



**FBISD 2018 Annual TAPR Report
and Public Hearing**



**EXCELLENCE
IN EDUCATION®
— AWARDS —**

2018

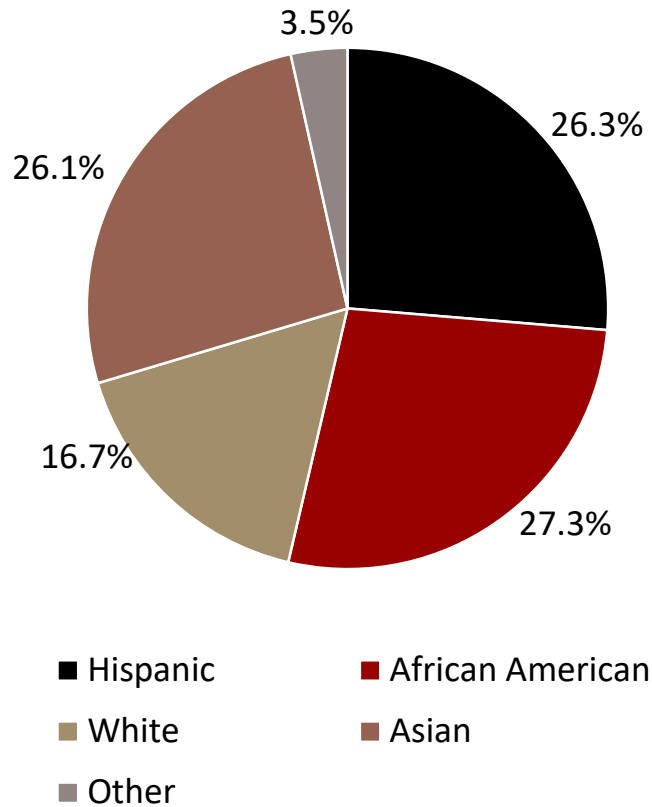
**THE BEST LARGE SCHOOL
DISTRICT IN TEXAS**

2017-18 Annual Report Requirements

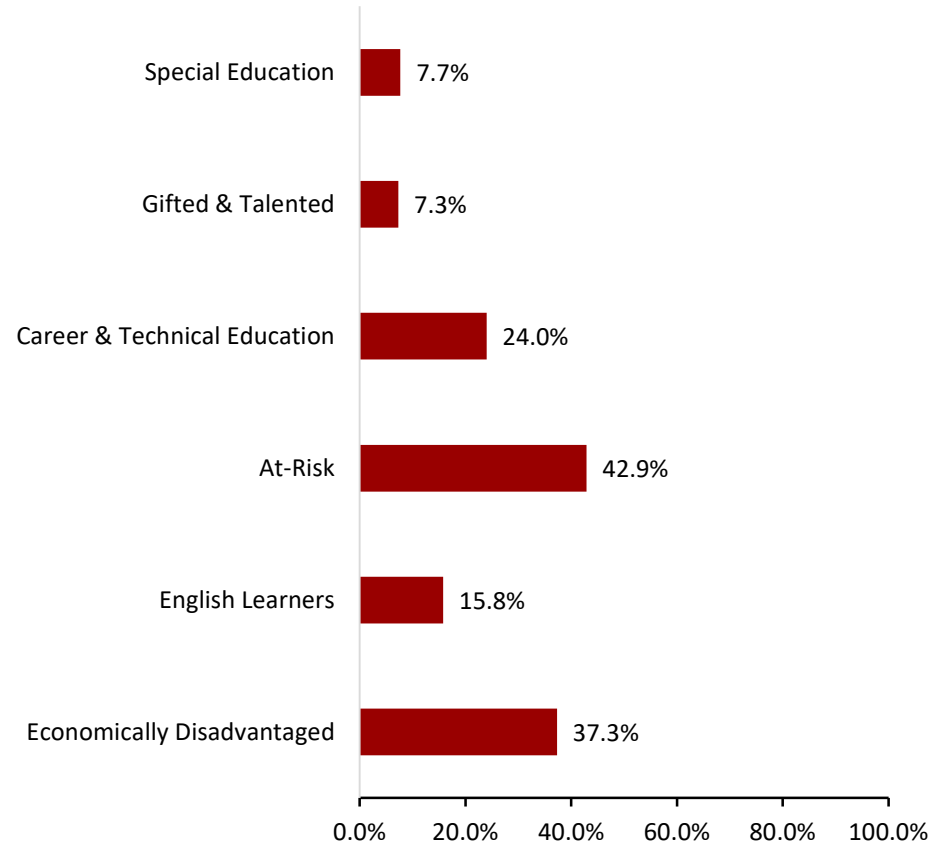
- District Accreditation Status
 - FIRST Rating – **A=Superior**
 - Accountability Rating – **Not Rated (Harvey Provision)**
 - Accreditation - **Accredited**
- Texas Academic Performance Report (TAPR)
 - Special Education Status – **Meet Requirements**
 - ASVAB Test—**Meets Requirements**
 - Campus Performance Objectives
- Report on Violent or Criminal Incidents on Campus
- Student Performance in Postsecondary Institutions

2017-18 TAPR District Profile

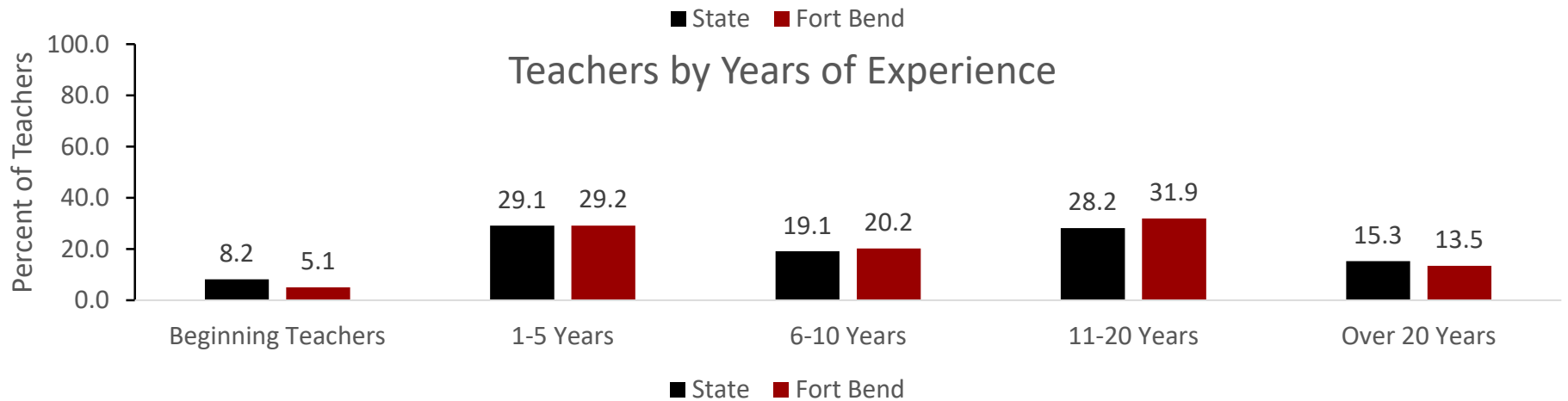
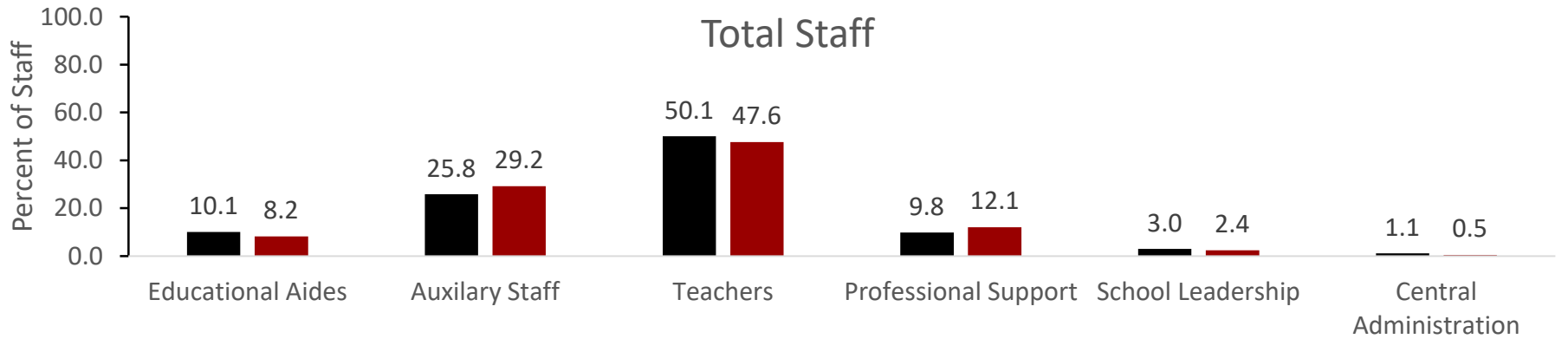
Race/Ethnicity



Program Participation



2017-18 Staff



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**

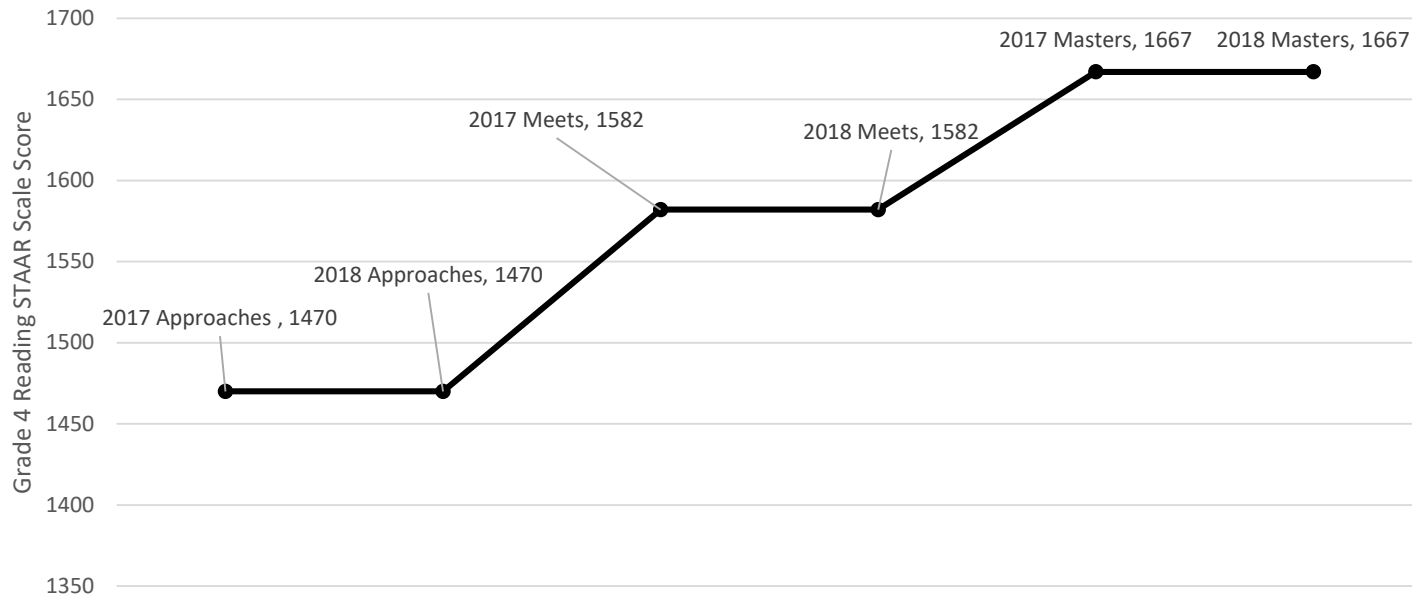
- Passing standard. Students are sufficiently prepared for the next grade level or course with some academic intervention.

- **Meets Grade Level**

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

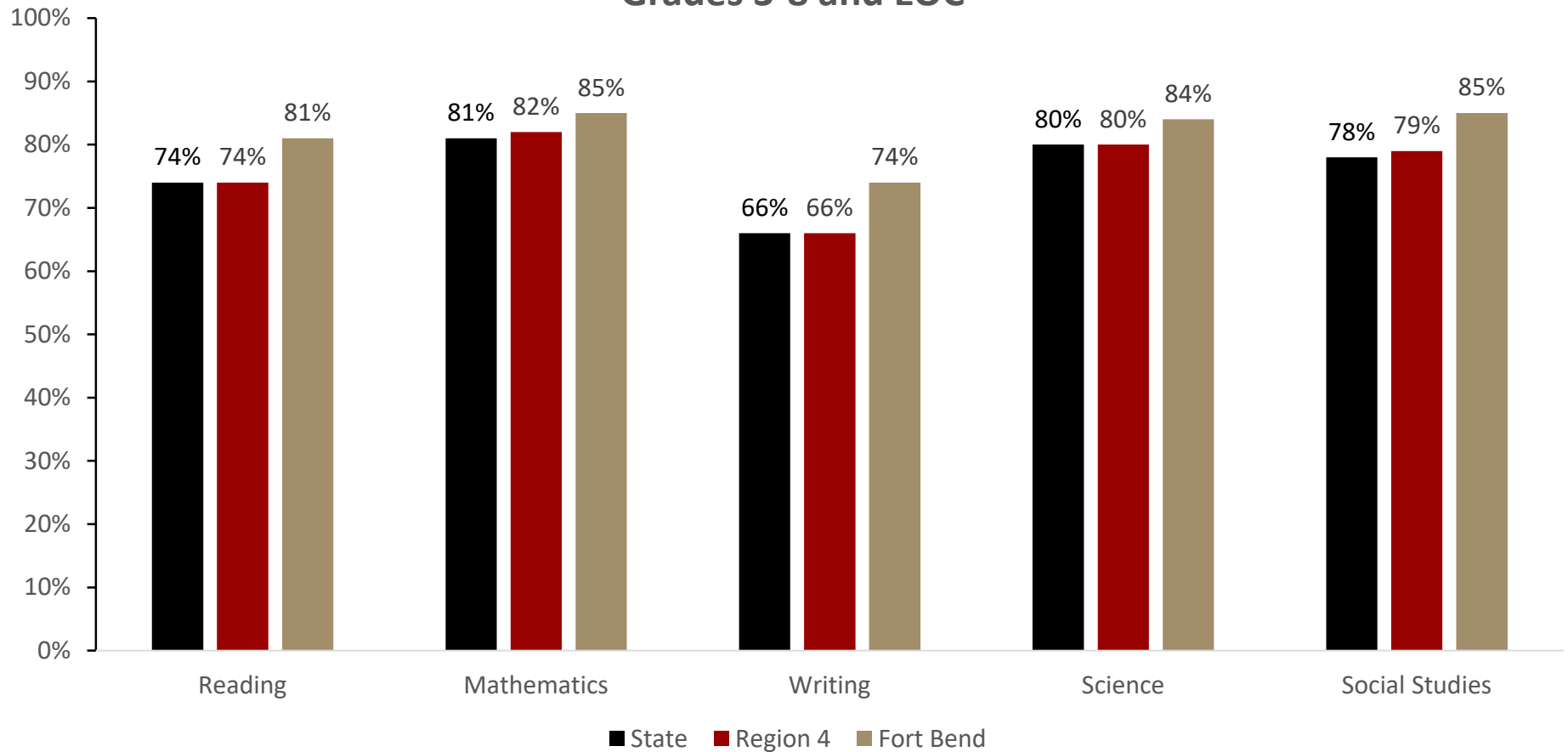
- **Masters Grade Level**

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



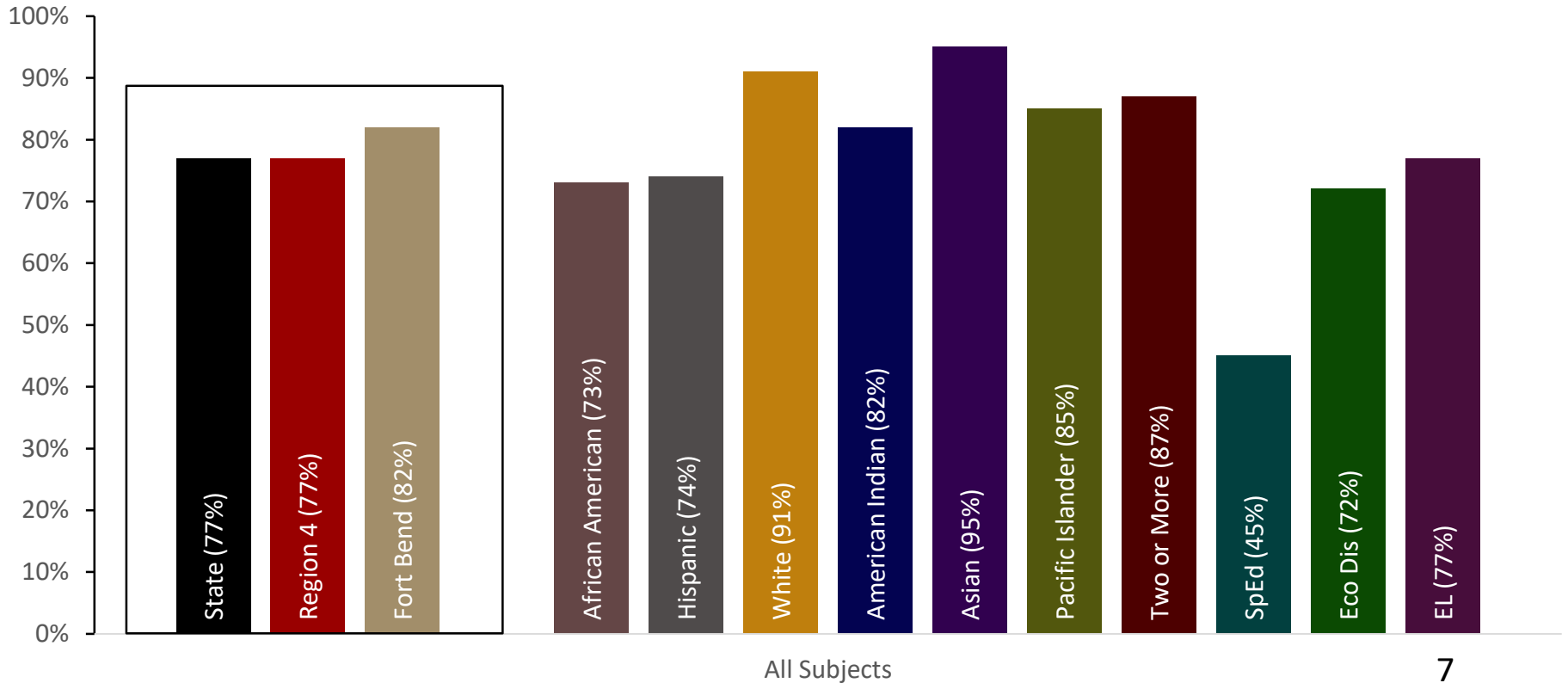
2017-18 STAAR Approaches Grade Level or Above

Grades 3-8 and EOC



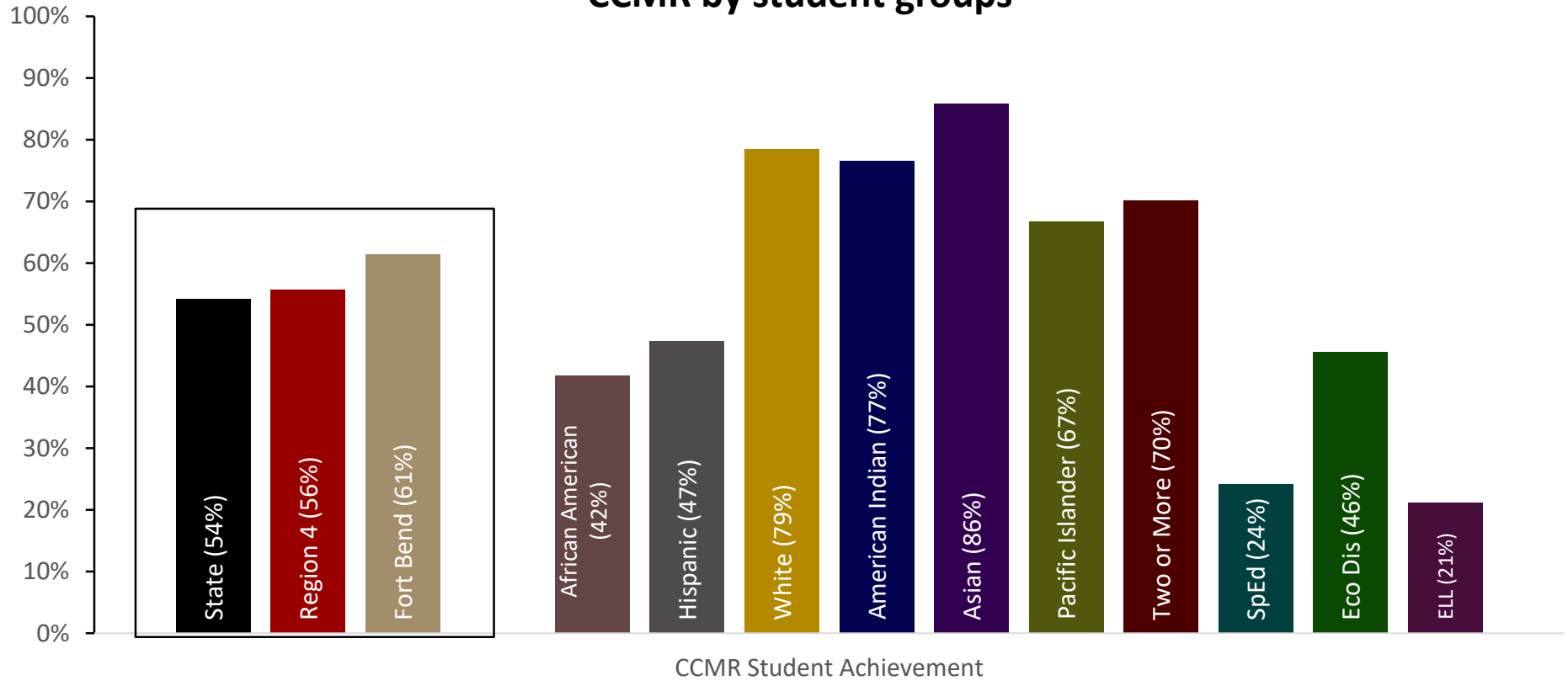
2017-18 STAAR Approaches Grade Level or Above by Student Group

Grades 3-8 and EOC



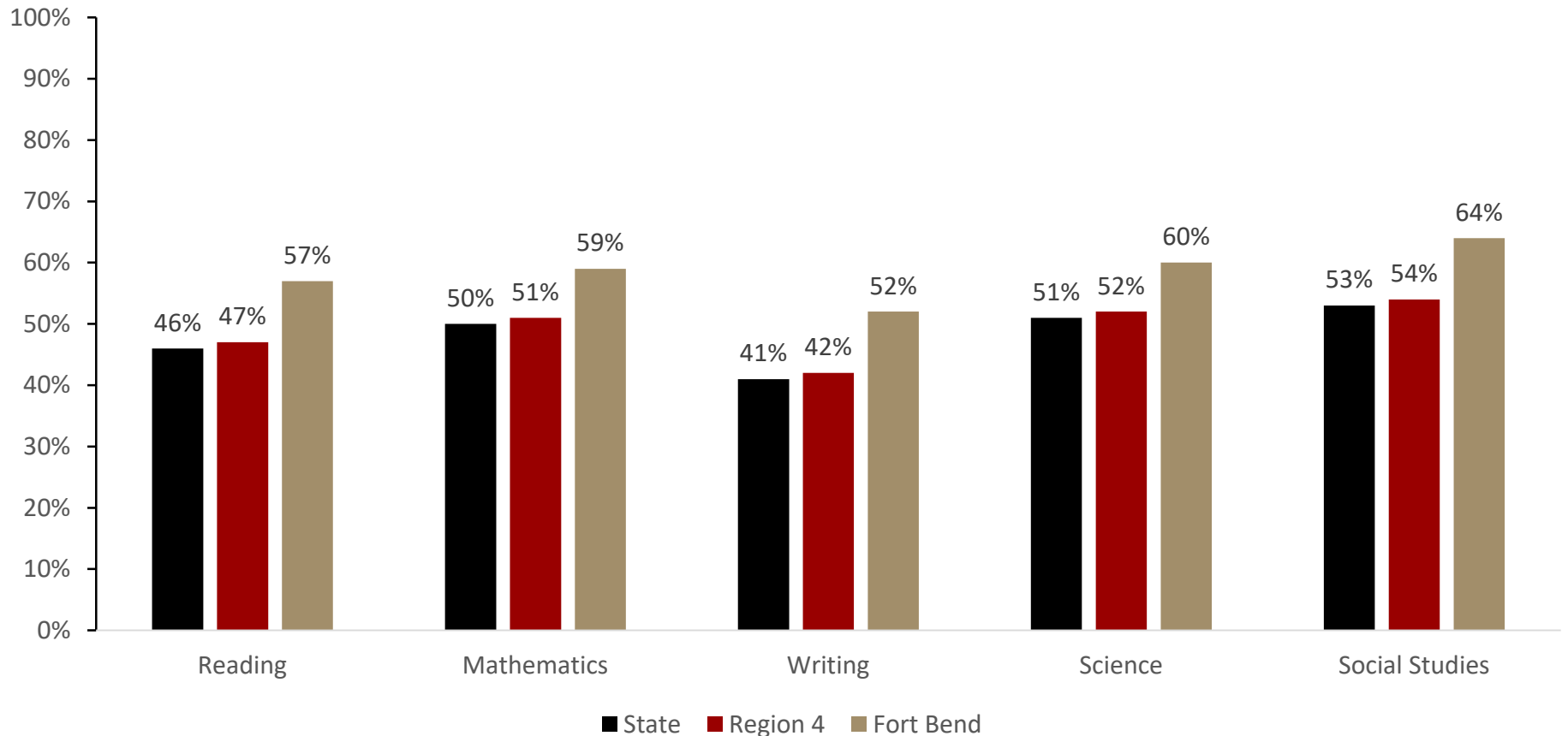
2017-18 College, Career and Military Readiness by Student Group (Student Achievement)

CCMR by student groups

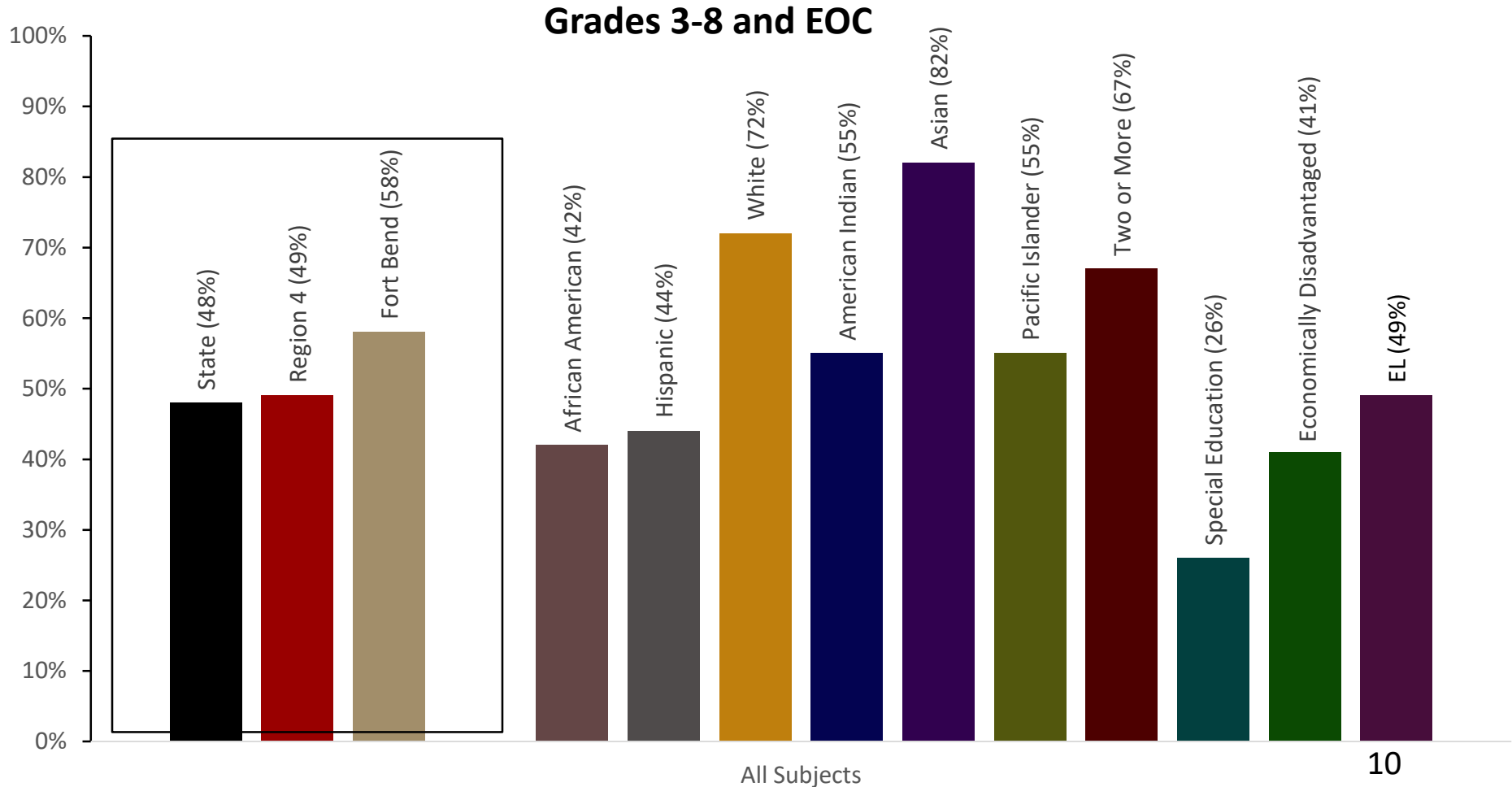


2017-18 STAAR MEETS GRADE LEVEL OR ABOVE

Grades 3-8 and EOC

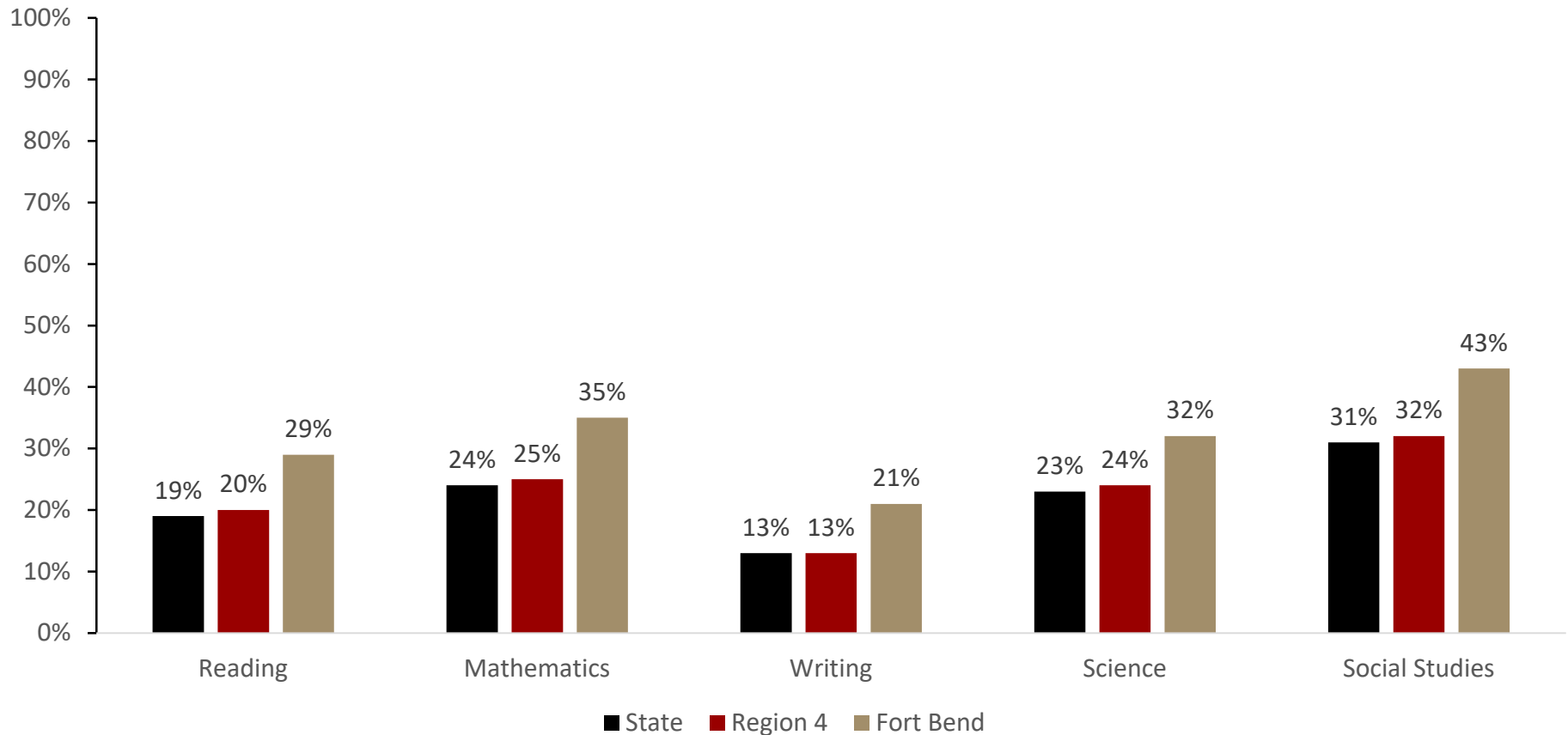


2017-18 STAAR MEETS GRADE LEVEL OR ABOVE by Student Group



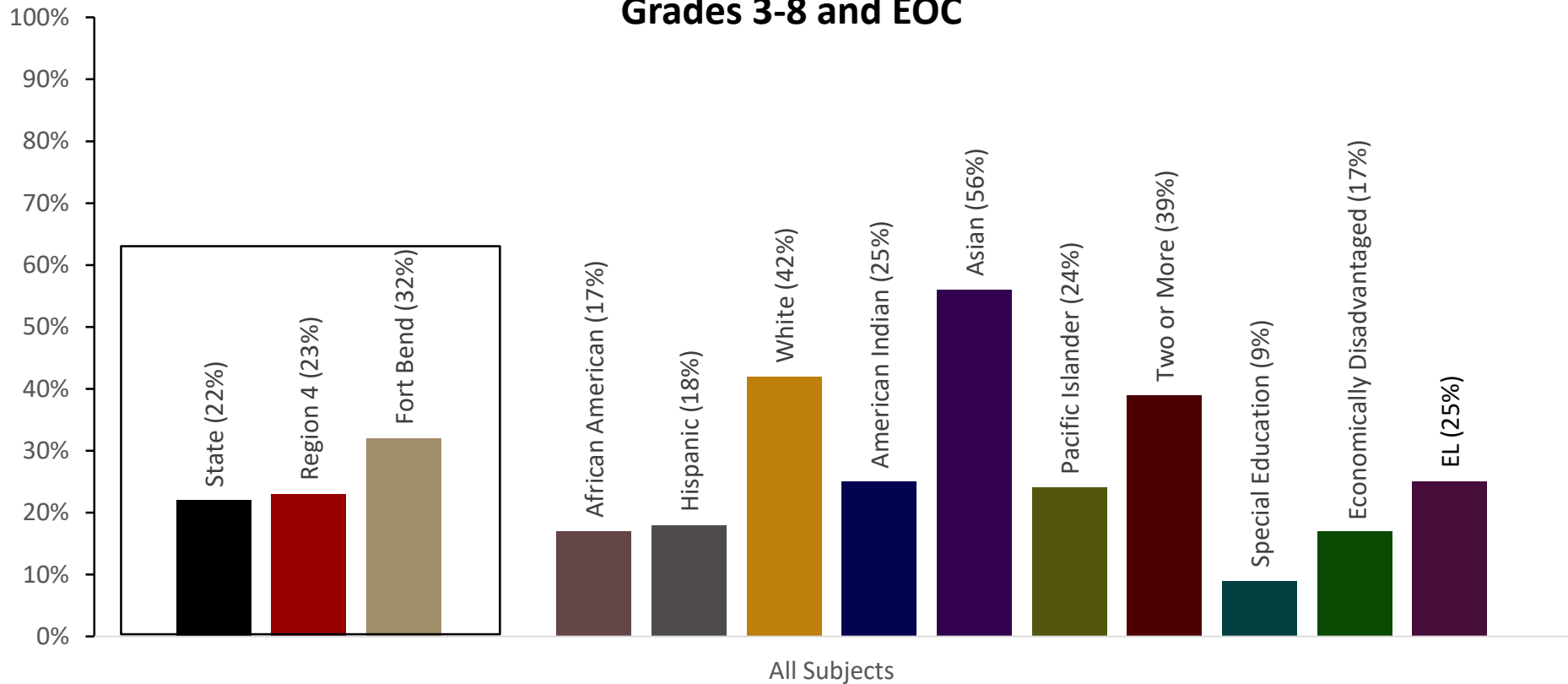
2017-18 STAAR MASTERS GRADE LEVEL

Grades 3-8 and EOC



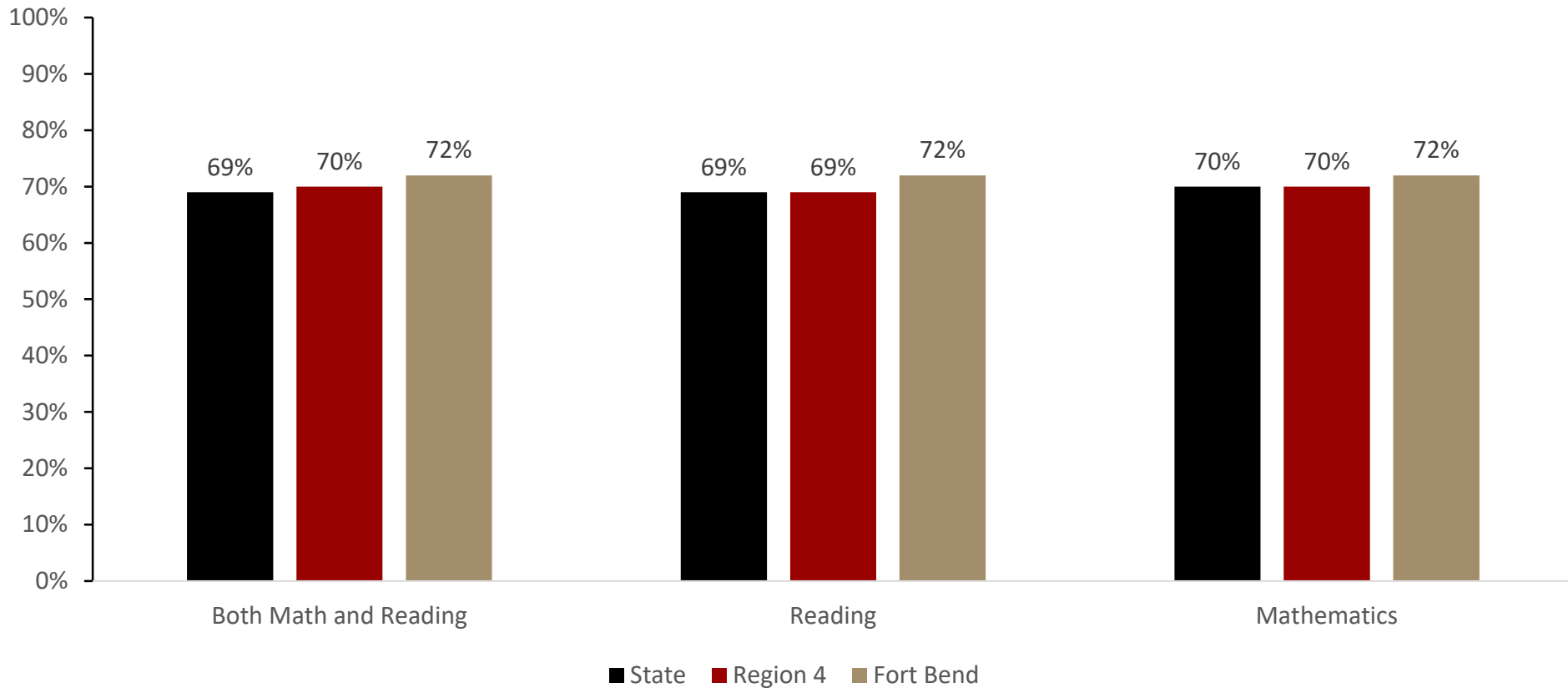
2017-18 STAAR MASTERS GRADE LEVEL by Student Group

Grades 3-8 and EOC



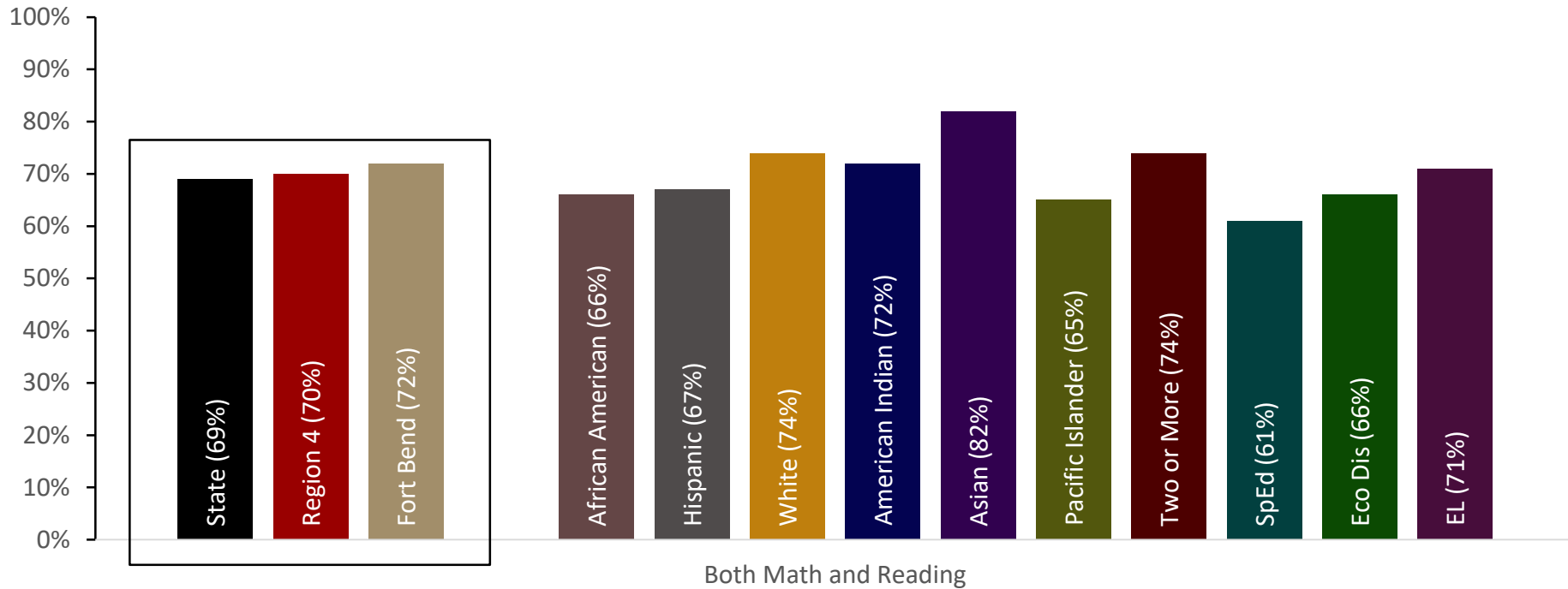
2017-18 STAAR Academic Growth by Grade and Subject

Grades 3-8 and EOC

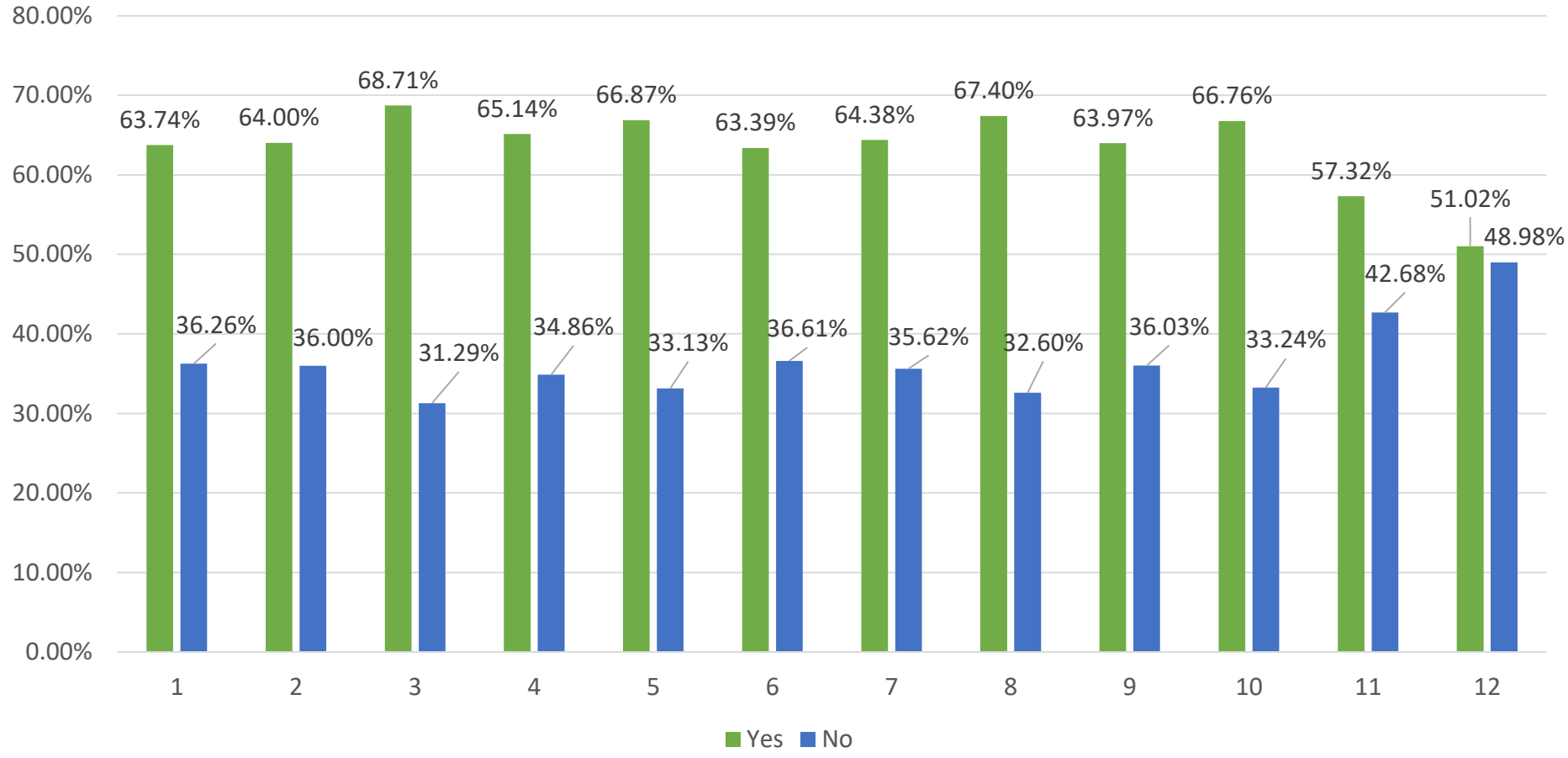


2017-18 STAAR Academic Growth by Student Group

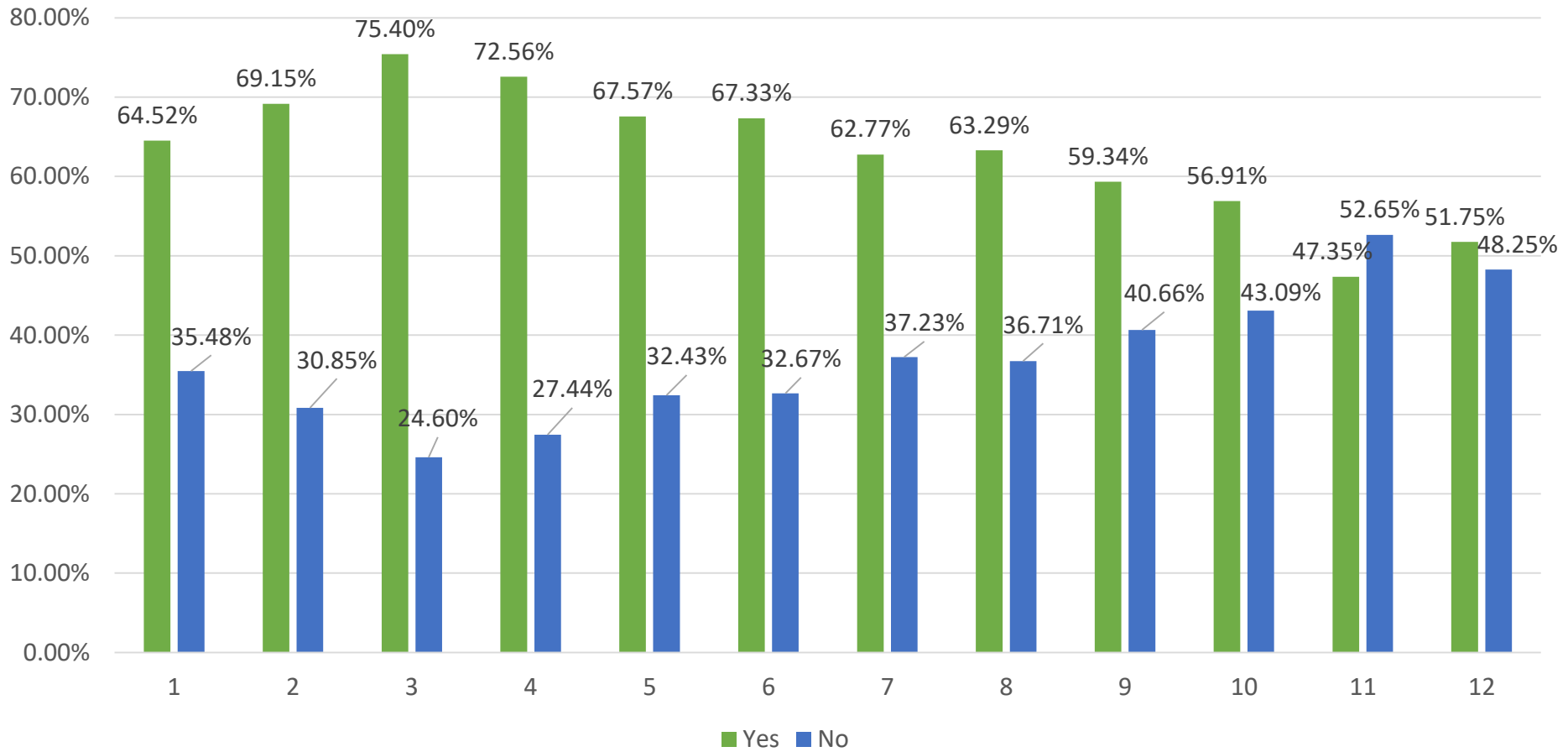
Grades 3-8 and EOC



MOY--Overall Minimum SGP: Ren360 Reading



MOY--Overall Minimum SGP: Ren360 Mathematics



FBISD 4-Year Longitudinal Graduation Rate

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

FBISD Class of 2016 Longitudinal Rate

Class of 2016	4 Year	5 Year
Graduated	94.4%	96.2%
Received TxCHSE	0.2%	0.4%
Continued HS	1.9%	0.0%
Dropped Out	3.5%	3.4%
Graduates and TxCHSE	94.6%	96.5%
Graduates, TxCHSE Graduates, TxCHSE and Continuers	96.5%	96.6%

2016-17 Annual Drop Out Rates

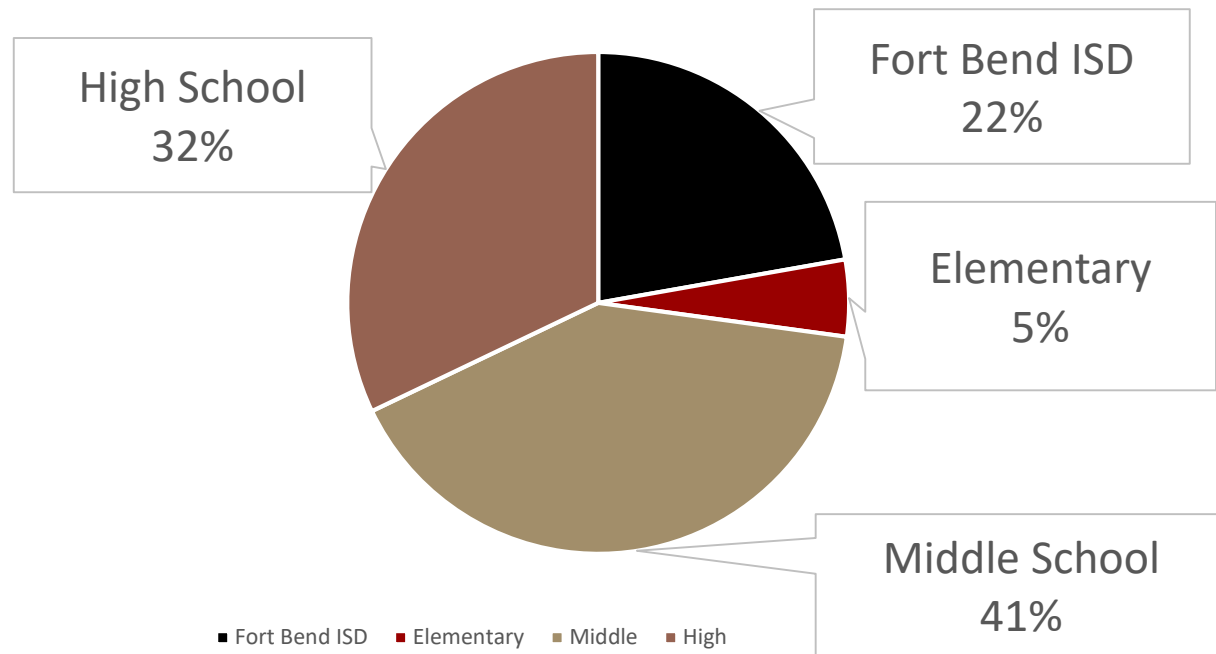
Grades 9-12	State	Region 4	Fort Bend
2016-17	1.9%	2.3%	0.8%

FBISD 4-Year Longitudinal Graduation Rate By Student Group

Graduated	2015	2016	2017
FBISD	94.3%	94.4%	95.3%
African American	92.4%	92.7%	94.2%
Hispanic	91.0%	90.9%	92.7%
White	95.7%	96.4%	95.5%
American Indian	89.5%	84.6%	93.8%
Asian	98.2%	98.5%	98.7%
Pacific Islander	100%	100%	100%
Two or More Races	97.1%	96.7%	98.5%
Special Ed	77%	77.8%	85.7%
Eco Disadvantaged	90.1%	91.4%	93.1%
EL	84.5%	80.7%	82.5%

2017-18 Violent and Criminal Incidents

Level	2017-18 Serious Incidents
Fort Bend ISD	1.8%
Elementary	0.4%
Middle	3.3%
High	2.6%



*Per FERPA, data for PEIMS Codes 08, 11,12, etc. were masked, as each category had 5 or fewer students districtwide.

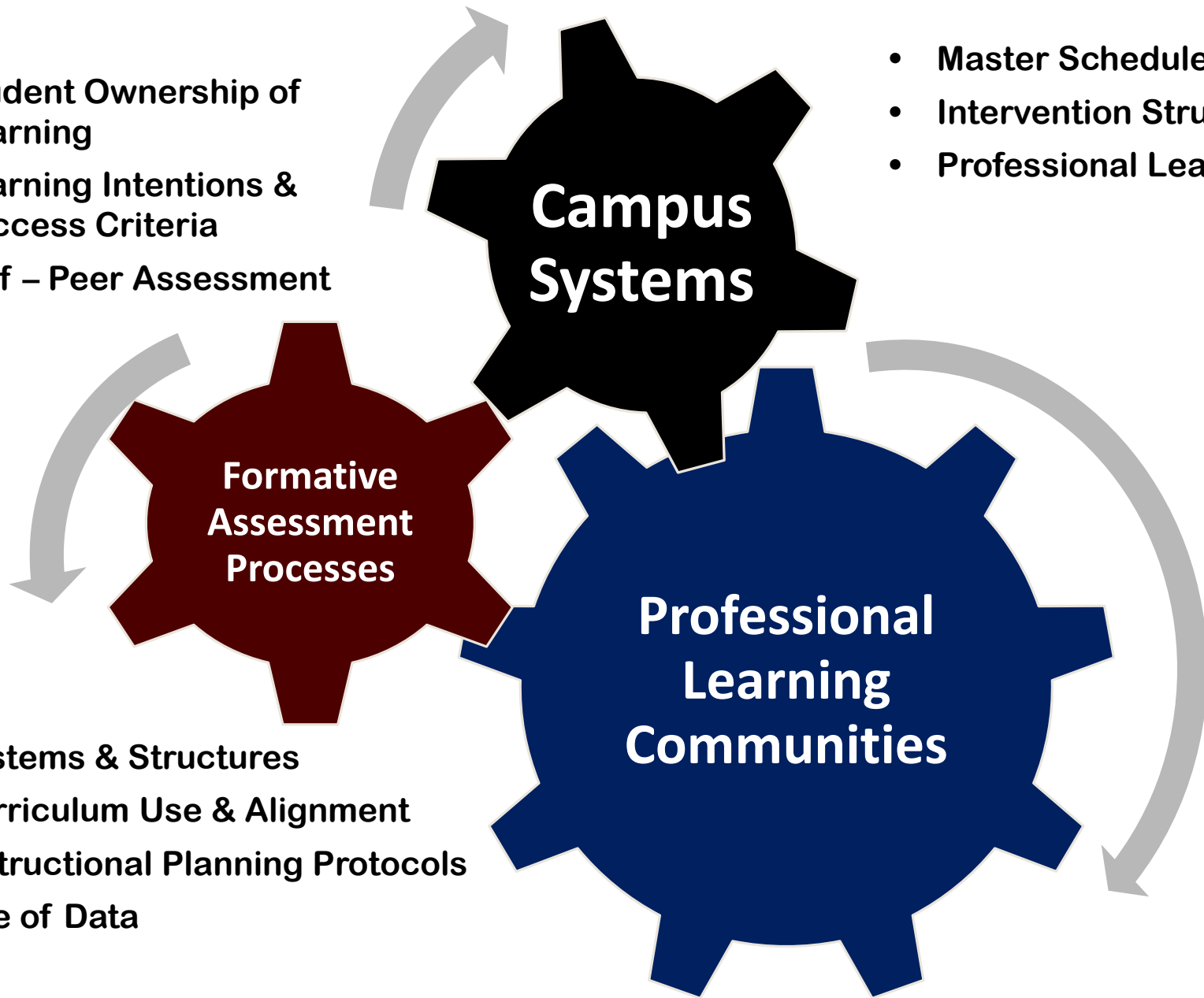
**PEIMS Codes 16, 17, etc. had no incidents districtwide.



Campus Support– Needs Assessment

- Student Ownership of Learning
- Learning Intentions & Success Criteria
- Self – Peer Assessment

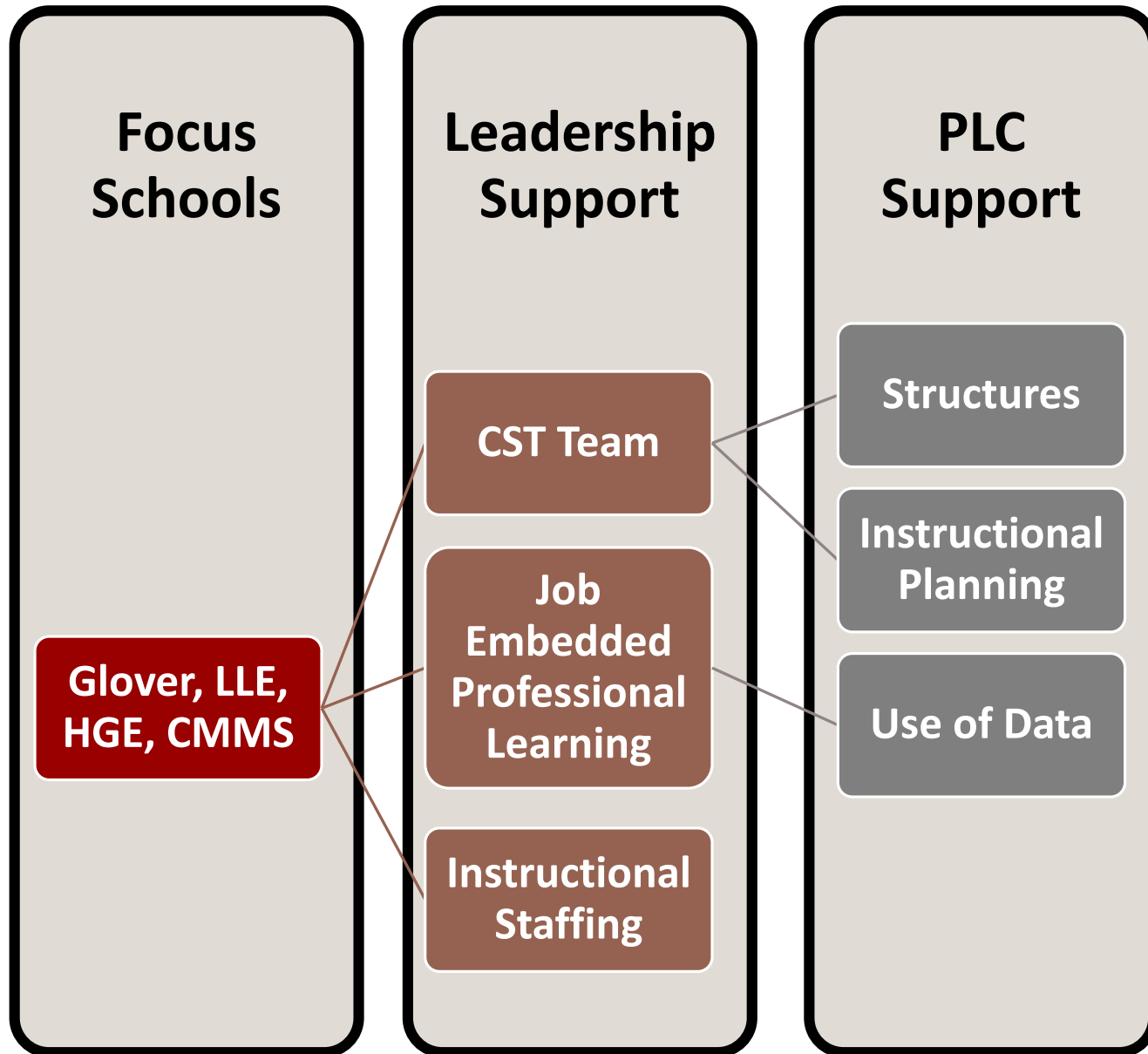
- Master Schedule
- Intervention Structure
- Professional Learning



- Systems & Structures
- Curriculum Use & Alignment
- Instructional Planning Protocols
- Use of Data



Tiered Instructional Support



2018 FBISD Comprehensive Improvement and Support Schools



The **Closing the Gaps** domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

2018--FBISD Not Rated (Hurricane Harvey Provision) Campuses

GLOVER ES

Domain II: School Progress
Domain III: Closing the Gaps

HUNTERS GLEN ES

Domain I: Student Achievement
Domain II: School Progress
Domain III: Closing the Gaps

LANTERN LANE ES

Domain I: Student Achievement
Domain II: School Progress
Domain III: Closing the Gaps

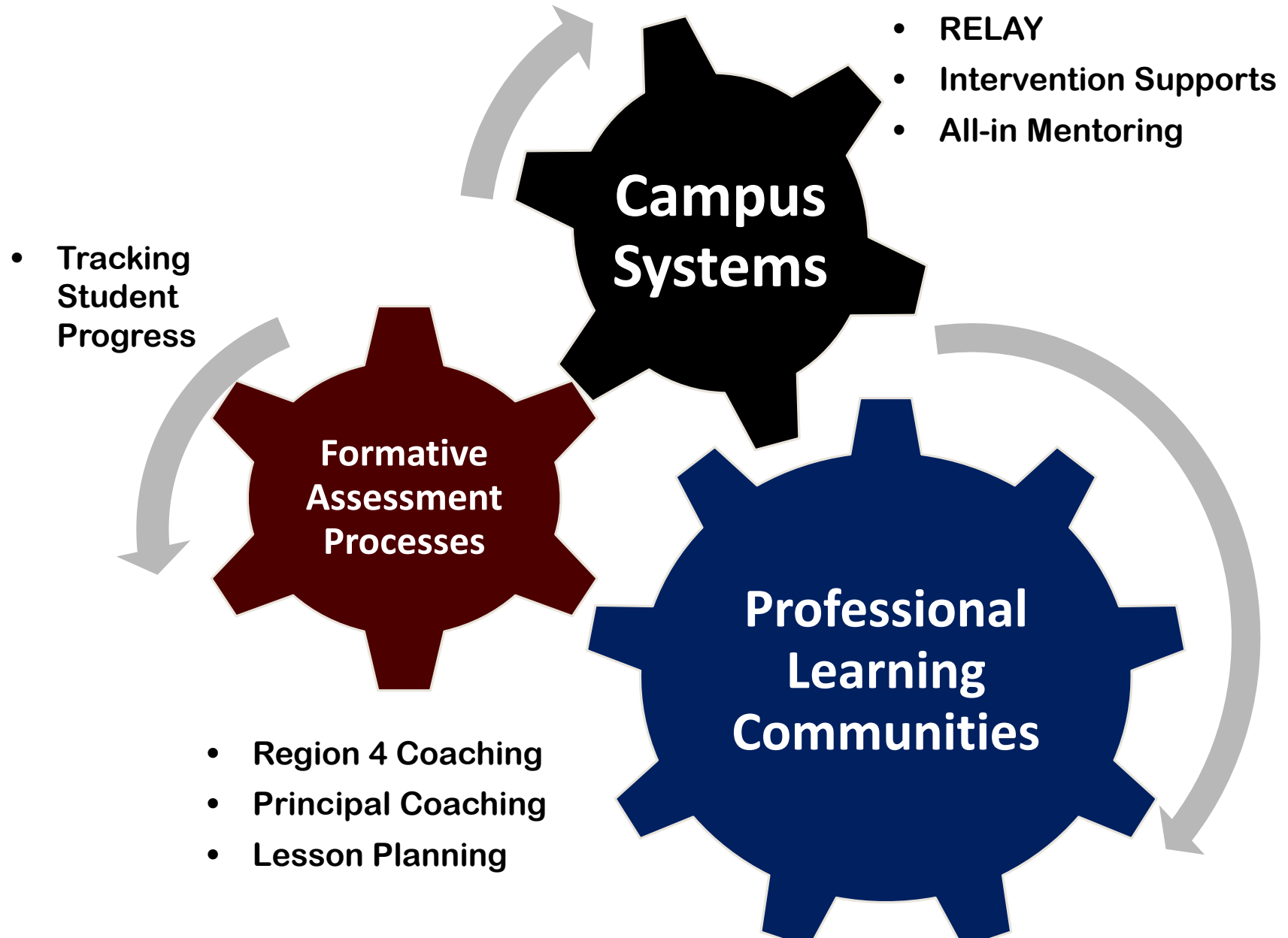
CHRISTA MCAULIFFE MS

Domain I: Student Achievement
Domain III: Closing the Gaps

Not Rated: If a campus meets at least one of the Hurricane Harvey criteria and receives an overall *Improvement Required* rating, the campus is labeled *Not Rated*.



Campus Support Response





2017-18 FBISD TAPR Report

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





Public Comments and Questions