Cypress-Fairbanks Independent School District

Cy-Fair High School

2025-2026

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

To create and to promote a safe, caring, loving environment
where every student is known, valued and respected.

It is our charge to reach every Bobcat and to challenge all students to their next level.

BFND.
Bobcat Fight Never Dies.

Vision

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

1. High Graduation Rates

- 4-Year Graduation Rate: 95.7%
- 5-Year Graduation Rate: 95.2%
- These rates are well above state averages, indicating strong student retention and completion.

2. Strong Overall Accountability Rating Overall Score: 89 (Grade B)

Domain Ratings:

- Student Achievement: 85 (B)
- School Progress: 85 (B)
- Closing the Gaps: 92 (A)
- The "Closing the Gaps" domain score of 92 (A) is especially notable, reflecting success in supporting diverse student groups.

3. College, Career, and Military Readiness (CCMR)

CCMR Score: 83 (Scaled: 85)

- 82.7% of graduates met at least one CCMR indicator
- Highlights: 63% met TSI in both ELA and Math
- 38% earned dual credit
- 31% earned industry-based certifications
- 9% earned an associate's degree.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Performance Gaps in STAAR Results for certain student groups while overall STAAR performance is strong. Notable achievement gaps exist for: -Economically Disadvantaged Students -English Learners (EB/EL) -Special Education
Root Cause: Instructional Focus Root Cause #1: Lack of consistent student attendance impacts first time instruction.

Problem Statement 2: Instructional Focus Problem #2: Chronic Absenteeism and Attendance Concerns Attendance Rate: 90.8%, below the district (93.0%) and state (93.3%) averages Chronic Absenteeism: 26.2% of students were chronically absent, significantly higher than the district (19.1%) and state (20.3%)
Root Cause: Instructional Focus Root Cause #2: Lack of consequences and incentives surrounding attendance, inconsistent information, daily attendance relevance in the classroom.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate:

- Communication with Staff
- Bobcat of the Week & Team of the Week
- Weekly Campus Newsletter: The Buzz
- Monthly Campus to Community Newsletter: The Blast
- PBIS Matrix & Initiatives
- Attendance incentives for Students
- Community Involvement
- Staff Participation in Campus Events

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continuing campus traditions and hosting annual events with declining community participation.
Root Cause: Communication to community about events and access to community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention:

- Staff Tenure
- Legacy faculty (hiring children of present and past Cy-Fair faculty)
- Alumni (hiring campus alumni)
- Hiring faculty that live in our attendance zone
- Participation in CFISD's Student Teacher Residency Program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staffing shortage for highly qualified teachers in STEM.
Root Cause: Statewide shortage of STEM certified teachers causing local districts and schools to compete for the same few candidates.

Family and Community Engagement

Family and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement:

- Monthly Community Newsletter- The Bobcat Blast
- Active social media accounts showcasing campus happenings
- Community involvement with campus events such as the Homecoming Parade, Pep Rallies, athletic events, VIPs campus events, and Student Council Trunk or Treat
- Bountiful Basket fundraiser for families in need in November

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Community involvement is low in our families that are economically disadvantaged and emergent bilingual.
Root Cause: Lack of resources and feasible opportunities to participate in school sponsored events.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. Increasing the number opportunities for students to use academic vocabulary in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. **Strategy's Expected Result/Impact:** Improve Algebra EOC passing rate. **Staff Responsible for Monitoring:** DI, AAS, CIC, Algebra TL	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: English Language Arts	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy:Teachers will conduct writing conferences with students after each essay writing assignment. **Strategy's Expected Result/Impact:** Students will learn essay writing skills and be able to support ideas stated in a thesis. **Staff Responsible for Monitoring:** DI, AAS, CIC, English DC, English TL	Moderate Progress			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating phenomena learning and vocabulary review/activities.
 	
Strategy: All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary.
    Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.
    Staff Responsible for Monitoring: DI, CIC, Science DC, Biology TL
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Improving Student Engagement: Focusing on "Purposeful student interactions" in all classes.
    Strategy's Expected Result/Impact: Students will use academic vocabulary and have time to reflect on content topics.
    Staff Responsible for Monitoring: Principal, DI, Campus Admin, CICs, DCs, Teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 5 Details	Reviews			

Strategy 5: Improving Student Engagement: Focusing on celebrating students in classrooms.
    Strategy's Expected Result/Impact: Every classroom will have a designated area to celebrate student achievement. Students will emulate other student's behavior.
    Staff Responsible for Monitoring: Principal, DI, Campus Admin, CICs, DCs, TLs, Teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize our campus CTE scholarship fund to aid students in paying for their certification exams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students taking their certification exams by 2% each year. **Staff Responsible for Monitoring:** DI & Lead Counselor	**Nov**	**Feb**	**May**	**June**
	Accomplished			

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue	

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details		Reviews		
Strategy 1: Promote and screen students for AP/DC class readiness.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase AP the number of students enrolled in AP/DC courses. **Staff Responsible for Monitoring:** DI, AAS, Counselors	**Nov**	**Feb**	**May**	**June**
	Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities (including clubs, JROTC, HOSA, etc.) will increase by 2% each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details	Reviews			
Strategy 1: We will partner with our feeder middle schools to build interest and grow Fine Arts and athletic programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation in extracurricular activities by 2%.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: DI, Principal, Head Directors, & AD	Considerable			

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details		Reviews			
Strategy 1: Graduation Rate: We will utilize our Finish Line program to focus on the success of at-risk seniors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase graduation rate by 1% each year. **Staff Responsible for Monitoring:** DI & Lead Counselor		**Nov**	**Feb**	**May**	**June**
		Considerable			
Strategy 2 Details		**Reviews**			
Strategy 2: Graduation Rate: Implement graduation rate improvement strategies noted in the campus SWAP. These strategies will be shared and reviewed at every CPOC meeting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved graduation rate **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Considerable			
Strategy 3 Details		**Reviews**			
Strategy 3: Dropout Prevention: We've enrolled students in a '3A' academy who are struggling with attendance and grades. Meetings occur during advisory. During that time student's meet with teachers about what steps than can take to improve.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student's attend school and grades improve. **Staff Responsible for Monitoring:** Principal, Associate, DI, Counselors, Assistant Principals		**Nov**	**Feb**	**May**	**June**
		No Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details		Reviews			

Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		⭕ Accomplished			
Strategy 2 Details		Reviews			

Strategy 2: Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line.
    Strategy's Expected Result/Impact: Cy-Fair will be a safe and secure learning environment for students and staff.
    Staff Responsible for Monitoring: Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		⭕ Accomplished			
	⭕ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May	June
	Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May	June
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details		Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will utilize Safety resources and CFPD.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal		Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal		Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee		Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			

Strategy 1: Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Bobcat Brag, Most Valuable Bobcat, and frequent classroom visits with feedback.
 	
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the 25-26 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development. **Staff Responsible for Monitoring:** Principal				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
Canva Data- Bobcat Blast Engagement Data

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Establish a consistent posting schedule across all CFHS social media platforms (campus, athletics, arts, and organizations) to share celebrations, student achievements, and upcoming events.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued. **Staff Responsible for Monitoring:** Principal & Administrative Team	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Use feedback tools (e.g., Google Forms, social media polls, QR-linked surveys) to gather input from students, staff, parents, and community members.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Build trust through open, two-way communication that celebrates campus success and ensures stakeholders feel informed and valued. **Staff Responsible for Monitoring:** Principal & Administrative Team	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Increase visibility of parent volunteer opportunities through newsletters and social media spotlights.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cy-Fair HS experience. **Staff Responsible for Monitoring:** Principal & Administrative Team	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Host an annual "CFHS Community Night" featuring performances, athletic previews, and student showcases to strengthen the school-community relationship. **Strategy's Expected Result/Impact:** Foster a culture of collaboration and belonging by engaging parents and community partners as active contributors to the Cy-Fair HS experience. **Staff Responsible for Monitoring:** Principal & Administrative Team	Formative			Summative
	Nov	Feb	May	June
	No Progress			

No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Ana Martin	Principal (there is only one principal)
Teacher #1	Teacher 1	Teacher #1
Teacher #2	Teacher 2	Teacher #2
Teacher #3	Teacher 3	Teacher #3
Teacher #4	Teacher 4	Teacher #4
Teacher #5	Teacher 5	Teacher #5
Teacher #6	Teacher 6	Teacher #6
Teacher #7	Teacher 7	Teacher #7
Teacher #8	Teacher 8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) 1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) 2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) 3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) 4	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Administrator (LEA) 1	Administrator (LEA) #1
Parent #1	Parent 1	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Campus   Cy-Fair

Strategic Plan Goal 1 Campus 5-year Targets				
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	73%	76%	79%	82%	85%
Masters Grade Level	32%	35%	38%	41%	44%

2025-26	Target Check
94%	Met District Strategic Target
76%	Met District Strategic Target
35%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
HS	Algebra I	Cy-Fair	HS2	All	513	68%	460	90%	39%	310	60%	19%	104	20%
HS	Algebra I	Cy-Fair	HS2	Hispanic	231	67%	206	89%	38%	136	59%	19%	46	20%
HS	Algebra I	Cy-Fair	HS2	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
HS	Algebra I	Cy-Fair	HS2	Asian	12	77%	12	100%	46%	8	67%	*	5	42%
HS	Algebra I	Cy-Fair	HS2	African Am.	137	59%	112	82%	32%	73	53%	14%	21	15%
HS	Algebra I	Cy-Fair	HS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Algebra I	Cy-Fair	HS2	White	110	81%	110	100%	52%	80	73%	23%	26	24%
HS	Algebra I	Cy-Fair	HS2	Two or More	20	65%	17	85%	35%	11	55%	*	5	25%
HS	Algebra I	Cy-Fair	HS2	Eco. Dis.	393	63%	334	85%	34%	216	55%	15%	63	16%
HS	Algebra I	Cy-Fair	HS2	EB	145	59%	117	81%	29%	73	50%	12%	19	13%
HS	Algebra I	Cy-Fair	HS2	At-Risk	353	63%	300	85%	30%	180	51%	12%	46	13%
HS	Algebra I	Cy-Fair	HS2	SPED	97	48%	68	70%	20%	40	41%	*	5	5%
HS	Biology	Cy-Fair	HS2	All	854	94%	837	98%	69%	630	74%	27%	299	35%
HS	Biology	Cy-Fair	HS2	Hispanic	353	92%	341	97%	61%	234	66%	19%	97	27%
HS	Biology	Cy-Fair	HS2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
HS	Biology	Cy-Fair	HS2	Asian	45	98%	45	100%	87%	41	91%	48%	27	60%
HS	Biology	Cy-Fair	HS2	African Am.	168	92%	163	97%	47%	88	52%	13%	37	22%
HS	Biology	Cy-Fair	HS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	Biology	Cy-Fair	HS2	White	251	98%	251	100%	89%	237	94%	40%	122	49%
HS	Biology	Cy-Fair	HS2	Two or More	35	93%	35	100%	74%	29	83%	30%	15	43%
HS	Biology	Cy-Fair	HS2	Eco. Dis.	588	91%	559	95%	56%	359	61%	15%	135	23%
HS	Biology	Cy-Fair	HS2	EB	232	83%	202	87%	33%	88	38%	6%	32	14%
HS	Biology	Cy-Fair	HS2	At-Risk	447	91%	425	95%	52%	255	57%	12%	89	20%
HS	Biology	Cy-Fair	HS2	SPED	98	74%	76	78%	24%	28	29%	*	10	10%
HS	English I	Cy-Fair	HS2	All	844	76%	760	90%	64%	620	73%	22%	211	25%
HS	English I	Cy-Fair	HS2	Hispanic	345	71%	300	87%	53%	215	62%	13%	55	16%
HS	English I	Cy-Fair	HS2	Am. Indian	2	*	2	100%	*	1	50%	*	0	0%
HS	English I	Cy-Fair	HS2	Asian	46	90%	46	100%	89%	45	98%	52%	25	54%
HS	English I	Cy-Fair	HS2	African Am.	165	58%	127	77%	49%	98	59%	9%	20	12%
HS	English I	Cy-Fair	HS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English I	Cy-Fair	HS2	White	251	91%	251	100%	83%	232	92%	37%	100	40%
HS	English I	Cy-Fair	HS2	Two or More	35	83%	34	97%	70%	29	83%	27%	11	31%
HS	English I	Cy-Fair	HS2	Eco. Dis.	583	66%	466	80%	51%	350	60%	12%	87	15%
HS	English I	Cy-Fair	HS2	EB	224	47%	137	61%	22%	69	31%	*	20	9%
HS	English I	Cy-Fair	HS2	At-Risk	435	63%	335	77%	45%	235	54%	8%	48	11%
HS	English I	Cy-Fair	HS2	SPED	98	36%	49	50%	17%	25	26%	*	10	10%
HS	English II	Cy-Fair	HS2	All	763	81%	700	92%	69%	595	78%	16%	190	25%
HS	English II	Cy-Fair	HS2	Hispanic	315	75%	273	87%	59%	213	68%	9%	57	18%
HS	English II	Cy-Fair	HS2	Am. Indian	2	*	2	1	*	1	50%	*	0	0%
HS	English II	Cy-Fair	HS2	Asian	65	96%	65	100%	91%	65	100%	41%	33	51%

Level	Content	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
HS	English II	Cy-Fair	HS2	African Am.	131	73%	112	85%	52%	79	60%	4%	17	13%
HS	English II	Cy-Fair	HS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	English II	Cy-Fair	HS2	White	219	93%	219	100%	89%	214	98%	24%	72	33%
HS	English II	Cy-Fair	HS2	Two or More	31	81%	29	94%	69%	23	74%	25%	11	35%
HS	English II	Cy-Fair	HS2	Eco. Dis.	420	73%	353	84%	56%	273	65%	8%	71	17%
HS	English II	Cy-Fair	HS2	EB	212	43%	114	54%	16%	53	25%	*	20	9%
HS	English II	Cy-Fair	HS2	At-Risk	431	65%	329	76%	46%	237	55%	7%	69	16%
HS	English II	Cy-Fair	HS2	SPED	73	36%	34	47%	18%	20	27%	*	10	14%
HS	US History	Cy-Fair	HS2	All	798	98%	790	99%	81%	718	90%	53%	518	65%
HS	US History	Cy-Fair	HS2	Hispanic	328	96%	321	98%	73%	275	84%	42%	182	55%
HS	US History	Cy-Fair	HS2	Am. Indian	1	100%	1	100%	100%	1	100%	*	0	0%
HS	US History	Cy-Fair	HS2	Asian	68	99%	68	100%	94%	68	100%	78%	61	90%
HS	US History	Cy-Fair	HS2	African Am.	141	97%	140	99%	69%	115	82%	34%	71	50%
HS	US History	Cy-Fair	HS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
HS	US History	Cy-Fair	HS2	White	228	100%	228	100%	93%	228	100%	66%	178	78%
HS	US History	Cy-Fair	HS2	Two or More	32	97%	32	100%	87%	31	97%	70%	26	81%
HS	US History	Cy-Fair	HS2	Eco. Dis.	414	96%	402	97%	75%	348	84%	42%	224	54%
HS	US History	Cy-Fair	HS2	EB	222	88%	198	89%	51%	133	60%	13%	56	25%
HS	US History	Cy-Fair	HS2	At-Risk	352	94%	334	95%	64%	257	73%	34%	162	46%
HS	US History	Cy-Fair	HS2	SPED	76	87%	67	88%	33%	32	42%	16%	21	28%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE
- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.