

BUILD
PEARLAND
Proud.

2026–2029 STRATEGIC PLAN
DISTRICT SCORECARD
AT A GLANCE

2025–2026
YEAR ONE ANNUAL REPORT



PRIORITY ONE
STUDENTS



PRIORITY TWO
STAFF



PRIORITY THREE
COMMUNITY



PRIORITY FOUR
FINANCE

Every Piece Matters

2025–2026 Strategic Plan Annual Review

The 2025–2026 school year represents the first year of implementation of Pearland ISD's 2026–2029 Strategic Plan. This report provides the Board of Trustees and community with an annual review of progress toward the district's long-term outcomes across four strategic priorities: Students, Staff, Community, and Finance.

Throughout the year, the district established baseline measures, refined performance indicators, and implemented systems to better monitor progress toward each strategic objective. While several goals demonstrated measurable improvement, others highlighted opportunities where additional work, revised measurement methodologies, or expanded systems will be necessary to achieve the Board's long-term vision.

Overall, the district demonstrated meaningful progress across many strategic measures, including improvements in student connectedness, student and staff safety, staff wellness, stakeholder communication, parent engagement, community partnerships, financial transparency, and capital renewal execution. At the same time, this first year of implementation reinforced the importance of continuously evaluating the effectiveness of performance measures to ensure they accurately reflect district outcomes and support informed decision-making.

This report is intended to provide a transparent assessment of district performance, celebrate accomplishments, identify areas requiring continued attention, and establish a data-driven foundation for future strategic planning and continuous improvement.

Year One Summary

The first year of the Strategic Plan reflects strong organizational momentum and establishes a solid foundation for achieving the Board's long-term goals. Of the district's strategic performance measures, the majority either met or exceeded annual progress targets or demonstrated meaningful improvement over baseline performance. Significant gains were observed in student connectedness, staff safety and wellness, stakeholder communication, parent engagement, educator partnerships, capital renewal projects, and overall stakeholder satisfaction with district facilities. The district also maintained exceptional financial health through a Superior FIRST rating, an Unmodified Audit Opinion, healthy fund balance reserves, and continued financial transparency.

The review also identified several areas requiring continued focus. Student attendance remained high but did not meet the annual growth target. Teacher compensation continues to trail the Board's long-term goal of reaching the 75th percentile of comparable districts. Long-term financial projections indicate that, although reserves remain well above the Board's minimum target, structural budget pressures will require ongoing fiscal discipline and legislative advocacy. Additionally, several measures, including the facility assessment process and bullying prevention highlighted the need to strengthen district systems and refine performance metrics to better evaluate long-term success.

Perhaps most importantly, Year One demonstrated the value of a strategic scorecard that measures more than outcomes alone. Throughout the year, the district refined several performance indicators to better reflect organizational effectiveness, stakeholder experience, and continuous improvement rather than relying solely on isolated outcome measures. As Pearland ISD enters the second year of the Strategic Plan, the district is well positioned to build upon this foundation by strengthening systems, expanding stakeholder engagement, investing strategically in employees and facilities, and maintaining its unwavering focus on student success. Together, these efforts will continue advancing the district's mission of preparing every learner to achieve their highest potential while ensuring Pearland ISD remains a trusted, high-performing public school district for years to come.

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PEARLAND INDEPENDENCE SCHOOL DISTRICT
2026-2029 STRATEGIC PLAN
DISTRICT SCORECARD AT A GLANCE

Priority One: Students							
District Strategic Objectives	District Long-Term Outcomes	4-Year Goal	Baseline 2024-25	Progress Measures			
				2025-26	2026-27	2027-28	2028-29
1.1 Well Being and Safety of All Students	Increase Student Connectedness Index	90	70.5	81.6 (74)	80	85	90
	Increase Student Safety Index Score	94	90	91 (91)	92	93	94
	Decrease Bullying	50%	66%	66% (66%)	58%	54%	50%
	Increase and Maintain Student Attendance Rate	97%	95.7%	95.9% (96.4%)	96.9%	97%	97%
1.2 Academic Growth and Achievement	Increase District STAAR Component Score for All Grade/All Tests	70%	64%	65% (66%)	67%	69%	70%
	Increase All Student Growth in Reading	83%	76%	77% (77%)	79%	81%	83%
	Increase All Student Growth in Math	79%	73%	77% (73%)	75%	77%	79%
1.3 All Students will be Career, College, or Military Ready (CCMR)	Increase and Maintain CCMR	95%	80%	95%(93%)	97%	95%	95%

Priority Two: Staff							
District Strategic Objectives	District Long-Term Outcomes	4-Year Goal	Baseline 2024-25	Progress Measures			
				2025-26	2026-27	2027-28	2028-29
2.1 Well Being and Safety of Staff	Increase Staff Safety Index Score	94	87	91.4 (90)	91	93	94
	Increase Staff Wellness Index Score	80	75	79.59 (77)	78	79	80
2.2 Recruit Quality Staff	Increase and Maintain Educator Preparation Partnerships	15	9	15 (11)	13	15	15
	Increase and Maintain Retention Rates (Teacher focus)	90%	85%	88.6% (87%)	89%	90%	90%
	Increase Total Compensation Rankings	Top 25%	Top 50%	Top 50% (40%)	Top 35%	Top 30%	Top 25%
2.3 Increase Staff Skill Sets	Increase Comprehensive Training for all Employee Groups	100%	25%	70% (50%)	70%	90%	100%
	Increase and Maintain Staff Satisfaction with Job Aligned Training	70%	57.7%	61.9% (62%)	64%	66%	70%

Priority Three: Community							
District Strategic Objectives	District Long-Term Outcomes	4-Year Goal	Baseline 2024-25	Progress Measures			
				2025-26	2026-27	2027-28	2028-29
3.1 Communication	Increase Stakeholders' Satisfaction with Communication	81%	70.2%	79.47% (73%)	77%	79%	81%
	Increase Communication Accessibility For All Major Publications	100%	70%	85% (83%)	90%	100%	100%
3.2 Engagement	Increase Parent Engagement Score	72	63.56	79.33 (66)	68	70	72
	Increase and Maintain Business and Community Partnerships	50	18	21 {60} (33)	45	50	50
	Increase Student Service, Leadership, or Civic Engagement Activity	50%	25%	30% (30%)	35%	43%	50%
3.3 Advocacy	Increase Trained Advocacy Ambassadors	70	0	30 (20)	40	60	70
	Increase and Maintain Local and State Elected Official Engagement	24	8	16 (16)	24	24	24
	Increase and Maintain Stakeholder Trust and Advocacy Score	75	65.97	69.98 (69)	72	75	75

Priority Four: Finance							
District Strategic Objectives	District Long-Term Outcomes	4-Year Goal	Baseline 2024-25	Progress Measures			
				2025-26	2026-27	2027-28	2028-29
4.1 Financial Sustainability	Maintain 95 Day Fund Balance	95	95	115 (95)	95	95	95
	Maintain a Superior "A" Rating on the FIRST Report	A	A	A (A)	A	A	A
	Maintain an Unmodified Audit Opinion (UMAO)	UMAO	UMAO	UMAO (UMAO)	UMAO	UMAO	UMAO
4.2 Financial Transparency	Increase and Maintain Texas Comptroller Transparency Stars Designation	3	2	2 (2)	3	3	3
	Increase Community Satisfaction with Financial Information	70%	59%	69.87%(60%)	63%	67%	70%
4.3 Systematic Long-Range Facility Management	Increase and Maintain Facility Assessment Process	100%	0%	0% (50%)	75%	100%	100%
	Increase and Maintain Capital Renewal Project On-Time Completion	90%	60%	92% (73%)	85%	90%	90%
	Increase and Maintain Community Facility Survey Satisfaction Score	90%	87%	92.79% (88%)	89%	90%	90%

(Progress Measure #)

Three years progress measures are distributed assumptions to goal

Priority One: Students

Student Connectedness Index Score

	24-25	24-25	Diff
Student Connectedness Index Score	70.5	81.6	11.1

	24-25	25-26	Diff
Opportunity to Participate	70.8	88.7	17.89
Activities Help Socially	55.6	76.6	20.98
Teacher Cares About Me	72.8	86.7	13.92
Sense of Belonging	64.6	83.9	19.26
Supportive Friends	83.3	90.8	7.55
Adult to Talk To	72.2	79.5	7.27
Connect with Counselor	66.6	78.2	11.61
Do not participate	37.1	34	-3.1
Emotional Well-Being (Inverse Score)	14.1	15.7	1.54

Student Safety Index Score

	24-25	24-25	Diff
Student Safety Index Score	90	91	1

Overall discipline referrals increased from 18,029 to 20,103 (+2,074 incidents; +11.5%). The increase, however, is largely attributable to new state requirements and changes in reporting categories, particularly enforcement of Texas' personal electronic device law and the addition of new classroom-related discipline codes. Importantly, many of the discipline incidents most directly associated with student safety declined. Several of the district's most serious student safety offenses declined.

Offense	2024-25	2025-26	Change
Assault – Other Than Employee	33	14	-57.6%
Assault – Employee	3	0	-100%
Terroristic Threat	21	8	-61.9%
Possession of Marihuana	145	87	-40.0%
Alcohol Violations	7	1	-85.7%
Student Searches	529	291	-45.0%

These reductions suggest improvements in behaviors that present the greatest risk to student and staff safety.

Priority One: Students

Impact of Legislative and Coding Changes

Several of the largest increases reflect changes in state law or district reporting practices rather than increases in unsafe behavior. Electronic Device Enforcement Implementation of Texas' new personal electronic device law resulted in: Electronic Device Violations increased from 114 to 2,411 incidents. This category alone accounts for more than the district's overall increase in discipline referrals.

New Reporting Categories

New discipline categories introduced during 2025–26 include:

- Classroom Referral (**1,617**)
- Documented Repeated Classroom Disruption
- Threatens Students in Classroom
- Possesses or Uses E-Cigarette

At the same time, several broader discipline categories declined substantially, indicating incidents are now being coded more specifically.

Examples include:

- Class Rule Violations (-500)
- Conduct Code Violations (-333)
- Campus Code of Conduct (-157)

These shifts should not necessarily be interpreted as changes in student behavior but rather improvements in discipline coding and compliance with updated state reporting requirements.

Attendance and School Climate

Several indicators associated with student engagement improved.

Offense	Change
Excessive Tardies	-626
Skippping Class	-302
Failure to Attend Detention	-313
Truancy (10 Days)	-79
Dress Code Violations	-131

These reductions suggest positive movement in student attendance and compliance expectations.

Priority One: Students

Board Takeaways

- Student safety indicators remain strong. Serious incidents involving assaults, terroristic threats, alcohol, marijuana possession, and student searches all declined.
- The 11.5% increase in total discipline referrals is primarily driven by new legislative requirements and revised discipline coding, especially enforcement of the statewide student electronic device law.
- While fighting, bullying, horseplay, and insubordination increased modestly, these areas will remain a focus of campus behavior supports and prevention efforts.
- Improvements in tardiness, truancy, class skipping, and dress code compliance reflect positive gains in overall student engagement and school expectations.

Decrease Bullying

(Proposed Bullying Prevention & Response Index

The old goal of “Decrease Bullying by 50%” was flawed because it relied on a single outcome that does not fully reflect what is happening in schools.

From 2024–25 to 2025–26:

Measure	2024–25	2025–26	Change
Total Students	20,862	20,600	-262
Students reporting they experienced bullying	18.64%	18.40%	improved slightly
Students reporting bullying is addressed	71.76%	73.00%	improved
Investigations completed	96	123	increased
Determined to be bullying	14	15	essentially flat

The problem is that confirmed bullying incidents increased from 14 to 15, but that does not necessarily mean bullying worsened. At the same time, student-reported bullying decreased slightly and student confidence that bullying is addressed improved.

That means the old goal could send the wrong message. If the district only focuses on reducing confirmed bullying by 50%, campuses could appear to be performing worse simply because more students reported concerns and more investigations were completed. In fact, investigations increased from 96 to 123, which may reflect stronger reporting, better follow-up, or greater willingness by students and parents to raise concerns.

The prior goal of decreasing bullying by 50% was too narrow because it focused primarily on incident counts. Bullying prevention and response are better measured through multiple indicators, including student experience, student confidence that adults respond, investigation activity, and confirmed findings. The current data shows why a single reduction target is misleading: confirmed bullying incidents remained nearly flat, while student-reported bullying

Priority One: Students

decreased and student confidence that bullying is addressed improved. For this reason, the district is recommending a broader Bullying Prevention and Response Index that better measures both student outcomes and district response.

Proposed Bullying Prevention & Response Index

Proposed Bullying Prevention & Response Index	Score Details	Weight
Students Report Bullying is Addressed	Percent of students who agree adults effectively address bullying concerns	40%
Students Report Experiencing Bullying	Inverse scores are based on the percentage of students reporting they experienced bullying	30%
Investigation & Family Communication Effectiveness	Percent of investigations completed within district timelines with documented parent follow-up	20%
Prevention Implementation	Completion of required prevention lessons, staff training, and campus awareness activities	10%

Rationale

Bullying is a complex issue that cannot be accurately measured by a single data point, such as the number of confirmed bullying incidents. While incident counts provide valuable operational information, they do not fully reflect the effectiveness of district prevention efforts, the quality of campus responses, or the experiences of students.

In fact, an increase in reported or confirmed incidents may indicate that students have greater confidence in reporting concerns and that campuses are investigating reports more consistently. Conversely, fewer confirmed incidents do not necessarily mean fewer bullying behaviors are occurring. For this reason, relying solely on incident counts can lead to misleading conclusions about school climate and district performance.

Similar to the District's Student Safety Index, the proposed Bullying Prevention & Response Index uses a balanced, weighted approach that measures both student outcomes and district actions. This provides the Board with a more meaningful measure of the district's overall effectiveness in preventing bullying, responding to concerns, and supporting students.

Why This Approach Is Better

The proposed index measures the district's effectiveness in four critical areas:

- **Student Confidence** – Do students believe adults take bullying seriously and respond appropriately?
- **Student Experience** – Are fewer students reporting that they are experiencing bullying?
- **District Response** – Are campuses investigating concerns promptly, communicating with families, and implementing appropriate interventions?

Priority One: Students

- **Prevention** – Are campuses consistently implementing proactive strategies that reduce bullying before it occurs?

This balanced approach provides the Board with a more comprehensive picture of school climate than incident counts alone. It recognizes that Pearland ISD's goal is not simply to reduce the number of reported incidents, but to ensure students feel safe reporting concerns, receive timely support, and attend schools where respectful behavior is actively taught and reinforced.

Scorecard Proposed Change

District Long-Term Outcomes	4-Year Goal	Baseline 2024–25	Progress Measures			
			2025-26	2026-27	2027-28	2028-29
Decrease Bullying	50%	66%	62%	58%	54%	50%

District Long-Term Outcomes	4-Year Goal	Baseline 2024-25	Progress Measures			
			2025-26	2026-27	2027-28	2028-29
Increase Bullying Prevention & Response Index	88	Development	Development	Baseline	84	88

Baseline Calculation

Component	Weight	2024-25 Score	Weighted	2025-26 Score	Weighted
Students Report Bullying is Addressed	40%	71.76	28.70	73.00	29.20
Students Report Experiencing Bullying (Inverse)	30%	81.36	24.41	81.60	24.48
Investigation & Family Communication Effectiveness*	20%	50.00	10.00	50.00	10.00
Prevention Implementation*	10%	90.00	9.00	90.00	9.00
Bullying Prevention & Response Index	100%	72.11		72.68	

Investigation Timeliness (50%)

- Percentage of investigations completed within the district-established timeline.

Family Communication & Satisfaction (50%)

- Parent follow-up completed after every investigation.

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- Brief electronic survey asking parents to rate:
 - The campus took my concern seriously.
 - I understood the outcome of the investigation.
 - I was satisfied with the communication throughout the process.

These measures emphasize not only timely investigations but also building parent confidence in the district's response.

Prevention Implementation (10%)

This component measures whether campuses consistently implement the district's bullying prevention framework.

Evidence would include:

- Completion of required bullying prevention lessons.
- Annual staff bullying prevention training.
- Student awareness activities and reporting procedures.
- Digital citizenship instruction.
- Campus implementation verified through Student Services or campus improvement documentation.

Priority One: Students

Increase and Maintain Student Attendance Rate

Campus Attendance for 2025, 2026 for Pearland ISD			
Campus			
	Attendance % 24-25	Attendance % 25-26	Difference
(020908001) - Pearland H S	94.8%	94.4%	-0.40%
(020908002) - Brazoria Co J J A E P	90.8%	82.2%	-8.60%
(020908004) - Pace Center	86.3%	86.9%	0.6
(020908007) - Glenda Dawson H S	96.1%	96.2%	0.1
(020908009) - Robert Turner College And Career H S	94.9%	95.5%	0.6
(020908041) - Pearland J H East	95.1%	95.4%	0.3
(020908042) - Pearland J H West	96.4%	96.7%	0.3
(020908043) - Pearland J H South	95.9%	95.9%	0
(020908044) - Berry Miller J H	96.7%	97.2%	0.5
(020908101) - E A Lawhon EL	95.1%	95.5%	0.4
(020908102) - C J Harris EL	95.2%	95.7%	0.5
(020908103) - Shadycrest EL	96.3%	96.7%	0.4
(020908104) - H C Carleston EL	94.9%	95.2%	0.3
(020908105) - Sam Jamison Middle	96.1%	95.9%	-0.2
(020908106) - Challenger EL	96.5%	96.6%	0.1
(020908107) - Rustic Oak EL	95.7%	96.0%	0.3
(020908108) - Leon H Sablatura Middle	97.0%	96.8%	-0.2
(020908109) - Silverlake EL	96.5%	96.9%	0.4
(020908110) - Silvercrest EL	97.1%	97.3%	0.2
(020908111) - Rogers Middle	97.2%	97.2%	0
(020908112) - Massey Ranch EL	95.8%	95.9%	0.1
(020908113) - Barbara Cockrell EL	96.1%	96.1%	0
(020908114) - Magnolia EL	95.4%	95.7%	0.3
(020908115) - Alexander Middle	95.9%	96.1%	0.2
Campus Total	95.7%	95.9%	0.2

Increase Student Attendance

Pearland ISD maintained a strong attendance rate of 95.9% during the 2025–2026 school year, a slight increase from 95.7% in the prior year. Although the district did not meet its strategic growth target of 96.4%, attendance remained well above both the state average (93.9%) and Region 4 average (93.9%), reflecting continued success in keeping students engaged in school.

The data also show modest improvements across several student groups, including African American, Hispanic, White, Asian, Special Education, and Economically Disadvantaged students, while maintaining attendance rates above 94% for every major student group. However, the minimal year-over-year increase indicates that achieving additional gains will become increasingly challenging as overall attendance approaches historically high levels.

Moving forward, Pearland ISD will continue implementing targeted attendance interventions and support strategies to improve attendance among students with chronic absences while sustaining the district's overall high attendance performance.

Priority One: Students

Increase District STAAR Component Score for All Grade/All Tests

2024 STAAR Performance PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | **2024** | [2025](#) | [2026](#)

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	13,109	11,027	5,047	3,416	32,599	
Approaches GL or Above	11,560	9,411	4,379	2,975	28,325	87%
Meets GL or Above	9,577	6,958	3,325	2,312	22,172	68%
Masters GL	5,087	3,645	1,770	1,463	11,965	37%
Total Percentage Points						192%
Component Score						64

2025 STAAR Performance PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025** | [2026](#)

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	12,994	10,767	4,926	3,434	32,121	
Approaches GL or Above	11,438	9,178	4,405	2,911	27,932	87%
Meets GL or Above	9,556	7,004	3,415	2,223	22,198	69%
Masters GL	5,197	3,966	1,798	1,407	12,368	39%
Total Percentage Points						195%
Component Score						65

Priority One: Students

Increase All Student Growth in Reading

2024 Closing the Gaps PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | **2024** | [2025](#) | [2026](#)

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Growth Status									
RLA									
2024 Academic Growth Score	76%	73%	72%	78%	63%	88%	*	81%	69%
2024 Growth Points	8,387.00	1,190.50	3,099.50	2,576.75	**	1,161.00	*	344.25	3,716.00
2024 Total Tests	11,050	1,640	4,333	3,312	**	1,315	*	427	5,352

2025 Closing the Gaps PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025** | [2026](#)

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Growth Status									
RLA									
2025 Academic Growth Score	77%	73%	73%	80%	72%	88%	75%	79%	70%
2025 Growth Points	8,456.75	1,212.25	3,188.00	2,514.25	13.75	1,172.25	4.50	351.75	3,794.25
2025 Total Tests	10,998	1,652	4,389	3,159	19	1,329	6	444	5,415

Priority One: Students

Increase All Student Growth in Math

2024 Closing the Gaps PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | **2024** | [2025](#) | [2026](#)

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Mathematics									
2024 Academic Growth Score	73%	69%	68%	76%	75%	89%	*	76%	67%
2024 Growth Points	6,223.25	894.25	2,347.50	1,866.50	**	833.50	*	268.00	2,985.00
2024 Total Tests	8,522	1,289	3,457	2,468	**	935	*	354	4,451

2025 Closing the Gaps PEARLAND ISD (020908) - BRAZORIA COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025** | [2026](#)

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Mathematics									
2025 Academic Growth Score	77%	74%	71%	80%	63%	92%	80%	81%	70%
2025 Growth Points	6,447.50	932.00	2,482.00	1,873.50	9.50	861.50	4.00	285.00	3,142.25
2025 Total Tests	8,381	1,252	3,489	2,335	15	935	5	350	4,476

Priority One: Students

Increase and Maintain CCMR

Increase College, Career, and Military Readiness (CCMR)

Pearland ISD continues to make strong progress toward preparing every student for success beyond high school. The district's CCMR rate increased to 95% in 2025–2026 to a projected 97% in 2026–2027, reflecting expanded student access to college, career, and military readiness opportunities and continued focus on ensuring graduates meet state-defined readiness indicators.

While this progress represents a significant accomplishment, the Texas Education Agency continues to modify CCMR accountability measures and approved indicators, resulting in changing expectations for how readiness is calculated. As additional accountability changes are implemented, the Board should anticipate recalibrating the district's long-term CCMR goal to ensure it remains rigorous, attainable, and aligned with future state accountability requirements. Pearland ISD will continue monitoring legislative and accountability changes while maintaining its commitment to maximizing postsecondary readiness for every graduate.

Priority Two: Staff

Staff Safety Index Score

	24-25	25-26	Diff
Staff Safety Index Score	87	91.49	4.49

Component	Score Details		2025	2026
Perception Score	% Favorable responses on staff safety-related survey items	30%	91	96.83
Audit Score	Average compliance from internal walkthroughs and external audits	40%	83.8	89
Staff Incidents & Drill Compliance	Combined score of (1) staff-involved safety incidents per 100 staff and (2) emergency drill completion rate	20%	80	90
Safety Training Completion Rate	Percentage of staff who completed required safety training by established deadlines	10%	100	100
	Staff Safety Index Score		86.82	91.49

Employee feedback indicates that Pearland ISD maintains a strong culture of physical safety, with nearly 9 out of 10 employees reporting they feel safe at work. The primary opportunity for improvement is not campus security, but strengthening districtwide behavioral support systems, ensuring consistent responses to serious student behaviors, and improving communication and follow-up after significant incidents. Addressing these areas can further improve both employee confidence and the overall learning environment. At the same time, many comments praised campus administrators and expressed pride in working in Pearland ISD, suggesting that concerns are generally directed toward districtwide systems for managing complex student behaviors rather than the commitment of campus leadership

Priority Two: Staff

Increase Staff Wellness Index Score

	24-25	25-26	Diff
Staff Wellness Index Score	74.79	79.59	4.802

Component	Score Details	Weight	2025	2026
Wellness Perception Score	% of staff responding favorably to wellness-related items (e.g., support, morale, work-life balance)	30%	73.8	85.89
Workplace Injury / Workers' Comp Rate (Inverted)	Number of staff claims per 100 employees, scored inversely to reflect fewer injuries as positive	25%	70.6	70.3
Growth in Wellness Program Participation	Year-over-year increase in employee engagement with wellness initiatives (e.g., EAP, wellness events)	25%	60	65
Sustained Staff Attendance Rates	5% threshold of staff with 10+ non-protected leaves (FMLA, TDL, Cat Leave)	20%	100	100
	Staff Wellness Index Score		74.79	79.59

Employee feedback indicates that staff wellness is driven by strong campus relationships and supportive leadership, providing a solid foundation for organizational success. Overall, responses indicate that staff feel well supported by their coworkers and generally have the resources needed to be successful, while lower ratings were associated with workload, planning time, and work-life balance. The greatest opportunities for improvement center on reducing workload pressures, increasing protected planning time, strengthening recognition of employee contributions, and continuing efforts to support work-life balance. Addressing these areas can improve employee well-being, strengthen retention, and reinforce Pearland ISD as an employer of choice.

Priority Two: Staff

Increase and Maintain Educator Preparation Partnerships

	24-25	25-26	Diff
Increase and Maintain Educator Preparation Partnerships	9	15	6

Increase Educator Preparation Partnerships

During the 2025–2026 school year, Pearland ISD expanded its network of educator preparation partnerships from 9 to 15 universities and alternative certification programs, representing a 67% increase. These partnerships strengthen the district's teacher recruitment pipeline by increasing access to high-quality student teachers, clinical teaching placements, internships, and newly certified educators.

Expanding educator preparation partnerships enhances Pearland ISD's ability to recruit talented teachers earlier in their careers, develop future educators who understand the district's instructional expectations, and reduce vacancies in hard-to-fill positions. By investing in these long-term partnerships, the district is creating a sustainable talent pipeline that supports teacher recruitment, retention, and the continued delivery of high-quality instruction for students.

Priority Two: Staff

Increase and Maintain Retention Rates (Teacher Focus)

	24-25	25-26	Diff
Increase and Maintain Retention Rates (Teacher Focus)	85%	88.6%	3.6

Maintain Teacher Retention

Pearland ISD maintained a 88.6% teacher retention rate during the 2025–2026 school year, demonstrating continued success in retaining a highly qualified and experienced workforce. Sustaining a high retention rate promotes instructional continuity, strengthens campus culture, reduces recruitment and onboarding costs, and ensures students benefit from experienced educators who understand district expectations and instructional practices.

Maintaining this level of retention reflects the district's ongoing commitment to supporting employees through competitive compensation, professional growth opportunities, collaborative work environments, and a positive organizational culture. High teacher retention remains a key indicator of workforce stability and supports Pearland ISD's long-term goal of attracting, developing, and retaining exceptional educators.

Priority Two: Staff

Increase Total Compensation Rankings

	24-25	25-26	Diff
Increase Total Compensation Rankings	50%	50%	0

Teacher Compensation Market Position

The Board has established a long-term goal for Pearland ISD to achieve teacher compensation at or above the 75th percentile of comparable districts. The 75th percentile represents compensation levels that exceed approximately 75% of districts within the local comparison market and positions Pearland ISD as an employer of choice for attracting and retaining high-quality educators.

The 2025–2026 TASB market analysis indicates that Pearland ISD remains highly competitive, with salaries averaging 99% of the local market median. Beginning teacher pay exceeds the market median; however, salaries for experienced teachers fall below the Board's desired 75th percentile benchmark. Across key experience levels, Pearland ISD trails the current 75th percentile by approximately \$953 to \$2,137 per teacher.

Experience	Pearland ISD	75th Percentile	Gap
0 Years	\$64,250	\$65,675	(\$1,425)
5 Years	\$69,510	\$70,463	(\$953)
10 Years	\$71,110	\$72,668	(\$1,558)
15 Years	\$73,128	\$75,118	(\$1,990)
20 Years	\$75,228	\$77,365	(\$2,137)
Average Salary	\$71,911	\$73,488	(\$1,577)

Achieving the Board's goal will require continued strategic investments in the teacher salary schedule over multiple years, with particular emphasis on strengthening compensation for mid-career and veteran educators, where the current market gaps are greatest. This approach will improve our competitiveness while supporting recruitment, retention, and long-term workforce stability.

Priority Two: Staff

Increase Comprehensive Training for all Employee Groups

	24-25	25-26	Diff
Increase Comprehensive Training for all Employee Groups	25%	70%	45%

Pearland ISD continued to strengthen professional learning during the 2025–2026 school year by providing comprehensive, role-specific training opportunities for instructional, operational, and support staff. Employees participated in a broad range of professional learning designed to improve instructional quality, enhance workplace safety, strengthen operational effectiveness, and ensure compliance with state and district requirements.

Training efforts included districtwide safety and emergency preparedness training, instructional best practices and curriculum implementation, Teacher Incentive Allotment (TIA) development, administrator calibration and instructional learning walks, technology integration and cybersecurity training, procurement and financial compliance training, specialized training for transportation, maintenance, child nutrition, and campus support personnel, as well as leadership development and new employee onboarding

Employee feedback reflects a desire for professional learning that is more differentiated by role and delivered in ways that maximize instructional time. Comments frequently referenced requests for additional planning time, training embedded within the workday, and learning opportunities tailored to specific responsibilities, including special education, GT requirements, instructional strategies, and operational procedures.

Priority Two: Staff

Increase and Maintain Staff Satisfaction with Job Aligned Training

	24-25	25-26	Diff
Increase and Maintain Staff Satisfaction with Job Aligned Training	57.7%	61.9%	4.2%

Staff satisfaction with job aligned training is measured through the average favorable response to two employee survey items: (1) *I have quality opportunities for professional growth* and (2) *I am satisfied with the professional development provided by the district*. The average favorable response of 61.9% establishes the district's 2026 baseline for measuring progress toward increasing employee satisfaction with job-aligned professional learning.

Employee perceptions indicate that staff generally value opportunities for professional growth but would like professional learning to be more directly aligned to their daily responsibilities and delivered in ways that support implementation. Survey comments suggest employees appreciate training that is practical, role-specific, and immediately applicable, while expressing concerns about required training occurring outside contract time, limited opportunities for collaboration, and the need for greater support in areas such as behavior management, differentiation, special education, curriculum implementation, and campus-specific instructional practices.

Overall, employee feedback suggests that the greatest opportunity is not increasing the quantity of professional learning, but strengthening its relevance, accessibility, and connection to employees' day-to-day work. Staff consistently emphasized that effective professional learning should improve their ability to perform their jobs while respecting available planning time and recognizing the unique needs of different employee groups.

Priority Three: Community

Increase Stakeholders' Satisfaction with Communication

	24-25	25-26	Diff
Stakeholders' Satisfaction with Communication	70.2	87.68	17.48

Group	Score Details	2025	2026
Employees	Avg of 3 items (Comm., Trust, Feedback)	71.52	74.65
Parents/Community	Avg of 3 items (Comm., Info, Trust)	73.1	84.08
Students	Avg of 5 items (Opportunities, Social Help, Adult Support, Counselor Access, Belonging)	65.95	79.68

Stakeholder Satisfaction with Communication Summary

The 2026 stakeholder surveys indicate that Pearland ISD maintains strong overall communication and relationship measures, with an overall Stakeholder Satisfaction with Communication Index of 79.47%. Results suggest that stakeholders generally feel informed, supported, and connected to their schools, while also identifying opportunities to strengthen two-way communication and involvement in district and campus decisions.

Parents reported the highest level of satisfaction (**84.08%**) across communication measures. Families indicated that communication from campuses and the district is generally timely and understandable and that campus administrators are visible and accessible. Parent comments praised campus staff and school leadership while also requesting more proactive communication regarding grades, school events, counseling services, and district initiatives. Several parents expressed a desire for greater consistency in communication across campuses and more opportunities for engagement before concerns arise.

Employees reported an overall communication satisfaction score of **74.65%**. Staff generally indicated that district and campus communication is timely and that campus administrators communicate effectively. However, the lowest ratings centered on involvement in decision-making. Comments frequently requested greater collaboration, earlier communication regarding changes, increased transparency in district decisions, and additional opportunities for employee input before initiatives are implemented.

Students reported a strong sense of connection, with a communication and support score of **79.68%**. Students overwhelmingly indicated they know how to access counselors, have trusted adults available when needed, and feel supported at school. Participation in school activities and a sense of belonging also scored favorably, although comments suggest continued opportunities to strengthen school connectedness, increase awareness of available support, and ensure every student feels included.

Priority Three: Community

Increase Communication Accessibility for All Major Publications

	24-25	25-26	Diff
Communication Accessibility for All Major Publications	70	85	15

Communication Accessibility for All Major Publications

Communication accessibility is measured by the percentage of major district publications that meet the district's established accessibility standards, including compliance with readability, translation, digital accessibility, and inclusive communication practices. This measure ensures that district information is understandable and accessible to all families, staff, students, and community members.

During the 2025–2026 school year, Pearland ISD increased communication accessibility from 70% to 85%, representing a 15 percentage-point improvement in the percentage of major publications meeting district accessibility standards. This increase reflects the district's continued commitment to providing clear, inclusive, and accessible communication for all stakeholders and establishes an updated baseline for measuring continued progress toward ensuring all major district communications are accessible by 2029.

Priority Three: Community

Increase Parent Engagement Score

	24-25	25-26	Diff
Parent Engagement Score	63.56	79.33	15.7

Parent Engagement Score

The 2026 Parent Survey produced an Engagement Score of 79.33%, indicating that nearly three out of four parents have a favorable perception of their opportunities to engage with Pearland ISD and feel welcomed at their child's school. Survey results suggest that parents generally experience campuses as inviting, supportive environments and value the relationships they have with teachers, administrators, and school staff.

Parent comments consistently highlighted appreciation for welcoming campuses, caring educators, and positive school cultures. Many families described their schools as places where students feel supported and where staff are dedicated to student success. These strong campus relationships provide a solid foundation for continued family engagement and community partnerships.

At the same time, parents expressed a desire for greater awareness of opportunities to become involved beyond their child's campus. Comments reflected interest in more proactive communication regarding advisory committees, volunteer opportunities, school board meetings, district initiatives, and parent education sessions. Families also requested additional opportunities for meaningful dialogue with district leadership and greater visibility into how parent feedback influences district decisions.

Overall, the findings indicate that Pearland ISD has established a welcoming culture across its campuses, while the greatest opportunity lies in expanding parent awareness and participation in districtwide engagement and advocacy opportunities. Strengthening two-way communication and increasing visibility of opportunities for involvement will further enhance partnerships between families, schools, and the community.

Priority Three: Community

Increase and Maintain Business and Community Partnerships

	24-25	25-26	Diff
Increase and Maintain Business and Community Partnerships	18	21 (60)	3

Community Partnerships Summary

Pearland ISD continues to strengthen relationships with businesses, nonprofit organizations, civic groups, and community partners to expand opportunities for students, staff, and families. During the 2025–2026 school year, the district maintained partnerships with 39 existing community partners while establishing 21 new partnerships, demonstrating continued growth in community engagement and external collaboration.

These partnerships generated more than \$619,000 in monetary and in-kind support, with an additional \$10,000 in commitments already secured for the upcoming year. The support provided through these partnerships enhances educational programs, recognizes employees, expands student opportunities, and supplements district resources without relying solely on local funding.

Overall, these results demonstrate meaningful progress toward the district's goal of increasing and maintaining community partnerships. The continued growth in both the number of partners and the level of community investment reflects strong confidence in Pearland ISD and reinforces the district's commitment to building lasting partnerships that directly benefit students, staff, and the broader Pearland community.

Priority Three: Community

Increase Student Service, Leadership, or Civic Engagement Activity

	24-25	25-26	Diff
Increase Student Service, Leadership, or Civic Engagement Activity	25%	30%	5

Increase Student Service, Leadership, and Civic Engagement Activity

During the 2025–2026 school year, Pearland ISD students demonstrated a strong commitment to service, leadership, and civic engagement by participating in volunteer projects, community partnerships, and service-learning experiences that benefited local families, nonprofit organizations, and civic institutions. Through organizations such as National Honor Society, Student Council, FFA, JROTC, and numerous campus clubs, students completed service activities that fostered leadership, compassion, and community responsibility.

Across the district, students volunteered with community partners including the City of Pearland Parks and Recreation Department, Tom Reid Library, Keep Pearland Beautiful, the City of Pearland Animal Shelter, local elementary and junior high campuses, and participated in legislative advocacy opportunities at the Texas State Capitol. These experiences provided students with authentic opportunities to serve others while developing leadership, teamwork, and civic responsibility.

Alexander Middle School exemplifies the type of service-learning experiences occurring throughout Pearland ISD. Students organized and led numerous community service initiatives, including collecting and personally delivering blankets and handwritten notes to residents at Trinity Oaks of Pearland, conducting campus-wide hygiene drives benefiting Family Promise of Clear Creek, organizing holiday care package collections for local families, decorating meal bags for Kids' Meals Houston to support preschool children experiencing food insecurity, and volunteering through the Pearland ISD Council of PTAs Swap Shop & Community Closet by sorting and organizing donated school clothing for district families. These projects provided students with meaningful opportunities to identify community needs, organize service efforts, and directly impact the lives of others while developing leadership skills.

Collectively, these efforts reflect Pearland ISD's commitment to developing graduates who are not only academically prepared but also committed to serving others and contributing positively to their communities. Student service projects continue to strengthen partnerships between schools and the community while reinforcing the district's vision of preparing students with the knowledge, character, and confidence to excel as engaged citizens.

Strategic Opportunity: As the district continues expanding service-learning opportunities, Pearland ISD will work toward developing a districtwide system to document student volunteer hours, service-learning participation, leadership experiences, and civic engagement activities. Establishing consistent measures will allow the district to quantify the impact of student service while celebrating the contributions students make to their schools and community.

Priority Three: Community

Increase Trained Advocacy Ambassadors

	24-25	25-26	Diff
Increase Trained Advocacy Ambassadors	0	30	30

Increase Trained Advocacy Ambassadors

During the inaugural year of the Pearland ISD Advocacy Ambassador Program, the district successfully launched a new community engagement initiative designed to educate, engage, and empower stakeholders to become informed advocates for public education. The program emphasized that advocacy extends beyond legislative action by encouraging participants to serve as trusted ambassadors who share accurate information, build community understanding, and strengthen partnerships between schools and the community.

The pilot cohort generated strong community interest, with 52 community members enrolling in the program and 30 participants successfully completing all program requirements. Graduates completed a series of learning experiences focused on school finance, district operations, legislative advocacy, governance, and effective community engagement. The program culminated with participation in Pearland Day in Austin, where ambassadors observed the legislative process and engaged directly with elected officials.

Participant feedback demonstrated exceptional program impact. One hundred percent of graduates rated the program 5 out of 5, reporting increased understanding of school finance, district operations, and legislative advocacy. Participants also indicated they felt more connected to Pearland ISD, more confident discussing public education issues, and more prepared to advocate on behalf of students and schools. Feedback further reflected a strong desire for continued learning opportunities, alumni engagement, and ongoing communication to sustain this growing network of informed community advocates.

The successful launch of the Advocacy Ambassador Program establishes a strong foundation for expanding community advocacy and strengthening public trust. As Pearland ISD continues to grow the program, additional cohorts will further increase the number of informed stakeholders who serve as ambassadors for public education and partners in advancing the district's mission and strategic priorities.

Priority Three: Community

Increase and Maintain Local and State Elected Official Engagement

	24-25	25-26	Diff
Increase and Maintain Local and State Elected Official Engagement	8	16	8

Increase and Maintain Local and State Elected Official Engagement

During the 2025–2026 school year, Pearland ISD strengthened relationships with local, state, and regional elected officials through purposeful advocacy, legislative engagement, and ongoing communication. The district maintained regular dialogue with elected leaders to advance public education priorities, share the impact of proposed legislation, and advocate for sustainable funding and policies that support students and schools.

District leadership engaged in ongoing communication with State Representative Jeff Barry regarding key legislative issues, including the impact of Education Savings Accounts (ESA) on public schools, Senate Bill 8, school finance, accountability, and other legislation affecting Pearland ISD. These conversations ensured district perspectives were shared throughout the legislative session and established an open line of communication for continued collaboration on public education issues.

Pearland ISD also expanded its advocacy efforts by participating in Pearland Day in Austin, where both student ambassadors and community Advocacy Ambassadors traveled to the Texas Capitol to engage directly with policymakers. During the visit, participants met with Texas Education Agency leadership and held discussions with eight state representatives and senators, providing firsthand perspectives on the needs of Pearland ISD students and reinforcing the importance of strong public education partnerships.

Throughout the year, district leadership continued to cultivate productive working relationships with elected officials, including State Representative Caroline Fairly's Office through Ellie Berry, establishing trusted communication channels that support ongoing collaboration, information sharing, and responsiveness on legislative and constituent matters.

In addition, Pearland ISD maintained an active presence in regional advocacy efforts through regular participation in the Pearland Chamber of Commerce Government Relations Committee, collaborating with business leaders, community organizations, and public officials to monitor legislative developments and advocate for issues affecting education and the Pearland community.

Collectively, these efforts reflect Pearland ISD's commitment to proactive legislative engagement, transparent communication, and collaborative advocacy. By fostering strong relationships with elected officials and equipping students and community members to participate in the legislative process, the district continues to strengthen its voice in shaping policies that support student success and the future of public education.

Priority Three: Community

Increase and Maintain Stakeholder Trust and Advocacy Score

	24-25	25-26	Diff
Increase and Maintain Stakeholder Trust and Advocacy Score	65.97	69.98	4.01

Stakeholder Trust and Advocacy Score Summary

The Stakeholder Trust and Advocacy Score reflect the confidence students, employees, and families have in Pearland ISD and their willingness to support, engage with, and advocate for the district. The index measures stakeholder perceptions of trust, relationships, communication, engagement, organizational support, and confidence by averaging favorable responses across districtwide parent, employee, and student surveys.

The 2026 Stakeholder Trust and Advocacy Score of 70.0% represents continued progress in strengthening stakeholder confidence across the district. Parents consistently expressed appreciation for caring teachers, accessible campus leaders, and welcoming schools, while students described supportive relationships with teachers and classmates that contributed to a positive school experience. Employees emphasized strong campus teamwork and dedication to students, while encouraging continued investment in communication, recognition, and opportunities to participate in organizational decisions. Together, these themes reflect a district culture built on positive relationships and a shared commitment to student success.

Overall, the results indicate that Pearland ISD continues to strengthen the trust that serves as the foundation for meaningful stakeholder advocacy. As confidence in the district grows, stakeholders become more likely to engage in school activities, share positive experiences, support district initiatives, and advocate for public education within the community. Continued focus on transparency, responsiveness, and authentic stakeholder engagement will further strengthen Pearland ISD's network of informed and engaged advocates in support of its students, staff, and schools.

Priority Four: Finance

Maintain 95 Day Fund Balance

Fiscal Year 2026-2027

General Fund: Estimated Fund Balance

Days in Fund Balance Calculation

- Historically, all five fund balance categories were included in our days in fund balance calculation. Best practice, however, is to count only **Assigned and Unassigned**, which represent liquid reserves available for operations.
- A **90–120 day Assigned and Unassigned** fund balance supports financial stability, cash flow, emergencies, and unexpected costs while exceeding TEA benchmarks and supporting strong bond ratings.

Rule of Thumb	Recommended Days in Assigned & Unassigned	(In Million)			
		2026 Estimated	2027 Projected	2028 Forecast	
Minimum	60-75 days	Net Change in Fund Balance			
Good / Healthy	90 days	\$ 6.37	\$ (2.56)	\$ (9.67)	
Excellent / Conservative	120 days	Fund Balance – Beginning	86.32	92.69	90.12
		Fund Balance – Ending	\$ 92.69	\$ 90.12	\$ 80.45
		Percent of Expenditures	42%	38%	34%
		Days in Fund Balance	153	140	123
		Days in Assigned and Unassigned ¹	115	118	113

¹Assigned and Unassigned Fund Balance are used because they more accurately reflect funds available for operations and emergencies. This **excludes non-spendable amounts** such as inventories and prepaid items, as well as amounts formally committed by Board action for specific purposes..

5/12/2026

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Maintain a 95-Day Fund Balance

Pearland ISD remains in a good financial position, with projected Assigned and Unassigned Fund Balance reserves of 115 days in 2026, 118 days in 2027, and 113 days in 2028, all exceeding the Board's long-term goal of maintaining a minimum 95-day fund balance. These reserve levels provide financial stability, support positive cash flow, strengthen the district's bond rating, and ensure the ability to respond to emergencies and unforeseen expenditures.

While reserves remain healthy, the multi-year financial forecast projects a gradual decline in fund balance due to recurring operating deficits driven by increasing personnel costs, inflationary pressures, and state funding that has not kept pace with the cost of educating students. Current projections indicate annual reductions in fund balance of \$2.6 million in 2027 and \$9.7 million in 2028 if current trends continue.

Although the district is expected to remain above its strategic target throughout the forecast period, the declining trajectory highlights the importance of continued fiscal stewardship, conservative budgeting, enrollment stabilization, legislative advocacy for increased school funding, and ongoing operational efficiencies. Maintaining reserves above the 95-day benchmark while addressing structural budget challenges will remain a key priority to ensure Pearland ISD's long-term financial sustainability and its ability to continue investing in students and staff.

Priority Four: Finance

Maintain a Superior "A" Rating on the FIRST Report

Maintain a Superior "A" Rating on the FIRST Report

Pearland ISD maintained a Superior ("A") rating under the Texas Financial Integrity Rating System of Texas (FIRST), demonstrating continued compliance with the state's highest standards for financial management, internal controls, budgeting, debt management, and financial reporting. Maintaining the highest possible FIRST rating reflects the district's commitment to fiscal accountability, transparent stewardship of taxpayer resources, and sound financial practices that support long-term organizational stability. The FIRST is an excellent lagging indicator, while our fund balance, budget variance, and forecast measures serve as leading indicators of future financial health.

Maintain an Unmodified Audit Opinion (UMAO)

Maintain an Unmodified Audit Opinion (UMAO)

Pearland ISD received an Unmodified Audit Opinion, the highest level of assurance an independent auditor can provide. An Unmodified Audit Opinion indicates that the district's financial statements are presented fairly, in all material respects, in accordance with Generally Accepted Accounting Principles (GAAP) and that no material misstatements were identified during the audit.

Maintaining an Unmodified Audit Opinion reflects the district's commitment to sound financial management, effective internal controls, accurate financial reporting, and responsible stewardship of taxpayer resources. This achievement demonstrates Pearland ISD's continued compliance with state and federal financial requirements and reinforces stakeholder confidence in the district's financial operations.

Increase or Maintain Texas Comptroller Transparency Star Designation

Texas Comptroller Transparency Star Designation

Pearland ISD maintained its two Texas Comptroller Transparency Stars in Traditional Finances and Debt Obligations, demonstrating the district's continued commitment to financial transparency and accountability. These designations recognize the district's efforts to provide clear, accessible financial information to the public and reflect responsible stewardship of taxpayer resources. Pearland ISD will continue enhancing its transparency practices while pursuing additional Transparency Star designations in support of its long-term strategic goals.

Priority Four: Finance

Increase Community Satisfaction with Financial Information

	24-25	25-26	Diff
Increase Community Satisfaction with Financial Information	59	69.87	10.87

Increase Community Satisfaction with Financial Information

During the 2025–2026 school year, Pearland ISD continued to strengthen financial transparency by expanding communication regarding the district's budget, financial planning, and stewardship of taxpayer resources. The district maintained two Texas Comptroller Transparency Stars, received a Superior ("A") FIRST Rating, and continued providing public access to budgets, financial reports, debt information, and other key financial documents through its online Financial Transparency portal.

Stakeholder survey results demonstrate growing confidence in the district's financial stewardship while also identifying opportunities to improve public understanding of school finance. Favorable responses indicate that 69.87% of stakeholders trust Pearland ISD to use financial resources responsibly and believe the district engages stakeholders in meaningful ways. Comments suggest that while confidence in the district remains strong, families would benefit from additional communication explaining how funding decisions are made, how resources are prioritized, and how financial investments support student outcomes.

Overall, the data indicates that Pearland ISD has established a solid foundation of financial trust through responsible fiscal management and transparent reporting. Continued emphasis on proactive communication, simplified financial messaging, and increased opportunities for community engagement will further strengthen public understanding and confidence in the district's stewardship of financial resources.

Priority Four: Finance

Increase and Maintain Facility Assessment Process

	24-25	25-26	Diff
Increase and Maintain Facility Assessment Process	0	0	0

Increase and Maintain Facility Assessment Process

During the 2025–2026 school year, Pearland ISD made significant progress in strengthening its long-term facilities planning by completing comprehensive safety and security audits at all campuses, implementing a districtwide capital renewal planning process to identify and prioritize major building system replacements, and developing bond project scopes based on documented facility needs and district priorities.

While these efforts provide valuable information for facility planning and capital investment, they do not constitute a comprehensive facility assessment program. A standardized process for systematically evaluating building conditions, infrastructure life cycles, educational adequacy, and deferred maintenance across all campuses has not yet been fully developed.

The work completed this year establishes a strong foundation for implementing a formal facility assessment process. As Pearland ISD moves toward its 2029 strategic goal, the district will develop a consistent assessment framework that evaluates building conditions, identifies long-term capital needs, and supports data-informed decisions regarding maintenance, renovations, and future bond planning. This process will provide the Board with a comprehensive understanding of facility conditions and help ensure district resources are strategically invested to maintain safe, functional, and high-quality learning environments.

Increase and Maintain Capital Renewal Project On-Time Completion

	24-25	25-26	Diff
Increase and Maintain Facility Assessment Process	60	92	32

Increase and Maintain Capital Renewal Project On-Time Completion

During the 2025–2026 school year, Pearland ISD made significant progress in executing its Capital Renewal Program (CRP), with 23 of 25 Board-approved projects (92%) either completed or awaiting final delivery/installation by the close of the reporting period. This includes 7 of 9 Maintenance & Operations projects, 4 of 4 Transportation projects, 4 of 4 Fine Arts projects, 4 of

Priority Four: Finance

4 Athletic projects, 3 of 3 Career and Technical Education (CTE) projects, and 1 of 1 campus-based project.

Achieving a 92% completion rate demonstrates the district's commitment to delivering capital improvements on schedule while strategically investing in facility infrastructure, instructional programs, student activities, and operational support. The remaining projects are progressing toward completion, reinforcing Pearland ISD's focus on responsible project management, fiscal stewardship, and maintaining high-quality learning environments that support students and staff.

Increase and Maintain Community Facility Survey Satisfaction Score

	24-25	25-26	Diff
Increase and Maintain Facility Assessment Process	87	92.79	5.79

Group	Score Details	Score (%)
Parents/Community	Satisfied with Quality, Cleanliness, and Maintenance	95.12%
Employees	Facilities are clean, safe, and well maintained Physical work environment supports my ability to do my job	90.46%

Stakeholder Facility Survey Satisfaction Score

The Stakeholder Facility Survey Satisfaction Score is measured by averaging stakeholder perceptions regarding the quality, cleanliness, maintenance, safety, and functionality of district facilities. For 2026, parents reported a 95.12% positive perception of the cleanliness and condition of school facilities. Employees reported an average facility satisfaction score of 90.46%, reflecting positive perceptions that district facilities are clean, safe, well maintained, and provide an effective work environment. Averaging the parent and employee results produced a 2026 Stakeholder Facility Survey Satisfaction Score of 92.79%.

These results indicate that stakeholders view Pearland ISD facilities very positively and recognize the district's continued investment in maintaining safe, clean, and functional learning and working environments. The score provides a strong benchmark for monitoring future facility improvements and measuring the impact of ongoing maintenance, capital renewal, and bond-funded projects.

Pearland ISD
Strategic Direction
Performance Management
Balanced Scorecard
2025-2029

