

Pearland ISD

Strategic Direction and Performance Management

Balanced Scorecard

2025-2029

The Strategic Direction and Performance Management Balanced Scorecard is a comprehensive framework that aligns Pearland ISD's mission, vision, and core beliefs with measurable objectives across four key priority areas: Students, Staff, Community, and Finance. It serves as both a strategic roadmap and an accountability tool, ensuring that the district's actions lead to meaningful outcomes for all stakeholders. The Balanced Scorecard helps the district focus on what matters most, including student learning, safety, strong staff, family engagement, and financial stewardship while tracking progress over time.

This plan uses clearly defined objectives, long-term goals, and progress measures to monitor growth, guide decision-making, and maintain focus on continuous improvement. By integrating both academic and operational strategies into one cohesive structure, the Balanced Scorecard ensures transparency, equity, and data-informed leadership across the district. Each priority area will be monitored by designated district teams and campus leaders, with updates provided to the Board and community.

Beliefs: In Pearland ISD, We Believe...

- Students thrive when they feel valued, empowered, and challenged to reach their highest potential
- Parents and Families are essential partners in student success.
- Staff are value-driven professionals who utilize data and innovative practices to inspire, educate, and empower every student.
- Campus Administrators are committed to prioritizing student growth, safety, and well-being of all.
- The Superintendent and Central Office Staff lead with accessibility, vision, and a spirit of servant leadership.
- The Board of Trustees operates as a collaborative, forward-thinking team, invested in the well-being and future of Pearland ISD.

Mission: In collaboration with the community, families, and students, Pearland ISD prepares all learners to achieve their highest potential.

Vision: Empowering every learner with the knowledge, character, and confidence to thrive and lead in an ever-changing global society.

Motto: Build Pearland Proud



PRIORITY ONE – STUDENTS				
BOARD ADOPTED GOALS	DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS	DISTRICT PROGRESS MEASURES (Evaluated Across the School Year)	DISTRICT LONG TERM OUTCOMES (Measure Annual Progress Toward 4-Year Goals)
Goal #1: School Safety Goal #3: Physical and Mental Wellbeing	1.1 Well Being and Safety of All Students	1.1.1 Strengthen Students’ Connection to School 1.1.2 Standardize Safety and Security Procedures 1.1.3 Support Social and Emotional Well-Being 1.1.4 Improve Student Behavior and Management	• Student Involvement Survey • Superintendent Student Survey • Attendance Rates • Safety Drills and After-action Reports • Safety & Operations Campus Safety Checks • TEA Safety Audits • Review of Threat Assessments • Bullying Reports • Microsoft Purview Reporting • Review of Skyward Guidance Module • RISE Mentor & Mentee Surveys • ODS & Skyward Discipline Data • Non-Negotiable Campus Data • PBIS Universal Screener	By 2029, Pearland ISD will increase the student connection score from 62.3 to 70. By 2029, Pearland ISD will increase the Student Safety Index Score from 90 to 94, as measured through a weighted composite model combining both subjective and objective indicators. By 2029, Pearland ISD will reduce the percentage of students who report experiencing or witnessing bullying from a combined baseline of 66% to 50%. By 2029, Pearland ISD will increase the student attendance rate from 95.6% to 97%.
Goal #2: Student Academic Performance	1.2 Academic Growth and Achievement	1.2.1: Ensure a Guaranteed Viable Curriculum 1.2.2 Establish Systematic Progress Monitoring 1.2.3 Monitor Growth of Students Receiving Special Services 1.2.4 Streamline MTSS and Intervention Processes	• Audit of TEKS Alignment for Core Content • Audit of 7 Key Components in Core Content • Circle & TxKEA: PK-K • iReady Math & Reading: 1st-4th • Benchmark Data/STAAR Simulation Data • Unique Learning Assessments (PEARS) • Review of TELPAS Boost • MTSS Progress Monitoring Review • HB 1416 Campus Planning Review	By 2029, Pearland ISD will increase from 64% to 70% District STAAR component score for all grades all tests By 2029, Pearland ISD will increase from 75% to 83% all student growth in reading. By 2029, Pearland ISD will increase from 71% to 79% all student growth in math.
Goal #2: Student Academic Performance	1.3 All Students are College and/or Career and/or Military Ready	1.3.1 Ensure College Readiness 1.3.2 Expand Career Readiness 1.3.3 Support Military Readiness	• SAT/PSAT/TSI Participation & Success Rate • AP Course Enrollment • Dual Credit Enrollment & Success Rate • AP Exam Participation & Success Rate • Industry Based Certification Participation & Success Rate • ROTC Rosters	By 2029, Pearland ISD will increase from 87% and maintain a 95% CCMR (College, Career, Military Readiness).

PRIORITY TWO – STAFF				
BOARD ADOPTED GOALS	DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS	DISTRICT PROGRESS MEASURES (Evaluated Across the School Year)	DISTRICT LONG TERM OUTCOMES (Measure Annual Progress Toward 4-Year Goals)
Goal #1: School Safety Goal #3: Physical and Mental Wellbeing	2.1 Well Being and Safety of Staff	2.1.1 Improve Workplace Injury Education 2.1.2 Improve Staff Wellness 2.1.3 Increase Emergency Preparedness	• Training for Campus/District Administrators • Department/campus safety walkthrough • Focus group participation/schedule • Health screening participation • Incentive/competition offerings • Event attendance • Munis contact information audit (monthly) • Vector training completions (annually) • Emergency Committee participation • Trainings offered to non-employees and community groups	By 2029, Pearland ISD will increase the Staff Safety Index score from 87.6 to 94, as measured through a weighted composite model combining both subjective and objective indicators. By 2029, Pearland ISD will increase the Staff Wellness Index score from 75 to 80 as measured through a weighted composite model combining both subjective and objective indicators.
Goal #2: Student Academic Performance Goal #5: Finance	2.2 Recruit Quality Staff	2.2.1 Expand the Pipeline to Increase Applicant Pool 2.2.2 Maintain Competitive Compensation and Benefits 2.2.3 Offer a High-Quality Workplace	• Applicant numbers, types, and engagement activities • Number of TIA-eligible teachers and university MOUs • Student interest tracking for future educator pipeline • Teacher retention rate and mid-year retention trend • TASB salary benchmark analysis • Employee exit interviews • Budget planning status for compensation adjustments • Website and social media engagement metrics for benefits and wellness communication • Employee survey data	By 2029, Pearland ISD will expand its educator preparation and workforce development partnerships from 9 to 15, resulting in an annual cohort of at least 55 student teachers, interns, or practicum candidates placed in district schools. The district will aim to hire at least 30% of these candidates each year into full-time roles, strengthening the local talent pipeline. By 2029, Pearland ISD will increase all employee retention rates from 85% to 90%, with a focus on classroom teachers. By 2029, Pearland ISD will increase teacher compensation from the 50th percentile to the 75th percentile (top 25%) among peer districts and ensure all other pay grades increase or remain at a minimum of 90% of current market value.
Goal #2: Student Academic Performance Goal #3: Physical and Mental Wellbeing	2.3 Increasing Staff Skill Sets	2.3.1 Provide Purposeful Training for Teacher Retainment 2.3.2 Develop Instructional Leaders 2.3.3 Analyze Staff Training Opportunities	• Teacher coaching support tracking and feedback • Training participation rates and training surveys • New teacher survey results • Eduphoria course offerings tracked participation • Campus leadership meeting participation and outcomes tracking • Learning walk data monitoring and calibration data • Focus groups and exit survey data collection for skill development feedback from instructional and non-instructional employees	By 2029, Pearland ISD will have at minimum 80% of employees in each job group participating in relevant professional learning annually, as measured by documented completion of the 2027 district-approved training plans. By 2029, Pearland ISD will increase staff satisfaction with job-aligned professional development from 57.7% to 70%.

PRIORITY THREE – COMMUNITY

BOARD ADOPTED GOALS	DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS	DISTRICT PROGRESS MEASURES (Evaluated Across the School Year)	DISTRICT LONG TERM OUTCOMES (Measure Annual Progress Toward 4-Year Goals)
Goal #3: Communication	3.1 Community Communication	3.1.1 Improve Two-Way Communication 3.1.2 Enhance Transparency & Accessibility in District Communications 3.1.3 Develop a Comprehensive Communication Strategy	- Stakeholder satisfaction (via surveys) - Digital engagement growth (analytics) - Responsiveness to stakeholder inquiries (response time logs) - Public accessibility and clarity of information (audit findings)	By 2029, Pearland ISD will increase the stakeholder satisfaction with district communication score from 70.2 to 81, as measured by annual climate and communication surveys. By 2029, Pearland ISD will increase accessibility, multilingual, and clarity standards for all major publications from 70% to 100%.
Goal #2: Student Academic Performance Goal #4: Communication	3.2 Community Engagement	3.2.1 Strengthen Parent and Family Involvement 3.2.2 Expand Community and Business Outreach 3.2.3 Foster Student Involvement in the Community	- Family and community participation growth (event attendance tracking) - Expansion of active community and business collaboration (community database) - Increased stakeholder voice in decision-making (advisory councils and input sessions) - Growth in volunteerism and advocacy actions (volunteer hours and civic engagement tracking)	By 2029, Pearland ISD will increase the Parent Engagement Score from 63.56 to 72.0, with target efforts in advocacy and financial awareness. By 2029, Pearland ISD will grow its network of active business and community partners from 18 to at least 50, with measurable annual increases in partnership participation and impact on student success By 2029, campuses will expand opportunities for student involvement, increasing the percentage of students completing at least one service, leadership, or civic engagement activity from 25% to 50%.
Goal #4: Communication Goal #5: Finance	3.3 Community Advocacy	3.3.1 Build Advocacy Ambassadors 3.3.2 Strengthen Relationships with Local and State Leaders 3.3.3 Promote the Value of Public Education	- Growth of trained advocacy ambassadors (program participation tracking) - Increase in legislative engagement activities (meetings, testimonies, communications logs) - Expansion of public education campaign reach (event attendance and digital engagement metrics) - Improvement in stakeholder trust and perception of advocacy efforts (annual community surveys)	By 2029, Pearland ISD will increase the number of Advocacy Ambassadors trained from 0 to 70. By 2029, Pearland ISD will expand and strengthen its engagement with local and state policymakers by increasing documented legislative interactions from 8 to 24. By 2029, Pearland ISD will increase the Stakeholder Trust and Advocacy Score from 65.97 to 75 as measured by annual survey responses

PRIORITY FOUR - FINANCE				
BOARD ADOPTED GOALS	DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS	DISTRICT PROGRESS MEASURES (Evaluated Across the School Year)	DISTRICT LONG TERM OUTCOMES (Measure Annual Progress Toward 4-Year Goals)
Goal #5: Finance	4.1 Financial Sustainability	4.1.1 Conduct efficiency audit of systems and procedures 4.1.2 Provide training to staff on relevant policies and procedures 4.1.3 Implement systems to mitigate risks and non-compliances	- Maintenance of healthy fund balance levels (annual fund balance monitoring) - Achievement of balanced annual budgets (budget variance reports) - Growth in diversified revenue sources beyond state funding (revenue diversification tracking) - Strong debt management and repayment capacity (debt service coverage ratio analysis)	Through 2029, Pearland ISD will maintain a minimum fund balance of 95 days. Through 2029, Pearland ISD will annually maintain a Superior “A” rating on the annual FIRST (Financial Integrity Rating System of Texas). Through 2029, Pearland ISD will annually maintain “Unmodified” audit opinion.
Goal #4: Communication Goal #5: Finance	4.2 Financial Transparency	4.2.1 Align the annual budget with the District’s strategic priorities 4.2.2 Establish a baseline for transparency score 4.2.3 Develop a Citizen Guide to Budget Dashboard	- Timely posting and public access to financial reports (budget and audit posting tracking) - Expansion of stakeholder financial communication efforts (financial presentations and town halls tracking) - Achievement of clean audit results with no material weaknesses (audit findings monitoring) - Increased community access and usage of financial transparency tools (website analytics tracking)	By 2029, Maintain standards to earn three available Texas Comptroller Transparency Stars Designation By 2029, Pearland ISD stakeholder positive feedback on financial transparency will increase from 58.8% to 70%.
Goal #5: Finance	4.3 Systematic Long-Range Facility Planning and Management	4.3.1 Assess facilities utilization, safety, security, and technology needs. 4.3.2 Determine a funding source to address highest need areas. 4.3.3 Maintain stakeholder communication to align with strategic priorities.	- Capital Renewal Plan - Completion rates for scheduled capital renewal and improvement projects - Enrollment and capacity monitoring - Preventive maintenance compliance logs - Community surveys	By 2029, Pearland ISD will implement and increase condition assessments for 100% of facilities. By 2029, Pearland ISD will achieve a 90% or higher on-time completion rate for scheduled capital renewal and replacement projects By 2029, Pearland ISD will increase and maintain stakeholder facility survey satisfaction score from 86.69% to 90%.

Glossary of Terms

Priority One: Students

7 Key Components of Core Curriculum: ensure strong instruction by aligning content to standards, setting clear learning objectives, using evidence-based strategies, and engaging all learners, while including differentiation, formative assessment, and culturally responsive practices to support diverse student needs and promote academic success.

CCMR: stands for College, Career, and Military Readiness. It is a Texas accountability measure that shows how well high schools are preparing students for success after graduation.

Circle: is a Texas-approved assessment tool used in pre-K classrooms to check how young children are developing key skills in language, literacy, math, and social-emotional learning.

Component score is a measure used by the state to evaluate student performance on STAAR tests, giving the most weight to students who achieve at higher levels. It combines the percentages of students who score at Approaches, Meets, and Masters levels into a single score ranging from 0 to 100.

HB 1416: Texas House Bill 1416 (HB 1416), enacted in June 2023, emphasizes targeted tutoring and instructional support to help students catch up academically.

iReady: an educational technology platform that combines adaptive assessments with individualized instruction to help educators identify student needs and tailor their teaching strategies.

MTSS: stands for Multi-Tiered System of Supports. It is a framework used by schools to provide targeted academic, behavioral, and social-emotional support to all students based on their individual needs.

Non-Negotiable Campus Data: key data points every campus is expected to monitor and act upon consistently, such as attendance, academic performance, and discipline, aligned with district goals.

ODS (OnData Suite): is a data analytics platform used by Texas school districts to manage student, staff, financial, and assessment data, supporting data-driven decisions and compliance with reporting requirements.

PBIS Screener is a brief survey or tool used in schools to help identify students who may need extra support with behavior, emotions, or social skills.

PEARS: Pearland’s Essential and Academic Readiness Skills program provides support for students who require direct, explicit instruction on an alternative curriculum.

Student Connectedness Score: Student Connectedness Score is a 0–100 index that measures how emotionally, socially, and relationally engaged students feel in their school. It combines positive indicators like belonging, supportive relationships, and adult connections, while reversing negative responses such as isolation and non-participation. A higher score reflects a more connected student body and serves as a key measure of campus climate and well-being.

TELPAS: Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment mandated by the Texas Education Agency (TEA) to evaluate the English language proficiency of emergent bilingual (EB) students.

Texas College Bridge: online program designed to help high school juniors and seniors in Texas strengthen their skills in English and math before entering college.

TxKEA: (Texas Kindergarten Entry Assessment) is a state-approved tool used in Texas to measure how ready students are for kindergarten.

Priority Two: Staff

Discretionary Absence: refers to time off for personal reasons not related to illness or emergencies.

District Wellness Culture: refers to the collective environment, practices, and attitudes that support the physical, emotional, and professional well-being of staff. A strong wellness culture promotes trust, balance, support, and a healthy work climate.

Eduphoria is a web-based platform used by public schools to manage assessments, lesson planning, professional development, and data analysis. It helps educators track student progress, plan instruction, and complete required trainings efficiently.

MOU: stands for Memorandum of Understanding, is a formal written agreement between two or more parties.

Munis: is a financial and human resources management software system developed by Tyler Technologies.

Staff Safety Index Score is measured through a weighted composite model combining both subjective and objective indicators related to employee safety. This approach provides a balanced metric that reflects staff perceptions, safety preparedness, and incident trends across the district.

TASB: stands for the Texas Association of School Boards. It is a nonprofit organization that supports Texas public school districts by providing services, training, and advocacy.

TIA: stands for Teacher Incentive Allotment, a program created by the Texas Legislature through House Bill 3 to reward highly effective teachers with additional compensation.

Vector: (formerly known as SafeSchools Training) is an online professional development platform.

Priority Three: Community

Community or Business Partner is an organization that engages in an ongoing, collaborative relationship with Pearland ISD to support student learning, development, or career readiness through shared goals and active participation. Unlike one-time donors, partners contribute time, expertise, resources, or opportunities that directly impact student success.

Parent Engagement Score is a composite measure based on survey responses that reflect how informed, involved, and connected parents feel to their child’s school and the district. Calculated by averaging normalized ratings across key areas such as communication, trust, participation, and advocacy to monitor engagement over time.

Stakeholders are any individual, group, or organization that has an interest in, is impacted by, or contributes to the actions, decisions, or overall success of Pearland ISD. This includes students, families, staff, school board members, taxpayers, local businesses, community partners, higher education institutions, nonprofit organizations, and governmental agencies whose involvement supports the district’s mission, values, and outcomes.

Stakeholder Satisfaction with District Communication Score: reflects how stakeholders perceive the district’s effectiveness in communication, trust, and responsiveness. Calculated by averaging survey responses on satisfaction, transparency, and perceived voice in district decisions.

Stakeholder Trust and Advocacy Score is a composite measure that reflects the collective trust, satisfaction, and perception of advocacy efforts among stakeholders. It is calculated by averaging survey responses to targeted questions that assess communication, transparency, and support for district initiatives.

Priority Four: Finance

Facility Condition Assessment (FCA): is a comprehensive evaluation of a school facility’s physical components—including structural systems, mechanical systems (HVAC, plumbing, electrical), roofs, safety features, finishes, and site elements—to determine current condition, identify deficiencies, estimate repair/replacement costs, and prioritize capital improvement needs.

Financial Sustainability: refers to an organization's ability to maintain stable, long-term financial health while meeting its goals and obligations.

Fund Balance refers to the difference between a school district’s assets and liabilities in a specific fund, representing the available financial resources at a given time.

First Rating: Financial Integrity Rating System of Texas (FIRST) is a financial accountability system developed by the Texas Education Agency (TEA) to evaluate the fiscal management practices of Texas public school districts.

“Unmodified” audit opinion is the highest level of assurance an auditor can give, indicating that a school district’s financial statements are presented fairly, in all material respects, and are in accordance with accepted accounting principles (GAAP).

Texas Comptroller Transparency Stars Designation: The Transparency Stars program, initiated by the Texas Comptroller of Public Accounts, recognizes local governments—including school districts, cities, counties, and special purpose districts—that excel in financial transparency.

- Traditional Finances Star: this star shows that the district is transparent about how it receives and spends taxpayer dollars and is committed to public accountability.
- Contracts and Procurement Star: this designation assures the public that the district uses open, fair, and competitive procurement practices.
- Economic Development Star: this reflects a district’s commitment to open disclosure of how it participates in local economic development efforts that may affect revenue or public trust.

Facility Survey Satisfaction Score: is a numerical or categorical rating that reflects how satisfied stakeholders are with a school district’s buildings, grounds, and physical learning environment.