

Cedar Hill Independent School District



2026-2027 Performance Objectives

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Goal 1

Goal 1: The percentage of third graders scoring at Meets+ on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.

Performance Objective 1 High Priority HB3 Goal

Early Literacy and MAP Growth: The percentage of Kindergarten through 3rd-grade scholars achieving grade-level proficiency and annual growth in reading will increase on the NWEA MAP Assessment, moving scholars at/above the 60th percentile from 40% (Spring 2025) to 44% (June 2026/2027) and scholars meeting Growth Targets from 45% (EOY 2026) to 50% (EOY 2027).

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: NWEA MAP Reading Scores (% at/above 60th percentile, % meeting growth/accelerated growth targets across BOY, MOY, EOY), mCLASS/Phonics diagnostic assessments.

% of Scholars at or above Grade Level (BOY, MOY, EOY)

% of Scholars at or above the 60th Percentile(BOY, MOY, EOY)

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student academic growth and performance on district and state evaluations remain stagnant and inconsistent across K-12 grade levels and core content areas as evidenced by 45% of K-3 (Rd) scholars meeting EOY growth targets and 51% of 3-12 (math) STAAR meeting or exceeding growth expectations---failing to translate interim NWEA MAP progress into summative state proficiency.

The district lacks a strong implementation of Tier 1 instructional framework, clear written curriculum expectations, systematic leadership walkthrough / monitoring protocols, and an aligned MTSS framework to consistently support differentiated small-group instruction and targeted interventions across all student performance tiers.

2

A substantial performance gap exists among identified Gifted and Talented scholars, whose state assessment performance and advanced academic outcomes remain stagnant and fail to reflect high-ability mastery expectations across content areas.

The district lacks monitoring standardized advanced learning strategies, differentiated instructional strategies, and specialized professional development to ensure classroom teachers consistently extend and enrich core curriculum for high-ability learners.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Delays and inconsistencies in data synchronization across district core platforms, specifically Skyward and Class Link, impede timely access to accurate student rosters and assessment data, hindering real-time instructional decision-making and progress monitoring.	The district lacks standardized data management protocols, automated cross-platform sync workflows, and dedicated administrative oversight to ensure seamless and continuous integration between student information systems and digital learning environments.
2	Instructional coaching cycles across campuses are inconsistent and lack actionable feedback, resulting in variable teacher instructional growth and directly contributing to stagnant student academic outcomes on district and state evaluations.	The district lacks standardized coaching frameworks, standardized feedback protocols, and systematic leadership monitoring processes to reliably identify campus-level needs and ensure high-fidelity coaching execution district-wide.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The district continues to experience elevated teacher turnover rates, leading to systemic inconsistencies in classroom instructional execution and necessitating continuous retraining of foundational teaching practices for new-to-district and novice educators.	The district lacks a standardized onboarding framework, structured mentoring pathways, and consistent, in-the-moment coaching and feedback loops from campus administrators and district support teams to build teacher efficacy and foster a supportive workplace culture.

Performance Objective 2 High Priority HB3 Goal

STAAR & EOC RLA Mastery/Growth: The percentage of 3rd-grade through English II scholars demonstrating grade-level mastery and individual annual academic growth in RLA will increase, moving Meets Standard performance from 47% to 51% and scholars meeting or exceeding STAAR/EOC growth targets from 55% to 65% on Spring 2027 state assessments.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: STAAR/EOC Performance Levels (Domain I Meets+), STAAR Domain II Academic Growth Scores, TEA Interim Assessments, and End-of-Module (EOM) assessment scores.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Cedar Hill ISD is experiencing a sustained multi-year trend of declining student enrollment across elementary and secondary campuses, with projected enrollment for 2026-2027 reaching an all-time low.

Systemic gaps in student retention during campus transitions, coupled with increased school choice options in neighboring districts and community perceptions on social media regarding campus climate and discipline, which drive families to seek alternative educational settings.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student academic growth and performance on district and state evaluations remain stagnant and inconsistent across K-12 grade levels and core content areas as evidenced by 45% of K-3 (Rd) scholars meeting EOY growth targets and 51% of 3-12 (math) STAAR meeting or exceeding growth expectations---failing to translate interim NWEA MAP progress into summative state proficiency.

The district lacks a strong implementation of Tier 1 instructional framework, clear written curriculum expectations, systematic leadership walkthrough / monitoring protocols, and an aligned MTSS framework to consistently support differentiated small-group instruction and targeted interventions across all student performance tiers.

2

A substantial performance gap exists among identified Gifted and Talented scholars, whose state assessment performance and advanced academic outcomes remain stagnant and fail to reflect high-ability mastery expectations across content areas.

The district lacks monitoring standardized advanced learning strategies, differentiated instructional strategies, and specialized professional development to ensure classroom teachers consistently extend and enrich core curriculum for high-ability learners.

3

A significant portion of graduating scholars currently rely on College Bridge courses to satisfy College, Career, and Military Readiness (CCMR) requirements, creating a critical need to broaden scholar participation and achievement across other educational pathways, including CTE program certifications, Industry-Based Certifications (IBCs), TSI readiness, and ROTC completion.

The district lacks a standardized, multi-faceted CCMR strategy, comprehensive CTE alignment, and systematic campus tracking processes to actively prepare and guide scholars toward diverse readiness pathways such as Industry-Based Certifications (IBCs), TSI/ACT/SAT assessments, and military readiness frameworks.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 The district continues to experience elevated teacher turnover rates, leading to systemic inconsistencies in classroom instructional execution and necessitating continuous retraining of foundational teaching practices for new-to-district and novice educators.	The district lacks a standardized on-boarding framework, structured mentoring pathways, and consistent, in-the-moment coaching and feedback loops from campus administrators and district support teams to build teacher efficacy and foster a supportive workplace culture.
2 Scholar academic growth, engagement, and attendance are negatively impacted by unaddressed social-emotional needs, mental health challenges, and family instability.	Campuses lack dedicated mental health support personnel and integrated wraparound services to proactively address student social-emotional barriers and connect families with community resources.

Goal 2

Goal 2: The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1 High Priority HB3 Goal

Early Numeracy & MAP Math Growth: The percentage of Kindergarten through 3rd-grade scholars achieving grade-level proficiency and annual growth in math will increase on the NWEA MAP Math Assessment, moving scholars at/above the 60th percentile from 45% (Spring 2025) to 50% (June 2026/2027) and scholars meeting targeted and accelerated Growth Targets from 43% to 50% by EOY.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: NWEA MAP Math Scores (% at/above 60th percentile, % meeting growth/accelerated growth targets across BOY, MOY, EOY), mCLASS Math / district early math screeners.

% of Scholars at or above Grade Level (BOY, MOY, EOY)

% of Scholars at or above the 60th Percentile(BOY, MOY, EOY)

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student academic growth and performance on district and state evaluations remain stagnant and inconsistent across K-12 grade levels and core content areas as evidenced by 45% of K-3 (Rd) scholars meeting EOY growth targets and 51% of 3-12 (math) STAAR meeting or exceeding growth expectations---failing to translate interim NWEA MAP progress into summative state proficiency.	The district lacks a strong implementation of Tier 1 instructional framework, clear written curriculum expectations, systematic leadership walkthrough / monitoring protocols, and an aligned MTSS framework to consistently support differentiated small-group instruction and targeted interventions across all student performance tiers.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Instructional coaching cycles across campuses are inconsistent and lack actionable feedback, resulting in variable teacher instructional growth and directly contributing to stagnant student academic outcomes on district and state evaluations.	The district lacks standardized coaching frameworks, standardized feedback protocols, and systematic leadership monitoring processes to reliably identify campus-level needs and ensure high-fidelity coaching execution district-wide.

Performance Objective 2

STAAR & Algebra I Math Mastery & Growth: The percentage of 3rd-grade through Algebra I scholars demonstrating grade-level mastery and individual annual academic growth in mathematics will increase, moving Meets Standard performance from 32% to 38% and scholars meeting or exceeding STAAR/EOC growth targets from 46% to 55% on Spring 2027 state assessments.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: STAAR/EOC Performance Levels (Domain I Meets+), STAAR Domain II Academic Growth Scores, TEA Interim Assessments, and End-of-Module (EOM) math assessment scores.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student academic growth and performance on district and state evaluations remain stagnant and inconsistent across K-12 grade levels and core content areas as evidenced by 45% of K-3 (Rd) scholars meeting EOY growth targets and 51% of 3-12 (math) STAAR meeting or exceeding growth expectations---failing to translate interim NWEA MAP progress into summative state proficiency.	The district lacks a strong implementation of Tier 1 instructional framework, clear written curriculum expectations, systematic leadership walkthrough / monitoring protocols, and an aligned MTSS framework to consistently support differentiated small-group instruction and targeted interventions across all student performance tiers.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Instructional coaching cycles across campuses are inconsistent and lack actionable feedback, resulting in variable teacher instructional growth and directly contributing to stagnant student academic outcomes on district and state evaluations.	The district lacks standardized coaching frameworks, standardized feedback protocols, and systematic leadership monitoring processes to reliably identify campus-level needs and ensure high-fidelity coaching execution district-wide.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 The district continues to experience elevated teacher turnover rates, leading to systemic inconsistencies in classroom instructional execution and necessitating continuous retraining of foundational teaching practices for new-to-district and novice educators.	The district lacks a standardized on-boarding framework, structured mentoring pathways, and consistent, in-the-moment coaching and feedback loops from campus administrators and district support teams to build teacher efficacy and foster a supportive workplace culture.

Goal 3

Goal 3: The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 1 High Priority

Increase the percentage of 2027 Graduates meeting CCMR Readiness through Assessment in Math and English from 31% to 33%.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: SAT/ ACT/ AP/ TSIA Assessment: TSIA2 score reports, College Board SAT/AP reports, ACT reports, Dual Credit course completion data.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	A substantial performance gap exists among identified Gifted and Talented scholars, whose state assessment performance and advanced academic outcomes remain stagnant and fail to reflect high-ability mastery expectations across content areas.	The district lacks monitoring standardized advanced learning strategies, differentiated instructional strategies, and specialized professional development to ensure classroom teachers consistently extend and enrich core curriculum for high-ability learners.
3	A significant portion of graduating scholars currently rely on College Bridge courses to satisfy College, Career, and Military Readiness (CCMR) requirements, creating a critical need to broaden scholar participation and achievement across other educational pathways, including CTE program certifications, Industry-Based Certifications (IBCs), TSI readiness, and ROTC completion.	The district lacks a standardized, multi-faceted CCMR strategy, comprehensive CTE alignment, and systematic campus tracking processes to actively prepare and guide scholars toward diverse readiness pathways such as Industry-Based Certifications (IBCs), TSI/ACT/SAT assessments, and military readiness frameworks.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
1 Delays and inconsistencies in data synchronization across district core platforms, specifically Skyward and Class Link, impede timely access to accurate student rosters and assessment data, hindering real-time instructional decision-making and progress monitoring.	The district lacks standardized data management protocols, automated cross-platform sync workflows, and dedicated administrative oversight to ensure seamless and continuous integration between student information systems and digital learning environments.

Performance Objective 2

Increase the percentage of 2027 graduates earning CCMR Readiness through Industry-Based Certifications from 31% for the 2026 Graduating Class to 34% for 2027 Graduates

TEA Priorities: Connect high school to career and college

Evaluation Data Source: PEIMS CTE indicator data, IBC test completion reports, CTE completer tracking.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Cedar Hill ISD is experiencing a sustained multi-year trend of declining student enrollment across elementary and secondary campuses, with projected enrollment for 2026-2027 reaching an all-time low.	Systemic gaps in student retention during campus transitions, coupled with increased school choice options in neighboring districts and community perceptions on social media regarding campus climate and discipline, which drive families to seek alternative educational settings.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student academic growth and performance on district and state evaluations remain stagnant and inconsistent across K-12 grade levels and core content areas as evidenced by 45% of K-3 (Rd) scholars meeting EOY growth targets and 51% of 3-12 (math) STAAR meeting or exceeding growth expectations---failing to translate interim NWEA MAP progress into summative state proficiency.	The district lacks a strong implementation of Tier 1 instructional framework, clear written curriculum expectations, systematic leadership walkthrough / monitoring protocols, and an aligned MTSS framework to consistently support differentiated small-group instruction and targeted interventions across all student performance tiers.

3

A significant portion of graduating scholars currently rely on College Bridge courses to satisfy College, Career, and Military Readiness (CCMR) requirements, creating a critical need to broaden scholar participation and achievement across other educational pathways, including CTE program certifications, Industry-Based Certifications (IBCs), TSI readiness, and ROTC completion.

The district lacks a standardized, multi-faceted CCMR strategy, comprehensive CTE alignment, and systematic campus tracking processes to actively prepare and guide scholars toward diverse readiness pathways such as Industry-Based Certifications (IBCs), TSI/ACT/SAT assessments, and military readiness frameworks.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Scholar academic growth, engagement, and attendance are negatively impacted by unaddressed social-emotional needs, mental health challenges, and family instability.

Campuses lack dedicated mental health support personnel and integrated wraparound services to proactively address student social-emotional barriers and connect families with community resources.

Performance Objective 3

The percentage of students receiving special education services, graduating College Career Military Ready (CCMR) as measured by Assessment and earned IBC metrics will increase from 92% in August 2025 to 95% in August 2030.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: The percent increase for students served by SPED on CCMR by grade level (Secondary Only).

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

A substantial performance gap exists among identified Gifted and Talented scholars, whose state assessment performance and advanced academic outcomes remain stagnant and fail to reflect high-ability mastery expectations across content areas.

The district lacks monitoring standardized advanced learning strategies, differentiated instructional strategies, and specialized professional development to ensure classroom teachers consistently extend and enrich core curriculum for high-ability learners.

Goal 4

Goal 4: The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

Performance Objective 1

Middle School Science MAP Growth & Percentile Proficiency: The percentage of 6th through 8th-grade scholars achieving grade-level proficiency and annual growth in science will increase on the NWEA MAP Science Assessment, moving scholars at/above the 72nd percentile from 42% (Spring 2025) to 46% (June 2026/2027) and scholars meeting targeted and accelerated Growth Targets from 62% to 67% by EOY.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: NWEA MAP Science Scores (% at/above 72nd percentile, % meeting growth/accelerated growth targets across BOY, MOY, EOY), district science interim assessments.

% of Scholars at or above Grade Level (BOY, MOY, EOY)

% of Scholars at or above the 72nd Percentile(BOY, MOY, EOY)

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Cedar Hill ISD is experiencing a sustained multi-year trend of declining student enrollment across elementary and secondary campuses, with projected enrollment for 2026-2027 reaching an all-time low.

Systemic gaps in student retention during campus transitions, coupled with increased school choice options in neighboring districts and community perceptions on social media regarding campus climate and discipline, which drive families to seek alternative educational settings.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

A significant portion of graduating scholars currently rely on College Bridge courses to satisfy College, Career, and Military Readiness (CCMR) requirements, creating a critical need to broaden scholar participation and achievement across other educational pathways, including CTE program certifications, Industry-Based Certifications (IBCs), TSI readiness, and ROTC completion.

The district lacks a standardized, multi-faceted CCMR strategy, comprehensive CTE alignment, and systematic campus tracking processes to actively prepare and guide scholars toward diverse readiness pathways such as Industry-Based Certifications (IBCs), TSI/ACT/SAT assessments, and military readiness frameworks.

Performance Objective 2 High Priority

The percentage of scholars in 5th grade, 8th grade, and Biology scoring at or above the Meets Grade Level performance standard on state assessments will increase from 37% to 42% on the Spring state exams.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: STAAR 5th Grade Science, STAAR 8th Grade Science, and STAAR Biology EOC results (Domain I Meets+ performance level), TEA Interim Science Assessments, End-of-Module (EOM) lab and assessment scores

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 A significant portion of graduating scholars currently rely on College Bridge courses to satisfy College, Career, and Military Readiness (CCMR) requirements, creating a critical need to broaden scholar participation and achievement across other educational pathways, including CTE program certifications, Industry-Based Certifications (IBCs), TSI readiness, and ROTC completion.	The district lacks a standardized, multi-faceted CCMR strategy, comprehensive CTE alignment, and systematic campus tracking processes to actively prepare and guide scholars toward diverse readiness pathways such as Industry-Based Certifications (IBCs), TSI/ACT/SAT assessments, and military readiness frameworks.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Instructional coaching cycles across campuses are inconsistent and lack actionable feedback, resulting in variable teacher instructional growth and directly contributing to stagnant student academic outcomes on district and state evaluations.	The district lacks standardized coaching frameworks, standardized feedback protocols, and systematic leadership monitoring processes to reliably identify campus-level needs and ensure high-fidelity coaching execution district-wide.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 The district continues to experience elevated teacher turnover rates, leading to systemic inconsistencies in classroom instructional execution and necessitating continuous retraining of foundational teaching practices for new-to-district and novice educators.	The district lacks a standardized on-boarding framework, structured mentoring pathways, and consistent, in-the-moment coaching and feedback loops from campus administrators and district support teams to build teacher efficacy and foster a supportive workplace culture.

Goal 5

The percentage of students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from BOY to EOY in the Student Perception Surveys

Performance Objective 1

Comprehensive Student Safety, Health, and Social-Emotional Support Framework

Evaluation Data Source: Student Perception Surveys, state safety drill logs, campus crisis intervention tracking reports, School Health Advisory Counsel (SHAC) meeting minutes, and staff suicide prevention training completion records.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Scholar academic growth, engagement, and attendance are negatively impacted by unaddressed social-emotional needs, mental health challenges, and family instability.	Campuses lack dedicated mental health support personnel and integrated wraparound services to proactively address student social-emotional barriers and connect families with community resources.