Fort Bend Independent School District

Ridgemont Elementary

2025-2026 Comprehensive Needs Assessment

Mission Statement

Fort Bend ISD Mission: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Ridgemont Elementary Mission: Ridgemont Elementary staff exists to engage, equip, and empower our students to excellence in academic achievement in an equitable and safe learning environment.

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Ridgemont Elementary Vision: By providing a learning environment that fosters engagement, equity, empowerment, the integration of the FBISD Profile of a Graduate descriptors, Ridgemont Elementary will be recognized as a top performing urban elementary school in the state of Texas.

Value Statement

At Ridgemont Elementary we want students to be in positions to lead quality lives filled with meaning as well as accomplishment. This means, TEKS proficiency is expected for all students in each subject area and development of strong character.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ridgemont Elementary opened in 1973 and serves predominantly Hispanic and economically disadvantaged families. Ridgemont is comprised of grades two through five. The Early Literacy Center (ELC), which shares part of the Ridgemont campus, consists of pre-kindergarten, kindergarten, and first grade. The student enrolment is somewhat below pre-Covid levels, however, we did maintain our numbers consistent enrolment throughout the years.

The student population is 77% Hispanic (an increase from last year), 20% African American(a decrease from last year), 1% White, and 1% Other ethnicities. The student body is 52% male and 48% female, with a low socio-economic status of 96% (an increase from last year). Our Emergent Bilingual population is 57% (Bilingual 48%, ESL 7%) and 15% of our students are served through special education. The teaching staff comprises of 100% Highly Qualified teachers and 100% of Highly Qualified paraprofessionals. There are two instructional coaches, three enrichment teachers, an ABL teacher/coach, 3 interventionists, and two special education teachers. Other paraprofessionals consist of two special education, one bilingual aide, one ELL compliance, and one CCC/ADA.

The 2024-25 school attendance rate was 94. This is below district expectation of 95%.

Demographics Strengths

There is a slight change in the campus demographics from last year. Our staff members work hard to create a positive and welcoming environment for everyone. All highly qualified faculty members embraced the challenges presented. Everyone has a desire to support the campus. There is a strong sense of family and community. Instruction delivery is differentiated to meet the needs of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students are currently not meeting the required performance benchmarks, and their academic progress is not trending upward at a rate sufficient to meet subgroup accountability targets.
Root Cause: We need further collaboration between the Special Education and General Education Teachers to analyze multiple data points to recommend Special Education Programs, IEP Goals, and Schedule of Services.

Problem Statement 2: Our attendance rate is below the district goal of 95%.
Root Cause: Attendance rates have been low due to insufficient school-wide systems to consistently communicate and promote the importance of daily attendance for academic success and positive behavior.

Student Learning

Student Learning Summary

Reading

Over the past three years, campus Reading performance has trended downward, from 71% at Approaches in 2022–23 to 63% in 2024–25. This decline suggests that fewer students are maintaining grade-level proficiency as they advance through the grade levels.

In Spring 2025, grade-level results showed relatively consistent outcomes. Third grade posted the strongest overall results, with 69.84% of students at Approaches, 38.10% at Meets, and 15.87% at Masters. Fourth grade followed closely, with 67.74% Approaches, 35.48% Meets, and 9.68% Masters, while fifth grade ended with 66.67% Approaches, 34.78% Meets, and 11.59% Masters. The distribution indicates that while roughly two-thirds of students are able to reach Approaches, only about one-third are consistently moving into the Meets range, and fewer than 16% are demonstrating mastery.

MAP data provides additional context. In Reading, 55% of students are scoring below the 40th percentile nationally, with 33% falling in the bottom quintile. Only 29% are at or above the 61st percentile. While the growth distribution is healthier than in Math, 45% of students remain in the bottom 40% for growth. Importantly, actual STAAR performance exceeded MAP's projected proficiency rates across all tested grades, particularly at Approaches and Meets. For example, third grade Reading exceeded projections at Approaches by 46 points and at Meets by over 15 points. This indicates that while students may perform relatively better on STAAR than MAP predicts, their standing compared to national norms highlights a persistent achievement gap.

The overall picture in Reading suggests stable performance within grades but a concerning downward trajectory over time. The data highlights the need to increase the proportion of students achieving Meets and Masters, and to accelerate growth for students performing below national norms.

Math

Math results over the last three years reveal some fluctuation. Campus Approaches rates declined from 67% in 2022–23 to 59% in 2023–24, with a slight rebound to 60% in 2024–25. Despite this modest recovery, performance remains below the level achieved three years ago.

Disaggregated 2025 Math results show variation by grade. Fifth grade posted the highest Approaches rate at 73.91%, though Meets (31.88%) and Masters (10.14%) remain modest. Fourth grade achieved 53.76% Approaches, 35.48% Meets, and the strongest Masters rate at 20.43%, showing that a subset of students is achieving at high levels. Third grade fell in between, with 63.64% Approaches, 37.88% Meets, and 10.61% Masters. Overall, while many students are reaching Approaches, the transition into Meets and Masters is inconsistent across grades.

MAP data indicates deeper challenges in Math than in Reading. A majority of students (54%) are below the 40th percentile, with nearly one-third scoring in the bottom quintile. Growth results are also concerning: 53% of students are in the bottom 40% for growth, while only 28% are in the top 40%. This suggests that a large number of students are not making the progress necessary to close learning gaps.

Comparisons of MAP projections with actual STAAR results reveal that students consistently outperformed MAP expectations at Approaches and Meets. For instance, fifth grade actual Approaches was 74%, compared to a projected 31%, and Meets exceeded projections by over seven points. However, despite surpassing projections, the fact that such a large percentage of students remain below national norms highlights a pressing need to strengthen Tier 1 instruction and intervention practices.

Math data shows that while STAAR results provide a relatively optimistic picture compared to MAP projections, persistent concerns exist with student growth and national percentile

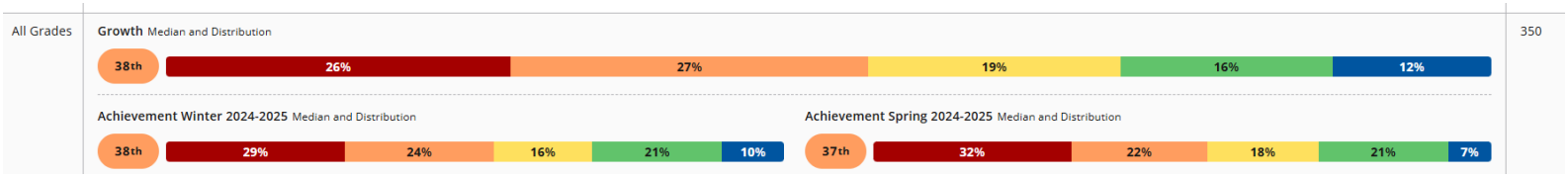
placement. To improve overall student learning, the campus must prioritize increasing student growth rates, especially for those in the bottom two quintiles, and ensure that more students transition from Approaches into Meets and Masters.

2025 STAAR Data

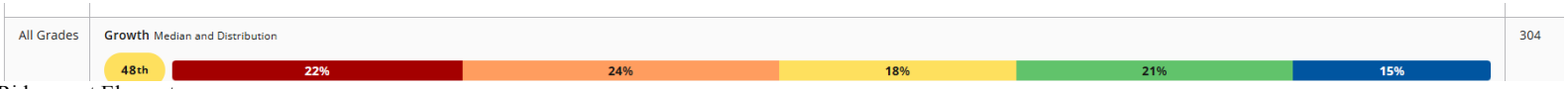
Math				
	DNM	Approaches	Meets	Masters
RME				
3	38%	30%	23%	9%
4	49%	18%	14%	19%
5	32%	39%	20%	9%
Reading				
	DNM	Approaches	Meets	Masters
RME				
3	38%	32%	17%	12%
4	35%	29%	25%	9%
5	38%	30%	21%	10%
Science				
	DNM	Approaches	Meets	Masters
RME				
5	55%	37%	8%	0%

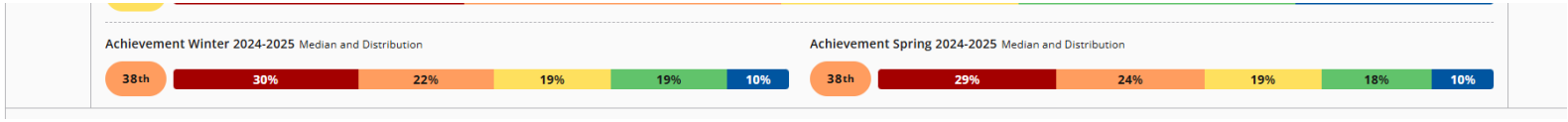
NWEA MAP- School Profile Growth and Achievement Overview

Math

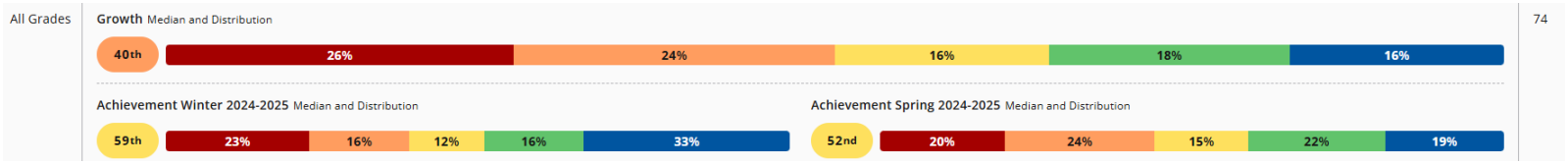


Reading

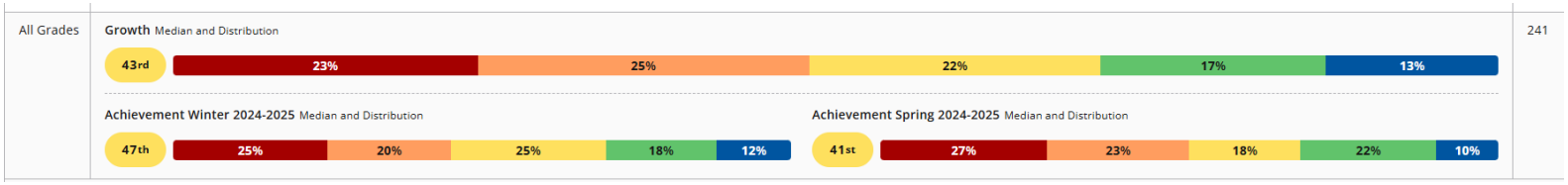




Reading (Spanish)



Science



All students can participate in curriculum -aligned field trips throughout the year. Budgets allow Ridgemont to purchase and utilize resources for all students.

Student Learning Strengths

We achieved a "C" rating on State Accountability in 2024 (based on student growth).

- Despite a slight campus-wide decline over time, grade-level Approaches rates are fairly stable (67–70%), showing that the majority of students can access grade-level texts with support.
- Third grade posted the highest results across all performance levels (70% Approaches, 38% Meets, 16% Masters), suggesting a strong foundation for students as they enter state-tested years.
- All tested grades exceeded MAP's projected STAAR proficiency rates, particularly at the Approaches and Meets levels. Third grade surpassed MAP's Approaches projection by 46 points and Meets by 15 points, showing that instruction is preparing students better for STAAR performance than predicted.
- Compared to Math, Reading growth is healthier—36% of students are in the top two quintiles for growth, showing potential for acceleration when instruction is well aligned.
- Fifth grade posted the strongest Approaches rate (74%), showing that nearly three-fourths of students are reaching grade-level expectations in Math.
- Fourth grade had the highest proportion of students at Masters (20%), indicating that a significant group is achieving at a very high level.

- Across grades 3–5, actual Meets performance exceeded MAP's projections by 7–16 points, reflecting instructional strengths and student capacity to rise above expected benchmarks.
- Both 3rd and 4th grade show Meets rates above 35%, suggesting that many students are moving beyond minimal proficiency and are approaching deeper mastery of grade-level concepts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students' proficiency on the STAAR continues to lag behind other performance groups .
Root Cause: Special education teachers need additional opportunities to plan with general education teachers, adjust general education lesson to provide appropriate scaffolds and execute lessons to expose students to the rigor TEKS.

Problem Statement 2: Data shows that we have a high percentage of students performing below grade level standards in reading, math, and science
Root Cause: Quality explicit Tier 1 instruction, inconsistent small group instruction, lack of student testing stamina, and lack of attendance.

Problem Statement 3: In order to continue growing students, we need more students to reach meets and masters in reading and math.
Root Cause: Teaches must differentiate instruction to meet the needs of all students. There is an inconsistent tracking of student performance on TEKS. Teachers need training on how to differentiate instruction, more training on content knowledge on the TEKS, how to provide aligned TIER 1 instruction to the TEKS, and monitor and track student data so that responsive instruction takes places.

Problem Statement 4: Our African American students' proficiency on STAAR needs to increase to meet the district and state average.
Root Cause: Teaches must differentiate instruction to meet the needs of all students. Additionally, provide intentional TEKS aligned small group instruction to close the learning gap, provide multiple ways for students to show their understanding, and targeted intervention.

School Processes & Programs

School Processes & Programs Summary

Our campus follows the FBISD scope and sequence in all content areas, with lessons and resources housed in Schoology. Teachers consistently implement the sequence, though tighter alignment of rigorous instructional materials with the district's instructional model is needed. Instruction includes reteaching and reassessing to maximize student improvement. Through PLC meetings, teachers collaborate on developing plans and action items to improve student achievement, ensuring every student has the opportunity to make a year's growth on grade-level TEKS. Instructional systems include assessing each child, flexibly grouping them, and continuing the cycle until mastery is achieved. Resources and materials are purchased to support both instruction and student ownership of learning tools. Instructional coaches reinforce this work by facilitating PLCs, clarifying learning intentions and success criteria through learning walks, and providing model classrooms for peer observation.

Professional learning is structured around weekly content PLCs and Professional Learning Teams. PLCs focus on lesson internalization and teacher exemplars, addressing what students should learn and how learning will be measured. PLTs emphasize student work analysis and action planning, addressing how to respond when students struggle or demonstrate mastery. Administrators, coaches, and teacher leaders support this work through professional development on campus priorities such as aggressive monitoring and small group instruction.

Assessment practices center on the use of STAAR and MAP data to identify high-leverage standards, inform grouping, and celebrate areas of strength. Teachers began analyzing triangulated data at the start of the year, and ongoing data meetings within the PLT cycle ensure instructional adjustments continue throughout the year. Systems for progress monitoring are being developed to more consistently track growth between formal assessments.

Schoolwide PBIS structures include beginning-of-year assemblies, classroom behavior tracking, and a bi-weekly school store. Counseling and SEL supports are available, as well as services for EB, SPED, GT, and 504 students, though continued focus is needed to ensure equitable support across all populations.

Family engagement is prioritized through events such as Open House, Grandparents Day, Fall Academic Night, Character Parade, Hispanic Heritage Celebration, and Polar Express Day. Communication is maintained through Smore newsletters, monthly parent calendars, ClassDojo, and email, providing families with multiple avenues for staying informed and involved.

School Processes & Programs Strengths

Low staff turnover. Structured Systems for Collaboration and Planning. New staff receive support from coaches, ILT members, and team leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Feedback from teachers indicate that PLC practices need to be redefined to provide teacher clarity.
Root Cause: Teachers and ILT had different perceptions on PLC practices and approaches.

Perceptions

Perceptions Summary

Survey results show that Ridgemont Elementary is viewed as a respectful, caring campus with strong student supports. Parents and staff rated respect, caring relationships, rigorous coursework, and supportive learning environments positively, with staff especially affirming the role of nurses, librarians, and special education services.

Areas for growth are concentrated in communication and engagement. Only a small percentage of parents and staff felt that communication was timely or accessible, and both groups rated family engagement opportunities and extracurricular activities very low.

Overall, the data indicate that while the campus has built a strong foundation of climate and student services, it must improve timely and accessible communication, expand family engagement, and increase extracurricular opportunities to strengthen stakeholder satisfaction and connection.

As a campus, we met with our Parent Center Coordinator, who schedules both campus and district Parent Advisory meetings to develop the Parent and Family Engagement (PFE) policy. During the annual Title I TPAC meeting, the committee reviews the previous year's policy, recommends revisions, and approves necessary changes. Once finalized, the PFE policy is translated into English and Spanish. This policy is reviewed, revised, and updated each school year at the TPAC meeting. Last year's TPAC was held on May 9. The finalized PFE policy is distributed to families at Meet the Teacher/Open House and is also accessible on the RME website under the Students/Parents/Parent Educator section.

Parent Input from TPAC included:

- Request for more frequent communication about school events
- Interest in additional parent classes, including CPR, financial literacy, and mental health resources
- Desire for more academic nights to help families support student learning

Perceptions Strengths

All decisions made at Ridgemont are based on current and trending data. End of year Culture/Climate survey results show that most teachers and staff feel that RME overall school quality is good. They also responded very highly to the statement that RME "provides a supportive learning environment for all students." Parent survey indicates that 90% of parents rated the overall quality of the school as fair or higher. Both groups view respect and caring environments positively (Parents ~71, Staff ~78–93). Supportive learning and challenging coursework are seen as strengths by both.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More effective communication could be sent to parents/community to keep them abreast of campus happenings.
Root Cause: Though information is sent via Blackboard, marquee, newsletters (by campus and classrooms), social media accounts, there is no way to see if the information is actually read and processed.