STAAR Cumulative Met Standard	2018	20%	20%	23%	32%	27%	9%	25%	7%	*	21%	71%	32%	45%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	86%	86%	84%	78%	81%	92%	88%	95%	*	88%	36%	77%	65%
STAAR Met Standard (Non-Proficient in Previous Year)	2017	98%	98%	96%	99%	91%	100%	-	100%	-	*	100%	96%	94%
Promoted to Grade 9	2018	45%	43%	59%	59%	58%	75%	-	*	-	*	32%	57%	67%
Retained in Grade 8	2018	59%	67%	*	-	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

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

(Current EL Students)

		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
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	77%	82%	65%	65%	66%	-	-	60%	69%	54%	63%	61%	61%
	2017	75%	76%	82%	64%	60%	64%	-	*	61%	70%	56%	66%	61%	62%
At Meets Grade Level or Above	2018	48%	49%	58%	29%	30%	29%	-	-	27%	35%	21%	32%	27%	28%
	2017	45%	47%	58%	31%	24%	33%	-	*	28%	37%	23%	35%	29%	29%
At Masters Grade Level	2018	22%	23%	32%	10%	10%	10%	-	-	9%	14%	7%	10%	10%	10%
	2017	20%	22%	31%	13%	9%	14%	-	*	11%	18%	7%	13%	11%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	74%	81%	63%	64%	62%	-	-	54%	69%	44%	61%	56%	56%
	2017	72%	72%	80%	59%	58%	59%	-	-	54%	68%	47%	62%	55%	56%
At Meets Grade Level or Above	2018	46%	47%	57%	26%	27%	26%	-	-	22%	31%	16%	29%	23%	23%
	2017	44%	45%	57%	28%	24%	28%	-	-	24%	37%	17%	32%	25%	25%
At Masters Grade Level	2018	19%	20%	29%	8%	9%	8%	-	-	7%	13%	4%	10%	8%	8%
	2017	19%	20%	28%	13%	13%	14%	-	-	10%	18%	5%	13%	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	82%	85%	78%	75%	78%	-	-	72%	78%	67%	72%	74%	74%
	2017	79%	80%	85%	77%	70%	78%	-	*	73%	79%	69%	75%	74%	74%
At Meets Grade Level or Above	2018	50%	51%	59%	39%	39%	39%	-	-	36%	44%	30%	35%	37%	37%
	2017	46%	49%	59%	42%	34%	44%	-	*	39%	47%	33%	43%	40%	40%
At Masters Grade Level	2018	24%	25%	35%	16%	16%	16%	-	-	15%	20%	10%	11%	15%	15%
	2017	22%	24%	35%	18%	8%	20%	-	*	17%	23%	12%	19%	17%	17%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	66%	74%	42%	*	42%	-	-	46%	54%	38%	*	45%	45%
	2017	67%	68%	75%	51%	*	51%	-	-	51%	58%	46%	*	51%	51%
At Meets Grade Level or Above	2018	41%	42%	52%	16%	*	15%	-	-	21%	29%	15%	*	20%	20%
	2017	36%	37%	47%	18%	*	20%	-	-	18%	22%	14%	*	18%	18%
At Masters Grade Level	2018	13%	13%	21%	1%	*	2%	-	-	4%	5%	4%	*	3%	3%
	2017	11%	12%	18%	3%	*	3%	-	-	4%	6%	3%	*	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2018	80%	80%	84%	60%	52%	62%	-	-	58%	57%	58%	63%	58%	58%
	2017	79%	80%	85%	53%	*	55%	-	-	58%	57%	59%	70%	57%	58%
At Meets Grade Level or Above	2018	51%	52%	60%	22%	20%	23%	-	-	23%	22%	23%	34%	22%	23%
	2017	49%	52%	61%	23%	*	25%	-	-	23%	23%	23%	39%	23%	24%
At Masters Grade Level	2018	23%	24%	32%	6%	7%	5%	-	-	6%	5%	6%	10%	6%	6%
	2017	19%	21%	30%	6%	*	6%	-	-	6%	7%	6%	9%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	79%	85%	-	-	-	-	-	56%	*	57%	51%	56%	55%
	2017	77%	78%	86%	-	-	-	-	-	55%	52%	55%	*	55%	55%
At Meets Grade Level or Above	2018	53%	54%	64%	-	-	-	-	-	21%	*	22%	31%	21%	22%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		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
	2017	49%	52%	64%	-	-	-	-	-	23%	18%	24%	*	23%	23%
At Masters Grade Level	2018	31%	32%	43%	-	-	-	-	-	8%	*	8%	13%	8%	8%
	2017	27%	30%	42%	-	-	-	-	-	7%	5%	7%	*	7%	6%

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	70	72	66	68	66	-	-	67	68	66	67	67	67
All Grades ELA/Reading	2018	69	69	72	69	64	70	-	-	67	69	66	72	67	68
All Grades Mathematics	2018	70	70	72	64	71	62	-	-	67	67	67	63	66	66

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	38%	40%	38%	33%	39%	-	-	39%	45%	35%	35%	38%	38%
	2017	35%	34%	38%	21%	17%	21%	-	-	31%	34%	30%	42%	30%	31%
Mathematics	2018	47%	46%	43%	49%	42%	51%	-	-	42%	47%	39%	34%	43%	43%
	2017	43%	44%	45%	45%	*	48%	-	*	41%	49%	38%	42%	42%	42%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District STAAR Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	99%	100%	98%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	96%	95%	95%	97%	92%	96%	88%	97%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	3%	2%	5%	2%	9%	2%	3%	3%	5%
Other Exclusions	1%	1%	1%	0%	1%	1%	1%	2%	3%	0%	1%	1%	6%
Not Tested	1%	1%	1%	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	1%	1%	0%	2%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	99%	99%	100%	99%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	94%	96%	97%	96%	91%	97%	94%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	3%	5%	3%	3%	2%	2%	9%	3%	4%	4%	5%
Other Exclusions	1%	1%	1%	0%	2%	1%	1%	2%	0%	0%	1%	2%	9%
Not Tested	1%	1%	0%	1%	1%	0%	1%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	1%	1%	0%	1%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Attendance Rate													
2016-17	95.7%	95.7%	96.9%	96.8%	96.2%	96.7%	97.2%	98.0%	97.2%	97.0%	95.1%	96.3%	97.0%
2015-16	95.8%	95.8%	97.0%	96.8%	96.4%	96.8%	97.2%	98.1%	97.2%	97.0%	95.0%	96.4%	97.2%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.5%	0.1%	0.2%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.2%	0.2%
2015-16	0.4%	0.4%	0.3%	0.3%	0.2%	0.2%	0.0%	0.2%	0.0%	0.0%	0.4%	0.2%	0.5%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	2.3%	0.8%	1.1%	1.5%	0.7%	0.0%	0.1%	0.0%	0.3%	2.2%	1.5%	2.5%
2015-16	2.0%	2.2%	1.0%	1.3%	1.7%	0.6%	0.0%	0.2%	0.0%	0.5%	2.0%	1.5%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	88.7%	95.3%	94.2%	92.7%	95.5%	93.8%	98.7%	100.0%	98.5%	85.7%	93.1%	82.5%
Received TxCHSE	0.4%	0.5%	0.4%	0.3%	0.3%	0.7%	0.0%	0.2%	0.0%	0.8%	0.6%	0.5%	0.0%
Continued HS	4.0%	4.2%	1.2%	1.3%	1.6%	1.8%	0.0%	0.6%	0.0%	0.0%	6.0%	1.3%	5.6%
Dropped Out	5.9%	6.7%	3.1%	4.2%	5.4%	2.0%	6.3%	0.5%	0.0%	0.8%	7.6%	5.0%	12.0%
Graduates and TxCHSE	90.1%	89.2%	95.7%	94.5%	93.0%	96.2%	93.8%	98.9%	100.0%	99.2%	86.3%	93.7%	82.5%
Graduates, TxCHSE, and Continuers	94.1%	93.3%	96.9%	95.8%	94.6%	98.0%	93.8%	99.5%	100.0%	99.2%	92.4%	95.0%	88.0%
Class of 2016													
Graduated	89.1%	88.3%	94.4%	92.7%	90.9%	96.4%	84.6%	98.5%	100.0%	95.7%	77.8%	91.4%	80.7%
Received TxCHSE	0.5%	0.4%	0.2%	0.2%	0.2%	0.5%	0.0%	0.1%	0.0%	0.7%	0.9%	0.2%	0.0%
Continued HS	4.2%	4.5%	1.9%	2.5%	2.9%	0.9%	15.4%	0.7%	0.0%	1.4%	12.0%	2.8%	5.6%
Dropped Out	6.2%	6.8%	3.5%	4.6%	6.0%	2.2%	0.0%	0.7%	0.0%	2.1%	9.3%	5.6%	13.7%
Graduates and TxCHSE	89.6%	88.7%	94.6%	92.9%	91.0%	96.9%	84.6%	98.6%	100.0%	96.4%	78.7%	91.5%	80.7%
Graduates, TxCHSE, and Continuers	93.8%	93.2%	96.5%	95.4%	94.0%	97.8%	100.0%	99.3%	100.0%	97.9%	90.7%	94.4%	86.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	90.8%	96.2%	95.1%	93.4%	97.3%	100.0%	99.2%	100.0%	97.1%	88.9%	94.0%	85.2%
Received TxCHSE	0.7%	0.7%	0.4%	0.5%	0.2%	0.6%	0.0%	0.1%	0.0%	0.7%	1.0%	0.3%	0.0%
Continued HS	1.2%	1.2%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%	0.4%
Dropped Out	6.6%	7.4%	3.4%	4.4%	6.3%	2.1%	0.0%	0.6%	0.0%	2.2%	9.8%	5.7%	14.4%
Graduates and TxCHSE	92.2%	91.5%	96.5%	95.5%	93.6%	97.9%	100.0%	99.4%	100.0%	97.8%	89.9%	94.3%	85.2%
Graduates, TxCHSE, and Continuers	93.4%	92.6%	96.6%	95.6%	93.7%	97.9%	100.0%	99.4%	100.0%	97.8%	90.2%	94.3%	85.6%
Class of 2015													
Graduated	91.3%	90.8%	95.7%	94.0%	93.6%	96.5%	94.4%	98.9%	100.0%	97.1%	83.0%	91.9%	89.2%
Received TxCHSE	0.8%	0.7%	0.5%	0.3%	0.7%	1.0%	0.0%	0.1%	0.0%	1.0%	0.0%	0.7%	0.5%
Continued HS	1.2%	1.3%	0.7%	0.8%	0.6%	0.7%	0.0%	0.6%	0.0%	0.0%	11.0%	0.8%	0.5%
Dropped Out	6.7%	7.1%	3.1%	4.9%	5.1%	1.7%	5.6%	0.3%	0.0%	1.9%	6.0%	6.6%	9.8%
Graduates and TxCHSE	92.1%	91.6%	96.2%	94.3%	94.3%	97.5%	94.4%	99.1%	100.0%	98.1%	83.0%	92.6%	89.7%
Graduates, TxCHSE, and Continuers	93.3%	92.9%	96.9%	95.1%	94.9%	98.3%	94.4%	99.7%	100.0%	98.1%	94.0%	93.4%	90.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	91.3%	96.3%	94.7%	94.2%	97.2%	94.4%	99.6%	100.0%	97.1%	93.2%	92.6%	89.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Received TxCHSE	1.0%	0.9%	0.6%	0.5%	0.7%	1.2%	0.0%	0.1%	0.0%	1.0%	0.0%	0.8%	0.5%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.2%	3.1%	4.8%	5.1%	1.7%	5.6%	0.3%	0.0%	1.9%	6.8%	6.6%	9.8%
Graduates and TxCHSE	92.8%	92.2%	96.9%	95.2%	94.9%	98.3%	94.4%	99.7%	100.0%	98.1%	93.2%	93.4%	90.2%
Graduates, TxCHSE, and Continuers	93.3%	92.8%	96.9%	95.2%	94.9%	98.3%	94.4%	99.7%	100.0%	98.1%	93.2%	93.4%	90.2%
Class of 2014													
Graduated	90.9%	90.3%	94.5%	92.2%	90.6%	97.0%	88.2%	98.9%	*	96.7%	80.5%	90.9%	77.8%
Received TxCHSE	1.2%	1.1%	0.6%	0.7%	0.5%	1.3%	0.0%	0.2%	*	0.0%	0.9%	0.9%	0.0%
Continued HS	0.6%	0.6%	0.5%	0.4%	0.7%	0.5%	0.0%	0.5%	*	0.0%	7.7%	0.3%	0.0%
Dropped Out	7.2%	7.9%	4.4%	6.7%	8.2%	1.2%	11.8%	0.5%	*	3.3%	10.8%	7.9%	22.2%
Graduates and TxCHSE	92.2%	91.5%	95.1%	92.9%	91.1%	98.3%	88.2%	99.0%	*	96.7%	81.4%	91.8%	77.8%
Graduates, TxCHSE, and Continuers	92.8%	92.1%	95.6%	93.3%	91.8%	98.8%	88.2%	99.5%	*	96.7%	89.2%	92.1%	77.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	88.7%	93.8%	91.6%	91.5%	94.5%	93.8%	97.8%	85.7%	98.5%	73.6%	91.6%	78.5%
Class of 2016	89.1%	88.3%	93.7%	91.2%	90.3%	96.2%	84.6%	98.2%	100.0%	95.0%	74.7%	90.3%	79.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	88.4%	92.9%	89.3%	92.3%	93.1%	80.0%	97.4%	100.0%	95.9%	21.7%	89.2%	82.3%
Class of 2016	87.4%	87.4%	91.7%	88.1%	89.0%	93.6%	100.0%	96.4%	100.0%	92.0%	21.2%	87.3%	81.9%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	3.9%	1.6%	3.5%	0.8%	0.0%	-	0.0%	-	0.0%	0.0%	2.4%	0.0%
Class of 2016	5.5%	2.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	37.6%	5.2%	4.9%	4.8%	7.1%	-	6.3%	-	0.0%	5.3%	4.8%	14.3%
Class of 2016	54.0%	23.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	83.9%	87.1%	82.3%	83.4%	89.3%	80.0%	94.3%	100.0%	91.4%	20.5%	81.9%	72.4%
Class of 2016	85.1%	83.0%	86.5%	82.9%	79.1%	90.7%	100.0%	94.2%	100.0%	85.8%	19.7%	79.5%	69.7%
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	86.5%	91.8%	87.4%	91.0%	92.2%	70.6%	97.3%	100.0%	95.9%	18.2%	88.0%	82.2%
2015-16	85.6%	85.4%	90.5%	86.9%	88.1%	91.7%	100.0%	95.7%	100.0%	91.4%	16.7%	85.8%	82.7%
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	5.5%	3.3%	4.8%	0.7%	3.9%	-	5.5%	-	0.0%	0.0%	3.7%	2.6%
2015-16	5.6%	2.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	36.5%	6.5%	5.4%	5.4%	9.8%	-	10.9%	-	0.0%	5.3%	7.0%	10.3%
2015-16	51.9%	22.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	81.8%	85.4%	79.9%	81.0%	88.1%	70.6%	94.1%	100.0%	91.3%	17.5%	79.9%	69.2%
2015-16	83.3%	80.9%	85.4%	82.0%	78.2%	88.7%	100.0%	93.1%	100.0%	86.7%	15.7%	78.1%	70.2%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	5,487	100.0%	334,424	100.0%
By Ethnicity:				
African American	1,716	31.3%	42,132	12.6%
Hispanic	1,269	23.1%	164,446	49.2%
White	971	17.7%	105,748	31.6%
American Indian	17	0.3%	1,254	0.4%
Asian	1,381	25.2%	14,036	4.2%
Pacific Islander	6	0.1%	525	0.2%
Two or More Races	127	2.3%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	414	7.5%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	4,642	84.6%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	389	7.1%	16,650	5.0%
Foundation H.S. Program (Endorsement)	14	0.3%	3,212	1.0%
Foundation H.S. Program (DLA)	28	0.5%	25,399	7.6%
Special Education Graduates	318	5.8%	25,105	7.5%
Economically Disadvantaged Graduates	1,786	32.5%	159,476	47.7%
LEP Graduates	209	3.8%	17,579	5.3%
At-Risk Graduates	1,922	35.0%	132,112	39.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2017-18 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	55.7%	61.4%	41.7%	47.3%	78.5%	76.5%	85.8%	66.7%	70.1%	24.2%	45.6%	21.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	48.8%	58.7%	38.4%	43.2%	76.1%	70.6%	84.8%	66.7%	69.3%	7.9%	42.1%	16.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	54.9%	67.5%	54.1%	51.5%	82.0%	76.5%	87.4%	50.0%	81.1%	13.2%	51.8%	17.2%
Mathematics													
2016-17	42.0%	46.1%	57.4%	37.9%	39.2%	73.4%	70.6%	85.7%	50.0%	70.1%	7.9%	40.5%	23.9%
Both Subjects													
2016-17	37.8%	40.8%	54.2%	34.7%	35.8%	71.5%	70.6%	81.8%	50.0%	68.5%	6.6%	36.5%	13.4%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	16.7%	14.5%	10.8%	11.9%	21.7%	5.9%	16.7%	16.7%	13.4%	1.6%	10.3%	1.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	22.7%	29.5%	9.6%	18.9%	37.5%	29.4%	57.7%	0.0%	37.8%	2.5%	16.6%	6.7%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	12.1%	5.9%	4.8%	7.0%	6.5%	5.9%	6.0%	0.0%	1.6%	16.8%	6.2%	5.7%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	2.8%	1.5%	0.7%	1.3%	2.2%	0.0%	2.2%	0.0%	0.0%	0.6%	0.8%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	1.1%	0.8%	1.1%	0.7%	0.7%	0.0%	0.4%	0.0%	0.8%	13.2%	1.1%	2.4%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.0%	4.7%	3.8%	5.2%	4.6%	0.0%	5.7%	0.0%	1.6%	4.1%	5.5%	1.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.3%	1.4%	1.3%	2.5%	1.5%	5.9%	0.6%	0.0%	0.0%	1.3%	1.7%	2.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	18.3%	15.0%	15.6%	19.1%	14.4%	23.5%	10.9%	50.0%	11.0%	8.5%	17.5%	4.3%
2015-16	22.6%	21.5%	26.7%	27.9%	28.9%	26.7%	36.4%	24.0%	20.0%	20.7%	7.7%	29.2%	13.6%
Mathematics													
2016-17	19.8%	18.8%	15.3%	15.8%	15.9%	13.7%	35.3%	14.7%	50.0%	15.0%	4.7%	16.9%	12.0%
2015-16	18.1%	18.5%	21.9%	20.6%	21.0%	23.5%	36.4%	23.6%	20.0%	17.0%	4.0%	23.3%	20.2%
Both Subjects													
2016-17	12.9%	9.8%	8.2%	7.6%	8.7%	8.4%	23.5%	8.2%	50.0%	7.1%	2.8%	9.2%	2.4%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	41.5%	15.1%	16.8%	15.1%	13.0%	5.9%	15.1%	16.7%	9.4%	18.2%	16.0%	12.9%
2015-16	47.8%	40.4%	15.7%	18.1%	15.9%	10.7%	18.2%	16.3%	20.0%	14.8%	15.3%	18.1%	13.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	2.3%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Both Subjects													
2016-17	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	27.7%	34.0%	17.4%	21.0%	36.4%	33.3%	63.5%	18.2%	38.0%	n/a	24.4%	n/a
2016	25.5%	26.9%	32.3%	16.1%	21.3%	34.7%	34.6%	60.4%	27.3%	35.6%	n/a	24.1%	n/a
English Language Arts													
2017	15.9%	16.2%	19.4%	10.7%	10.7%	18.0%	21.2%	38.2%	9.1%	22.4%	n/a	14.1%	n/a
2016	15.5%	15.7%	18.9%	9.6%	11.0%	18.3%	15.4%	37.9%	9.1%	21.0%	n/a	12.7%	n/a
Mathematics													
2017	7.2%	7.9%	11.3%	2.8%	4.0%	10.2%	3.0%	28.7%	0.0%	13.5%	n/a	6.5%	n/a
2016	6.8%	7.4%	10.4%	2.3%	3.2%	10.1%	19.2%	26.8%	9.1%	12.0%	n/a	5.5%	n/a
Science													
2017	10.9%	11.3%	16.0%	5.3%	7.3%	17.1%	9.1%	35.6%	9.1%	20.0%	n/a	10.4%	n/a
2016	10.4%	11.0%	14.7%	4.9%	8.0%	16.8%	23.1%	31.0%	0.0%	17.6%	n/a	10.5%	n/a
Social Studies													
2017	15.0%	16.9%	26.3%	11.6%	14.4%	27.7%	27.3%	53.2%	18.2%	30.2%	n/a	17.9%	n/a
2016	14.8%	16.6%	25.1%	12.1%	14.7%	24.4%	30.8%	51.0%	18.2%	27.3%	n/a	19.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	52.5%	69.6%	42.2%	52.2%	80.0%	45.5%	79.3%	*	81.7%	n/a	46.6%	n/a
2016	49.5%	52.7%	69.2%	44.0%	52.3%	80.3%	66.7%	77.9%	*	77.9%	n/a	46.4%	n/a
English Language Arts													
2017	41.3%	44.0%	66.1%	42.9%	39.0%	79.9%	14.3%	76.7%	*	65.5%	n/a	38.7%	n/a
2016	43.3%	46.3%	67.1%	40.9%	39.5%	81.8%	*	77.1%	*	76.8%	n/a	37.3%	n/a
Mathematics													
2017	51.3%	54.3%	73.8%	51.0%	57.1%	80.4%	*	76.7%	-	75.8%	n/a	51.6%	n/a
2016	54.0%	57.4%	73.9%	51.9%	50.0%	80.5%	60.0%	77.2%	*	71.9%	n/a	48.5%	n/a
Science													
2017	38.3%	43.1%	59.1%	36.1%	37.7%	68.3%	*	63.6%	*	69.4%	n/a	38.6%	n/a
2016	35.1%	37.5%	53.7%	28.0%	30.2%	58.3%	33.3%	62.1%	-	61.7%	n/a	26.3%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Social Studies													
2017	41.4%	46.1%	63.1%	40.7%	41.5%	73.5%	33.3%	70.4%	*	68.9%	n/a	39.8%	n/a
2016	41.6%	45.8%	61.5%	40.7%	38.0%	73.1%	62.5%	68.9%	*	79.5%	n/a	36.3%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	80.1%	76.5%	74.6%	56.2%	82.8%	70.6%	92.0%	83.3%	89.8%	n/a	65.5%	n/a
Class of 2016	71.6%	78.3%	77.8%	76.2%	56.7%	84.4%	90.9%	92.5%	100.0%	85.9%	n/a	66.3%	n/a
At/Above Criterion													
Class of 2017	22.3%	22.7%	38.9%	16.6%	24.1%	51.1%	25.0%	61.3%	0.0%	49.1%	n/a	21.1%	n/a
Class of 2016	22.5%	22.7%	37.4%	13.4%	19.9%	50.9%	30.0%	61.2%	20.0%	48.3%	n/a	15.8%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1017	1108	996	1040	1166	1098	1217	*	1149	n/a	1017	n/a
Class of 2016	1375	1367	1519	1318	1400	1611	1351	1708	1476	1600	n/a	1347	n/a
English Language Arts													
Class of 2017	512	509	553	503	524	583	529	597	*	578	n/a	509	n/a
Class of 2016	903	897	995	875	921	1053	891	1105	946	1052	n/a	883	n/a
Mathematics													
Class of 2017	507	508	556	493	516	583	569	621	*	572	n/a	508	n/a
Class of 2016	472	471	525	445	479	558	464	603	530	548	n/a	464	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.8	23.0	19.0	21.2	24.2	22.1	26.5	*	24.4	n/a	19.6	n/a
Class of 2016	20.3	20.7	22.8	18.6	20.1	24.7	22.0	26.4	*	23.6	n/a	19.1	n/a
English Language Arts													
Class of 2017	19.9	20.3	22.7	18.7	20.8	24.1	21.1	26.1	*	24.1	n/a	19.0	n/a
Class of 2016	19.8	20.2	22.3	18.1	19.5	24.4	21.3	25.8	*	23.2	n/a	18.3	n/a
Mathematics													
Class of 2017	20.4	21.1	23.2	18.9	21.0	24.2	22.0	27.2	*	24.5	n/a	19.9	n/a
Class of 2016	20.5	21.1	23.3	18.8	20.7	24.9	23.0	27.5	*	23.6	n/a	19.8	n/a
Science													
Class of 2017	20.6	20.9	22.9	19.2	21.6	24.0	23.7	25.9	*	24.3	n/a	20.0	n/a
Class of 2016	20.5	20.9	22.7	18.9	20.3	24.6	21.8	25.9	*	23.3	n/a	19.4	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	38.6%	39.9%	30.1%	29.7%	42.8%	34.8%	59.9%	57.9%	40.6%	12.2%	30.6%	17.3%
2015-16	35.9%	37.9%	40.4%	30.9%	29.4%	43.5%	39.7%	61.5%	38.9%	42.6%	8.3%	31.3%	15.4%
English Language Arts													
2016-17	16.8%	17.7%	15.8%	11.3%	9.6%	16.5%	16.1%	26.6%	15.8%	17.2%	0.6%	11.1%	1.6%
2015-16	16.2%	17.5%	14.8%	10.2%	8.5%	15.6%	13.1%	26.0%	11.1%	16.9%	0.8%	9.6%	0.7%
Mathematics													
2016-17	19.5%	20.4%	24.4%	17.4%	16.1%	28.4%	22.0%	38.3%	31.6%	24.2%	4.8%	17.5%	9.4%
2015-16	19.3%	20.4%	24.2%	17.6%	15.7%	28.0%	22.0%	38.0%	17.6%	26.9%	5.4%	17.9%	9.2%
Science													
2016-17	5.7%	5.7%	10.1%	3.9%	4.2%	9.3%	6.6%	23.4%	0.0%	11.7%	0.2%	6.0%	1.8%
2015-16	5.1%	5.2%	9.7%	4.2%	4.7%	9.4%	13.3%	21.5%	6.3%	10.6%	0.1%	5.8%	1.2%
Social Studies													
2016-17	21.8%	21.3%	25.5%	17.0%	16.0%	25.3%	21.9%	45.1%	31.6%	26.5%	1.4%	18.0%	4.7%
2015-16	20.8%	21.1%	27.0%	18.1%	17.5%	26.7%	25.4%	48.0%	27.8%	27.8%	0.8%	19.5%	4.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated J													
2015-16	54.7%	56.9%	69.1%	66.3%	54.5%	73.6%	63.6%	82.4%	80.0%	65.2%	35.0%	60.8%	47.8%
2014-15	56.1%	58.4%	70.5%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	57.2%	67.7%	44.9%	54.4%	82.6%	71.4%	86.9%	*	81.5%	13.2%	52.7%	27.4%
2014-15	55.6%	56.3%	67.5%	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	74,957	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	199	0.3%	14,684	0.3%
Pre-Kindergarten	1,386	1.8%	231,297	4.3%
Kindergarten	4,621	6.2%	371,145	6.9%
Grade 1	5,061	6.8%	388,362	7.2%
Grade 2	5,218	7.0%	394,137	7.3%
Grade 3	5,545	7.4%	409,763	7.6%
Grade 4	5,590	7.5%	413,654	7.7%
Grade 5	5,657	7.5%	414,218	7.7%
Grade 6	5,718	7.6%	402,451	7.5%
Grade 7	5,865	7.8%	402,350	7.5%
Grade 8	5,857	7.8%	398,479	7.4%
Grade 9	6,604	8.8%	432,724	8.0%
Grade 10	6,090	8.1%	396,968	7.4%
Grade 11	5,873	7.8%	371,606	6.9%
Grade 12	5,673	7.6%	343,174	6.4%
Ethnic Distribution:				
African American	20,486	27.3%	679,472	12.6%
Hispanic	19,749	26.3%	2,821,189	52.4%
White	12,538	16.7%	1,498,643	27.8%
American Indian	279	0.4%	20,521	0.4%
Asian	19,527	26.1%	235,095	4.4%
Pacific Islander	111	0.1%	8,008	0.1%
Two or More Races	2,267	3.0%	122,084	2.3%
Economically Disadvantaged	27,930	37.3%	3,164,349	58.8%
Non-Educationally Disadvantaged	47,027	62.7%	2,220,663	41.2%
English Learners (EL)	11,854	15.8%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	780	1.0%	73,713	1.3%
At-Risk	32,131	42.9%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5,751		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	1,920	33.4%	211,650	43.3%
Students with Physical Disabilities	1,031	17.9%	107,029	21.9%
Students with Autism	1,200	20.9%	64,238	13.2%
Students with Behavioral Disabilities	1,522	26.5%	98,927	20.3%
Students with Non-Categorical Early Childhood	78	1.4%	6,619	1.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Student Information

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.0%	1.8%	3.8%	6.9%
Grade 1	2.8%	3.4%	3.2%	6.2%
Grade 2	1.4%	2.1%	2.2%	2.6%
Grade 3	1.4%	1.3%	0.7%	1.0%
Grade 4	0.4%	0.6%	0.0%	0.5%
Grade 5	0.3%	0.7%	0.7%	0.6%
Grade 6	0.5%	0.5%	0.2%	0.6%
Grade 7	0.4%	0.7%	0.6%	0.6%
Grade 8	0.3%	0.6%	0.7%	0.8%
Grade 9	6.7%	8.0%	15.7%	13.5%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	24	0.1%	5,588	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.8	18.7
Grade 1	19.9	18.8
Grade 2	19.8	18.8
Grade 3	19.7	19.0
Grade 4	19.7	19.2
Grade 5	21.8	21.2
Grade 6	22.9	20.3
Secondary:		
English/Language Arts	19.4	16.7
Foreign Languages	22.7	18.6
Mathematics	22.2	17.9
Science	23.6	19.0
Social Studies	23.0	19.3

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff:	9,740.5	100.0%	711,768.0	100.0%
Professional Staff:	6,093.0	62.6%	456,057.2	64.1%
Teachers	4,633.2	47.6%	356,838.1	50.1%
Professional Support	1,178.7	12.1%	69,681.8	9.8%
Campus Administration (School Leadership)	237.0	2.4%	21,435.0	3.0%
Central Administration	44.0	0.5%	8,102.4	1.1%
Educational Aides:	802.6	8.2%	71,858.8	10.1%
Auxiliary Staff:	2,845.0	29.2%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	72.0	n/a	4,429.0	n/a
Part-time	1.0	n/a	578.0	n/a
Counselors				
Full-time	173.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	6,052.0	62.1%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	1,390.7	30.0%	37,167.9	10.4%
Hispanic	684.8	14.8%	97,091.5	27.2%
White	2,192.5	47.3%	210,286.3	58.9%
American Indian	7.0	0.2%	1,247.6	0.3%
Asian	251.2	5.4%	5,714.6	1.6%
Pacific Islander	8.0	0.2%	1,278.4	0.4%
Two or More Races	98.9	2.1%	4,051.8	1.1%
Males	1,071.7	23.1%	84,692.8	23.7%
Females	3,561.5	76.9%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	38.2	0.8%	5,127.0	1.4%
Bachelors	3,262.8	70.4%	264,252.5	74.1%
Masters	1,273.2	27.5%	85,077.3	23.8%
Doctorate	59.0	1.3%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	238.3	5.1%	29,351.3	8.2%
1-5 Years Experience	1,351.0	29.2%	103,862.8	29.1%
6-10 Years Experience	938.0	20.2%	68,263.7	19.1%
11-20 Years Experience	1,478.2	31.9%	100,698.4	28.2%
Over 20 Years Experience	627.6	13.5%	54,661.9	15.3%
Number of Students per Teacher	16.2	n/a	15.1	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.0	6.3
Average Years Experience of Principals with District	5.4	5.4
Average Years Experience of Assistant Principals	7.2	5.2
Average Years Experience of Assistant Principals with District	6.4	4.6
Average Years Experience of Teachers:	11.2	10.9
Average Years Experience of Teachers with District:	7.3	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,658	\$47,667
1-5 Years Experience	\$54,620	\$49,663
6-10 Years Experience	\$57,590	\$52,056
11-20 Years Experience	\$60,994	\$55,246
Over 20 Years Experience	\$68,340	\$61,428
Average Actual Salaries (regular duties only):		
Teachers	\$58,858	\$53,334
Professional Support	\$70,702	\$63,165
Campus Administration (School Leadership)	\$91,681	\$77,712
Central Administration	\$130,514	\$102,300
Instructional Staff Percent:	62.0%	64.4%
Turnover Rate for Teachers:	15.2%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	12.2	1,070.9
Educational Aides	3.0	208.7
Auxiliary Staff	2.0	384.2
Contracted Instructional Staff:	14.2	6,218.9

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	11,253	15.0%	1,015,456	18.9%
Career & Technical Education	17,974	24.0%	1,391,689	25.8%
Gifted & Talented Education	5,475	7.3%	426,953	7.9%
Special Education	5,751	7.7%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	225.6	4.9%	21,647.8	6.1%
Career & Technical Education	174.1	3.8%	16,795.1	4.7%
Compensatory Education	11.9	0.3%	9,854.5	2.8%
Gifted & Talented Education	90.7	2.0%	6,501.2	1.8%
Regular Education	3,598.9	77.7%	257,851.7	72.3%
Special Education	357.5	7.7%	31,950.9	9.0%
Other	174.5	3.8%	12,237.0	3.4%

'^' Domain modeling data applied to year 2017.

'^^' 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 2016-17 Financial Actual Report](#)

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		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
	2017	49%	52%	64%	-	-	-	-	-	23%	18%	24%	*	23%	23%
At Masters Grade Level	2018	31%	32%	43%	-	-	-	-	-	8%	*	8%	13%	8%	8%
	2017	27%	30%	42%	-	-	-	-	-	7%	5%	7%	*	7%	6%

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	70	72	66	68	66	-	-	67	68	66	67	67	67
All Grades ELA/Reading	2018	69	69	72	69	64	70	-	-	67	69	66	72	67	68
All Grades Mathematics	2018	70	70	72	64	71	62	-	-	67	67	67	63	66	66

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	38%	40%	38%	33%	39%	-	-	39%	45%	35%	35%	38%	38%
	2017	35%	34%	38%	21%	17%	21%	-	-	31%	34%	30%	42%	30%	31%
Mathematics	2018	47%	46%	43%	49%	42%	51%	-	-	42%	47%	39%	34%	43%	43%
	2017	43%	44%	45%	45%	*	48%	-	*	41%	49%	38%	42%	42%	42%

**Report on Violent and Criminal Incidents
for Fort Bend ISD
2017-18**

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

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. A blank means zero incidents.

Offense	Elementary		Middle		High*		FBISD	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony			-	-	7	0.000	8	0.000
04 - Possessed, sold, used, or under influence of a controlled substance			66	0.004	253	0.010	319	0.004
05 - Possessed, sold, used, or under influence of alcohol	-	-	11	0.001	18	0.001	30	0.000
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure			7	0.000	21	0.001	28	0.000
08 - Retaliation against school employee					-	-	-	-
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	-	-			9	0.000	10	0.000
16 - Arson								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child			-	-	-	-	-	-
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat			30	0.002	32	0.001	62	0.001
27 - Assault against employee/volunteer	-	-	8	0.000	10	0.000	22	0.000
28 - Assault against someone other than employee/volunteer	-	-	29	0.002	41	0.002	72	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	-	-	20	0.001	89	0.004	113	0.002
34 - School-related gang violence			-	-			-	-
35 - False alarm/false report			6	0.000	7	0.000	13	0.000
36 - Felony controlled substance violation					-	-	-	-
37 - Felony alcohol violation								
41 - Fighting/mutual combat	237	0.007	727	0.042	374	0.015	1338	0.018
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 6th-12th grade.

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

High Schools

Offense	Austin		Bush		Clements		Dulles HS	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony					-	-		
04 - Possessed, sold, used, or under influence of a controlled substance	11	0.005	18	0.007	10	0.004	19	0.008
05 - Possessed, sold, used, or under influence of alcohol			-	-	-	-	-	-
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure			-	-	-	-		
08 - Retaliation against school employee							-	-
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat	-	-	6	0.002			-	-
27 - Assault against employee/volunteer					-	-		
28 - Assault against someone other than employee/volunteer			-	-			-	-
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	11	0.005	8	0.003			25	0.010
34 - School-related gang violence								
35 - False alarm/false report			-	-				
36 - Felony controlled substance violation			-	-	-	-		
37 - Felony alcohol violation								
41 - Fighting/mutual combat	15	0.007	24	0.010	-	-	36	0.014
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								

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

High Schools – Continued

Offense	Elkins		Ferndell Henry		Hightower		Kempner	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony							-	-
04 - Possessed, sold, used, or under influence of a controlled substance	13	0.006	7	0.104	23	0.011	19	0.008
05 - Possessed, sold, used, or under influence of alcohol	-	-			-	-	-	-
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure	-	-						
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat	-	-	-	-	-	-		
27 - Assault against employee/volunteer	-	-			-	-		
28 - Assault against someone other than employee/volunteer	-	-	-	-	8	0.004		
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	7	0.003	-	-	-	-	14	0.006
34 - School-related gang violence								
35 - False alarm/false report							-	-
36 - Felony controlled substance violation								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	9	0.004	12	0.179	77	0.038	12	0.005
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								

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

High Schools – Continued

Offense	Marshall		Ridge Point		Travis		Willowridge	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony	-	-					-	-
04 - Possessed, sold, used, or under influence of a controlled substance	35	0.028	37	0.014	18	0.007	43	0.033
05 - Possessed, sold, used, or under influence of alcohol			-	-	-	-		
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure	-	-	-	-	-	-	9	0.007
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child					-	-		
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat	-	-	-	-	-	-	-	-
27 - Assault against employee/volunteer	-	-	-	-			-	-
28 - Assault against someone other than employee/volunteer	-	-	-	-	-	-	11	0.008
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	-	-	6	0.002	11	0.004	-	-
34 - School-related gang violence								
35 - False alarm/false report	-	-					-	-
36 - Felony controlled substance violation								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	33	0.027	33	0.012	21	0.008	98	0.075
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								

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Middle Schools

Offense	Baines		Bowie		Crockett		Dulles MS	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance	-	-	-	-	7	0.007	6	0.004
05 - Possessed, sold, used, or under influence of alcohol	-	-	-	-	-	-		
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure					-	-		
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat	-	-	-	-	-	-	-	-
27 - Assault against employee/volunteer			-	-	-	-		
28 - Assault against someone other than employee/volunteer	-	-	-	-	-	-		
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	56	0.031	55	0.043	45	0.045	51	0.034
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								

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Middle Schools – Continued

Offense	First Colony		Fort Settlement		Garcia		Hodges Bend	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance	-	-			-	-	-	-
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure							-	-
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child							-	-
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat					-	-		
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer	-	-			-	-		
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	6	0.005					-	-
34 - School-related gang violence								
35 - False alarm/false report							-	-
36 - Felony controlled substance violation								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	31	0.024			32	0.028	56	0.054
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								

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*Thornton is a new campus in 2018-1019.

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Middle Schools – Continued

Offense	Lake Olympia		McAuliffe		Missouri City		Quail Valley MS	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony			-	-				
04 - Possessed, sold, used, or under influence of a controlled substance	15	0.012	7	0.007	6	0.006	-	-
05 - Possessed, sold, used, or under influence of alcohol	-	-	-	-				
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure			-	-				
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat	-	-	6	0.006	-	-	-	-
27 - Assault against employee/volunteer	-	-	-	-			-	-
28 - Assault against someone other than employee/volunteer	-	-	8	0.008			-	-
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	93	0.075	86	0.089	103	0.103	78	0.066
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Middle Schools – Continued

Offense	Sartartia		Sugar Land		Thornton*	
	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony						
04 - Possessed, sold, used, or under influence of a controlled substance			-	-		
05 - Possessed, sold, used, or under influence of alcohol			-	-		
06 - Abuse of a volatile chemical						
07 - Public lewdness or indecent exposure			-	-		
08 - Retaliation against school employee						
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						
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder						
18 - Indecency with a child						
19 - Aggravated kidnapping						
22 - Criminal mischief						
26 - Terroristic threat	-	-	-	-		
27 - Assault against employee/volunteer						
28 - Assault against someone other than employee/volunteer			-	-		
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						
37 - Felony alcohol violation						
41 - Fighting/mutual combat	11	0.008	30	0.024		
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						

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools

Offense	Armstrong		Austin Parkway		Barrington Place		Blue Ridge	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	-	-	-	-			8	0.016
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Brazos Bend		Briargate		Burton		Colony Bend	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer					-	-		
28 - Assault against someone other than employee/volunteer			-	-				
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat			12	0.028	26	0.066		
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Colony Meadows		Commonwealth		Cornerstone		Drabek	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat								
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Dulles ES		Edgar Glover		Elementary DAEP		Fleming	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	-	-					-	-
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Goodman		Heritage Rose		Highlands		Holley	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	6	0.010					6	0.010
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Hunters Glen		Jones		Jordan		Lakeview	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	25	0.061	-	-	8	0.014		
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Lantern Lane		Leonetti		Lexington Creek		Madden	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer	-	-						
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	16	0.036						
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Meadows		Mission Bend		Mission Glen		Mission West	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol	-	-						
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer	-	-						
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	-	-	11	0.018	-	-	7	0.011
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Neill		Oakland		Oyster Creek		Palmer	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat					20	0.024	-	-
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Parks		Patterson		Pecan Grove		Quail Valley ES	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	35	0.052					-	-
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								

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Ridgegate		Ridgemont		Scanlan Oaks		Schiff	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer	-	-						
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	10	0.018	14	0.018				
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								

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2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Seguin		Settlers Way		Sienna Crossing		Sugar Mill	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony								
04 - Possessed, sold, used, or under influence of a controlled substance								
05 - Possessed, sold, used, or under influence of alcohol								
06 - Abuse of a volatile chemical								
07 - Public lewdness or indecent exposure								
08 - Retaliation against school employee								
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								
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder								
18 - Indecency with a child								
19 - Aggravated kidnapping								
22 - Criminal mischief								
26 - Terroristic threat								
27 - Assault against employee/volunteer								
28 - Assault against someone other than employee/volunteer								
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								
37 - Felony alcohol violation								
41 - Fighting/mutual combat	-	-	-	-	-	-		
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								

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

2017-18 Fort Bend ISD Report on Violent or Criminal Incidents

Elementary Schools - Continued

Offense	Sullivan		Townewest		Walker Station	
	Count	Rate	Count	Rate	Count	Rate
02 - Conduct punishable as a felony						
04 - Possessed, sold, used, or under influence of a controlled substance						
05 - Possessed, sold, used, or under influence of alcohol						
06 - Abuse of a volatile chemical						
07 - Public lewdness or indecent exposure						
08 - Retaliation against school employee						
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						
17 - Murder, capital murder, criminal attempt to commit murder, or capital murder						
18 - Indecency with a child						
19 - Aggravated kidnapping						
22 - Criminal mischief						
26 - Terroristic threat						
27 - Assault against employee/volunteer						
28 - Assault against someone other than employee/volunteer						
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						
37 - Felony alcohol violation						
41 - Fighting/mutual combat						
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						

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

**Texas Academic Performance Report
Glossary
2018**

Comprehensive Glossary

2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating: The overall rating earned by the district or campus for 2018.

2018 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

<https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the PBMAS Manual and the State Performance Plan at the following links: <http://tea.texas.gov/pbm/PBMASManuals.aspx>

<http://tea.texas.gov/Reports and Data/Data Submission/State Performance Plan/State Performance Plan and Annual Performance Report and Requirements/>

2017 Armed Services Vocational Aptitude Battery (ASVAB) Test (*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.

Meets Requirements: The district met the reporting requirement and administered the ASVAB CEP.

Not Reported: The district did not complete the reporting requirement.

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

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

Performance

STAAR (State of Texas Assessments of Academic Readiness): 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/>.

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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 <https://rptsvr1.tea.texas.gov/perfreport/account/2018/masking.html>.

STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

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.

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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 end-of-course 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)

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. Indicates the amount of improvement or growth made from year to year.

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 [2018 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 [2018 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 2017–18, 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 2017
but passed in 2018**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2017

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 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 2017–18 accountability subset;

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- can be matched to the spring 2016–17 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 2016–17 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2018, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

cumulative number of students who took the assessment in either of the first two administrations

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

number of students who did not pass the assessment in the first, second, or third administrations

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- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

number of students who did not pass the assessment in the first, second, or third administrations and were retained

number of students who did not pass the assessment in the first, second, or third administrations

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). 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 assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and 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 27, 2017, or October 28, 2016, for summer 2017 EOCs)
 - ◆ *Other Exclusions*. The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, 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.

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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 2016–17 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:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2016–17}}{\text{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (*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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2016–17 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual 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, 2016–17](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2018 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 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

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.

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A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. 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, 2017 for the 2017 cohort.

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2017 cohort*

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

number of students from the cohort who received a TxCHSE by August 31, 2017

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 2017–18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017–18 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 2017–18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017–18 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:

number of students from the 2017 cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

2017–18 TAPR Comprehensive Glossary

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2017 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\text{number of students in the 2016 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August} \\ &\quad \text{31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \end{aligned}}{\text{number of students in the 2016 cohort}^*}$$

2017-18 TAPR Comprehensive Glossary

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017
plus
number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2016 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2015 cohort*

- (2) *Received TxCHSE*: For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017-18 school year

number of students in the 2015 cohort*

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017-18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017-18 school year

number of students in the 2015 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2015 cohort*

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2015 cohort}^*}$$

- * 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 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

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

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort}^{**}}$$

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2015 cohort}^{**}}$$

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** 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, 2016–17](#). (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:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) 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 2017 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2017 with reported FHSP graduation plans

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) 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 2017 who complete a 4-year FHSP-E

number of graduates in the Class of 2017 with reported FHSP graduation plans

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) 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 2017 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2017 with reported graduation plans

(excludes graduates with FHSP degree plans)

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) 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 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2017 with reported graduation plans

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FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-E}}{\text{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 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.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2016–17 with reported graduation plans}}$$

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 2016 and the Class of 2017. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>.

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 2016–17 are also shown:

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- 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)*

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 2016–17 school year considered as at risk

total number of students

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 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 language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

Postsecondary Readiness

College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. 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) **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)*
- 3) **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)*

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- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

Career Readiness

- 5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 6) **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)*
- 7) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received 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. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

- 8) **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)*

College, Career, and Military Ready Graduates

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

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

College Ready Graduates

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

TSI Criteria Graduates: The percentage of annual graduates that meet or exceed 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:

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

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates that 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 in 2016-17

number of 2016-17 annual graduates

Mathematics.

number of graduates that 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 in 2016-17

number of 2016-17 annual graduates

Both Subjects.

number of graduates that 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 in 2016-17

number of 2016-17 annual graduates

Either Subject.

number of graduates that 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 in 2016-17

number of 2016-17 annual graduates

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Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (*Data source: TSDS PEIMS 43415*)

number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2016–17 annual graduates

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

number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2016–17 annual graduates

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

number of 2016–17 annual graduates who earn an associate’s degree before graduation

number of 2016–17 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 5, 6, 7, or 8 described in *College, Career, and 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 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2016–17 annual graduates who earn an approved industry-based certification

number of 2016–17 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 [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2016–17 annual graduates

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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 an earned credit for coursework aligned with approved industry-based certifications. For more information, see Chapter 2 of the [2018 Accountability Manual](#).

(Data source: TSDS PEIMS 43415 and 40110)

number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications

number of 2016–17 annual graduates

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS40203)*

number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

number of 2016–17 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)

number of 2016–17 annual graduates who took the TSIA

number of 2016–17 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

Math

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 (Examinees >= 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 2016–17 annual graduates who met the TSI criteria on the TSIA

number of 2016–17 annual graduates

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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 2016–17 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 2016–17 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn 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 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA

number of 2016–17 annual graduates

Mathematics.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2016–17 annual graduates

Both Subjects.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2016–17 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years

number of 2016–17 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) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number students in grade 11 & 12 in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

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Mathematics

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

Social Studies

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: *The College Board, The International Baccalaureate Organization, 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 with at least one AP or IB score 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 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 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 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 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

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Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies

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

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th 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

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

total students enrolled in 11th and 12th 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. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

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

number of graduates who took either the SAT or the ACT

number of graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 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 on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (Data source: College Board and TSDS PEIMS 40203)

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

- (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.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT

number of students 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.

sum of SAT evidence-based reading and writing scores of all students who took the SAT

number of students who took the SAT

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

sum of SAT mathematics scores of all students who took the SAT

number of students who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*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. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

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

sum of ACT composite scores of all students who took the ACT

number of students 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.

sum of ACT English and Reading combined scores of all students who took the ACT

number of students who took the ACT

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

sum of ACT mathematics scores of all students who took the ACT

number of students who took the ACT

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

$$\frac{\text{sum of ACT science scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who complete and receive 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 2016–17 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 2016–17

English Language Arts

number of students in grades 11–12 in 2016–17 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 2016–17

Mathematics

number of students in grades 11–12 in 2016–17 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 2016–17

Science

number of students in grades 11–12 in 2016–17 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 2016–17

Social Studies

number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2016–17

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This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who complete and receive 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 2016–17 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 2016–17

English Language Arts

number of students in grades 9–12 in 2016–17 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 2016–17

Mathematics

number of students in grades 9–12 in 2016–17 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 2016–17

Science

number of students in grades 9–12 in 2016–17 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 2016–17

Social Studies

number of students in grades 9–12 in 2016–17 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 2016–17

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

2017–18 TAPR Comprehensive Glossary

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

number of graduates during the 2015–16 school year who attended a public or
independent college or university in Texas in the 2016–17 academic year

number of graduates during the 2015–16 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 2015–16 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)

number of graduates during the 2015–16 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

Total Students: The total number of public school students who were reported in membership on October 27, 2017, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(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)*

2017–18 TAPR Comprehensive Glossary

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.

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 Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2018 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, 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

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

For 2017–18, the following 19 action codes on the PEIMS 425 record 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)*

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 2017–18 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

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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 (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (*Data source: TSDS PEIMS 41163*)

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

number of mobile students in 2016–17

number of students who were in membership at any time during the 2016–17 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is 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. (*Data source: TSDS PEIMS 42400*)

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

the number of students enrolled in the same grade from one school year to the next

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, 2016–17*, available from TEA. (*Data source: TSDS PEIMS 40110*)

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

Percent of Underreported Students. Underreported students are 7th–12th 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 2016–17 the end of the school-start window was October 27, 2017.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2016–17 school year

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

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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.
- Subjects in the areas of 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, librarians, professional support staff, counselors, 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 also Appendix A. *(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)*

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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*)

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 reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*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.
- *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 campus.

(*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*)

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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. *(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.
- *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 2016–17 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 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

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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*)

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, 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*)

Teachers by Program (*population served*) (*district profile only*): 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 (KG) Ready: 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. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2016–17, 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 Students: 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.

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Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

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 were determined to be kindergarten ready based on assessment results.

Student 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

all kindergarten students who 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.

Subject	Contact	Number
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	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
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 Language 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
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
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 (all assessments)	Student Assessment	(512) 463-9536
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
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

For further information: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004Assistant/Associate/Deputy Superintendent

012Instructional Officer

020Principal

028Teacher Supervisor

040Athletic Director

043Business Manager

044Tax Assessor and/or Collector

045Director - Personnel/Human Resources

055Registrar

060Executive Director

061Asst/Assoc/Deputy Exec Director

062Component/Department Director

063Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002Art Therapist

005Psychological Associate

006Audiologist

007Corrective Therapist

008Counselor

011Educational Diagnostician

013Librarian

015Music Therapist

016Occupational Therapist

017Certified Orientation & Mobility Specialist

018Physical Therapist

019Physician

021Recreational Therapist

022School Nurse

023LSSP/Psychologist

024Social Worker

026Speech Therapist/Speech-Lang Pathologist

030Visiting Teacher/Truant Officer

032Work-Based Learning Site Coordinator

041Teacher Facilitator

042Teacher Appraiser

054Department Head

056Athletic Trainer

058Other Campus Professional Personnel

064Specialist/Consultant

065Field Service Agent

079Other ESC Professional Personnel

080Other Non-Campus Professional Personnel

TEACHERS

087Teacher

047Substitute Teacher

EDUCATIONAL AIDES

033Educational Aide

036Certified 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

2017–18 Texas Academic Performance Report

- All courses shown were for the 2016–17 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

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
A3580300	AP Computer Science Principles
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

Fort Bend Independent School District
District Improvement Plan
2018-2019 Goals/Performance Objectives

Accountability Rating: Not Rated



Board Approval Date: December 18, 2018
Public Presentation Date: February 18, 2019

Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Core Beliefs

1. Core Belief: *All students can reach their full potential.*

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: *We believe student success is best achieved...*

A ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

District Improvement Plan 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: Performance Objective 1: By May 2019, FBISD's All Students and student groups will increase literacy performance by demonstrating growth in academic performance for reading on at least 8 out of 11 Expected Results Measures as reflected in district, state or federal/national data reports.

Performance Objective 2: By May 2019, All Students and student groups will increase literacy performance by demonstrating growth in academic performance for writing on at least 4 out of 6 Expected Results Measures as reflected in district, state and federal/national reports.

Performance Objective 3: By May 2019, FBISD's All Students and student groups will demonstrate growth in mathematics by demonstrating expected academic performance on at least 8 out of 11 Expected Results Measures in district, state, and national performance reports.

Performance Objective 4: By May 2019, FBISD's All Students and student groups will demonstrate growth in science and social studies performance by achieving 3 out of 4 Expected Results Measures as reflected in district, state, and federal/national performance reports.

Performance Objective 5: By May 2019, FBISD's All Students and student groups will receive equitable access to a safe, challenging and engaging learning environment as reflected on 5 out of 7 Expected Results Measures.

Performance Objective 6: By May 2019, improve the academic performance of campuses by co-developing, implementing, monitoring and evaluating integrated support and intervention plans addressing areas of need as demonstrated on at least 3 out of 3 Expected Results Measures related to the state and federal rating systems. (i.e. Comprehensive, Targeted, PEG, PBMAS, Additional Targeted and Improvement Required).

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 2019, all FBISD campuses will utilize an academic and positive behavioral interventions and supports (PBIS) framework to increase positive behavior and culture and climate among staff and students as measured on at least 2 out of 2 Expected Results Measures.

Performance Objective 2: : By May 2019, FBISD will develop and implement student safety and wellness programs to support productive and healthy lifestyles and choices among all student groups as measured on at least 3 out of 4 Expected Results Measures.

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: All innovative district leadership initiatives supporting Goal 3 are now located in the Superintendent Evaluation Instrument.

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: All innovative district leadership initiatives supporting Goal 4 are now located in the Superintendent Evaluation Instrument.

Armstrong Elementary Performance Objectives 2018-2019

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 2019, Dr. Lynn Armstrong Elementary will ensure at least a 20% increase in the number of students who score "Meets Grade Level" or higher on the STAAR Writing test from 24% to 44% in fourth grade.

Performance Objective 2: By June 2019, Dr. Lynn Armstrong Elementary will ensure that 70% of students in grades K-5 will be reading on grade level or above by May, 2019 and will increase the percentage of students demonstrating a year worth of growth to 43% on STAAR, District Learning Assessment and REN 360 by focusing on self monitoring and self assessment.

Performance Objective 3: By June 2019, Dr. Lynn Armstrong Elementary will have 70% of students in grades K-5 scoring proficient on REN 360, District Learning Assessment and STAAR math by focusing on the effective use of manipulatives and number sense routines when solving math problems in a pictorial and abstract form as reflected on math rubrics. LAE will also increase the percentage of students demonstrating a year worth of growth to 61%.

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 2019, Dr. Lynn Armstrong Elementary will provide 100% of their students in grades K-5 access to technology with integration of Blended Learning activities at least twice per week.

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 2019, Dr. Lynn Armstrong Elementary will increase positive morale among teachers and staff from 87% to 90%.

Performance Objective 2: By June 2019, Dr. Lynn Armstrong Elementary will increase staff retention rate of highly qualified teachers and support staff from 92% in 2017-2018 to 95% in 2018-2019.

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 2019, Dr. Lynn Armstrong Elementary will reduce the number of discipline referrals to the Behavior Support Aide by 20% from 68 referrals in 2017-2018 to 55 or less in 2018-2019.

Performance Objective 2: By June 2019, Dr. Lynn Armstrong Elementary will increase student moral and attendance rates from 97.36% in 2017-2018 to 97.5% for 2018-2019.

Austin High School Performance Objectives 2018-2019

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

Performance Objective 1: By the Spring of 2019, African American, Hispanic and Economically Disadvantaged student groups will increase English 2 EOC Meets Grade Level or above performance by 5%.

Performance Objective 2: Throughout the 2018-2019 school year, English 1 and 2 and Algebra 1 teachers will be a part of the Equip to Empower Teams. They will use the technology toolkit to implement blended learning in the classrooms in order to incorporate integrated technologies into the learning environment, therefore providing 70% access to present day technologies and resources that can be tailored to the learning experience for each student, offering them the ability to learn at their own pace.

Performance Objective 3: At the end of each quarter, the discipline committee will meet to analyze discipline data and determine trends and patterns relating to equity among all student backgrounds and address issues as needed.

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: Beginning in the Fall of 2018 and continuing through May of 2019, 100% of our teachers will collect and analyze data from the District Learning Assessments for the purpose of student conferences (student ownership), monitoring and measuring student growth.

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: Beginning in the Fall of 2018, 100% of the students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. By the end of the year, students will have produced products and performances of professional quality as part of their program services.

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 year, AHS teachers will increase communication with students and parents through the Schoology platform by 50% using multimedia devices for classroom instruction, assignments and communication.

Performance Objective 2: Throughout the 2018-2019 school year, AHS students will consistently demonstrate behaviors that reflect a respectful, responsible, and safe school climate as evidenced by a 15% reduction in student discipline incidents from the 2017-18 school year. AHS will continue to purposefully create a climate and culture that aligns to AHS and FBISD mission and vision.

Performance Objective 3: Throughout the 2018-2019 school year, AHS booster clubs, ProGrad and PTO will increase enrollment by 10% and work collaboratively with each other to provide all students with parental and community support and encouragement .

Austin Parkway Elementary Performance Objectives 2018-2019

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 2019, Austin Parkway Elementary School will increase the percentage of special education students attendance to extracurricular activities from 30% to 55% by making the activities more equitable. These equitable activities will offer students the value of teamwork, responsibility, competition, diversity, a sense of culture and community, all attributes in the Profile of a Graduate.

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 STAAR scores from 2018 will be compared to the STAAR scores in 2019 in the area of reading in the following grades:

- the at-risk third grade students will increase their percentage in the meets grade level or above reporting category from 38% to 43%.
- the at-risk fourth grade students will increase their percentage in the meets grade level or above reporting category from 27% to 32%.

Performance Objective 2: 80% of the students at Austin Parkway Elementary School will meet or exceed a year of growth by May 2019 in the areas of math and reading.

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: The STAAR scores from 2018 will compared to the STAAR scores in 2019 in the area of math in the following grades:

- the at-risk third grade students will increase their percentage in the meets grade level or above reporting category from 23% to 28%.
- the at-risk fourth grade students will increase their percentage in the meet grade level or above reporting category from 24% to 29%.

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 2019, Austin Parkway Elementary School will increase the percentage of professional staff members, from 82% to 100% who believe and respond they are a part of a collaborative team. Achieving group goals and by contributing to a team, attributes found in a Profile of a Graduate, allows staff meaningful reasons to work together for a common goal.

Baines Middle School Performance Objectives 2018-2019

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

Performance Objective 1: By the end of the 2018-19 school year, SPED, ELL and Economically Disadvantaged students will improve the approaches grade level or above performance by 5% in all content areas as indicated by state assessments.

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 2019, Baines Middle School will decrease the percentage of students failing one or more classes from 58% to 48% by engaging families in opportunities to support their students, providing mentors to underrepresented students and working to decrease the overrepresentation of ethnicity in discipline settings such as ISS, OSS and DAEP.

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: BMS will ensure that all our students are meeting or exceeding one year's growth in reading and mathematics achievement as measured by the universal screener and state assessments.

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 2019, Baines Middle School will improve the campus climate and culture by consistently implementing positive behavioral expectations and accountability, thereby increasing student engagement and ownership of their learning and behavior and decreasing the percentage of African American and Hispanic males students in OSS, ISS and DAEP.

Barrington Place Elementary Performance Objectives 2018-2019

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, 2019, all teachers will increase the range, frequency, and equity of their student's voices from 50% to 80% in all classrooms by implementing Equity Sticks/Class Dojo to secure that all students are attending, engaging, and responding to instruction which will indicate that teachers are implementing Equity Sticks/Class Dojo as measured by teacher tracking summaries.

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, 2019, students in all grade levels PK through 5th grade will increase their level of understanding of the traits of an FBISD graduate from 50% to 80%. Students will be able to identify, define, verbalize, and highlight an example of that trait through their words and actions as identified by their grade level characteristic, 80% of the time, as measured by completion of grade level, classroom activities, projects and products during the 2018-2019 school year.

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, 2019, we will increase the percentage of 3rd, 4th and 5th EL students achieving and increasing Approaches Grade Level or higher by at least 5% as measured by the 2019 Reading STAAR. The percentage of students demonstrating a year of growth will increase.

Performance Objective 2: By June 2019, we will increase the percentage of 5th students achieving and increasing in Approaches Grade Level by 5% or higher as measured by the 2019 Science STAAR.

Performance Objective 3: By June 2019, we will increase the percentage of 4th students achieving and increasing in Approaches Grade Level by 5% or higher as measured by the 2019 Writing STAAR.

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 2019, we will increase the percentage of our teachers to 80% who respond that they Strongly Agree/Agree that they are members of a safe and secure Collaborative School Community at Barrington Place as evidenced on the 2019 Barrington Place Spring Climate Survey.

Performance Objective 2: By May 2019, we will increase our staff awareness on factors contributing to physical and mental well-being to 80% by promoting engagement campus wide and supporting at least 10 events as evidenced by successful completion of events, activities, and programs focusing on physical and mental well-being before the end of the 2018-2019 school year.

Performance Objective 3: By May 2019, we will increase the percentage of members from the Community attending and collaborating on school events by at least 5% as evidenced by parents attending and volunteering as evidenced by sign-in sheets by the end of the 2018 - 2019 school year.

Blue Ridge Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Equity: By May 2019, BRE will increase quality Tier I instruction for all student groups with 25% growth in the area of reading and math as evidenced by refined instruction in reading via balanced literacy and problem solving strategies in math monitored through STAAR performance, Ren 360, and campus assessments.

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 2019, all students in kindergarten through 5th grade will have tracked and monitored at least two components of their academic and behavioral progress in data folders.

Performance Objective 2: By the end of the 2019 school year, BRE will increase 4th grade writing proficiency rate by 25% for students as measured by STAAR with a focus on revising/editing and with emphasis on expository writing through authentic writing experiences

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 2109, BRE will increase the percentage of K-5 students demonstrating a year's growth in Reading from 63% to 70% via differentiated instruction, purposeful planning in PLCs, and utilization of FBISD's reading curriculum as evidenced through state, district, and campus assessments.

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 an effort to promote and encourage a positive campus culture via community trust and involvement, BRE will host monthly events targeting stakeholders and parents throughout the 2018-2019 school year as evidenced by Coffee with the Principal engagements and parent-centered classes presented by the Parent Educator.

Bowie Middle School Performance Objectives 2018-2019

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

Performance Objective 1: JBMS will increase the quality of tier I instruction for all student groups such that 70% of all populations show half a grade level worth of growth or more by the middle-of-year Ren360 assessment; and, a grade level worth of growth by the end-of-year 2019 Ren 360 assessment and state assessments.

Performance Objective 2: Bowie will ensure equitable access to high quality teachers for all student populations whereby all student groups meet federal growth targets as measured by the 2018-2019 STAAR Math and Reading Growth Measures.

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: JBMS will implement strategies to increase the percentage of all students meeting growth expectations from 73% to 78% on the Grades 6- 8 STAAR Math Assessments; and the percentage of students meeting growth expectations on the 6-8 STAAR Reading assessments from 75% to 80% by the spring of 2019 as measured by state assessments.

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: JBMS will provide development for all teachers to ensure access to highly qualified professionals for all students and increase the percentage of parents who perceive equity to be a priority among leadership and teachers from 77% to 82% as measured by the FBISD Community survey given in the spring of 2019.

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: JBMS will develop students' attributes based on the Profile of a Graduate through a focus on the child's social-emotional, academic, literacy, language, and life skills in a safe and equitable school culture as evidenced by a drop in discipline rates by 2% by the end of the year.

Brazos Bend Elementary Performance Objectives 2018-2019

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 2019, Brazos Bend will ensure a 3% increase in the number of students meeting or exceeding a year's worth of growth as demonstrated on the STAAR Science assessment.

Performance Objective 2: By May 2019, 53% of 3rd - 5th Brazos Bend students will exceed progress in reading as demonstrated on the STAAR Reading Test.

Performance Objective 3: By May 2019, 45% of 3rd - 5th Brazos Bend students will exceed progress in math as demonstrated on the STAAR Math Test.

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 2019, Brazos Bend will model Profile of A Graduate attributes by creating and implementing Campus Guidelines of Success, thereby increasing students engagement and ownership of their 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: By May of 2019, Brazos Bend will increase the percentage of students demonstrating a year's worth of growth from 83% to 88% as measured by performance on the K-5 writing learning assessment.

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 2019, Brazos Bend will conduct at least 8 student, community, and /or staff events in order to develop leadership and social emotional wellness as outlined in the FBISD Profile of a Graduate.

Briargate Elementary Performance Objectives 2018-2019

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 2019, the number of students who score as "met or exceeded growth" will increase from 74% to 82% for all students as measured by Domain 2 on the Math STAAR. The math proficiency rate for students who score as "meets grade level standard" will increase from 36% to 56% for Economically Disadvantaged students and from 37% to 57% for ELL (current and monitored) students as measured by Domain 1 on the Math STAAR by focusing on targeted instructions through small groups, flexible groups, math work stations, and targeted formative assessments.

Performance Objective 2: By June 2019, the writing proficiency rate for students who score as "meets grade level standard" will increase from 44% to 64% for all students as measured by Domain 1 on STAAR with an emphasis on expository writing through authentic writing experiences.

Performance Objective 3: By June 2019, the number of students who score as "met or exceeded growth" will increase from 80% to 86% for all students as measured by Domain 2 on the Reading STAAR. The reading proficiency rate for students who score as "meets grade level standard" will increase from 30% to 48% for African American students as measured by Domain 1 on the Reading STAAR through daily guided reading, flexible grouping, literacy work stations, and targeted formative assessments.

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 2019, the total count of school wide discipline referrals will decrease by 31% from 435 incidents to 300 incidents, with a decrease for African-American boys of approximately 30% from 251 incidents to 175 incidents.

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 2019, the percent of staff responding that campus morale is the most apparent area in need of growth will decrease from 58% to 35% through surveys, feedback, staff socials, and climate/culture trainings.

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 2019, we will increase our student attendance from 96.28% to 97.28% through student and family engagement.

Burton Elementary Performance Objectives 2018-2019

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 2019, Burton Elementary will ensure that at least 50% of students will meet grade level standards in reading and at least 40% of students will meet grade level standards in math as demonstrated on STAAR, DRA, District Learning Assessments, and Ren 360 assessments.

Performance Objective 2: By May 2019, students approaching grade level standards or higher in science will increase from 35% to at least 50% as demonstrated on STAAR, District Learning Assessments and grade-level assessments.

Performance Objective 3: By May 2019, Burton Elementary will ensure at least 45% of students in Reading and 40% of students in Math demonstrate a year or more worth of growth as demonstrated on STAAR, District Learning Assessments and Ren 360.

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 2019, Burton Elementary will improve the campus climate and culture by consistently implementing a positive classroom behavior system (PBIS), thereby increasing student engagement and ownership of their learning and behavior as demonstrated by a decrease in ISS and OSS discipline placements.

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 2019, 100% of WBE teachers will incorporate technology for instructional purposes through Schoology and other blended learning tools.

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 2019, at least 30% of Burton students will participate in extracurricular activities in order to increase servant leadership, school and community pride, and student ownership of academics and behavior.

Bush High School Performance Objectives 2018-2019

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

Performance Objective 1: By the Spring of 2019, the ELL and SPED populations and all students will show a 5% increase in academic achievement and growth.

Performance Objective 2: In the 2018-2019 school year, examinees scoring a 3, 4, or 5 on the AP exam will increase by 5%.

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 each 9-week grading cycle, every classroom will demonstrate a 25% increase in the utilization of Schoology to create innovative lessons and assessments, as well as personalized learning experiences for all students.

Performance Objective 2: By the end of the 2018-2019 school year, attendance rates will increase by 10%.

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 January 2019, all PLC teams will show a 25% increase in utilizing various elements of Impact Teams best practices to analyze student work and collaborate their instructional practices.

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 each 9-week grading period, every content area will provide at least one opportunity for students to write across the curriculum.

Performance Objective 2: Throughout the 2018-2019 school year, BHS will continue to implement an improvement plan to decrease discipline infractions by 5% as reported by PEIMS data.

Clements High School Performance Objectives 2018-2019

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

Performance Objective 1: By the end of the 2018-19 school year, Clements High School will increase the percentage of students indicating that their teachers provide equitable access and opportunity from 71% to 80% and that lessons are relevant to life outside of school from 45% to at least 55%.

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 2018-19 school year, Clements High School will enhance the quality of the learning experiences in on-level courses and will demonstrate growth.

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 the end of the 2018-2019 school year, Clements High School will increase the number of students taking AP exams from 37.6% to at least 38.5% of the student body.

Performance Objective 2: By the end of the 2018-2019 school year, Clements High School will increase the percent of students Scoring 3 or higher on the AP exams from 89.6% to at least 91.0%.

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 2018-2019 school year, Clements will increase the percentage of LEP students reaching "Approaches Grade Level" or above on the STAAR EOC English 1 exam from 34%-44% and on the English 2 exam from 28%- 44% by raising awareness of the challenges a LEP student faces and increasing the usage of effective ELL instructional strategies.

Performance Objective 2: By the end of the 2018-2019 school year, Clements will have 50% of LEP students who took the English 1 EOC in Spring 2018 meet the STAAR Progress Measure for the English 2 EOC by raising awareness of the challenges a LEP student faces and increasing the usage of effective ELL instructional strategies.

Colony Bend Elementary Performance Objectives 2018-2019

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 2019, Colony Bend Elementary average student attendance for students in grades Pre- K-5 will increase to at least 98%.

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 of 2019, Colony Bend Elementary will ensure 80% of our students are meeting or exceeding a year's growth as demonstrated on REN 360, learning assessments and STAAR.

- Refining and prioritizing instruction on balanced literacy in reading.

Performance Objective 2: By May 2019, Colony Bend Elementary will ensure that 80% of K-5 students will score in the proficient or advanced level as measured by the FBISD Science Learning Assessment Rubric and STAAR.

Performance Objective 3: Given a rich, mathematical problem-solving task, students will effectively communicate a justification for the answer through written expression using numbers, models, pictures, words, and or symbols and be able to explain the reasonableness of the answer to others using estimation or compatible numbers. By May 2019, Colony Bend Elementary will ensure that 80% of K-5 students will move from one learning progression to the next and STAAR performance.

Performance Objective 4: By May 2019, Colony Bend Elementary Writing scores will increase 4% from 63% to 67% in Revision and 5% from 75% to 80% in Editing.

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: Colony Bend Elementary will use innovative teaching strategies with the integration of blended learning experiences in all classrooms that will provide opportunities for differentiation per student 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: Colony Bend Elementary will establish positive relationships with students, staff members, community and parents that will contribute to the achievement in behavior, academic areas and social settings and as well as nurture a positive supportive campus climate and culture.

Colony Meadows Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Equity Objective: All of our students will have equitable access to our daily enrichment/intervention program, which will result in more students showing academic growth. This will be measured by 85% of all students grades 1st-5th meeting expected growth on the Reading/Math Universal Screener Growth Report and STAAR.

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 in grades 1st through 5th will demonstrate proficiency in Reading by May of 2019 as measured by the Universal Screener given in the Fall, Winter, and Spring.

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: Implement a vertically aligned Science program at CME to increase mastery of all students on grade level science TEKS as demonstrated by achieving 95% passing rate on grade level campus developed formative assessments given in the Spring of 2019.

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: Culture/Climate Objective: Increase the opportunities of parents to engage in and/or receive information about our school throughout the 18/19 school year in regards to extracurricular offerings, school programs and school vision and mission by adding 2 formal events per semester.

Commonwealth Elementary Performance Objectives 2018-2019

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 2019, Commonwealth Elementary will ensure 75% of our 4th grade students receiving special education support, who have access to high quality instruction through the In-class support model, will reach the Meets Grade Level performance target on the 2019 Math STAAR Test.

This will be accomplished by the following:

- 1--refining and prioritizing instruction by utilizing manipulatives to explore a variety of methods to approach problem-solving.
- 2--refining and prioritizing instruction by focusing on conceptual and procedural understanding associated with multi-step problem-solving.
- 3--refining and prioritizing instruction by focusing on open-ended response items where students must justify their thinking verbally and in writing.

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 focusing on multi- tiered, differentiated learning tasks, at least 80% of our 4th grade students attending Commonwealth Elementary will exceed their Performance Progress Measure on the 2019 Reading STAAR Test and at least 90% of the 5th grade students will exceed their Performance Progress Measure on the 2019 Reading STAAR Test.

This will be accomplished by the following:

- 1--increasing the number of differentiated learning tasks/ activities during Tier 1 instruction.
- 2--providing students with various instructional learning supports (ELPs, visual, tactile) during Tier 1 instruction.

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: At least 95% of Gifted and Talented students, enrolled in grades 3-5 at Commonwealth Elementary, will reach the Masters Grade Level performance target on the 2019 Reading and Math STAAR Test by focusing on student-centered learning activities and higher level performance tasks.

This will be accomplished by the following:

- 1--refining and prioritizing instruction by utilizing manipulatives to explore a variety of methods to approach problem-solving.
- 2--refining and prioritizing instruction by focusing on differentiated instructional strategies associated with higher level performance tasks.
- 3--refining and prioritizing instruction by focusing on open-ended response items where students must justify their thinking verbally and in 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: By soliciting on-going input from Commonwealth Elementary teachers on their overall instructional needs and recommendations for additional support with integrating instructional best practices , at least 85% of our teaching staff will respond favorably to questions associated with the school's efforts to provide relevant professional development activities on the campus-based, 2019 End of Year Staff Survey.

This will be accomplished by the following:

- 1--completing (3) needs assessment surveys during the school year.
- 2--soliciting feedback after professional learning sessions to measure effectiveness.

Cornerstone Elementary Performance Objectives 2018-2019

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

Performance Objective 1: All students will have the opportunity to participate in at least one extra-curricular instructional and non-instructional activity and/or club. This will help to improve the academic and socio-emotional needs of our diverse population.

Performance Objective 2: CSE staff and students will engage in Profile of a Graduate activities each month to help students learn and demonstrate all of the attributes identified in the Profile of a Graduate.

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: Fourth Grade students will increase from 88% to 94% in their grammar, mechanics, and writing composition skills as demonstrated on Ren360, learning assessments, campus benchmarks and STAAR.

Performance Objective 2: LEP students will increase their writing performance from 42% to 55% and GT student performance will increase in the Masters category from 65% to 70% on STAAR.

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: CSE will develop a professional development task force that will organize and customized professional development according to the campus and individual needs of each grade level teacher.

Performance Objective 2: CSE will hold a STEM Day each semester that will incorporate STEM activities facilitated by parents and community members that will engage and challenge students at CSE.

Performance Objective 3: CSE will increase science vocabulary exposure and performance for all CSE students to increase student knowledge of applicable science concepts as demonstrated on learning assessments and STAAR.

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 will include drills with 'safe houses' to ensure that all of staff members accurately operate our emergency management plans to determine effectiveness.

Performance Objective 2: Cornerstone Elementary School will deliver instructional lessons that integrate instruction on the social emotional learning competencies that support the Profile of a Graduate traits of effective communicator and collaborative team member each quarter.

Performance Objective 3: Cornerstone Elementary school staff will provide explicit instruction and modeling of expected behaviors in the common areas of the building.

Performance Objective 4: Cornerstone Staff will receive professional development regarding Love and Logic behavior management strategies every nine weeks to support classroom managed behavior systems. Office referrals will decrease to less than 5 per nine weeks.

Performance Objective 5: The Wellness Committee will provide adult and student activities to increase the overall health and well-being of our students and staff.

Performance Objective 6: The Wellness Committee will provide at minimum of 2 events that will include staff, students, and parents to promote health and safety.

Crockett Middle School Performance Objectives 2018-2019

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 2019, DCMS will increase growth, as demonstrated by the progress measure, in math by 5% in all grade levels as measured by formative assessments and Math STAAR.

Performance Objective 2: By May 2019, DCMS will increase growth, as demonstrated by the progress measure, in ELA by 5% in all grade levels as measured by formative assessments and Reading STAAR.

Performance Objective 3: By May 2019, DCMS will increase student achievement in 8th grade Science and Social Studies for students receiving Special Education services and English learners to meet the state target of 60% or higher in order to ensure equity. Specifically, science achievement will increase by 15% (from 45% to 60%) for students receiving Special Education services and by 3% (57% to 60%) for English Learners as measured by formative assessments and STAAR Science. Social studies achievement will increase by 42% (18% to 60%) for students receiving Special Education services and by 38% (22% to 60%) for English Learners as measured by formative assessments and STAAR Social Studies.

Performance Objective 4: By May 2019, DCMS will increase student achievement of English Learners in writing by 23%, from 37% to 60%, as measured by formative assessments and STAAR Writing.

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 2019, 70% percent or more parents, students and staff will agree that adults at DCMS listen to all students' voices when making school decisions.

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: Through 2018-19, DCMS will use innovative teaching strategies with the integration of technology to provide opportunities for blended and project-based learning experiences.

Performance Objective 2: By May 2019, DCMS will decrease significant disproportionality in discipline data for African American 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: Throughout 2018-19, DCMS will support student achievement and success through collaborative partnerships with parents, other educational entities, charities and faith-based entities, and businesses.

Performance Objective 2: Throughout 2018-19, DCMS will implement curriculum and systems designed to support the development of students' life skills.

Performance Objective 3: Throughout 2018-19, DCMS will support a system of school-to-school partnerships.

Donald Leonetti Elementary Performance Objectives 2018-2019

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 2019, 84% of students will demonstrate proficiency in writing by implementing a writer's workshop instructional model that includes mini lesson, conferencing, and peer 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: By May 2019, 82% of students will demonstrate growth in reading by implementing a Reading Workshop approach with a focus on independent reading.

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 2019, DLE will provide 100% of students highly effective teachers that utilize FBISD curriculum and campus expectations so that students own and are responsible 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: By May 2019, DLE will implement PBIS strategies across the campus so that 100% of students understand and follow campus behavior expectations in order to develop social emotional and life skills in a safe and secure collaborative community.

Performance Objective 2: By May 2019, Leonetti Elementary will participate in a minimum of 12 health and wellness activities to support development of healthy life skills.

Drabek Elementary Performance Objectives 2018-2019

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 2019, average student attendance for students in grades Prek-5 will increase to at least 98 percent.

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 2019, K-5 students' instructional levels will increase by at least one year's growth as measured by Ren 360, learning assessments and STAAR Reading, by focusing on increased independent reading and strategic guided reading instruction.

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 2019, 80 percent of K-5 students will score in the proficient or advanced level as measured by the FBISD Science Learning Assessment Rubric and STAAR Science by focusing on implementing the 5E science instructional model daily.

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 2019, RDE will increase PBIS implementation rating from 76 to 86 as measured by Benchmarks of Quality (BOQ) form.

Dulles Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Due to an increased focus in multi-step problem solving, and geometry & measurement (reporting category 3), by June of 2019, STAAR Math scores for all students will increase in the following ways: 3rd grade (75% to 79%), 4th grade (62% to 66%), and 5th grade (85% to 89%): when comparing 2018 STAAR Math results to 2019 STAAR Math results for % Satisfactory at Approaches Standard or above and +2% Meets and Masters.

Performance Objective 2: Due to an increased focus on Science Vocabulary and small group/workstations in Science, by June of 2019, STAAR Science scores for all students in 5th grade will increase from 61% to 65%, when comparing 2018 STAAR Science results to 2019 STAAR Science results for % Satisfactory at Approaches Standard or above and +2% in the area of Meets and Masters.

Performance Objective 3: Due to an increased focus on Reporting Category 3 (Understanding/Analysis of Informational Texts) by June of 2019, STAAR Reading scores for all students will increase in the following way: 3rd grade (81% to 85%), 4th grade (66% to 70%), and 5th grade (83 % to 87%), when comparing 2018 STAAR Reading results to 2019 STAAR Reading results for % Satisfactory at Approaches Standard or above and +2% in the areas of Meets and Masters.

Performance Objective 4: With an increased focus on revision, editing and composition, by June of 2019, 4th Grade STAAR Writing scores for all students will increase from 58% to 62% when comparing 2018 STAAR Writing results to 2019 STAAR Writing results for % Satisfactory at Approaches standard or above and +2% in the areas of Meets and Masters.

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, so that by the end of the year, we will see academic improvement, as demonstrated through growth performance on the universal screener (BOY, MOY and EOY) and STAAR/TELPAS, with students moving a level each time they participate in the universal screener.

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: All 5th grade SPED students in the Resource classroom, will move up a level, each time they participate in the Universal Screener.

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 2018-2019 school year, all Dulles Elementary teachers, specialists, and administrators will collaborate monthly to decrease the number of students receiving Tier 2 and Tier 3 support through Responsive Intervention (RI) by 5%, when compared to the amount of students who received Tier 2 and Tier 3 support in the 2017-2018 school year.

Performance Objective 2: During the 2018-2019 school year, Dulles Elementary students and community members will participate in 3-4 wellness events that also focus on bringing awareness to various global issues like diabetes and heart health, while also providing opportunities for the community and staff to interact in a meaningful way.

Dulles High School Performance Objectives 2018-2019

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 2019, DHS will increase the academic performance and growth of all students and student groups by at least 5 percentage points in each STAAR EOC tested subject to assist with closing the achievement gap, thereby providing a more equitable access to education.

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 2019, the percentage of students who pass each class each semester will increase to 90% for all grade levels as measured by the semester report cards.

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 2019, DHS will increase the "Approaches Grade Level" or above percentage of students to 85% in ELA I and ELA II and will increase the meets or masters percentage to 25% in ELA I and 30% in ELA II as measured on the STAAR EOC.

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 2019, DHS will achieve a survey result of 80% or higher on a climate survey that measures the engagement, positive interactions, and school spirit of all students, parents, staff, and other stakeholders within the culture and community of Dulles High School.

Dulles Middle School Performance Objectives 2018-2019

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 2019, DMS will increase enrollment in advanced level math courses by 3% in all grade levels by providing support to retain students currently enrolled and targeting enrollment and support of students underrepresented in advanced level math courses.

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 2019, DMS will increase the percentage of students demonstrating a years worth of growth by 5% as measured by STAAR math and reading progress measure, ensuring all students maximize their access to high quality tier 1 instruction, as represented through focused and purposeful planning during PLCs utilizing the FBISD curriculum.

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 the end of the 2018-2019 school year, Dulles Middle School will increase by 5% the percentage of ELL students progressing up a rating level in their composite score on TELPAS. This will be accomplished by providing inclusion support through the master schedule and utilizing strategies for ELL learners in the FBISD curriculum.

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 2019, DMS will improve the campus climate and culture by implementing foundational structures and systems in the hallways and common areas, thereby reducing tardies and disruptive behavior during transitions as demonstrated by a 5% reduction in tardies and a 5% reduction in discipline referrals in the hallways and common areas.

Performance Objective 2: By May 2019, DMS will have provided students, parents, and teachers with monthly opportunities to participate in activities that support a lifestyle that promotes health and wellness.

Early Literacy Center Performance Objectives 2018-2019

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

Performance Objective 1: 80% of students in special education will master 90% of their individualized education plans (IEPs) goals and objectives.

Performance Objective 2: By May 2019, the FBISD Early Literacy Center will increase the percentage of students who have access to high quality instruction in a co-teach model through a Balanced Literacy approach

-By increasing PK overall performance on the CLI assessment:

Monolingual: 53% to 75%

Bilingual: 3% to 70%

Kindergarten performance from 0% to 60% on the Ren 360

-By increasing first grade performance from 22% to 72% on Ren 360 Assessment

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: 60% of the FBISD Early Literacy Center kindergarten and first grade students will make one year's growth comparing BOY with EOY performance in phonological awareness and phonics as measured by REN 360 and PAPI.

Performance Objective 2: 60% of Pre-K students will be able to identify at least twenty upper case and lower case letters and sounds as measured by the end of the year CLI-CIRCLE assessment.

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: The campus climate will exemplify a positive, supportive learning environment as evidenced by the campus end of year climate survey with an average rating of 4 or higher.

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: 60% of students will meet grade level mastery in number fluency as measured by the BOY and EOY comparison on the Campus Diagnostic Numeracy Assessment.

Elkins High School Performance Objectives 2018-2019

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

Performance Objective 1: By March 2019, EHS will ensure that 30% of African-American students identified by AP potential will be scheduled in the corresponding AP class.

Performance Objective 2: By May 2019, EHS will increase the percentage of students demonstrating a year's worth of growth from 61% to 70% as measured by the performance of students on EOC and Ren360, ensuring all students maximize access to quality Tier I and 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 May 2019, 80% of students who are repeating courses will be passing their core classes.

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 2019, EHS staff will participate in PLCs as individual departments at an 80% implementation rate of PLC strategies, as evidenced in classroom walkthroughs.

Performance Objective 2: By the end of the 2018-2019 academic school year, EHS staff and students will be offered opportunities and encouraged to engage in the wellness offerings provided by the District at least once a semester.

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 Spring 2019, students identified as receiving special education services will demonstrate a year's growth in reading and mathematics achievement as measured by Ren 360 data and STAAR.

Performance Objective 2: Staff perception of the availability of tutorials was 90%, students was 78% and parents was 82% as recorded in the Equity Survey. By the conclusion of the 2018-2019 school year, student awareness and usage of tutorial opportunities will have been promoted consistently throughout the academic year (at least monthly).

Performance Objective 3: Student perceptions of the teacher and staff's ability to create a safe and working environment for every student is at 71 percent compared with parents at 83 percent and staff at 86 percent as evidenced in the Equity Survey data. By Spring 2019, student perceptions will increase to at least 80 percent.

Performance Objective 4: By May 2019, opportunities for parent engagement and community involvement at EHS will have been offered at least twice a semester.

Ferndell Henry Center For Learning Performance Objectives 2018-2019

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 2019, Ferndell Henry CL will ensure 85% of the students who have access to high quality instruction will experience growth through increasing the percentage of teachers serving all students who are highly qualified in certification, experience and training for the students they serve and this will be demonstrated by providing structured activities to engage traditionally underrepresented students in enriching experiences to help them vision their futures.

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 2019, Ferndell Henry CL will ensure 80% of 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. This will be accomplished by: Refining and prioritizing instruction on open-ended response items where students must justify their thinking verbally and in writing.

Performance Objective 2: By May 2019, Ferndell Henry CL will ensure 70% of our students are meeting or exceeding a year's worth of growth as demonstrated on learning progressions. This will be accomplished by: Refining and prioritizing instruction on open-ended response items where students must justify their thinking verbally and in writing in Math, English, Science and Social Studies.

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 2019, Ferndell Henry CL will improve the campus climate and culture by showing an increase in the percentage of students demonstrating passing grades, thereby increasing student engagement and ownership of their learning and behavior as demonstrated by consistently implementing a positive classroom management system and celebrating and recognizing small successes of students which leads to ownership of their learning and behavior.

Performance Objective 2: By May 2019, we will ensure 100% of the parents of students assigned to our program will attend orientation to ensure parents are fully aware of the program requirements and the various programs offered to assist their child. In addition, to increase parent involvement during the student's assignment, we will actively promote the Parent/Student ROPES program in an effort to increase participation from 25% to 30% by the end of the 2018-19 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: By May 2019, Ferndell Henry CL will improve the campus climate and culture by increasing the percentage of teachers trained and utilizing Restorative Discipline methods, thereby increasing student engagement and ownership of their learning and behavior as demonstrated by a decrease in retention and recidivism rates.

Performance Objective 2: By May 2019, Ferndell Henry CL will ensure that 95% of the students enrolled in a physical education course will participate in moderate to vigorous activity at least three times per week.

First Colony Middle School Performance Objectives 2018-2019

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 2019, in order to ensure equitable access to the curriculum for all students, Special Education performance rates in all grade levels will show 10% growth in Reading and Math as measured by comparing overall Sped passing and growth scores on the Spring 2019 STAAR test. This goal also addresses our Performance Targets.

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 2019, 7th Grade Writing performance will increase 5% in Approaching or above and 7% in Mastery performance as measured by the Spring 2019 STAAR test.

Performance Objective 2: By May 2019, 8th grade math will increase 8% in passing (Approaches or above) performance and 5% in Mastery Performance as measured by the Spring 2019 STAAR test. The percentage of students demonstrating a year of growth will also increase.

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 2019, the % of LEP students with 5 or more years in US schools attaining at least Advanced (A) on TELPAS will increase 5% as measured by the spring 2019 TELPAS administration.

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 2019, we will decrease the percentage of staff, parents and students who feel there is a problem with students being threatened or bullied at our school by 15% for all stakeholders as measured by campus-created Climate Surveys given three times in the 2018-2019 year.

Fleming Elementary Performance Objectives 2018-2019

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 of 2019, AFE will increase student achievement for all students from 34% Meets Standard or above to 50% for grades 3, 4, and 5 for Math, Reading, Writing & Science STAAR Assessments. AFE will increase the percentage of students demonstrating a year worth of growth.

Performance Objective 2: By June of 2019, AFE will demonstrate two years growth for students in grades K-2 who are identified as Urgent Intervention on Ren 360, and all remaining students will demonstrate at minimum; one years growth on Ren 360 Assessments and STAAR Reading and Math/TELPAS.

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 2019, our campus will decrease the percentage of office referrals by 5% from the previous year, for all students by contuning to implement a schoolwide positive behavior reward system (PBIS Rewards) to promote positive behavior recognition throughout the school year.

Performance Objective 2: By June of 2019, 100% of our students will be able to successfully take ownership of their own learning by their ability to communicate and collaborate with others to explain their understanding of Learning Intentions and Success Criteria. Students will also be able to exhibit characteristics of ownership as leaders in the school by serving as Safety Patrol Members, Student Council Members, Honor Society, Girls Club, Presenters of the Morning Broadcast and other clubs to help keep students safe and to promote student leaders.

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 2019, AFE will decrease the percentage of parents who according to the K12 Insight 2017-2018 Fort Bend Forward Survey, stated that 50% of them disagreed with the statement: "Students learn about the accomplishments of women and girls." We will decrease this percentage to 20%.

Performance Objective 2: By May 2019, 4th grade writing performance on the STAAR assessments will increase from 38% to 56% passing or above, by focusing on independent writing time (small group instruction, conferring, writing about choice topics and peer feedback).

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 conclusion of the 2018-2019 school year, AFE will provide opportunities for all families, staff and the community to support collaborative communities at school by demonstrating a 50% parent satisfaction rating or better on our campus climate survey, and a high attendance rate at our community events.

Performance Objective 2: By the end of the 2018-2019 school year, AFE will address all student's physical, emotional, and social wellness through guidance programs.

Performance Objective 3: By the end of the 2018-2019 school year we will increase student creativity, critical thinking, math skills, language development, and social emotional wellness through activities and instruction.

Fort Settlement Middle School Performance Objectives 2018-2019

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 2019, FSMS will close the performance gap by at least 5% between male and female students reaching masters level in Reading at all grade levels from 47% males and 67% females reaching masters. The percentage of students demonstrating a years growth will also increase.

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 2019, FSMS will ensure 55% of our 6th grade students reach masters level on Reading STAAR by teachers refining and prioritizing their instruction so that students can make connections across genres/curriculum. The percentage of students earning a years growth will also increase.

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 2019, FSMS will ensure that 50% of our students serviced by Special Education will have expected or accelerated growth in Reading and Math as measured by STAAR.

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: As a part of PBIS compliance, FSMS will design and implement a reward system to reach 100% both staff and students by May of 2019.

Performance Objective 2: Throughout the school year, the school leaders will work with parents, teachers, and student groups to develop at least 10 activities to promote the 2018-19 school theme of "CommYOUity" focused on service, wellness, safety, and college readiness.

Garcia Middle School Performance Objectives 2018-2019

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 2019, the percentage of GMS LEP students achieving the passing standard or better performance for Reading as measured by the 2019 state assessment will increase from 57% (2018) to 60% (2019). The percentage of students demonstrating a year or more of growth will increase.

Performance Objective 2: By May 2019, the percentage of 8th grade students achieving "masters" standard on the 2019 state reading assessment will increase from 32% (2018) to 36% (2019). The percentage of students demonstrating a year or more of growth will increase.

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 2019, GMS 8th Grade students achieving the passing standard performance for Social Studies as measured by 2018 state assessment will increase from 79% (2018) to 85% (2019).

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: During the 2018-2019 school year, 100% of teachers will use Schoology to enhance parent communication.

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 the 2018-2019 school year, GMS will develop all students social, emotional, and life skills through focused activities.

Glover Elementary Performance Objectives 2018-2019

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 2019, the passing percentage for student groups that "Meet Standard or Above" in math will increase from:
-30% to 40% for the Economically Disadvantaged student group scoring "Meet Standard or Above" as measured by STAAR by focusing on multi-step problem solving.
-8% to 18% for the Economically Disadvantaged student group scoring "Masters" as measured by STAAR by focusing on multi-step problem solving.
-30% to 40% for the African American student group scoring "Meet Standard or Above" as measured by STAAR by focusing on multi-step problem solving.
-9% to 19% for the African American student group scoring "Masters" as measured by STAAR by focusing on multi-step problem solving.
-33% to 43% for the Hispanic student group scoring "Meet Standard or Above" as measured by STAAR by focusing on multi-step problem solving.
-13% to 23% for the Hispanic student group scoring "Masters" as measured by STAAR by focusing on multi-step problem solving. The percentage of students making a year worth of growth will increase.

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 2019 the percentage of students at "Meets and Above" grade level on 2019 STAAR Science will increase from 14% to 27%, by focusing on Reporting Category 3 Earth and Space and Reporting Category 4 Organisms and Environments. Students at "Masters" grade level on 2019 STAAR Science will increase from 2% to 12%, by focusing on Reporting Category 3 Earth and Space and Reporting Category 4 Organisms and Environments.

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 2019, the passing percentage at "Meet Standard or Above" in ELA will increase from:
-23% to 40% of students scoring "Meets or Above" grade level on the Writing STAAR as measured by the 2019 STAAR.
-4% to 14% of students scoring "Masters" grade level on the Writing STAAR as measured by the 2019 STAAR.
-32% to 42% of students scoring "Meets or Above" grade level on the Reading STAAR as measured by the 2019 STAAR.
-12% to 22% of students scoring "Masters" grade level on the Reading STAAR as measured by the 2019 STAAR. The percentage of students making a year of growth will increase.

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 2018-2019 school year Glover will provide a minimum of 5 clubs/organizations that promote the attributes of the Fort Bend ISD Profile of a Graduate.

Goodman Elementary Performance Objectives 2018-2019

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 2019, Goodman will increase the identification of GT students from .5% to at least 5% of the total student population by increasing rigor and the implementation of differentiation strategies for all students in math, reading, writing, social studies, and science, and by ensuring the GT testing window is made available to all students via various forms of communication to all stakeholders.

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 2019, Goodman will increase students' reading proficiency to on or above grade level from 25% to at least 35%, by implementing differentiated strategies, balanced literacy, and writing across the curriculum.

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 2019, Goodman will increase math and science achievement at least 10% by implementing the concrete, pictorial, and abstract (CPA) model for math, differentiation strategies, small group instruction, and the 5E model for science.

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 2019, Goodman will increase student attendance from 96.6% to 98% by offering social emotional programs, character education, and extracurricular opportunities for all students.

Heritage Rose Elementary Performance Objectives 2018-2019

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 2019, HRE's students will have equitable access to technology and instructional resources as evidenced by increasing the number of teachers trained in blended learning from 50% of the staff to 75% and the increase use of technological instructional resources during direct instruction/formative assessments from 40% of the school year to 70%.

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 2019, HRE will increase the percentage of students demonstrating a year's worth of growth from 79% to 81% and measured by performance on percentage of students moving from Approaches to Meets or Exceeds Grade Level on each state STAAR assessment, ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the number/type of instructional learning support in Tier 1 settings.

_ Refining and prioritizing instruction on geometry and algebraic expressions in Math.

_ Refining and prioritizing instruction on informational text in Reading.

_ Refining and prioritizing instruction on revising and expository essay writing

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: HRE will increase the use of technology and blended learning in the classroom that will foster student learning success in various academic content areas increasing the success rate to 80% or higher.

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 of the 2018-2019 school year, campus members will establish relationships with students, staff members, community and parents that will assist with supporting achievement in behavior, academic areas and social settings and well as foster a positive supportive campus climate and culture from 70% to 80% based on school leadership parent survey.

Highlands Elementary Performance Objectives 2018-2019

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

Performance Objective 1: By the end of the 2019 school year, the percentage of students who meet or exceed progress will increase in reading and writing by 3% as measured by multiple sources of data by focusing on student improvement in Informational Text in Reading and Revising and Editing in Writing.

Performance Objective 2: By the end of the 2019 school year, Students in grade 3 -5 will increase their problem-solving skills in math by 5% as measured on multiply sources of data to ensure meet a year or more of growth. K-2 students will show a year's growth on the Ren 360 results.

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 2019, 75% of the students will demonstrate the ability to become more responsible for their learning by participating in a goal setting process.

SLO (Student Learning Objective) growth areas as determined by grade levels in Reading, Writing, Math, or Science will be supported by students understanding and using 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.

Performance Objective 1: By the end of the 2019 school year, the campus created survey will indicate an increase of 5% or more of staff and students who feel they are in an inclusive, collaborative environment where they are safe to take risks.

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: At least 75% of the staff at Highlands Elementary will respond that they strongly agree or agree that we have a safe and secure collaborative community by the end of the 2018 -2019 school year.

Hightower High School Performance Objectives 2018-2019

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

Performance Objective 1: By the end of the 2018-2019 academic school year, the percentage of students achieving "Approaches Grade Level" or above on EOC STAAR Algebra I will increase by 5% (from 87.92% All Students to 92.92% All Students). Coupled with the "Approaches" level or above, HHS will experience a 5% increase on the "meets" level (from 63.06% to 68.06%) and a 5% increase on the "masters" level of performance (from 34.99% to 39.99%). The percentage of students demonstrating a year or more of growth will also increase.

Performance Objective 2: By the end of the 2018-2019 academic school year, the percentage of students achieving "Approaches Grade Level" or above on EOC STAAR English I and English II will increase by 10% in English I and by 5% in English II (from 63.18% All Students to 73.18% All Students on English I and from 71.67% All Students to 76.67% All Students on English II) on the "Approaches Grade Level" or above. Coupled with the "Approaches" level, HHS will experience a 6% increase on the "meets" level for English I and a 5% increase on English II on the meets level (from 44% to 50% English I and from 55% to 61% for English II).

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 2018-2019 academic school year, 96.5% or more of all senior student groups will meet requirements for graduation by keeping track of their own course curriculum progression, earned course credits, and mastery of EOC STAAR objectives.

Performance Objective 2: By the end of the 2018-2019 academic school year, EOC STAAR performance will increase for all student groups (9th - 11th) by 5% through the consistent use of student tracking strategies to assess their own mastery of EOC STAAR objectives and the implementation of reflective practices.

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 the end of the 2018-2019 academic school year, the Hispanic student group will experience 6% growth in the student progress rate with EOC STAAR (from 49% to 55%).

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: Hightower High School will cultivate a culturally-responsive environment where students and staff feel capable, connected, and cared for at least 90% of the time during the 2018-2019 academic school year.

Hodges Bend Middle School Performance Objectives 2018-2019

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 2019, 60% of HBMS students will show expected or accelerated progress on STAAR Reading and Math at all grade levels, through the consistent use of teacher professional learning communities structures and procedures focused on 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: By May 2019, 70% of observed teachers will be developing or above on the FBISD Campus Support Team Walkthrough Tool in the areas of differentiated instruction and technology integration, by focusing on providing equitable access to the curriculum for all students through teacher learning aligned with the instructional models and technology integration.

Performance Objective 2: Hodges Bend Middle School will implement instructional and behavioral systems to create an environment where student take responsibility their learning and behavior. This will result in a 10% decrease in discipline referrals for the 2018-2019 school year.

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 2019, HBMS will show a 20% increase in the number of 7th and 8th grade students who meet or master grade level performance on STAAR Reading, Math (7th Grade) and Algebra 1 End of Course End of Course Exam (8th Grade), by focusing on the FBISD tiered instructional model. The percentage of students demonstrating a year or more of growth will increase.

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 2019, there will be at least 1,000 total visits to Schoology by parents, this will be accomplished through increased focus on parent education and the use of Schoology for parents.

Holley Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Increase student achievement and growth by 4% in math this year as measured but the STAAR test, by focusing instruction on Computations and Algebraic relationships.

Next Year's Recommendation 1: With the increase in the bilingual population, I would like to keep it the same.

Performance Objective 2: Increase student achievement and growth by 4% in reading this year on the STAAR test, by focusing on understanding and analysis of informational text as well as progress monitoring of Hispanic and All Students population.

Performance Objective 3: Increase student achievement by 2% in science this year as measured by the STAAR test, by focusing on Earth and Space.

Performance Objective 4: Increase student achievement by 4% in writing this year as measured on the STAAR test, by focusing on Composition writing and revision.

Performance Objective 5: By June 2019, 100% of MHE's GT students will have participated in the Gifted and Talented Project Showcase.

Performance Objective 6: Students in every student group will receive enrichment activities based on their needs through daily enrichment time throughout the week. All student groups should increase achievement scores by 4%.

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: 100% of the students in K-5th grade will use data binders to track their attendance, reading levels, CFA's and other formal assessments throughout the year

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: To build a culture of leadership in classrooms and throughout the school, we will increase our use of classroom jobs and students having data binders from 90% to 100% of the students having classroom jobs and complete data binders.

Performance Objective 2: By June 2019, 100% of teachers and administrators will have participated in professional pedagogy and content specific professional development to diversify instructional and professional expertise and differentiate instruction.

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

Performance Objective 1: Throughout the 2018-19 school year, the campus will implement an enhanced school emergency plan inclusive of uniform procedures and practices to ensure the safety, security, and health of staff and students.

Performance Objective 2: The counselor will provide lessons on bullying, sexual harassment, anger management, and physical and verbal aggression

throughout the year to all classrooms.

Performance Objective 3: Training and district support will be provided to staff on Positive Behavior Interventions and Support at least 3 times year relating to instruction of students with disabilities and students with behavior concerns.

Performance Objective 4: Parent Center Educator provide family oriented programs, classes, and celebrations for the 2018-19 school year to increase parent involvement in PCE classes by 5%.

Performance Objective 5: Throughout the 2018-19 school year, the campus will continue to develop and sustain coordinated school health activities to ensure that students attend and participate in the school's required physical activities.

Hunters Glen Elementary Performance Objectives 2018-2019

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

Performance Objective 1: 80% of PK students will have displayed at least one year's growth in Math and Reading as measured by the Circle Assessment by focusing on first line and small group instruction.

Performance Objective 2: By June 2019, 80% of all students in grades K-2 will have displayed at least one year's growth in Math and Reading as assessed by REN 360.

Performance Objective 3: 75% or more of students in grades 3-5 will meet expected growth and/or accelerated growth as measured by STAAR Reading and Math.

Performance Objective 4: By June 2019, 5th Grade students will increase students performing at approaches grade level or above in Science by at least 13%; from 52% to 65% with an increase in students obtaining Meets and or Masters standard from 13% to 25% as measured by STAAR.

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 2019, HGE will reduce the amount of Level I and II discipline infractions by 20% through the implementation of PBIS and Restorative Discipline practices.

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: Throughout the school year, all HGE teachers will engage in weekly Professional Learning Communities and training to enhance student achievement and implement Best Practices.

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 2019, student and parent engagement in academic opportunities will increase through a targeted focus on the number of events, programs, and/or clubs available.

Performance Objective 2: During the 2018-2019 school year, HGE will meet all health activity requirements for both district and state standards. using the School Health Advisory Committee recommendations.

Performance Objective 3: By May 2019, HGE will increase communication with families regarding students academic and social emotional development.

James C. Neill Elementary School Performance Objectives 2018-2019

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 2019, Neill will increase the percentage of students benefiting from Tier 1 instruction from 70% to 80% as evidenced by decreasing the percentage of students receiving tiered interventions by ensuring all students receive high-quality, research-based instructional practices, including:

- Increasing the percentage of teachers well-trained in and utilizing small group instruction in all content areas.
- Increasing the percentage of teachers well-trained and utilizing blended learning in all subject areas.

Performance Objective 2: By May 2019, Neill Elementary will ensure an increase of 5 points on median student growth percentage (SGP) on Early Literacy, Reading, and Math Ren 360 assessments and STAAR passing and growth rates. This will be accomplished by:

- refining and prioritizing lesson planning practices.
- refining and prioritizing grading practices.

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 2019, Neill Elementary will improve the campus climate and culture by consistently implementing a positive classroom management system, thereby increasing student engagement and ownership of their learning and behavior as demonstrated by a decrease in office referrals related to disrupting educational environment.

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 hire, train, and retain highly qualified and effective staff that utilize the district and campus expectations so that students have models of how to become responsible 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: By May 2019, Neill Elementary will increase family access to clear communication and opportunities for involvement by implementing a strong and effective communication plan to set the vision for all students to become healthy, successful, and productive citizens demonstrated by increasing family participation at campus engagement activities designed to support underrepresented populations at such events.

James Patterson Elementary Performance Objectives 2018-2019

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 2019, James Patterson Elementary will increase the percentage of students demonstrating a year's worth of growth from 69% to 75% as measured by performance on Ren 360 and STAAR, ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the type of instructional learning supports in Tier 1 settings. This will be accomplished by:

- Increasing the percentage of teachers well-trained and utilizing small instruction in Math. (71% met one year's growth in 2017-18)
- Increasing the percentage of teachers well-trained and utilizing the Balanced Literacy Model - Reading & Writing Workshop, Phonics, Interactive Read Aloud (67% of students met one year's growth in 2017-18) -12 teachers in BLC
- Increase the percentage of teachers well trained and utilizing blended learning methodologies

Performance Objective 2: By May 2019, James Patterson Elementary will increase writing STAAR from 61% to 75% by implementing reading & writing workshop and increasing the quantity and quality of authentic writing opportunities.

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 2019, James Patterson Elementary will increase the average percentage from 62.78% to 75% of teachers implementing at Launching or higher in the implementation of student ownership opportunities by participating in creating success criteria, rubrics and self & peer assessments demonstrated by structured activities to engage students in enriching learning experiences as evidence by CST rubric data.

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 2019, James Patterson Elementary will increase the percentage of classrooms performing at the developing or higher level from 62.74% to 80% on each of the three components in the Student Assessment portion of the CST Evidence Walk Through tool.

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 2019, James Patterson Elementary stakeholders will score our total culture score from 69.28 points to at least 72) on the School Culture Triage Survey by implementing the following:

- Teachers will implement Positive behavior Interventions & Supports (biweekly lessons on communication, collaboration, core essentials)
- Teachers will participate in leading and participating in expert groups (JPE Mini EDCamp) (SEL, instruction, SPED, etc.)

Performance Objective 2: By May 2019, students will create and maintain a positive culture at JPE through PBIS lessons as well as Profile of a Graduate activities.

Jones Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Increase the number of Special Education students meeting the STAAR passing standard (Approaching or above) in grades 3-5.

Reading: Increasing from 21% of students meeting Approaching to 50% of students meeting Approaching or above.

Math: Increasing from 12% of students meeting Approaching or above to 50% of students meeting Approaching or above.

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 in grades 3-5 will increase the percentage of students at meets or above in STAAR Reading from 27% to 47%, in Math from 28% to 48%, and Writing from 25% to 47%. Each grade level will increase the percentage of students making a year or more of growth on STAAR Reading.

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: Students in grade 5 will increase the percentage of students meeting standard in STAAR Science from 50% to 60% by increasing in Reporting Category 3 (Earth and Space) and Reporting Category 4 (Organisms and Environment). 5th Grade will increase in Reporting Category 3 from 51% to 61% and Reporting Category 4 from 57% to 67%.

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: Increase student attendance from 96.8% to 98% or higher.

Jordan Elementary Performance Objectives 2018-2019

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 2019, Jordan Elementary will create a more equitable environment by hosting 2 to 3 parent events to increase the number of opportunities to engage our EL/AA parents in opportunities to support their child at home with literacy.

Performance Objective 2: By May 2019, BJE will create a more equitable environment so that the percent of students under the special education subgroup will increase scores (passing and growth) by 5% in reading and math.

Performance Objective 3: Jordan Elementary will create a more equitable environment so that the percentage of Hispanic students achieving approaches or above will increase by 5% on the state writing assessment.

Performance Objective 4: 100% of newly enrolled students at Jordan Elementary will have correct program information to ensure proper services are provided. (LEP, 504, Special Education)

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 2019 Jordan Elementary will improve the campus climate and culture from 3.5 to 7 based on the Positive Vs. Toxic 1 to 10 Scale by implementing consistent communication and positive incentives using PBIS.

Performance Objective 2: By 2019 Jordan Elementary will improve our climate/culture by addressing student behavior by consistently implementing a positive behavior interventions and supports system (PBIS), thereby increasing student engagement and ownership of their learning and behavior as demonstrated by a decrease in referrals from a total of 99 to 60.

Performance Objective 3: Jordan Elementary will increase the percentage of fifth grade African American students achieving approaches or above by 5% on the state science assessment.

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 2019, Jordan Elementary will increase the percentage of students scoring meets and masters in math by demonstrating a 5% growth from 57% to 62% in 3rd grade, 68% to 73% in 4th grade, and 113% to 118% in 5th grade. Students will also demonstrate a 5% increase in the student growth measure from 87% to 92% in 4th grade and 86% to 91% in 5th grade.

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 2019, Jordan Elementary will increase the percentage of students scoring meets and masters in reading by demonstrating a 5% growth from 49% to 54% in 3rd grade, 82% to 87% in 4th grade, and 87% to 92% in 5th grade. Students will also demonstrate a 5% increase in the student growth measure from 64% to 69% in 4th grade and 73% to 78% in 5th grade.

Performance Objective 2: Jordan Elementary will maintain the WATCH Recognized Wellness Campus by implementing at least 5 wellness activities this school year, including a wellness night.

Kempner High School Performance Objectives 2018-2019

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 2019, KHS will develop more students in the attributes of the Profile of a Graduate, as demonstrated by a 5% increase in the graduation rate for our ELLs, SpEd, and Hispanic student groups, also resulting in at least a 0.5% decrease in the dropout rate.

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 Spring of 2019, the percentage of SpEd, Asian, and White students meeting Meets Grade Level or above will increase by 5% on the 2019 STAAR English I, English II, and Algebra I EOC. The percentage of students demonstrating a year or more of growth will increase. The CCMR percentage will also increase at least 3%.

Performance Objective 2: By Spring 2019, the percentage of ELL students meeting Meets Grade Level or above on the 2019 STAAR English I and English II EOC will increase by 5%.

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 Spring 2019, the percentage of All Students meeting Masters Grade Level or above on all five STAAR EOC exams will increase by 5% during the 2018-19 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: By May 2019, KHS will have created a baseline set of data on parental engagement at and with the campus to create stronger home/school connections and reach better student outcomes.

Lake Olympia Middle School Performance Objectives 2018-2019

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 2019, student academic growth for STAAR Reading will increase 11% (54%-65%) school wide. This will be achieved by differentiating instruction and utilizing learning models that increase learning potential for At-Risk, ELL and SPED populations.

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 2019, student academic growth for STAAR Math will increase 15% (52%-65%) school wide by June of 2019. This will be achieved by developing classroom practices that encourage self-assessment, progress monitoring, and independent learning that addresses specific needs.

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 2019, student academic growth rates for Special populations (including special education and ELL learners) will increase 10% in both math and ELA school wide.

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: Create a campus of positive climate and culture for learning by reducing Level One classroom discipline by an average of 20% by May of 2019.

Lakeview Elementary Performance Objectives 2018-2019

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 2019, Lakeview Elementary, will improve access to learning by reducing our referrals for disruptive behavior from 94 to 75 during the 2018-19 school year.

This will be accomplished by focusing on increasing the percentage of staff trained for the use of de-escalation strategies and PBIS (Positive Behavioral Interventions and Support).

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 2019, Lakeview Elementary will increase 4th grade writing scores by 8% from 62% to 70% for all students as measured by STAAR by focusing on writing professional development, PLC planning and collaboration, and vertical alignment for K-5 teachers.

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 2019, Lakeview Elementary will increase the reading STAAR reporting category 3 analyzing informational text for 2018 3rd grade 67% to 2019 3rd grade 72%; 2018 3rd grade 67% to 2019 4th grade 72%; 2018 4th grade 67% to 2019 5th grade 72% by focusing on quality Tier 1 instruction.

Performance Objective 2: By June 2019, Lakeview Elementary will increase the math STAAR reporting category 2 computations and algebraic relationships for 2018 3rd grade 66% to 2019 3rd grade 71%; 2018 3rd grade to 2019 4th grade 71%; 2018 4th grade 74% to 2019 5th grade 77% by focusing on quality Tier 1 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: Lakeview Elementary will establish positive relationships with students, staff members, community and parents that will contribute to the achievement in behavior, academic areas and social settings and as well as nurture a positive supportive campus climate and culture.

Lantern Lane Elementary Performance Objectives 2018-2019

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 2019, Lantern Lane Elementary will ensure that at least 60% of our 4th grade students will meet or exceed growth in writing as demonstrated on the district writing learning assessments, student grades and passing rates on the state assessments.

This will be accomplished by:

- Refining and prioritizing instruction on the 3 categories; composition, revising and editing, in writing.
- Refining and prioritizing instruction on daily critical "quick writes" for reflection at the end of instructional lessons in all content areas.
- Refining and prioritizing instruction on students justifying their thinking while revising compositions in writing.
- Utilizing engaging tools to enhance writing instruction

Performance Objective 2: By May 2019, Lantern Lane Elementary will ensure that at least 65% of our 5th grade students will meet or exceed growth in science as demonstrated on the district science learning assessments, student grades and passing rates on the state assessments.

This will be accomplished by:

- Refining and prioritizing instruction on the 4 categories; Matter and Energy, Force, Motion and Energy, Earth and Space and Organisms and Environments.
- Utilizing hands-on technology integration programs to enhance student engagement of science concepts.
- Incorporating bi-weekly hands-on labs for student comprehension and engagement.
- Utilizing fun and engaging tools for students to be exposed to science categories.

Performance Objective 3: By May 2019, Lantern Lane Elementary will ensure that at least 70% of our 3rd-5th grade students will meet or exceed growth in math and reading as demonstrated on the district learning assessments, student grades and the state assessments.

This will be accomplished by:

- Refining and prioritizing instruction on the various math and reading categories
- Refining and prioritizing instruction on daily critical "quick reads" for comprehension at the end of instructional lessons and "target math" at the beginning of daily math instruction
- Refining and prioritizing instruction on students justifying their thinking/comprehension in reading and justifying their computation in math
- Utilizing engaging ways to enhance math and reading 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 May 2019, the number of discipline referrals will decrease 10% (reducing from 103 to 93.)

This will be accomplished through focused methods including:

- Implementing PBIS rewards through the technology tool, app and software system
- Utilizing the Leader in Me protocol and model

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 2019, Lantern Lane administrators will build leadership capacity among faculty, staff and students.

This will be accomplished through focused methods including:

- A campus book study, How Full Is Your Bucket
- Supporting teachers in leading PLC discussions about data and student progress/performance
- Collaborating with teachers and staff and utilizing their input to make instructional decisions for our campus

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 2019, LLE will host various family events in order to improve home/school relationships.

This will be accomplished by:

- Holding weekly classes for parents
- Sending home monthly newsletters, Remind app, school messenger and twitter messages
- Utilizing Schoology for parent-teach collaboration
- Providing surveys at nightly events
- Making weekly call-outs to increase the awareness of her position and their involvement with the school
- Re-creating the home-school compact and aligning it more with our campus needs

Lexington Creek Elementary Performance Objectives 2018-2019

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

Performance Objective 1: All teachers will consistently implement highly effective instructional strategies to engage and support all level of learners daily during Pride Time (Intervention/Enrichment). The number of RTI students will decrease from 69 students to 50 students by May 2019 as measured by RTI Data and Kidwatch Data.

Performance Objective 2: By May 2019, Lexington Creek Elementary will improve student learning environment focusing on our Gifted and Talent Population, by increasing student engagement and ownership of their learning as demonstrated by the number of individual student based learning projects this year.

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 2019, Lexington Creek Elementary will ensure 78% of our 5th grade students will reach or exceed the passing percentage target on Science STAAR .

Performance Objective 2: All K-5th grade students will demonstrate progress in writing (mechanical writing, grammar usage, editing process, and content) as evident in campus student writing portfolios and district learning assessments.

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 2019, all special education students (Resource and BSS) will show a years growth in the universal screener for reading and math.

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 of 2019, Lexington Creek will reduce the amount of level 1 discipline referrals by 35%. This would be a drop from 184 referrals in the 17-18 school year, to less than 120 level 1 referrals in the 18-19 school year.

Performance Objective 2: Lexington Creek will increase the amount of parent engagement in school activities and student academic and behavioral performance.

Madden Elementary Performance Objectives 2018-2019

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 2019 Madden Elementary will increase the percentage of students benefiting from writing Tier 1 instruction from 86% to 88% as evidenced by performance on learning progressions--achieving a 2, 3, or 4--ensuring all students receive high quality research-based instructional practices, including:

- increasing the percentage of teachers well trained and utilizing the analysis pyramid in ELA.
- increase the percentage of teachers well trained and utilizing guided writing in ELA.
- increasing the percentage of teachers well trained and utilizing campus writing template in ELA.

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 2019, Madden Elementary will improve the campus climate and culture by implanting methods where students reflect and take ownership of their behavior, thereby increasing student engagement in their learning and behavior as demonstrated by a decrease in office referrals and time away from instruction.

Performance Objective 2: By May 2019, Madden Elementary will develop strategies to support the socio-emotional needs of all student subgroups and the implementation of strategies that support TSRQ (Teacher Student Relationship Quality) for all students

Performance Objective 3: Madden Elementary will develop strategies that support the de-escalation of conflicts between campus staff and parent stakeholders when there are gaps in collaboration.

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 2019, Madden Elementary will increase the percentage of 3rd, 4th and 5th grade students demonstrating a year's worth of growth from 76% to 80% and measured by the percentage of students moving from Approaches Grade Level to Meets or Masters Grade Level on each state Reading STAAR assessment by ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the percentage of teachers who are effectively utilizing reading techniques.

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 2019, Madden Staff will increase the percentage of teacher/staff from 1% to 25% who provide access to high quality instruction through implementing a strong and effective professional development plan to increase teacher/staff's knowledge and strategies for students with disabilities. This will be demonstrated by increasing the percentage of teachers serving all student groups who are highly qualified in certification, experience and training for the students they serve.

Marshall High School Performance Objectives 2018-2019

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 2019, TMHS will increase the percentage of students showing at least one year's growth on the Spring 2019 STAAR EOC in Algebra I and English and Ren360 End of Year assessment.

Performance Objective 2: By May 2019, TMHS will increase the number of senior students who participate in CCMR post-secondary planning with criteria such as applying for college and financial aid, enrolling in the military, TSIA assessment, AP enrollment and testing and Dual Credit enrollment and completion.

Performance Objective 3: TMHS will increase the percentage of students enrolled in AP courses that take the corresponding AP exam at the conclusion of the course by May 2019.

Performance Objective 4: Throughout 2018-19, TMHS teachers will provide effective Tier II and Tier III instruction that will increase ELL and SPED students performance on Spring 2019 STAAR EOC in all tested areas.

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 2018-19 year, TMHS teachers and faculty will implement Student Conferences that focus on students taking an active role in their learning and overall 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.

Performance Objective 1: Throughout 2018-19, TMHS will provide an inclusive environment where parents are actively engaged on campus.

Performance Objective 2: During 2018-19, TMHS staff will act as "Cultural Brokers" to help students navigate school culture and avoid negative behaviors that hinder school success.

Performance Objective 3: By May 2019, TMHS will improve home-school-community communication as well as increase the number of views in Schoology by parents.

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: TMHS will decrease the rate of African American and Hispanic students placed in ISS, OSS, and DAEP by May 2019.

Performance Objective 2: By May 2019, TMHS will improve its culture and climate by celebrating and recognizing student and staff accomplishments and by promoting teacher leadership and support.

Performance Objective 3: Throughout 2018-19, TMHS will promote and encourage staff to engage in the wellness offerings and provide and promote student, staff, parents and community wellness events.

Performance Objective 4: Throughout 2018-19, TMHS will provide bullying prevention and intervention strategies to students, staff, and parents.

McAuliffe Middle School Performance Objectives 2018-2019

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 2019, at least 90% of the students at Christa McAuliffe Middle School will have access to the FBISD curriculum and other online instructional resources through the use of the Verizon Wireless IPAD initiative.

Performance Objective 2: By June 2019, Christa McAuliffe Middle School will ensure specifically targeted LEP and/or SPED students advance at least 1 performance level as measured on STAAR, TELPAS and other assessments and 100% will show 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 June 2019, Christa McAuliffe Middle School will ensure at least a 26% increase in the number of students who scored at the 'Meets Grade Level' or higher on the STAAR Math Test

*from 14% to 40% in 6th Grade Math

*from 27% to 53% in 7th Grade Math

*from 18% to 44% in 8th Grade Math

and will have 100% of the students show growth.

This will be accomplished by :

- Refining and Prioritizing instruction on Proportional Reasoning in 6th and 8th Grade Mathematics classes
- Refining and Prioritizing instruction on Geometry and Measurement in 7th and 8th Grade Mathematics classes
- Refining and Prioritizing instruction on Expressions, Equations, and Inequalities in 6th Grade and 7th Grade Mathematics classes
- Refining and Prioritizing instruction on Rational Number Representations and Probability in 7th Grade Mathematics classes
- Refining and Prioritizing instruction on Pythagorean Theorem in 8th Grade Mathematics classes

Performance Objective 2: By June 2019, Christa McAuliffe Middle School will ensure at least a 26% increase in the number of students are at the 'Meets Grade Level' or higher as measured by STAAR Reading Assessment

from 19% to 45% in 6th Grade Reading

from 24% to 50% in 7th Grade Reading

from 23% to 49% in 8th Grade Reading

and 100% of the students show growth.

This will be accomplished by:

- Refining and Prioritizing Instruction on Expository genre
- Refining and Prioritizing Instruction on Poetry genre
- Refining and Prioritizing Instruction on Informational genre

By June 2019, Christa McAuliffe Middle School will ensure at least a 36% increase in the number of 7th Grade students are at the 'Meets Grade Level' as measured by STAAR Writing Assessment and 100% of the students show growth.

This will be accomplished by:

- Refining and Prioritizing Instruction on Expository Writing
- Refining and Prioritizing Instruction on Proper Use of Punctuation
- Refining and Prioritizing writing across all content areas

Performance Objective 3: By June 2019, Christa McAuliffe Middle School will ensure at least a 45% increase in the number of the 8th Grade students who are at 'Meets Grade Level' or above on the STAAR Social Studies Assessment from 4% to 50%.

This will be accomplished by:

- Refining and Prioritizing Instruction on Growth of a Representative Government
- Refining and Prioritizing Instruction on Challenges confronted by the Government in the early years
- Refining and Prioritizing Instruction on Westward Expansion and its effects
- Refining and Prioritizing Instruction on Effects of Reconstruction
- Refining and Prioritizing Instruction the Process of Changing the U.S. Constitution
- Refining and Prioritizing Instruction the Relationships among various ethnic racial, ethnic, and religious groups

Performance Objective 4: By June 2019, Christa McAuliffe Middle School will ensure at least a 25% increase in the number of 8th Grade students who are at 'Meets Grade Level' or above on the 8th Grade Science STAAR assessment increasing from 25% to 50%.

This will be accomplished by:

- Refining and Prioritizing Instruction on Interpreting topographic maps and satellite views
- Refining and Prioritizing Instruction on recognizing human dependence on ocean system
- Vertically Aligning 6th and 7th grade TEKS with corresponding 8th Grade TEKS

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 2019, Christa McAuliffe Middle School will create an environment of collaboration between staff, faculty, students and parents through the use of Schoology.

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 2019, the PBIS reward system will be implemented campus wide for students to earn points towards rewards based on positive behavior goals.

Meadows Elementary Performance Objectives 2018-2019

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 2018-2019 school year all K-5 classroom teachers will participate in PLCs every Friday using the Impact Team Model and EAA Protocol with 100% fidelity.

Performance Objective 2: By the end of the 2018-2019 school year, 100% of the staff will join the PTO in order to show support and develop a culture and climate that values all stakeholders involved in the education of each child at Meadows.

Performance Objective 3: By the end of the 2018-2019 school year, teachers will receive weekly feedback from administration on the progression of their goals with 100% fidelity.

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 2019, Meadows will increase the percentage of K-5 grade students demonstrating a year's worth of growth and the percentage of students moving from Approaches Grade Level to Meets or Masters Grade Level on state and local assessments, ensuring all students maximize their access to high-quality Tier 1 instruction. This will be addressed by increasing the percentage of teachers who are effectively implementing differentiation and purposeful communication instructional strategies in all subject areas to impact growth for all students.

Performance Objective 2: By May 2019, Meadows will increase the number of distinctions from 2 to 4, the percentage of students moving from Approaches Grade Level to Meets or Masters Grade Level and the percentage passing state Science Assessments, ensuring all students maximize their access to high-quality Tier 1 instruction. This will be addressed by increasing the percentage of teachers who are effectively implementing differentiation and purposeful communication instructional strategies in their daily lessons.

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 2019, Meadows will increase student attendance from 97% to 98% as measured by PEIMS campus reports.

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 of 2019, all students will participate in the campus wide PBIS system entitled the Mustang Way, ensuring all students are served in an equitable and safe learning environment in order to improve the culture and climate of the campus.

Mission Bend Elementary Performance Objectives 2018-2019

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 2019, Mission Bend will increase the percentage of students who met standard from 25% to 30% on the state Math STAAR assessment. This will be accomplished by prioritizing instruction on math computation and algebraic relationships in 3rd-5th.

Performance Objective 2: By May 2019, 3rd - 5th grade will increase passing percentages on STAAR Reading by 5% from 24% to 29%. This will be accomplished by targeting the area of understanding and analyzing text.

Performance Objective 3: By May 2019, 4th grade students will increase percentage of meeting standards on Writing from 26% to 31%. This will be accomplished by targeting the areas of Editing and Revision.

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 2019, we will decrease the disproportionate referrals between the African American and Hispanic students by 2%.

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 2019, all special ed students will show a years growth in the univrsal screener for reading and math.

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 Spring 2019, Mission Bend will improve the campus morale of the students from 85% to 88% by providing a safe learning environment and focusing on praising positive behavior.

Performance Objective 2: By June of 2019, parent participation in activities designed to provide academic support will increase by 5% from 1645 to 1730 hours for the 2017-2018 school year by focusing on creating a variety of volunteer oppurtunities activiites for our parents.

Performance Objective 3: By June 2019, the percentage of students meeting the criteria for overweight or obese status will be reduced by 10%. We will also work to improve the coordinated school health program and verify that the campus is in complaince with all related dsitric policies.

Mission Glen Elementary Performance Objectives 2018-2019

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

Performance Objective 1: At least 70% of our LEP students will increase by one composite level from 2018 to 2019 as indicated on TELPAS.

Performance Objective 2: 100% of K-5 students will grow at least one performance level from BOY to EOY based on the District Writing Learning Assessments and state assessments.

Performance Objective 3: By May 2019 students in K-5 will show at least 10% growth in reporting category 2 (problem-solving TEKS) as measured by CFA's and STAAR Math.

Performance Objective 4: By May 2019, Mission Glen students will show a minimum of 5% growth by focusing on vocabulary 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: Mission Glen E S will decrease office referrals by 10% during the 2018-2019 school year.

Performance Objective 2: 100% of our students at Mission Glen E S will receive either enrichment and/or intervention during Gator time daily in order to improve/enhance skills in reading/math.

Performance Objective 3: Teachers in grades 1-5 will utilize the All In Learning (AIL) software that will allow them to easily engage all of their students daily and track their progress.

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 Glen will offer all 3rd - 5th grade students an opportunity to participate in an academic club or group.

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: Mission Glen Elementary will ensure the success of our new teachers by support through the Teachers Advancing Professional Practices program.

Through the TAPP program we will meet monthly with new teachers to discuss strategies and best practices.

Performance Objective 2: Mission Glen Elementary PLC's will work collaboratively in reoccurring cycles of collective inquiry which will achieve better results for the students we serve.

Performance Objective 3: Increase the number of stakeholders involved in decision making processes through CBLT, formation of PTO, campus committees, business partners, etc.

Performance Objective 4: Continue the implementation of PBIS strategies to provide consistent, campus wide behavior support system for all students.

Mission West Elementary Performance Objectives 2018-2019

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 2019, English Language Learners, African American, Hispanic, and Economically Disadvantage students will increase proficiency in their ability to revise writing by 12% and editing by 8% as measured by Writing STAAR.

Performance Objective 2: By June 2019, 3rd, 4th, and 5th grade Special Education students will increase in their understanding and analysis of literary and informational texts by 5% as evidenced by STAAR performance in reading.

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 2018-2019 school year, 100% of students will create goals and monitor their growth in math, reading and science through tracking charts and student data walls.

Performance Objective 2: Mission West faculty and staff will maintain a schoolwide discipline plan (PBIS) and a positive climate and culture to promote a safe and quality environment by showing a 3% reduction in office referrals and classroom removals from 2017-2018 school year.

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 2019, all teachers in grades K-5 will have integrated at least 1 technology lesson a week providing opportunities for blended and project-based learning experiences.

Performance Objective 2: By June 2019, Mission West Elementary will strengthen the parent's understanding of the importance of their role in supporting their children's transition to kindergarten and middle 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 2019, all students in grades K-5 will have participated in at least 3 guided lessons and focusing on curriculum and systems to support the development of life skills that are outlined in the FBISD Profile of a Graduate.

Performance Objective 2: By June 2019, all students will have participated in the campus health and wellness program which will provided information on health and nutrition, promote the Food Guide Pyramid and influence healthy lifestyle choices.

Missouri City Middle School Performance Objectives 2018-2019

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 2019, MCMS core teachers will implement two or more blended learning lessons per instructional unit. This will be supported by providing professional development that incorporates student accessibility to curriculum, engagement, enrichment, collaboration and intervention opportunities for tier 1 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 May 2019, MCMS will increase at least 3% in the overall 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: By May 2019, MCMS will increase literacy growth rates of students by 3% or more by using leveled literacy resources, reading and writing workshop model, targeting instruction for struggling readers, and flexible grouping and methods for building background 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: By May 2019, MCMS students will participate in leadership activities that will support development of the attributes in the Profile of a Graduate measured by a 3% or better increase in student involvement in clubs/organizations and 5% decrease in discipline referrals by use of restorative practices and professional development for staff and students that foster a growth mindset.

Performance Objective 2: By May 2019, MCMS will have two or more family engagement events to increase health, wellness, and safety awareness through parent engagement and collaboration that fosters a culture of partnership and support measured by attendance at events and parent surveys .

Oakland Elementary Performance Objectives 2018-2019

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 2019, Oakland Elementary will increase "Meets Grade Level" in the percentage of students benefiting from Tier 1 instruction from 65% meets grade level to 72% meets grade level as evidenced by performance on the STAAR, by ensuring all students receive high-quality, research-based instructional practices, including increasing the percentage of teachers well-trained and utilizing professional development researched based Writing instruction utilizing Interactive Notebooks to support the writing process.

Performance Objective 2: By May 2019, Oakland Elementary will increase the median student growth percentage, "SGP" on all Ren 360 assessments including Early Literacy and Reading by implementing Balanced Literacy-Guided Reading with fidelity.

Performance Objective 3: By May 2019, Oakland Elementary will increase student achievement in Math across all grade levels, from 92% to 95% on all levels of STAAR and increase meets and masters campus wide from 38% to 43% by focusing on computations and algebraic relationships.

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 2019, Oakland Elementary will implement a school wide positive behavior reward system -PBIS- to promote positive behavior recognition, student ownership of learning, and improve the culture/climate throughout the school and reflect a decrease in office referrals.

Performance Objective 2: By May 2019, Oakland Elementary will reduce the perception of bullying by implementing campus guidelines of success reflecting FBISD's Profile of a Graduate attributes, increasing student engagement and ownership of their 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: By May 2019, with monitoring and supporting the implementation of services for students that qualified as special education and 504, students will show continued growth as evidenced by Renaissance 360.

Performance Objective 2: By May 2019, with weekly monitoring of the implementation of FBISD curriculum and campus expectations with fidelity by 100% of teachers will ensure the equitable needs of all students, including GT, ELL, Sped, 504, and at-risk populations are met.

Performance Objective 3: By May 2019, Oakland Elementary will provide at least eight club opportunities for students to participate in a collaborative, fluid learning environment, to instill leadership.

Performance Objective 4: By May 2019, Oakland Elementary will provide at least ten opportunities for staff to participate in a collaborative, fluid learning environment by the end of the 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 May 2019, Oakland Elementary will continue to implement the Fundamental Five with the addition of a book study on Love and Logic. We will continue to focus on the qualities of a FBISD Profile of a Graduate and thereby reduce RTI referrals by 10%.

Oyster Creek Elementary Performance Objectives 2018-2019

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

Performance Objective 1: By October 2018, Oyster Creek Elementary will increase the number of students referred for Gifted and Talented assessment from 2.16% to 3% as measured by campus data.

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 2019, Oyster Creek Elementary Special Education student performance in math and reading for grades 3-5 cohorts will increase by 6% at the approaches level as measured by campus, district, and state assessments.

Performance Objective 2: Students in grades 2-5 cohorts will demonstrate a 5% increase at the Meets level in writing by developing compositions that establish clear central ideas and includes supporting details as measured by 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.

Performance Objective 1: By May 2019, Oyster Creek Elementary student performance (African-American, and Economically Disadvantaged), at the Meets level or above in reading and math for grades 3-5 will increase 5%, as measured by campus, district, and state assessments.

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 2019, Oyster Creek Elementary will increase student attendance from 96.65% to 98% as measured by PEIMS campus Attendance Reports.

Performance Objective 2: By May of 2019, Oyster Creek will reduce disruptive behavior referrals by 10% with a focus on positive reinforcements and parent engagement.

Palmer Elementary Performance Objectives 2018-2019

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 2019, Palmer will increase the percentage of 4th grade students from 43% to 60% who meet or exceed grade level standards on STAAR Writing by increasing the percentage of teachers trained and utilizing the district's curriculum and other research-based writing strategies.

Performance Objective 2: Equity-The 2018 STAAR data shows that our African American subpopulation is underperforming all other subpopulations by 10% or greater in meeting approaching grade level standards on STAAR Science. Only 67% of the African American student group met approaching grade level standards. By June 2019, at least 75% of the African American student group will meet approaching grade level standards or above on STAAR Science.

Performance Objective 3: By June 2019, at least 70% of K-5th grade students receiving special education services will meet student growth measures in Reading based on the Spring REN 360 and STAAR results.

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: At least 100% of 2nd-5th grade students will create and monitor progress on one academic goal in Reading and Math at least 6 times during the school year

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 2019, at least 90% of the staff and parents will believe and respond indicating the school culture and climate are positive, conducive to student ownership of their learning and behavior, and connected to the attributes in the Profile of a Graduate. Positive responses will be demonstrated through positive ratings on climate and culture question in K-12 School Climate Surveys. This will be accomplished through implementing PBIS strategies and implementing teaching methods focused on the attributes of collaborative team member and effective communicator.

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: Palmer's Wellness Committee will implement at least 6 healthy lifestyle activities for staff, students and parents.

Parks Elementary Performance Objectives 2018-2019

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

Performance Objective 1: A lesson design will be created and implemented, and teachers will be trained in such a way to maximize on engaging tier 1 instruction that will be evidenced in 90% of classrooms.

Performance Objective 2: Increase student achievement and growth by 10% in mathematics this year by focusing instruction on multi-step problem solving.

Performance Objective 3: Increase student achievement by 10% in reading this year by focusing instruction on metacognitive strategies, analyzing texts, the Analysis Pyramid, Guided Reading Instruction, and Thinking Maps throughout all academic contents.

Performance Objective 4: Increase student achievement by 10% in writing this year by focusing instruction on both mechanics and composition elements of writing.

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:

100% of students in grades 3-5 will maintain evidence of tracking their progress and use interactive notebooks in Reading, Math and Science throughout the 2018-2019 school year.

Performance Objective 2: Parks ES will implement systems that enable students to own and be responsible for their learning and behavior and demonstrated through improved discipline data.

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: RPE Teacher Climate Committee will focus on increasing the value of staff members feeling supported throughout the school year. A positive response of 75% as measured by the 2018-2019 school climate survey.

Performance Objective 2: RPE teachers along with Instructional Coaches and Administrators will engage in weekly PLCs with the focus being on improving Tier 1 instruction, student engagement, and 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: RPE will provide opportunities for students, parents, and the community to socialize in various settings on a monthly basis.

Performance Objective 2: RPE will host family nights that will focus on math, reading, and science. One in the fall and one in the spring.

Pecan Grove Elementary Performance Objectives 2018-2019

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

Performance Objective 1: Writing -- By June of 2019, the 4th Grade student proficiency on STAAR Writing will increase from 60% passage to 70% passage at approaching grade level or above by implementing instructional practices in grades K-5 focusing on the elements of the writing process.

Performance Objective 2: Science- By June 2019, 5th grade student proficiency on STAAR Science will increase from 84% to 88% at approaching grade level or above by implementing instructional practices in grades K-5 focusing on the readiness standards for Force/Motion/Energy and Earth/Space.

Performance Objective 3: Reading- By June 2019, 4th grade student proficiency on STAAR Reading will increase from 75% to 80% at approaching grade level or above by implementing instructional practices in grades K-5 focusing on Balanced Literacy and Schoology Instructional Models.

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 2019, PGE will have PBIS/MTSS strategies and plans identified for two areas of the school, besides the hallway.

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 of 2019, 90% of PreK ESL Students will be successful with oral language skills. listening, and speaking as documented with final OLPT testing and Circle assessment results. Specifically, students will be able to identify all letters and letter sounds before exiting PreK.

Performance Objective 2: By June of 2019, 80% of the students receiving co-teach services at PGE will show growth in their reading and math IEP objectives from the beginning of the year to the end of the 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: Wellness: COORDINATED SCHOOL HEALTH PROGRAM: By June 2019, student obesity rates will decline by 1% as measured by the BMIs and Fitness Gram Information comparing BOY to EOY by providing opportunities for physical movement and healthy food choices.

Performance Objective 2: By June of 2019, all teaching staff will make a minimum of 4 positive written or verbal communications with parents during the week preceding Progress Reports and Report cards. Positive Behavior Referrals relating to the Profile of a Graduate will be utilized to recognize students throughout the entire school year.

Progressive High School Performance Objectives 2018-2019

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

Performance Objective 1: By the end of May 2019, 100% of students will have access to the FBISD curriculum.

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 2019, Progressive HS will increase the percentage of students who pass the English EOC I & II Retest from 20% to 70% based on performance on the April 2019 STAAR EOC.

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 2019, Progressive HS will improve the percentage of English Learners who demonstrate at least one level of progress from 41% to 75% as demonstrated on the TELPAS Writing assessment.

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 2019, Progressive HS will improve the campus climate and culture by increasing the percentage of opportunities for students to demonstrate leadership through progressively more meaningful and important roles to the student, thereby increasing student engagement and ownership of their learning and behavior as demonstrated by an increase in the percentage of students involved in leadership roles to 75%.

Quail Valley Elementary Performance Objectives 2018-2019

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 2019, Quail Valley Elementary will increase 4th grade writing scores by 10% from 51% to 61% for all students as measured by STAAR with a focus on revising and editing to improve the composition.

Performance Objective 2: By June 2018, Quail Valley Elementary will increase 5th grade science scores by 10% percent from 54% to 64% for all students as measured by STAAR with a focus on process standard 5.2 (D), analyzing and interpreting information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.

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 2019, 85% of Quail Valley Elementary students will demonstrate an SGP of 35 or above for reading from BOY to MOY and MOY to EOY as measured by performance on REN 360, ensuring all students have access to high quality TIER 1 instruction. This will be addressed through focused and purposeful planning during PLC's and planning sessions utilizing the FBISD curriculum.

Performance Objective 2: By May 2019, 85% of Quail Valley Elementary students will demonstrate an SGP of 35 or above for math from BOY to MOY and MOY to EOY as measured by performance on REN 360, ensuring all students have access to high quality TIER 1 instruction. This will be addressed through focused and purposeful planning during PLC's and planning sessions utilizing the FBISD curriculum.

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 2019, Quail Valley Elementary will improve the campus climate and culture by providing multiple opportunities for staff to participate in vertical team activities (planning, peer-observation), thereby increasing educator content knowledge and best practices as demonstrated by a decrease in our tier II and tier III 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 May 2019, Quail Valley Elementary will have shifted our focus on to positive behavior by implementing positive office referrals. We will have issued 108 "superhero" office referrals. (at least 2 per month per grade level.)

Quail Valley Middle School Performance Objectives 2018-2019

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 2019, Quail Valley Middle School students will be able to utilize multiple strategies to demonstrate mathematical understanding and fluency, as evidenced by accomplishing a minimum of 82% passing or higher on STAAR Math on average, with careful consideration of performance and need by program.

This will be accomplished through the following methods:

- Effective lesson planning and collaboration among teachers
- Critical thinking and hands-on opportunities for students
- High-yield and best practice strategies utilized by highly-trained teachers

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 2019, QVMS will increase the percentage of students demonstrating a year's worth of growth or more, depending on program and need, as measured by performance on science STAAR, campus formative assessments, and district assessments ensuring all students make progress as a result of high quality Tier 1 instruction.

This will be accomplished through focus methods including:

- Implementation and use of interactive science notebooks in grades 6-8 with a focus on higher order thinking;
- Teacher facilitation of hands-on investigations to increase self-directed learning;
- Goal setting and data tracking using common assessments, Practice STAAR, data protocols and student goal-setting sheets.

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 2019, Quail Valley Middle School will continue 100% implementation of the professional development of all stakeholders.

- T-TESS will be administered for all teachers.
- Collaboration will include the use of AVID strategies to uniformly deepen the rigor within the instructional program across all content areas.
- Strategies will be used during Raider Time in all classrooms three times a week in an effort to improve cross-curricular skills.
- Leadership opportunities will be afforded by Teen Leadership, NJHS, Student Council, and other groups:
- AVID WICOR strategies
- Uniformed strategies during Raider Time
- Collaborative PD for teachers
- Leadership opportunities for students
- Online, blended, and nontraditional learning opportunities

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 2019, QVMS will achieve 75% of all stakeholders' responses indicating the school culture and climate are positive, conducive to student ownership of their learning and behavior, and connected to the attributes of the Profile of a Graduate. Furthermore, responses

should indicate strategies have bridged the culture gap that exists between the resident campus and GT Academy. Positive responses will be demonstrated through surveys, Community Circles & other methods of online feedback.

This will be accomplished through focused methods, including:

- Training teachers and staff on Restorative Practices to include Values and Community Circles that build connections and cultural proficiency, and offer opportunities to dialogue;
- Observing and recording the number of positive Let's Talk comments vs. problematic feedback; and
- Working with students and teachers regarding hands-on and specific strategies to improve effective communication, collaborative teaming, and other attributes of the PoG.

Ridge Point High School Performance Objectives 2018-2019

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

Performance Objective 1: The number of 9th and 10th graders failing one or more courses will decrease by 5% for the 2018-2019 school year.

Performance Objective 2: US History scores for ELL students scoring Approaches Grade Level or above will increase by 5%.

Performance Objective 3: By end of year, 86% of Algebra students and 63% of English II students will show one year of growth as measured by 2019 EOCs.

Performance Objective 4: By Spring 2019, 70% of students will meet at least one of the CCMR targets as defined in the state accountability system and represented in Domains 1, 2 and 3 for 2019.

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 2018-19, AVID WICOR strategies will be utilized in 100% of the core classrooms to improve student engagement and achievement.

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: The number of students scoring 3 or higher on AP exams will increase by 10% for the 2018-2019 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: The number of students sent to DAEP for alcohol and drug offenses will decrease by 10% by the end of 2018-2019 school year.

Performance Objective 2: During 2018-19, all students will move about the building more effectively and safely.

Performance Objective 3: During 2018-19, all Students will receive opportunities to develop the attributes of the Profile of a Graduate.

Ridgegate Elementary Performance Objectives 2018-2019

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 2019, all students and student groups will demonstrate a year's academic growth. Growth will be monitored and measured through weekly data analysis and student data trackers, results of campus benchmarks, district learning assessments, and state level academic reports. This will be accomplished by implementing systems that focus on academic growth for all students groups.

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 2019, Ridgegate will establish a positive growth mind-set by implementing personal student progress trackers, thereby establishing student engagement and ownership of their learning and behaviors as demonstrated by students leading communications with their parents and other significant adults in regard to their progress.

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 2019, Ridgegate will ensure that 100% of our ELL students will have access to high quality instruction by implementing the SIOP model along with strong and effective communication plans. This ensures all students are engaged in classroom discourse and conversations about how to best support them.

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 2019, identified students in third-fifth grades will have a mentor as a resource for their academic, social, and/or emotional development. Students will collaborate with their mentor at least three times each nine weeks. A survey will be created with the collaboration of selected teachers and staff to determine the effectiveness of the program. The mentor/mentee survey will include open-ended questions where students will have the opportunity to express themselves with more detail. Mentors will include teachers, staff, and our business partners. Mentor/student topics will include academic performance, data tracking goals, and positive behavior support.

Ridgemont Elementary Performance Objectives 2018-2019

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 2019, Ridgemont will ensure 100% of our students have access to high quality instruction through implementing a strong and effective communication plan to set the vision for all students and engage reluctant learners in conversations about how to best support them demonstrated by:

1. Ensuring the balance of ethnicities represented in clubs and after school activities is in alignment with the Ridgemont demographic percentages (27% African American, 71% Hispanic).
2. Ensuring the balance of ethnicities represented in parent education classes and activities is in alignment with the Ridgemont demographic percentages (27% African American, 71% Hispanic).
3. Flexible grouping to allow students to be instructed by the teacher who can best meet his/her needs.
4. Students tracking their assessment results in their data binders to monitor their own progress.
5. Teachers analyzing data to collaboratively plan and drive 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 May 2019, Ridgemont will ensure 80% of our students are meeting or exceeding a year's growth as demonstrated on STAAR Reading and Math. This will be accomplished by:

1. Reading teachers attending the Balanced Literacy Cadre.
2. Refining and prioritizing explicit instruction on recognizing and utilizing multiple representations in math.
3. Refining and prioritizing explicit instruction on making inferences in reading.

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 2019, at least 20% of Ridgemont students who are economically disadvantaged will score "Meets Grade Level" or above as demonstrated on STAAR writing and TELPAS. This will be accomplished by:

1. Reading/writing teachers attending the Balanced Literacy Cadre.
2. Refining and prioritizing instruction on grammar, spelling, and expository writing skills with targeted mini lessons and mentor texts.
3. Students tracking their interim assessments in data binders including a reflection/action plan analysis.

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 2019, Ridgemont will improve the campus climate and culture by decreasing student combined ISS and OSS suspensions by 30% from the previous year as demonstrated by:

1. All teachers consistently utilizing the PBIS rewards system
2. Increasing restorative circles
3. Increasing the percentage of students demonstrating passing from one assessment to the next
4. Increasing attendance percentage

Sartartia Middle School Performance Objectives 2018-2019

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

Performance Objective 1: By summer of 2019, 70% of all current 7th grade students & 80% of all 8th grade students will make one year's growth in reading, based on data from STAAR, Ren360, or other standardized measures of reading.

Performance Objective 2: By summer of 2019, eighth grade US History STAAR test scores at Meets and Masters categories will see a 5% increase.

Performance Objective 3: By summer of 2019, Sartartia will see an increase of our LEP scores in all STAAR tested areas by 5%.

Performance Objective 4: By May 2019, we will see a 5% increase in the Masters achievement level of STAAR in 8th grade Science, 7th grade Reading & Writing, 8th grade Math, and 8th grade US History.

Performance Objective 5: By Summer 2019, grades 6th, 7th, and 8th Math students will show at least 5% increase in the number of students meeting one year's growth using a variety of data sources.

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 2019, Sartartia MS will see an increase in student ownership of their learning as our 7th grade and 8th grade ELA teams participate in the FBISD student-centered, standards based grading pilot.

Performance Objective 2: By May 2019, Sartartia will provide opportunities and guide students towards acquiring skills tied to the FBISD Profile of a Graduate.

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 2019, Sartartia will see an increase in the use of the blended learning model with all teachers.

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 2019, Sartartia's school community will decrease the perception of bullying and threatening on campus as evidenced in the campus climate surveys among all stakeholders. We will decrease by 10% in the eyes/perceptions of each stakeholder group.

Performance Objective 2: By May 2019, Sartartia MS will enhance learning experiences for staff and students through a continuation of our Sister School partnership with Crockett MS.

Performance Objective 3: By May 2019, Sartartia will support the School Health Advisory Committee focus on health and wellness by implementing health and wellness activities.

Scanlan Oaks Performance Objectives 2018-2019

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

Performance Objective 1: All student K-5 at Scanlan Oaks Elementary will make at least 1 level of growth on the districts grade level writing rubric given in the fall and spring of the 2018-2019 school year by using the writing process and focusing on grade level TEKS as related to writing process by May 2019.

Performance Objective 2: SOE 4th grade students will improve from 89% to 93 % on above basic composition scores (5 through 8) on the STAAR Writing Assessment in May 2019.

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: For the 2018-2019 school year, all SOE students 1st - 5th grade will be accountable for their own learning by setting goals and tracking their progress on a regular basis for Math and Reading with at least 1 year's growth based on their Ren360 and state assessment data for the school year.

Performance Objective 2: During the 2018-2019 school year, our special education and other at-risk populations will make growth as noted by IEP and other assessments.

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: in the 2018-2019 school year, SOE will increase its overall perception/grade rating of A or B from the 70% to the 80% by incorporating FOUNDATIONS used by students and staff through all common areas of the school to improve climate and 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: Students and teachers will be recognized for Perfect Attendance, school spirit, and being Scanlan Strong on a monthly basis.

Schiff Elementary Performance Objectives 2018-2019

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 of 2019, STAAR Writing scores will increase 4% (from 86% to 90%) in 4th grade with an increased instructional focus on grammar, editing, and revision.

Performance Objective 2: By May 2019, STAAR Reading scores will increase 3% (from 89% to 92% in 3rd and 4th grade, and from 92% to 95%) in 5th grade with an increased instructional focus on comprehension and inferences in non-fiction passages.

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 2019, all students in grades k-5 will show at least one year's growth in reading from the beginning of the year (BOY) to the end of the year (EOY) as measured by the Renaissance 360 Universal Screener, district learning assessments 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.

Performance Objective 1: 100% of classrooms at JSE will focus on collaboration to allow opportunities for differentiated instruction, risk-taking, and success by having students with mixed academic abilities in each classroom.

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 2019, all teachers will be trained in Cultural Awareness, the development of Social Emotional Learning of all students at Jan Schiff Elementary and the implementation of this knowledge in the classroom.

Seguin Elementary Performance Objectives 2018-2019

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 2019, Juan Seguin's number of discipline referrals will be reduced by 5% among the African American and Special Education populations by focusing on increased physical and emotional wellness, character education, academics, teaching of life skills, engagement through technology and the teaching the attributes of the FBISD Profile of a Graduate.

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 2019, 4th grade Writing STAAR Approaches and above performance will increase from 73% to 78% by focusing on revising and editing. All students will demonstrate growth.

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 2019, 4th grade Reading STAAR Approaches and above performance will increase from 76% to 80%. All students will demonstrate growth.

Performance Objective 2: By May 2019, 5th grade Science STAAR Approaches and above performance will increase from 78% to 82%.

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 2019, teachers will have provided students with social-emotional lessons during Health, Social Studies, and/or Stallion Academy blocks to promote attributes of the Profile of a Graduate and lead to a 5% decrease in discipline referrals.

Settlers Way Elementary Performance Objectives 2018-2019

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 2019, the percentage of fourth grade students passing STAAR Writing will increase six percentage points (from 73% to 79%) by focusing instruction on the practice of students writing quality compositions, editing drafts for grammar, mechanics, and spelling. (4.15D)

Performance Objective 2: By June 2019, the percentage of fifth grade students passing the STAAR Science test will increase six percentage points (from 85% to 91%) by focusing instruction specifically on exploring the Earth and Space (5.7 A,B, C and 5.8 C.)

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 2019, SWE will have PBIS/MTSS strategies and plans identified for two more physical areas of the school, besides the cafeteria, hallway, and playground.

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 of 2019, 80% of 5th grade special education students receiving co-teach support in ELA/Reading will show growth in their IEP objectives from the beginning of the year to the end.

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 2019, the PTA, SWE Climate Committee, 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.

Sienna Crossing Elementary Performance Objectives 2018-2019

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 2019, the percentage of students performing at approaches grade level or above will increase 2%, from 88% to 90%. The percentage of students performing at meets or masters grade level will increase 9% from 28% to 37% on STAAR writing by focusing on revising and editing.

Performance Objective 2: By June 2019, the percentage of students performing at approaches grade level or above will increase 3%, from 93% to 96% and the percentage of students performing at meets or masters grade level will increase 3% from 44% to 47% on STAAR 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: By May 2019, students grades K-5 will make a years worth of growth in core subject areas (Reading and Math) as evidenced with Ren 360 data, learning assessments and state assessments, by focusing on rigorous Tier 1 and differentiated instruction.

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: During the 2018-19 school year, 100% of students grade K-5, will complete two blended learning activities per nine-week grading periods, as documented through the use of Schoology and Lesson Plan implementation.

Performance Objective 2: By June 2019, Student attendance will increase by .5 % from 97.5% to 98% as measured by PEIMS reports.

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 2019, SCE will improve campus climate and culture by consistently implementing a positive classroom management system (PBIS), by completing one PBIS structure into the classroom weekly, thereby increasing student engagement and ownership of their learning and behavior.

Performance Objective 2: Sienna Crossing staff will review and revise the campus emergency operation plan (EOP) to align with the district's emergency plan, to ensure the safety and security of our students and staff throughout the 2018-19 school year.

Performance Objective 3: Throughout the 2018-19 school year, Sienna Crossing Elementary staff and counselor will implement a comprehensive plan to address the needs of students, with such topics as conflict resolution, violence prevention/intervention, bullying, stranger danger and suicide prevention.

Student Affairs Performance Objectives 2018-2019

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

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

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

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.

Sugar Land Middle School Performance Objectives 2018-2019

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 2019, Sugar Land MS will assist students in increasing learning and self-discipline by decreasing (from 12% to 6%) the over-representation of African American students in ISS, OSS and DAEP and have lost access to high quality 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 May 2019, the percentage of ELL students (LEP) who meet or exceed a year worth of growth will increase by 4% as demonstrated by the STAAR progress measure.

Performance Objective 2: By May 2019, the percentage of Special Education students who meet or exceed a year worth of growth will increase by 4% as demonstrated by the STAAR progress measure.

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 2019, the Math Growth Status will increase by 3% in all student groups using District curriculum and instruction Models with fidelity.

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 2019, SLMS will have an improved campus culture and climate as a result of recognizing student success and ownership of their learning and behavior through a 50% decrease in the percentage of students who end the school year with a failing grade in one or more courses.

Sugar Mill Elementary Performance Objectives 2018-2019

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 2019, 100% of special education students will work towards success criteria on their IEPS using appropriate accommodations and modifications which are implemented by teachers with fidelity.

Performance Objective 2: By July 2019, we will increase students meeting the grade level standard from 86% to 88% on the science STAAR assessment.

Performance Objective 3: By July 2019, we will increase students meeting the grade level standard and demonstrating a year's growth by 3% in third, fourth, and fifth grades on the reading and STAAR assessment.

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 2019, 95% students identified as Gifted and Talented in Grades 3-5 will achieve masters level on summative assessments.

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: Sugar Mill will develop teaching staff through various professional development opportunities throughout the year. By May 2019, staff members will participate in a minimum of 10 PD courses.

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 April 2019, Sugar Mill will complete a minimum of 12 health and wellness activities.

Performance Objective 2: Six or more family-oriented events will occur on campus that support community engagement and student achievement by May 2019.

Performance Objective 3: Increase student attendance from 96.96% to the district's goal of 98% by June 2019.

Sullivan Elementary Performance Objectives 2018-2019

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 2019, ASE will increase the Math percentage of all 3rd, 4th and 5th grade students reaching the "Meets" standard or above to 90%, as measured by the STAAR Assessment.

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 2019, Anne Sullivan Elementary will have shifted our focus on to positive behavior by implementing positive office referrals. We will have issued 200 or more Pawsitive office referrals. (at least 4 per month per grade level.)

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 2019, Anne Sullivan Elementary will increase the percentage of 3rd, 4th and 5th grade students demonstrating a year's worth of growth from 91% to 93 % and measured by the percentage of students moving from Approaches Grade Level to Meets or Masters Grade Level on each state Reading STAAR assessment, ensuring all students maximize their access to high-quality Tier 1 instruction. This will be addressed by increasing the percentage of teachers who are effectively utilizing reading/writing techniques.

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 2019, ASE will increase the percentage of students benefiting from Writing Tier 1 instruction from 88%-90%, as evidenced by performance on learning progressions by ensuring all students receive high-quality, research based instructional practices.

Technical Education Center Performance Objectives 2018-2019

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

Performance Objective 1: The Technical Education Center will increase industry certifications from 90% to 95% before June 15, 2019.

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 Technical Education Center will increase the EOC English IV re-test passing rate from 85% to 90% and increase the growth rate by May 24, 2019.

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: 100 % of the students and staff will have the necessary academic materials to be successful by October 18, 2019.

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: The Technical Education Center will promote 50% or better enrollment rates of students in new programs offered at the James Reese Technical Center by August 1, 2019.

Thornton Middle School Performance Objectives 2018-2019

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 2019, RTMS will reduce the number of students with more than 5 discipline referrals by 25%.

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 2019, RTMS will increase the percentage of students who meet the attributes in the Profile of a Graduate and are prepared for life after graduation as demonstrated by 70% or more of 6th, 7th, and 8th graders scoring At or Above Grade Level in Reading. The percentage of students demonstrating a year or more of growth will increase. This will be done by increasing the percentage of teachers trained and utilizing blended learning methodologies.

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 2019, RTMS will reach 75% of students who believe and respond that the RTMS experience is a positive environment conducive to students taking pride and ownership of their learning and behavior measured by the positive responses on the End of Year RTMS Culture and Climate Survey.

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 2019, RTMS will increase the percentage of students benefiting from 7th grade Math Tier I instruction as demonstrated by increasing from 66% to 75% of students At or Above grade level. The percentage of students demonstrating a year or more worth of growth will increase. This will be achieved by ensuring high quality, research-based instructional practices in Tier I instruction.

Townewest Elementary Performance Objectives 2018-2019

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 2019, TWE will increase 4th grade overall writing STAAR performance to Approaches Level or above from 58% to 65% by strategically focusing on writing authentic compositions and using revising and editing skills.

Performance Objective 2: By May 2019, TWE will increase 5th grade Science STAAR Approaches or above performance from 54% to 65% in all categories by providing engaged and purposeful science lessons in the classroom and campus science lab.

Performance Objective 3: By May 2019, TWE will increase Math STAAR meets grade level or above from 37% to 45% for all grade levels in the area of math by improving the quality of the first teach and small group instruction. The percentage of students demonstrating a year or more of growth will increase.

Performance Objective 4: By May 2019, TWE will increase Reading STAAR meets grade level or above performance from 37% to 45% for all grade levels by implementing guided reading with fidelity. The percentage of students demonstrating a year or more of growth will increase.

Performance Objective 5: All teachers will continue to increase the use of classroom technology effectively to enhance our blended learning program and engage students in all areas of the curriculum by implementing purposeful technology integration twice a week in their lessons all school year.

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: TWE students will follow the PRIDE expectations in all classrooms, campus common areas and during district events which will decrease discipline referrals and suspensions by 10% for the school year.

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 2019, 70% of the K-5 students will score in the proficient or advanced level as measured by the FBISD science learning assessment rubric.

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: TWE will continue to implement a campus-wide behavior management plan to reduce classroom disruptions, office referrals and suspensions by 10%.

Travis High School Performance Objectives 2018-2019

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

Performance Objective 1: In the 2018-2019 school year, vertical teacher teams will meet once a month to collaborate and interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students in order to align instruction between vertical teams and improve student achievement.

Performance Objective 2: In the 2018-2019 school year, teacher grade level/subject area PLC's will meet weekly to collaborate and address lesson design and instructional strategies regarding curriculum, assessment, instruction, and achievement of all students. These PLCs will also meet with the PLL and TIC twice a semester.

Performance Objective 3: In the 2018-2019 school year, the mathematics academic growth rate will increase by at least 5% in all student group categories.

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: THS will increase overall student attendance from 96.7%(2018) to 97% by the end of the 18-19 school year.

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: THS will support new teachers with ongoing professional development sessions and mentor support by assigning a mentor to all new teachers by Aug 15, 2018. Mentors will support new teachers throughout the 2018-19 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: Family Matters Programs for parents will be held to present topics two times a year that will help our parents support our students with issues ranging from social media to drug/alcohol abuse to helping our students to be healthy emotionally.

Performance Objective 2: Campus Administration will solicit input from a wide variety of student voices through regularly scheduled problem solving sessions two times in the fall semester and two times in the spring semester.

Performance Objective 3: Staff and students will be trained in the purpose of Josten's Renaissance experiences -- what they are, what they can do for our school by October 1, 2018. Josten's experiences will occur throughout the 2018-19 school year.

Performance Objective 4: THS will have a Daily Advisory Time (Name Them and Claim Them) in the 2018-2019 school year. EVERY Travis HS student will be assigned to a teacher mentor for a daily 20 minute advisory time in which they will receive Social Emotional training, along with other grade level required trainings.

Walker Station Elementary Performance Objectives 2018-2019

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 2019, 80% of Walker Station classrooms will move from launching to developing on the Campus Support Team rubric to reflect that students have received rigorous Tier 1 instruction in all subject areas as outlined by the appropriate grade level and/or subject area curriculum pacing guide in Schoology.

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 2019, Walker Station will maintain a 92% or above rate for passing and 55% or above rate for mastering grade level objectives as indicated on the STAAR for 3rd-5th grade students in all tested areas.

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 2019, Walker Station will ensure 90% of our students are meeting or exceeding one year's worth of growth as demonstrated on Renaissance 360 and STAAR/TELPAS.

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 2019, Walker Station will provide a minimum of ten extra-curricular opportunities for students in order to develop leadership and social emotional wellness as outlined in the FBISD Profile of a Graduate.

Willowridge High School Performance Objectives 2018-2019

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 2019, Willowridge High School will increase the percentage of Algebra I students achieving "Meets Grade Level" or above from 33% to 50% as measured by performance on the Spring 2019 Algebra I STAAR exam, and 100% of students will show growth throughout the year on interim assessments ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the number/type of instructional learning supports in Tier 1 settings.

Performance Objective 2: By May 2019, Willowridge High School will increase the percentage of ELA students achieving the "Meets Grade Level" or above performance standard on both the STAAR English I and English II EOC tests from 19% and 31%, respectively, to 44%. 100% of students will demonstrate growth on assessments throughout the year as a result of ensuring that all students receive high-quality, research-based instructional practices in Tier 1 settings and all students maximize their access to high quality Tier 1 instruction.

Performance Objective 3: By May 2019, Willowridge High School will increase the percentage of US History students achieving "Meets Grade Level" or above from 50% to 67% as measured by performance on the Spring 2019 US History EOC exam. 100% of students will show growth throughout the year on assessments, ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the number/type of instructional learning supports in Tier 1 settings.

Performance Objective 4: By May 2019, Willowridge High School will increase the percentage of Biology students achieving "Meets Grade Level" or above from 31% to 45% as measured by performance on the Spring 2019 Biology STAAR exam. 100% of students will show growth throughout the year on assessments ensuring all students maximize their access to high quality Tier 1 instruction, as represented through increasing the number/type of instructional learning supports in Tier 1 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: By May 2019, the positive responses for culture and climate surveys will increase and discipline and tardies will decrease. Willowridge High School students will SOAR in Excellence with Class & Character by serving and leading, owning their own destiny, accepting self and others, respecting others, rules, and property. Willowridge High School teachers will engage in positive relationships and conversations with students while teaching them effective behavior habits.

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: Willowridge High School will increase AP and Pre-AP enrollment from the current 2018-19 enrollment when students register for Spring 2019 classes and increase AP test participation and success from the previous 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 2018-19, Willowridge High School will increase the opportunities for students and parents to participate in community activities including but not limited to culturally relevant field trip research by providing a minimum of 30 opportunities per semester.