



Fort Bend ISD

2019 Texas Academic Performance Report & Public Hearing

February 10, 2020

Fort Bend ISD is committed to providing an exceptional educational system where all students can reach their full potential, in accordance with the skills and attributes of the FBISD Profile of a Graduate.

Our Board strongly believes that the District is accountable to the community for fulfilling the Hopes and Dreams they have for their children and their futures.

The A-F accountability system, which is driven by a singular accountability measure drawn from a child's performance on state assessments, is only a partial accounting and does not adequately represent the comprehensive work of the district associated with developing the whole child.

Community-Based Accountability



Accountability based on seven pillars:

- | | |
|--|---|
|  Student Learning and Progress |  Professional Learning and Quality Staff |
|  Student Readiness |  Systems and Operations |
|  Engaged and Well-rounded Students |  Safety and Well-being of Students |
|  Community Engagement and Partnerships | |

The Accountability Engine



Accountability: Did our decisions move the organization and its results in the direction of the system response?

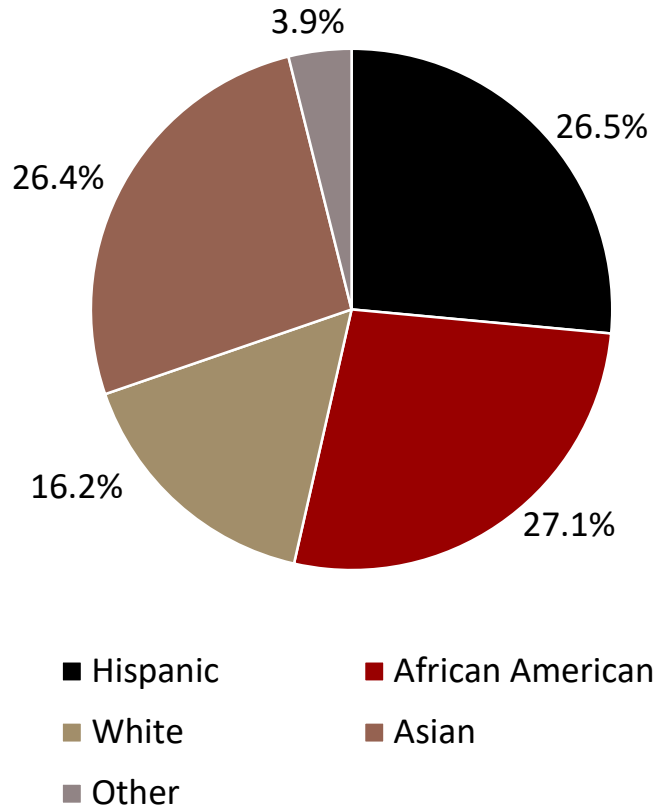
Texas Academic Performance Report (TAPR) Ratings and Accreditation Status:

- FIRST Rating – **A=Superior**
- Accountability Rating – **B**
- Accreditation – **Accredited**
- Special Education Status – **Meet Requirements**

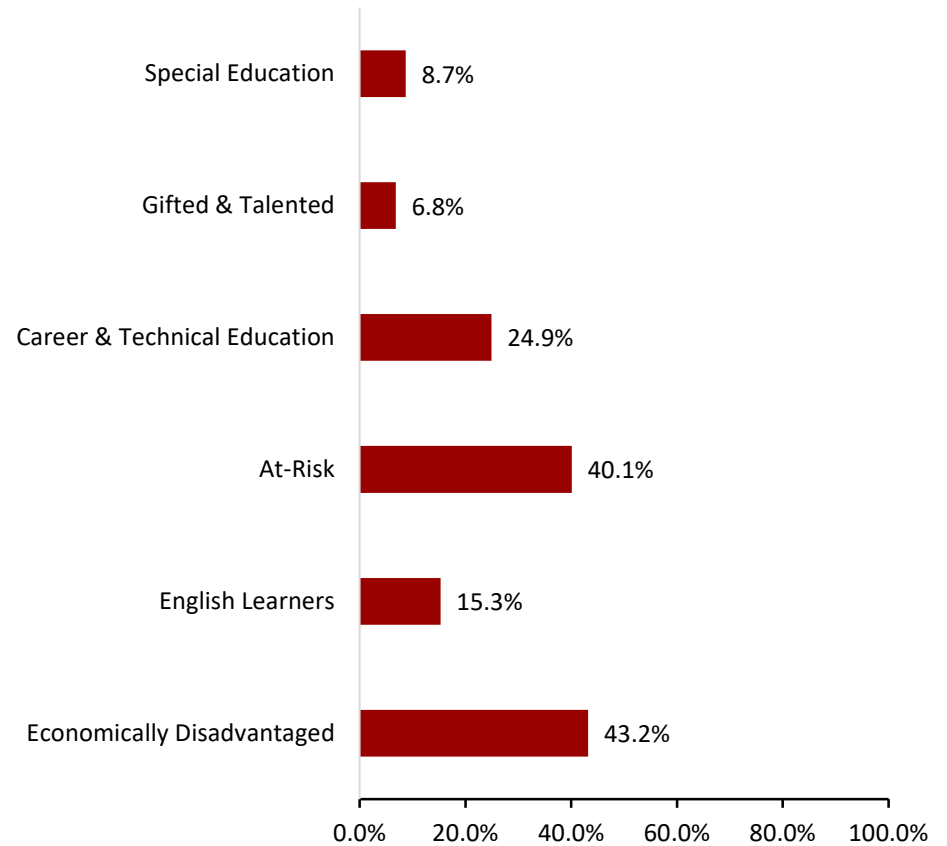
Additional Required Items:

- Campus Performance Objectives
- Report on Violent or Criminal Incidents on Campus
- Student Performance in Postsecondary Institutions

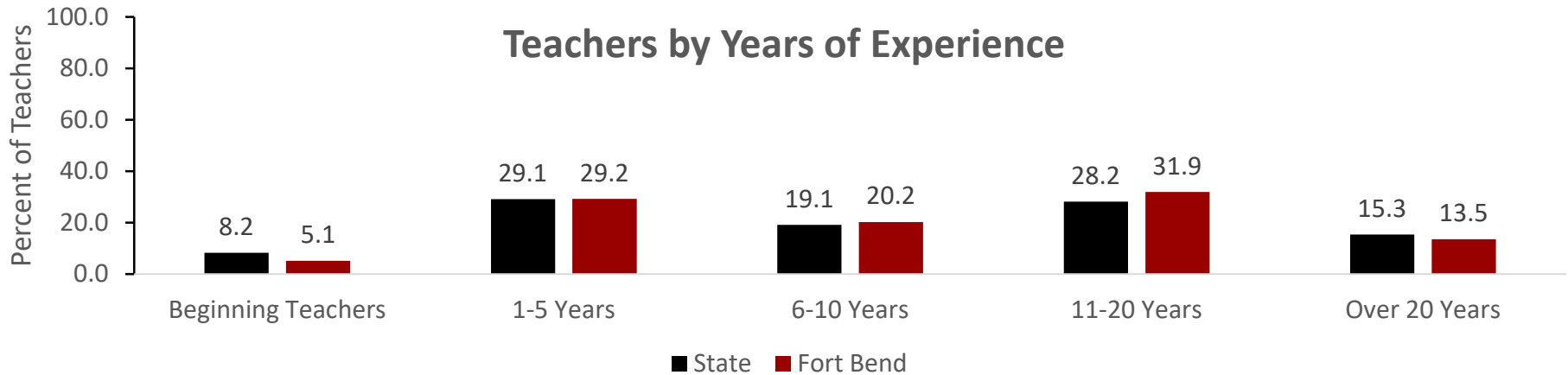
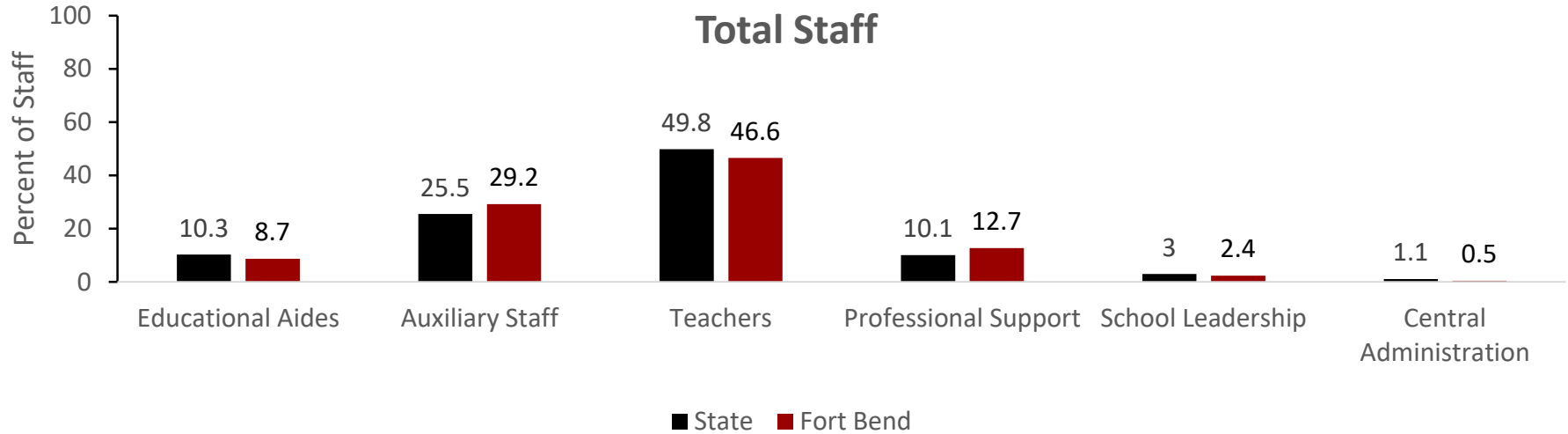
Race/Ethnicity



Program Participation



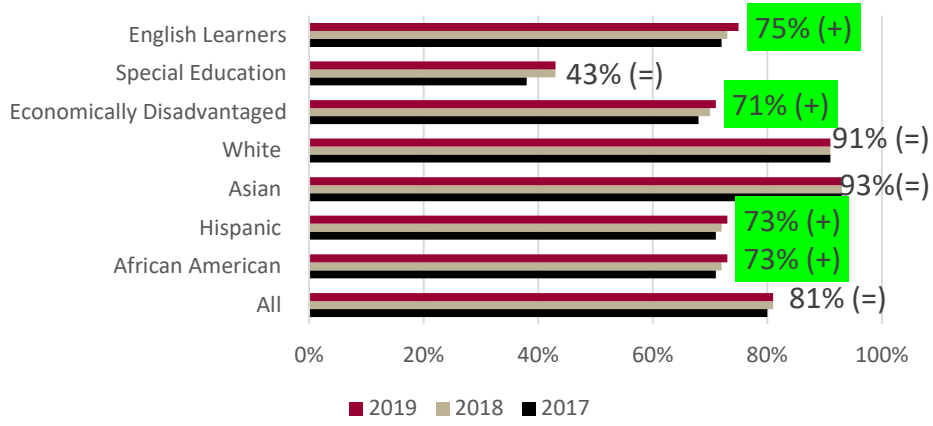
2018-19 Staff Profile



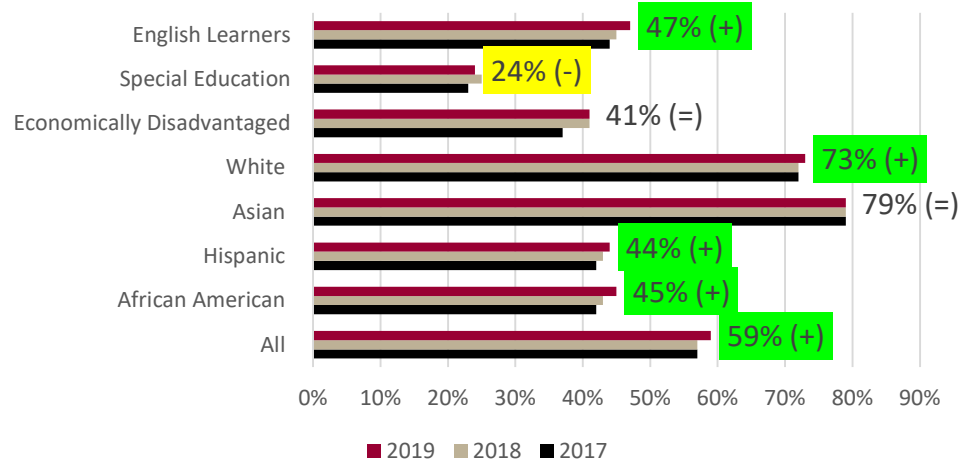
2018-19 STAAR Passing Performance

Grades 3-8 and EOC, Reading

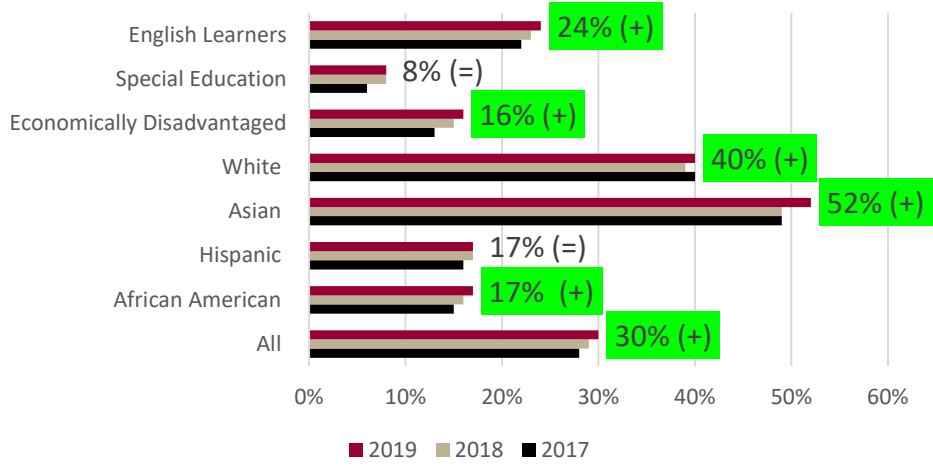
STAAR Reading Approaches Grade Level or Above



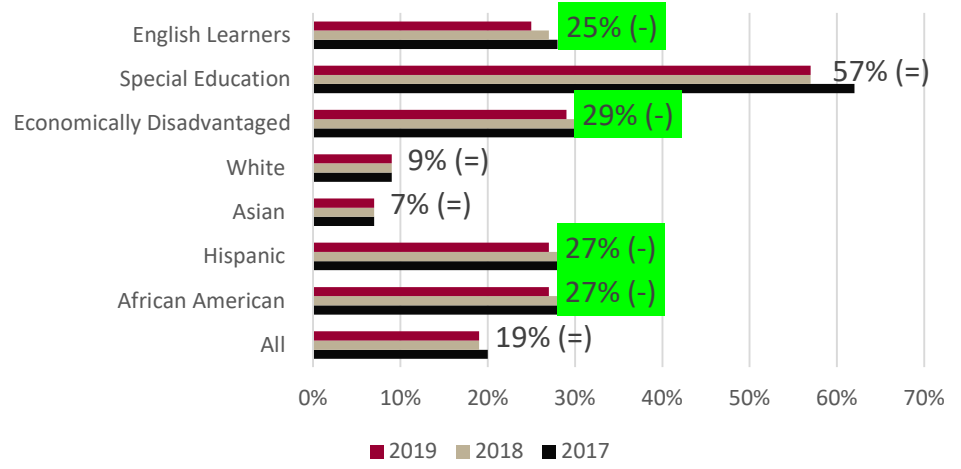
STAAR Reading Meets Grade Level or Above



STAAR Reading Masters Grade Level



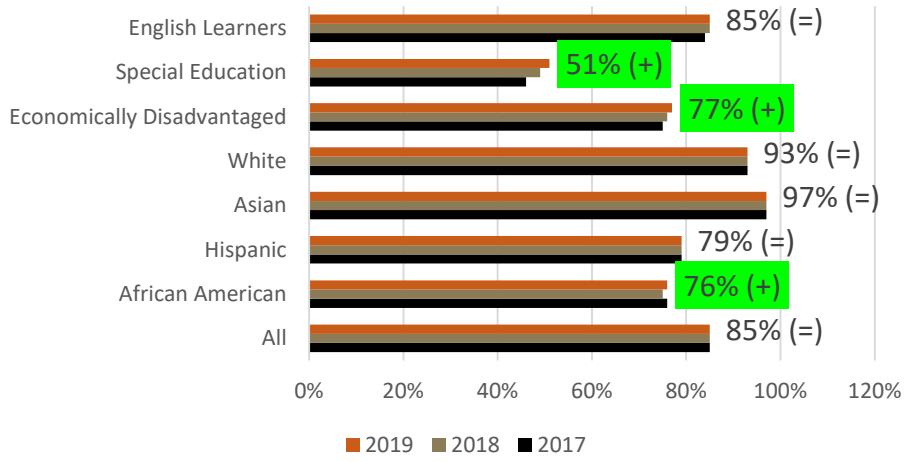
STAAR Reading Did Not Meet Grade Level



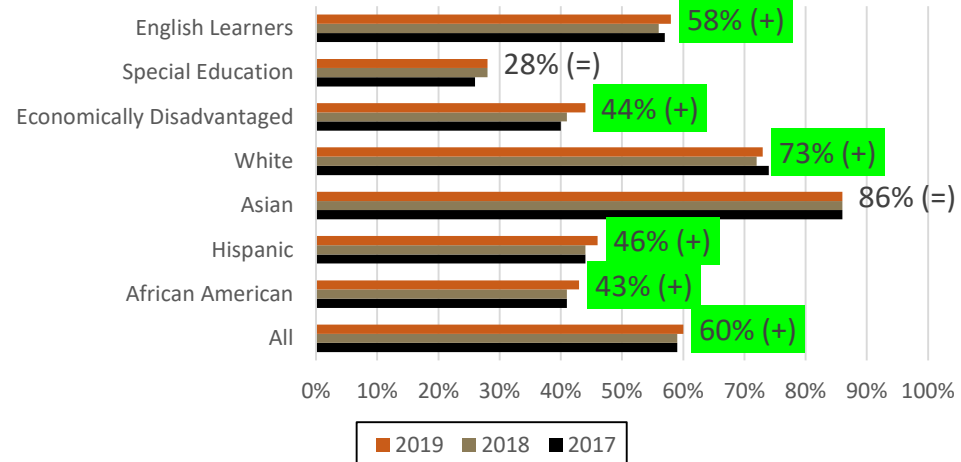
2018-19 STAAR Passing Performance

Grades 3-8 and EOC, Math

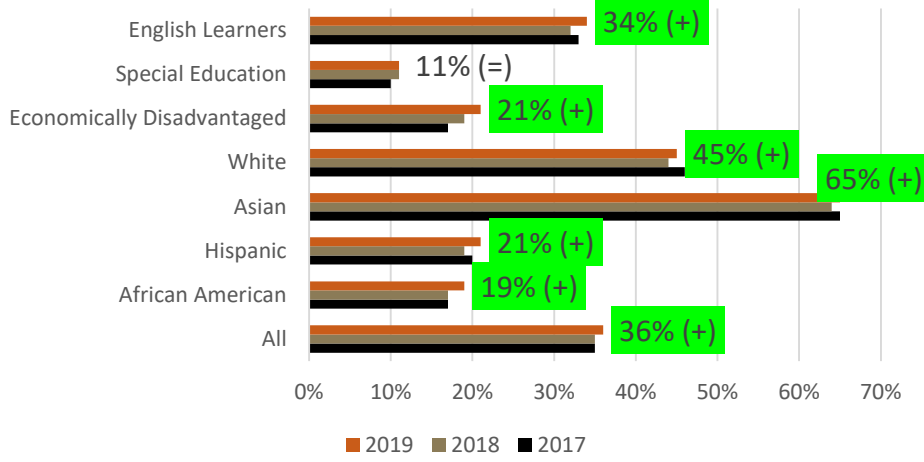
STARR Math Approaches Grade Level or Above



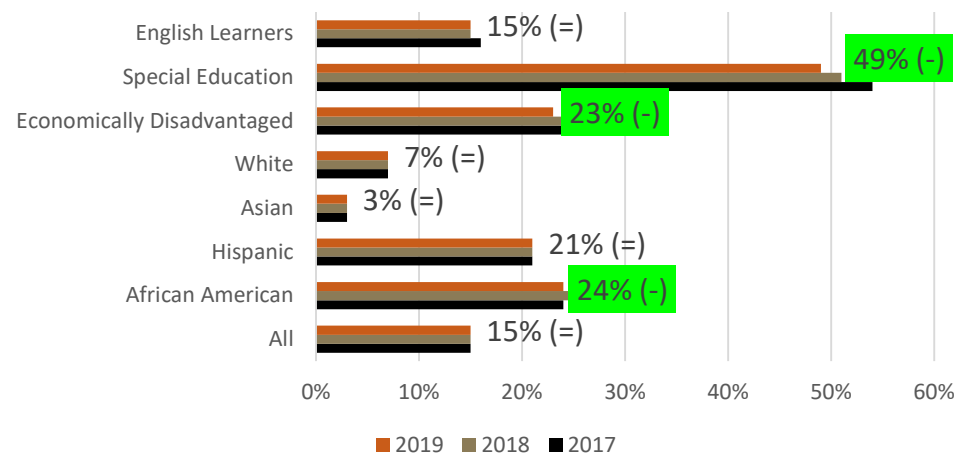
STAAR Math Meets Grade Level or Above



STAAR Math Masters Grade Level



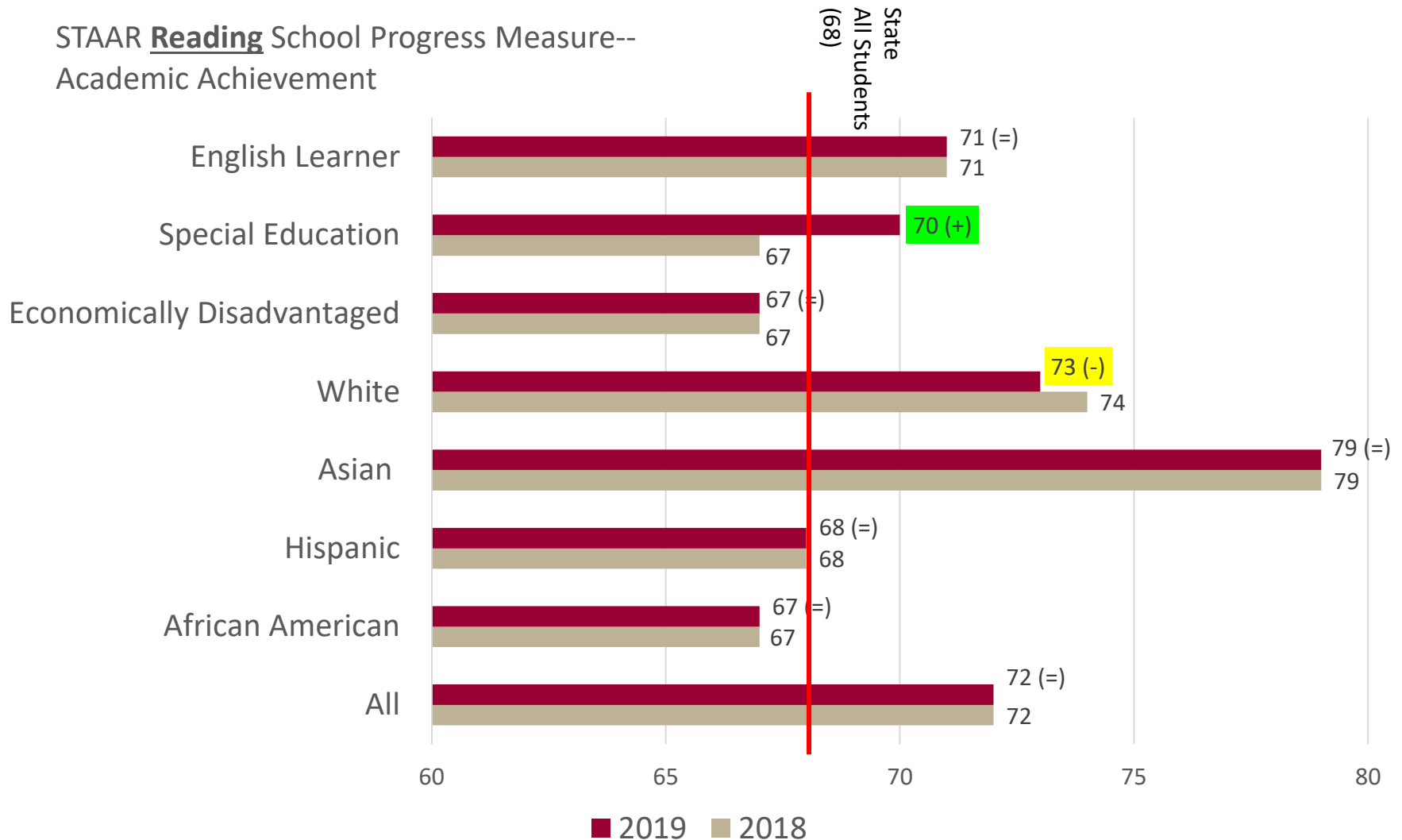
STAAR Math Did Not Meet Grade Level



2018-19 STAAR School Progress Measure--

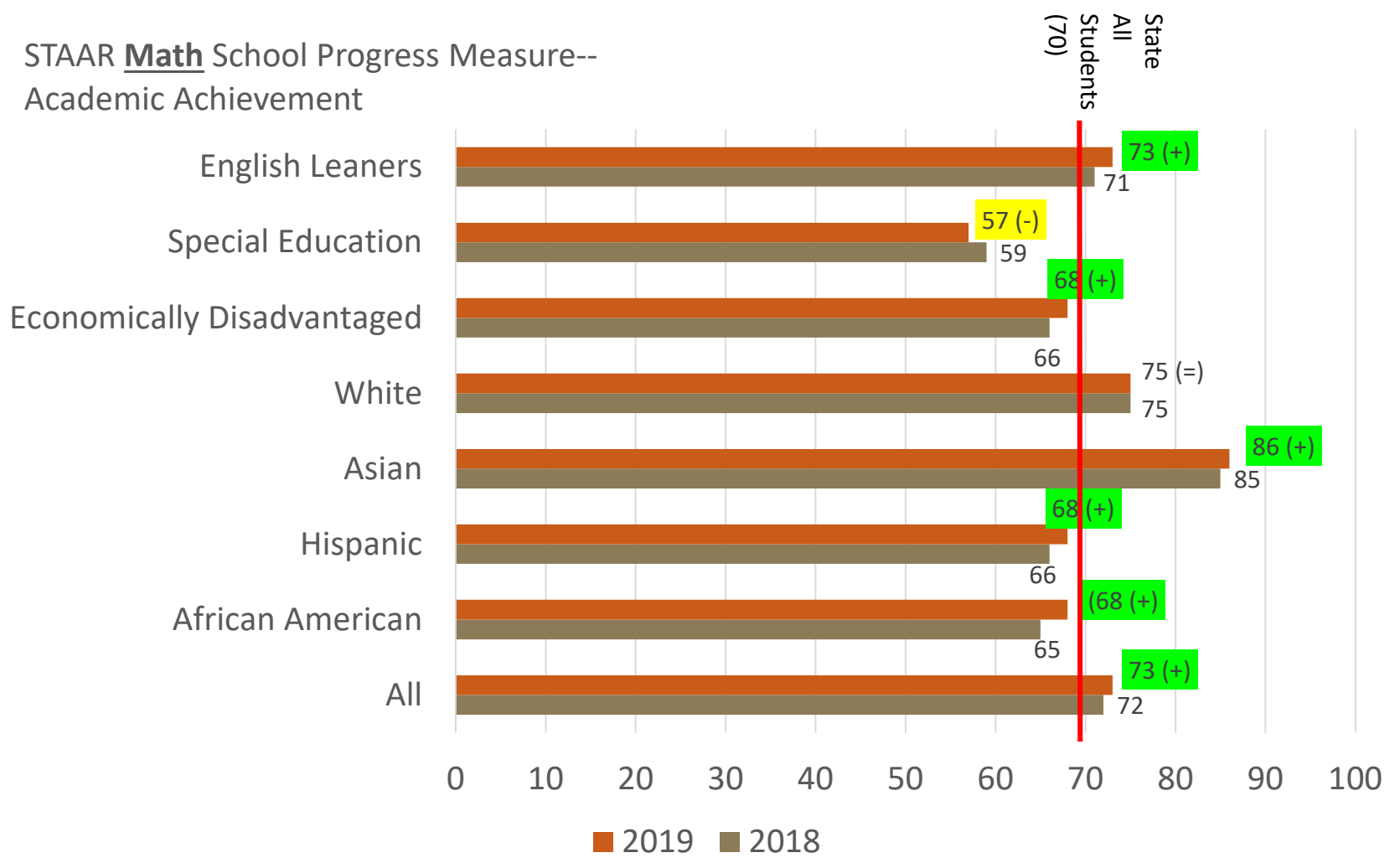
Academic Growth, Reading, 3-8 and EOC

STAAR Reading School Progress Measure--
Academic Achievement



Academic Growth, Math, 3-8 and EOC

STAAR Math School Progress Measure--
Academic Achievement



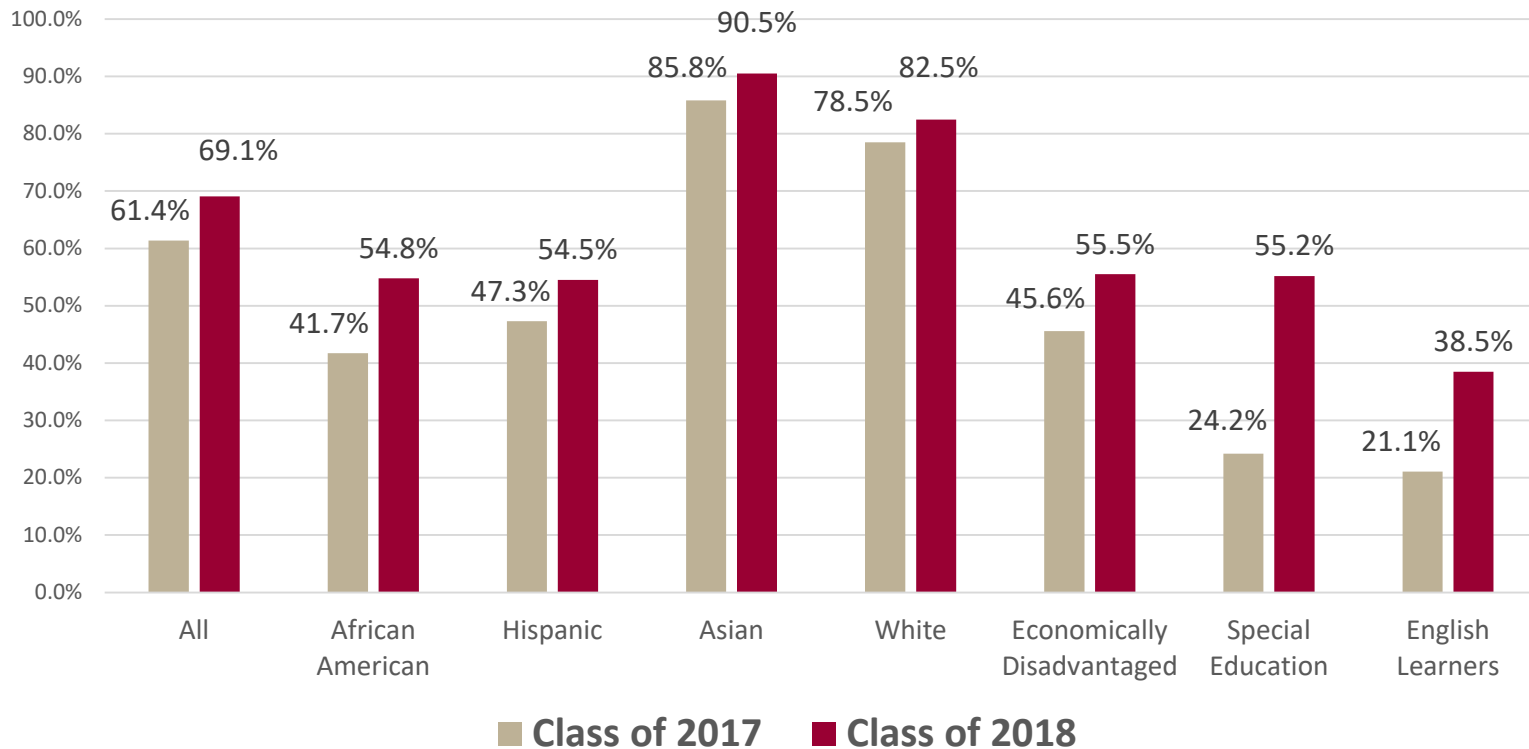
	2017-18 Serious Incidents Per Enrolled Student	2018-19 Serious Incidents Per Enrolled Student
FBISD	1.8%	1.9%
Elementary	0.4%	0.2%
Middle	3.3%	3.3%
High	2.6%	3.2%

Examples of Serious Disciplinary Incidents:

- Assault
- Terroristic Threat
- Drugs or alcohol
- Felony offenses

Military Readiness by Student Group (Annual Graduates)

College, Career and Military Ready Graduates (Student Achievement)



Graduation Rate

	2015	2016	2017	2018
Graduated	94.3%	94.4%	95.3%	95.9%
Received TxCHSE	0.3%	0.2%	0.4%	.2%
Continued HS	2.3%	1.9%	1.2%	1.2%
Dropped Out	3.2%	3.5%	3.1%	2.7%
Graduates and TxCHSE	94.6%	94.6%	95.7%	96.1%
Graduates, TxCHSE Graduates, TxCHSE, and Continuers	96.8%	96.5%	96.9%	97.3%

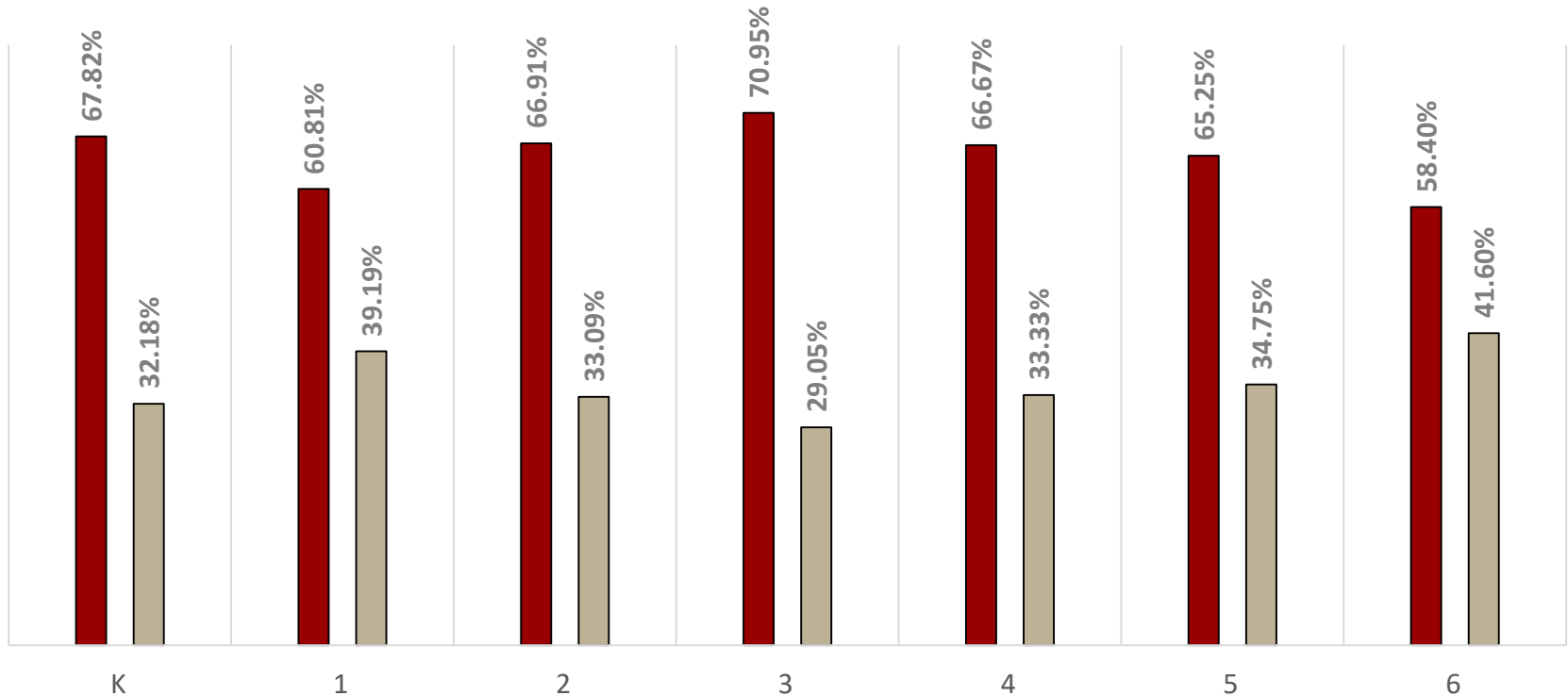
FBISD 4-Year Longitudinal

Graduation Rate By Student Group

	2015	2016	2017	2018
FBISD	94.3%	94.4%	95.3%	95.9%
African American	92.4%	92.7%	94.2%	95.4%
Hispanic	91.0%	90.9%	92.7%	92%
White	95.7%	96.4%	95.5%	98.2%
American Indian	89.5%	84.6%	93.8%	93.8%
Asian	98.2%	98.5%	98.7%	98.8%
Pacific Islander	100%	100%	100%	*
Two or More Races	97.1%	96.7%	98.5%	100%
Special Ed	77%	77.8%	85.7%	85.3%
Economically Disadvantaged	90.1%	91.4%	93.1%	93.9%
English Learners	84.5%	80.7%	82.5%	85.5%

2019-20 MOY Reading, Minimum Student Growth Percentile (SGP) by Grade

19-20 MOY MINIMUM SGP BY GRADE--READING

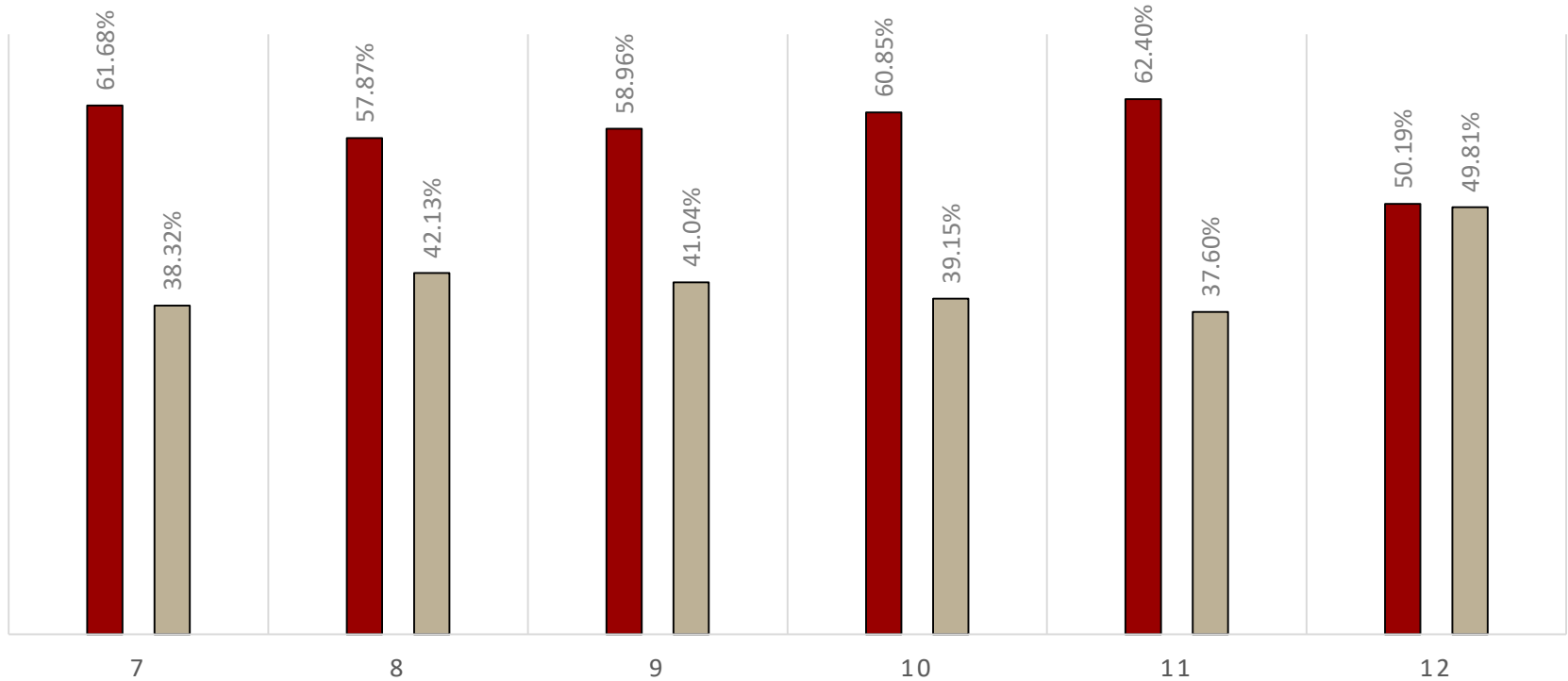


2019-20 MOY Reading, Minimum

Student Growth Percentile (SGP) by Grade

■ Yes ■ No

19-20 MOY MINIMUM SGP BY GRADE--READING

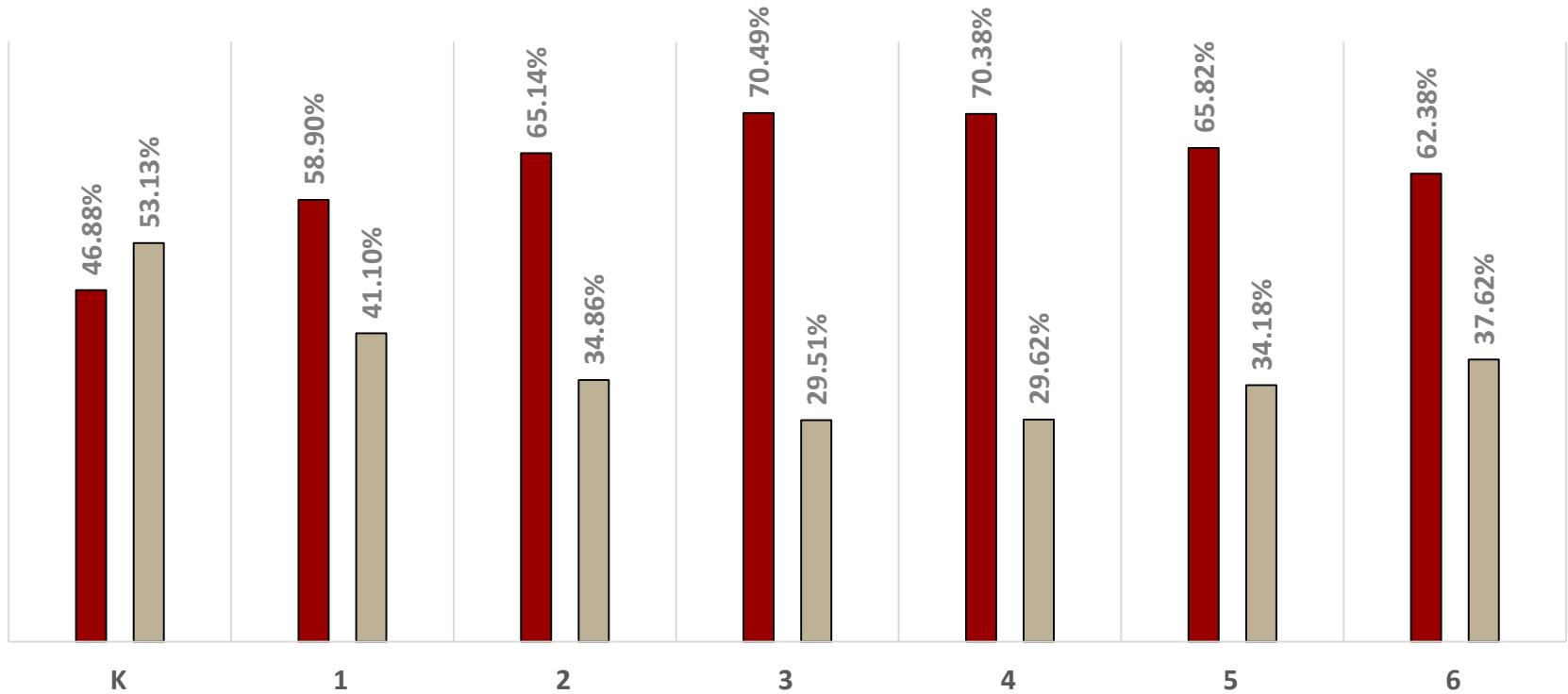


2019-20 MOY Math, Minimum

Student Growth Percentile (SGP) by Grade

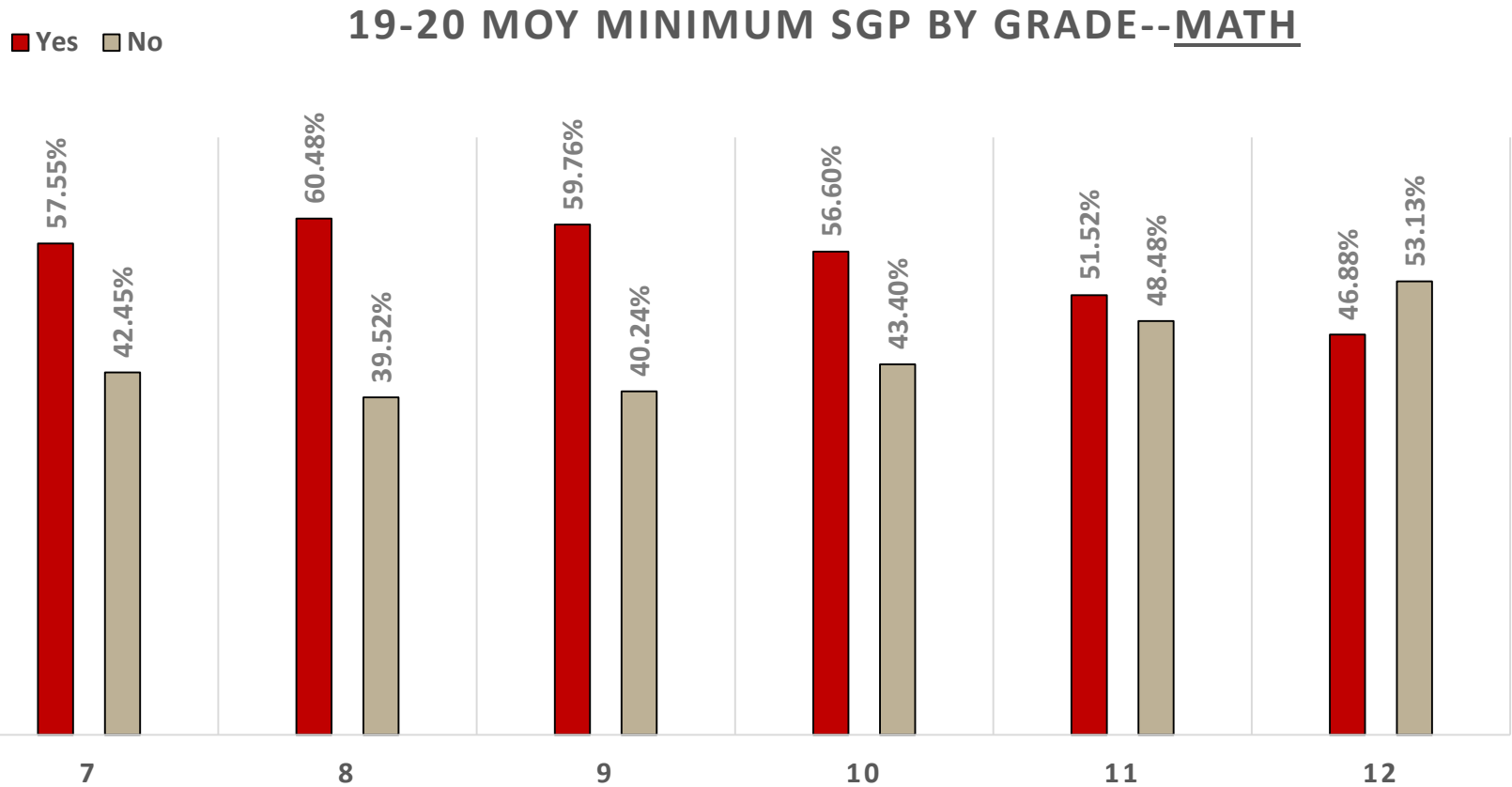
■ Yes ■ No

19-20 MOY MINIMUM SGP BY GRADE--MATH



2019-20 MOY Math, Minimum

Student Growth Percentile (SGP) by Grade



Comprehensive Campuses: *Hunters Glen ES, Lantern Lane ES*
Overall D Rating: *McAuliffe MS, Goodman ES, Ridgemont ES*

Focused School Support (Goodman ES, Hunter's Glen ES, Lantern Lane ES, Ridgemont ES, McAuliffe MS)

- In depth, collaborative District and Campus Support Team (CST) walks and discussion
- Evidence/data analysis support and coaching
- Administrative support to address emergent issues for the campus

Goodman ES

- All-In Mentoring
- Impact Team Training and Support
- Teaching & Learning Support Team

Job-Embedded Professional Development

- Intensive Professional Learning
- Community coaching and support
- Instructional Coaches to support Tier I instruction
- Longer contract for professional development

Region 4 ESC Support

- Effective Schools Framework Training
- Texas Instructional Leadership
- Campus Leadership Team Training
- Guidance for analysis of systems

School Improvement Specialists

- Campus-based classroom walks in addition to CST Walks
- Coaching
- Assessment of needs

Next Steps—

Community-Based Accountability System

Pilot Schools (6)

- Signaling & Support
- Evidentiary Plans
- Expand/scale (10 additional campuses in spring 2020)

System Alignment

- Revision of Policy
- Strategic Planning Process and Reporting
- Organizational Learning

CBAS System

- Finalize Operational Key Questions
- Department Plans
- CBAS Reporting Structures

2019 District TAPR Report, School Report Cards and More About CBAS



<https://www.fortbendisd.com/Page/927>

Public Comments and Questions