

Fort Bend ISD Annual Report

Texas Academic Performance Report and Public Hearing

MONDAY, MARCH 27, 2023

2021-22 District Annual Report



Agenda

INSPIRE. EQUIP. IMAGINE.



- Annual Report Purpose & Requirements
- Overview of the 8 Sections:
 1. 2021-22 Texas Academic Performance Report (PDF TAPR)
 2. PEIMS Financial Standard Report (2020-21 Financial Actual Report)
 3. 2021-22 District Accreditation Status **
 4. District & Campus Performance Objectives
 5. Report on Violent or Criminal Incidents on Campuses
 6. Student Performance in Postsecondary Institutions
 7. HB3 Goals & District/Campus Progress on Board Adopted Goals/Objectives
 8. 2021-22 TAPR Glossary
- Questions/Public Comment

***Not Available for 2021-22 Annual Report*

2021-22 District Annual Report



- The Annual Report is the “**final**” report on the 2021-22 school year.
- It cannot be issued until AFTER all Accountability Ratings are FINAL.
 - Meaning after TEA has resolved all appeals – which happened on or about November 16, 2022
 - TAPR was released to districts and the public on December 16, 2022
- The data being reported in the 2021-22 Annual Report are not new, but it is the only place that compiles all of the data.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

The intent of the Texas Academic Report (TAPR) is to inform the public about the educational performance of the district in relation to the region, the state, and a comparable group of schools.

Published Yearly in
November or
December

Data includes:
STAAR, Attendance,
Graduation, CCMR,
Student & Staff
Demographics

Data in the TAPR
report is from the
previous year or prior

2021-22 TAPR Cover Page

District Name: FORT BEND ISD

District Number: 079907

2022 Accountability Rating: B

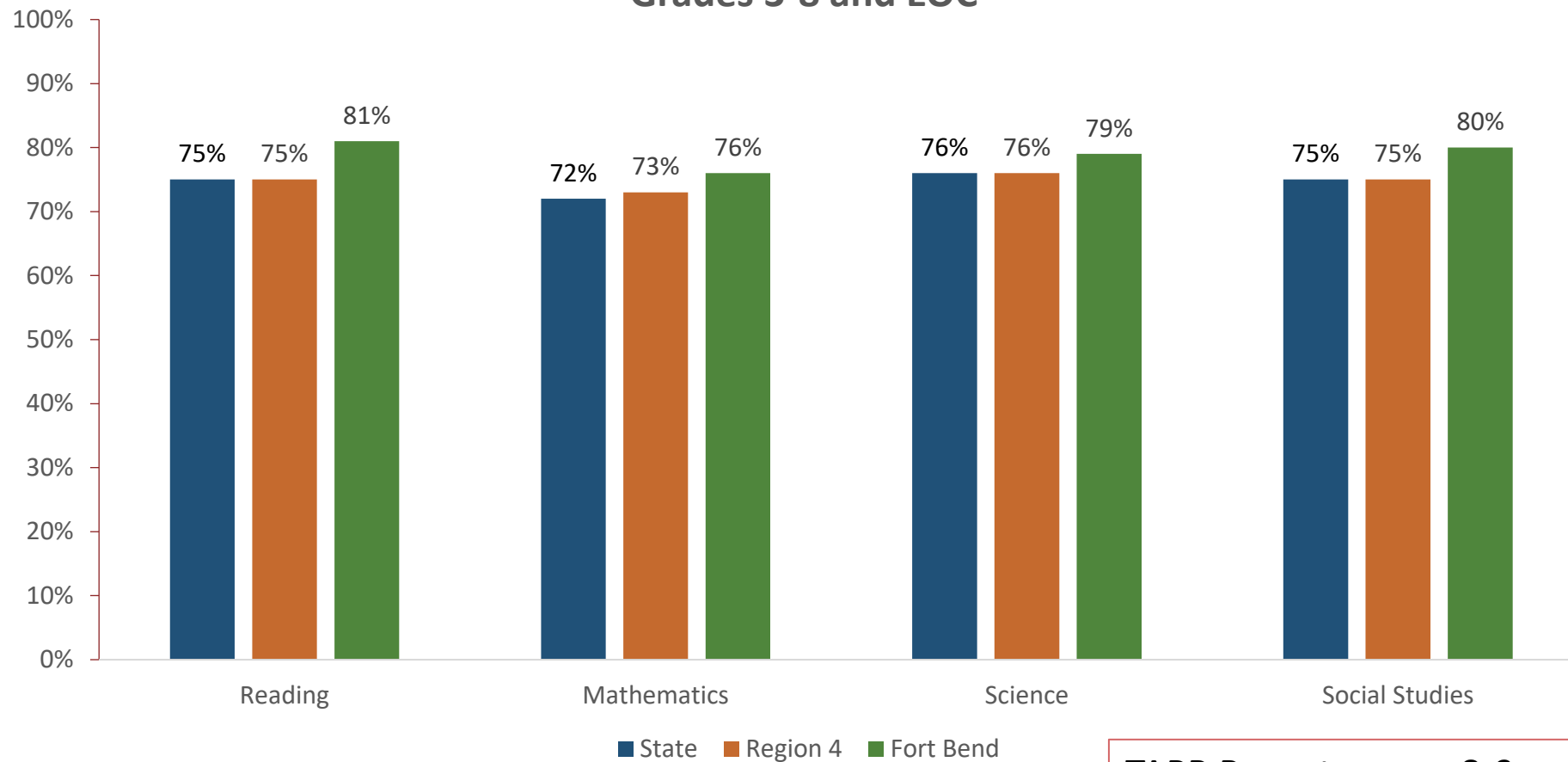
2022 Special Education Determination Status: Needs Assistance

Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR Approaches Grade Level or Above

Grades 3-8 and EOC

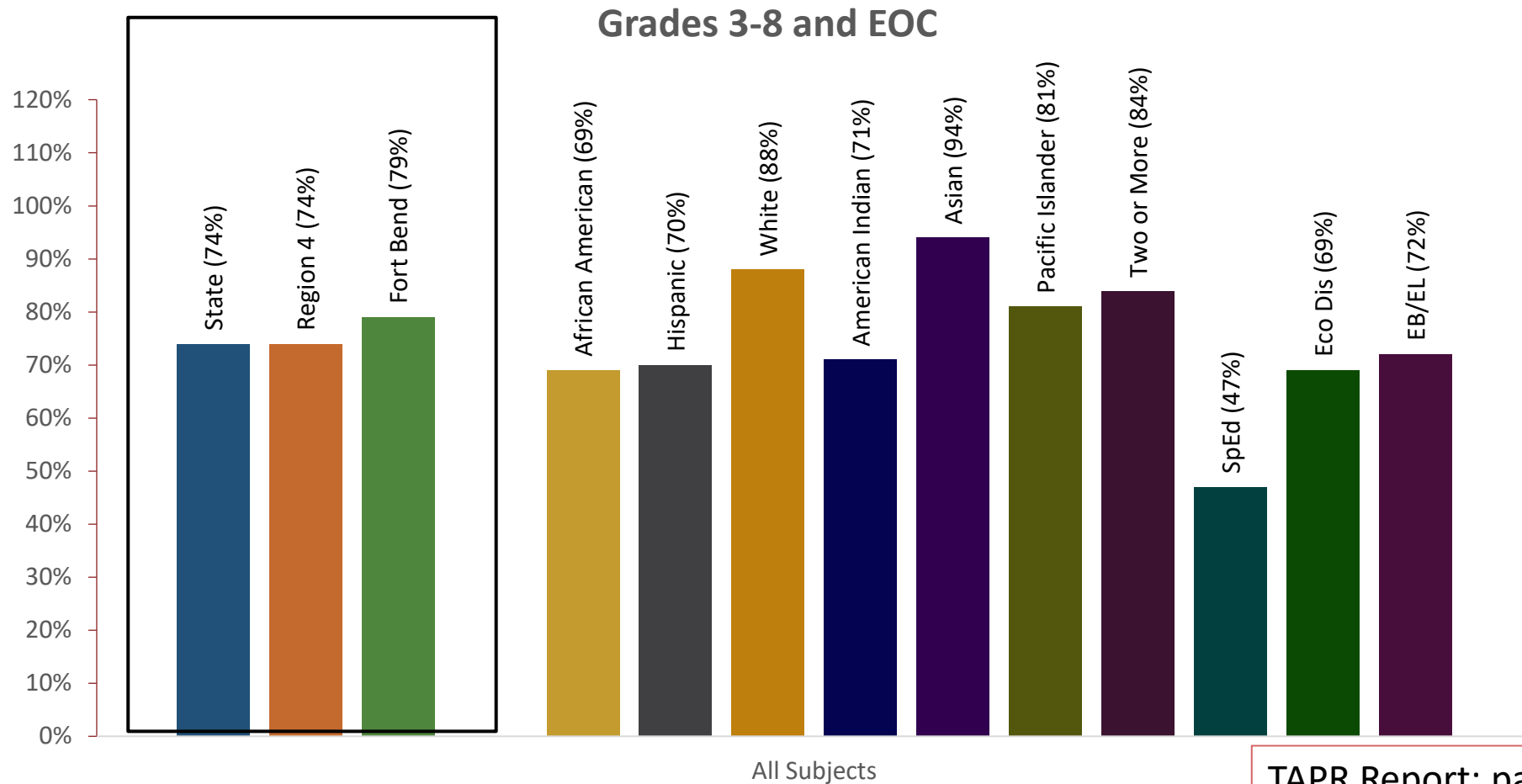


TAPR Report: pages 8-9

Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR Approaches Grade Level or Above by Student Group

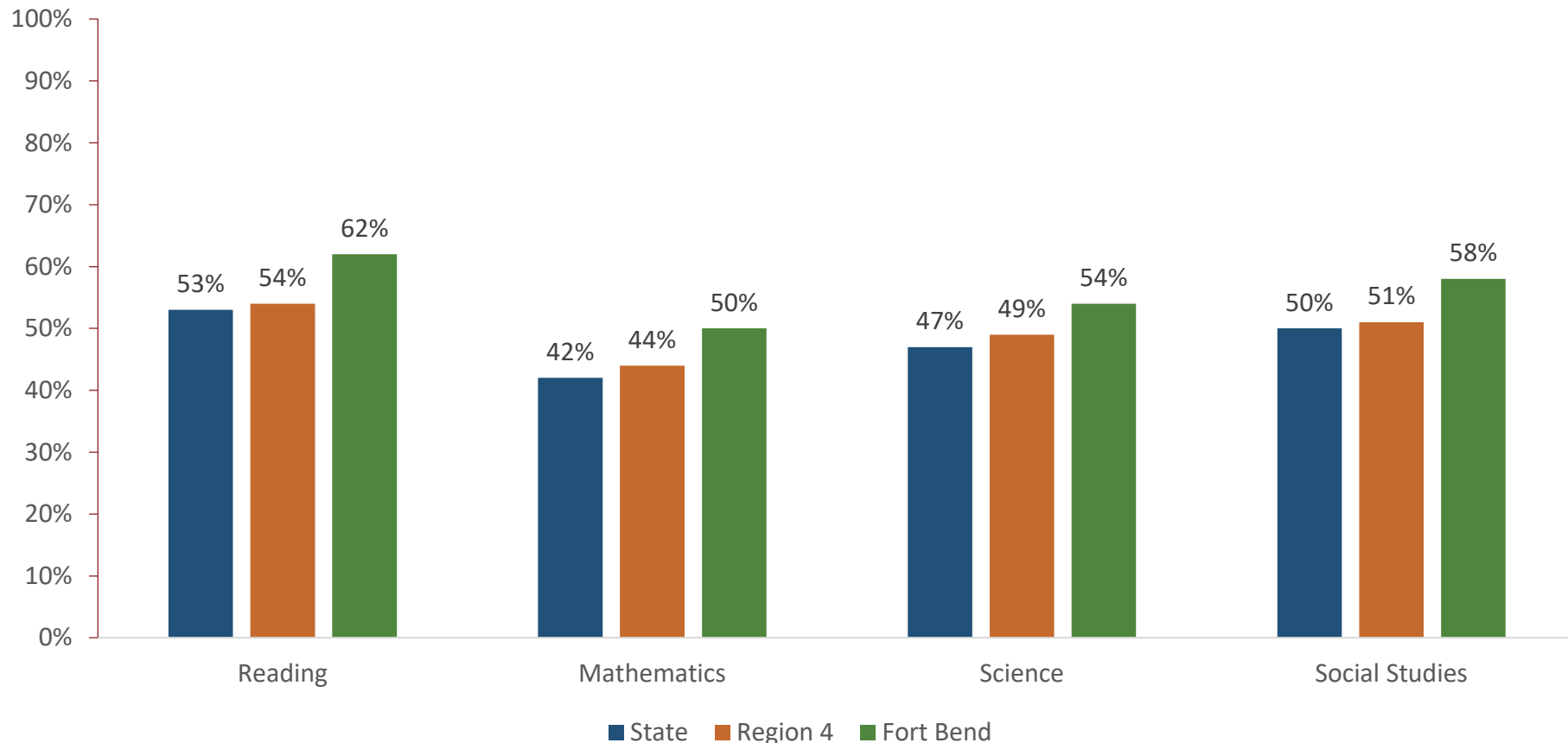


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MEETS GRADE LEVEL OR ABOVE

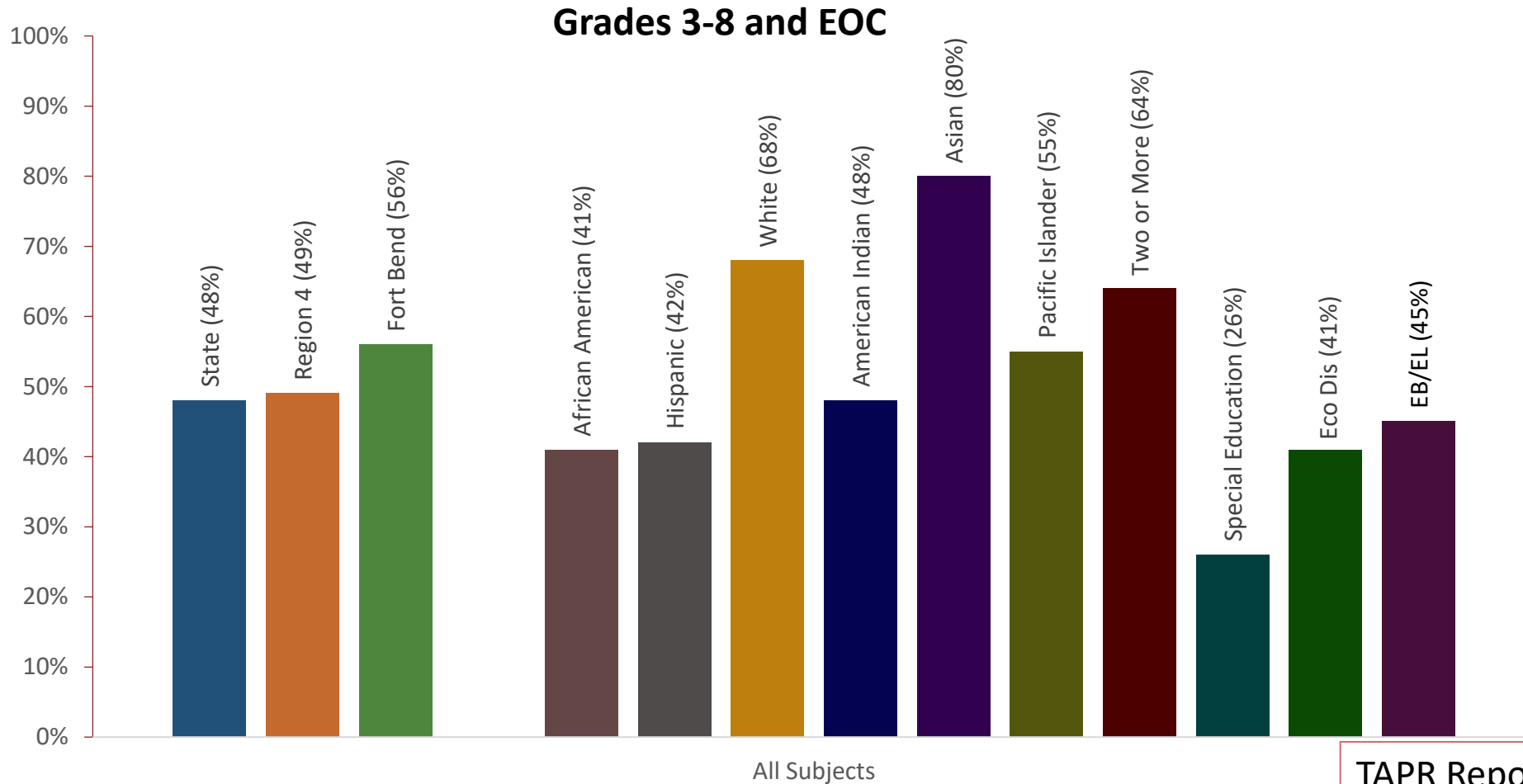
Grades 3-8 and EOC



Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MEETS GRADE LEVEL OR ABOVE by Student Group

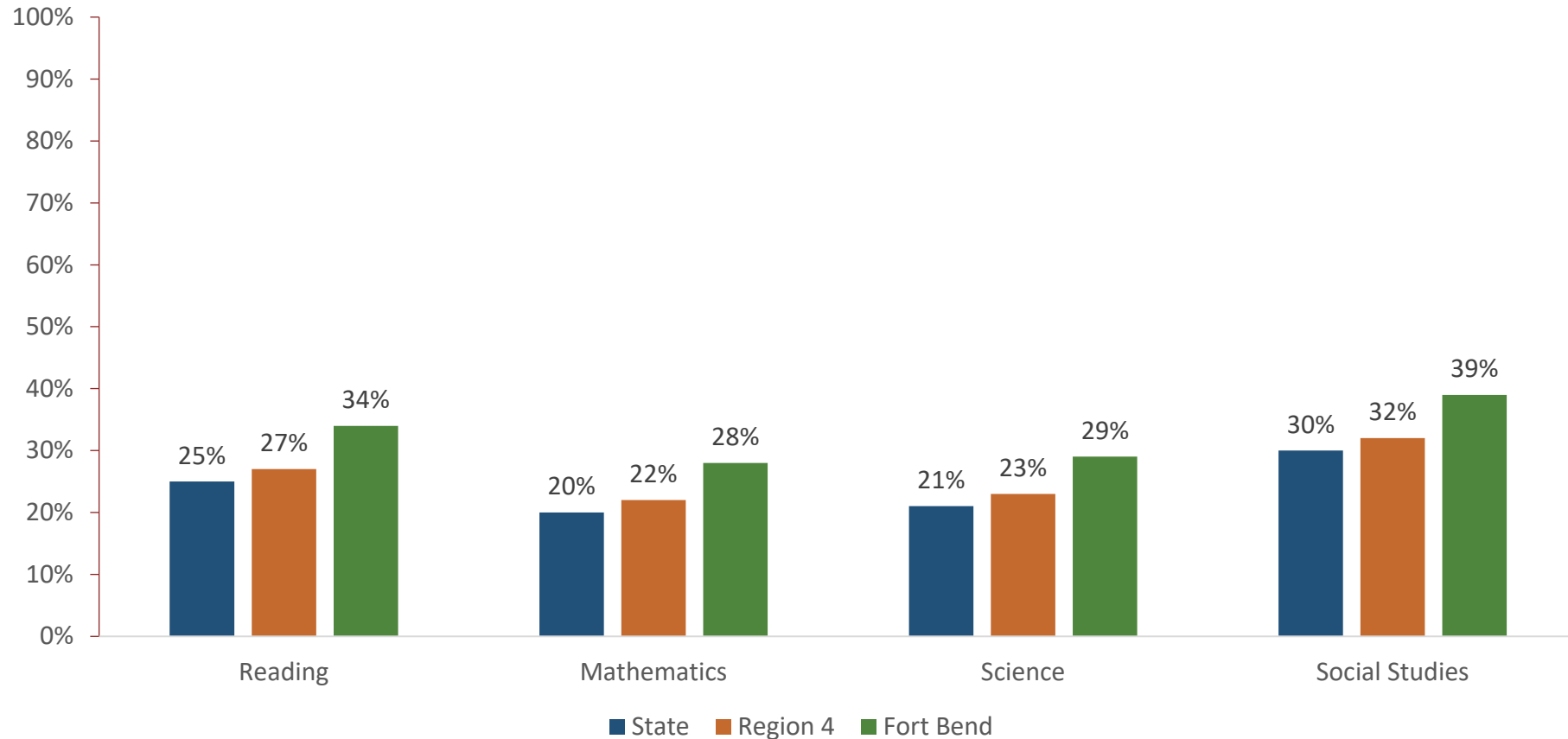


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MASTERS GRADE LEVEL

Grades 3-8 and EOC

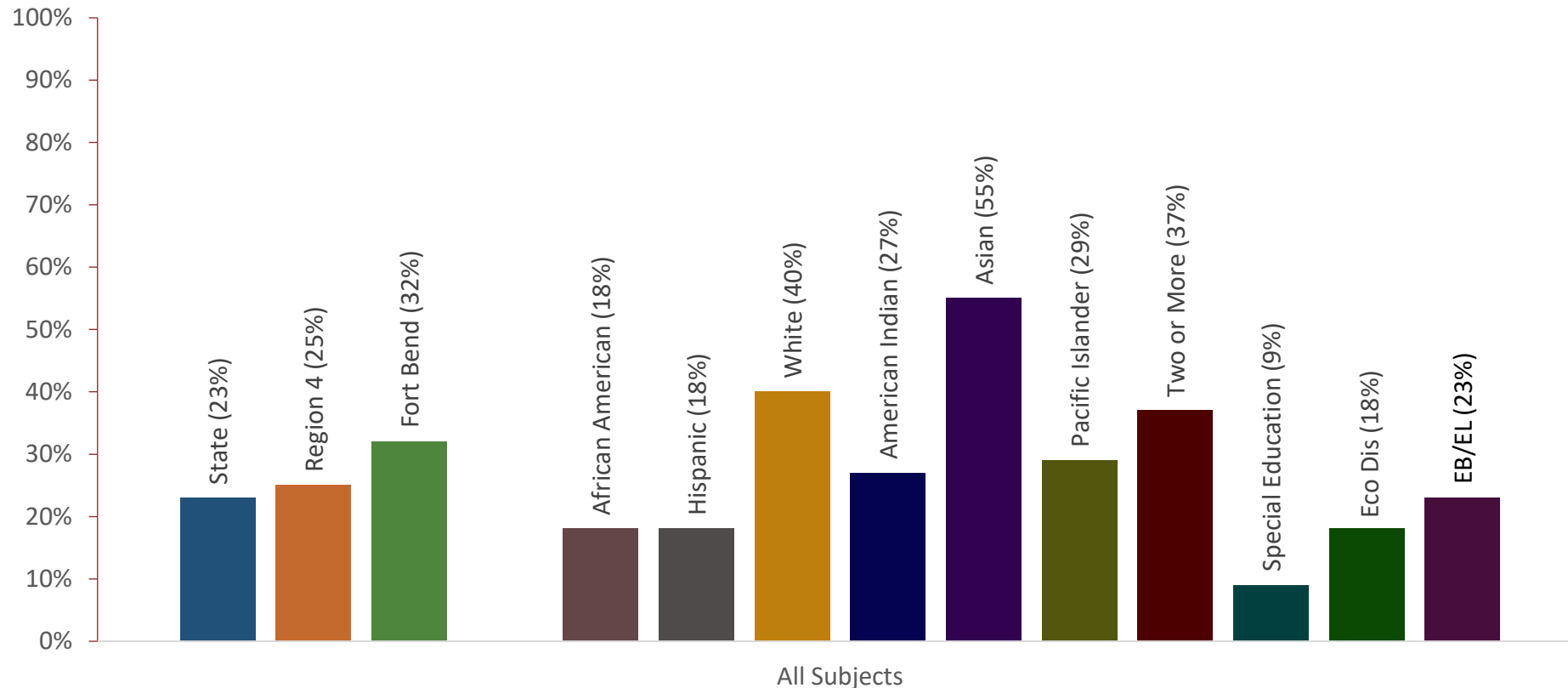


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MASTERS GRADE LEVEL by Student Group

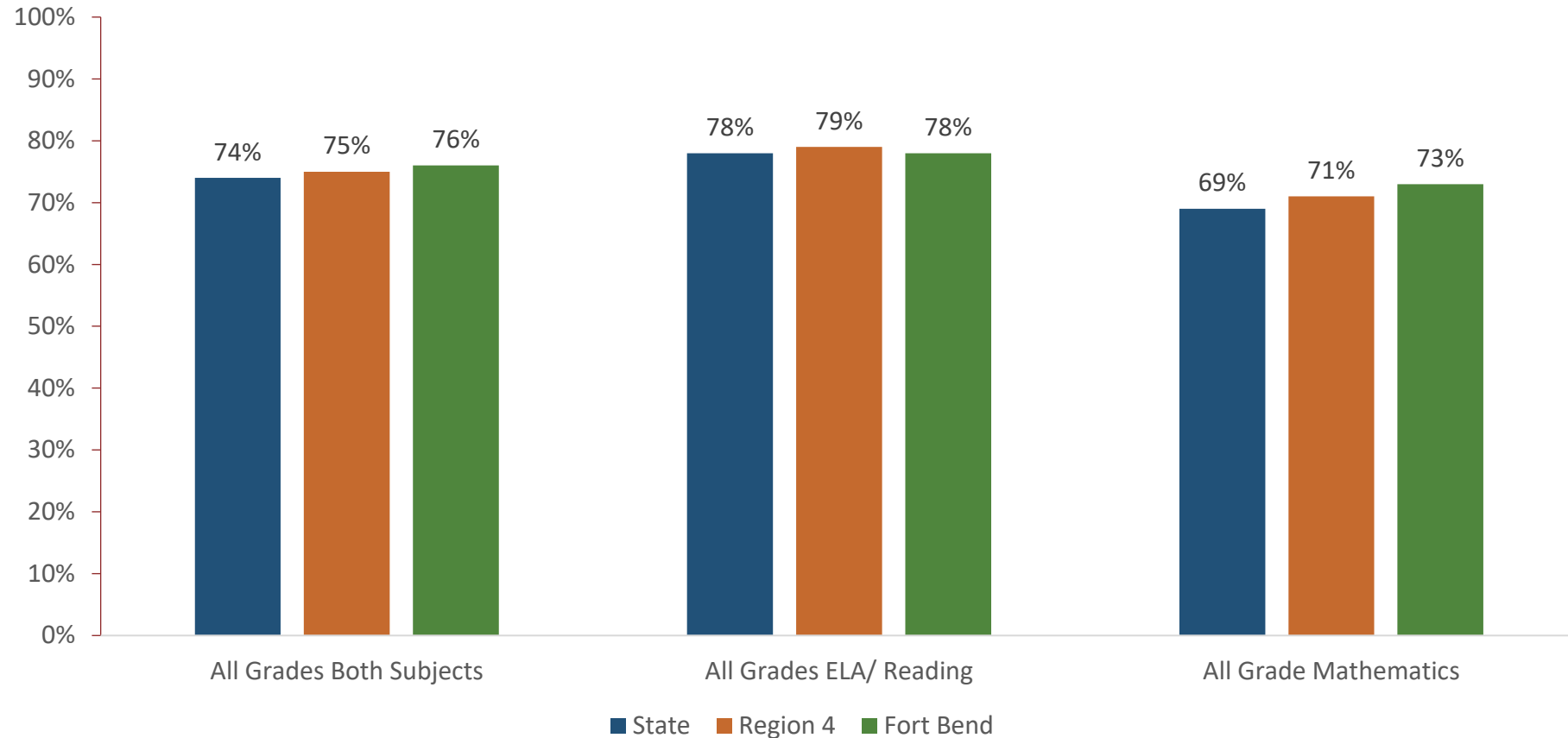
Grades 3-8 and EOC



Section 1

2021-22 Texas Academic Performance Report (TAPR)

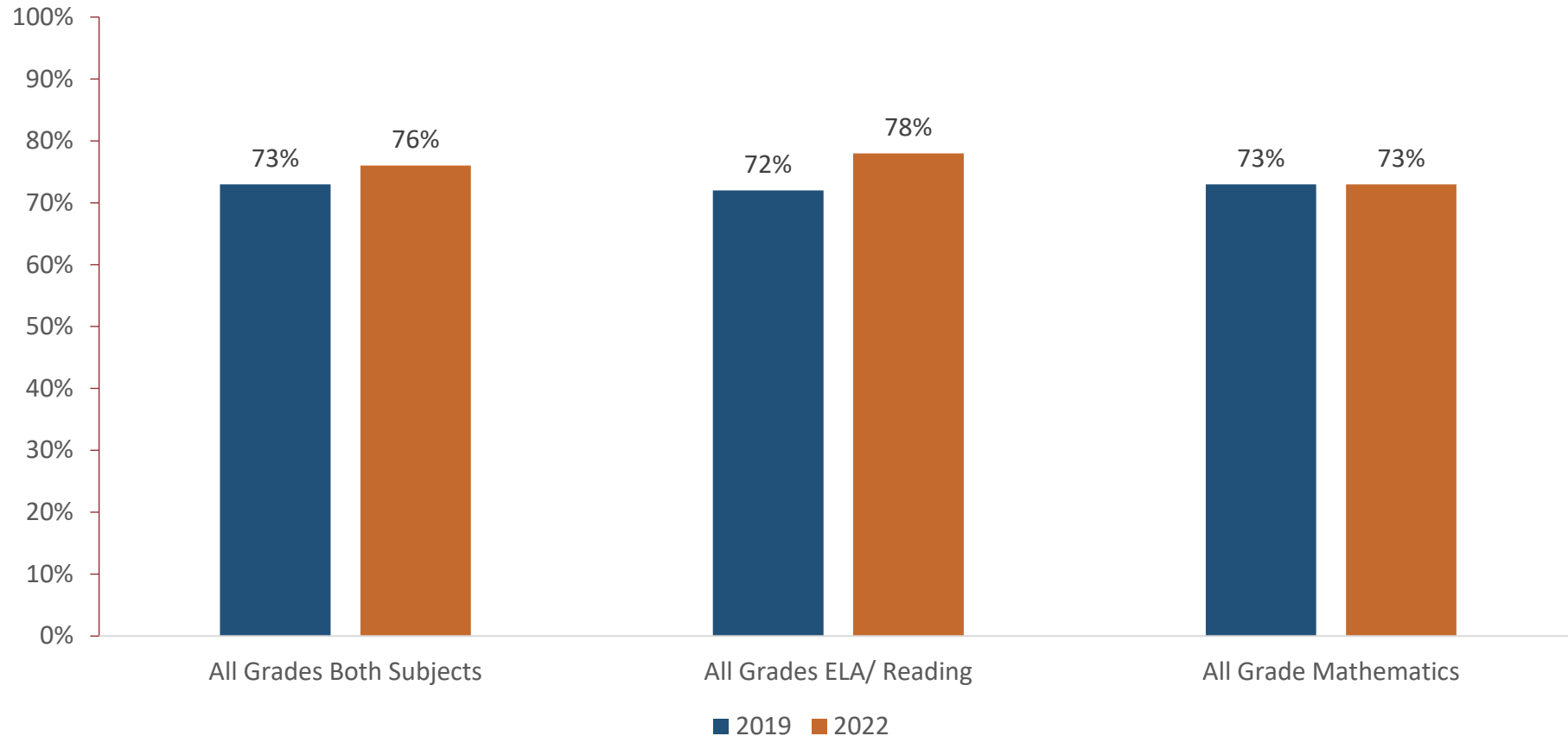
Academic Growth By Content Area



Section 1

2021-22 Texas Academic Performance Report (TAPR)

Academic Growth Score



Section 1

2021-22 Texas Academic Performance Report (TAPR)

Attendance and Dropout Rates

| | 2018-19 | *2019-20 | 2020-21 |
|--------------------------------------|---------|----------|---------|
| Attendance | 96.7% | 98.6% | 96.3% |
| Annual Dropout Rate (Grades 7-8) | 0.2% | 0.5% | 0.5% |
| Annual Dropout Rate (Grades 9-12) | 1.0% | 1.0% | 1.6% |

*Attendance and Dropout Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

4- Year Cohort Longitudinal Graduation Rate

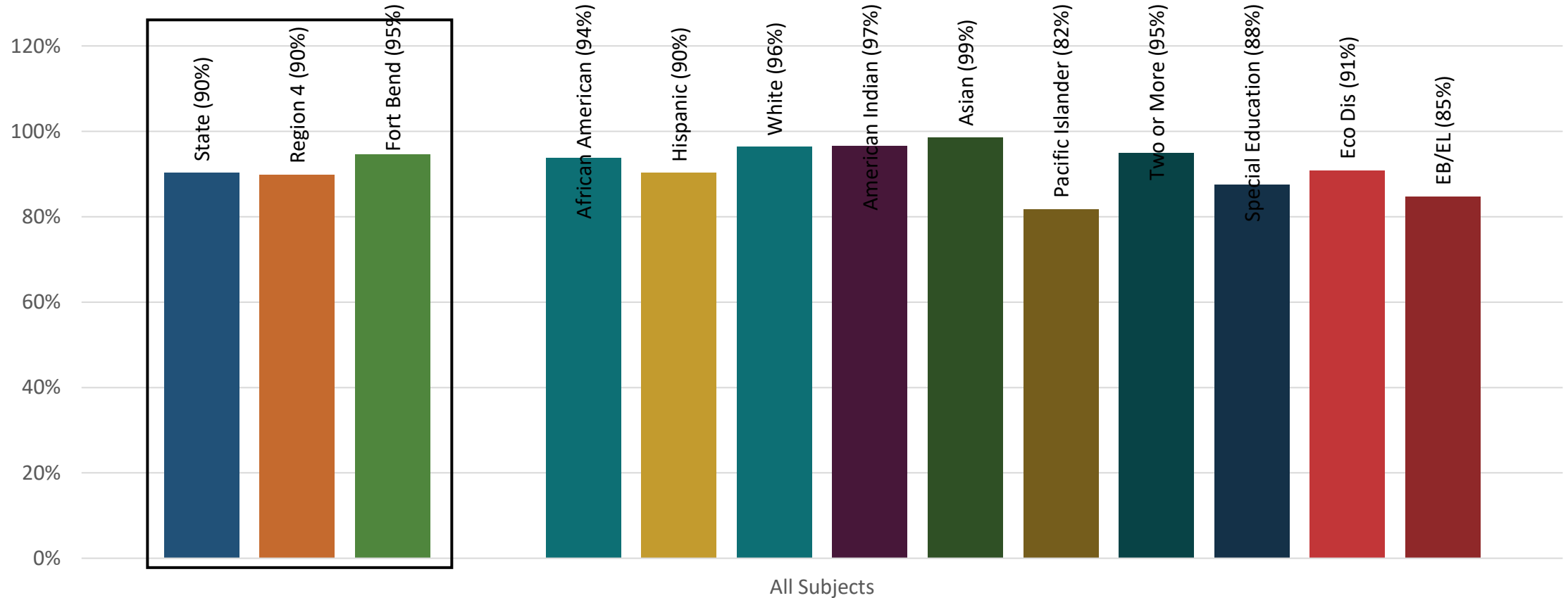
| Graduated | 2019 | *2020 | 2021 |
|-------------------|--------------|--------------|--------------|
| FBISD | 95.0% | 94.7% | 94.7% |
| African American | 94.6% | 95.0% | 93.8% |
| Hispanic | 92.0% | 90.3% | 90.3% |
| White | 96.2% | 94.8% | 96.4% |
| American Indian | 94.1% | 90.9% | 96.7% |
| Asian | 98.0% | 98.5% | 98.6% |
| Pacific Islander | * | 87.5% | 81.8% |
| Two or More Races | 95.5% | 93.8% | 95.0% |
| Special Ed | 85.0% | 86.0% | 87.6% |
| Eco Disadvantaged | 92.6% | 92.4% | 90.9% |
| EB/EL | 81.5% | 81.3% | 84.7% |

* Longitudinal Graduation Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

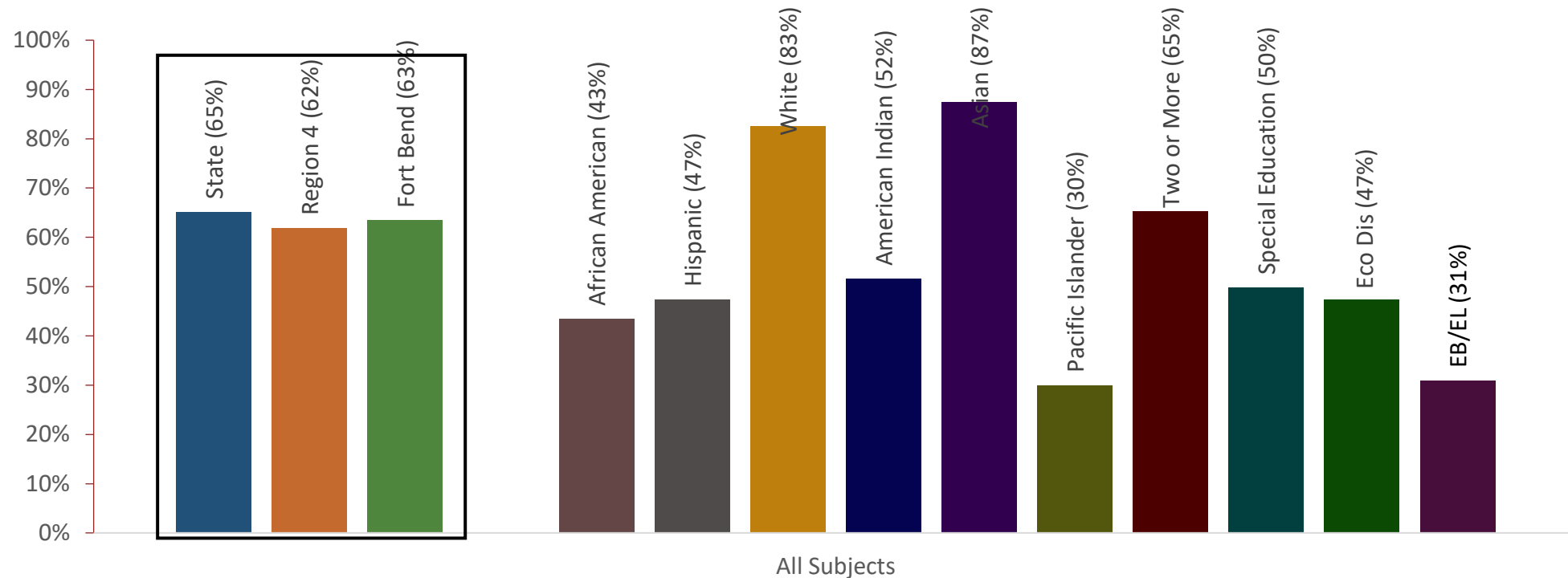
4- Year Graduation Rates by Student Group



Section 1

2021-22 Texas Academic Performance Report (TAPR)

College, Career and Military Readiness



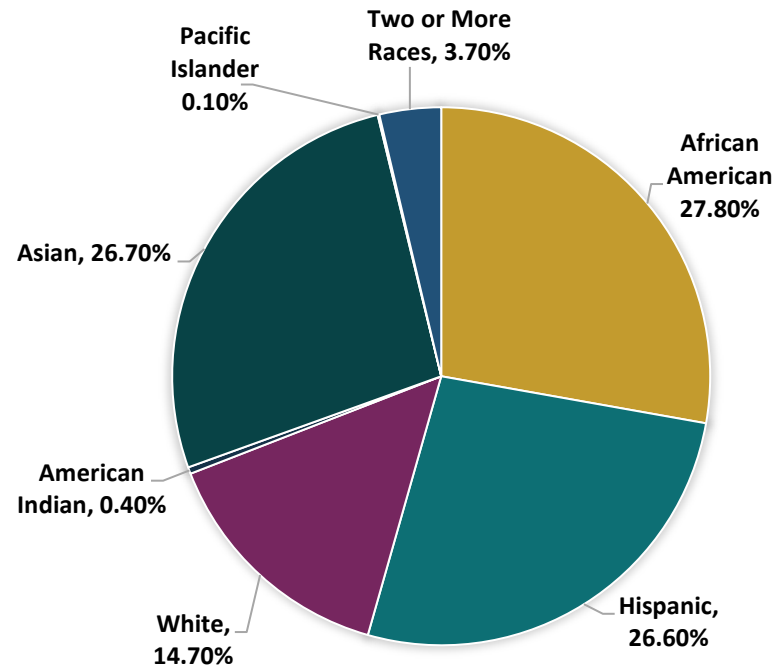
* CCMR Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

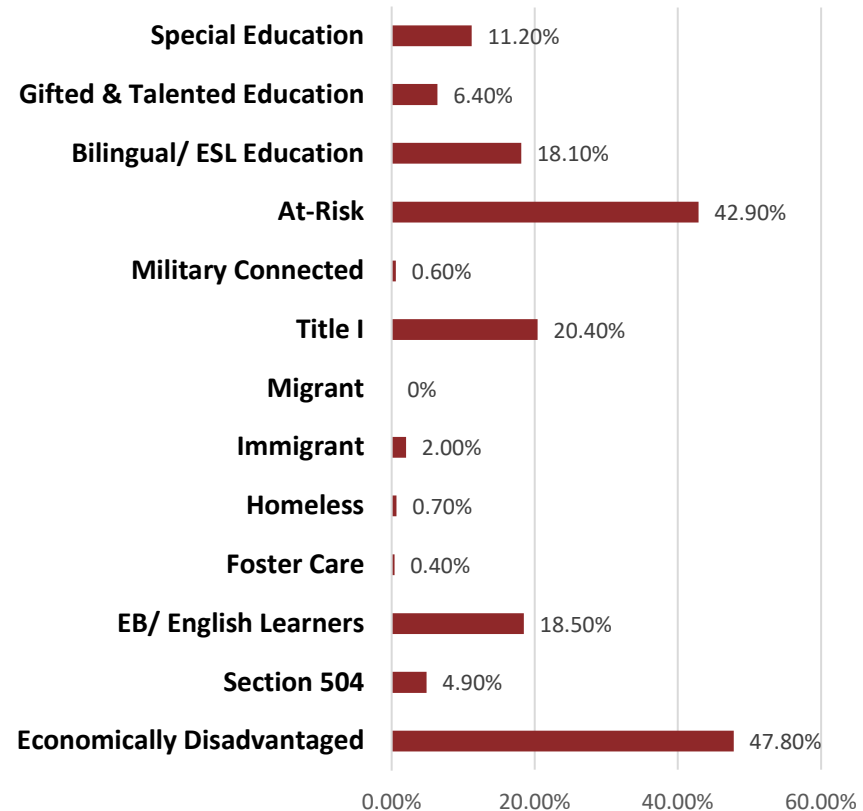
2021-22 Texas Academic Performance Report (TAPR)

Student Information

FBISD STUDENTS BY ETHNICITY



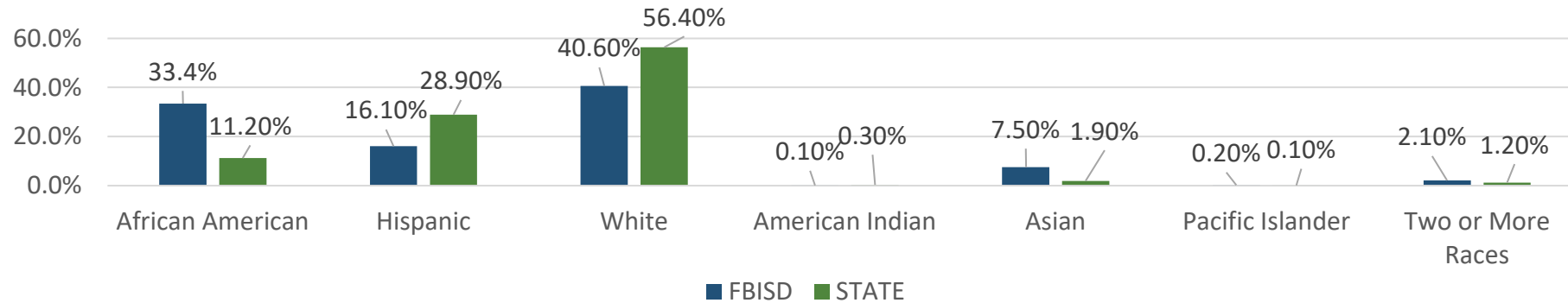
FBISD STUDENTS BY PROGRAM AREA



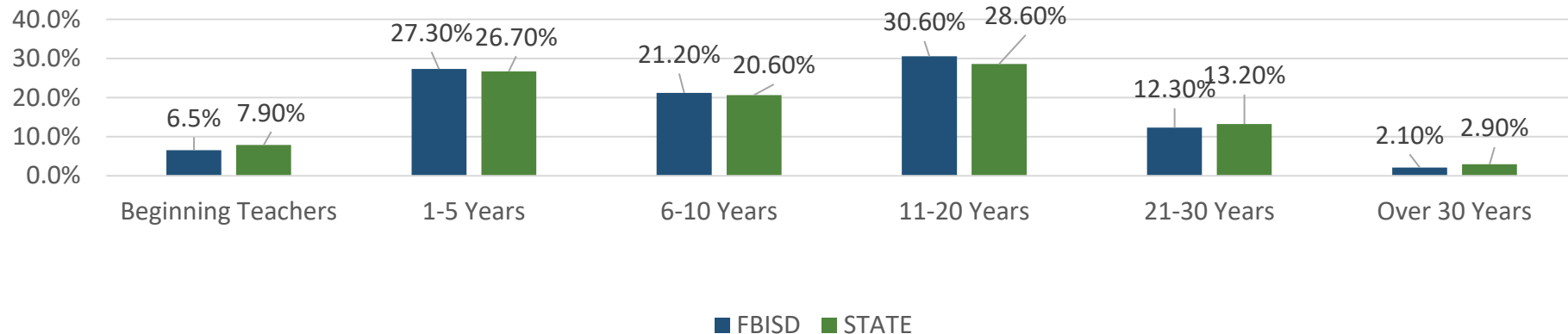
Section 1

2021-22 Texas Academic Performance Report (TAPR)

FBISD STAFF BY ETHNICITY



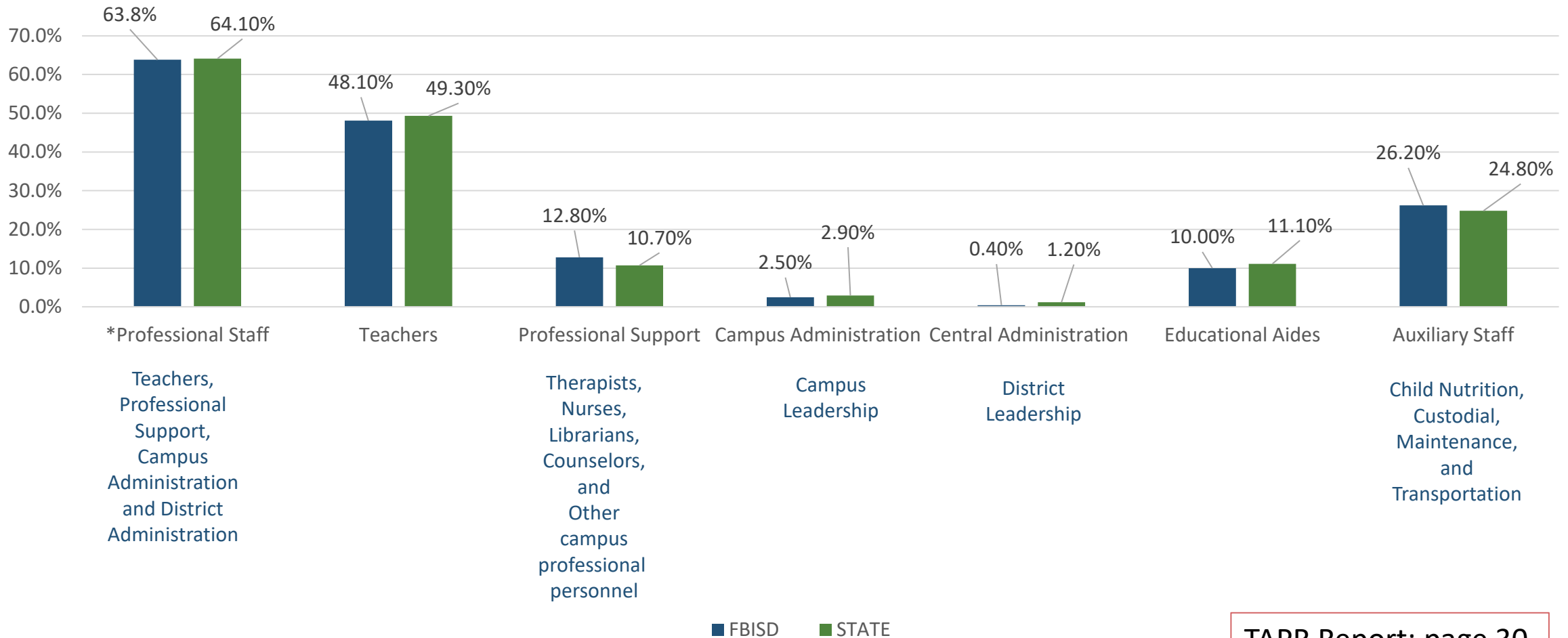
FBISD STAFF BY YEARS OF EXPERIENCE



Section 1

2021-22 Texas Academic Performance Report (TAPR)

FBISD STAFF BY CATEGORY



Section 1

2021-22 Texas Academic Performance Report (TAPR)

2022 Special Education Determination Status: Needs Assistance

Contributing Factors:

Results Driven Accountability (RDA), Determination Level Two

Significantly Disproportionality Determination, Year Three

- Due to rate of African American students served with special education services who received ISS, OSS, DAEP (Total Discipline) as compared to other students served with special education services.

Federally Required Elements:

Performance (Risk) Levels range from 0 to 4, with 0 being the best.

| Indicator | Performance Level |
|---|-------------------|
| <i>State Performance Plan (SPP) Compliance Indicators</i> | 0 |
| <i>Valid, Reliable, and Timely Data</i> | 0 |
| <i>Status of Uncorrected Noncompliance</i> | 0 |
| <i>Financial Audits</i> | 0 |

Section 1

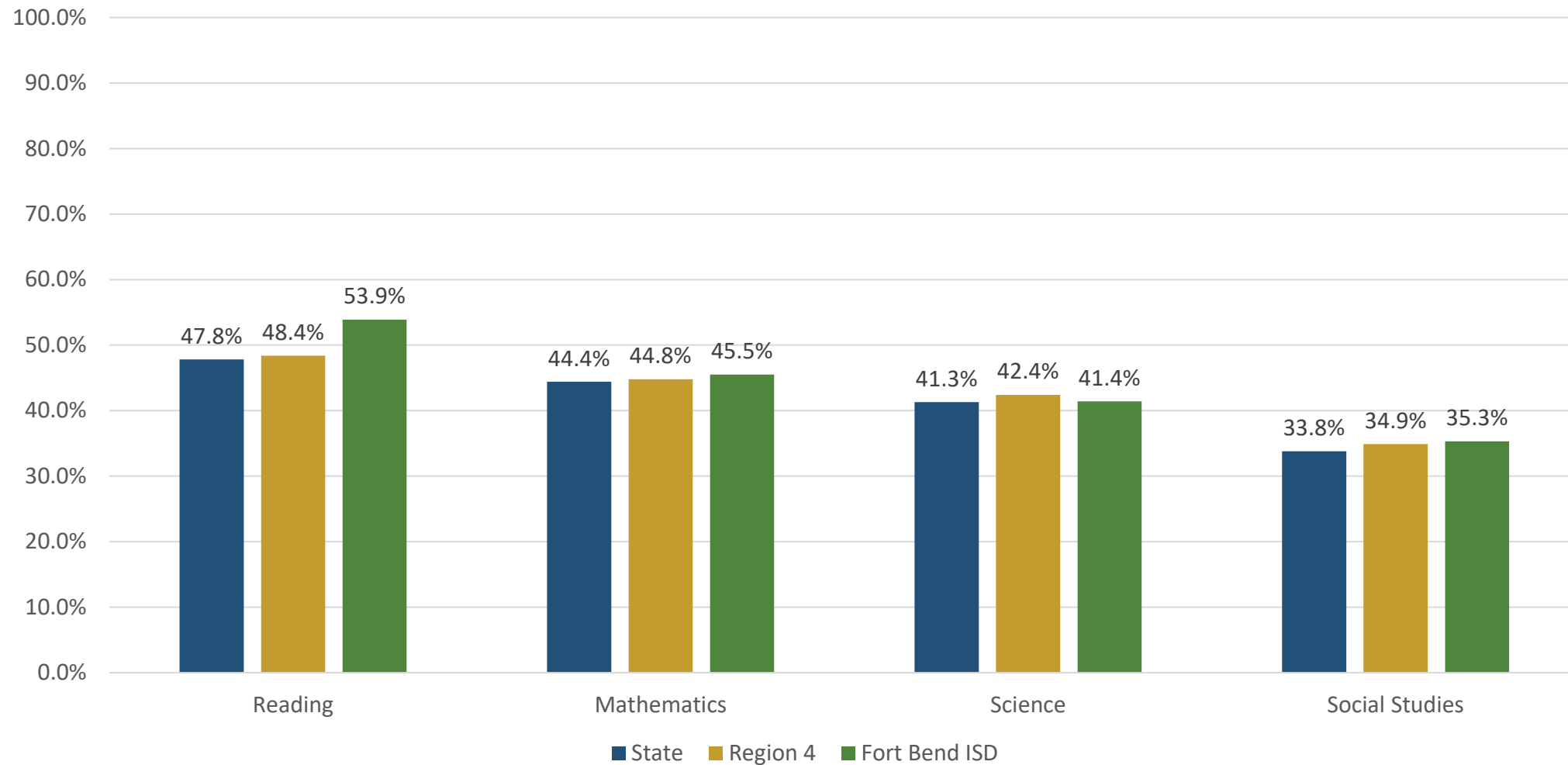
Special Education Results Driven Accountability (RDA)

Special Ed RDA report includes 18 indicators across Domains I through III

| | | |
|------------|---------------------|--|
| Domain 1 | Indicator #1 (i-v) | SPED STAAR 3-8 Passing Rate |
| | Indicator #2 | SPED Dyslexia STAAR 3-8 Reading Passing Rate |
| | Indicator #3 (i-v) | SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate |
| | Indicator #4 (i-iv) | SPED STAAR EOC Passing Rate |
| | Indicator #5 | SPED STAAR Alternate 2 Participation Rate |
| Domain II | Indicator #6 | SPED Graduation Rate |
| | Indicator #7 | SPED Annual Dropout Rate (Grades 7-12) |
| Domain III | Indicator #8 | SPED Dyslexia Representation (Ages 6-21) |
| | Indicator #9 | SPED Regular Early Childhood Program Rate (Ages 3-5) |
| | Indicator #10 | SPED Regular Class $\geq 80\%$ Rate (Ages 6-21) |
| | Indicator #11 | SPED Regular Class $< 40\%$ Rate (Ages 6-21) |
| | Indicator #12 | SPED Separate Settings Rate (Ages 6-21) |
| | Indicator #13 | SPED Representation (Ages 3-21) |
| | Indicator #14 | SPED OSS and Expulsion ≤ 10 Days Rate (Ages 3-21) |
| | Indicator #15 | SPED OSS and Expulsion > 10 Days Rate (Ages 3-21) |
| | Indicator #16 | SPED ISS ≤ 10 Days Rate (Ages 3-21) |
| | Indicator #17 | SPED ISS > 10 Days Rate (Ages 3-21) |
| | Indicator #18 | SPED Total Disciplinary Removals Rate (Ages 3-21) |

Section 1

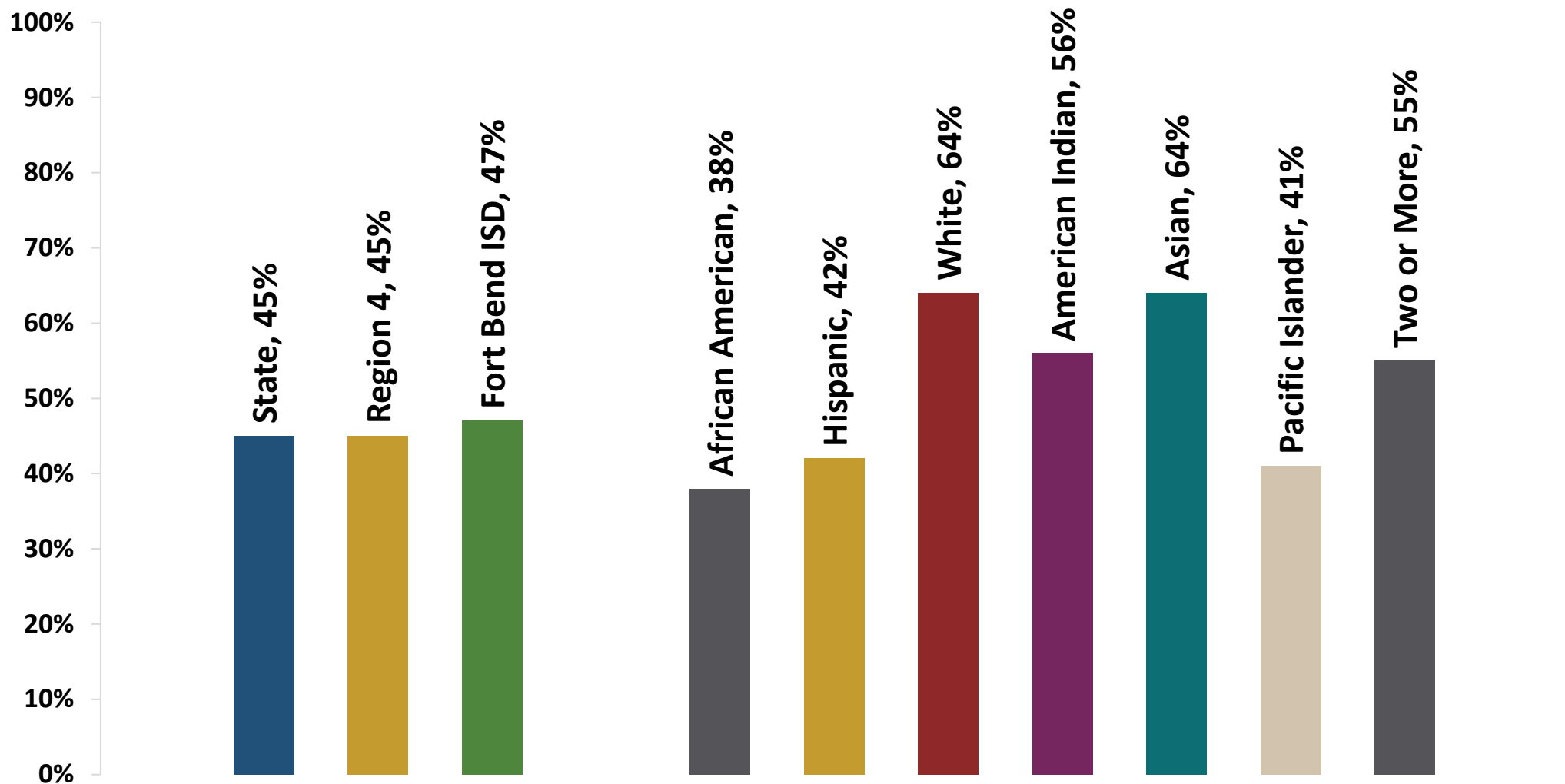
Special Education: STAAR 3-8 Passing Rate



Source: TEA 2022 Results-Driven Accountability

Section 1

Special Education: STAAR and EOC Passing Rate by Student Group



Source: TAPR and state testing data files

Section 1

Special Education: RDA Significant Disproportionality

The District continues to be identified as *Significant Disproportionate* due to African American Students Served with Special Education Services receiving ISS, OSS, DAEP.

Section 2

PEIMS Standard Financial Reports

2020-21 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2020-21 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2020-21 is the most recent year for which these data are available.

Section 3

District Accreditation Status

Fort Bend ISD: Accredited (as of 2019-20)

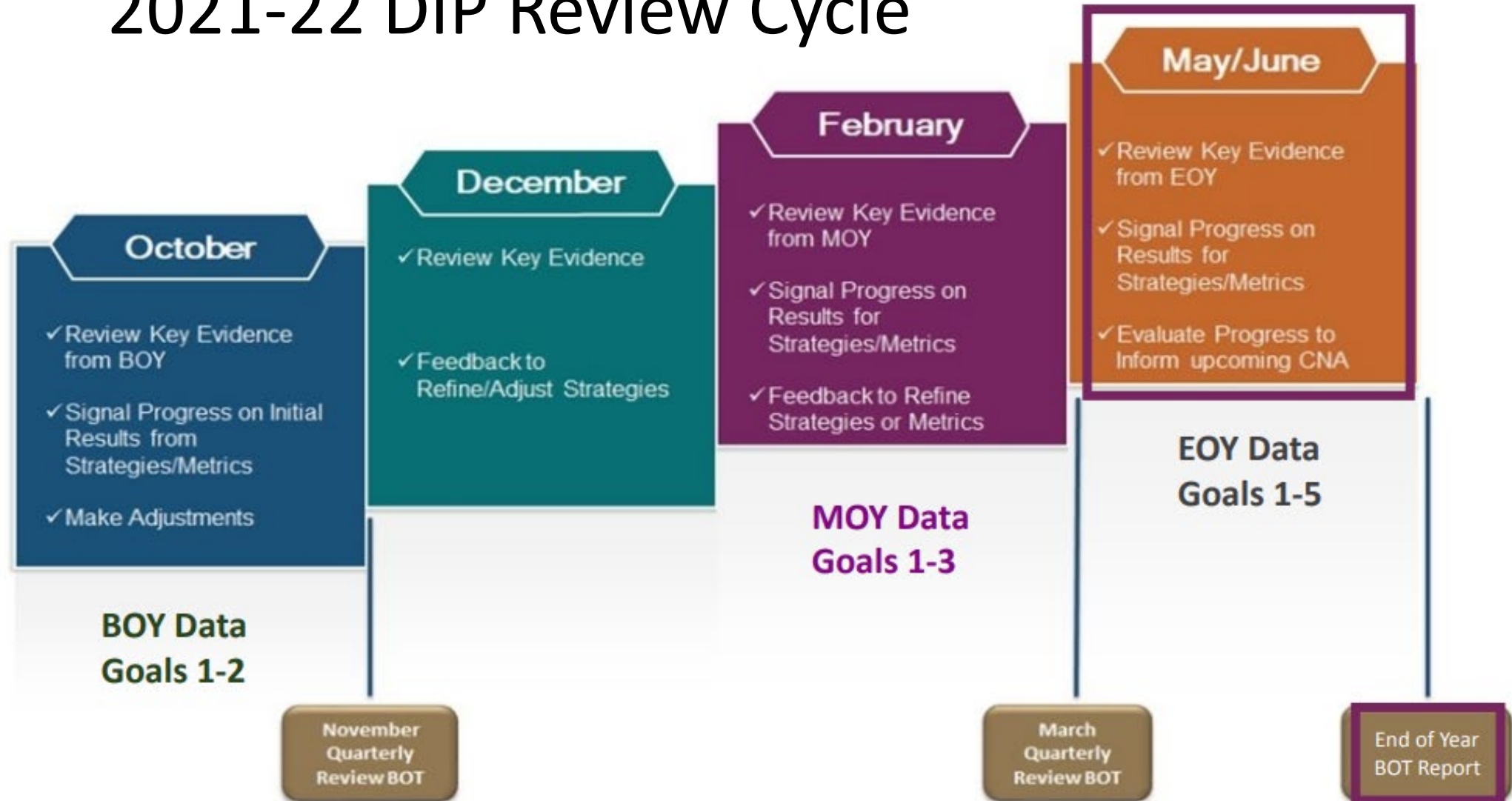
Accreditation Status: Not Assigned for Districts by TEA in 2021-22 due to COVID Impacts

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. Accredited
 2. Accredited-Warning
 3. Accredited-Probation
 4. Not Accredited-Revoked
- In assigning an accreditation status to a district, TEA considers:
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)
- Due to the impact of COVID and the unique challenges faced by schools in the 2019-20 and 2020-21 school years, the Commissioner has decided not to assign accreditation statuses until the 2022-23 school year.

Section 4

District & Campus Performance Objectives

2021-22 DIP Review Cycle



Section 4

District and Campus Performance Objectives

| District Areas of Focus Campus Improvement Plan Summative Review | Total Strategies | % of Strategies "On Track" | % of Strategies "Adjustments Taking Place" | % of Strategies "Support Needed" | % of Strategies in "Crisis" |
|--|------------------|----------------------------|--|----------------------------------|-----------------------------|
| Development of instructional practices to cultivate student ownership of learning and behavior | 151 | 74% | 25% | 2% | 0% |
| Literacy performance | 133 | 74% | 26% | 0% | 0% |
| Mathematics performance | 119 | 70% | 30% | 0% | 0% |
| Closing gaps in performance for all student groups | 68 | 69% | 31% | 0% | 0% |
| Social Emotional Learning and Emotional Engagement | 62 | 77% | 23% | 0% | 0% |
| Science performance | 49 | 63% | 37% | 0% | 0% |
| Social Studies performance | 36 | 67% | 33% | 0% | 0% |
| Attendance | 23 | 70% | 30% | 0% | 0% |
| Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement) | 21 | 52% | 48% | 0% | 0% |
| Students meeting College, Career and Military Readiness Indicators (CCMR) | 15 | 73% | 27% | 0% | 0% |
| Disproportionality in discipline and threat assessments | 12 | 67% | 33% | 0% | 0% |
| Mental Health Supports | 12 | 75% | 25% | 0% | 0% |
| Stakeholder Feedback Processes | 12 | 92% | 8% | 0% | 0% |
| Quality staff – retention and development | 10 | 60% | 40% | 0% | 0% |
| Student engagement in programming and differentiated learning opportunities | 10 | 60% | 40% | 0% | 0% |
| Student Health and Safety | 9 | 100% | 0% | 0% | 0% |
| Community partnerships | 8 | 100% | 0% | 0% | 0% |
| Systems for Analysis of Evidence | 8 | 25% | 75% | 0% | 0% |
| Student participation in extracurricular activities and school/learning (Behavioral Engagement) | 2 | 100% | 0% | 0% | 0% |

Section 5

Report on Violent or Criminal Incidents

| School Year | Total Count | Ratio |
|-------------|-------------|-------|
| 2021 - 2022 | 27 | 0.03% |
| 2020 - 2021 | 6 | 0.01% |
| 2019 - 2020 | 21 | 0.03% |

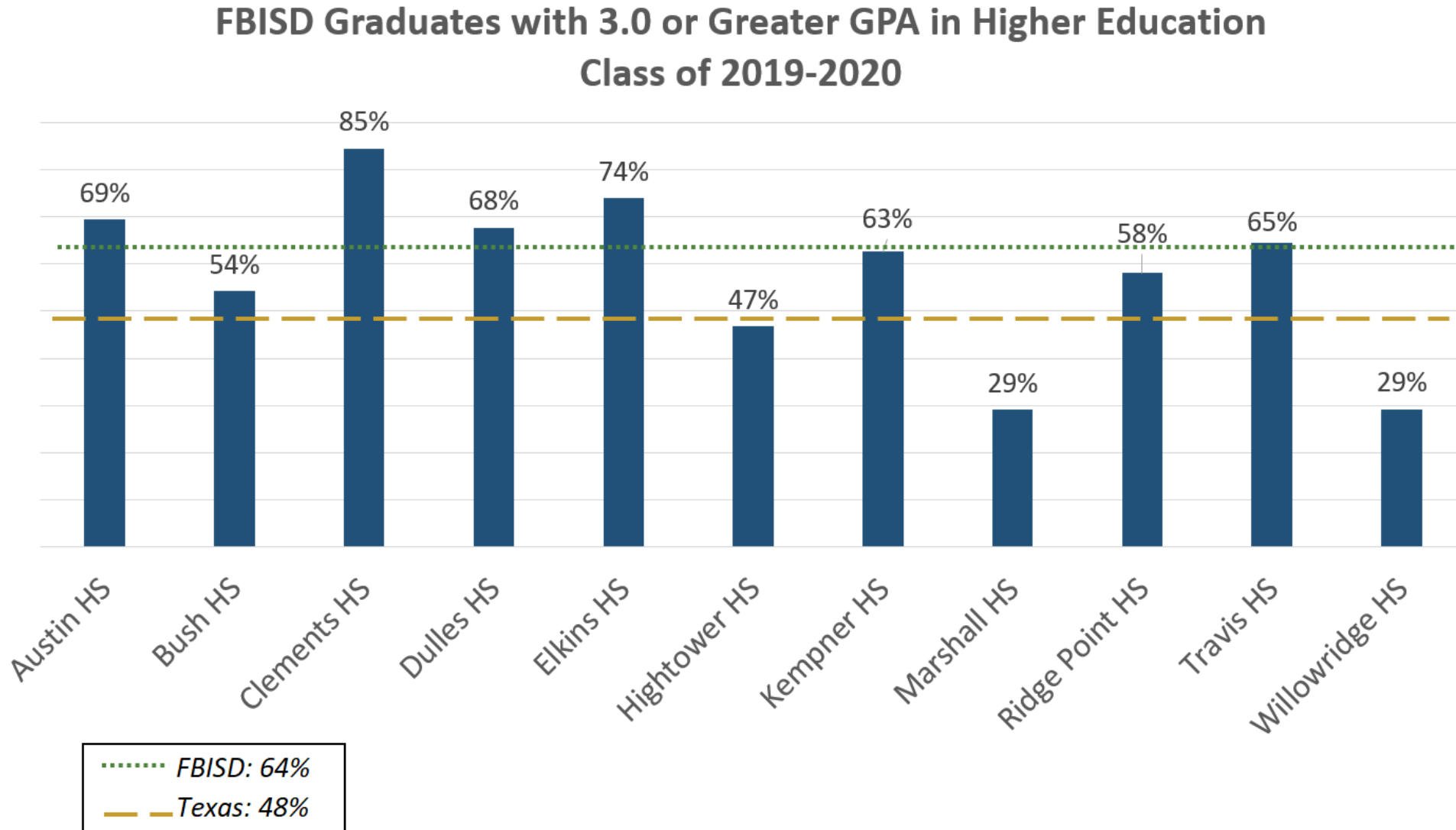
Source: OnPoint

Examples of penal code violations that meet these criteria:

- Used, exhibited, or possessed a firearm
- Used, exhibited, or possessed an illegal knife
- Felony controlled substance violation

Section 6

Student Performance in Postsecondary Institutions



Source: Texas Higher Education Coordinating Board (THECB)

Section 7

HB3 Goals & 2021-22 EOY District/Campus Progress

| HB3 Goal Category | Measure | 2022 Target | 2022 Actual TAPR <i>(Change from 2021 to 2022)</i> |
|------------------------------------|---|-------------|--|
| Literacy Goal (Early Childhood) | 3 rd Grade STAAR Reading Meets or Above | 57% | 61% <i>(+11%)</i> |
| Math Goal (Early Childhood) | 3 rd Grade STAAR Math Meets or Above | 58% | 51% <i>(+9%)</i> |
| CCMR Outcome Goal | % College, Career, Military Ready | 70% | 63.4% <i>(-2%)</i> |

Section 8

Texas Academic Performance Report (TAPR) Glossary

- Each year, TEA prepares and publishes a TAPR Glossary
- The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the TAPR Glossary is scheduled for release in late winter

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

Questions and Public Comments



2022 TAPR Report: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>