

The background of the entire page is a photograph of a classroom. In the foreground, a young Black girl with her hair in braids is focused on writing in a notebook. Other students are visible in the background, slightly out of focus, also working at their desks. The lighting is bright and natural, suggesting a daytime classroom setting.

COMMITTED TO
E★cellence

Texas Academic Performance Report
(TAPR) and Elements Required by Texas
Education Code 2020-21

TEXAS ACADEMIC PERFORMANCE REPORT (TAPR) 2020-21

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Texas Academic Performance Report (TAPR)

2020-2021

2020-21 Texas Academic Performance Report (TAPR)

District Name: FORT BEND ISD

District Number: 079907

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	77%	65%	66%	89%	73%	90%	*	85%	45%	72%	79%	71%	61%	74%
	2019	76%	76%	82%	72%	74%	89%	79%	93%	95%	88%	54%	82%	83%	79%	70%	79%
At Meets Grade Level or Above	2021	39%	39%	50%	38%	31%	62%	41%	67%	*	63%	20%	36%	52%	41%	30%	41%
	2019	45%	46%	56%	39%	41%	68%	52%	75%	65%	62%	30%	51%	57%	50%	36%	49%
At Masters Grade Level	2021	19%	20%	28%	16%	15%	36%	27%	42%	*	40%	6%	17%	30%	20%	13%	21%
	2019	27%	28%	38%	24%	23%	49%	30%	58%	45%	43%	14%	36%	40%	33%	21%	31%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	70%	55%	53%	85%	68%	87%	*	80%	40%	69%	72%	62%	51%	67%
	2019	79%	79%	84%	72%	78%	91%	88%	95%	100%	88%	54%	87%	85%	80%	73%	84%
At Meets Grade Level or Above	2021	31%	31%	42%	25%	23%	53%	32%	63%	*	52%	18%	36%	44%	33%	23%	37%
	2019	49%	49%	58%	41%	42%	70%	55%	81%	60%	62%	34%	56%	60%	52%	39%	56%
At Masters Grade Level	2021	14%	15%	21%	10%	8%	25%	18%	38%	*	32%	6%	6%	23%	14%	9%	18%
	2019	25%	25%	34%	18%	18%	44%	30%	57%	40%	37%	14%	27%	36%	27%	16%	30%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	63%	72%	63%	60%	82%	74%	86%	82%	81%	35%	73%	75%	67%	57%	67%
	2019	75%	75%	81%	70%	72%	90%	67%	94%	90%	88%	48%	80%	83%	76%	69%	79%
At Meets Grade Level or Above	2021	36%	37%	49%	38%	33%	60%	63%	65%	64%	56%	19%	43%	52%	41%	30%	43%
	2019	44%	45%	53%	40%	38%	65%	29%	73%	40%	59%	25%	46%	56%	46%	36%	49%
At Masters Grade Level	2021	17%	18%	26%	17%	13%	35%	42%	39%	27%	32%	5%	20%	29%	20%	13%	22%
	2019	22%	23%	31%	17%	19%	39%	19%	49%	10%	39%	8%	25%	33%	24%	16%	27%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	67%	50%	53%	81%	84%	86%	91%	75%	35%	72%	71%	59%	49%	66%
	2019	75%	76%	79%	65%	70%	89%	57%	94%	70%	83%	47%	85%	82%	73%	67%	82%
At Meets Grade Level or Above	2021	36%	37%	45%	26%	28%	62%	74%	67%	45%	57%	21%	46%	48%	39%	26%	43%
	2019	48%	49%	56%	37%	41%	67%	33%	80%	40%	62%	29%	52%	59%	48%	39%	59%
At Masters Grade Level	2021	21%	22%	30%	13%	15%	43%	63%	49%	45%	35%	8%	26%	32%	24%	15%	27%
	2019	28%	30%	38%	19%	23%	47%	29%	63%	30%	44%	13%	30%	41%	30%	22%	39%
Grade 4 Writing																	

Texas Education Agency
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FORT BEND ISD (079907) - FORT BEND COUNTY

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	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	54%	65%	52%	49%	77%	79%	84%	100%	66%	26%	60%	68%	57%	46%	62%
	2019	67%	67%	74%	63%	62%	81%	48%	91%	70%	79%	37%	72%	77%	67%	61%	74%
At Meets Grade Level or Above	2021	27%	28%	38%	25%	22%	46%	58%	59%	64%	37%	14%	35%	41%	31%	19%	34%
	2019	35%	35%	45%	32%	28%	52%	24%	67%	50%	57%	21%	37%	48%	38%	28%	41%
At Masters Grade Level	2021	8%	9%	13%	7%	5%	15%	26%	24%	18%	14%	1%	5%	14%	10%	4%	10%
	2019	11%	11%	18%	10%	8%	21%	10%	33%	10%	24%	5%	12%	19%	15%	7%	15%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	81%	71%	72%	92%	74%	92%	86%	83%	47%	80%	84%	74%	69%	77%
	2019	86%	86%	89%	83%	84%	96%	87%	97%	100%	90%	56%	97%	91%	86%	82%	87%
At Meets Grade Level or Above	2021	46%	47%	59%	45%	44%	75%	42%	76%	50%	71%	27%	50%	63%	48%	41%	51%
	2019	54%	54%	65%	51%	49%	77%	78%	85%	64%	72%	28%	71%	67%	58%	48%	61%
At Masters Grade Level	2021	30%	31%	44%	30%	28%	59%	26%	61%	36%	56%	12%	38%	48%	33%	25%	35%
	2019	29%	30%	42%	27%	27%	53%	35%	65%	18%	47%	10%	36%	45%	35%	25%	37%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	77%	62%	66%	91%	84%	92%	80%	80%	49%	72%	80%	68%	61%	75%
	2019	90%	89%	91%	84%	88%	97%	91%	99%	100%	93%	62%	90%	92%	89%	86%	92%
At Meets Grade Level or Above	2021	44%	45%	54%	36%	37%	70%	53%	76%	53%	63%	30%	48%	58%	44%	35%	49%
	2019	58%	59%	68%	50%	57%	78%	70%	90%	82%	65%	31%	59%	71%	61%	52%	70%
At Masters Grade Level	2021	25%	26%	34%	15%	17%	47%	32%	57%	27%	43%	9%	28%	38%	24%	17%	30%
	2019	36%	38%	49%	29%	35%	59%	61%	78%	45%	46%	15%	34%	52%	42%	31%	51%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	66%	50%	51%	82%	56%	83%	73%	76%	40%	56%	70%	56%	47%	60%
	2019	75%	75%	78%	64%	68%	89%	78%	93%	91%	85%	42%	83%	80%	71%	65%	76%
At Meets Grade Level or Above	2021	31%	32%	35%	18%	19%	51%	11%	54%	27%	52%	20%	28%	38%	26%	18%	28%
	2019	49%	50%	53%	35%	40%	68%	57%	74%	55%	63%	27%	47%	57%	45%	35%	49%
At Masters Grade Level	2021	13%	14%	15%	6%	6%	24%	6%	27%	13%	25%	5%	16%	18%	9%	5%	12%
	2019	24%	25%	27%	13%	16%	39%	30%	45%	27%	32%	9%	26%	29%	22%	13%	24%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	73%	59%	60%	85%	79%	89%	*	85%	33%	74%	76%	64%	57%	66%
	2019	68%	69%	77%	66%	66%	87%	75%	92%	80%	87%	39%	72%	78%	73%	63%	72%

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At Meets Grade Level or Above	2021	32%	34%	46%	32%	29%	55%	43%	68%	*	55%	16%	50%	49%	39%	27%	35%
	2019	37%	38%	47%	32%	32%	60%	40%	68%	40%	57%	22%	39%	49%	42%	30%	41%
At Masters Grade Level	2021	15%	16%	24%	15%	11%	29%	21%	41%	*	31%	5%	26%	26%	19%	11%	16%
	2019	18%	19%	25%	13%	14%	35%	25%	43%	20%	31%	7%	25%	27%	21%	12%	21%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	68%	75%	59%	62%	88%	57%	93%	*	81%	41%	83%	78%	66%	60%	72%
	2019	81%	81%	85%	75%	79%	93%	90%	97%	80%	93%	51%	92%	86%	83%	76%	84%
At Meets Grade Level or Above	2021	36%	37%	42%	23%	23%	57%	43%	70%	*	52%	16%	50%	46%	34%	23%	37%
	2019	47%	48%	59%	39%	42%	72%	45%	88%	20%	72%	28%	62%	61%	53%	39%	58%
At Masters Grade Level	2021	15%	17%	20%	8%	8%	22%	21%	42%	*	26%	6%	29%	22%	15%	7%	16%
	2019	21%	22%	34%	14%	16%	43%	30%	66%	20%	40%	11%	32%	36%	29%	16%	33%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	79%	67%	69%	88%	76%	94%	*	83%	44%	74%	81%	73%	65%	71%
	2019	76%	77%	83%	76%	76%	91%	94%	94%	*	90%	40%	79%	86%	78%	73%	81%
At Meets Grade Level or Above	2021	45%	47%	58%	44%	44%	66%	53%	82%	*	60%	25%	54%	61%	51%	40%	46%
	2019	49%	51%	60%	46%	45%	74%	50%	82%	*	68%	25%	47%	64%	52%	43%	57%
At Masters Grade Level	2021	25%	27%	35%	24%	21%	44%	24%	59%	*	35%	10%	40%	38%	28%	19%	24%
	2019	29%	31%	41%	25%	27%	53%	19%	63%	*	51%	8%	26%	44%	32%	23%	38%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	57%	65%	48%	50%	78%	71%	91%	*	67%	32%	57%	69%	56%	47%	58%
	2019	75%	77%	83%	71%	76%	93%	88%	98%	*	90%	44%	81%	86%	78%	73%	85%
At Meets Grade Level or Above	2021	27%	29%	40%	21%	21%	50%	35%	75%	*	38%	17%	31%	44%	30%	20%	31%
	2019	43%	46%	56%	36%	40%	68%	56%	86%	*	62%	23%	47%	60%	47%	37%	57%
At Masters Grade Level	2021	12%	13%	22%	9%	8%	25%	12%	50%	*	19%	6%	23%	25%	15%	8%	15%
	2019	17%	18%	28%	11%	13%	33%	19%	60%	*	29%	7%	32%	31%	21%	12%	30%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	71%	61%	56%	80%	71%	91%	*	81%	27%	71%	73%	65%	55%	60%
	2019	70%	72%	78%	70%	66%	88%	63%	93%	*	83%	34%	72%	80%	72%	65%	75%
At Meets Grade Level or Above	2021	33%	34%	43%	28%	25%	50%	64%	72%	*	47%	15%	43%	46%	35%	25%	30%
	2019	42%	43%	53%	37%	35%	65%	50%	78%	*	59%	19%	36%	56%	44%	33%	48%

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At Masters Grade Level	2021	10%	10%	15%	6%	5%	15%	7%	34%	*	12%	3%	14%	17%	9%	5%	7%
	2019	18%	19%	28%	15%	13%	33%	19%	53%	*	38%	5%	26%	31%	21%	12%	25%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	79%	70%	72%	85%	57%	92%	*	90%	46%	83%	80%	75%	68%	68%
	2019	86%	86%	90%	85%	85%	97%	94%	98%	*	93%	52%	84%	92%	86%	84%	85%
At Meets Grade Level or Above	2021	46%	48%	54%	40%	39%	64%	43%	78%	*	62%	26%	63%	56%	47%	37%	37%
	2019	55%	56%	66%	52%	53%	80%	75%	86%	*	76%	29%	67%	70%	55%	50%	50%
At Masters Grade Level	2021	21%	22%	28%	17%	18%	36%	21%	49%	*	35%	8%	30%	30%	25%	15%	16%
	2019	28%	30%	39%	24%	24%	49%	50%	63%	*	52%	8%	38%	42%	30%	22%	22%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	52%	42%	44%	64%	55%	78%	*	64%	32%	75%	53%	49%	41%	43%
	2019	88%	88%	88%	82%	85%	94%	91%	97%	*	93%	51%	80%	90%	83%	83%	87%
At Meets Grade Level or Above	2021	36%	37%	21%	12%	15%	30%	18%	47%	*	36%	21%	36%	22%	18%	13%	16%
	2019	57%	58%	58%	46%	48%	75%	73%	84%	*	66%	27%	66%	61%	50%	45%	50%
At Masters Grade Level	2021	11%	11%	5%	2%	3%	2%	9%	18%	*	13%	7%	7%	5%	5%	2%	3%
	2019	17%	18%	18%	8%	11%	26%	9%	43%	*	20%	7%	23%	20%	12%	9%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	71%	55%	62%	84%	40%	89%	*	83%	39%	88%	73%	64%	54%	58%
	2019	81%	81%	86%	79%	78%	95%	93%	97%	*	91%	48%	89%	88%	81%	77%	78%
At Meets Grade Level or Above	2021	43%	45%	46%	29%	30%	62%	27%	73%	*	60%	24%	67%	50%	37%	27%	30%
	2019	51%	52%	60%	42%	44%	78%	53%	84%	*	70%	26%	58%	63%	51%	42%	45%
At Masters Grade Level	2021	24%	25%	26%	11%	14%	34%	13%	51%	*	37%	9%	49%	28%	20%	11%	14%
	2019	25%	27%	35%	18%	19%	49%	20%	62%	*	47%	8%	42%	38%	28%	18%	21%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	58%	63%	48%	47%	79%	62%	84%	*	80%	35%	80%	65%	56%	45%	47%
	2019	69%	70%	78%	69%	66%	91%	75%	93%	*	81%	42%	84%	80%	73%	66%	67%
At Meets Grade Level or Above	2021	28%	29%	33%	19%	19%	45%	23%	56%	*	46%	23%	55%	35%	27%	17%	18%
	2019	37%	38%	49%	34%	30%	64%	56%	74%	*	60%	25%	56%	52%	41%	32%	32%

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At Masters Grade Level	2021	14%	15%	15%	6%	8%	21%	15%	30%	*	12%	8%	35%	16%	11%	6%	8%
	2019	21%	23%	32%	18%	17%	43%	50%	57%	*	36%	9%	42%	34%	25%	16%	17%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	76%	67%	64%	88%	52%	92%	83%	86%	36%	78%	79%	67%	63%	55%
	2019	68%	67%	75%	66%	65%	88%	76%	90%	86%	82%	31%	50%	77%	67%	63%	55%
At Meets Grade Level or Above	2021	50%	51%	62%	49%	46%	76%	48%	86%	50%	77%	23%	63%	65%	52%	44%	36%
	2019	50%	50%	60%	47%	45%	79%	59%	83%	71%	72%	18%	35%	63%	50%	43%	33%
At Masters Grade Level	2021	12%	14%	21%	9%	9%	29%	10%	44%	17%	29%	5%	20%	24%	13%	9%	5%
	2019	11%	11%	20%	10%	9%	29%	6%	45%	29%	26%	4%	9%	23%	13%	8%	5%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	80%	71%	71%	91%	86%	94%	83%	86%	39%	75%	83%	72%	68%	55%
	2019	68%	69%	77%	69%	67%	89%	86%	90%	60%	83%	34%	53%	81%	66%	65%	52%
At Meets Grade Level or Above	2021	57%	58%	69%	55%	56%	83%	79%	90%	67%	80%	29%	65%	72%	58%	53%	36%
	2019	49%	50%	61%	49%	47%	77%	72%	81%	60%	73%	19%	33%	66%	47%	45%	29%
At Masters Grade Level	2021	11%	12%	21%	9%	9%	22%	21%	45%	17%	25%	6%	10%	23%	12%	9%	4%
	2019	8%	9%	15%	7%	5%	21%	17%	31%	20%	21%	5%	6%	17%	9%	6%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	74%	61%	62%	84%	82%	93%	67%	82%	39%	80%	77%	67%	59%	64%
	2019	85%	84%	86%	79%	80%	92%	89%	97%	83%	89%	46%	71%	88%	80%	79%	80%
At Meets Grade Level or Above	2021	41%	44%	44%	23%	27%	55%	45%	74%	50%	51%	19%	51%	47%	35%	24%	32%
	2019	61%	61%	65%	52%	52%	77%	72%	89%	83%	69%	23%	53%	69%	55%	52%	54%
At Masters Grade Level	2021	23%	26%	27%	10%	12%	31%	27%	55%	17%	31%	9%	24%	29%	21%	12%	18%
	2019	37%	38%	44%	28%	29%	54%	39%	77%	50%	46%	10%	37%	48%	35%	28%	34%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	86%	79%	79%	94%	90%	96%	63%	94%	55%	87%	88%	80%	78%	73%
	2019	88%	88%	91%	87%	86%	96%	88%	97%	*	97%	61%	82%	93%	86%	85%	82%
At Meets Grade Level or Above	2021	55%	57%	62%	46%	47%	79%	43%	86%	38%	73%	28%	58%	66%	51%	45%	39%
	2019	62%	63%	70%	58%	58%	86%	69%	89%	*	80%	28%	53%	75%	59%	55%	47%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	26%	30%	14%	15%	39%	14%	56%	13%	38%	9%	21%	33%	20%	15%	12%
	2019	25%	28%	37%	21%	21%	53%	6%	64%	*	46%	6%	21%	42%	25%	20%	15%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	92%	86%	89%	96%	82%	98%	*	95%	62%	83%	93%	89%	86%	76%
	2019	93%	93%	94%	92%	91%	98%	90%	98%	86%	97%	63%	90%	95%	91%	91%	82%
At Meets Grade Level or Above	2021	69%	70%	77%	65%	65%	88%	73%	92%	*	86%	42%	78%	79%	68%	63%	46%
	2019	73%	75%	82%	73%	73%	93%	80%	92%	71%	86%	42%	65%	84%	73%	71%	54%
At Masters Grade Level	2021	43%	45%	52%	35%	37%	69%	55%	75%	*	60%	17%	50%	55%	42%	35%	20%
	2019	45%	49%	58%	40%	47%	76%	30%	77%	57%	75%	17%	45%	62%	47%	43%	29%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	98%	96%	95%	100%	100%	100%	*	98%	100%	-	98%	98%	95%	93%
At Meets Grade Level or Above	2021	69%	75%	89%	70%	74%	95%	78%	97%	*	84%	78%	-	89%	66%	74%	75%
At Masters Grade Level	2021	14%	18%	39%	11%	14%	34%	11%	57%	*	33%	56%	-	40%	9%	19%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	68%	75%	63%	63%	86%	72%	91%	77%	82%	40%	75%	78%	67%	60%	65%
	2019	78%	78%	83%	75%	75%	91%	81%	95%	84%	88%	47%	80%	85%	78%	73%	78%
At Meets Grade Level or Above	2021	41%	43%	51%	36%	35%	63%	47%	75%	46%	59%	22%	48%	55%	41%	33%	37%
	2019	50%	51%	59%	45%	45%	73%	56%	81%	58%	67%	26%	51%	63%	51%	42%	50%
At Masters Grade Level	2021	18%	20%	26%	14%	13%	33%	23%	47%	26%	32%	7%	25%	29%	19%	13%	17%
	2019	24%	25%	33%	18%	19%	43%	27%	57%	33%	39%	9%	28%	36%	26%	18%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	77%	67%	67%	88%	71%	91%	80%	85%	40%	76%	80%	70%	64%	67%
	2019	75%	75%	81%	73%	73%	91%	82%	93%	85%	87%	43%	76%	84%	76%	71%	75%
At Meets Grade Level or Above	2021	45%	46%	57%	44%	42%	69%	51%	77%	53%	66%	23%	52%	60%	48%	39%	41%
	2019	48%	49%	59%	45%	44%	73%	57%	79%	58%	67%	24%	49%	62%	50%	41%	47%
At Masters Grade Level	2021	18%	20%	27%	16%	15%	35%	24%	47%	29%	36%	7%	26%	30%	21%	13%	19%
	2019	21%	22%	30%	17%	17%	40%	25%	52%	28%	38%	8%	26%	33%	24%	16%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	72%	56%	58%	84%	75%	91%	73%	78%	39%	73%	75%	62%	55%	65%
	2019	82%	82%	85%	76%	79%	93%	85%	97%	86%	90%	51%	85%	87%	81%	77%	85%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	45%	26%	27%	58%	47%	73%	46%	53%	21%	44%	49%	35%	25%	37%
	2019	52%	53%	60%	43%	46%	73%	56%	86%	59%	65%	28%	56%	63%	52%	44%	58%
At Masters Grade Level	2021	18%	19%	25%	10%	11%	30%	26%	49%	31%	31%	8%	22%	27%	18%	11%	20%
	2019	26%	28%	36%	19%	21%	45%	33%	65%	38%	39%	11%	31%	39%	29%	20%	34%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	68%	56%	52%	78%	76%	87%	100%	72%	27%	65%	71%	61%	51%	61%
	2019	68%	69%	76%	67%	64%	84%	54%	92%	71%	81%	36%	72%	79%	70%	63%	74%
At Meets Grade Level or Above	2021	30%	31%	40%	26%	24%	48%	61%	65%	53%	42%	14%	39%	43%	33%	22%	33%
	2019	38%	39%	49%	35%	31%	58%	35%	73%	50%	58%	20%	36%	52%	41%	30%	45%
At Masters Grade Level	2021	9%	9%	14%	7%	5%	15%	18%	28%	13%	13%	2%	9%	15%	9%	5%	9%
	2019	14%	15%	23%	13%	10%	27%	14%	43%	21%	30%	5%	18%	25%	18%	10%	20%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	76%	65%	66%	87%	65%	90%	68%	84%	45%	76%	79%	68%	63%	64%
	2019	81%	82%	85%	77%	78%	93%	85%	95%	89%	91%	51%	85%	87%	79%	76%	78%
At Meets Grade Level or Above	2021	44%	45%	50%	34%	34%	65%	28%	73%	28%	62%	24%	50%	54%	40%	32%	32%
	2019	54%	55%	62%	46%	48%	78%	59%	83%	61%	71%	27%	52%	65%	52%	44%	47%
At Masters Grade Level	2021	20%	22%	24%	11%	12%	33%	11%	46%	12%	33%	8%	28%	27%	16%	11%	12%
	2019	25%	27%	33%	17%	19%	47%	20%	57%	39%	41%	7%	30%	37%	25%	17%	21%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	81%	72%	72%	89%	71%	93%	*	88%	50%	81%	83%	74%	70%	60%
	2019	81%	81%	87%	81%	79%	95%	81%	96%	73%	89%	52%	86%	88%	82%	78%	72%
At Meets Grade Level or Above	2021	49%	51%	60%	48%	46%	70%	46%	80%	*	68%	33%	62%	63%	50%	45%	31%
	2019	55%	57%	66%	54%	52%	79%	65%	83%	64%	72%	33%	58%	68%	57%	51%	40%
At Masters Grade Level	2021	29%	31%	38%	25%	25%	49%	33%	60%	*	38%	13%	40%	41%	29%	24%	13%
	2019	33%	36%	45%	30%	32%	60%	42%	67%	45%	55%	13%	43%	48%	36%	30%	21%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	66	60	62	66	53	75	55	65	55	67	67	63	61	68
	2018	63	64	68	62	60	73	78	78	60	76	62	53	69	66	61	68
Grade 4 Mathematics	2019	65	66	68	59	62	73	70	81	60	66	58	70	70	64	61	71
	2018	65	67	67	58	59	74	58	80	50	66	58	59	68	64	58	66
Grade 5 ELA/Reading	2019	81	81	85	82	84	85	67	89	68	82	76	88	85	85	83	85
	2018	80	80	82	80	81	81	95	86	70	84	75	85	82	82	81	82
Grade 5 Mathematics	2019	83	82	88	84	85	88	100	94	100	85	75	83	88	87	85	89
	2018	81	79	82	78	80	82	79	89	50	83	76	92	82	82	79	84
Grade 6 ELA/Reading	2019	42	44	47	39	38	54	53	60	50	50	39	42	48	45	38	45
	2018	47	49	53	43	45	59	43	68	60	60	42	47	54	51	44	53
Grade 6 Mathematics	2019	54	55	63	55	49	68	63	83	60	75	50	67	64	62	53	61
	2018	56	57	62	54	52	66	40	80	40	66	59	54	62	62	54	62
Grade 7 ELA/Reading	2019	77	78	81	76	78	82	75	89	*	87	67	72	82	78	77	83
	2018	76	77	79	72	77	81	93	86	*	80	64	80	79	79	74	79
Grade 7 Mathematics	2019	62	63	65	57	61	63	72	81	*	63	47	64	67	61	60	70
	2018	67	67	67	57	63	69	82	82	*	71	53	65	68	66	61	69
Grade 8 ELA/Reading	2019	77	78	78	73	75	78	93	85	*	77	63	83	79	75	74	77
	2018	79	79	79	79	77	77	67	81	*	79	71	75	79	78	76	75
Grade 8 Mathematics	2019	82	84	82	81	82	82	56	85	*	81	69	81	83	79	81	82
	2018	81	81	72	72	72	71	88	77	*	73	65	76	72	75	73	75
End of Course English II	2019	69	70	72	71	70	72	70	75	81	74	61	81	73	69	70	67
	2018	67	67	69	65	67	72	70	73	50	71	59	64	70	67	65	62
End of Course Algebra I	2019	75	75	77	70	69	79	71	91	67	77	41	64	78	72	70	70
	2018	72	72	80	72	71	85	75	93	*	82	38	80	81	75	72	74
All Grades Both Subjects	2019	69	70	73	67	68	74	70	82	70	73	59	71	74	70	67	72
	2018	69	70	72	66	67	74	72	82	65	74	61	69	72	70	66	71
All Grades ELA/Reading	2019	68	69	72	67	68	73	67	79	67	72	60	70	73	69	67	71
	2018	69	69	72	67	68	74	76	79	68	75	63	67	72	71	67	71
All Grades Mathematics	2019	70	71	73	68	68	75	74	86	74	74	57	72	75	70	68	73
	2018	70	70	72	65	66	75	68	85	61	74	59	70	73	70	66	71

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	68%	75%	47%	46%	50%	-	-	-	52%	64%	44%	-	59%	77%	52%	91%
	2019	78%	78%	83%	67%	67%	68%	-	-	-	62%	72%	55%	-	62%	-	63%	-
At Meets Grade Level or Above	2021	41%	43%	51%	18%	18%	19%	-	-	-	24%	33%	17%	-	26%	54%	23%	70%
	2019	50%	51%	59%	31%	29%	32%	-	-	-	28%	36%	22%	-	32%	-	28%	-
At Masters Grade Level	2021	18%	20%	26%	8%	7%	9%	-	-	-	9%	14%	6%	-	10%	28%	9%	38%
	2019	24%	25%	33%	13%	12%	13%	-	-	-	10%	15%	7%	-	12%	-	11%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	77%	53%	51%	58%	-	-	-	53%	67%	43%	-	58%	79%	53%	94%
	2019	75%	75%	81%	66%	65%	66%	-	-	-	56%	72%	46%	-	56%	-	58%	-
At Meets Grade Level or Above	2021	45%	46%	57%	21%	20%	23%	-	-	-	25%	36%	18%	-	27%	60%	25%	78%
	2019	48%	49%	59%	25%	24%	27%	-	-	-	24%	34%	18%	-	28%	-	24%	-
At Masters Grade Level	2021	18%	20%	27%	10%	9%	12%	-	-	-	9%	15%	5%	-	13%	29%	9%	38%
	2019	21%	22%	30%	10%	10%	10%	-	-	-	8%	14%	4%	-	10%	-	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	72%	50%	48%	56%	-	-	-	55%	66%	46%	-	54%	73%	54%	88%
	2019	82%	82%	85%	77%	76%	78%	-	-	-	73%	79%	68%	-	67%	-	74%	-
At Meets Grade Level or Above	2021	37%	39%	45%	22%	22%	23%	-	-	-	27%	36%	18%	-	25%	47%	26%	62%
	2019	52%	53%	60%	42%	39%	43%	-	-	-	37%	46%	30%	-	37%	-	38%	-
At Masters Grade Level	2021	18%	19%	25%	10%	9%	13%	-	-	-	12%	18%	7%	-	10%	26%	12%	38%
	2019	26%	28%	36%	20%	16%	22%	-	-	-	16%	21%	11%	-	15%	-	17%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	68%	32%	33%	29%	-	-	-	47%	59%	34%	-	63%	70%	45%	92%
	2019	68%	69%	76%	57%	59%	56%	-	-	-	54%	62%	45%	-	55%	-	55%	-
At Meets Grade Level or Above	2021	30%	31%	40%	10%	9%	16%	-	-	-	18%	25%	10%	-	23%	42%	17%	66%
	2019	38%	39%	49%	19%	19%	19%	-	-	-	20%	23%	17%	-	12%	-	19%	-
At Masters Grade Level	2021	9%	9%	14%	2%	1%	6%	-	-	-	3%	4%	1%	-	0%	15%	2%	25%
	2019	14%	15%	23%	4%	4%	3%	-	-	-	4%	3%	5%	-	5%	-	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	76%	37%	37%	37%	-	-	-	49%	51%	48%	-	66%	78%	48%	91%
	2019	81%	82%	85%	51%	47%	53%	-	-	-	60%	58%	62%	-	66%	-	59%	-
At Meets Grade Level or Above	2021	44%	45%	50%	10%	11%	8%	-	-	-	17%	20%	16%	-	18%	53%	16%	68%
	2019	54%	55%	62%	24%	20%	25%	-	-	-	21%	22%	21%	-	34%	-	22%	-
At Masters Grade Level	2021	20%	22%	24%	1%	1%	0%	-	-	-	5%	7%	4%	-	4%	26%	4%	36%
	2019	25%	27%	33%	8%	6%	9%	-	-	-	4%	5%	4%	-	7%	-	5%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	81%	*	-	*	-	-	-	46%	50%	46%	-	65%	82%	47%	90%
	2019	81%	81%	87%	-	-	-	-	-	-	54%	52%	55%	-	68%	-	55%	-
At Meets Grade Level or Above	2021	49%	51%	60%	*	-	*	-	-	-	19%	10%	20%	-	43%	62%	20%	69%
	2019	55%	57%	66%	-	-	-	-	-	-	22%	19%	22%	-	50%	-	24%	-
At Masters Grade Level	2021	29%	31%	38%	*	-	*	-	-	-	7%	7%	7%	-	13%	40%	8%	45%
	2019	33%	36%	45%	-	-	-	-	-	-	10%	12%	10%	-	27%	-	12%	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	88%	76%	72%	77%	83%	77%	75%	66%	77%	75%	74%	76%	76%	74%	77%
Included in Accountability	83%	84%	72%	69%	72%	79%	73%	71%	65%	74%	71%	71%	75%	65%	70%	68%
Not Included in Accountability: Mobile	3%	3%	2%	3%	2%	2%	2%	1%	0%	2%	2%	1%	1%	6%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	1%	2%	3%	0%	0%	2%	2%	1%	5%	2%	7%
Not Tested	12%	12%	24%	28%	23%	17%	23%	25%	34%	23%	25%	26%	24%	24%	26%	23%
Absent	2%	2%	1%	2%	2%	1%	1%	0%	1%	2%	2%	1%	1%	2%	2%	1%
Other	10%	10%	23%	26%	21%	16%	23%	25%	33%	21%	23%	25%	23%	23%	24%	22%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	94%	96%	94%	96%	95%	96%	94%	92%	98%	88%	94%	93%
Not Included in Accountability: Mobile	4%	4%	3%	5%	4%	3%	4%	2%	3%	3%	4%	7%	1%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	1%	2%	2%	0%	1%	0%	0%	3%	1%	4%
Not Tested	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.6%	98.5%	98.1%	98.5%	98.6%	99.2%	98.6%	98.6%	97.8%	98.2%	98.6%
2018-19	95.4%	95.5%	96.7%	96.6%	95.9%	96.5%	96.4%	97.8%	96.4%	96.7%	95.1%	96.0%	96.7%
Chronic Absenteeism													
2019-20	6.7%	6.4%	3.6%	4.1%	5.5%	3.6%	2.8%	1.3%	2.7%	2.8%	7.3%	5.2%	3.6%
2018-19	11.4%	11.1%	6.1%	7.5%	8.7%	5.6%	6.6%	2.3%	9.3%	5.4%	12.8%	8.8%	5.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	0.5%	0.5%	0.5%	0.9%	0.0%	0.3%	0.0%	0.2%	1.0%	0.4%	0.5%
2018-19	0.4%	0.6%	0.2%	0.4%	0.1%	0.2%	2.4%	0.2%	0.0%	0.0%	0.3%	0.3%	0.2%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	1.0%	1.0%	1.9%	0.7%	0.0%	0.3%	7.4%	1.0%	1.8%	1.5%	2.8%
2018-19	1.9%	2.0%	1.0%	1.2%	1.8%	0.6%	2.7%	0.2%	3.8%	0.9%	2.3%	1.6%	3.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	89.9%	94.7%	95.0%	90.3%	94.8%	90.9%	98.5%	87.5%	93.8%	86.0%	92.4%	81.3%
Received TxCHSE	0.4%	0.3%	0.4%	0.4%	0.4%	1.2%	0.0%	0.1%	0.0%	0.7%	1.2%	0.7%	0.2%
Continued HS	3.9%	3.6%	1.6%	1.6%	2.7%	1.1%	9.1%	0.9%	0.0%	1.4%	5.4%	1.8%	6.2%
Dropped Out	5.4%	6.1%	3.3%	3.1%	6.7%	3.0%	0.0%	0.5%	12.5%	4.1%	7.5%	5.2%	12.2%
Graduates and TxCHSE	90.7%	90.3%	95.1%	95.4%	90.7%	95.9%	90.9%	98.6%	87.5%	94.5%	87.2%	93.0%	81.5%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	96.7%	96.9%	93.3%	97.0%	100.0%	99.5%	87.5%	95.9%	92.5%	94.8%	87.8%
Class of 2019													
Graduated	90.0%	89.0%	95.0%	94.6%	92.0%	96.2%	94.1%	98.0%	*	95.5%	85.0%	92.6%	81.5%
Received TxCHSE	0.5%	0.4%	0.3%	0.2%	0.1%	0.7%	0.0%	0.1%	*	1.3%	0.0%	0.3%	0.0%
Continued HS	3.7%	3.7%	1.1%	0.7%	1.5%	1.0%	0.0%	1.0%	*	0.6%	5.2%	1.3%	2.7%
Dropped Out	5.9%	6.9%	3.7%	4.5%	6.4%	2.1%	5.9%	1.0%	*	2.6%	9.8%	5.8%	15.8%
Graduates and TxCHSE	90.4%	89.5%	95.3%	94.8%	92.1%	96.9%	94.1%	98.0%	*	96.8%	85.0%	92.8%	81.5%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	96.3%	95.5%	93.6%	97.9%	94.1%	99.0%	*	97.4%	90.2%	94.2%	84.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.4%	96.0%	95.3%	93.5%	97.0%	94.1%	99.0%	*	96.7%	89.8%	94.1%	86.1%
Received TxCHSE	0.5%	0.5%	0.4%	0.4%	0.2%	1.0%	0.0%	0.1%	*	1.3%	0.5%	0.4%	0.0%
Continued HS	1.3%	1.2%	0.1%	0.0%	0.3%	0.1%	0.0%	0.1%	*	0.0%	0.3%	0.1%	0.5%
Dropped Out	6.1%	6.9%	3.5%	4.2%	6.0%	1.8%	5.9%	0.8%	*	2.0%	9.5%	5.4%	13.3%
Graduates and TxCHSE	92.6%	91.9%	96.4%	95.8%	93.7%	98.0%	94.1%	99.1%	*	98.0%	90.3%	94.5%	86.1%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	96.5%	95.8%	94.0%	98.2%	94.1%	99.2%	*	98.0%	90.5%	94.6%	86.7%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	96.8%	96.2%	93.6%	98.4%	93.8%	99.3%	*	99.2%	85.4%	95.1%	89.3%
Received TxCHSE	0.6%	0.6%	0.3%	0.4%	0.4%	0.3%	0.0%	0.1%	*	0.8%	1.5%	0.4%	0.0%
Continued HS	1.1%	1.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.7%	0.1%	0.0%
Dropped Out	6.1%	7.0%	2.9%	3.4%	5.9%	1.2%	6.3%	0.6%	*	0.0%	12.3%	4.4%	10.7%
Graduates and TxCHSE	92.8%	91.9%	97.1%	96.6%	94.0%	98.7%	93.8%	99.4%	*	100.0%	86.9%	95.5%	89.3%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	97.1%	96.6%	94.1%	98.8%	93.8%	99.4%	*	100.0%	87.7%	95.6%	89.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.8%	96.8%	96.3%	93.7%	98.5%	93.8%	99.3%	*	99.2%	85.9%	95.3%	89.3%
Received TxCHSE	0.7%	0.7%	0.4%	0.4%	0.5%	0.3%	0.0%	0.1%	*	0.8%	1.4%	0.4%	0.0%
Continued HS	0.6%	0.6%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.4%	0.0%	0.0%
Dropped Out	6.1%	6.9%	2.8%	3.3%	5.7%	1.1%	6.3%	0.6%	*	0.0%	12.3%	4.2%	10.7%
Graduates and TxCHSE	93.3%	92.5%	97.2%	96.7%	94.2%	98.8%	93.8%	99.4%	*	100.0%	87.3%	95.8%	89.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	97.2%	96.7%	94.3%	98.9%	93.8%	99.4%	*	100.0%	87.7%	95.8%	89.3%
Class of 2017													
Graduated	92.4%	91.5%	96.5%	95.5%	94.2%	97.2%	93.8%	99.2%	100.0%	98.5%	91.7%	94.2%	87.9%
Received TxCHSE	0.7%	0.8%	0.6%	0.7%	0.4%	1.1%	0.0%	0.2%	0.0%	0.8%	0.9%	0.7%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	3.0%	3.8%	5.5%	1.7%	6.3%	0.6%	0.0%	0.8%	7.4%	5.0%	12.1%
Graduates and TxCHSE	93.2%	92.3%	97.0%	96.2%	94.5%	98.3%	93.8%	99.4%	100.0%	99.2%	92.6%	95.0%	87.9%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	97.0%	96.2%	94.5%	98.3%	93.8%	99.4%	100.0%	99.2%	92.6%	95.0%	87.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	89.9%	93.4%	93.5%	88.8%	93.6%	90.9%	97.5%	87.5%	92.5%	74.0%	91.0%	78.2%
Class of 2019	90.0%	89.0%	93.8%	92.9%	90.8%	94.5%	94.1%	97.7%	*	94.2%	76.0%	91.0%	80.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	64.3%	*	*	*	-	-	-	-	-	*	*	*
Class of 2019	73.3%	76.5%	40.0%	*	*	*	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	1.5%	2.2%	1.7%	1.2%	10.0%	0.4%	0.0%	2.2%	8.7%	1.7%	3.4%
Class of 2019	4.2%	5.0%	1.3%	1.8%	1.8%	0.8%	0.0%	0.5%	*	0.0%	5.2%	1.4%	4.1%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.0%	88.0%	82.5%	83.1%	92.1%	70.0%	95.9%	71.4%	86.8%	34.6%	82.2%	70.8%
Class of 2019	83.5%	81.1%	87.5%	82.8%	82.2%	91.6%	93.8%	95.7%	*	85.5%	28.5%	81.3%	69.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	86.7%	89.4%	84.7%	84.9%	93.3%	80.0%	96.3%	71.4%	89.0%	43.6%	83.9%	74.2%
Class of 2019	87.6%	86.1%	88.7%	84.5%	84.0%	92.4%	93.8%	96.1%	*	85.5%	33.4%	82.7%	73.8%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	21.3%	15.0%	25.0%	16.7%	*	-	*	-	-	5.9%	22.2%	*
2018-19	32.7%	27.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.7%	1.4%	2.1%	1.6%	1.2%	11.1%	0.4%	0.0%	2.2%	8.0%	1.7%	2.8%
2018-19	4.4%	5.0%	1.3%	1.8%	1.9%	0.8%	0.0%	0.5%	*	0.0%	5.0%	1.4%	4.1%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.2%	86.9%	81.1%	82.3%	91.1%	77.8%	95.2%	71.4%	85.5%	31.4%	80.7%	70.6%
2018-19	82.1%	79.6%	86.9%	82.5%	80.9%	90.8%	87.5%	95.8%	*	84.5%	27.7%	80.9%	69.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.5%	88.1%	82.9%	83.6%	92.1%	88.9%	95.4%	71.4%	87.7%	37.7%	82.2%	73.5%
2018-19	85.9%	84.1%	87.6%	83.5%	82.3%	91.1%	87.5%	95.8%	*	83.9%	29.7%	81.7%	73.8%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	5,842	100.0%	360,220	100.0%
By Ethnicity:				
African American	1,739	29.8%	44,729	12.4%
Hispanic	1,413	24.2%	184,060	51.1%
White	896	15.3%	105,215	29.2%
American Indian	9	0.2%	1,226	0.3%
Asian	1,640	28.1%	17,126	4.8%
Pacific Islander	7	0.1%	557	0.2%
Two or More Races	138	2.4%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	17	0.3%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	3	0.1%	952	0.3%
Foundation H.S. Program (No Endorsement)	680	11.6%	49,535	13.8%
Foundation H.S. Program (Endorsement)	80	1.4%	15,689	4.4%
Foundation H.S. Program (DLA)	5,062	86.6%	292,532	81.2%
Special Education Graduates	329	5.6%	29,018	8.1%
Economically Disadvantaged Graduates	2,433	41.6%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	317	5.4%	29,639	8.2%
At-Risk Graduates	2,101	36.0%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	61.1%	65.4%	46.9%	51.0%	81.0%	44.4%	88.5%	71.4%	70.3%	57.4%	49.3%	34.1%
2018-19	72.9%	72.0%	70.6%	55.7%	59.2%	84.0%	59.4%	91.4%	*	72.2%	54.6%	57.2%	43.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	52.1%	58.6%	37.9%	42.0%	74.0%	44.4%	85.5%	71.4%	67.4%	8.2%	41.3%	25.2%
2018-19	53.0%	53.2%	61.8%	44.1%	48.0%	76.1%	43.8%	88.2%	*	60.3%	11.8%	45.9%	30.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.8%	66.5%	51.1%	50.6%	81.6%	55.6%	87.5%	57.1%	75.4%	11.9%	50.5%	23.3%
2018-19	60.7%	60.9%	70.8%	58.7%	58.3%	82.6%	50.0%	90.6%	*	70.9%	17.2%	56.9%	31.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.9%	57.5%	37.1%	39.5%	72.8%	44.4%	85.9%	57.1%	61.6%	11.2%	40.2%	29.0%
2018-19	48.6%	51.4%	59.7%	41.4%	43.5%	73.4%	43.8%	89.3%	*	58.9%	12.1%	43.8%	36.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	42.3%	53.3%	32.0%	34.3%	70.3%	44.4%	82.4%	57.1%	60.1%	6.4%	35.0%	17.7%
2018-19	44.2%	45.3%	56.5%	37.7%	40.4%	71.4%	37.5%	86.0%	*	55.6%	9.3%	39.3%	24.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	24.7%	29.1%	8.7%	16.7%	36.4%	11.1%	57.0%	14.3%	35.5%	1.8%	15.7%	12.0%
2018-19	21.1%	24.3%	29.1%	9.3%	19.4%	36.7%	25.0%	57.7%	*	25.8%	1.8%	16.2%	11.3%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	20.7%	19.4%	14.4%	15.9%	22.9%	22.2%	25.7%	28.6%	21.0%	3.0%	16.4%	3.8%
2018-19	23.1%	20.2%	19.8%	15.7%	16.1%	24.6%	12.5%	25.5%	*	19.9%	3.1%	16.8%	2.8%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.8%	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)													
2019-20	18.7%	17.3%	20.0%	16.0%	17.6%	25.7%	22.2%	23.8%	14.3%	15.2%	56.2%	16.6%	12.9%
2018-19	40.4%	37.1%	23.6%	23.5%	23.1%	27.7%	34.4%	21.9%	*	19.9%	53.0%	22.3%	18.9%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.8%	17.3%	11.3%	15.5%	23.2%	22.2%	22.3%	14.3%	13.8%	8.2%	13.3%	9.8%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	9.9%	11.0%	8.3%	10.2%	16.2%	18.8%	12.2%	*	6.6%	8.0%	8.4%	9.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.4%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	1.0%	1.8%	0.9%	0.6%	0.0%	0.4%	0.0%	0.0%	16.4%	1.5%	1.6%
2018-19	2.3%	2.4%	1.3%	1.5%	1.3%	1.7%	0.0%	0.6%	*	2.0%	18.3%	1.4%	2.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.1%	2.1%	3.2%	1.3%	2.7%	0.0%	1.4%	0.0%	1.4%	37.7%	2.1%	1.9%
2018-19	2.7%	2.3%	1.7%	2.0%	1.5%	2.9%	6.3%	0.6%	*	4.6%	25.4%	1.6%	1.2%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	21.0%	11.6%	14.6%	16.2%	8.6%	0.0%	6.5%	14.3%	8.0%	3.6%	14.2%	7.6%
	2018-19	33.4%	25.3%	15.9%	17.5%	21.5%	13.8%	18.8%	10.0%	*	11.9%	9.5%	19.1%	14.1%
Mathematics	2019-20	21.2%	15.5%	10.7%	12.6%	12.0%	8.5%	11.1%	9.2%	0.0%	6.5%	3.0%	12.0%	11.4%
	2018-19	24.7%	20.6%	15.0%	15.5%	16.8%	13.9%	25.0%	13.3%	*	14.6%	5.4%	16.9%	19.6%
Both Subjects	2019-20	16.4%	10.4%	5.7%	6.2%	7.2%	4.7%	0.0%	4.5%	0.0%	4.3%	1.8%	6.6%	4.1%
	2018-19	18.8%	13.3%	7.6%	7.2%	9.4%	7.0%	12.5%	6.5%	*	6.6%	3.6%	8.2%	7.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.6%	0.4%	0.6%	0.6%	0.2%	0.0%	0.0%	0.0%	0.7%	0.3%	0.5%	0.9%
	2018-19	5.1%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	9.2%	3.2%	4.8%	4.7%	2.0%	0.0%	0.9%	28.6%	1.4%	2.7%	4.2%	3.5%
	2018-19	7.3%	8.5%	1.9%	2.8%	2.0%	2.0%	0.0%	0.5%	*	3.3%	3.3%	2.5%	2.5%
Both Subjects	2019-20	4.2%	3.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
	2018-19	2.6%	1.7%	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	2020	22.0%	24.6%	30.0%	12.5%	16.7%	35.1%	36.1%	56.6%	13.3%	30.1%	2.2%	17.2%	9.0%
	2019	25.2%	27.4%	30.6%	13.2%	18.4%	34.7%	22.2%	58.5%	40.0%	30.2%	1.1%	19.0%	10.0%
English Language Arts	2020	12.7%	14.1%	15.5%	7.5%	8.0%	17.0%	22.2%	29.2%	6.7%	17.8%	0.7%	8.6%	1.3%
	2019	14.5%	15.1%	13.8%	7.2%	8.1%	14.4%	11.1%	25.9%	10.0%	15.3%	0.1%	8.3%	1.5%
Mathematics	2020	6.4%	7.3%	10.1%	1.9%	3.4%	8.9%	13.9%	25.1%	0.0%	9.7%	0.6%	4.5%	3.1%
	2019	7.4%	8.1%	11.3%	2.8%	4.5%	11.8%	3.7%	26.4%	0.0%	11.1%	0.6%	5.9%	2.5%
Science	2020	9.4%	10.7%	14.6%	4.4%	6.0%	17.8%	8.3%	31.0%	0.0%	13.6%	0.9%	7.7%	4.7%
	2019	10.4%	11.4%	14.0%	4.4%	7.0%	15.7%	14.8%	30.3%	10.0%	12.2%	0.6%	7.6%	2.5%
Social Studies	2020	12.4%	14.6%	21.2%	6.9%	9.3%	24.2%	25.0%	44.3%	13.3%	23.0%	1.2%	10.3%	3.3%
	2019	13.9%	15.8%	21.7%	7.5%	9.4%	22.5%	18.5%	48.1%	40.0%	19.1%	0.3%	11.7%	3.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.3%	76.0%	50.8%	62.2%	80.4%	53.8%	83.8%	*	75.3%	61.9%	62.9%	68.3%
	2019	51.0%	53.9%	70.9%	42.3%	57.3%	76.4%	50.0%	79.8%	*	77.0%	60.0%	55.5%	71.0%
English Language Arts	2020	50.1%	51.1%	68.3%	47.3%	48.5%	73.8%	50.0%	77.0%	*	67.3%	71.4%	45.8%	11.1%
	2019	41.2%	43.1%	64.9%	33.1%	43.5%	76.0%	*	76.7%	*	72.7%	*	40.8%	10.0%
Mathematics	2020	56.5%	58.8%	75.6%	54.7%	57.6%	72.5%	20.0%	80.0%	-	83.3%	66.7%	65.9%	77.3%
	2019	52.2%	54.9%	70.8%	35.7%	44.4%	73.5%	*	77.9%	-	84.4%	80.0%	51.9%	76.5%
Science	2020	47.6%	50.0%	69.2%	40.8%	54.1%	72.6%	*	74.5%	-	76.2%	62.5%	53.0%	33.3%
	2019	40.6%	43.7%	62.0%	30.5%	42.2%	68.2%	*	69.0%	*	74.3%	60.0%	42.3%	52.9%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	55.0%	74.3%	53.3%	57.5%	72.9%	66.7%	81.2%	*	74.6%	63.6%	63.7%	52.2%
	2019	46.3%	52.0%	70.5%	48.6%	53.1%	77.3%	60.0%	75.3%	*	80.0%	*	55.6%	43.5%
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.7%	77.0%	71.0%	58.4%	87.7%	66.7%	93.4%	57.1%	79.0%	27.9%	65.1%	41.9%
	2018-19	75.0%	82.1%	77.4%	74.1%	58.2%	85.8%	68.8%	95.2%	*	78.1%	27.1%	65.5%	43.8%
At/Above Criterion for All Examinees	2019-20	35.7%	37.4%	60.0%	32.1%	44.0%	73.9%	66.7%	83.2%	*	72.5%	18.3%	41.5%	28.5%
	2018-19	36.1%	37.4%	57.7%	33.2%	44.2%	72.0%	27.3%	81.0%	*	56.8%	15.7%	39.3%	30.6%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1024	1137	1008	1063	1170	1055	1253	*	1186	936	1045	982
	2018-19	1027	1028	1133	1017	1058	1184	973	1254	*	1121	903	1042	998
English Language Arts and Writing	2019-20	513	514	567	513	535	588	522	612	*	597	465	524	469
	2018-19	517	515	565	517	536	593	511	611	*	564	461	523	473
Mathematics	2019-20	506	510	570	495	528	582	533	642	*	589	470	521	513
	2018-19	510	513	568	500	522	591	462	644	*	557	442	519	526
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	24	19	21	25	*	27	*	26	16	20	18
	2018-19	21	21	23	19	21	25	23	27	*	24	17	20	18
English Language Arts	2019-20	20	21	23	19	21	25	*	27	*	26	15	19	17
	2018-19	20	21	23	19	21	25	23	27	*	24	17	19	17
Mathematics	2019-20	20	21	23	18	21	24	*	28	*	24	16	20	19
	2018-19	20	21	23	19	21	25	22	27	*	24	17	20	20
Science	2019-20	21	21	24	19	21	25	*	27	*	25	18	20	19
	2018-19	21	21	23	20	21	25	23	26	*	23	17	20	19

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	46.9%	43.8%	34.0%	32.8%	46.2%	47.1%	63.7%	52.0%	47.4%	10.4%	33.8%	19.9%
	2018-19	44.6%	44.2%	43.5%	33.6%	34.1%	44.8%	36.2%	63.6%	39.1%	43.0%	9.5%	34.1%	20.8%
English Language Arts	2019-20	18.2%	20.0%	15.9%	11.4%	9.8%	16.3%	17.9%	26.1%	12.0%	17.1%	1.2%	11.2%	1.6%
	2018-19	17.8%	18.5%	14.8%	11.5%	10.2%	14.5%	10.4%	23.1%	9.5%	13.6%	0.7%	10.7%	1.2%
Mathematics	2019-20	20.7%	20.8%	22.9%	14.2%	14.4%	23.5%	24.2%	40.1%	20.8%	21.9%	2.2%	15.9%	7.6%
	2018-19	20.4%	19.8%	23.7%	15.9%	16.4%	23.6%	15.4%	39.5%	22.7%	22.5%	2.2%	16.9%	9.7%
Science	2019-20	22.4%	20.7%	25.2%	18.9%	17.7%	25.2%	24.6%	39.2%	31.8%	25.4%	5.5%	18.9%	9.0%
	2018-19	21.7%	20.0%	24.8%	18.3%	18.7%	23.9%	19.7%	38.7%	9.5%	20.0%	5.3%	19.1%	9.8%
Social Studies	2019-20	24.6%	24.8%	25.0%	15.5%	13.8%	25.5%	25.4%	45.4%	24.0%	27.4%	1.3%	15.3%	4.3%
	2018-19	23.6%	22.7%	24.8%	15.3%	14.7%	25.3%	23.4%	45.0%	35.0%	23.1%	0.8%	16.0%	4.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	55.9%	32.9%	32.4%	29.1%	26.6%	33.3%	40.9%	42.9%	24.6%	32.2%	30.4%	23.7%
	2018-19	59.0%	53.8%	23.2%	27.1%	23.5%	19.7%	12.5%	21.0%	*	17.9%	32.6%	24.5%	17.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.6%	64.8%	58.2%	52.1%	70.5%	56.3%	82.8%	*	53.6%	33.8%	56.5%	39.8%
	2017-18	53.4%	54.7%	66.6%	59.9%	53.3%	70.9%	43.8%	84.4%	*	68.0%	31.5%	58.6%	48.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	42.7%	29.4%	26.2%	19.4%	27.7%	*	39.1%	*	26.7%	11.1%	25.7%	57.1%
	2017-18	60.7%	63.3%	74.6%	57.0%	64.4%	83.3%	16.7%	90.9%	*	74.7%	13.6%	63.1%	53.4%

Texas Education Agency
2020-21 Student Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	76,469	100.0%	5,359,040	100.0%	76,735	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	250	0.3%	13,855	0.3%	444	0.6%	20,991	0.4%
Pre-Kindergarten	1,417	1.9%	196,560	3.7%	1,417	1.8%	197,093	3.7%
Kindergarten	4,379	5.7%	360,865	6.7%	4,381	5.7%	361,349	6.7%
Grade 1	4,996	6.5%	380,973	7.1%	4,999	6.5%	381,403	7.1%
Grade 2	5,120	6.7%	379,725	7.1%	5,121	6.7%	380,122	7.1%
Grade 3	5,431	7.1%	380,802	7.1%	5,432	7.1%	381,135	7.1%
Grade 4	5,539	7.2%	385,090	7.2%	5,541	7.2%	385,364	7.2%
Grade 5	5,796	7.6%	395,436	7.4%	5,798	7.6%	395,649	7.4%
Grade 6	5,887	7.7%	414,197	7.7%	5,889	7.7%	414,357	7.7%
Grade 7	6,150	8.0%	421,222	7.9%	6,153	8.0%	421,347	7.8%
Grade 8	6,252	8.2%	422,386	7.9%	6,255	8.2%	422,505	7.9%
Grade 9	6,811	8.9%	436,396	8.1%	6,815	8.9%	436,523	8.1%
Grade 10	6,473	8.5%	420,502	7.8%	6,475	8.4%	420,705	7.8%
Grade 11	5,987	7.8%	388,143	7.2%	5,992	7.8%	388,443	7.2%
Grade 12	5,981	7.8%	362,888	6.8%	6,023	7.8%	364,600	6.8%
Ethnic Distribution:								
African American	21,004	27.5%	680,285	12.7%	21,131	27.5%	681,401	12.7%
Hispanic	20,150	26.4%	2,835,771	52.9%	20,217	26.3%	2,840,982	52.9%
White	11,348	14.8%	1,418,789	26.5%	11,396	14.9%	1,424,251	26.5%
American Indian	300	0.4%	18,712	0.3%	303	0.4%	18,755	0.3%
Asian	20,871	27.3%	253,856	4.7%	20,886	27.2%	254,163	4.7%
Pacific Islander	116	0.2%	8,259	0.2%	117	0.2%	8,271	0.2%
Two or More Races	2,680	3.5%	143,368	2.7%	2,685	3.5%	143,763	2.7%
Sex:								
Female	37,030	48.4%	2,620,239	48.9%	37,146	48.4%	2,624,722	48.9%
Male	39,439	51.6%	2,738,801	51.1%	39,589	51.6%	2,746,864	51.1%
Economically Disadvantaged	32,330	42.3%	3,229,178	60.3%	32,482	42.3%	3,233,417	60.2%
Non-Educationally Disadvantaged	44,139	57.7%	2,129,862	39.7%	44,253	57.7%	2,138,169	39.8%
Section 504 Students	4,085	5.3%	387,490	7.2%	4,087	5.3%	387,622	7.2%
EB Students/EL	12,931	16.9%	1,108,207	20.7%	12,940	16.9%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	603	0.7%	66,833	1.2%				
Students w/ Dyslexia	2,431	3.2%	241,070	4.5%	2,432	3.2%	241,197	4.5%
Foster Care	337	0.4%	17,033	0.3%	338	0.4%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	500	0.7%	57,709	1.1%	502	0.7%	57,811	1.1%
Immigrant	1,981	2.6%	108,025	2.0%	1,981	2.6%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	15,275	20.0%	3,457,855	64.5%	15,459	20.1%	3,464,887	64.5%
Military Connected	483	0.6%	144,596	2.7%	484	0.6%	144,683	2.7%
At-Risk	30,247	39.6%	2,634,284	49.2%	30,286	39.5%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	12,564	16.4%	1,123,936	21.0%	12,572	16.4%	1,124,413	20.9%
Gifted and Talented Education	5,281	6.9%	443,781	8.3%	5,281	6.9%	443,849	8.3%
Special Education	8,256	10.8%	595,885	11.1%	8,348	10.9%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	8,256		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,150	38.2%	253,352	42.5%				
Students with Physical Disabilities	1,339	16.2%	127,106	21.3%				
Students with Autism	1,757	21.3%	83,737	14.1%				
Students with Behavioral Disabilities	1,900	23.0%	122,624	20.6%				
Students with Non-Categorical Early Childhood	110	1.3%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	7,794	10.3%	726,083	13.8%				
By Ethnicity:								
African American	3,170	4.2%	148,832	2.8%				
Hispanic	2,177	2.9%	372,491	7.1%				
White	961	1.3%	160,748	3.1%				
American Indian	40	0.1%	2,944	0.1%				
Asian	1,154	1.5%	18,370	0.4%				
Pacific Islander	7	0.0%	1,484	0.0%				
Two or More Races	285	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	1,214	14.2%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	1,395	12.6%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	5,010	14.5%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	7,894	13.2%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.4%	1.4%	2.1%	4.8%
Grade 1	0.5%	1.9%	1.0%	3.2%
Grade 2	0.2%	1.0%	0.6%	1.4%
Grade 3	0.2%	0.5%	0.3%	0.6%
Grade 4	0.2%	0.3%	0.1%	0.4%
Grade 5	0.0%	0.2%	0.3%	0.3%
Grade 6	0.1%	0.2%	0.1%	0.3%
Grade 7	0.1%	0.3%	0.3%	0.3%
Grade 8	0.1%	0.2%	0.3%	0.4%
Grade 9	5.6%	4.7%	11.4%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	21	0.1%	6,039	0.2%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	17.3	17.7
Grade 1	17.3	18.0
Grade 2	17.3	18.0
Grade 3	17.2	18.2
Grade 4	18.0	18.3
Grade 5	18.5	19.8
Grade 6	18.9	19.4
Secondary:		
English/Language Arts	14.8	15.7
Foreign Languages	15.9	17.8
Mathematics	17.3	16.9
Science	18.3	17.9
Social Studies	18.2	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	10,667.7	100.0%	745,316.3	100.0%
Professional Staff:	6,653.7	62.4%	479,219.1	64.3%
Teachers	5,034.6	47.2%	369,395.4	49.6%
Professional Support	1,323.1	12.4%	78,787.8	10.6%
Campus Administration (School Leadership)	250.0	2.3%	22,378.5	3.0%
Central Administration	46.0	0.4%	8,657.4	1.2%
Educational Aides:	1,087.9	10.2%	79,348.7	10.6%
Auxiliary Staff:	2,926.2	27.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	75.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	189.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	7,085.2	66.4%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	1,682.5	33.4%	41,186.3	11.1%
Hispanic	784.0	15.6%	104,985.0	28.4%
White	2,096.5	41.6%	210,367.3	56.9%
American Indian	7.0	0.1%	1,261.0	0.3%
Asian	350.0	7.0%	6,656.1	1.8%
Pacific Islander	7.0	0.1%	618.8	0.2%
Two or More Races	107.7	2.1%	4,320.9	1.2%
Teachers by Sex:				
Males	1,159.3	23.0%	88,006.1	23.8%
Females	3,875.3	77.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	11.0	0.2%	4,422.7	1.2%
Bachelors	3,472.4	69.0%	269,818.0	73.0%
Masters	1,481.6	29.4%	92,432.5	25.0%
Doctorate	69.6	1.4%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	368.6	7.3%	24,880.4	6.7%
1-5 Years Experience	1,312.2	26.1%	102,753.7	27.8%
6-10 Years Experience	1,074.9	21.3%	74,854.8	20.3%
11-20 Years Experience	1,597.0	31.7%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	573.6	11.4%	47,975.4	13.0%
Over 30 Years Experience	108.4	2.2%	11,278.0	3.1%
Number of Students per Teacher	15.2	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.3	6.4
Average Years Experience of Principals with District	5.8	5.5
Average Years Experience of Assistant Principals	7.6	5.5
Average Years Experience of Assistant Principals with District	6.6	4.8
Average Years Experience of Teachers:	10.7	11.2
Average Years Experience of Teachers with District:	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,732	\$50,849
1-5 Years Experience	\$56,902	\$53,288
6-10 Years Experience	\$60,029	\$56,282
11-20 Years Experience	\$63,926	\$59,900
21-30 Years Experience	\$68,449	\$64,637
Over 30 Years Experience	\$75,665	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$61,432	\$57,641
Professional Support	\$74,921	\$68,030
Campus Administration (School Leadership)	\$94,289	\$83,424
Central Administration	\$151,545	\$109,662
Instructional Staff Percent:	63.4%	64.6%
Turnover Rate for Teachers:	12.8%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	11.1	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	1.0	397.5
Contracted Instructional Staff:	19.8	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
FORT BEND ISD (079907) - FORT BEND COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	227.7	4.5%	22,870.6	6.2%
Career and Technical Education	174.5	3.5%	18,987.7	5.1%
Compensatory Education	22.2	0.4%	10,226.9	2.8%
Gifted and Talented Education	64.5	1.3%	6,558.4	1.8%
Regular Education	3,867.1	76.8%	262,447.1	71.0%
Special Education	516.7	10.3%	34,862.5	9.4%
Other	162.0	3.2%	13,442.2	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Report on Violent or Criminal Incidents

2020-2021

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. A broader group of disciplinary incidents is included. TEA defined **Violent and Criminal incidents are bolded below**. Rates are incidents per capita.

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
02	Conduct punishable as a felony					-	-	-	-
04	Possessed, sold, used, or under influence of a controlled substance	-	-	17	0.001	71	0.003	89	0.001
05	Possessed, sold, used, or under influence of alcohol			-	-	-	-	-	-
06	Abuse of a volatile chemical								
07	Public lewdness or indecent exposure			-	-	9	0.000	13	0.000
08	Retaliation against school employee								
09	Conduct Occurring Off Campus/Student Not In Attendance/Fe...			-	-			-	-
10	Conduct Occurring Off Campus/Student Not In Attendance/Fe...								
11	Used, exhibited, or possessed a firearm					-	-	-	-
12	Used, exhibited, or possessed an illegal knife	-	-					-	-
13	Used, exhibited, or possessed a club								
14	Used, exhibited, or possessed a prohibited weapon under penal code								
16	Arson								
17	Murder, capital murder, criminal attempt to commit murder, or capital murder								

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
18	Indecency with a child								
19	Aggravated kidnapping								
21	Violation of student code of conduct	144	0.004	647	0.035	537	0.021	1328	0.017
21**	<i>Violation of student code of conduct with DAEP or JJAEP placement</i>			7	0.000	30	0.001	37	0.000
22	Criminal mischief					-	-	-	-
26	Terroristic threat			6	0.000	7	0.000	13	0.000
27	Assault against employee/volunteer	-	-	-	-	-	-	6	0.000
28	Assault against someone other than employee/volunteer			6	0.000	-	-	10	0.000
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			-	-			-	-

Offense Code	Offense Description	Elementary Count	Elementary Rate	Middle School Count	Middle School Rate	High School Count*	High School Rate*	District Count	District Rate
37	Felony alcohol violation								
41	Fighting/mutual combat	18	0.001	85	0.005	45	0.002	148	0.002
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								
60	Harassment Against an Employee of the School District			-	-	-	-	6	0.000
61	Bullying			-	-	-	-	-	-

* Includes Ferndell Henry which enrolls students in 6th-12th grade.

** Violation of student code of conduct with DAEP or JJAEP placement are included in counts for 21-Violation of student code of conduct.

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

Source: OnPoint, retrieved 1/15/2022.

High School Counts for Discipline Codes

Campus	02	04	05	07	11	21	22	26	27	28	30	41	46	60	61
Austin		-		-		16				-		-			
Bush		16	-	-		56		-				7	-		
Clements		6				39		-				-		-	-
Dulles HS		-				8						-			
Elkins		5		-	-	76			-			-		-	
Ferndell Henry		-				-									
Hightower		-		-		52		-	-	-		-			
Kempner		9		-		59						-			
Marshall		-				61						-			
Ridge Point		12				69						-			-
Travis	-	-	-	-		61				-	-	5	-		
Willowridge	-	9		-		38	-	-		-		9			

High School Rates per Student for Discipline Codes

Campus	02	04	05	07	11	21	22	26	27	28	30	41	46	60	61
Austin		-		-		0.007				-		-			
Bush		0.006	-	-		0.022		-				0.003	-		
Clements		0.002				0.016		-				-		-	-
Dulles HS		-				0.003						-			
Elkins		0.002		-	-	0.030			-			-		-	
Ferndell Henry		-				-									
Hightower		-		-		0.024		-	-	-		-			
Kempner		0.004		-		0.029						-			
Marshall		-				0.044						-			
Ridge Point		0.004				0.023						-			-
Travis	-	-	-	-		0.020				-	-	0.002	-		
Willowridge	-	0.007		-		0.029	-	-		-		0.007			

* Includes Ferndell Henry which enrolls students in 6th-12th grade.

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

Middle School Counts for Discipline Codes

Campus	04	05	07	09	21	26	27	28	35	36	41	60	61
Baines	-		-		71			-			7		
Bowie	-				62					-	-	-	
Crockett	-		-		53						8	-	-
Dulles MS					8								
First Colony					33	-					-	-	
Fort Settlement					12						-		
Garcia					18			-			6		
Hodges Bend	6	-	-		36	-					9		
Lake Olympia	-				21	-		-			-	-	-
McAuliffe					132		-		-		10		
Missouri City				-	18	-					-		
Quail Valley MS	-				58	-		-			9		
Sartartia					5						-		
Sugar Land	-				82						6		
Thornton			-		38						18		

Middle School Rates per Student for Discipline Codes

Campus	04	05	07	09	21	26	27	28	35	36	41	60	61
Baines	-		-		0.057			-			0.006		
Bowie	-				0.042					-	-	-	
Crockett	-		-		0.050						0.008	-	-
Dulles MS					0.006								
First Colony					0.026	-					-	-	
Fort Settlement					0.009						-		
Garcia					0.013			-			0.004		
Hodges Bend	0.006	-	-		0.035	-					0.009		
Lake Olympia	-				0.017	-		-			-	-	-
McAuliffe					0.146		-		-		0.011		
Missouri City				-	0.018	-					-		
Quail Valley MS	-				0.054	-		-			0.008		
Sartartia					0.004						-		
Sugar Land	-				0.071						0.005		
Thornton			-		0.028						0.013		

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

Elementary School Counts for Discipline Codes

Campus	04	12	21	27	41
Armstrong			-		
Austin Parkway			-		
Barrington Place			-		
Blue Ridge			-	-	
Brazos Bend			-		
Briargate			7		
Burton			-		
Colony Bend			-		
Colony Meadows					
Commonwealth			-		
Cornerstone					
Drabek					
Dulles ES			5		
Edgar Glover			-		-
Elementary DAEP					
Fleming	-				
Goodman		-	-		
Heritage Rose			26		9
Highlands			-		
Holley			-		
Hunters Glen			-		
Jones			5		
Jordan			19		
Lakeview					
Lantern Lane					
Leonetti			-		
Lexington Creek			-		
Madden			-		
Malala			-		
Meadows					
Mission Bend					
Mission Glen			-		
Mission West			-		
Neill			5		
Oakland					
Oyster Creek			7	-	
Palmer			-		-
Parks			5		-

Elementary School Counts for Discipline Codes

Campus	04	12	21	27	41
Patterson			-		-
Pecan Grove			-		
Quail Valley ES			-		
Ridgegate			-		
Ridgemont			9		-
Ridgemont Early Literacy					
Scanlan Oaks			-		
Schiff			-		
Seguin			-		
Settlers Way			-		-
Sienna Crossing					
Sugar Mill					
Sullivan			-		
Townewest					
Walker Station					

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

Elementary School Rates per Student for Discipline Codes

Campus	04	12	21	27	41
Armstrong			-		
Austin Parkway			-		
Barrington Place			-		
Blue Ridge			-	-	
Brazos Bend			-		
Briargate			0.019		
Burton			-		
Colony Bend			-		
Colony Meadows					
Commonwealth			-		
Cornerstone					
Drabek					
Dulles ES			0.008		
Edgar Glover					
Elementary DAEP					
Fleming	-				
Goodman		-	-		
Heritage Rose			0.023		0.008
Highlands			-		
Holley			-		
Hunters Glen			-		
Jones			0.010		
Jordan			0.037		
Lakeview					
Lantern Lane					
Leonetti			-		
Lexington Creek			-		
Madden			-		
Malala			-		
Meadows					
Mission Bend					
Mission Glen			-		
Mission West			-		
Neill			0.005		
Oakland					
Oyster Creek			0.008	-	
Palmer			-		-
Parks			0.008		-

Elementary School Rates per Student for Discipline Codes

Campus	04	12	21	27	41
Patterson			-		-
Pecan Grove			-		
Quail Valley ES			-		
Ridgegate			-		
Ridgemont			0.029		-
Ridgemont Early Literacy					
Scanlan Oaks					
Schiff			-		
Seguin			-		
Settlers Way			-		-
Sienna Crossing					
Sugar Mill					
Sullivan			-		
Townewest					
Walker Station					

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

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

2020-2021

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
FORT BEND								
FORT BEND ISD								
	079907004 CLEMENTS H S							
	Four-Year Public University	301	8	10	23	50	207	3
	Two-Year Public Colleges	133	19	14	13	35	45	7
	Independent Colleges & Universities	27						
	Not Trackable	29						
	Not Found	137						
	Total High School Graduates	627						
	079907001 DULLES H S							
	Four-Year Public University	225	19	11	23	45	125	2
	Two-Year Public Colleges	194	46	30	25	31	55	7
	Independent Colleges & Universities	18						
	Not Trackable	30						
	Not Found	148						
	Total High School Graduates	615						
	079907011 GEORGE BUSH H S							
	Four-Year Public University	166	21	12	34	32	67	0
	Two-Year Public Colleges	187	62	27	28	36	31	3
	Independent Colleges & Universities	9						
	Not Trackable	27						
	Not Found	202						
	Total High School Graduates	591						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	079907008 HIGHTOWER H S							
	Four-Year Public University	150	33	15	27	31	42	2
	Two-Year Public Colleges	106	40	18	16	15	12	5
	Independent Colleges & Universities	11						
	Not Trackable	24						
	Not Found	214						
	Total High School Graduates	505						
	079907005 KEMPNER H S							
	Four-Year Public University	168	9	9	17	41	92	0
	Two-Year Public Colleges	194	49	21	30	47	39	8
	Independent Colleges & Universities	11						
	Not Trackable	29						
	Not Found	124						
	Total High School Graduates	526						
	079907006 LAWRENCE E ELKINS H S							
	Four-Year Public University	231	25	16	23	65	101	1
	Two-Year Public Colleges	134	34	22	15	32	25	6
	Independent Colleges & Universities	15						
	Not Trackable	19						
	Not Found	134						
	Total High School Graduates	533						
	079907016 RIDGE POINT H S							
	Four-Year Public University	229	15	18	29	61	105	1
	Two-Year Public Colleges	170	38	26	32	36	38	0
	Independent Colleges & Universities	19						
	Not Trackable	32						
	Not Found	211						
	Total High School Graduates	661						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	079907007 STEPHEN F AUSTIN H S							
	Four-Year Public University	214	10	8	16	44	135	1
	Two-Year Public Colleges	190	55	23	25	29	51	7
	Independent Colleges & Universities	15						
	Not Trackable	27						
	Not Found	113						
	Total High School Graduates	559						
	079907012 THURGOOD MARSHALL H S							
	Four-Year Public University	49	13	9	8	10	9	0
	Two-Year Public Colleges	85	36	8	16	12	10	3
	Independent Colleges & Universities	1						
	Not Trackable	19						
	Not Found	170						
	Total High School Graduates	324						
	079907013 WILLIAM B TRAVIS H S							
	Four-Year Public University	210	25	13	25	55	90	2
	Two-Year Public Colleges	183	36	19	32	46	47	3
	Independent Colleges & Universities	18						
	Not Trackable	20						
	Not Found	121						
	Total High School Graduates	552						
	079907002 WILLOWRIDGE H S							
	Four-Year Public University	43	11	8	8	10	6	0
	Two-Year Public Colleges	69	28	10	9	10	10	2
	Independent Colleges & Universities	7						
	Not Trackable	19						
	Not Found	193						
	Total High School Graduates	331						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

2021 Texas Academic Performance Report Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

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

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

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): 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.

Performance

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

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

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

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS 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/2021/masking.html>.

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. 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 A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent*: answer documents with score code A
- *Other*: answer documents with score code O
- 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)

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 school year

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* 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 [2021 Accountability Manual](#) (Data source: 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 2016–17. They are followed through their expected graduation with the Class of 2020.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2018 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * 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 reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

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 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) 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 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) 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 in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 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, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. (Data source: PEIMS 40203)

For additional information about graduation programs please see
https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

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 2019-20 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. (*Data source: PEIMS 40110*)

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

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

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: PEIMS 40100*)

- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English 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

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 annual graduates

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

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

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

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

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

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

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

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 annual graduates

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

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC
§28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC
§28.014 in ELA and mathematics

number of 2019-20 annual graduates

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

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science

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

Social Studies

number of 11th and 12th graders in the 2019-20 school year 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

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

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

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

number of 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

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

number of 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates 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 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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

Appendix A 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 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: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

Science

number of students in grades 9–12 in 2019-20 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 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 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 2019-20

(Data source: PEIMS 43415)

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: PEIMS 40100, 40203, and 42400)

number of in 2019-20 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 in 2019-20 annual graduates

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

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

number of graduates during the 2018-19 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 2018-19 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 2018-19 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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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

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

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

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

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: 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: PEIMS 40100, 30040, 30050, 30090*)

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

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

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

total number of students

(*Data source: PEIMS 40100*)

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

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

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

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

number of students in the 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

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

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 school year**

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

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the 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 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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: PEIMS 30040, 30050, and 30090)*

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

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the 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: PEIMS 30060 and 30090*)

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

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

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

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

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

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

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

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

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

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

(Data source: 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: PEIMS 30040, 30050, and 30090)*

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

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: 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 B for lists of the PEIMS role IDs included in each category.

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

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 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: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in 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: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, 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: PEIMS 30040, 30050, and 30090*)

Appendix A

Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

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

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
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

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TERM)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

Appendix B

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002Art Therapist
 005Psychological Associate
 006.....Audiologist
 007.....Corrective Therapist
 008.....Counselor
 011Educational Diagnostician
 013.....Librarian
 015.....Music Therapist
 016.....Occupational Therapist
 017.....Certified Orientation & Mobility Specialist
 018.....Physical Therapist
 019Physician
 021.....Recreational Therapist
 022.....School Nurse
 023.....LSSP/Psychologist
 024.....Social Worker
 026.....Speech Therapist/Speech-Lang Pathologist
 030.....Visiting Teacher/Truant Officer
 032.....Work-Based Learning Site Coordinator
 041.....Teacher Facilitator
 042.....Teacher Appraiser
 054.....Department Head
 056.....Athletic Trainer
 058.....Other Campus Professional Personnel
 064.....Specialist/Consultant

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

District Improvement Plan Goals and Performance Objectives

2020-2021

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 Goals 2021-2022

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

Board Objective 1: FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Board Objective 2: FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 1: By June 2022, FBISD will improve student outcomes in literacy as defined by the evaluation metrics by ensuring strong Tier one classroom instruction targeting student ownership instructional strategies.

HB3 Goal

Performance Objective 2: By June 2022, FBISD will improve student outcomes in numeracy as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.

HB3 Goal

Performance Objective 3: By June 2022, FBISD will improve student outcomes in social studies and science as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.

Performance Objective 4: By June 2022, FBISD will close gaps in performance for all student groups as defined in the HB3 Student Outcome goals and progress measures by ensuring strong Tiered classroom instruction through targeted intervention and support programs.

HB3 Goal

Performance Objective 5: By June 2022, FBISD will increase the percentage of students who demonstrate readiness in early childhood and CCMR measures (College, Career, & Military Readiness) through access to all academic options, student programs, and support systems such as engagement in college/career planning.

HB3 Goal

Performance Objective 6: By June 2022, FBISD will establish an evidenced based retention strategy to retain high quality staff including evaluation of baseline data and ongoing development of teachers.

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

Board Objective 1: FBISD will implement a student-centered assessment system to monitor and measure student growth.

Board Objective 2: FBISD will implement systems that enable students to own and be responsible for their learning and behavior.

Board Objective 3: FBISD will implement curriculum and systems designed to support whole-child wellness and develop students' life skills.

Performance Objective 1: By June 2022, FBISD will increase campus implementation of student safety through the multi-tiered systems of support provided to improve student mental health, safety, and well-being.

Performance Objective 2: By June 2022, FBISD will increase utilization of the student ownership of behavior framework practices to improve the culture and climate of all campuses.

Performance Objective 3: By June 2022, FBISD will decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP) and ensure that threat assessment protocols are followed as well as strong implementation of established FBISD Multi-Tiered System of Support (MTSS).

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

Board Objective 1: FBISD will use innovative teaching strategies with the integration of technology to provide opportunities for blended and project-based learning experiences.

Board Objective 2: Fort Bend ISD will provide student choice through diverse programming and differentiated learning experiences

Performance Objective 1: By June 2022, FBISD will increase the engagement of students in differentiated learning opportunities, extracurricular, co-curricular, leadership and other club/organization activities that help students explore their talents, gifts, interests and leadership while developing the attributes of the Profile of a Graduate.

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.

Board Objective 1: FBISD will support student achievement and success through collaborative partnerships with parents, other educational entities, charities and faith-based entities, and businesses.

Board Objective 2: FBISD will support a system of school-to-school partnerships.

Performance Objective 1: By June 2022, FBISD will track the number of community engagement opportunities and effectiveness of community partnerships through the development of systems that allow for shared measurement, ongoing monitoring and implementation of Collaborative Communities Strategic Priorities.

Performance Objective 2: By June 2022, FBISD will increase community and family partnerships to support early literacy, early childhood development, and kindergarten readiness through access to programs and resources.

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

Board Objective 1: FBISD will educate students in a culture that is safe, secure, and conducive to learning at every school.

Board Objective 2: FBISD will develop teachers and other staff that demonstrate care toward students and other team members.

Board Objective 3: FBISD will implement effective and efficient systems with resources that support progress toward fulfilling the District's Vision

Performance Objective 1: By June 2022, FBISD will improve District culture through an intentional focus on staff wellness programs and engagement opportunities and stakeholder feedback processes as evidenced by evaluation metrics including analysis of survey results.

Campus Improvement Plans

2021-2022

Campus Improvement Plans are divided into two sections:

- **Campus Improvement Plans (CIP)**
- **Community Based Accountability System Campus Improvement Plans (CBAS) - Pilot Program**
 - Joint work with the Texas Public Accountability Consortium, or TPAC, with more than 50 other school districts across Texas.
 - Identifies and establishes the components of an accountability system that measures the development of the whole child.

**Fort Bend Independent School District
2020-2021**

**Campus Improvement Plans
Goals and Performance
Objectives**

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Fleming Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, AFE will improve student growth in literacy, science and numeracy as demonstrated by multiple evidence sources through consistent PLCs to promote clarity, consistency, and rigor throughout the campus.

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 2022, AFE will shift the focus from grades to success criteria so that there is an increase in the degree to which students invest in their learning, through the implementation of student ownership of learning practices such as feedback as demonstrated by multiple sources of evidence.

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 2022, AFE will increase social emotional learning opportunities through the implementation of the PBIS framework to ensure student ownership of behavior in a safe learning environment as demonstrated by multiple sources of evidence.

Austin Parkway Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Austin Parkway will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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

Performance Objective 1: By June 2022 Austin Parkway will increase the implementation of student ownership of learning practices in PLC planning as evident in CST walks and classroom observations.

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

Performance Objective 1: By June 2022, Austin Parkway will increase social and emotional learning for students and staff by implementing SEL activities as demonstrated by a student and staff engagement surveys to create a culture of belonging and safe learning environment.

Brazos Bend Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Brazos Bend Elementary will improve student learning and progress as demonstrated by closing gaps in performance for all student groups, by ensuring strong PLC protocols are in place to support the intentional planning to address needs of individual students needing intervention and enrichment.

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 2022, Brazos Bend Elementary will improve student readiness in literacy and numeracy as demonstrated through the HB3 early childhood readiness indicators by ensuring strong Tier one classroom instruction to develop instructional practices to cultivate student ownership of learning.

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

Performance Objective 1: By June 2022, Brazos Bend Elementary will improve Safety and Wellbeing by decreasing disproportionality in discipline and threat assessments, as demonstrated in disciplinary actions (ISS, OSS, Bullying/Threat Assessment Reports) by ensuring strong implementation of restorative practices and trauma informed care.

Briargate Elementary

2021-2022 Goals & Performance Objectives

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 2022, Briargate Elementary will increase student performance in literacy and numeracy by focusing on the development of student ownership of learning practices as demonstrated in multiple evidence sources.

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

Performance Objective 1: By June 2022, Briargate will increase implementation of student ownership of learning practices by focusing on PLC practices and protocols as demonstrated by multiple sources of evidence.

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 2022, Briargate Elementary will increase stakeholder feedback processes by focusing on the intentional planning of campus culture activities in PLCs as demonstrated by campus participation and various sources of evidence.

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

Performance Objective 1: By June 2022, Briargate will improve student attendance as evidenced in the average daily attendance rates through ensuring attendance procedures, strategies, and plans are included in PLCs.

Bush High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, GBHS will improve student readiness as demonstrated through College, Career and Military Readiness indicators by increasing access to advance course, ensuring strong Tier One classroom instruction, and increasing participation in readiness 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 2022, GBHS will empower students to take ownership of their learning and behavior by providing strong Tier One instruction targeting student ownership protocols, thereby increasing student readiness as demonstrated through observed student ownership practices and student growth measures.

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 2022, GBHS will improve student attendance by building community partnerships that foster student growth and achievement by demonstrating the attributes of the profile of a graduate.

Jordan Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Jordan will increase the implementation of student ownership of learning practices by focusing on instructional clarity in PLCs as demonstrated by multiple sources of evidence. **HB3 Goal**

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

Performance Objective 1: By June 2022, Barbara Jordan Elementary will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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 2022, Barbara Jordan Elementary will strengthen community partnerships with stakeholders by increasing stakeholder involvement as demonstrated by increasing participation and campus events.

Baines Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, BMS will improve the implementation of student ownership of learning by effectively employing Tier 1 instruction as indicated in each core and elective content's learning progressions targeting teacher clarity.

Performance Objective 2: By May 2022, BMS will increase the implementation of student ownership of learning practices by ensuring strong utilization of PLC practices as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By May 2022, Baines Middle School will improve the percentage of students reporting feeling stress and anxiety as demonstrated by multiple sources of evidence by focusing on the implementation of student ownership of behavior and social-emotional learning practices.

Barrington Place Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, BPE will close gaps in performance among student groups as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols. **HB3 Goal**

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

Performance Objective 1: By June of 2022, BPE will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

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 2022, BPE will increase social emotional learning for students and staff by focusing on staff and student mental wellness and development of student ownership of behavior practices as demonstrated by multiple sources of evidence.

Blue Ridge Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Blue Ridge Elementary School will improve student growth percentile as recorded by Renaissance 360 math and reading data utilizing targeted quality Tier 1 and 2 instruction, guided instructional supports, and student ownership tools.

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

Performance Objective 1: By June 2022, Blue Ridge Elementary School will improve the implementation of student ownership of learning practices by focusing on professional development to build teacher capacity as demonstrated by multiple sources of evidence.

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 2022, Blue Ridge Elementary School will increase student attendance through utilizing student ownership of behavior supports and parental supports as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, Blue Ridge Elementary School will improve the implementation of student ownership of behavior practices, as demonstrated through student and teacher social interaction and engagement, by focusing on an ongoing PBIS training program with targeted supports.

Clements High School

2021-2022 Goals & Performance Objectives

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 2022, CHS teachers will increase the use of Learning Intentions and Success Criteria (with clarity) in goal setting for student learning throughout daily lessons, as observed by administrator campus walk-throughs and CST walkthroughs, by using effective PLC practices.

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

Performance Objective 1: By May 2022, CHS students will improve their content-based literacy performance as measured and/or observed by the effective use of feedback and formative and summative assessments, by using student ownership of learning protocols.

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

Performance Objective 1: By May 2022, CHS will improve students' perception of their own importance to the school community as measured by student and stakeholder feedback by focusing on social emotional learning and engagement protocols.

Cornerstone Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve student performance in math as demonstrated by the Ren 360 Math assessment, CST observation tool, and the Formative Assessment Progression of Practice, by implementing the assessment framework to make instructional adjustments to support the tiered instruction model.

Performance Objective 2: By June of 2022, Cornerstone Elementary School will improve their systems of analysis through the use of PLC planning and formative assessments using observation and instructional evidence as guided by their unit plan.

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 2022, Cornerstone Elementary School will improve student performance in science as demonstrated by the HB3 indicators, observations and other sources of evidence, by implementing student ownership of learning tools and practices.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve literacy performance by student groups as demonstrated B3 indicators, observations and other sources of evidence, by the defined instructional model and learning experiences align to DOK, and promotes the use of student ownership 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 June of 2022, Cornerstone Elementary School will improve our Stakeholder Feedback Processes as evidenced through data collection tools and implemented campus surveys to increase feedback and input on campus decisions among all stakeholders.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve our mental health supports as demonstrated by the Student Ownership of Behavior Progression by implementing trauma sensitive practices to support positive student behaviors campus wide.

Madden Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, CVME will improve student performance in core content areas by focusing PLC practices and protocols with a differentiation focus as demonstrated by HB3, various sources of observation and other 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: By June 2022, CVME will increase the implementation of student ownership of behavior practices by focusing on the development of SEL practices and procedures in PLCs as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, CVME will increase the implementation of student ownership of learning practices by utilizing PLC protocols as demonstrated in observations and various sources of evidence.

Commonwealth Elementary

2021-2022 Goals & Performance Objectives

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 2022, CWE will improve the implementation of SEL and relationship building activities by focusing on cultivating student ownership of learning and behavior, as demonstrated through multiple sources of evidence indicating intentional PLC actions to ensure that daily, structured opportunities for integration are provided.

Performance Objective 2: By June 2022, CWE will reduce the achievement gap in performance for all student groups (All Students, Ethnicity, Special Education, English Learners, and Economically Disadvantaged) in Reading and Math specifically, as demonstrated through multiple sources of evidence indicating intentional PLC actions to ensure consistent implementation of differentiated instructional strategies during daily lessons.

Performance Objective 3: By June 2022, CWE will increase the campus-wide use of success criteria for goal setting in learning by focusing on student clarity, feedback, and progress monitoring, as demonstrated through multiple sources of evidence indicating student ownership of learning and behavior by incorporating exemplars, protocols and monitoring tools into daily lessons.

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

Performance Objective 1: By June 2022, CWE will improve the campus-wide feedback process, as demonstrated through multiple sources of evidence indicating favorable perceptions of school culture and climate through the lens of PBIS and SEL from staff, students, and parents.

Crockett Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, DCMS will increase student achievement and student growth in Math, Literacy, Science, and Social Studies by strengthening the use of PLC protocols to move toward "Empowered" on the FBISD PLC Progression of Practice as evaluated through multiple sources of data. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By the end of the 2021-2022 school year, DCMS will increase student awareness in college and military readiness by expanding the use of the FBISD guidance and counseling curriculum and Naviance to confer with students about the implications for future career paths and making college and career connections as demonstrated on multiple sources of evidence. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By May 2022, DCMS will increase student engagement with ongoing differentiated opportunities, demonstrated through teacher lesson plans and student assessment products, by focusing on Tier 1 instructional planning during PLC's. **Targeted or ESF High PriorityHB3 Goal**

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 2022, DCMS will improve stakeholder feedback processes by focusing on social-emotional learning practices to create a more inclusive learning environment as measured by multiple sources of evidentiary data. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, DCMS will increase the implementation of Student Ownership of Behavior Practices by focusing on implementation of SEL practices during PLC's to further foster inclusive relationships between teachers, staff, and students as demonstrated in multiple sources of evidence.

Dulles Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Dulles Elementary will improve student performance in Math, as demonstrated through campus, district and state indicators by ensuring academic growth for all students through strong Tier One classroom instruction targeting student ownership protocols which will provide students intentional and highly structured opportunities to achieve academically.

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 2022, Dulles Elementary will improve student ownership of learning and increase academic performance in the areas of Reading, Writing, Math and Science, as demonstrated by campus, district and state readiness indicators, through the implementation of goal-setting & revision practices. **HB3 Goal**

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

Performance Objective 1: By June of 2022, Dulles Elementary will improve social emotion learning of students as demonstrated by multiple evidence sources, by ensuring increased student ownership of behavior opportunities through effective implementation of Profile of a Graduate expectations and learner dispositions that will increase behavioral and academic performance of all students.

Dulles High School

2021-2022 Goals & Performance Objectives

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 2022, Dulles High School will improve development of instructional practices to cultivate student ownership of learning by enhancing Professional Learning Communities implementation of clarity in lessons to embed learning intentions and success criteria as demonstrated in multiple 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 2: By May 2022, Dulles High School will close gaps in performance for all student groups as demonstrated in student growth measures and stakeholder feedback through focusing on formative assessment practices to ensure all students have specific and relevant feedback.

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

Performance Objective 1: By May 2022, Dulles High School will improve student's safety and security by focusing on student ownership of behavior practices demonstrated in multiple sources.

Donald Leonetti Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, DLE will improve student proficiency in literacy and numeracy as demonstrated through formative and summative assessments by ensuring strong tier 1 instruction through clarity of student ownership protocols.**HB3 Goal**

Performance Objective 2: By June 2022, DLE will increase implementation of student ownership of learning practices with an emphasis on clarity by focusing on PLC protocols and practices as demonstrated through multiple sources of 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 June 2022, DLE will increase implementation of student ownership of behavior practices by focusing on SEL practices during PLCs as demonstrated in campus culture and various other evidence sources.

Jones Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022 Jones Elementary will increase student readiness in literacy and math by focusing on PLC practices and protocols as evidenced by multiple evidence 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: E. A. Jones will increase implementation of ownership of learning practices by June 2022 by focusing on formative assessment practices and protocols to support student achievement as demonstrated in multiple sources of evidence.

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

Performance Objective 1: By June 2022 E. A. Jones will increase attendance for African American and Hispanic students by focusing on engaging activities during in-school and after-school programs as demonstrated by multiple evidence sources.

Performance Objective 2: By June 2022, EA Jones will increase the implementation of student ownership of learning practices by focusing on PLC practices and protocols that build clarity as demonstrated by multiple sources of evidence.

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 2022, EA Jones will improve the social, emotional well-being of students and teachers by focusing on the implementation of student ownership of behavior and SEL practices as demonstrated by multiple sources of evidence.

Elkins High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, EHS will increase the percent of students with CCMR indicators as demonstrated through CCMR indicators and other sources of evidence by developing and monitoring implementation of PLC protocols and practices.

Performance Objective 2: By June 2022, EHS will increase student academic progress, as demonstrated through the FBISD Universal Screener and other data sources, by focusing on the implementation of student ownership of learning practices in the classroom.

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

Performance Objective 1: By June 2022, EHS will increase student Cognitive Engagement with Academic Goals, Future Plans, and Aspirations as demonstrated through the student engagement survey and other data sources, by implementing and monitoring PLC protocols and practices.

First Colony Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, First Colony Middle School will increase student performance in math and reading of all students as demonstrated in multiple performance measures through the use of tiered instruction.

Performance Objective 2: By May 2022, First Colony Middle School will increase implementation of student ownership of learning practices as demonstrated through multiple PLC and classroom sources of evidence by focusing on PLC structures and protocols.

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

Performance Objective 1: By May 2022, First Colony Middle School will improve the social emotional learning practices as measured through multiple sources of evidence in social emotional support.

Ferndell Henry Center For Learning

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Ferndell Henry Center for Learning and JJAEP will work at all levels to improve the delivery of the District's curriculum in each subject to support closing student achievement gaps among all student groups as demonstrated by the reduction in the campus overall failure rate and provide programs that will ensure proper communication, critical thinking, and self-directed learning to align with the FBISD's profile of a Graduate and further the development of the Student Ownership of Behavior Framework.

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

Performance Objective 1: By June 2022, Ferndell Henry CL will improve student writing proficiency and literacy as demonstrated on multiple data sources such as pre-writing and post-writing assessments administered to students while in the program, using diagnostic, formative, summative, and programmatic assessments to support individual student progress monitoring. **Targeted or ESF High Priority**

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 2022, Ferndell Henry Center for Learning and JJAEP will increase engagement with district and community stakeholders in meaningful ways as demonstrated by the amount of volunteer hours completed by various community sources to support a system of school-to-school partnerships and ensure all students SEL needs are met and in alignment with the FBISD profile of a Graduate to further the development of the Student Ownership of Behavior Framework.

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

Performance Objective 1: By June 2022, Ferndell Henry Center for Learning and JJAEP will improve the cultivation of a compassionate school climate that supports the Social-Emotional needs of students and staff, as demonstrated through the guidance referral log in skyward

Fort Settlement Middle School

2021-2022 Goals & Performance Objectives

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 2022, FSMS will increase the implementation of practices that promote student ownership of learning and behavior by providing teachers with clear expectations, models, and exemplars through professional development and weekly PLC s leading to increased teacher and student clarity as demonstrated by classroom walkthrough data.

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

Performance Objective 1: By June of 2022, FSMS will increase the implementation of social emotional learning practices by focusing on the integration of SEL experiences during PLCs as demonstrated in various sources of evidence. We will provide opportunities to participate in self-selected, non-graded, project-based learning using TPSP and District GT guidelines and Advisory lessons/time for exploration to cultivate student ownership of learning and social emotional growth as evidenced by the number of students completing projects and data gathered from campus surveys about motivation for learning.

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

Performance Objective 1: By June of 2022, FSMS will use PLCs to support planning for incorporating social emotional learning strategies into daily lessons so that more students feel connected to the campus community and know who to ask for help when needed. These will be evidenced by data collected from the district student engagement survey regarding emotional engagement.

Glover Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022 Glover will close the achievement gap in all student groups by focusing on productive PLC systems and structures as demonstrated by multiple sources of 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 June 2022 EGE will improve student readiness in Literacy and Numeracy by implementing the formative assessment framework to support student growth and mastery of TEKS/Concepts as demonstrated in multiple sources of evidence.

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

Performance Objective 1: By June 2022 Glover will increase the implementation of student ownership of learning practices by focusing on instructional clarity in PLCs as demonstrated by multiple sources of evidence.

Garcia Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, GMS will improve Instructional practices to cultivate student ownership of learning for all student groups in core subjects as demonstrated through multiple sources of evidence by increasing Teacher and Student clarity in Tier 1 classroom 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 June 2022, GMS will improve behavioral engagement as demonstrated through multiple sources of evidence by focusing on student ownership of behavior practices to increase student connection to campus experiences.

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

Performance Objective 1: By June 2022, GMS will improve student perceptions of health and safety as demonstrated through multiple sources of evidence by increasing access to Social-emotional learning experiences.

Hodges Bend Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, HBMS will improve the implementation of student ownership of learning and behavior practices in all content areas, as demonstrated through multiple sources of evidence, by ensuring implementation of various PLC protocols and structures.

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

Performance Objective 1: By May 2022, HBMS will improve student ownership of learn by providing solid Tier One instruction targeting purposeful talk and constructive feedback as demonstrated through multiple sources of evidence by ensuring student ownership practices and student growth.

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

Performance Objective 1: By May 2022, HBMS will improve student discipline by building student ownership of behavior by demonstrating attributes of the profile of a graduate.

Hunters Glen Early Literacy Center

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Hunters Glen Early Literacy Center will improve students' readiness in literacy and numeracy, according to the HB3 early childhood readiness indicators, by focusing on the implementation of student ownership of learning as outlined by the Professional Learning Community (PLC) Progressions. **HB3 Goal**

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

Performance Objective 1: By May 2022, Hunters Glen Early Literacy Center will improve student ownership of learning and behaviors, as demonstrated through the progressions of student ownership of learning and behaviors, by ensuring strong school-wide and classroom social emotional learning practices. **Targeted or ESF High PriorityHB3 Goal**

Hunters Glen Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, HGE will refine the development of instructional practices, as demonstrated through the use of formative assessments and other sources as evidence, ensuring systematic use of the FBISD curriculum, professional learning communities targeting student ownership protocols. **Targeted or ESF High Priority**

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

Performance Objective 1: In order to close academic achievement gaps, HGE will target and strengthen our Tier 2 and Tier 3 intervention program system as demonstrated through multiple evidence sources by June 2022. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, HGE will improve student learning and progress during both academic planning sessions and direct instruction implementation, by way of actively participating and collaborating in long-range planning sessions and professional learning communities meetings which will yield a deeper understanding of content standards by teachers through the development of the learning intention and success criteria. **Targeted or ESF High Priority**

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

Performance Objective 1: In order to improve our campus culture regarding relationship building with student ownership of behavior all campus stakeholders, HGE will provide collaborative opportunities through structured campus activities, events, and celebrations that will enhance the culture and climate which will directly impact student achievement and staff morale by June 2022.

Highlands Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By the end of June 2022, Highlands will improve student early literacy skills and numeracy by ensuring strong Tier 1 classroom instruction targeting student ownership protocols as demonstrated in multiple evidence sources. **HB3 Goal**

Performance Objective 2: By June 2022, Highlands will increase the implementation of student ownership of learning practices by focusing on developing clarity using PLC protocols as demonstrated in multiple sources of evidence.

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

Performance Objective 1: By June 2022, Highlands Elementary will improve student engagement by providing choice through diverse planning and differentiated learning experiences during Tier One instruction, intervention, small group, and enrichment as demonstrated by multiple sources of evidence.

Goal 4: Fort Bend ISD will develop students' social, emotional, academic, literacy, language, and life skills in a safe and inclusive environment.

Performance Objective 1: By June 2022, Highlands Elementary will increase social emotional practices through guidance, mental health wellness, and SEL lessons to promote coping strategies to ensure success in the areas of academics, social relationships, and personal growth as demonstrated by multiple sources of evidence.

Holley Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MHE will improve student readiness in literacy and numeracy as demonstrated through HB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instructions targeting student ownership of learning protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, MHE will increase student ownership of behaviors as demonstrated through goal setting systems and structures to develop, review, adjust and reach behavior goals by focusing on the implementation of PBIS practices and protocols.

Performance Objective 2: By June 2022, MHE will improve student attendance rates, as demonstrated through PEIMS reporting, by ensuring community partnerships are established and the campus attendance plan is implemented and monitored 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 June 2022, MHE will improve students' mental health and wellness, as demonstrated by the LIM survey and student engagement survey by monitoring to make sure that all staff members are implementing support initiatives and strategies that will create a safe and secure collaborative environment.

Heritage Rose Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, HRE will improve student readiness in literacy as demonstrated by HB 3 indicators and other evidence sources, by ensuring all teachers follow the instructional model while strengthening Tier 1 instruction by targeting student ownership of learning protocols.

Performance Objective 2: By June 2022, HRE will close performance gaps in literacy and numeracy as demonstrated through student growth by ensuring strong tiered intervention systems.

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 2022, HRE will improve student behavior as demonstrated by multiple sources of evidence focusing on student ownership of behavior practices.

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

Performance Objective 1: By June 2022, HRE will improve the implementation of student ownership of learning practices by ensuring a strong instructional planning focus in all professional learning communities as evidenced by growth on the PLC progression.

Bowie Middle School

2021-2022 Goals & Performance Objectives

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 2022, JBMS will improve student growth by ensuring strong Tier I & II instruction as demonstrated in various growth measures and PLC practices.

Performance Objective 2: By June 2022, JBMS will close gaps in Reading and Math performance for all student groups by ensuring strong Tier III instruction as demonstrated through multiple evidence sources.

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

Performance Objective 1: By June 2022, JBMS will increase social emotional supports for all students by strengthening PBIS and SEL access to support the whole child as demonstrated by multiple forms of evidence.

James C. Neill Elementary School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Neill will close the gaps in math and reading for all students by strategically planning T1 instruction based on formative assessment practices as demonstrated through multiple evidence sources.

Performance Objective 2: By June 2022, JNE will increase the implementation of student ownership of learning practices by focusing on PLC practices and protocols to build clarity around instruction as demonstrated through multiple evidence 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 2022, JNE will improve student ownership of behavior and learning by utilizing PBIS protocols to build strong learner dispositions as demonstrated through multiple evidence sources.

Seguin Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Juan Seguin Elementary will increase the implementation of student ownership of learning practices as demonstrated through multiple sources of evidence by ensuring strong and systematic 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 June 2022, Juan Seguin Elementary will close gaps in performance for all students groups as demonstrated in the HB3 indicators and other source of evidence by ensuring strong and effective small group instruction targeting student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, Juan Seguin Elementary will improve student readiness in literacy, as demonstrated through REN 360 Reading assessment and STAAR Reading Test, by ensuring strong and consistent classroom interventions targeting student ownership protocols.

Kempner High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Kempner High School will increase awareness and access to mental health resources, as demonstrated in Mental Health Supports, by ensuring implementation of student ownership of behavior routines and 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 June 2022, Kempner High School will reduce performance and growth gaps between student groups, as demonstrated in Closing gaps in performance for all student groups, by ensuring implementation of student ownership of learning routines and 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 2022, Kempner High School will increase the number of students that are equipped with the Profile of a Graduate, as demonstrated in Social Emotional Learning, by ensuring implementation of student ownership of behavior routines and practices.

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

Performance Objective 1: By June 2022, Kempner High School will establish structures and systems for the use of evidence to inform decisions, as demonstrated in Systems for Analysis of Evidence, by ensuring implementation of student ownership of behavior routines and practices.

Lexington Creek Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Lexington Creek Elementary will improve student readiness in literacy and numeracy, as demonstrated through HB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership of learning protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, Lexington Creek Elementary will improve student ownership and engagement within the campus community and culture by providing opportunities to develop and demonstrate Profile of a Graduate attributes and Student Ownership of Behaviors.

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

Performance Objective 1: By June 2022, LCE will improve student attendance as evidenced in the average daily attendance rates through ensuring attendance procedures and plans are implemented through Student Ownership of Behavior.

Goodman Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Goodman Elementary will close gaps in performance for all student groups as demonstrated in HB3 indicators by improving the PLC process in order to guide Tier 1 instruction. **Targeted or ESF High Priority HB3 Goal**

Performance Objective 2: By June 2022, Goodman Elementary, as demonstrated by HB3, will improve student readiness in literacy and numeracy by empowering students to use student ownership of learning protocols that are aligned with priority standards, learning intentions, and success criteria during Tier 1 instruction. **Targeted or ESF High Priority HB3 Goal**

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

Performance Objective 1: By June of 2022, Goodman Elementary will improve student ownership of behavior practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness of trauma informed instructional practices for staff.

Lantern Lane Elementary

2021-2022 Goals & Performance Objectives Goals

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 2022, Lantern Lane Elementary will improve student readiness in literacy and numeracy, as demonstrated through early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership protocols. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June 2022, Lantern Lane Elementary will increase implementation of student ownership of learning practices as outlined in the Professional Learning Communities progression, by ensuring a strong instructional planning focus. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, LLE will improve student engagement and participation within the campus community and culture as demonstrated by multiple sources of evidence by focusing on student ownership of behavior and social emotional learning practices.

Lake Olympia Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, LOMS will increase student growth in Reading, Writing, and Math formative assessments as demonstrated by multiple sources of evidence that ensuring the use of student analysis protocols during the PLC process to monitor and adjust 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 2022, LOMS will increase student ownership of learning through lessons aligned to the scope and sequence as demonstrated through multiple evidence sources that ensure consistent implementation of PLC Protocols.

Performance Objective 2: By May 2022, LOMS will improve student ownership of behavior as demonstrated through implementing curriculum that targets SEL and restorative practices that develop students' life skills that prepare them for high school and post-secondary school.

Mission Bend Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MBE will improve student readiness in literacy and numeracy as demonstrated through HB3 early childhood readiness indicators by ensuring strong TIER I classroom instruction through PLC protocols. **HB3 Goal**

Performance Objective 2: By June 2022, MBE will increase the implementation of student ownership of learning practices using PLC protocols as demonstrated in multiple sources of evidence. **Targeted or ESF High Priority**

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 2022, MBE will improve students' attendance rates as evident in the average daily attendance rates by ensuring positive initiatives and fidelity of school-wide attendance intervention protocol through student ownership of behavior. **Targeted or ESF High Priority**

Missouri City Middle School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MCMS will increase percentages of students demonstrating adequate growth in all content areas as demonstrated by REN 360 BOY to MOY to EOY and expected growth on STAAR by providing targeted and purposeful tiered instruction focusing on clarity of learning intention and success criteria with student ownership of learning. **Targeted or ESF High Priority**

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 2022, MCMS will increase the practice of academic and behavioral goal-setting by using instructional tools and social emotional strategies that support student ownership of learning.

Performance Objective 2: By June 2022, MCMS will shift focus from grades to success criteria in goal setting for learning evidenced by increased student engagement as demonstrated through Student Engagement Survey.

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

Performance Objective 1: By June 2022, MCMS will improve instructional practices to cultivate student ownership of learning and behavior through PLC implementation using CST observational evidence of instructional practice implementation (rigor, scope and sequence, alignment). **Targeted or ESF High Priority**

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 2022, MCMS will increase community partnerships and family engagement demonstrated by increasing the number of campus partnerships and family participation events specially aligned with District Priorities/Areas of Focus.

Meadows Elementary

2021-2022 Goals & Performance Objectives

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 2022 Meadows Elementary teachers will improve their ability to increase the implementation of student ownership of learning practices that foster student ownership of learning as demonstrated through multiple sources of evidence the by ensuring strong implementation of PLC protocols. **Targeted or ESF High PriorityHB3 Goal**

Performance Objective 2: By June 2022 Meadows Elementary teachers will decrease the performance gaps for all student groups through effective implementation of tiered instruction in the area of reading as measured by multiple data sources collected during campus Responsive Instruction meetings and PLC meetings. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June 2022 Meadows Elementary will reduce the disproportionality in discipline referrals for SPED students as measured by monthly discipline report reviews by ensuring the implementation of Social and Emotional Learning strategies and Individual Education Plans at the campus and classroom level. **Targeted or ESF High PriorityHB3 Goal**

Mission Glen Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MGE will increase the implementation of student ownership of learning practices by leveraging job-embedded professional learning (JEPL) in PLCs as demonstrated through multiple evidence sources. **Targeted or ESF High PriorityHB3 Goal**

Performance Objective 2: By June 2022, MGE will decrease achievement gaps for all student groups as demonstrated in multiple evidence sources by focusing on professional development in facilitating powerful tiered instructional strategies. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June 2022, Mission Glen Elementary will increase the implementation of student ownership of behavior practices by fostering procedures and practices that build the attributes of the Profile of a Graduate as demonstrated through multiple sources of evidence. **Targeted or ESF High PriorityHB3 Goal**

Goal 4: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Performance Objective 1: By June 2022, MGE will continue to increase positive climate and culture by engaging all stakeholders through the Parent Educator training, participation in survey opportunities, and attending evening events throughout the school year.

Marshall High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Thurgood Marshall will reduce the student achievement gap shown between the campus' special populations in comparison to other campus groups, as shown through growth measures and observed instructional practices, by utilizing PLC protocols, with a focus on teacher clarity, to ensure effective Tier I instruction. **Targeted or ESF High PriorityHB3 Goal**

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 2022, Thurgood Marshall will increase student attendance, as shown in district student attendance data, by ensuring strong use of Drop Out Prevention systems to wrap around the whole student to support their social emotional needs. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, Thurgood Marshall will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide to continue to build on school culture. **Targeted or ESF High Priority**

Malala Yousafzai Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: Performance Objective 1: By June 2022, MYE will increase student growth in reading and math as demonstrated by multiple growth measures through the use of student analysis protocols during the PLC process to monitor and adjust Tier 1 and Tier 2 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: Performance Objective 2: By June 2022, MYE will increase the implementation of student ownership of learning through PLC discussions and ensuring the implementation of student goal-setting protocols and practices 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 at every school.

Performance Objective 1: Performance Objective 3: By June 2022, MYE will increase the implementation of SEL practices demonstrated through campus walks/observations, CST data, and student and parent surveys by focusing on professional development for building capacity in SEL.

Oyster Creek Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, OCE will improve student readiness in literacy and numeracy, as demonstrated through HB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership protocols. **HB3 Goal**

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 2022, OCE will improve student attendance rates, as demonstrated through PEIMS reporting, by ensuring community partnerships are established and the campus attendance plan is implemented and monitored with fidelity.

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

Performance Objective 1: By June 2022, OCE will improve students' mental health and wellness, as demonstrated by the Student Ownership of Behavior indicators focusing on PBIS, Restorative Practices, and the FBISD Profile of a Graduate.

Oakland Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: BY June 2022, Oakland elementary will increase the implementation of student ownership of learning practices by ensuring PLCs use protocols and practices to design effective Tier 1 instruction as demonstrated by multiple sources of evidence. **Targeted or ESF High Priority**

Performance Objective 2: By June 2022, Oakland Elementary will improve students' phonological awareness and close literacy gaps, as demonstrated through the HB3 early childhood readiness indicators by ensuring a strong literacy foundation in K-2 classrooms.

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

Performance Objective 1: By June 2022, Oakland Elementary will increase all students' social emotional engagement through improved implementation of SEL and relationship building activities that cultivate student ownership of learning and behavior via multiple sources of evidence.

Palmer Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June of 2022, Palmer Elementary will improve the performance of all subpopulations in Reading/Literacy as demonstrated through the Student Growth Performance measure of Ren360 assessment results by implementing strong Tier 1 instruction targeting differentiation and Student Ownership of Learning.

Performance Objective 2: By June of 2022, Palmer Elementary will improve the performance of all subpopulations in Math/Science by implementing strong Tier 1 instruction targeting implementation of the district's instructional model, scope and sequence, and rigor.

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

Performance Objective 1: By June 2022, Palmer Elementary will improve student and staff motivation on being at school by implementing SEL protocols that target mental wellness as demonstrated by multiple sources of evidence.

Pecan Grove Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, PGE will improve student readiness in literacy, numeracy, and science as demonstrated through formative and summative growth, by ensuring strong Tier One instruction targeting student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By 2022, PGE will increase the use of self and peer assessment practices as demonstrated by the observational data, by ensuring strong implementation of professional learning practices.

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

Performance Objective 1: By June 2022, PGE will improve campus culture among students and staff as demonstrated by stakeholder feedback by ensuring positive behavior interventions and supports, professional development on social-emotional learning and student ownership of behavior practices.

Progressive High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Progressive High School will increase the percentage of students earning CCMR indicators by providing additional support and opportunities for all students through PLC as demonstrated in multiple sources of 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 June 2022, Progressive High School will improve student attendance by ensuring the implementation of student ownership of learning and blended learning practices through PLC as demonstrated in multiple sources of data.

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

Performance Objective 1: By June 2022, Progressive High School, will increase the student performance in all content areas by building teacher capacity to develop differentiated instructional strategies through PLC as demonstrated by multiple sources of data.

Ridgegate Elementary

2021-2022 Goals & Performance Objectives

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 2022, RGE will increase the implementation of Student Ownership of Learning practices by focusing on PLC protocols as demonstrated by multiple sources of evidence.

Performance Objective 2: By June 2022, RGE will close the achievement gaps with all student groups by focusing on formative assessment practices and protocols as demonstrated by student growth measures and other sources of evidence.

Performance Objective 3: By June 2022, RGE will increase social emotional learning practices through development of the student ownership of behavior and PBIS practices as evidenced by observational, social interactions, and various sources of evidence.

Early Literacy Center (RME)

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Ridgemont Early Literacy Center will improve student readiness in literacy and numeracy, as demonstrated through the early childhood readiness indicators, by ensuring strong Tier One classroom instruction targeting the co-teach model.

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 2022, Ridgemont Early Literacy Center will increase implementation of student ownership of learning practices with an emphasis on teacher clarity, as demonstrated by ensuring strong instructional planning focus in all professional learning communities.

Performance Objective 2: By May 2022, Ridgemont Early Literacy Center will improve student ownership of behavior practices, as demonstrated in multiple evidence sources, by ensuring PLC practices and protocols to plan SEL for Tier 1.

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

Performance Objective 1: By May 2022, Ridgemont Early Literacy Center will increase practices for improving student attendance, as demonstrated in multiple evidence sources, by implementing student ownership of behavior to monitor and promote a higher rate of student attendance.

Ridgemont Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Ridgemont Elementary will improve student performance in literacy and mathematics as demonstrated by multiple sources of evidence by ensuring strong Tier1 instruction targeting teacher clarity and student ownership protocols.

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

Performance Objective 1: By June 2022, RME will increase implementation of student ownership of learning practices as demonstrated through multiple evidence sources by ensuring we provide targeted professional learning with a focus on PLC protocols and practices

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

Performance Objective 1: By June 2022, Ridgemont Elementary will increase student attendance rates as demonstrated by the May cumulative attendance report by ensuring daily communication with parents and student incentives.

Parks Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, RPE will improve student performance in literacy and numeracy, as demonstrated in multiple sources of evidence by focusing on PLC protocols and practices. **HB3 Goal**

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

Performance Objective 1: By June 2022, RPE will close the performance gaps of student in literacy and numeracy, as demonstrated by student growth measures by focusing on tiered instruction and support interventions systems.

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

Performance Objective 1: By June 2022, RPE will increase student emotional engagement as demonstrated by stakeholder feedback and other sources of evidence by focusing on Student Ownership of Behavior practices.

Ridge Point High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By the conclusion of the 2021-2022 school year RPHS will improve student readiness as demonstrated through College, Career, and Military Readiness indicators by increasing access to advance courses, ensuring strong Tier One classroom instruction, and increasing participation in readiness 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 2022, RPHS will increase student growth in student performance by focusing on developing student ownership practices as demonstrated in multiple forms of evidence through leveraging PLC 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 2022, Ridge Point will increase student perceptions of social emotional wellbeing and safety measured by student feedback and connections to teachers by focusing on the implementation of student ownership of behavior practices and access to resources.

Sienna Crossing Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, SCE will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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

Performance Objective 1: By June 2022 SCE will increase the implementation of student ownership of learning practices in PLC planning as evident in CST walks and classroom observations.

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

Performance Objective 1: By June 2022, SCE will increase social and emotional learning for students and staff by implementing SEL activities as demonstrated by a student and staff engagement surveys to create a culture of belonging and safe learning environment.

Schiff Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, JSE will improve student proficiency in literacy and numeracy as demonstrated through formative and summative assessments by ensuring strong tier 1 instruction through clarity of student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, JSE will increase student ownership of learning practices to cultivate goal setting and clarity. **HB3 Goal**

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

Performance Objective 1: By June 2022, JSE will improve social-emotional learning among students and staff as demonstrated by ensuring use of positive behavior interventions and supports, professional engagement in support of practices, and student ownership of behavior practices.

Sugar Mill Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Sugar Mill ES will close achievement gaps in literacy and numeracy for students PreK- fifth grade, as demonstrated through ongoing formative assessments, by strengthening PLC practices and utilizing targeted student ownership protocols. **HB3 Goal**

Performance Objective 2: By May 2022, Sugar Mill ES will improve student readiness in literacy and numeracy, as demonstrated through the HB3 early childhood readiness indicators, by ensuring strong Tier One classroom instruction targeting student ownership protocols.

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

Performance Objective 1: By May 2022, Sugar Mill ES will improve campus/community culture and climate through targeted feedback and participation opportunities resulting in increased community engagement and communication as demonstrated in multiple evidence sources.

Scanlan Oaks

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Scanlan Oaks Elementary will improve student readiness in literacy and numeracy, as demonstrated through multiple measure of student performance, by ensuring strong tier one classroom instruction targeting student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, Scanlan Oaks Elementary will improve students' mental health and wellness and increase student engagement, as demonstrated by the Student Ownership of Behavior indicators focusing on PBIS, Restorative Practices, and the FBISD Profile of a Graduate.

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

Performance Objective 1: By June 2020, Scanlan Oaks Elementary will increase implementation of student ownership of learning practices in writing, by focusing on professional development to build teacher capacity in writing instructional practices, as demonstrated on multiple forms of evidence.

Sullivan Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022 ASE will improve student growth in literacy and mathematics performances as demonstrated through multiple sources of formative and summative check points by ensuring strong tier 1 instruction targeting student ownership protocols.

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

Performance Objective 1: By June 2022 ASE will increase academic and behavioral student ownership learning opportunities in all content areas as evident in CST walks and classroom observations by ensuring intentional planning during PLC's.

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

Performance Objective 1: By June 2022 ASE will increase the implementation of student ownership of behavior practices as evidenced by a decrease in discipline referrals with all sub populations by ensuring targeted SOL protocols and effective PLC planning are being implemented.

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

Performance Objective 1: By June 2022, ASE will increase Social Emotional Learning and Emotional Engagement within the campus community and culture by providing opportunities for students to demonstrate ownership of behavior as evidence in mid and End of the Year reflections.

Settlers Way Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Settlers Way Elementary will close gaps in mathematics performance for all student groups by ensuring strong tier 1 classroom instruction targeting student ownership protocols as demonstrated by multiple sources of 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 June 2022, Settlers Way Elementary will increase student engagement and participation in campus programming by providing opportunities and access as demonstrated through the development of profile of a graduate attributes

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

Performance Objective 1: By June 2022, Settlers Way Elementary will increase the implementation of student ownership of learning practices by focusing on the use of formative assessment strategies in PLCs as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, SWE will improve the social emotional well being of student and staff by focusing on student ownership of behavior practices to build positive relationship as demonstrated through multiple evidence sources.

Travis High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, we will increase the implementation of systems for analyzing evidence by focusing on PLC practices that allow for the planning of differentiation within Tier 1 instruction as demonstrated in multiple sources of 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 June 2022, we will increase in students implementing student ownership of learning practices to drive goal setting by focusing on a system to support student ownership practices such as goal setting as demonstrated in multiple sources of data.

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

Performance Objective 1: By June 2022, we will increase implementation of a system to increase our social emotional learning activities and college & career awareness activities by focusing on student-created lessons during our advisory/Tiger Time.

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

Performance Objective 1: By June 2022, we will increase implementation of a school-wide PBIS based reward system for positive behaviors and outcomes by focusing on an expanded Tiger Pride Points reward system to recognize and reward students and staff.

Townwest Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: Townwest Elementary School will refine and improve TIER 1 instruction with the purpose of increasing rigor to directly impact student achievement as a result of targeted professional development, teacher observation and feedback, implementation accountability, and by establishing instructional planning and support systems that are aligned to the district 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: Townwest Elementary School will improve student ownership of learning and attendance throughout the 2021-2022 academic year by implementing and monitoring intervention systems that provide opportunities to students to have access meaningful instruction and appropriate resources that are researched based and aligned to the district goals and meet the academic, emotional and social needs of the student.

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

Performance Objective 1: Townwest Elementary School will develop clear expectations for lesson planning, instructional delivery, learning experience, intervention supports to improve teacher instructional delivery and student clarity of the learning in order to increase student achievement for the 2021 - 2022 academic 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: Townwest Elementary School will improve the social, emotional, and life skills of employees and students by providing an environment, resources, and opportunities to learn to effectively practice self-care and develop strategies to manage or avoid stressful experiences throughout the 2021 academic school year.

Burton Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Burton Elementary will improve student readiness and progress in literacy and numeracy, as demonstrated in HB3 indicators and other sources of evidence, by ensuring strong Tier 1 instruction that targets student ownership of learning strategies. **Targeted or ESF High PriorityHB3 Goal**

Performance Objective 2: By June 2022, Burton Elementary will improve teacher clarity through the development of instructional practices to cultivate student ownership of learning, as outlined in the Student Ownership of Learning and the PLC Progression of Practice, by ensuring a strong instructional planning focus in all professional learning communities. **Targeted or ESF High Priority**

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 2022, Burton Elementary will improve the disproportionality in discipline for AA and Sped students and threat assessments, as demonstrated by a decrease in discipline referrals, by ensuring effective implementation of PBIS strategies and student ownership of behavior practices.

Willowridge High School

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Willowridge High School will increase student performance and readiness in Reading and Math through student growth measures with REN 360, Unit Assessments and observation walk-throughs, by focusing on Tier 1 instruction with an emphasis on student ownership of learning.

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

Performance Objective 1: By May 2022 students will increase implementation of student ownership of behavior as demonstrated by the decreases in the disproportionality of suspension rates (OSS & ISS), and other evidence sources through focusing on PLC practices and protocols using restorative practices.

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

Performance Objective 1: By June 2022, Willowridge High School will improve student readiness as demonstrated through College, Career Readiness indicators by increasing access to advanced courses, ensuring strong Tier One classroom instruction, and participation in readiness assessments, which will be measured through the increase in students taking and passing TSI, ACT, SAT, ASVAB and college acceptance. (Align to Profile of a Graduate)

Walker Station Elementary

2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, WSE will improve student readiness in literacy, as evidenced through the HB3 early childhood readiness indicators, by ensuring implementation of Tier 1 balanced literacy instruction through intentional planning in Professional Learning Communities. **HB3 Goal**

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

Performance Objective 1: By June 2022, WSE will increase implementation of student ownership of learning and behavior practices through increasing learning opportunities with an emphasis on reflection and student-driven goal setting through intentional planning in Professional Learning Communities.

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

Performance Objective 1: By June 2022, WSE will decrease the achievement gap in math and literacy for all student groups as demonstrated by multiple evidence sources by utilizing PLCs to focus on the Formative Assessment Framework practices.

Fort Bend Independent School District

2020-2021

Campus Improvement Plans

CBAS System Responses

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Armstrong ES

CBAS Pillar/Category:	<i>Student Learning & Progress</i>						
District/Campus Area of Focus:	<i>Student Learning & Progress; Engaged, Well-Rounded Students</i>						
Initial Relationship to Area of Focus:	<i>Major Change</i>						
Key Question:	<i>1.4 To what degree do educators provide learning experiences appropriate to student needs?</i>						
System Response:	<i>By May 2022, Dr. Lynn Armstrong Elementary School will empower students to take ownership of their learning by providing strong Tier One instruction targeting student ownership protocols, thereby increasing student readiness in literacy and mathematics, as demonstrated through multiple measures of evidence.</i>						
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>						
District/Campus Area of Focus:	<i>Demographics; Student Learning & Progress; Engaged, Well-Rounded Students, and Professional Learning & Quality Staff</i>						
Initial Relationship to Area of Focus:	<i>Major Change</i>						
Key Question:	<i>3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?</i>						
System Response:	<i>By May 2022, Dr. Lynn Armstrong Elementary School will empower students to engage and take ownership of their behavior, development and future well-being by providing instruction on social-emotional learning.</i>						

Colony Bend ES

CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>
District/Campus Area of Focus:	<i>Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)</i>
Initial Relationship to Area of Focus:	<i>Minor Change</i>
Key Question:	<i>To what degree do learning experiences engage students in meaningful and relevant work?</i>
System Response:	<i>By July 2022, Colony Bend Elementary will improve student performance using the Professional Learning Communities Progression of Practice, to build capacity in teachers to plan and deliver lessons that are aligned with Learning Intentions and co -constructed Success Criteria, resulting in authentic student work (products, performances and processes) in math and reading, increasing percentages of students demonstrating a year of growth.</i>
CBAS Pillar/Category:	<i>Student Learning & Progress</i>
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior</i>
Initial Relationship to Area of Focus:	<i>Major Change</i>
Key Question:	<i>To what degree do the educators provide learning experiences appropriate to student needs?</i>
System Response:	<i>By May 2022 CBE will increase the rate of students demonstrating growth in Reading and Math, by improving teacher capacity using Professional Learning Communities Progression of Practice to develop student driven instructional plans addressing the needs of individual needs of Tier1,2, 3 students.</i>

Colony Meadows ES

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior, Literacy Performance,</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>1.1</i>							
System Response:	<i>By May 2022, CME will empower our students to take ownership of their learning and behavior by establishing clear campus expectations for the use of student ownership tools that support cycles of feedback, goal setting, revision, and student choice, in order to positively impact student performance and proficiency on the grade level SOL progression.</i>							
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Student engagement in programming and differentiated learning opportunities</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>3.2</i>							
System Response:	<i>By May 2022, CME will empower students to take responsibility for and exhibit ownership of their overall development and future well-being by providing enrichment opportunities for all students to explore talents, interests and gifts therefore increasing student engagement in the learning environment.</i>							
CBAS Pillar/Category:	<i>Professional Learning & Quality Staff</i>							
District/Campus Area of Focus:	<i>Quality Staff - Retention and Development</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>5.2</i>							
System Response:	<i>By May 2022, CME staff will be empowered to foster and develop a culture of learning with students and each other through ongoing, timely job embedded professional development, modeling and feedback evidenced through improved instructional practices in the classroom and other learning opportunities.</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Social Emotional Learning and Emotional Engagement</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>7.3</i>							
System Response:	<i>By May 2022, CME staff will be empowered to support the physical and social-emotional needs of our students by establishing an SEL program where students feel they are being educated in an optimal environment that is safe, secure, and conducive to learning.</i>							

Drabek ES

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>1.2 To what degree do schools ensure students experience success in learning?</i>							
System Response:	<i>By June 2022, Rita Drabek Elementary will cultivate student ownership of learning by providing students with strong Tier One instruction aligned with the District's instructional model and curriculum in order to positively impact student performance.</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Social Emotional Learning</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>7.2 To what degree does the school cultivate a positive culture and supportive climate?</i>							
System Response:	<i>By June 2022, Rita Drabek Elementary will empower students to take ownership of their behavior by providing systems to promote a culture of belonging and safety, thereby increasing student engagement in learning.</i>							

Lakeview ES

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Literacy/Math Performance</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>To what degree do teachers plan instructional practices that cultivate student ownership of learning and behavior?</i>							
System Response:	<i>By June 2022, Lakeview Elementary will improve PLC implementation to increase use of strong tier 1 instructional practices that cultivate student ownership of learning and behavior thereby increasing student growth and performance in reading and math.</i>							
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Shifting focus from grades to success criteria in goal setting for learning</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?</i>							
System Response:	<i>By June 2022, Lakeview Elementary will empower students to take ownership of their learning and behavior by using goal setting and self, peer, and teacher feedback to improve academic performance and student engagement.</i>							

Mission West

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do students take responsibility for and ownership of their learning and behavior?</i>							
System Response:	<i>By June 2022, Mission West Elementary will develop student ownership of learning by ensuring Tier One instruction and targeting teacher clarity to improve student performance on multiple measures of evidence</i>							
CBAS Pillar/Category:	<i>Professional Learning & Quality Staff</i>							
District/Campus Area of Focus:	<i>Quality Staff - Retention & Development</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree are we fostering and developing a culture of learning and implementation among all staff?</i>							
System Response:	<i>By June 2022, Mission West Elementary will improve teacher clarity and build teacher capacity, by ensuring a strong instructional planning focus in all professional learning communities as outlined in the PLC Progression of Practice in order to positively impact student performance</i>							
CBAS Pillar/Category:	<i>Community Engagement & Partnerships</i>							
District/Campus Area of Focus:	<i>Community Partnerships</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?</i>							
System Response:	<i>By June 2022, Mission West Elementary will incorporate community engagement partnerships and events and provide opportunities for stakeholder feedback in order to create a positive culture and environment that promotes respect and inclusion for all students and stakeholders</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Social Emotional Learning</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>To what degree do our schools support the physical and socio-emotional needs of students?</i>							
System Response:	<i>By June 2022, Mission West Elementary will develop student ownership of behavior by improving campus culture through best practices supporting behavior in order to positively impact student engagement and readiness</i>							

Patterson ES

CBAS Pillar/Category:	Student Learning & Progress							
District/Campus Area of Focus:	FBISD- Student Ownership of Learning							
Initial Relationship to Area of Focus:	Major Change							
Key Question:	To what degree do students take responsibility for and ownership of their learning and behavior?							
System Response:	By June, 2022, James Patterson Elementary will empower students to take ownership of their learning by providing effective Tier I instruction which focuses on student ownership protocols and tools, thereby improving student performance outcomes in numeracy and literacy.							
CBAS Pillar/Category:	Professional Learning & Quality Staff							
District/Campus Area of Focus:	FBISD/ (Retention) and Development of Staff							
Initial Relationship to Area of Focus:	Major Change							
Key Question:	To what degree does JPE attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated to improve student outcomes.							
System Response:	By June, 2022, James Patterson Elementary will build teacher capacity through Professional Development focused on providing strong Tier I and Tier II instruction and interventions targeting Guided Reading and Guided Math Protocols, thereby increasing student readiness in literacy and numeracy.							

Quail Valley ES

CBAS Pillar/Category:	<i>Engaged Well Rounded Students</i>							
District/Campus Area of Focus:	<i>Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?</i>							
System Response:	<i>By May 2022 QVE will empower students to take ownership of their learning and behavior by providing strong Tier I instruction targeting student ownership through goal setting, thereby increasing student engagement and readiness in literacy and math.</i>							
CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Closing gaps in performance for all student groups</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>1.2 To what degree do schools ensure students experience success in learning?</i>							
System Response:	<i>By May 2022 QVE will empower students to take ownership of their learning and behavior by providing strong Tier I instruction targeting student ownership utilizing feedback, thereby increasing student readiness in literacy and math as demonstrated on multiple measures.</i>							

Dulles MS

CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Student achievement and climate and culture</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question: 3.1	<i>3.1 To what degree do learning experiences engage students in meaningful and relevant work?</i>							
System Response:	<i>By June 2022 Dulles MS will be an organization in which all PLCs will establish cycle PLC Planning protocol of utilizing student artifacts to make instructional adjustments that are meaningful and relevant Tier One instruction in order to impact student learning performance and increase student engagement.</i>							
CBAS Pillar/Category:	<i>Student Readiness</i>							
District/Campus Area of Focus:	<i>Campus focus will be on providing students will the skills to meet the instructional level of the TEKS.</i>							
Initial Relationship to Area of Focus:	<i>Maintain (Efforts Successful)</i>							
Key Question: 2.3	<i>2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?</i>							
System Response:	<i>By June 2022 Dulles MS will be an organization capable of using the formative assessment system to identifying students' instructional gaps and developing a plan for intervention in order for students to demonstrate the requisite skills to be successful in the next stage of learning.</i>							
CBAS Pillar/Category:	<i>Student Readiness</i>							
District/Campus Area of Focus:	<i>Student achievement and climate and culture</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question: 2.2	<i>2.2 To what degree are we equipping students with Skills for Life (Profile of a Graduate.)</i>							
System Response:	<i>By June 2022 Dulles MS will be a organization where every student is empowered to take ownership of the school culture (We are Vikings - We Live Above the Line) and demonstrate the traits of the Profile of a Graduate with Learner Disposition by increasing student engagement in learning and extracurricular opportunities.</i>							
CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Student achievement and ownership of learning</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question: 1.1	<i>1.1 To what degree do students take responsibility for and ownership of their learning and behavior?</i>							
System Response:	<i>By June 2022 Dulles MS will be an organization with the capacity to develop Student Ownership by utilizing clarity tools such as co-constructed Success Criteria, rubrics and checklists in planning and implementation of Tier One instruction in order to increase student's readiness and improve student performance on multiple measures of evidence.</i>							

McAuliffe MS

CBAS Pillar/Category:	Student Learning & Progress							
District/Campus Area of Focus:	Development of instructional practices to cultivate student ownership of learning and behavior by focusing on clarity.							
Initial Relationship to Area of Focus:	Major Change							
Key Question: 1.1	To what degree do educators provide learning experiences appropriate to student needs?							
System Response:	By June 2022, Christa McAuliffe Middle School will implement and support the use of Professional Learning Communities in the areas of planning instruction collaboratively, student work analysis, adult learning (professional development), and assessment design with a focus on clarity, in order to positively impact student ownership of learning and performance on multiple measures of evidence							
CBAS Pillar/Category:	Professional Learning & Quality Staff							
District/Campus Area of Focus:	FBISD Core Belief: We believe student success is best achieved through effective teachers that inspire learning and we are committed to recruiting, developing, and retaining effective teachers							
Initial Relationship to Area of Focus:	Major Change							
Key Question: 5.3	To what degree does the organization attract, recruit, develop, and retain high-quality staff that is highly engaged, productive, and dedicated in order to improve student outcomes?							
System Response:	By June 1, 2022, CMMS will continue to build capacity in staff members to enhance teaching and learning through effective implementation of Professional Learning Communities (or Professional Development, modeling and coaching) in order to increase student learning, achievement and teacher retention.							

Quail Valley MS

CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Student participation in extracurricular activities and school/learning (Behavioral Engagement) Shifting focus from grades to success criteria in goal setting for learning - degree students in vest in their learning (Cognitive Engagement) Student engagement in programming and differentiated learning opportunities</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?</i>							
System Response:	<i>By May 2022, Quail Valley Middle School will enable students to exhibit ownership of their future well-being by increasing opportunities for students to engage in various clubs and organizations to develop talents, gifts and interests; thereby increasing student engagement.</i>							
CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of Instructional Practices to cultivate student ownership of learning</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>1.1 To what degree do students take responsibility for and ownership of their learning and behavior?</i>							
System Response:	<i>By May 2022, Quail Valley Middle School will empower students to take ownership of their learning by providing strong tier 1 instruction targeting student ownership protocols, thereby increasing student learning outcomes.</i>							
CBAS Pillar/Category:	<i>Professional Learning & Quality Staff</i>							
District/Campus Area of Focus:	<i>Quality staff-retention and development</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?</i>							
System Response:	<i>By May 2022, QVMS will equip and empower our staff to meet the needs of the whole child by providing professional learning, modeling and feedback during monthly Faculty Meetings and Professional Learning Communities centered around Social-Emotional Learning, thereby increasing student engagement, staff engagement, decreasing student referrals and consequences for discipline.</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Disproportionality in discipline and threat assessments Social Emotional Learning and Emotional Engagement</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							

Key Question:	<i>7.2 To what degree does the school cultivate a positive culture and supportive climate?</i>
System Response:	<i>By May 2022, Quail Valley Middle School will cultivate an increasingly positive culture and supportive climate by increasing opportunities for students to engage in classroom discussions using discussion protocols that would provide for positive, supportive peer to peer and teacher to peer feedback.</i>

Sartartia MS

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do educators provide learning experiences appropriate to students needs?</i>							
System Response:	<i>By April 2022, SMS will improve Tier 1 instruction and student ownership of learning through improved Professional Learning Communities practices that impact multiple forms of evidence in student performance.</i>							
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Student participation in extracurricular activities and school/learning (Behavioral Engagement)</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do learning experiences engage students in meaningful and relevant work?</i>							
System Response:	<i>By March 2022, all SMS students will improve their engagement as learners in the school environment as demonstrated through participation in extracurricular learning opportunities and social emotional engagement using the Profile of a Graduate and Learner Dispositions.</i>							

Sugar Land MS

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Development of instructional practices to cultivate student ownership of learning and behavior.</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	1.4 To what degree do educators provide learning experiences appropriate to student needs?							
System Response:	By June 2023, Sugar Land MS will refine Professional Learning Communities practices using Impact Team protocols that support a continuous cycle of improvement for the purpose of increasing the effectiveness of Tier 1 instruction and to close student achievement gaps as demonstrated through student growth and achievement evidence.							
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	3.1 To what degree do learning experiences engage students in meaningful and relevant work?							
System Response:	<i>By June 2022, Sugar Land MS will improve students' ownership of their learning as demonstrated through growth in formative and summative evidence using the Student Ownership of Learning tools and protocols.</i>							

CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Closing gaps in performance for all student groups; Literacy Performance</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>1.1 To what degree do students take responsibility for and ownership of their learning and behavior?</i>							
System Response:	<i>By June 2022, RTMS will empower students to take ownership of their learning and behavior by providing strong Tier One instruction targeting student ownership protocols, thereby closing the gaps in performance for all student groups as demonstrated through multiple forms of evidence on student engagement and performance.</i>							
CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>3.1 To what degree do learning experiences engage students in meaningful and relevant work?</i>							
System Response:	<i>By June 2022, RTMS will shift focus from grades to success criteria in goal setting for learning by providing a strong Professional Learning Community structure targeting incorporating proven engagement and instructional strategies in order to positively impact student engagement and learning.</i>							
CBAS Pillar/Category:	<i>Professional Learning & Quality Staff</i>							
District/Campus Area of Focus:	<i>Recruiting and Placement of Staff (teachers, leaders)</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>5.3 To what degree do we build leaders (capacity) within the organization?</i>							
System Response:	<i>By June 2022, RTMS will increase visibility in recruiting and capacity-building efforts providing opportunities for growth and leadership within the campus through Professional Development in order to retain quality staff to improve student outcomes.</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Social Emotional Learning and Emotional Engagement</i>							
Initial Relationship to Area of Focus:	<i>Minor Change</i>							
Key Question:	<i>7.3 To what degree do our schools support the physical and social-emotional needs of students?</i>							
System Response:	<i>By June 2022, RTMS will improve schoolwide social emotional supports for students through Social-Emotional Learning and increased opportunities for student engagement.</i>							

Austin HS

CBAS Pillar/Category:	<i>Engaged Well-Rounded Learner</i>							
District/Campus Area of Focus:	<i>Fort Bend ISD/Engaged Well-Rounded Students)</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do learning experiences engage students in meaningful and relevant work?</i>							
System Response:	<i>By June 2022 Stephen F. Austin High School will be an organization capable of engaging students in learning experiences that are meaningful and relevant and will increase student ownership of learning through Tier 1 instruction focused on development of student goals, peer-to-peer/teacher-to-peer feedback, thereby impacting multiple measures of student growth.</i>							
CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Fort Bend ISD/Safety & Well-Being</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do students and staff feel safe and secure at school?</i>							
System Response:	<i>By June 2022, Stephen F. Austin will improve the culture of the school through social-emotional learning and support in order to address the needs of students and staff related to safety and well-being.</i>							

Hightower HS

CBAS Pillar/Category:	<i>Safety & Well-Being</i>							
District/Campus Area of Focus:	<i>Social Emotional Lessons in the classroom and positive relationships with peer and adults.</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree does the school cultivate a positive culture and supportive climate?</i>							
System Response:	<i>By May, 2022 Hightower High School will positively impact school culture by focusing on improved student-to-student and student-to-adult interactions through Tier 1 instruction and extracurricular activities resulting in improved student engagement.</i>							
CBAS Pillar/Category:	<i>Community Engagement & Partnerships</i>							
District/Campus Area of Focus:	<i>Parental involvement in VIPs, boosters, and from business and community partners designed to assist the campus with various supports.</i>							
Initial Relationship to Area of Focus:	<i>Maintain (Efforts Successful)</i>							
Key Question:	<i>To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?</i>							
System Response:	<i>By May, 2022, Hightower High School will improve the engagement of community partners utilizing district guidance to support effective community partners in order to improve student engagement.</i>							
CBAS Pillar/Category:	<i>Student Readiness</i>							
District/Campus Area of Focus:	<i>Improving the percentage of meets grade level on STAAR EOC</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?</i>							
System Response:	<i>By June, 2022 Hightower High School will improve student readiness through student ownership of learning and implementation of student learning goals and targets in core content classrooms, focused on articulated TEKS for each course.</i>							
CBAS Pillar/Category:	<i>Student Learning & Progress</i>							
District/Campus Area of Focus:	<i>Student Ownership of Learning tools crafted by PLCs and implemented by all content teachers that speaks to clarity and utilizes effective feedback.</i>							
Initial Relationship to Area of Focus:	<i>Major Change</i>							
Key Question:	<i>To what degree do educators provide learning experience appropriate to student needs?</i>							
System Response:	<i>By May 2022, Hightower High School will improve student ownership of their learning through alignment and use of Professional Learning Communities tools to identify learning goals, targets and success criteria for students each nine weeks focused on developing process skills, critical thinking, and collaborative engagement in Tier 1 instruction, thereby impacting student performance on multiple measures of evidence.</i>							

Reese Technical Center

CBAS Pillar/Category:	Student Learning & Progress							
District/Campus Area of Focus:	Goal Setting and Revision							
Initial Relationship to Area of Focus:	Major Change							
Key Question:	To what degree do students take responsibility for and ownership of their learning and behavior?							
System Response:	By June 2023, James Reese Career and Technical Center will empower students to take responsibility for and ownership of their learning and behavior by providing strong Tier 1 instruction targeting student ownership protocols including goal setting and revision, thereby increasing students' success and readiness for post-secondary career opportunities.							
CBAS Pillar/Category:	Student Readiness							
District/Campus Area of Focus:	Goal Setting and Revision							
Initial Relationship to Area of Focus:	Major Change							
Key Question:	To what degree are we preparing students for post-secondary success, including college, career or military?							
System Response:	By June 2023, James Reese Career and Technical Center will prepare students for post-secondary success, including college, career or military by providing strong Tier 1 instruction with designed data driven learning experiences aligned with industry certification standards, thereby increasing students' success and readiness for post-secondary career opportunities.							

Campus Improvement Plan Progress

2021-2022

- Campus Improvement Progress is based on the Performance Objectives chosen by the campus.
- Campuses create signals to track their performance across the year.
- Progress is measured
 - quarterly - four times a year
 - By the numbers of signals (#S) that are one track, need adjustments, need support, or are in crisis
- Progress in this report is based on the first two quarters of the year, Fall 2021

Mathematics performance

Literacy performance

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Austin Parkway	2			
Blue Ridge	1			
Briargate	2			
Burton	1			
Colony Bend	4	3		
Commonwealth	2			
Goodman	1			
Highlands	1			
Holley	1			
Jordan	1			
Lakeview	2			
Leonetti	1			
Malala	1			
Mission Bend	2	1		
Mission Glen	1			
Oyster Creek	1			
Ridgemont	1			
Scanlan Oaks	1			
Schiff	3			
Sienna Crossing	2			
Sugar Mill		1		
Sullivan	2			

Development of instructional practices to cultivate student ownership of learning and behavior

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Armstrong	2	4		
Austin Parkway	2	2		
Barrington Place	1			
Blue Ridge	4	1		
Brazos Bend	2			
Briargate	3	1		
Burton	2			
Colony Meadows	3	2		
Commonwealth	2			
Cornerstone	5			
Drabek	5			
Dulles ES	2			
EA Jones	1			
Fleming	2	2		
Glover	1			
Goodman	1			
Heritage Rose	4			
Highlands	2			
Holley	2			
Hunters Glen	1			
Lantern Lane	1			
Leonetti	4			
Lexington Creek	2	1		
Madden	4	1		
Malala	1			
Mission Bend	2			
Mission West	2			
Neill	2			

Development of instructional practices to cultivate student ownership of learning and behavior

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Oakland	2			
Oyster Creek	2			
Palmer	3			
Patterson	2	1		
Pecan Grove		1		
Ridgegate	2			
Ridgemont	3			
Scanlan Oaks	1			
Schiff	2	1	2	
Seguin	1	1		
Settlers Way	3			
Sienna Crossing	2			
Sugar Mill	2			
Sullivan	2			
Townewest	1	1		
MIDDLE SCHOOL				
Baines MS	1			
Bowie MS	1	1		
Dulles MS		2		
First Colony MS	1			
Fort Settlement MS	2			
Garcia MS	1			
Hodges Bend MS	2			
Lake Olympia MS	3	1		
McAuliffe MS		2	2	
Missouri City MS	1			
Quail Valley MS		6		
Sartartia	3			
Sugar Land MS	3			

Development of instructional practices to cultivate student ownership of learning and behavior

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
HIGH SCHOOL				
Austin HS	2			
Bush HS	2			
Dulles HS	1	1		
Elkins HS	1	2		
Hightower HS	3	2		
Kempner HS	3			
Ridge Point HS	2			
Travis HS	4			
Willowridge HS	1			

Closing Gaps in Performance for All Student Groups				
	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Austin Parkway	1			
Glover	1			
Goodman	3			
Heritage Rose	3			
Hunters Glen	1			
Jordan	3			
Madden	1			
Mission Glen	1			
Neill	2			
Pecan Grove	1			
Quail Valley ES	5			
Ridgegate	1			
Seguin	1			
Sullivan	1			
Walker Station	2			
MIDDLE SCHOOL				
Baines MS	1			
Bowie MS	3	2		
Crockett MS	2			
Dulles MS		2		
First Colony MS	1			
Fort Settlement MS	1			
Hodges Bend MS	1			
Lake Olympia MS	3	2	1	
Missouri City MS	5	1		
Thornton MS	3	1		
HIGH SCHOOL				
Bush HS	2	1		
Dulles HS	1	3		
Hightower HS	5			
Marshall HS	9	1	1	
Travis HS	4			

Science Performance
Social Studies Performance
Mathematics Performance
Literacy Performance

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Burton		1		
Cornerstone	1			
EA Jones	2			
Fleming	2			
Goodman	2	3		
Madden	2			
Neill	1			
Pecan Grove	1			
HIGH SCHOOL				
Clements HS		1		
Willowridge HS	2			

Disproportionality in Discipline and Threat Assessments

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
MIDDLE SCHOOL				
Bowie MS	2			
Hodges Bend MS	1			
Missouri City MS	1			
HIGH SCHOOL				
Kempner HS	1			

Literary Performance

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Austin Parkway		1		
Blue Ridge	1			
Briargate	1			
Cornerstone		1		
Jordan	1			
Lantern Lane	1			
Oakland	2			
Palmer	1			
Scanlan Oaks	1			
Seguin	1			
Sienna Crossing	1			
Walker Station	1			
HIGH SCHOOL				
Ferndale Henry	1			

Mathematics Performance

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Austin Parkway	2			
Dulles ES	1			
Settlers Way	1			
Walker Station	1			

Systems for Analysis of Evidence

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Barrington Place	2			
Blue Ridge	1			
Briargate	1			
Burton		1		
Commonwealth	1			
Cornerstone	5			
EA Jones	2			
Glover		1		
Goodman	1			
Hunters Glen	1			
Jordan	1			
Leonetti	1			
Lexington Creek	1			
Palmer	2			2
Ridgegate	1			
Scanlan Oaks	1			
Sugar Mill	1			
Sullivan	1			
Townewest	1			
Walker Station	1	1		

Stakeholder Feedback Processes				
	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Commonwealth	1			
Cornerstone	2	1		
Sugar Mill	2	1		
MIDDLE SCHOOL				
Crockett MS	1			
HIGH SCHOOL				
Bush HS		1		

Student Engagement in Programming and Differentiated Learning Opportunities				
	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Burton	1			
Colony Meadows	2			
Heritage Rose	1			
Hunters Glen	1			
Jordan	1			
Lexington Creek	2			
Settlers Way	1			
Walker Station	1	1		
MIDDLE SCHOOL				
Crockett MS	1			
Quail Valley MS		4		
Sartartia MS	1	1		
HIGH SCHOOL				
Bush HS	1			
Willowridge HS	1			

Social Emotional Learning and Emotional Engagement

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Austin Parkway	3	2		
Barrington Place	1			
Blue Ridge	3	1		
Brazos Bend	1			
Briargate	2			
Burton	2			
Colony Meadows	2			
Commonwealth	1			
Cornerstone	6			
Drabek	5			
EA Jones	1	1		
Fleming	1		1	
Goodman	1	1		
Heritage Rose	2			
Highlands	1			
Holley	1			
Lantern Lane	1			
Leonetti	1			
Lexington Creek	2			
Malala	1			
Mission Glen	1			
Mission West	2			
Neill	1			
Oakland	2			
Oyster Creek	2			
Palmer	1			
Pecan Grove	1			
Scanlan Oaks	1			

Social Emotional Learning and Emotional Engagement

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Schiff	1			
Sienna Crossing	1			
Townewest	1			
MIDDLE SCHOOL				
Baines MS	2			
Bowie MS	1			
Crockett MS	1			
First Colony MS	1			
Fort Settlement MS	2			
Garcia MS	1			
Lake Olympia MS	1			
Quail Valley MS		4		
Thornton	5	2		
HIGH SCHOOL				
Austin HS	5			
Clements HS	1			
Dulles HS	1	1		
Elkins HS		1		
Ferndale Henry	2			
Hightower HS	4			
Kempner HS	4			
Marshall HS	1			
Ridge Point HS	2			
Travis HS	1			
Willowridge HS	2			

Students meeting College, Career and Military Readiness Indicators (CCMR)

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
MIDDLE SCHOOL				
Crockett MS	2			
HIGH SCHOOL				
Bush HS	2			
Elkins HS	5			
Ferndale Henry	1			
Marshall HS	1			
Ridge Point HS	1	1		
Travis HS	1			
Willowridge HS	3			

Community Partnerships

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Burton		1		
Mission Glen	2			
Mission West	2			
MIDDLE SCHOOL				
Missouri City MS	1			
HIGH SCHOOL				
Bush HS		1		
Hightower HS	2	3		

Attendance

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Blue Ridge	1			
Briargate	2			
EA Jones	2			
Holley		1		
Mission Bend	1			
Oyster Creek	2			
Ridgemont	3			
HIGH SCHOOL				
Bush HS	1			
Marshall HS	1			
Willowridge HS		1		

Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)

	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Colony Bend	4			
Lakeview	2			
Quail Valley ES	3	1		
MIDDLE SCHOOL				
Missouri City MS	1			
Quail Valley MS		4		
Sugar Land MS	3	1		
Thornton MS	4	1		

Mental Health Supports				
	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Palmer				1
MIDDLE SCHOOL				
Missouri City MS	1			
HIGH SCHOOL				
Bush HS	1			

Quality staff – Retention and Development				
	# Signals On Track	# Signals Making Adjustments	# Signals Need Support	# Signals Crisis
ELEMENTARY				
Colony Meadows	3			
Mission West	1			
Patterson	3			
MIDDLE SCHOOL				
Bowie MS	1			
Garcia MS	1			
Hodges Bend MS	1	1		
McAuliffe MS	2	1		
Missouri City MS	6			
Thornton MS	4	1		
HIGH SCHOOL				
Bush HS	1	4		
Clements HS	2	1		
Dulles HS	1			
Elkins HS	3	1		
Marshall HS		1		
Travis HS	1			