



COMMITTED TO
E★cellence

Board Presentation

Texas Academic Performance Report
(TAPR) & Public Hearing
February 7, 2022

Overview

TAPR Report 2020 Updates

- Annual Rating Status A-F
- Student and Staff Profiles
- Academic Performance
- Attendance, Graduation and Dropout Rates
- College, Career and Military Readiness
- Violent or Criminal Incidents
- Special Education Status

RDA Overview and Data

Support Systems

What is the 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.



2020-21 TAPR Ratings and Accreditation Status:

FIRST Rating: A, Superior Achievement

2020 Accountability Rating: Not Rated: Declared State of Disaster

Accreditation: Accredited

Special Education Status: Needs Assistance

Additional Items Required:

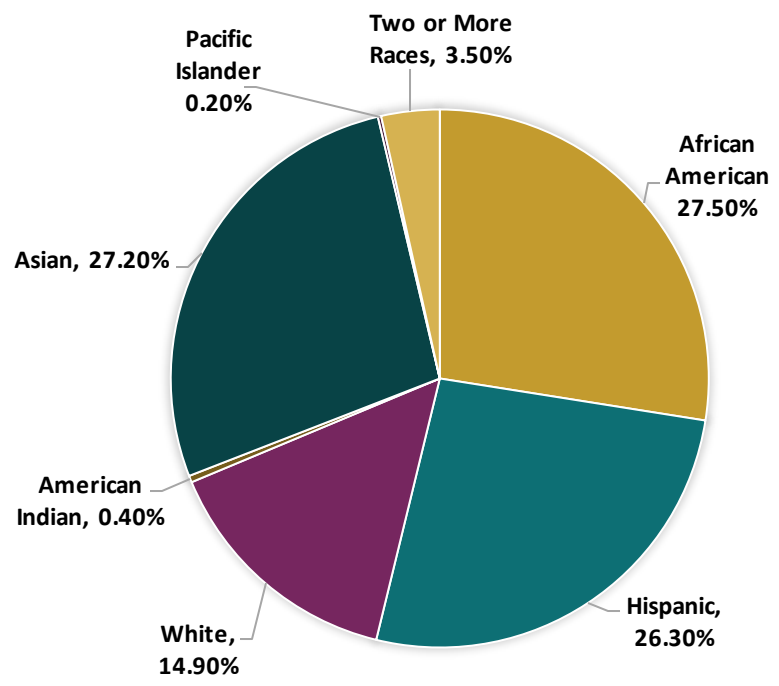
- Reporting on Violent or Criminal Incidents on Campus
- Student Performance in Postsecondary Institutions

Due to COVID:

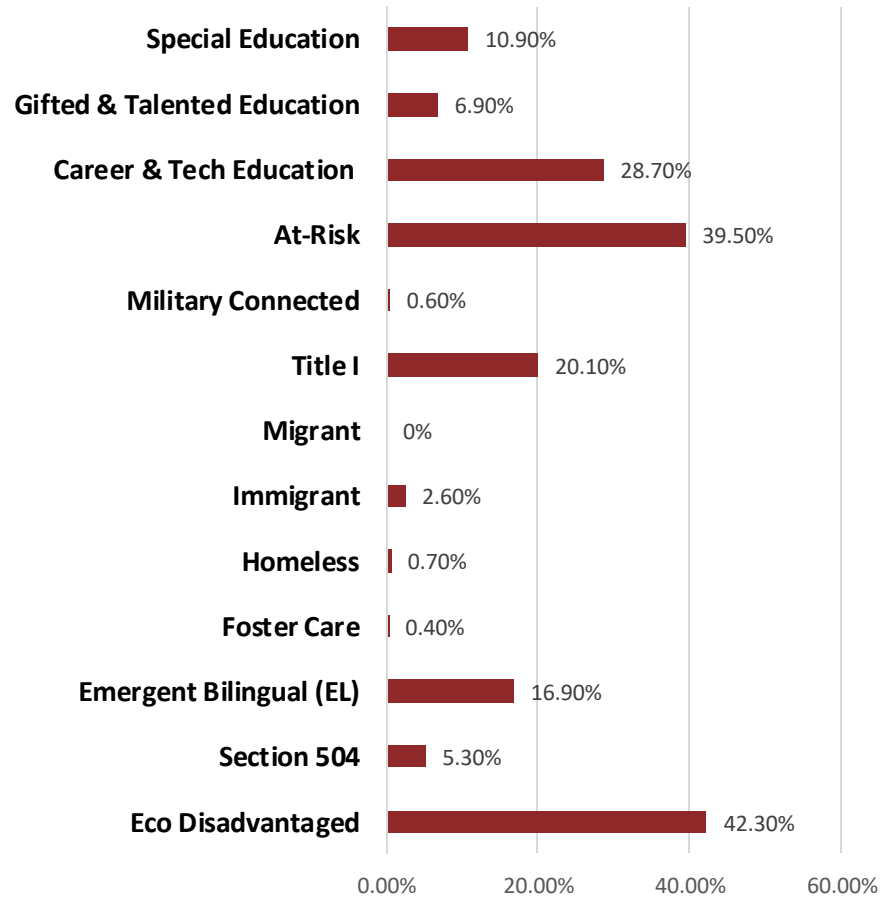
- Growth is based on 2018-19 data; No growth data is reported for 2020-21.
- With the lack of comparative data and the Declared State of Disaster, the state is unable to calculate comparative results and assign an Accountability Rating.

2021 TAPR Report: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

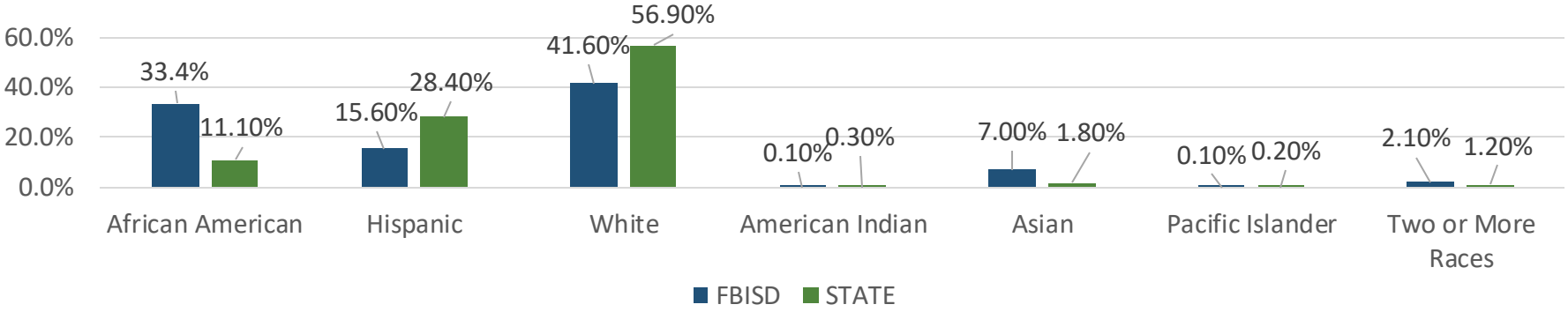
FBISD STUDENTS BY ETHNICITY



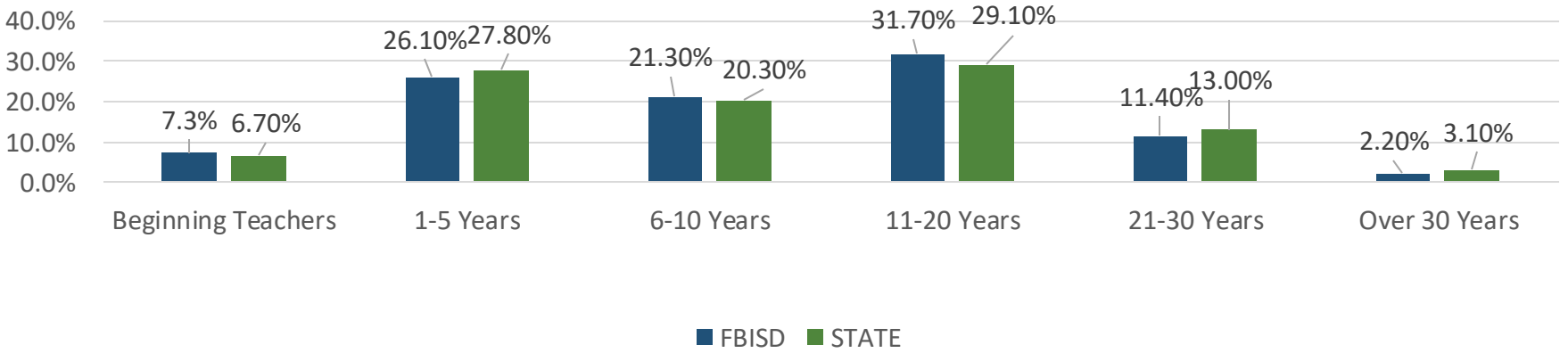
FBISD STUDENTS BY PROGRAM AREA



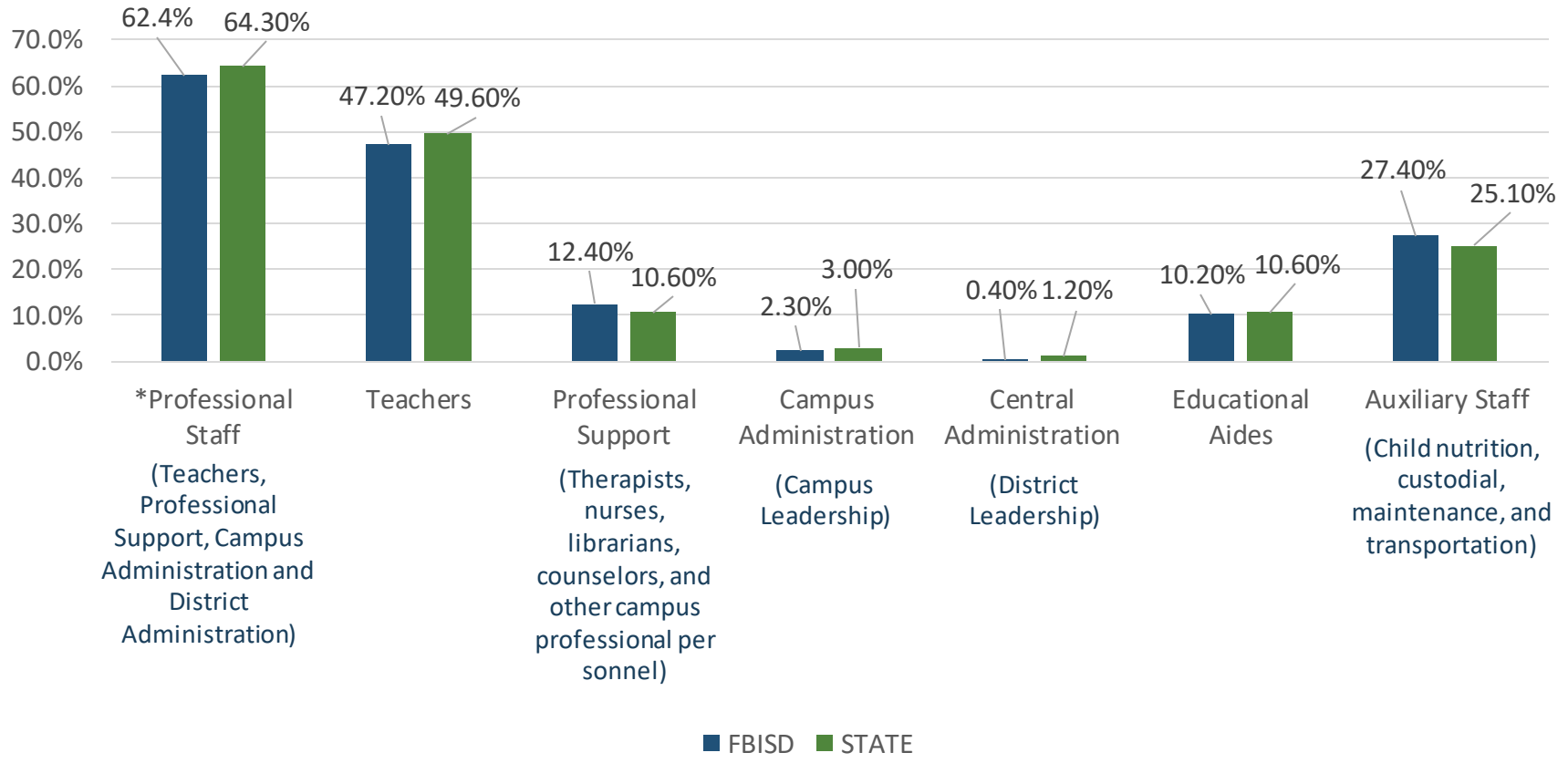
FBISD STAFF BY ETHNICITY



FBISD STAFF BY YEARS OF EXPERIENCE



FBISD STAFF BY CATEGORY



STAAR Performance Levels

Did Not Meet Grade Level

- Did not pass. Unlikely to succeed in the next grade level or course without significant, ongoing academic intervention.

Approaches Grade Level

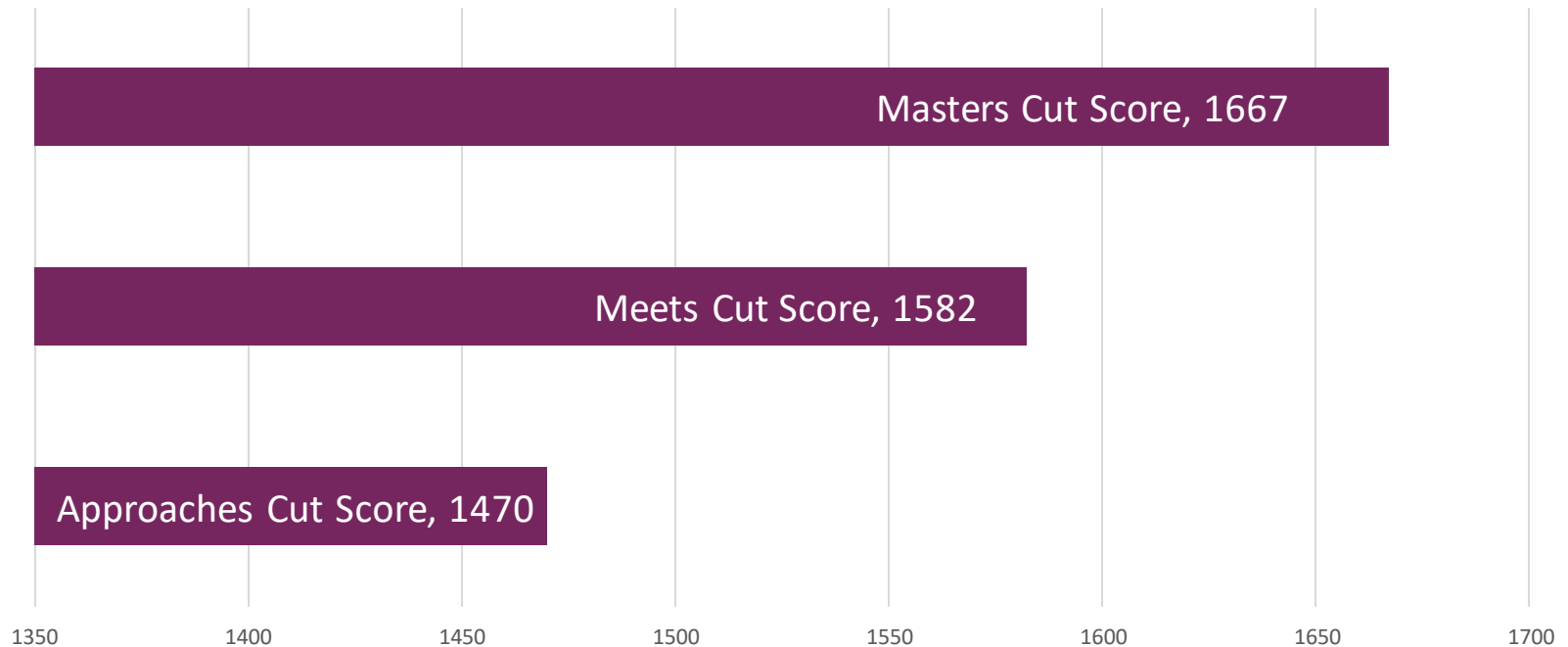
- Passing standard. Students are sufficiently prepared for the next grade level or course with some academic intervention.

Meets Grade Level

- Students are prepared for postsecondary success (college, the workforce, job training programs, or the military).

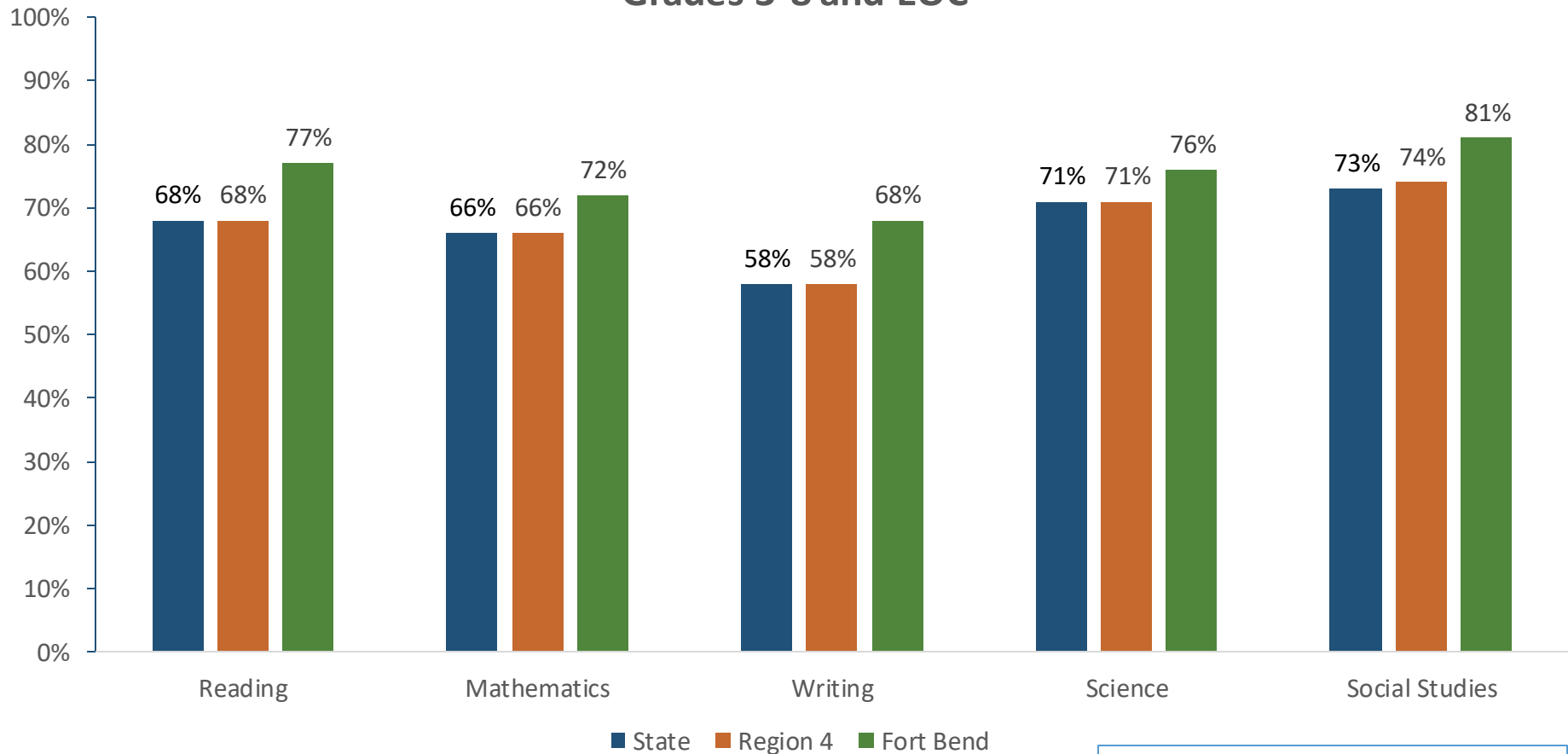
Masters Grade Level

- Advanced academic level. Students are well prepared for the next grade or course.

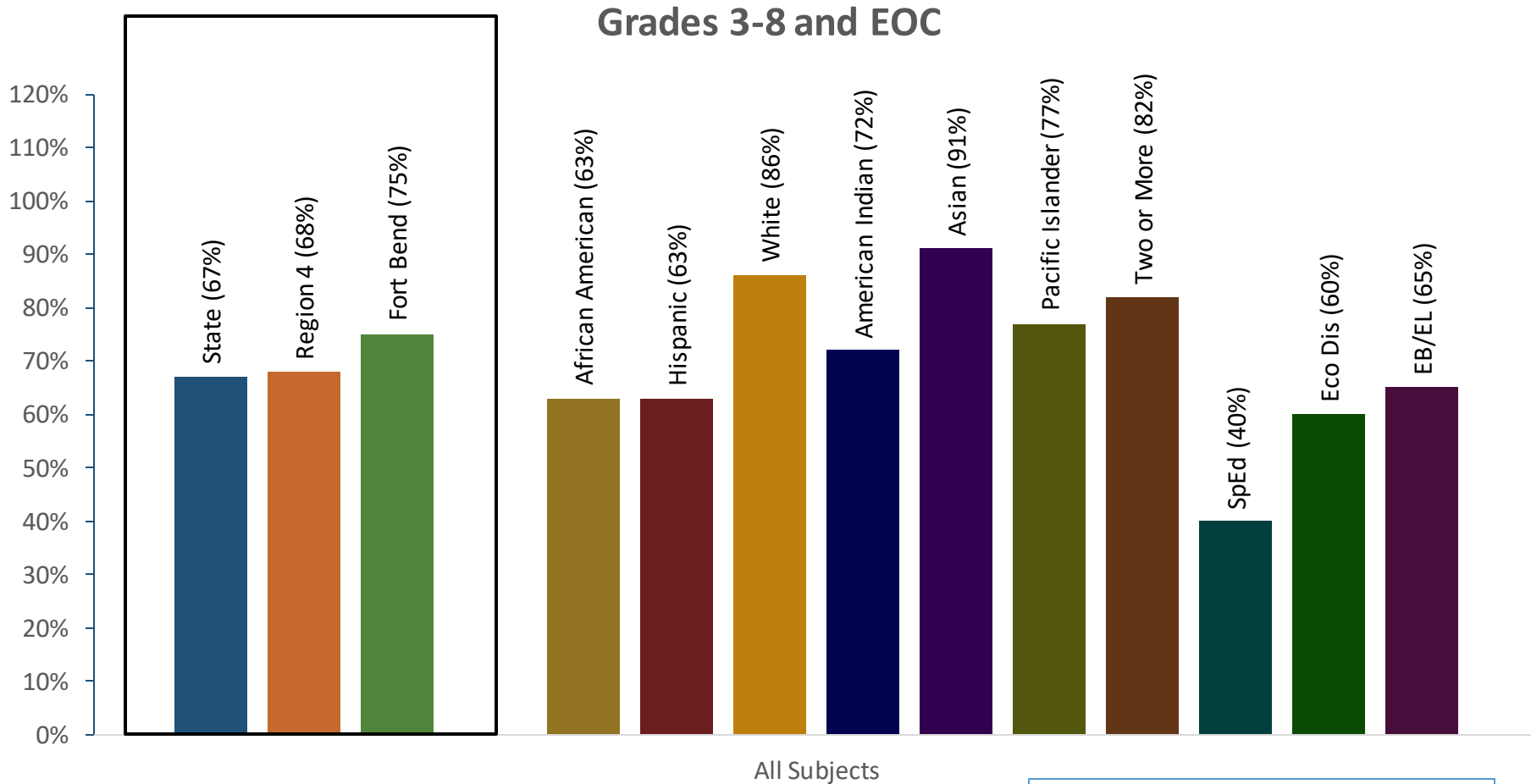


2020-21 STAAR Approaches Grade Level or Above

Grades 3-8 and EOC

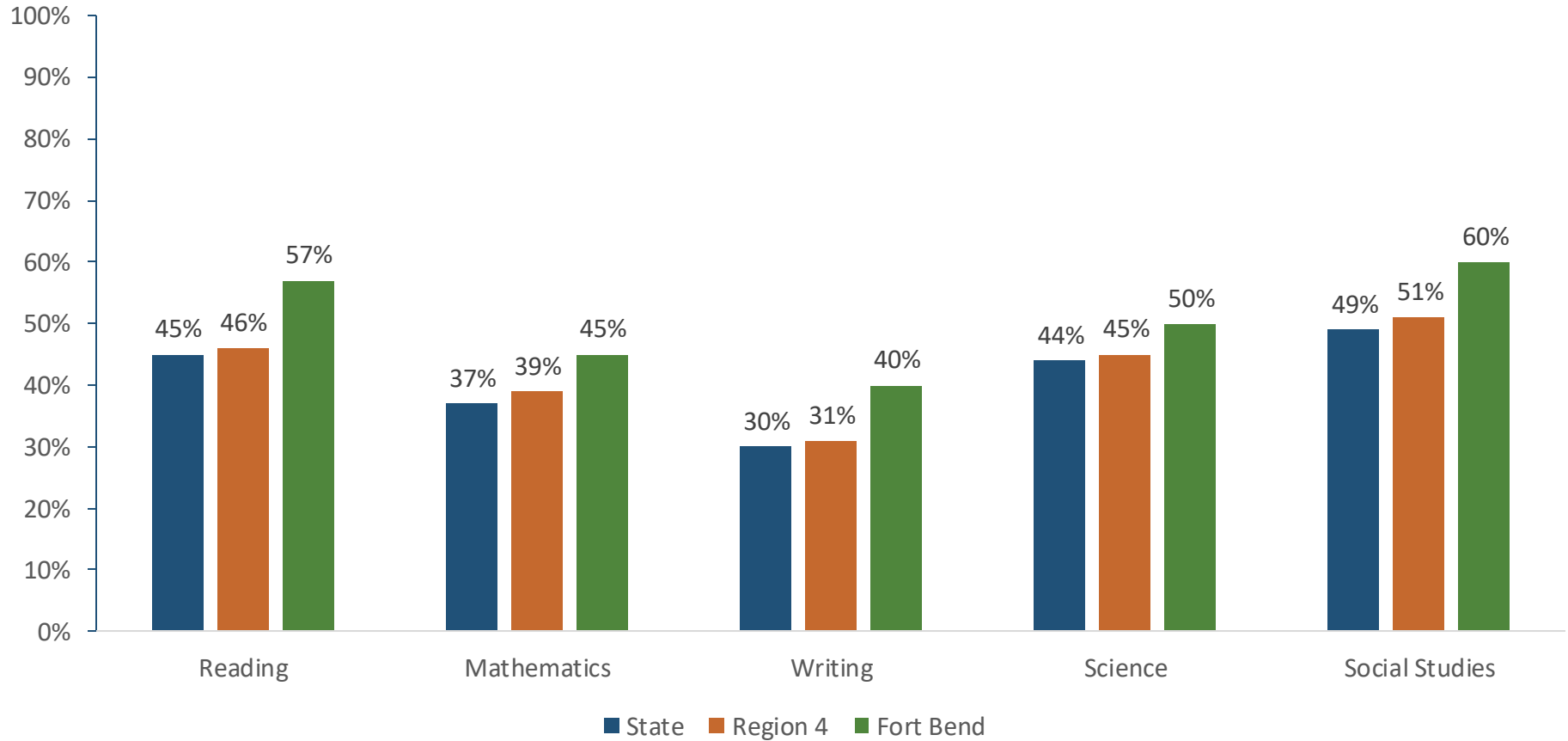


2020-21 STAAR Approaches Grade Level or Above by Student Group

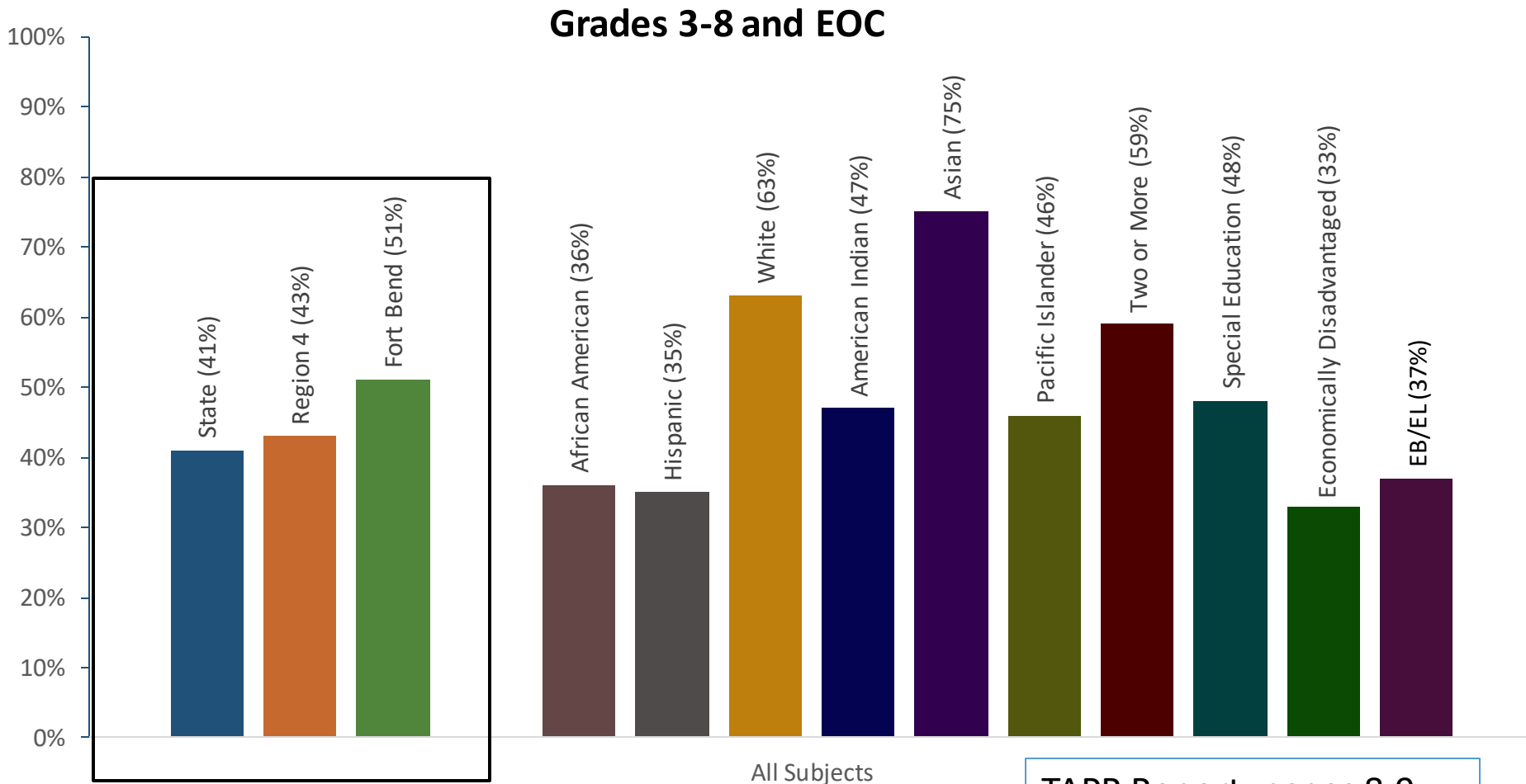


2020-21 STAAR MEETS GRADE LEVEL OR ABOVE

Grades 3-8 and EOC

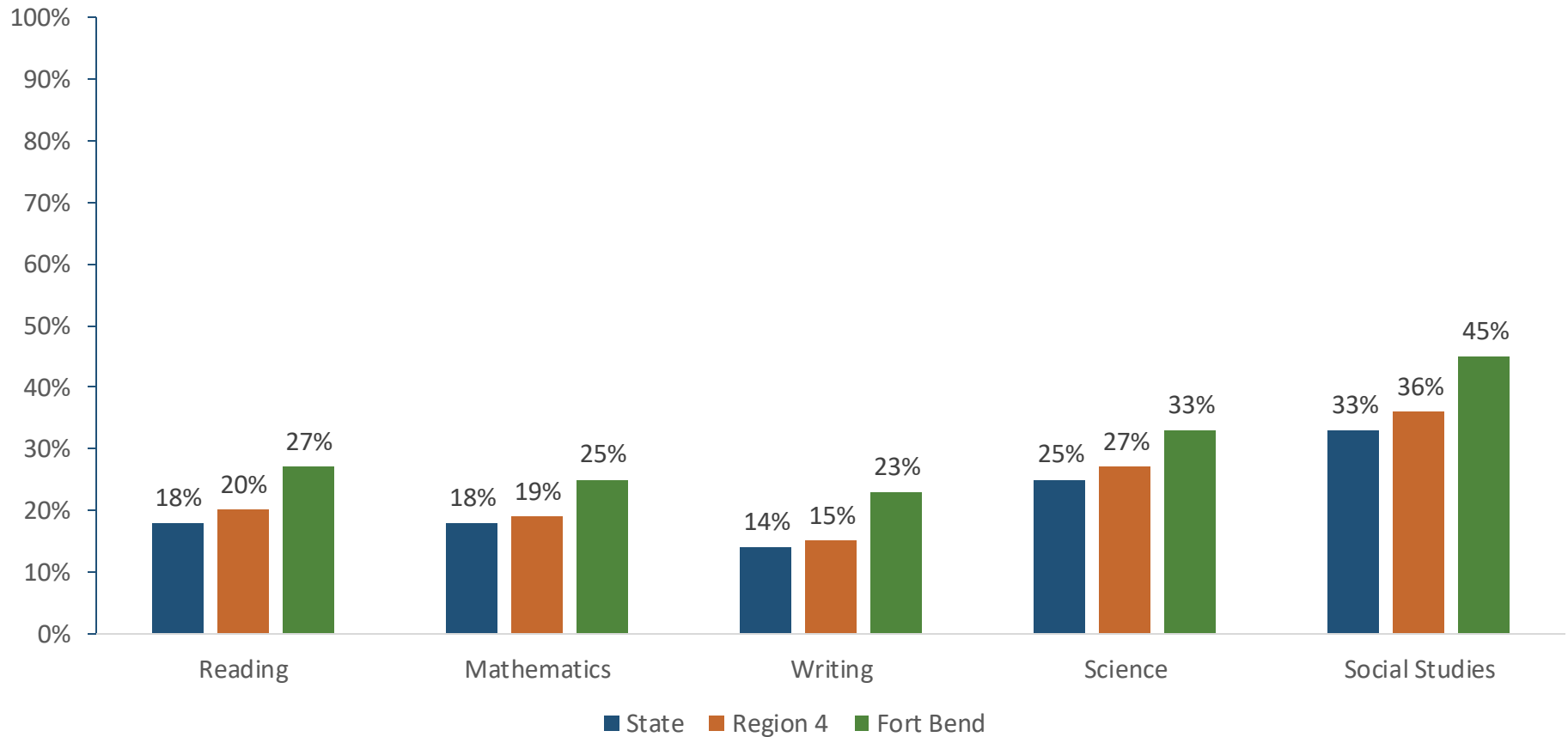


2020-21 STAAR MEETS GRADE LEVEL OR ABOVE by Student Group



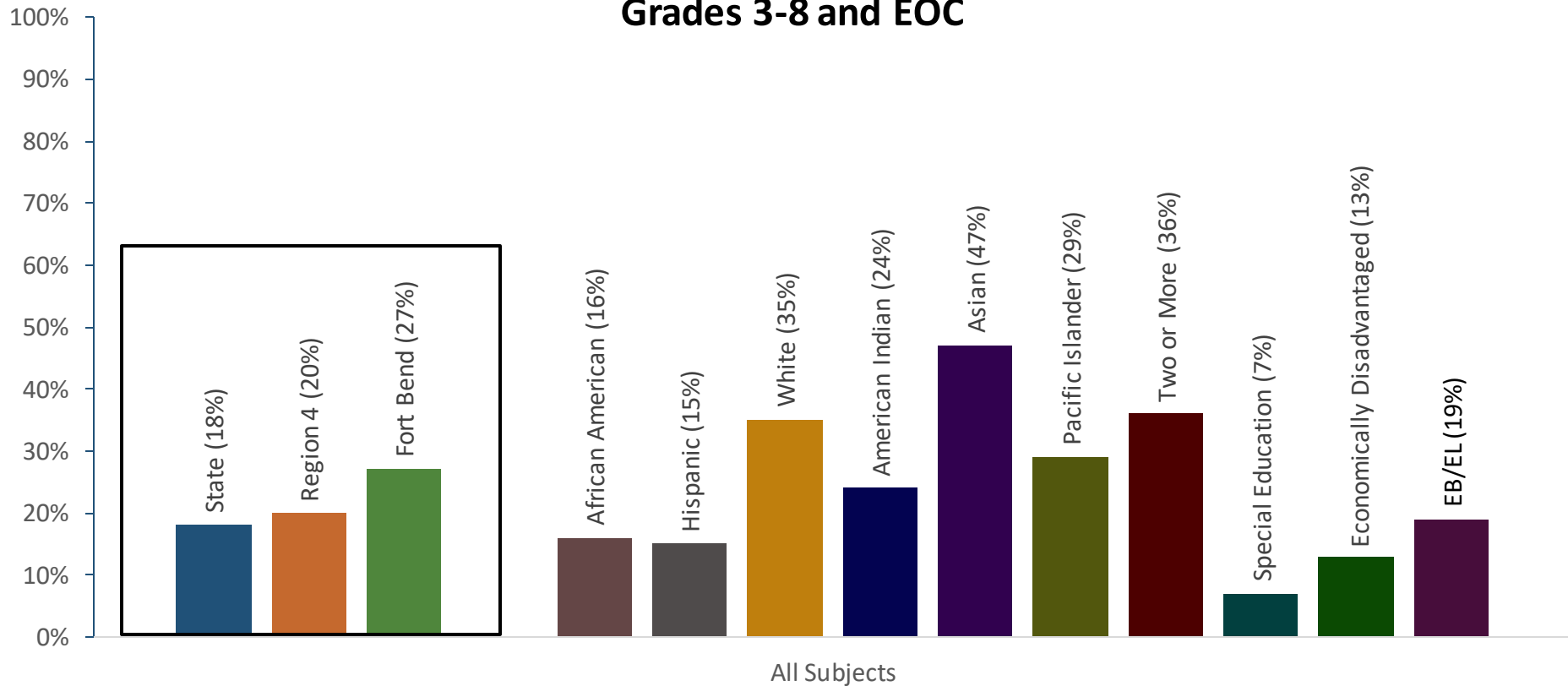
2020-21 STAAR MASTERS GRADE LEVEL

Grades 3-8 and EOC



2020-21 STAAR MASTERS GRADE LEVEL by Student Group

Grades 3-8 and EOC



2020-21 STAAR Academic Growth by Grade and Subject

Grades 3-8 and EOC

- 2018-19 Academic Growth published in the 2020-21 TAPR; data published and presented to Board in prior years.
- As noted prior, growth data has not been reported since 2018-19. With the cancellation of STAAR/EOC in Spring 2020, the comparative data is not available.
- Some subjects have had changes to TEKS as well as changes to the assessments from 2019 to 2021 so data is not comparable.

Attendance and Dropout Rates

	2017-18	2018-19	*2019-20
Attendance	96.7%	96.7%	98.5%
Annual Dropout Rate (Grades 7-8)	0.2%	0.2%	0.5%
Annual Dropout Rate (Grades 9-12)	0.9%	1.0%	1.0%

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

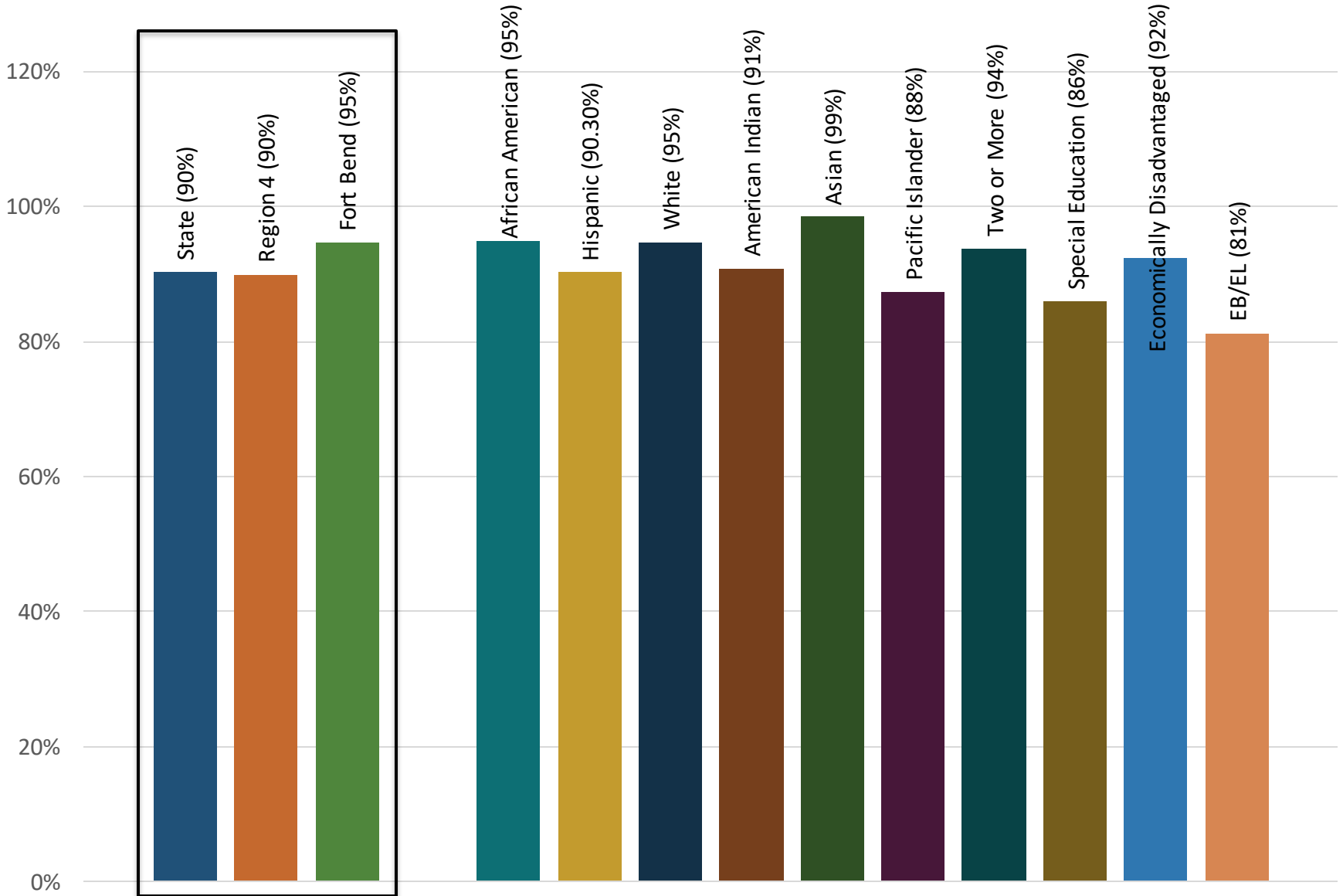
FBISD 4-Year Cohort Longitudinal Graduation Rate

Graduated	2018	2019	*2020
FBISD	95.9%	95.0%	94.7%
African American	95.4%	94.6%	95.0%
Hispanic	92.0%	92.0%	90.3%
White	98.2%	96.2%	94.8%
American Indian	93.8%	94.1%	90.9%
Asian	98.8%	98.0%	98.5%
Pacific Islander	*	*	87.5%
Two or More Races	100%	95.5%	93.8%
Special Ed	85.3%	85.0%	86.0%
Eco Disadvantaged	93.9%	92.6%	92.4%
EB/EL	85.5%	81.5%	81.3%

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

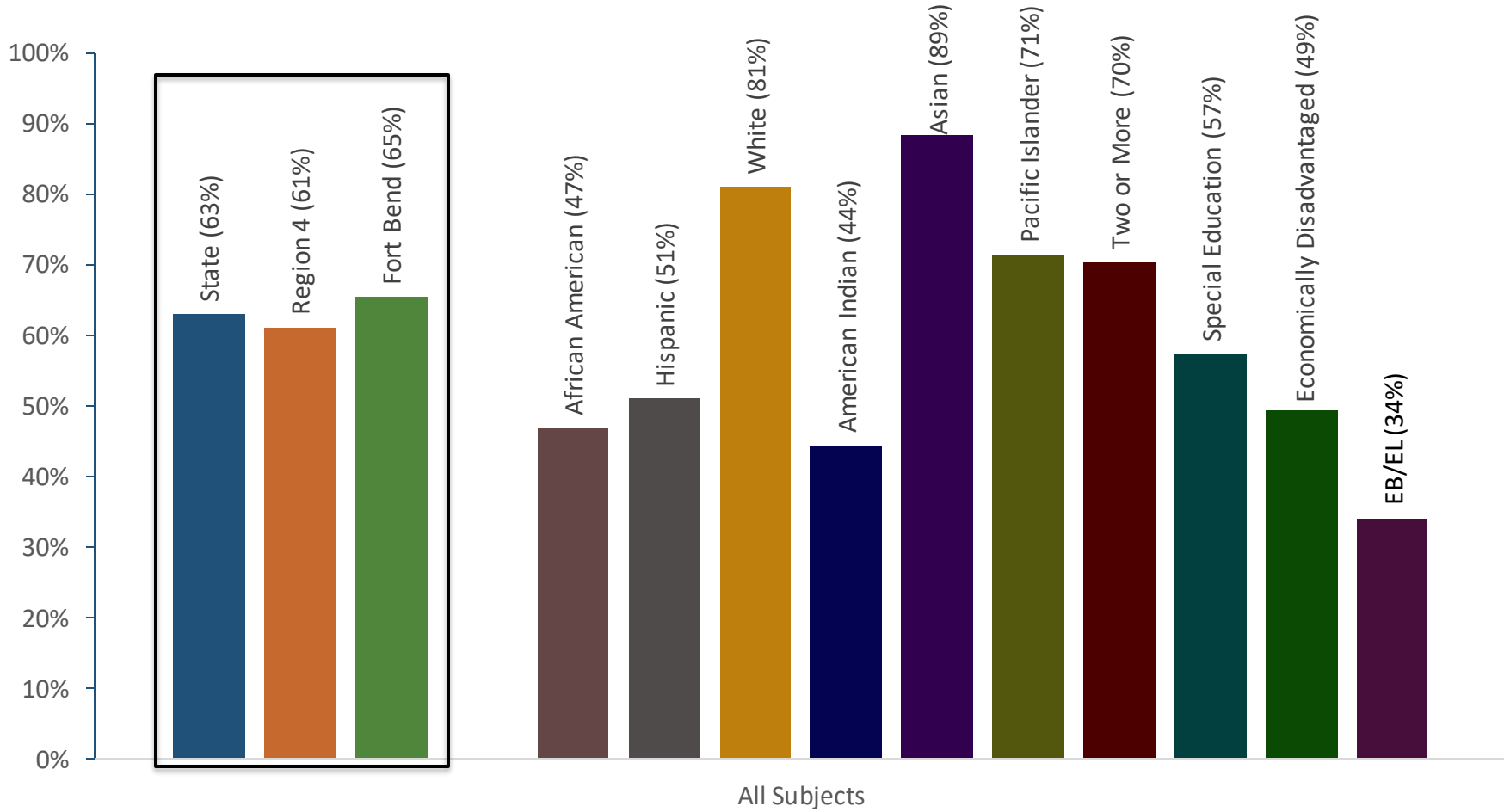
*Numbers are not published (masked) due to small numbers to protect student confidentiality.

Graduation Rates by Student Group



All Subjects

2020 FBISD COLLEGE, CAREER & MILITARY READINESS GRADUATES (STUDENT ACHIEVEMENT)



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

Serious Incidents

TEA requires districts to report Violent and Criminal Incidents to the public. FBISD reports a broader scope in order to be fully transparent and includes Discretionary Incidents in our reporting.

***Serious incidents include violent, criminal, and discretionary incidents. Below are examples of each.**

Violent	Criminal	Discretionary
<ul style="list-style-type: none"> • Assault • Murder • Sexual Assault 	<ul style="list-style-type: none"> • Robbery/Theft • Drugs or alcohol • Felony offenses 	<ul style="list-style-type: none"> • False Alarm • Vandalism • Mutual Combat

Level	2018-19			2019-20			2020-21		
	Student Population Count	Serious Incidents	%	Student Population Count	Serious Incidents	%	Student Population Count	Serious Incidents	%
FBISD	76,122	1,446	1.9%	77,756	1,022	1.3%	76,735	341	0.4%
Elementary	33,973	73	0.2%	34,656	56	0.2%	25,311	22	0.1%
Middle	17,786	588	3.3%	18,220	409	2.2%	18,291	137	0.7%
High	24,363	785	3.2%	24,880	543	2.2%	33,133	182	0.5%

2021: Needs Assistance

Contributing Factors:

Results Driven Accountability (RDA), Determination Level Two
Significantly Disproportionality Determination, Year Two

- Due to rate of African American students served with special education services placed in Out-of-School Suspension or Expulsion 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>	2
<i>Valid, Reliable, and Timely Data</i>	0
<i>Status of Uncorrected Noncompliance</i>	0
<i>Financial Audits</i>	0

Results Driven Accountability

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

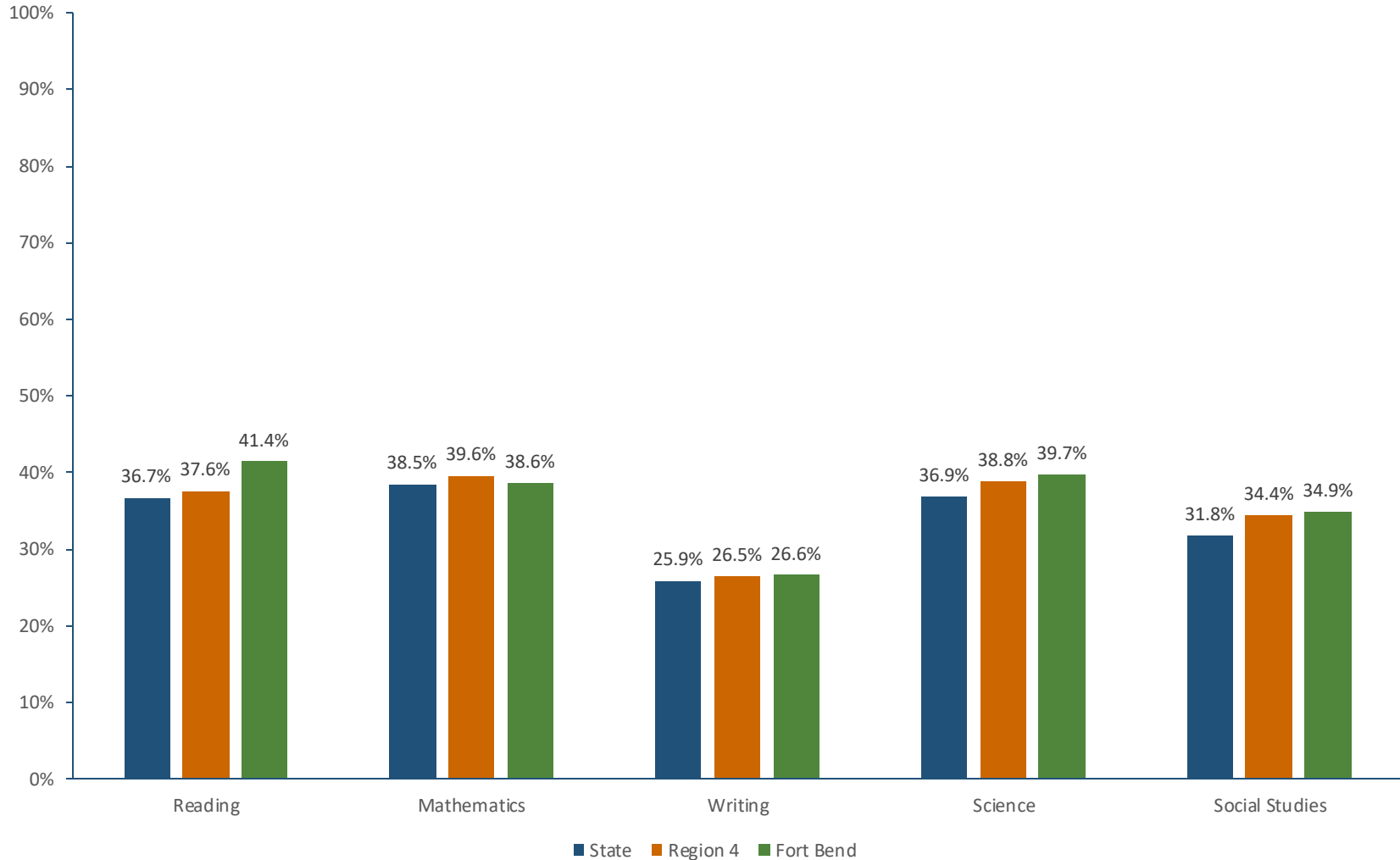
Domain 1	Indicator #1 (i-v)	SPED STAAR 3-8 Passing Rate
	Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-v)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate
	Indicator #5	SPED STAAR Alternate 2 Participation Rate
Domain II	Indicator #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 \leq 10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion $>$ 10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS \leq 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)

Areas of Concerns

STAAR 3-8 Passing Rates – Math, Science, Social Studies, Writing

Out of School Suspension, Significant Disproportionality, African American Students

SPED STAAR 3-8 Passing Rate



Significant Disproportionality

	2016-17	2017-18	2018-19	2019-20	2020-21 (Projected in OnPoint DataSuite as of 6.29.21)
Out of School Suspension Risk Ratio	3.1	2.8	*2.9	3.1	2.4
* Three consecutive years above a 2.5 Risk Ratio triggered the Year 1 SD determination					

District requirements as a result of SD status

- Review/revise policies, procedures, and practices
 - This task is being addressed within the RDA Task Force
- Reserve 15% of the federal special education funding to target the issue
 - The funding has been set aside and will primarily be utilized for additional staffing/training
- Publicly report the issue

Academic Supports:

- Increased optional professional learning opportunities
- Instructional PLC planning support – CST teams
- Added the daily 45 minutes of intervention/enrichment to ELEM
- PLC time added for identified core content areas in HS
- Instructional resources for accelerated instruction
- Progress Monitoring - completion of required diagnostics assessments
- Standardized intervention resource for Math in K-5

Disproportionality Supports:

- Targeted Professional Development offerings (District, Campus)
- Implement Student Ownership of Behavior Framework (I.e. Restorative Practices, Positive Behavior Interventions and Supports, Trauma Informed Practices, and SEL aligned to Profile Dispositional Attributes)
- RDA Leadership Team overseeing implementation of TEA required corrective action.
- District Threat Assessment Team and Law Enforcement fluidly monitor campuses to maintain safety.

Public Questions and Comments



2021 TAPR Report: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>