Full Report



A TASA-CMSi Curriculum Audit™ of the Fort Bend Independent School District

February 2026

Dr. Marc Smith, Superintendent

Fort Bend Independent School District
16431 Lexington Blvd
Sugar Land, Texas 77479

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The Full Report is the summative audit report and is comprised of two sections, the Executive Summary and the Expanded Report.

The Executive Summary serves as the Introduction to the Expanded Report, but also stands alone as a high-level synthesis of the strengths and weaknesses found in the school district and the actions needed to improve. These are presented in the Executive Summary in a more accessible format and are discussed in greater detail in the Expanded Report.

The Expanded Report details the data and analyses performed in drawing the conclusions presented in the Findings of the audit. The Expanded Report also provides background information regarding the methodology used, the rationale and research applied, and presents the detailed recommendations for improving system processes and, ultimately, student learning.

Sections of the Full Report are as follows:

Executive Summary (Introduction)
District Strengths
Key Findings
Recommendations

Expanded Report
Approach of the Audit
Findings
Recommendations
Appendices

Executive Summary



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This Audit Report is comprised of two sections:

The **Executive Summary** provides an overview of the audit findings and recommendations in a short, graphic format.

The **Expanded Report** gives a more complete discussion of audit methodology and discusses the findings and recommendations at length. The Expanded Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the audit.

Fort Bend ISD Curriculum Audit by the numbers

Site Visit Date: March 24-28, 2025

175
interviews conducted with staff, administrators, board members, and parents

1,000+
documents collected for review

1,522
classrooms observed

6,496
survey responses from parents and employees

954
student work artifacts evaluated

Introduction: The CMSi Curriculum Audit



This document constitutes the Executive Summary of a Curriculum Audit of the Fort Bend Independent School District in Sugar Land, Texas. A Curriculum Audit is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as the set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district's vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

Fort Bend Independent School District is located approximately 19 miles southwest of downtown Houston, covering 170 square miles that includes almost all the city of Sugar Land, the city of Meadows Place, the Fort Bend county portion of Missouri City, Arcola, small sections of Pearland, unincorporated communities of Clodine, Four Corners, Juliff, and Fresno, and the Fort Bend County portion of Mission Bend. According to a Fort Bend ISD Demographic Study 2024-25, prepared by Population and Survey Analysts (PASA), The Texas Education Agency classifies Fort Bend ISD as a major suburban school district. The total population in the district is approximately 281,000, and the median income is $136,000. Sixty-five percent of the population has earned at least a bachelor's degree.

Fort Bend ISD is the sixth largest school district in Texas with more than 79,000 students. It is one of the most diverse school districts in the state and nation. There is almost an identical percentage of Black/African American, Hispanic, and Asian students. Families residing in the district speak more than 100 languages and dialects. Approximately 47.5% of Fort Bend ISD students are classified as economically disadvantaged for the 2024-25 school year, 20.3% as emergent bilingual, 15.4% as special education, and 6.9% are classified as gifted and talented.

System Purpose for Conducting the Audit

Fort Bend ISD is committed to providing a high-quality, equitable, and standards-aligned education that equips all students to pursue futures beyond what they can imagine. With new leadership at the helm and renewed vision for academic excellence, innovation, and student achievement, the district seeks to conduct a comprehensive Curriculum Audit™ to assess and strengthen instructional programs.

The purpose of this audit is to:

1. **Evaluate Alignment** – Assess the alignment of curriculum, instruction, and assessments with state standards and best practices.
2. **Identify Gaps and Redundancies** – Determine areas where curriculum gaps, redundancies, or inconsistencies may exist across grade levels and subject areas.
3. **Assess Equity and Accessibility** – Ensure that all students, including those from diverse backgrounds and learning needs, have access to rigorous and culturally responsive instructional materials.
4. **Review Instructional Effectiveness** – Analyze how the curriculum supports evidence-based teaching practices and student learning outcomes.
5. **Support Data-Driven Decision Making** – Provide recommendations based on data analysis to enhance curriculum development, instructional resources, and professional learning opportunities for educators.

CMSi Audit History

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit represents a "systems" approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. Auditors closely examine and evaluate the interrelationships of system departments, levels, and related processes to determine their impact on the overall quality of the organization in accomplishing its primary purpose of improving student learning.

The audit process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research." An audit is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report to district leaders that summarizes district strengths, audit findings, and the auditors' recommended actions for improvement.

Curriculum Audits have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the audit process and biographical information about the audit team are covered in the Appendices.

Audit Scope of Work

The audit's scope is centered on curriculum and instruction, as well as any aspect of operations within a school system that enhances or hinders curriculum design and/or delivery. The audit is an intensive and focused "snapshot" evaluation of how well a school system such as Fort Bend Independent School District has been able to set valid directions for pupil accomplishment and well-being; concentrate its resources to accomplish those directions; and improve its performance, however contextually defined or measured, over time.

The Curriculum Audit does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and were, therefore, unable to learn. In some cases, ancillary findings from a Curriculum Audit are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to successfully meet student needs.

The Curriculum Audit centers its focus on the main business of schools: teaching, curriculum, and learning. Auditors use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect a management system that is ideal, but not unattainable. They describe working characteristics that any complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves its objectives.

The five focus areas employed in the TASA-CMSi Curriculum Audit™ are:

1. **District Vision and Accountability:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.
2. **Curriculum:** The school district has established clear and valid objectives for students and clientele.
3. **Consistency and Equity:** The school district demonstrates internal consistency and rational equity in its program development and implementation.
4. **Feedback:** The school district uses the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
5. **Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The auditors report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area and what specific action steps are recommended for revising areas needing improvement. These findings and their corresponding recommendations are presented in detail in the expanded report.



Fort Bend ISD Strengths

Through this audit, FBISD aims to develop a clear and actionable roadmap for continuous curriculum improvement, ensuring that all students receive a high-quality education that fosters critical thinking, creativity, and academic achievement.

1. Diversity
2. District Leadership
3. Employees Focused on the Best Interest of Students
4. Supportive Parents and Community
5. Magnet Academies

"Fort Bend ISD is a strong, diverse district with a focus on student success, offering a rigorous academic foundation and strong character development, as well as a commitment to provide quality education and resources." (Parent)

1 Diversity

When asked in interviews about the strengths of Fort Bend ISD, people most often said, "diversity." The district is among the most diverse in the state and the nation. By percentage, Black/African American, Hispanic, and Asian students are close to equally represented in the student population. More than 100 languages and dialects are spoken by students, parents, and citizens. The diversity of the students, parents, and staff within Fort Bend ISD exposes students to a variety of perspectives and opinions that enhance critical thinking skills and prepare students for an increasingly global workforce.

2 District Leadership

The leadership of Dr. Marc Smith, Fort Bend ISD Superintendent, was mentioned often by school employees in interviews. Board policy says that the board believes the district achieves the highest levels of student achievement and operational excellence when the superintendent and board lead as a high performing "Team of Eight." Board members and the superintendent have undergone training and are working to build trust and cohesiveness. The superintendent and board are viewed as having a strong vision for the district and are implementing increased accountability.

3 Employees Focused on the Best Interest of Students

During interviews and on surveys, auditors heard about central office administrators, campus administrators, teachers, and other employees who work hard to provide the best education possible for district students. Staff at all campuses visited by the auditors were observed doing what they thought was best for their students. A culture of caring was noted as a strength of the district.

4 Supportive Parents and Community

Families, staff, and students take great pride in being a part of Fort Bend ISD. Families stay within the area, are invested in the school district, and many long-time district employees are graduates of district schools. Parents and community organizations offer strong partnerships with the district. Local businesses, nonprofits, and civic groups collaborate with the district to provide valuable resources, mentorship opportunities, and sponsorships that support student success. District voters approved $484 million in bonds in 2014, $699.6 million in 2018, and $1.26 billion in 2023.

5 Magnet Academies

Fort Bend ISD offers several magnet academies for high school students to provide specialized learning communities with concentrated and robust course pathways comprised of career and academic classes. These include a Digital Media Academy, Engineering Academy, Global Studies Academy, International Business and Marketing Academy, Math and Science Academy, and Medical Science Academy. A separate P-TECH and Early College High School and Middle School GT Academy are also offered by the district.





Key Focus Areas

1. **District Vision and Accountability:** Vision is foundational for establishing a framework for all decision making throughout the district and for ensuring that those decisions move the district in a single direction toward its established mission and goals. These goals and expectations must be clearly defined in policy to establish the parameters within which decisions across the various levels, departments, and campuses/schools are made. A functional organizational structure is also needed to assure that all personnel have defined responsibilities that do not overlap and to assure accountability at all levels. Accountability is essential in coordinating efforts and supporting efficacy across the system.

2. **Curriculum:** Written curriculum, as the most critical tool to support high quality teaching and learning, not only defines high levels of student learning, but also supports teachers with suggestions on how to deliver differentiated, student-centered instruction that is responsive to students' needs, backgrounds, and perspectives. A strong curriculum assists teachers in meeting the needs of their students more effectively by prioritizing and defining essential learning targets in measurable terms and providing the formative assessment tools needed to diagnose and monitor student learning. Strong written curriculum also promotes equity by clarifying for teachers what on-level learning looks like.

3. **Consistency and Equity:** All students in the system should have equal access to programs and services, and no students should be excluded from the regular classroom environment at rates that are not commensurate with their peers. Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful academically. Under Consistency and Equity, auditors also examine the degree to which the educational program and its supporting programs, such as ELL, Special Education, or Gifted, are defined and implemented with consistency across the system.

4. **Feedback:** Within the context of student learning expectations and a clear vision for how students should be engaged and demonstrate their learning in the classroom, having aligned assessments that measure progress and provide feedback on the strengths and weaknesses of the system is of prime importance. The audit expects school systems to have common, aligned formative assessment tools that provide teachers and building leaders with clear and specific feedback regarding student progress and learning needs. A coordinated system must be in place for data to be collected, interpreted, and accessed by teachers so that they have valid information for planning instruction.

5. **Productivity:** When all aspects of system operations are functional and effective, productivity should be evident within existing financial constraints. Over time, as the system improves and each department and school builds stronger components that work in coordination, leaders are able to allocate resources more effectively and adjust programming so that ineffective initiatives are terminated or modified in accordance with data. Support systems necessary for effective operations are clearly tied to district goals and vision, and district facilities are likewise supportive of the educational program.

What We Found

The following section presents a summary of the areas where there is the greatest need for improvement and growth in the Fort Bend Independent School District.

The Fort Bend ISD Audit Report contains 18 findings in the 5 focus areas applied to the district for the Curriculum Audit™. Auditors determined these findings represent the most significant issues facing the district. Summaries of the findings are presented below. Each finding is detailed in the comprehensive full report.

Focus and Measure Campuses

In the fall of 2024, Fort Bend ISD identified 20 campuses that had been historically underperforming, with academic performance that had not kept pace with other Fort Bend ISD campuses. The campuses were identified by the Department of School Leadership in consultation with the Department of Teaching and Learning. These Focus and Measure Campuses will be referenced throughout the full audit report.

In **Focus Area 1**, auditors looked at **District Vision and Accountability** in Fort Bend ISD. Auditors found that the district does not have adequate control over its personnel and programs through board policies, administrative regulations, and organizational structure as depicted in the table of organization and described in job descriptions. Policy is the primary means by which the board of trustees governs the district (see **Finding 1.1**). Overall, policy is not adequate to direct curriculum management and other important areas of district operations. Policy does not specify which decisions should be tightly held at the district level, and which can be loosely held at the campus level. The tables of organization violate several rules of organizational management, including logical grouping of functions and full inclusion. More than half of job descriptions analyzed by auditors were rated as adequate in the components reviewed. Many job descriptions need to be reviewed or revised to address issues such as chain of command to clarify supervisory responsibilities (see **Finding 1.2**). Planning is evident in Fort Bend ISD. The district has a Strategic Plan, District Improvement Plan, and campus improvement plans. The current school year budget was adopted during the summer of 2024, yet the District Improvement Plan for the 2024-25 school year was not adopted until February 2025, and campus improvement plans were not adopted until March 2025. These plans should be developed and adopted prior to the beginning of the school year. Plans should be developed and approved prior to budgeting to ensure that funds are available to implement improvement strategies (see **Finding 1.3**).

"There is too much autonomy, not enough structure and accountability. Our culture of kindness and grace makes it difficult to hold people accountable. There is too much comfort and not enough urgency." (Campus Administrator)

In **Focus Area 2**, auditors analyzed the district **Curriculum**. High quality curriculum must be available for all courses taught at every grade level for all students to master the curriculum. Fort Bend ISD has a curriculum management plan. The plan is not comprehensive enough to direct the design, delivery, evaluation, and revision of a quality curriculum (see **Finding 2.1**). The scope of the written curriculum is adequate for core and non-core elementary curriculum, and adequate for middle school non-core curriculum. The curriculum scope is inadequate for middle school core courses and both core and non-core high school courses (see **Finding 2.2**). Auditors found the district curriculum guides to be inadequate for planning instruction, with no curriculum guide in the district meeting the quality standard. Auditors examined a sample of the resources identified in the curriculum

guides for content, context, and cognition alignment. The majority of resources were aligned for content with identified standards/objectives. Few of the resources were found to be at the higher levels of cognition. The rigor of resources needs to be increased.

"Our ELA curriculum, at least in elementary school, has not been updated in many years and does not meet the rigor of the TEKS. Pacing is also an issue." (Teacher)

In **Focus Area 3**, auditors looked at **Consistency and Equity** across the district. In Fort Bend ISD, instructional expectations (see **Finding 3.1**) are expressed in various documents. Auditors determined the written expectations for instructional delivery, then visited 1,522 classrooms to observe instruction. During classroom visits, auditors often observed low-level worksheets and lower than desired levels of cognition. On a survey, over 95% of responding teachers agreed that differentiation is necessary to meet the needs of students. Yet, differentiation was seldom observed in Fort Bend ISD classrooms. Fort Bend ISD has identified 20 Focus and Measure campuses that have historically underperformed. Notable differences in the instructional delivery practices at these campuses were observed. Teachers at the Focus and Measure campuses were more frequently observed to use large group teacher-centered instruction and spend more time in the initial phases of content-specific instructional models. Students on these campuses were observed to spend less time writing, speaking, and reflecting on their learning than students on other campuses. Auditors reviewed student work artifacts selected by Fort Bend ISD teachers (see **Finding 3.2**). Most artifacts were on grade level for content. They were primarily at the lower levels of cognitive rigor, and less engaging contexts were found at all core subject areas analyzed and in all grade levels. Students were rarely asked to write or justify processes or answers in mathematics classrooms. When analyzing instructional monitoring practices, auditors found evidence of monitoring activities, but effectiveness is limited by the lack of a district plan and process to provide direction and consistency (see **Finding 3.3**). The number and percentage of Emergent Bilingual students is increasing in Fort Bend ISD. Auditors found several delivery models in place to serve Emergent Bilingual students, but the design and delivery of the program does not provide sufficient support for teachers as they plan and deliver instruction. Auditors found that adequate resources are lacking to allow Emergent Bilingual students to fully participate in the district curriculum (see **Finding 3.4**). Auditors determined that a number of inequities exist, including access to the curriculum and disproportionate representation in special programs and extra-curricular activities. Almost a fifth of Fort Bend ISD teachers responding to a survey did not see their students as fully capable, and about a fourth did not feel responsible for their students' achievement. Teachers' beliefs about their students significantly impact how well students perform academically. Teachers' expectations shape their interactions with students, significantly influencing educational outcomes.

"One significant change I would advocate for is the implementation of equity measures across all schools. This encompasses equal access to resources, such as advanced coursework and extracurricular activities, and ensuring students get the tailored support they need. Provide tutoring for struggling students, and foster inclusive environments that celebrate diversity. Improve funding for under-resourced schools." (Campus Administrator)

Focus Area 4 covers **Feedback** in Fort Bend ISD. In **Finding 4.1**, auditors examined student assessment planning. A student assessment plan and process ensure that students are appropriately assessed, and the resulting data are used to make informed decisions to improve student learning and improve productivity in other important areas of district operation. Auditors found that the district's assessment plan is not adequate to provide direction for effective student assessment planning and data analysis. Students should be assessed in all content areas through both formative and summative assessments. Formative assessment should provide teachers with diagnostic data used to adapt instruction to meet student needs. The scope of assessment is not adequate to provide comprehensive feedback to optimize student learning (see **Finding 4.2**). Fort Bend ISD students exceed state averages overall on state assessments. Significant disparities exist across student and ethnic groups that will persist without targeted interventions (see **Finding 4.3**). The district has not developed and implemented a comprehensive system for using formative data to inform teaching and to measure instructional effectiveness (see **Finding 4.4**).

"We have just allowed our low performing schools to be below, and now our high performing schools are coming down." (Central Office Administrator)

In **Focus Area 5**, **Productivity** was analyzed by auditors. Productivity can be defined as doing more with the same human and fiscal resources or doing the same with fewer resources. Auditors requested documentation of a formal process to select, implement, and evaluate programs/initiatives. Although a comprehensive program monitoring and evaluation plan is in place, Fort Bend ISD personnel had evaluated only a limited number of programs at the beginning of the 2023-24 school year. There is no formal plan or process to initially select programs. Programs involve significant human and fiscal capital and should be carefully selected, then monitored and evaluated. Productivity is diminished by the number of district programs/initiatives that are not formally evaluated. Fort Bend ISD implemented a Comprehensive Professional Learning Plan in 2018-19. However, it does not meet enough quality characteristics to be effective. During interviews and on surveys, employees questioned the effectiveness of professional development. The primary purpose of employee performance reviews should be feedback for improved performance. Auditors analyzed 50 randomly selected teacher and 10 principal performance reviews. Recommendations for improvement were seldom provided (see **Finding 5.1**). The district budget is well managed, but exhibits no characteristics of being performance-driven. Cost-benefit data are not often available to make budgetary decisions since the number of program evaluations performed annually is low (see **Finding 5.2**). Facility planning is evident in Fort Bend ISD. However, many facility issues exist, including some overutilized campuses and a large number of underutilized campuses, high cost to educate students on campuses with low student enrollment, utilization of portable buildings offering inadequate learning environments, and economic isolation of students on campuses with high percentages of economically disadvantaged students (see **Finding 5.3**).

"We expected to grow more, but enrollment has stabilized. The district thought about closing some schools due to decreasing enrollment to improve budgetary issues and save money. When talking about closing schools, it has been brutal in FBISD." (Central Office Administrator)



There are so many teachers developing or purchasing random materials. Even though we have a scope and sequence, there is no consistency from one campus to the next. (Teacher)

We are a high performing district with some low performing campuses. We don't talk about them very much. (Central Office Administrator)

The curriculum is hard to follow and has too many clicks for teachers to maneuver. Resources are lacking or missing entirely from the curriculum. When teachers are forced to supplement materials and resources, it can cause teacher burnout and inconsistency across the district on what/how things are being taught. (Campus Support Staff)

Student achievement across the district for all learners needs to improve. (Board Member)

We need a strategic professional development plan for all roles and all levels of experience. We always say, 'the Fort Bend way,' but people coming in don't know what that is. (Campus Administrator)

We have 83 school districts. Our schools have a lot of autonomy. (Central Office Administrator)

Key Recommendations

The recommendation section of this report is important since it provides detailed actions to be taken to address the issues reported in the findings. Actions for the 18 findings are organized into five recommendations. The auditors are confident that this audit report will provide the foundations for improvement efforts. Future progress will depend, in part, on the district leaderships' willingness to make the tough decisions incorporated in the audit recommendations, including the willingness of the governing board to allocate fiscal resources and political support necessary to implement the recommendations.

1. Increase control of human and fiscal resources through comprehensive board policies and supportive administrative regulations to provide clear direction for the educational program and operational functions; establish accountability with improved organizational structure through revised tables of organization and job descriptions; and improve planning at the district, department, and campus levels.

2. Revise the curriculum management plan to guide alignment of the design, use, monitoring, modification, and evaluation of a deeply aligned written, taught, and tested curriculum for all courses. Provide a high quality written curriculum for all district courses.

3. Embrace diversity and commit to providing equal access for all student groups to high quality curriculum, rigorous and engaging instruction, as well as co- and extra-curricular activities that enhance the overall school experience. Develop and implement one instructional model to be used, along with the curriculum, to more effectively plan for and deliver the curriculum. Establish and implement standards and procedures for monitoring the delivery of the curriculum.

4. Develop and implement a formative and summative assessment program to cover all courses at all grade levels. Utilize assessment data as feedback to improve curriculum, teaching, and learning, and to give direction for ongoing curriculum revision and improvement.

5. Modify the current program evaluation system to determine effectiveness and cost-benefit of services, practices, programs, and innovations to increase human and fiscal productivity—return on investment. Utilize data as feedback for initiation, modification, continuation, or termination of programs and instructional practices. Utilize cost-benefit data from program evaluations to implement a performance-driven budgeting process to focus resources on priorities.

Recommendations

The following are summaries of recommended actions to address the areas most needing improvements as identified in the audit findings.

Recommendation 1 addresses the need to communicate board expectations for curriculum management and other areas of district operations through revised and new board policies. The superintendent should then develop or revise administrative regulations to provide specifics to employees on board policy implementation. Policy adoption and administrative regulation development should focus on Curriculum Audit™ findings and recommendations. Policy should address those decisions that are tightly held at the district level, and those that can be loosely held at the campus level. Tables of organization should be modified to conform to the principles of sound organizational management. All employee positions should have a quality job description to clarify expectations, establish accountability, and establish supervisory roles. Planning and plans need to be improved at all levels, and planning timelines need to be modified so that resources needed to implement plans are identified and included in the budget before it is adopted.

Recommendation 2 begins with a recommendation to develop and implement a comprehensive curriculum management plan to direct the design, development, delivery, monitoring, evaluation, and revision of the curriculum. This plan will promote clear direction for a comprehensive system establishing deeply aligned, quality curriculum for all courses. This curriculum will facilitate teacher delivery of district learning objectives, and ensure that students have access to rigorous, standards-based curriculum in all classrooms. The curriculum should provide instructional resources, strategies, and assessments aligned to the content, context, and cognitive type of each objective. The design of curriculum should support instructional differentiation. There should be sufficient distributed practice for student learnings over time to embed new learning into long-term memory, with reteaching and enrichment as needed. District leaders should determine which curriculum decisions will be tightly held at the district level, and which will be loosely held at the campus level.

Recommendation 3 begins with instructional expectations. A mastery learning model needs to be implemented to facilitate effective curriculum delivery as expected by the district, and provide differentiation based upon data. Hold high expectations for all students, provide a higher level of rigor and student engagement, and include real world contexts. Utilize technology to enhance student engagement, differentiation, and learning. Define expectations for instructional monitoring of curriculum delivery. A primary role of campus administrators should be monitoring instruction, providing useful feedback, and asking reflective questions. District leaders need to develop a comprehensive plan to eliminate existing barriers to some student groups' (e.g., special education, emergent bilingual, gifted and talented, economically disadvantaged, student subgroups, etc.) equal access to learning opportunities, and to routinely examine equity-related data such as found in the Curriculum Audit™ to detect unintentional practices that could result in disparities.

Recommendation 4 deals with the use of data as feedback for improvement. An assessment plan and process need to be developed and implemented to make high-quality, deeply aligned assessments available for all district courses. Board policy and administrative regulation are needed to provide for a comprehensive student assessment and program evaluation plan. District curriculum documents should contain explicit connections to assessment for each learning objective. Assessment results regarding the effectiveness of curriculum and instruction should be analyzed and utilized to make changes for improvement, leading to increased productivity.

Recommendation 5 deals with increased productivity in the use of human and fiscal resources. The current program evaluation process needs to be revised and expanded to determine the effectiveness and cost-benefit of district programs and initiatives by including a program selection process and expanding the number of program evaluations performed annually. Decisions can then be made related to continuation, modification, or selective abandonment of programs based on effectiveness. Plans and processes need to be improved to increase the productivity of several areas of operations that require a significant amount of fiscal and human resources, as well as time. This includes professional development for all employees planned based upon data and providing follow-up and support, and annual employee performance reviews with a primary purpose to provide feedback leading to improved performance. A performance-driven budgeting system needs to be implemented. Some funding may need to be shifted from lower to higher priority budget items. The district has long-range facility planning in place, yet many facility issues remain. Long-range plans to address these facility issues need to be developed and implemented.





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Expanded Report



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February 2026

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CMSi Curriculum Audit™

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Sugar Land, Texas

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Approach

Central Question for the Audit:

To what extent has the Fort Bend Independent School District established a coordinated, valid, and comprehensive system to manage the design, development, implementation, and evaluation of curriculum?

Focus Areas

The auditors have developed five focus areas based on the feedback and data requested by district leaders.

Following are the five areas, with the specific feedback requested:



District Vision and Accountability

The school district has a clear vision and demonstrates its control of resources, programs, and personnel.



Curriculum

The school district has established clear and valid objectives for students and clientele.



Consistency and Equity

The school district has demonstrated internal consistency and rational equity in its program development and implementation.



Feedback

The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.



Productivity

The school district has improved its productivity and efficiency, particularly in the use of resources.

City and District Background

In January 1822, a group of settlers on board the ship "The Lively" landed at the mouth of the Brazos River. These settlers, joined by a few others, then traveled inland and settled along the Brazos River in what would become Fort Bend County. William Little built a one-room log cabin on the west bank of the river called a "fort" by the settlers. The cabin eventually became known as Fort Bend. Fort Bend County was founded on December 29, 1837.

Beginning in the 19th century, the Sugar Land area was home to a large sugar plantation situated in the fertile floodplain of the Brazos River. Following the consolidation of local plantations into Imperial Sugar Company in 1908, Sugar Land grew steadily as a company town and incorporated as a city in 1959. Since then, Sugar Land has grown rapidly along with other cities around Houston, with large-scale development of master-planned communities contributing to population growth since the 1980s.

District History

Fort Bend ISD was created by the consolidation of the Sugar Land ISD and Missouri City ISD in 1959. Sugar Land ISD was formed in 1918 and was expanded by adding Sartartia Common School and Clodine Common School in 1948. Missouri City ISD was formed from Missouri City Common School, House Common School, and Mustang Common School.

In 1969, Fort Bend ISD had 1,000 students, and its enrollment was increasing. Between 1979 and 1997, a new high school opened at intervals no more than five years apart. The district became the fastest growing school district in Texas. The district student enrollment grew from 70,931 students during the 2013-14 school year to 80,206 in 20023-24. During this time, the district constructed 11 new campuses.

Fort Bend ISD is the largest employer in Fort Bend County with more than 10,000 district employees.

District Accountability Ratings

The State of Texas, via the Texas Education Agency (TEA), annually rates Texas public school districts academically through the Academic Accountability System (AAS) based on student performance on the *State of Texas Assessments of Academic Readiness (STAAR)* in three domains: (1) student achievement, (2) school progress, and (3) closing the gaps. Ratings on the AAS system range from A (best) to F (worst).

The Texas Education Agency also monitors and rates the annual performance of public school districts' special education and bilingual education/English as a second language (ESL) programs through the Results Driven Accountability (RDA) System. Districts may be rated as Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

The district's ratings for the past six years are shown in the following exhibit.

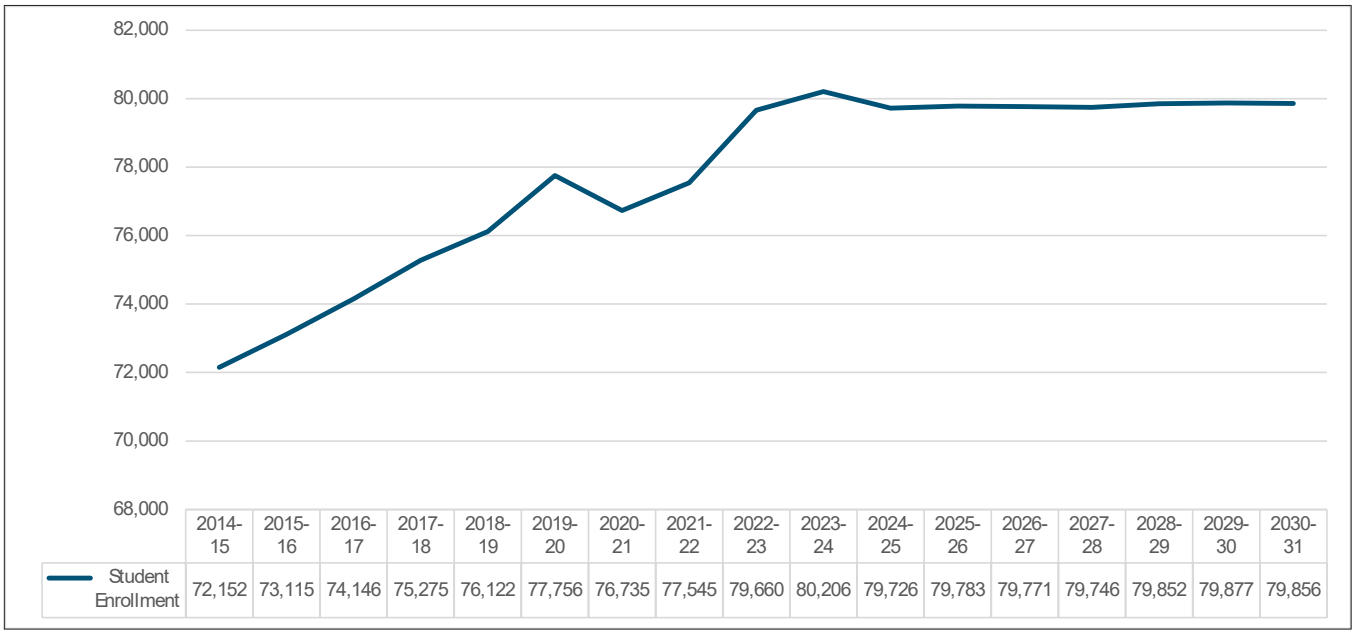
Exhibit 0.1: Fort Bend ISD's Ratings on Academic Accountability System and Results Driven Accountability System, 2019-20 to 2024-25

Rating System	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
STAAR	B	*	*	C	**	B
RDA (SpEd)	Needs Assistance	Needs Assistance	Needs Assistance	Needs Assistance	Needs Assistance	Meets Requirements
RDA (BE/ESL/EB)	Needs Assistance (DL2)	Needs Assistance	Needs Assistance	Meets Requirements	Needs Assistance	Meets Requirements
Note: *Not rated due to state of disaster (COVID-19 Pandemic), **Pending based on judicial rulings						
Data Source: Texas Education Agency Accountability Rating System, Results Driven Accountability System, Fort Bend ISD						

The Fort Bend ISD Academic Accountability Rating was a B in 2019-20, declined to a C in 2022-23, and improved to a B in 2024-25. Districts were not rated in 2020-21 or 2021-22 due to the COVID pandemic and were not rated in 2023-24 due to pending judicial rulings. The RDA rating was Meets Requirements in 2024-25 after being rated Needs Assistance in each of the prior five years. The RDA rating for BE/ESL/EB was Meets Requirements in 2024-25 after being rated Needs Assistance in four of the five prior years.

Student Enrollment Trends

Exhibit 0.2: Fort Bend ISD Historic and Projected Student Enrollment, 2014-15 through 2030-31



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Student Enrollment	72,152	73,115	74,146	75,275	76,122	77,756	76,735	77,545	79,660	80,206	79,726	79,783	79,771	79,746	79,852	79,877	79,856

Data Source: Population and Survey Analysts (PASA) demographic study reports

Student enrollment in Fort Bend ISD increased significantly from 2014-15 to 2019-20, declined from 2019-20 to 2020-21 due to COVID, then increased from 2020-21 to 2023-24. Student enrollment is predicted to be stable for the foreseeable future.

Campus/Grade Level Information

Exhibit 0.3: Fort Bend ISD Campuses, Grade Level Arrangements, Enrollment, and Percent Total Economically Disadvantaged

Campus/Grade Level Arrangement	*Current Year Student Enrollment	**Percent Total Economically Disadvantaged
High Schools (9-12)		
Austin High School	2,615	36.7%
Bush High School	2,403	67.1%
Clements High School	2,644	18.5%
Crawford High School	1,046	62.7%
Dulles High School	2,151	43.7%
Elkins High School	2,830	29.3%
Hightower High School	2,277	59.3%
Kempner High School	1,846	61.4%
Marshall High School	1,636	72.1%

Campus/Grade Level Arrangement	*Current Year Student Enrollment	**Percent Total Economically Disadvantaged
High Schools (9-12) (Cont.)		
Ridge Point High School	2,787	21.8%
Travis High School	3,084	37.8%
Willowridge High School	1,166	79.2%
Middle Schools (5-8)		
Baines Middle School	1,390	36.1%
Bowie Middle School	1,493	36.5%
Crockett Middle School	1,281	69.5%
Dulles Middle School	1,257	55.1%
First Colony Middle School	1,269	27.6%
Fort Settlement Middle School	1,510	12.1%
Garcia Middle School	1,457	38.7%
Hodges Bend Middle School	798	78.8%
Lake Olympia Middle School	1,083	67.2%
McAuliffe Middle School	805	91.1%
Missouri City Middle School	920	80.8%
Quail Valley Middle School	990	43.0%
Sartartia Middle School	1,387	22.4%
Sugar Land Middle School	948	63.6%
Thornton Middle School	1,772	41.7%
Elementary Schools (PK-5)		
Armstrong Elementary School	511	83.6%
Austin Parkway Elementary School	577	32.6%
Barrington Place Elementary School	438	61.1%
Bhuchar Elementary School	753	21.8%
Blue Ridge - Briargate Elementary School	562	80.8%
Brazos Bend Elementary School	733	41.8%
Burton Elementary School	659	77.3%
Colony Bend Elementary School	538	41.3%
Colony Meadows Elementary School	671	17.3%
Commonwealth Elementary School	673	11.5%
Cornerstone Elementary School	755	11.6%
Drabek Elementary School	581	57.4%
Dulles Elementary School	675	70.50%
Ferguson Elementary School	744	22.2%
Fleming Elementary School	461	79.4%
Glover Elementary School	352	83.1%
Goodman Elementary School	837	83.4%
Heritage Rose Elementary School	1,314	72.0%
Highlands Elementary School	547	41.4%
Holley Elementary School	683	81.0%

Campus/Grade Level Arrangement	*Current Year Student Enrollment	**Percent Total Economically Disadvantaged
Hunters Glen Elementary School	241	81.9%
Jones Elementary School	544	81.2%
Jordan Elementary School	424	68.8%
Lakeview Elementary School	355	51.5%
Lantern Lane Elementary School	447	74.7%
Leonetti Elementary School	915	20.3%
Lexington Creek Elementary School	504	43.3%
Madden Elementary School	928	23.2%
Malala Elementary School	1,138	26.4%
Meadows Elementary School	438	60.0%
Mission Bend - Glen Elementary School	454	82.6%
Mission West Elementary School	519	80.0%
Neill Elementary School	1,255	35.5%
Oakland Elementary School	822	41.3%
Oyster Creek Elementary School	842	62.3%
Palmer Elementary School	806	54.3%
Parks Elementary School	677	70.8%
Patterson Elementary School	801	67.7%
Pecan Grove Elementary School	652	30.7%
Quail Valley Elementary School	595	58.2%
Ridgegate Elementary School	437	96.8%
Ridgemont Elementary School	343	96.4%
Scanlan Oaks Elementary School	720	19.8%
Schiff Elementary School	815	36.5%
Seguin Elementary School	915	65.4%
Settlers Way Elementary School	694	35.1%
Sienna Crossing Elementary School	1,045	19.0%
Sugar Mill Elementary School	574	51.8%
Sullivan Elementary School	1,058	11.1%
Townewest Elementary School	471	82.7%
Walker Station Elementary School	801	20.9%
Specialty Schools		
Fueling Brains Academy	15	93.3%
Hunters Glen Early Literacy Center	209	84.4%
M.R. Wood Center for Learning	143	66.4%
Progressive High School	192	76.0%
Reese Career and Technical Center	951	57.0%
Ridgemont Early Literacy Center	405	93.7%
Total	***81,054**	*****49.6%**

*Data Source: *Student enrollment - Fort Bend ISD, percent total economically disadvantaged for each campus - Fort Bend ISD.*
****Percent total economically disadvantaged - Texas Education Agency Academic Performance Reports (TAPR) 2023-24*

Fort Bend ISD has 12 high schools, 15 middle schools, 51 elementary schools, and six specialty schools. Student enrollment includes 26,485 high school students, 18,360 enrolled in middle school, 34,294 in elementary school, and 1,915 in specialty schools.

Student Group Information

Exhibit 0.4: Fort Bend ISD Student Groups, 2019-20 to 2024-25

Student Group	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	Percent Change
Economically Disadvantaged	43.5%	42.3%	47.8%	50.3%	49.6%	47.5%	4%
Emergent Bilingual Students/EL	15.9%	16.9%	18.5%	20.6%	21.7%	20.3%	4.4%
Program Enrollment							
Special Education	10.0%	10.8%	11.2%	12.2%	13.9%	15.4%	5.4%
Gifted/Talented	6.8%	6.9%	6.4%	6.5%	6.6%	6.9%	.1%
Bilingual/ESL	15.5%	10.8%	18.1%	20.1%	21.1%	19.6%	4.1%
Race and/or Ethnicity							
Hispanic	26.7%	26.4%	26.6%	26.7%	26.7%	26.6%	-0.1%
White	15.7%	14.8%	14.7%	13.8%	13.2%	12.7%	-3.0%
Black/African American	27.1%	27.5%	27.8%	27.8%	27.8%	27.9%	0.8%
Asian	26.5%	27.3%	26.7%	27.3%	27.6%	28%	1.5%
Two or More Races	3.4%	3.5%	3.7%	3.9%	4.1%	4.2%	0.8%
American Indian	0.4%	0.4%	0.4%	0.5%	0.4%	0.5%	0.1%
Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%

Data Source: Texas Education Agency Academic Performance Report (TAPR) – 2019-20 to 2024-25

Economically Disadvantaged student in Fort Bend ISD increased from 43.5% in 2019-20 to 47.5% in 2024-25. Emergent Bilingual students increased from 15.9% to 20.3% during the same time period. Program enrollment for Special Education and Bilingual/ESL increased during the six year period displayed. Fort Bend ISD diversity is shown in this exhibit with 28% Asian, 27.9% African American, and 26.6% Hispanic students enrolled in 2024-25.

Focus and Measure Campuses

In the fall of 2024, Fort Bend ISD identified 20 campuses that had been historically underperforming, with academic performance not keeping pace with other Fort Bend ISD schools. The campuses were designated Focus and Measure campuses by the Department of School Leadership in consultation with the Department of Teaching and Learning.

Staff Information

Fort Bend ISD staffing information for the 2024-25 school year is shown in the following exhibit. The district had a total of 10,437.2 employees.

Exhibit 0.5: Staff Information, 2024-25

Category	Count	District Percent	State Percent
Professional Staff	6,610.2	63.3%	63.8%
Teachers	4,958.5	47.5%	48.3%
Professional Support	1,254.2	12%	10.8%
Campus Administration (School Leadership)	333.5	3.2%	3.4%
Central Administration	64.1	0.6%	1.2%
Educational Aides	1,153.7	11.1%	10.7%
Auxiliary Staff	2,673.3	25.6%	25.5%
Librarians & Counselors (Headcount)			
Full-Time Librarians	71.0	n/a	n/a
Part-Time Librarians	8.0	n/a	n/a
Full-Time Counselors	178.0	n/a	n/a
Part-Time Counselor	12.0	n/a	n/a
Total Staff	**10,437.2**	**100%**	**100%**

Note: Some totals may not equal 100% due to rounding.

Data Source: Texas Education Agency Academic Performance Report (TAPR) 2023-24

The Fort Bend ISD percentage of teachers and campus administrators in 2024-25 was slightly lower than the state percentage. The district central administrator percentage was 0.6% compared to 1.2% in the state.

District Leadership

Exhibit 0.6: Fort Bend ISD Board Members, Position, and Tenure

Board Member	Position	Tenure
*Kristin Tassin, President	6	2024-2027
Rick Garcia, Vice-President	3	2022-2025
David Hamilton, Secretary	7	2022-2025
Angie Hanan	1	2020-2026
Adam Schoof	2	2024-2027
Dr. Shirley Rose-Gilliam	4	2020-2026
Sonya Jones	5	2023-2026

Note: Board members as of March 2025. *Kristin Tassin was elected to the Board of Trustees in 2014 and served for six-and-a-half years, elected Board Secretary in 2015 and Board President 2016-18.

The superintendent of the Fort Bend ISD is Dr. Marc Smith, who has served in this position since January 2024. Dr. Christie Whitbeck served as superintendent from October 2021 to December 2023. Dr. Charles Dupree served from 2013 to 2021.

Findings

FOCUS AREA ONE: The School District Has a Clear Vision and Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local school board establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. Such a framework enables the district to create meaningful assessments and use student learning data as a critical factor in determining the overall success of the educational program.

Although educational program control and accountability are often shared among different components of a school district, ultimately, fundamental control of and responsibility for a district and its operations rest with the school board and top-level administrative staff.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area One: District Vision and Accountability

Under Focus Area One, auditors review the scope and quality of policy (governance) and planning across the school system. A school system meeting TASA-CMSi Curriculum Audit™ Focus Area One is able to demonstrate its control of resources, programs, and personnel so it can realize its vision and mission.

Common indicators include:

- A clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice;
- A curriculum policy framework that:
  - Is centrally defined and adopted by the board of trustees,
  - Establishes an operational framework for management that permits accountability,
  - Reflects state requirements and local program goals,
  - Reflects the necessity to use achievement data to improve school system operations, and
  - Defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission;
- A curriculum that is centrally defined and adopted by the board of trustees;
- A functional administrative structure that coordinates and facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals;
- A direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- Organizational development efforts that are focused to improve system effectiveness.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area One**. Details follow within separate findings.

Board Policy EG(LOCAL)—Curriculum Design and other policies provide some direction for curriculum management and other areas of district operations. Board policies and administrative regulations need to be revised and/or developed to communicate the board's expectations for managing the important functions related to curriculum design and delivery (see **Finding 1.1**).

The district's organizational charts and job descriptions do not provide leadership with the information needed to control the deployment of human capital to achieve the district mission and goals. Issues with organizational charts are related to chain of command, full inclusion, scalar relationships, separation of line and staff, and logical grouping of functions. Although most job descriptions were rated as adequate, many need to be revised and clarified (see **Finding 1.2**).

Planning is evident as a Strategic Plan, a District Improvement Plan, and campus improvement plans have been developed. Plans are not adequate to guide curriculum efforts to achieve higher levels of learning for all students and facilitate other desired district improvements. The District Improvement Plan and campus improvement plans were not adopted until the beginning of the second semester of the 2024-25 school year (see **Finding 1.3**).

Finding 1.1: District policies do not provide optimum control over curriculum management functions or establish sufficient accountability for accomplishing the district's vision and priority goals.

The primary purpose of a school board is to govern the district by directing processes, programs, and financial resources needed to educate students. Adopting policies is a major board responsibility for creating guidelines for all decisions regarding who is to do what and how. Clearly written comprehensive policies are essential for communicating the district's vision and philosophy and for establishing guidance for all staff to act in accordance with the district's vision to achieve its priority goals. Policies as the first source documents that provide guidance to administration and staff need to be specific and easy to reference. Administrative regulations provide the necessary detail for implementation of board policies, giving clear direction for processes and parameters for decision making.

Policies embody district priorities that are tightly held (non-negotiable) and are not subject to revision without board action. Policies state the board's vision and expectations for achieving the district mission, beginning with the end in mind. District control of these tightly-held priorities permit the loosely-held means to align to the intended district outcomes, thus achieving board expectations. The following exhibit illustrates the relationship and balance between the two categories of decision making – district-level and campus-level—that impact all focus areas of the audit.

Exhibit 1.1.1: Curriculum Management Audit Center Decision-Making Matrix

Tightly-held (Non-negotiable) *District Level*	Loosely-held (Aligned to the Tightly-held but Negotiable by School) *School/Classroom Level*
Ends (Curriculum and Aligned Assessments)	**Means (Instruction and Programs)**
• Vision, Mission (district, program-specific) • Goals (district goals, program goals) • Philosophy, Beliefs about education (district) • Priorities (district, program) • Standards, objectives for students • Curriculum—Outcomes/Student Expectations/ Objectives • Assessment—aligned to curriculum, criterion-based, benchmark, formative, and diagnostic (progress-monitoring, skill checks, performance-based)	• Differentiation of when students (individual and groups) get which standards/outcomes/student expectations/objectives • Processes, procedures • Instructional strategies • Resources, textbooks, etc. • Program implementation • Groupings • Staffing
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Much of the work at schools requires some flexibility for campus leaders to respond adequately to the needs of students. However, those matters that schools can decide on their own must still align with the district's overarching vision, goals, and expectations. Without these tightly-held expectations in place, no framework exists to ensure that decisions are being made in alignment with the district mission and vision. Those matters that are loosely held, when implemented, must produce positive results. Policy plays a critical role in establishing this framework and specifying the board's expectations, beliefs, and vision.

The auditors first examined the development, approval, and implementation processes for board policies. Fort Bend ISD policies are assigned to the Board Policy Committee, consisting of three Trustees who are responsible for drafting and ensuring implementation of district policies. The district subscribes to the Texas Association of School Boards' (TASB) bank of LEGAL policies from which to select for adoption and board approval; updates to the TASB policies do not require board approval. LOCAL policies can be generated at the TASB or district level and require board approval. District regulations and exhibits are developed by district leadership, approved by the superintendent, and provided to the board. Administrative Procedures documents require an exhibit for policies related to district plans such as program evaluation, curriculum management, and testing programs. Upon approval, new or revised policies are distributed to district and building administrators, posted on the district website, and included in handbooks as appropriate

Auditors reviewed all legal and local policies, regulations, and exhibits available in the online Fort Bend ISD policy manual to determine the status of board policies at the time of the audit. Central office administrators provided the auditors with copies of regulations for individual board policies. The auditors also interviewed internal stakeholders and reviewed online survey results regarding the use of board policies.

The auditors expected to find board policies and supporting administrative regulations that adequately address control and accountability for all curriculum management functions. Although several board policies addressed many of the quality characteristics, auditors found the district's compendium of policies do not adequately define the tightly-held components of the written, taught, and tested curriculum to support the district vision, mission, and priorities.

The auditors focused on three of the four fundamental questions to guide policy analysis. First, does the district have a sufficient number of policies that address curriculum management functions? Second, are these policies of adequate quality to direct the curriculum management function of the district? Third, are the policies and regulations being used?

Texas school districts have two types of policies: LEGAL and LOCAL. LEGAL policies align to the U.S. and Texas Constitution, federal and state statues, Texas Administrative Code, case law and other sources of authority, and attorney general opinions. LOCAL polices include provisions determined by the board of trustees to be appropriate for district adoption. Regulations and exhibits provide additional details to further customize policies and facilitate their implementation.

Board Policies BJA(LEGAL/LOCAL)—Superintendent Qualifications and Duties specify the board and superintendent responsibilities for the development, adoption, and implementation of policies and regulations. *Board Policies BP(LEGAL/LOCAL)—Administrative Regulations* give the superintendent responsibility for recommending policies for board adoption, implementation of policies, and for administrative regulations as required in policies. As shown in *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation*, the board is responsible for developing, reviewing, and adopting policies that support the district's vision and goals.

The following exhibit displays the number of policies, regulations, and exhibits by section as found on the district website at the time of the audit and as provided by district administrators. All documents are legally binding.

Exhibit 1.1.2: Total Number of Fort Bend ISD LEGAL, LOCAL Policies, Regulations and Exhibits

Policy Section	LEGAL	LOCAL	Regulations Separate from Online Policies	Exhibits	Total
A – Basic District Foundation	11	9	0	1	**21**
B – Local Governance	26	24	3	9	**62**
C – Business and Support Services	80	39	17	4	**140**
D – Personnel	51	33	21	10	**115**
E – Instruction	52	22	19	1	**94**
F – Students	67	39	20	10	**136**
G – Community and Governmental Relations	23	13	6	3	**45**
Total by Category	**310**	**179**	**86**	**38**	**613**

Data Sources: https://pol.tasb.org/PolicyOnline?key=483 *and link to Regulation files provided by district administrator* https://fortbend.sharepoint.com/:f:/s/TASAAuditCollaboration/EkokR26_KVJIjDM4XrjW63kBvTCMMP-E7MiwVUVOvwroJQ?e=5%3akg178b&at=9

Fort Bend ISD was governed by 310 LEGAL policies, 179 LOCAL policies, 86 REGULATIONS, and 38 EXHIBITS at the time of the audit.

Auditors selected and analyzed 117 of the 613 documents against the Curriculum Management Audit Center® (CMAC®) model criteria and characteristics for quality curriculum management governance documents. A list of the 117 documents is provided in **Appendix D**. Consequently, auditors answered the first question: Yes, the district has policies that address curriculum management functions.

The auditors' quality analyses of board policies for the five CMAC® model focus areas (how good are they?) are displayed in the following five exhibits. Auditors' rate each characteristic Met as indicated by an X, Partially Met by P*, and not met by a blank cell. Partially Met characteristics are counted as Not Met when determining overall percentage of adequacy.

Exhibit 1.1.3: CMAC® Criteria and Characteristics of Quality Policies for Focus Area One

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area One: District Vision and Accountability		
1.1 Philosophical statements of the district instructional approach		
Clearly specifies and defines the district vision for instruction and student engagement in the classroom, providing a framework for the selection of strategies, approaches, and student activities to support student learning (TH/LH).	AE(LEGAL) AE(LOCAL) BQ(LEGAL) BQ(LOCAL) EA(LOCAL) EG(REG) EGB(REG) EGD(REG) EH(LOCAL) EHBE(LEGAL) EHBE(LOCAL) EHBF(LEGAL) EHBB(LEGAL) EHBB(LOCAL) EHBC(LEGAL) EHBC(LOCAL) EHBD(LEGAL) EHBD(LOCAL)	X
Communicates clear expectations for the teacher's role and responsibilities in the classroom.		X
Includes a general statement about curriculum and the instructional approach that should be used, such as standards-based, competency-based, outcome-based, etc.		X
Includes clear expectations for all students to be assured academic success across all content areas and grade levels, regardless of background, language proficiency, income level, or any other factors.		X
Requires vision, expectations, and goals for specific programs and content areas, in congruence with the district expectations, philosophy, and vision (such as Special Education, ELL, etc.).		P*
1.2 A taught and assessed curriculum that is aligned to the district written curriculum		
Defines role and purpose for written curriculum: the definition of student learning.	BAA(LEGAL) BQ(LEGAL) EH(LOCAL)	X
Expects alignment to standards (state or national).		X
Includes clear expectations regarding deep alignment to high-stakes assessment.		P*
Directs that delivery of the curriculum align with the overarching vision, mission, and expectations of the district.		X
1.3 Board adoption of the written curriculum		
Requires the review of new or revised written curriculum prior to its adoption and directs that the content and suggestions for how to teach the curriculum align with all district expectations.	AE(LEGAL) BQ(LOCAL) EA(LOCAL) EG(REG) EGB(REG) EH(LOCAL)	X
Expects the design and development of curriculum to be seen as the most critical processes and product to support high quality classroom instruction that aligns to district vision and expectations.		X
Requires review and revision of curriculum on a periodic cycle.		X

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area One: District Vision and Accountability		
1.4 Accountability for the alignment of the written, taught, and tested (WTT) curriculum through a clearly defined organizational structure and corresponding roles and responsibilities		
Identifies the overarching role of defining the organizational structure as the most critical means in supporting the alignment of the WTT curriculum and connecting design with delivery across the system.	BQ(LEGAL) BQ(LOCAL) BQA(LEGAL) BQA(LOCAL) BQA(REG) BQAA(LEGAL) BQAA(LOCAL) BQAB(LOCAL) BQB(LEGAL) BQB(LOCAL) DC(LOCAL) DN(LOCAL) DNA(LEGAL) DNA(LOCAL) DNB(LEGAL) DP(LOCAL) EH(LOCAL)	X
Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent.		
Requires clearly defined job descriptions that specify responsibilities and that correspond to the table of organization.		P*
Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees), in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements.		X
Identifies appraisal procedures as essential in evaluating the effectiveness of all personnel in improving student learning and in determining the quality of adopted programs and interventions.		X
1.5 Long-range, system-wide planning		
Requires as part of the district planning process that the superintendent and staff think collectively about the future and that the discussion take some tangible form (allows for flexibility without prescribing a particular template).	BJA(LEGAL) BQ(LOCAL) BQA(LEGAL) BQA(LOCAL) BQAA(LEGAL) BQAA(LOCAL) BQB(LOCAL) EH(LOCAL)	X
Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student learning targets; and is evaluated using a variety of both formative and summative measures.		X
Expects school and other district plans to be congruent with the vision, goals, and expectations of the district long-range plan.		X
Expects plans that coordinate expectations for curriculum design and development, professional development, student assessment and program evaluation, and other critical functions across the district, in order to assure alignment with district vision, mission, and goals.		X
Focus Area One Rating (number of points for the five criteria with a possibility of 21)		**17/21**
Percentage of Points Met (points met divided by the number of possible points)		**81%**
Key: X = Met, P* = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
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Fort Bend ISD board policies supporting **Focus Area One: District Vision and Accountability** met 17 of the 21 characteristics receiving a rating of 81%, which exceeds the 70% required for adequacy. A discussion of the ratings follows.

1.1 Philosophical statements of the district instructional approach (4/5)

Board Policy AE(LOCAL)—Education Philosophy provides the basis for the district's vision for learning. *BQ(LEGAL, LOCAL)—Planning and Decision-Making Process* and *EH(LOCAL)—Curriculum Design* provide philosophical guidance for district planning and curriculum development. *Policy EA(LOCAL)—Instructional Goals and Objectives* describes the theory of action aligned to the strategic planning process and guidance on the district curriculum. *Policy EH(LOCAL)* contains clear expectations for 21st Century learning and teachers' roles and responsibilities, including delivering instruction in a balanced, unbiased manner through differentiated instruction using formative assessments and data to ensure progress towards mastery of the TEKS in an inclusive, collaborative, and safe instructional setting. *Policy EA(LOCAL)* also refers to managed curriculum and giving teachers the autonomy to determine their own pedagogy stating, "Managed curriculum shall not translate into managed pedagogy." *Policy EH(LOCAL)* refers to bias free instruction for diverse learners. *Policies EHBB(LEGAL, LOCAL)—Special Programs: Gifted and Talented, EHBC(LEGAL, LOCAL)—Special Programs: Compensatory Services and Intensive Programs, EHBD(LEGAL, LOCAL)—Special Programs: Federal Title I,* and *EHBE(LEGAL, LOCAL)—Special Programs: Bilingual Education/ESL* did not include vision, expectations, and goals aligned to those of the district.

1.2 A taught and assessed curriculum that is aligned to the district written curriculum (3/4)

Board Policy EH(LOCAL)—Curriculum Design includes the definition of the purpose of curriculum that is aligned to the district's core beliefs and vision as well as to the TEKS. The policy does not have expectations for deep alignment to the TEKS, mentioning rigor but not defining it.

1.3 Board adoption of the written curriculum (3/3)

Policy EG(REGULATION)—Curriculum Development specifies a review of new or revised written curriculum prior to adoption and for content to align with district expectations. *Policy EH(LOCAL)—Curriculum Design* refers to curriculum as "the foundation of an effective educational system." It also requires review and revision of the curriculum on an annual basis and revision as needed with the design of the curriculum as a critical process toward support of quality classroom instruction.

1.4 Accountability for the alignment of the written, taught, and tested (WTT) curriculum through a clearly defined organizational structure and corresponding roles and responsibilities (3/5)

Board Policy EH(LOCAL)—Curriculum Design identifies the roles and responsibilities that are critical to the alignment of the written, taught, and tested curriculum. *Policies BQ(LEGAL, LOCAL)—Planning and Decision-Making Process, BQA(LEGAL, LOCAL, REGULATION)—Planning and Decision-Making: District-Level, BQAA(LEGAL, LOCAL)—Planning and Decision-Making: District-Level, BQAB(LOCAL)—Planning and Decision-Making: District-Level*, and *BQB(LEGAL, LOCAL)—Planning and Decision-Making: Campus-Level* direct the processes for forming decision-making bodies and their responsibilities and focus. *Policies DN(LOCAL)—Performance Appraisal, DNA(LEGAL, LOCAL)—Performance Appraisal: Evaluation of Teachers,* and *DNB(LEGAL, LOCAL)—Performance Appraisal: Evaluation of Campus Administrators* provide direction on evaluating the effectiveness of personnel. *Policy EH(LOCAL)* also describes the roles and responsibilities of the board, superintendent, central office and campus administrators, and teachers relative to the written, taught, and tested curriculum. Board policy is silent on requiring an organization chart that shows the relationship of positions within the district relative to job descriptions. Except for *Policy DP(LOCAL)—Personnel Positions*, board policy is silent on job descriptions specifying responsibilities related to an organization chart.

1.5 Long-range, system-wide planning (4/4)

Board Policies BQ(LOCAL)—Planning and Decision-Making Process, BQA(LEGAL, LOCAL) Planning and Decision-Making Process: District-Level, BQAA(LOCAL)—Planning and Decision-Making Process: District-Level, BQB(LOCAL) Planning and Decision-Making Process: Campus-Level, and *EH(LOCAL)—Curriculum Design* collectively include planning for the future, with a system-wide long-range plan and annual updates that include a variety of assessment measures. Plans are required to be aligned to district long-range vision and goals, and several of the policies include specifics for the written, taught, and tested curriculum.

Exhibit 1.1.4: CMAC® Criteria and Characteristics of Quality Policies for Focus Area Two

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Two: Curriculum		
2.1 Written curriculum that defines the content that must be learned and provides suggestions for how to support that learning in congruence with district vision		
Requires curriculum to define, sequence, and bundle (pace) the content (concepts, skills, knowledge, vocabulary, etc.).	EA(LOCAL) EG(REG) EH(LOCAL) EHAA(LEGAL) EIE(LOCAL)	X
Requires curriculum to provide adequate suggestions for how teachers should approach the content and how students should practice and demonstrate the content, in alignment with district vision.		X
Requires curriculum to specify a variety of measures to monitor progress that also reflects the district vision.		X
Directs that curriculum provide scaffolds and supports so teachers have the tools they need to differentiate.		X
Requires the curriculum to allow for flexibility in pacing and instructional decision making so teachers have the ability to respond to students' needs and interests/ backgrounds, while maintaining on-grade-level learning.		X
Requires the written curriculum to support the needs of specific student groups with suggestions for strategies and activities in an integrated fashion (within the curriculum itself, not as a separate or isolated component).		X
Includes clear expectations for assuring user-friendliness, feasibility, and access when electronically housing/providing access to curriculum.		X
Specifies how the curriculum supports learning in both in-person and virtual formats.		
2.2 Periodic review/update of the curriculum and aligned resources and assessments		
Requires the development of procedures to both formatively and summatively review the quality and effectiveness of all curriculum in all grade levels and content areas.	EA(LEGAL) EA(LOCAL) EG(REG) EGB(REG) EH(LOCAL) EHBE(LOCAL) EK(LOCAL)	X
Requires the annual review of test banks, benchmark assessments, and other assessment instruments for deep alignment (meets and exceeds CCC dimensions) with the district or state accountability system.		P*
Requires the evaluation of all assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type.		P*
Requires the periodic review of all resources for alignment to the content of the district curriculum in all three dimensions (CCC), and prior to adoption for use.		P*
Requires the review of all externally-adopted assessment instruments for alignment to the district's vision and philosophy for instructional approach.		P*

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Two: Curriculum		
2.3 Textbook/resource alignment to curriculum and assessment		
Requires textbooks/resources to be regularly reviewed and the resource revision/ adoption cycle to align with the curriculum revision cycle.	EFA(LEGAL) EFA(LOCAL) EFB(LEGAL) EFB(LOCAL) EH(LOCAL) EHB(REG)	P*
Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment.		
Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.).		
Requires that all resources used in the district reflect the diversity and backgrounds of its students.		P*
2.4 Content area emphasis		
Directs the yearly identification of subject areas that require additional focus and/ or support based on a review of assessment results.	BQ(LOCAL) BQA(LOCAL) BQAA(LOCAL) BQC(LEGAL) BQC(LOCAL) DMA(LEGAL) DMA(LOCAL) EA(LEGAL) EA(LOCAL) EDG(REG) EH(LOCAL) EHBCA(LEGAL) EK(LOCAL)	X
Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support.		P*
Requires focused professional development and coaching to support the instructional delivery of identified priorities within content areas.		X
2.5 Program integration and alignment to the district's written curriculum		
Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum, as well as the district vision and expectations for student engagement.	AID(LEGAL) BQAA(LOCAL) EGB(REG) EA(LOCAL) EH(LOCAL) EK(LOCAL)	X
Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval.		P*
Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement.		X
Focus Area Two Rating (number of points for the five criteria with a possibility of 23)		**12/23**
Percentage of Points Met (points met divided by the number of possible points)		**52%**
Key: X = Met, P* = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
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Board policies supporting **Focus Area Two: Curriculum** met 12 of the 23 characteristics receiving a rating of 52%, below the 70% required for adequacy. A discussion of the ratings follows.

2.1 Written curriculum that defines the content that must be learned and provides suggestions for how to support that learning in congruence with district vision (7 of 8)

Collectively, *Policies EA(LOCAL)—Instructional Goals and Objectives, EH(LOCAL)—Curriculum Design, EHAA(LEGAL)—Special Education: Identification, Evaluation, and Eligibility,* and *EIE(LOCAL)—Academic Achievement: Retention and Promotion* met the criteria for specifying the elements of the content of the curriculum, including its delivery, measures of progress, flexibility in instruction, meeting the needs of all learners, and electronic access to the curriculum.

2.2 Periodic review/update of the curriculum and aligned resources and assessments (1 of 5)

Board Policy EA(LOCAL) met the audit characteristic for procedures to review the quality and effectiveness of curriculum in all grades levels and content areas. *Policies EA(LOCAL)* and *EK(LOCAL)—Testing Program* met the requirements for requiring formative and summative review of the quality and effectiveness of the district curriculum. The audit definition of deep alignment includes the alignment of content, context, and cognition (CCC) to standards (such as TEKS) and assessments, including local, state, national, and externally adopted assessment instruments. Some policies referred to rigor but did not define it, relative to the CCC audit characteristics, resulting in a partial rating for four of the five characteristics.

2.3 Textbook/resource alignment to curriculum and assessment (0 of 4)

According to *Policy EFA(LOCAL)—Instructional Resources: Instructional Materials,* review of textbooks and materials is an ongoing process not aligned to the curriculum revision cycle; however, the policy does not include references to diversity of student backgrounds. *Policies EFB(LEGAL, LOCAL)—Instructional Resources: Library Materials* address diversity and backgrounds of students, but no reference is made to procedures established by the superintendent. These omissions resulted in two partial ratings. Board policy was silent on the selection of instructional resource materials for alignment to the content, context, and cognitive components in the district curriculum; or for identifying gaps to procure supplementary materials.

2.4 Content area emphasis (2 of 3)

Policy EA(LOCAL)—Instructional Goals and Objectives refers to a continuous review process of subject areas using assessment results to update curriculum but does not include specific cognitive types. *Policies DMA(LEGAL, LOCAL)—Professional Development: Required Staff Development* require an annual professional development plan. *Policies BQ(LOCAL)—Planning and Decision-Making Process* and *EA(LOCAL)—Instructional Goals and Objectives* provide requirements for the professional learning plan and focus on curriculum, instruction, assessment, and use of data for teachers. In *Policy EDG(REGULATION)—Curriculum and Decision-Making and Monitoring,* principals are responsible for overseeing professional development and monitoring implementation of the curriculum.

2.5 Program integration and alignment to the district's written curriculum (2 of 3)

Board Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level provides for the inclusion of instructional programs for special populations to be aligned to the district curriculum based on individual student needs. *Policies EH(LOCAL)—Curriculum Design* and *EA(LOCAL)—Instructional Goals and Objectives* reference an annual or bi-annual recommendation for evaluation of subject area or school-wide programs, but does not have explicit requirements for both formative and summative evaluation data. *Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level* requires program evaluations to analyze data and examine defined outcomes, resulting in improvements, expansions, revisions, or discontinuation of a program.

Exhibit 1.1.5: CMAC® Criteria and Characteristics of Quality Policies for Focus Area Three

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.1 Delivery of the adopted district curriculum		
Identifies curriculum as the definition of what students should learn and student learning as the primary goal for delivering the district curriculum.	AE(LOCAL) BQ(LEGAL) BQ(LOCAL) BQAA(LOCAL) EA(LOCAL) EDG(REG) EGB(REG) EH(LOCAL) EHAA(LEGAL) EHAC(LEGAL) EHBC(LEGAL) EK(LOCAL)	X
Requires all personnel to deliver the curriculum as approved by the board.		X
Identifies an instructional model for delivering the curriculum in response to student need, as evidenced in data from multiple assessment tools.		X
Requires an annual report to the board regarding the status and effectiveness of curriculum delivery.		X
Specifies the strategies, approaches, and student engagement that reflect the district's vision and expectations.		X
Requires the delivery of curriculum to reflect consistent content expectations (on-grade-level) across the district within a grade level or course (horizontal coordination).		X
Requires the delivery of curriculum to be sequenced and spiraled from one grade level to the next, consistently across the district (vertical articulation).		X
Specifies the role of the curriculum in supporting lesson planning (but not providing them).		X
3.2 Professional development for staff in the delivery of the district curriculum		
Identifies the primary purpose of professional development: to support the effective delivery of the district curriculum to improve and increase student learning district-wide.	AE(LOCAL) BBD(EXHIBIT) BQ(LEGAL) BQ(LOCAL) DMA(LEGAL) DMA(LOCAL) EA(LOCAL) EH(LOCAL)	X
Requires all professional development initiatives to align to the district vision, goals, and expectations related to student engagement and learning.		X
Directs the development and implementation of a district professional development plan focused on effective curriculum delivery that is congruent with the district long-range plan and vision for the system.		X
Requires a process whereby staff are coached over time in the implementation of professional development initiatives.		X
Directs the regular evaluation of the impact of professional development on student learning, using both formative and summative measures.		P*

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.3 Monitoring, coaching, and supporting the delivery of the district curriculum		
Specifies the purposes of curriculum monitoring and coaching and expectations concerning the process.	AE(LOCAL) BAA(LEGAL) BAA(LOCAL) BJA(EXHIBIT) BQ(LEGAL) BQ(LOCAL) BQAA(LOCAL) BQAB(LOCAL) BQB(LOCAL) DP(LOCAL) EG(REG) EGD(REG) EA(LOCAL) EH(LOCAL)	X
Specifies other measures to determine strengths, weaknesses, and inconsistencies in the curriculum delivered to students (collection of student work, walk-throughs by central office curricular personnel, student surveys, data from common assessments).		X
Delineates the district philosophy concerning classroom visits/monitoring and coaching procedures and distinguishes between coaching and the appraisal process.		P*
Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district and links the reports to professional development and curriculum revision planning for the upcoming year.		X
3.4 Student access to the curriculum, resources, programs, and services		
Requires equal student access to the curriculum and instructional resources.	CS(LEGAL) CS(LOCAL) EA(LOCAL) EFA(LEGAL) EFA(LOCAL) EFB(LEGAL) EFB(LOCAL) EG(REG) EGB(REG) EH(LOCAL) EHBB(LEGAL) EHBB(LOCAL) EHBC(LEGAL) EHBC(LOCAL) EHBCA(LEGAL) EHBD(LEGAL) EHBD(LOCAL) FB(LEGAL) FB(LOCAL) GA(LEGAL)	X
Requires that identification of students by gender or ethnicity for special programs (AVID, GT, SPED) be proportional with their representation in the general population.		
Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP®, honors, etc., but need more challenging content.		X
Requires all students to have appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum.		X
Specifies expectations for all students to have equal access to on-level, rigorous, and meaningful content, with scaffolding and supports when gaps exist to assure academic success.		X

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Three: Consistency and Equity		
3.5 Equitable and bias-free educational environment		
Has clear expectations for ensuring all students have an equitable school experience free from discrimination and bias.	BJA(LOCAL) EA(LOCAL) EH(LOCAL) EHBD(LOCAL) FB(LEGAL) FB(LOCAL) FFH(LOCAL) FFI(LEGAL) FFI(LOCAL) FNG(LEGAL) FNG(LOCAL) FO(LOCAL) GA(LEGAL)	X
Defines equity and specifies district goals related to equity, diversity, and inclusion.		P*
Communicates expectations for addressing equity and eradicating discrimination and bias across the district.		X
Establishes guidelines for equity within the context of the district's instructional vision and philosophy that inform and direct curriculum design, development, and revision and professional development initiatives.		X
Requires an annual review of all data related to assuring and maintaining equity (access to programs, rigor, high quality teaching/learning, discipline and retention data, resource allocation).		P*
Focus Area Three Rating (number of points for the five criteria with a possibility of 27)		**22/27**
Percentage of Points Met (points met divided by the number of possible points)		**81%**
Key: X = Met, P* = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
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Board policies supporting **Focus Area Three: Consistency and Equity** met 22 of the 27 characteristics receiving a rating of 81%, which exceeds the 70% required for adequacy. A discussion of the ratings follows.

3.1 Delivery of the adopted district curriculum (8 of 8)

Policies EH(LOCAL)—Curriculum Design, EA(LOCAL)—Instructional Goals and Objectives, BQ(LOCAL)—Planning and Decision-Making Process, and *EGB(REGULATION)—Curriculum Development: Implementation of Programs* met all the characteristics for the delivery of the district curriculum, including requiring curriculum definition, delivery, an instructional model, annual review and board reports as well as specifics aligned to the district vision, vertical alignment, and lesson planning.

3.2 Professional development for staff in the delivery of the district curriculum (4 of 5)

Policies EA(LOCAL)—Instructional Goals and Objectives and *EH(LOCAL)—Curriculum Design* reference the connection between professional development and the delivery of the curriculum aligned to the district vision, goals, and expectations supported by coaching over time. *Policies DMA(LEGAL, LOCAL)—Professional Development: Required Staff Development* specify detailed state requirements for professional development planning, required and optional training, and for special populations. *Policy EA(LOCAL)* references a systematic monitoring system but was silent on the effects of professional development on student learning using both formative and summative measures.

3.3 Monitoring, coaching and supporting the delivery of the district curriculum (3 of 4)

Policies AE(LOCAL)—Educational Philosophy, EA(LOCAL)—Instructional Goals and Objectives, and *EH(LOCAL)—Curriculum Design* met audit characteristics for curriculum monitoring and coaching processes to promote continuous improvements in teaching and learning through walk-throughs by central office staff, surveys, and assessment data; however, these policies did not specify the differences between coaching and appraisal. *Policy EH(LOCAL)* provides for data collection and use at the district and campus levels for planning revisions to the curriculum. *Policy EA(LOCAL)* connects the use of data to professional development as part of the monitoring system to promote continuous improvement.

3.4 Student access to the curriculum, resources, programs, and services (4 of 5)

Board Policies GA(LEGAL)—Access to Programs, Services, and Activities, and *FB(LEGAL, LOCAL)—Equal Educational Opportunities* provide for equal student access to district programs and services. *Policies EHBB(LEGAL, LOCAL)—Special Programs: Gifted and Talented Students, EHBC(LEGAL, LOCAL)—Special Programs: Compensatory Services and Intensive Programs, EHBD(LEGAL/LOCAL)—Special Programs: Federal Title I* address programs for special populations. Board policy is silent on proportional representation of the general population. Fast-tracking students is included in *Policies EHBC(LEGAL, LOCAL)* and *EHBCA(LEGAL)—Compensatory Services and Intensive Programs: Accelerated Instruction.* Appropriate instructional materials for learning are included in *Policies EA(LOCAL)—Instructional Goals and Objectives, EFB(LOCAL)—Instructional Resources: Library Materials,* and *EFA(LOCAL)—Instructional Resources: Instructional Materials*. *Policies CS(LEGAL, LOCAL)—Facility Standards* include support for the learning environment. *Policies EA(LOCAL)—Instructional Goals* and *Objectives* and *EG(REGULATION)* support equal access to the curriculum without specifying how to address gaps to ensure academic success.

3.5 Equitable and bias-free environment (3 of 5)

Board Policies FB(LEGAL, LOCAL)—Equal Educational Opportunity and *FO(LOCAL)—Student Discipline* include references to freedom from discrimination and bias for all students. Among policies using the terms "equitable" and "diverse" are *EA(LOCAL)—Instructional Goals and Objectives* and *EH(LOCAL)—Curriculum Design*. *Policy BJA(LOCAL)—Superintendent: Qualifications and Duties* requires the superintendent to support the district culture of inclusion. Board policy is silent on goals related to "equity" or "equitable." *Policy GA(LEGAL)—Access to Programs, Services, and Activities* specifies nondiscrimination as it relates to individuals with disabilities. *Policies FFH(LOCAL)—Student Welfare: Freedom from Discrimination, Harassment, and Retaliation, FFI(LOCAL)—Student Welfare: Freedom from Bullying,* and *FNG(LOCAL)—Student Rights and Responsibilities: Student and Parent Complaints/Grievances* provide detailed expectations for addressing discrimination. Board policy was silent on an annual review of all data related to maintaining equity across audit criteria.

Exhibit 1.1.6: CMAC® Criteria and Characteristics of Quality Policies for Focus Area Four

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Four: Feedback		
4.1 A comprehensive system to assess student learning, monitor progress, and diagnose student learning needs		
Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures that align to the district's vision, philosophy, and goals.	AE(LOCAL) EA(LOCAL) EH(LOCAL) EHBCA(LEGAL) EHBE(LEGAL) EHBE(LOCAL) EHBC(LOCAL) EK(LOCAL) EKB(LEGAL) EKBA(LEGAL) EKC(LEGAL)	X
Requires the development and implementation of a district formative student assessment process that is differentiated to address variations in student achievement (both above and below grade level).		
Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high-stakes assessments.		
Requires all assessment instruments be evaluated for validity and all evaluation tools (rubrics, checklists) be supported with ongoing training and reliability checks.		X
Specifies expectations for students to develop self-assessment skills through the use of authentic, performance-based measures with clear and valid rubrics.		P*
Includes expectations for teachers to take responsibility for monitoring student progress and for periodically evaluating their needs in-person rather than via electronic measures.		X
4.2 A program assessment process		
Directs the development and implementation of a district program evaluation process.	AE(LOCAL) BJA(LOCAL) BQAA(LOCAL) BQB(LOCAL) EA(LOCAL) EGB(REG) EH(LOCAL) EHB(REG)	X
Requires each proposed program to have an evaluation process (includes both formative and summative evaluations) before that program is adopted and implemented.		P*
Directs the program assessment process to link with district planning initiatives, including the strategic/long-range plan, school improvement plans, and plans that support the management of curriculum and alignment of its written, taught, and tested forms.		X
4.3 Use of data from assessments to determine effectiveness of instruction and programs		
Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine instructional, curriculum, and program effectiveness.	AID(LEGAL) BQAA(LOCAL) BQAB(LOCAL) EA(LOCAL) EH(LOCAL) EHBE(LEGAL) EHBE(LOCAL) EIE(LOCAL)	X
Requires classroom teachers to track and document individual student progress and mastery in core content areas.		X
Specifies expectations that data be used in planning instruction.		X
Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency.		X

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Four: Feedback		
4.4 Reports to the board about program effectiveness		
Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation.	BAA(LOCAL) BQAA(LOCAL) EA(LEGAL) EH(LOCAL)	P*
Requires reports to the board every three years for long-term programs.		P*
Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle.		P*
Focus Area Four Rating (number of points for the four criteria with a possibility of 16)		**9/16**
Percentage of Points Met (points met divided by the number of possible points)		**56%**
Key: X = Met, P* = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
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Fort Bend ISD board policies supporting **Focus Area Four: Feedback** met 9 of the 16 characteristics receiving a rating of 56%, below the 70% required for adequacy. A discussion of the ratings follows.

4.1 A comprehensive system to assess student learning, monitor progress, and diagnose student learning needs (3 of 6)

Board Policies EA(LOCAL)—Instructional Goals and Objectives, and *EH(LOCAL)—Curriculum Design* met the audit characteristics for a district student assessment process beyond state assessments, including formative and summative measures that are differentiated. *Policy EA(LOCAL)* provides for three tiers of assessment, and *Policy EH(LOCAL)* includes diagnostic and progress assessments. *Policy EK(LOCAL)—Testing Programs* requires a student-centered assessment system that includes diagnostic, formative, summative, and programmatic assessments, and directs that district learning assessments be monitored for reliability and validity. *Policies EA(LOCAL)* and *EH(LOCAL)* require teachers to be responsible for monitoring student progress to evaluate needs in a variety of ways. Board policy was silent on assessments being more rigorous in content, context, and cognitive type than external, high-stakes assessments; and on differentiation of formative student assessment for students above and below grade level.

4.2 A program assessment process (2 of 3)

Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level provides direction to an evaluation process for instructional and support programs to engage in continuous improvement, but it was silent on the use of formative and summative data before a program is adopted and implemented. *Policy EGB(REGULATION)—Curriculum Development: Implementation of Programs and Courses* cites development of an evaluation component prior to adoption of new programs and courses, but does not specify use of formative and summative measurements. *Policies BQB(LOCAL)—Planning and Decision-Making Process: Campus-Level, EA(LOCAL)—Instructional Goals and Objectives,* and *EH(LOCAL)—Curriculum Design* link program evaluation to district planning, including long-range, school improvement, and curriculum plans.

4.3 Use of data from assessments to determine effectiveness of instruction and programs (4 of 4)

Board Policies AID(LEGAL)—Accountability: Federal Accountability Standards, BQAB(LOCAL)—Planning and Decision-Making Process: District-Level, EA(LOCAL)—Instructional Goals and Objectives, and *EH(LOCAL)—Curriculum Design* collectively require the disaggregation of assessment data at all levels of

the district to determine program effectiveness. *Policies EA(LOCAL)* and *EH(LOCAL)* require teachers to track student progress and mastery in content areas and to use data to plan instruction. Disaggregation of assessment data is required in *Policies EA(LOCAL)* and *EH(LOCAL)* for consistency and continuous improvement.

4.4 Reports to the board about program effectiveness (0 of 3)

Board Policy EA(LOCAL)—Instructional Goals and Objectives specifies quarterly reports to the board on evaluation results. *Policy EH(LOCAL)—Curriculum Design* requires an annual report to the board on curriculum management from Central Office administrators. Board policy is silent on a set number of years for assessment, progress, and summative evaluation reports for all content areas and programs.

Exhibit 1.1.7: CMAC® Criteria and Characteristics of Quality Policies for Focus Area Five

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Five: Productivity		
5.1 Program-centered budgeting that is responsive to planning and system priorities		
Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated.	BAA(LEGAL) BAA(LOCAL) BJA(LOCAL) BQ(LEGAL) BQ(LOCAL) BQB(LOCAL) CE(LOCAL) EA(LOCAL) EG(REG) EH(LOCAL)	P*
Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments).		P*
Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (process enables program budget decisions to be based upon documented results and performance).		
5.2 Resource allocation tied to curriculum priorities		
Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities.	AE(LOCAL) AID(LEGAL) BQ(LEGAL) BQ(LOCAL) BQAA(LOCAL) EA(LOCAL) EG(REG) EH(LOCAL)	X
Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs.		P*
Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities.		P*
5.3 Environment to support curriculum delivery		
Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum.	BQ(LOCAL) CS(LEGAL) CS(LOCAL) CT(LOCAL) CV(LOCAL) EH(LOCAL) FC(LOCAL)	X
Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities.		X
Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements.		X

Audit Criteria and Characteristics	Relevant Policies	Auditors' Rating
Focus Area Five: Productivity		
5.4 Support systems focused on curriculum design and delivery		
Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system.	BJA(LEGAL) BJA(LOCAL) BQAA(LOCAL) CE(LOCAL) FB(LOCAL) FFC(LEGAL)	P*
Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time.		P*
Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data.		P*
5.5 Data-driven decisions for the purpose of increasing student learning		
Requires all departments or divisions of the district to identify how their responsibilities connect to supporting/ensuring student learning.	AIB(LEGAL) BAA(LOCAL) BQA(LEGAL) BQA(LOCAL) BQAA(LOCAL) BQAB(LOCAL) BQB(LOCAL) CE(LOCAL) CS(LOCAL) CT(LOCAL) EA(LOCAL)) EH(LOCAL) EK(LOCAL)	P*
Directs the development of specific requirements for using data from student assessment to inform decision making for all functions of district operations.		P*
Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district.		P*
5.6 Change processes for long-term institutionalization of district priority goals		
Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change.	AIB(LEGAL) AID(LEGAL) BAA(LOCAL) BQ(LOCAL) BQA(LEGAL) BQA(LOCAL) BQAA(LOCAL) BQAB(LOCAL) BQB(LOCAL) EA(LOCAL) EH(LOCAL)	P*
Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance.		P*
Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement; and include procedures with formative and summative practices that provide data about change implementation and effectiveness.		P*
Focus Area Five Rating (number of points for the six criteria with a possibility of 18)		**4/18**
Percentage of Points Met (points met divided by the number of possible points)		**22%**
Key: X = Met, P* = Partially Met, Blank = Not Met		
*Partial ratings are counted as not met when determining overall percentage of adequacy.		
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Board policies supporting **Focus Area Five: Productivity** met 4 of the 18 characteristics receiving a rating of 22%, below the 70% required for adequacy. A discussion of the ratings follows.

5.1 Program-centered budgeting that is responsive to planning and system priorities (0 of 3)

Board policy is silent on program-centered budgeting.

5.2 Resource allocation tied to curriculum priorities (1 of 3)

Board Policy EA(LOCAL)—Instructional Goals and Objectives assigns responsibility for aligning plans and resources to achieve district goals to the superintendent. *Policy EH(LOCAL)—Curriculum Design* mentions budget support for the curriculum for resources, materials, and professional development. Board policy is silent on the use of data-based documented needs, connection to curriculum or program expectations, or resource needs based on measurable results or program performance.

5.3 Environment to support curriculum delivery (3 of 3)

Facility environment to support delivery of the curriculum is contained in *BQ(LOCAL)—Planning and Decision-Making Process* as part of aligned resources in a three-year strategic plan. *Policy EH(LOCAL)—Curriculum Design* specifies a budget development process for using assessed needs in making curriculum funding decisions. Multi-year (at least five years) capital planning based on the district strategic plan is noted in *Policy CT(LEGAL, LOCAL)—Facility Planning*. The philosophy statement shown in *Policies CV(LEGAL, LOCAL)—Facilities Construction* connects the physical environment to student learning and the adoption of the district budget.

5.4 Support systems focused on curriculum design and delivery (0 of 3)

Board Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level requires an evaluation of instructional and district support services that includes recommendations for continuation, expansion, modification, or discontinuation of programs; but it does not explicitly connect evaluations to the design and delivery of the district curriculum or optimization within the system. *Policy CE(LOCAL)—Annual Operating Budget* describes budget planning as "an integral part of overall program planning" and notes that planning and evaluation are continuous processes. Board policy was silent on formative and summative data for improving support services.

5.5 Data-driven decisions for the purpose of increasing student learning (0 of 3)

Board Policies EH(LOCAL)—Curriculum Design, BAA(LOCAL)—Board Legal Status: Powers and Duties, BQB(LOCAL)—Planning and Decision-Making Process: Campus-Level, CT(LOCAL)—Facilities Planning, CE(LOCAL)—Annual Operating Budget, and *CS(LOCAL)—Facility Standards* identify connection of their responsibilities toward learning for the board, the district and campus levels, and for facilities operations directly and indirectly; other departments and functions were not included. Board policy is silent on the relationship of data use and analysis for all functions of district operations.

5.6 Change processes for long-term institutionalization of district priority goals (0 of 3)

Board Policy EH(LOCAL) includes the concept of long-term institutionalization of curriculum design and implementation of the district curriculum through the requirement for an audit of the curriculum management system every seven years. *Policies AIB(LEGAL)—Accountability: Performance Reporting, AID(LEGAL)—Accountability: Federal Accountability Standards,* and *BAA(LOCAL)—Board Legal Status: Powers and Duties* provide methods for ensuring institutionalization through state-mandated reports, federally required plans, and board oversight. Long-range planning and decision-making policies that facilitate institutionalization include *EA(LOCAL)—Instructional Goals and Objectives, BQ(LOCAL)—Planning and Decision-Making Process, BQA(LOCAL)—Planning* and *Decision-Making Process: District-Level,*

BQAA(LOCAL)—Planning and Decision-Making Process: District-Level, and *BQB(LOCAL)—Planning and Decision-Making Process: Campus-Level.* In particular, *Policies BQA(LEGAL, LOCAL)* and *BQAB(LOCAL)—Planning and Decision-Making Process: District-Level* promote institutionalization through long-term plans and a continuous improvement approach. However, the concept of institutionalization is not specified in policies. Board policy is also silent on specific change strategies at the building level.

A summary of the policy and administrative regulations rating for the five focus areas is provided in the following exhibit.

Exhibit 1.1.8: Summary Ratings of the Auditors' Analysis of CMAC® Model Criteria and Characteristics of Quality Policies

Focus Area	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: District Vision and Accountability	5	21	17	81%
Two: Curriculum	5	23	12	52%
Three: Consistency and Equity	5	27	22	81%
Four: Feedback	4	16	9	56%
Five: Productivity	6	18	4	22%
Overall Rating For all Criteria	**25**	**105**	**64**	**61%**
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District policies, overall, met 61% (64 of 105) of the audit characteristics for quality policies and regulations. **Focus Area One: District Vision and Accountability** (76%) and **Focus Area Three: Consistency and Equity** (81%) met the 70% threshold required for minimum adequacy. The Fort Bend ISD policy rating of 61% is quite good when compared to most other audited districts. The overall results indicated the auditors' conclusion that although policy development is robust, policy is not yet adequate to direct all related aspects of curriculum management throughout the district, thus answering the second audit question about the quality of Fort Bend ISD board policies.

The third question that auditors sought to answer was if the policies are being used/observed. Although a comprehensive investigation of stakeholders' observance of policy is not within the scope of the audit, the auditors collected data about policies and their use during interviews and through online surveys of district administrators and staff. Board policy is used when it contains information pertinent to an employee's job, and when employees need to find information on topics impacting them, such as sick leave.

The auditors conducted online surveys to determine stakeholder opinions on a variety of topics. Campus administrators (n=235) completed the survey question, "School board policies provide adequate direction for all building level and district decision making." The responses were as follows: Strongly Agree – 9%, Agree – 57%, Disagree – 29%, and Strongly Disagree – 4%. Campus administrators' commented, "Policies are changing quite often." "There are policies supporting instruction, but they can be aligned better." "Most of (sic) policies provide adequate direction – some do not." Although the majority of respondents agreed that policies provide adequate direction for decision making, comments indicated some doubts about their efficacy.

Summary

District leadership should be commended for policies such as *EH(LOCAL)* and *EA(LOCAL)* that elevated ratings above adequate in **Focus Area One** and **Three**. Overall, board policies are inadequacy to provide sufficient control over important areas of district operations. The lack of essential elements within some policies or absence of essential policies impede accountability for attaining the district's vision and priority goals. The district needs to create or revise local board policies and add administrative regulations to establish control over all curriculum management functions and other area of district operations. (See **Recommendation 1.**)

Finding 1.2: Effective organizational management criteria were not reflected in the administrative structure depicted in the organizational charts. Job descriptions do not all meet audit quality criteria, and there is no district policy to guide their development.

Human capital is an important strategic resource in a school district. An organizational chart gives district leaders a view of the structure of authority within the workforce. Well-written job descriptions give leaders a basis for assuring that each position in the district is strategically defined to play a unique and necessary role in the overall educational mission. The organizational management structure, contained in the organizational charts and job descriptions, establish responsibility and accountability for achieving priority goals.

The most effective school districts clearly define every position in the system, specifying accountability for fulfilling defined responsibilities and receiving feedback on performance so employees can improve their effectiveness. Without this clarity, personnel may be working in opposite directions or even in conflict, and progress is impeded.

Auditors determined that the organizational charts violate several rules of organizational management, most notably in the areas of chain of command, logical grouping of functions, scalar relationships, separation of line and staff, and full inclusion. Auditors determined that many job descriptions need to be revised to improve their quality. A further discussion of both the organizational structure and job descriptions follows.

Organizational Structure

Clear organizational relationships are important for the effective management of a school system. Successful educational organizations assign and arrange personnel by function to ensure the effective and efficient design and delivery of curriculum. The simplest expression of these relationships is an organizational chart that clearly depicts employee relationships and line/staff relationships. The graphic representation of these relationships and supervisory duties is referred to as an organizational chart.

Auditors expected to find organizational charts that visually depict the structure of the administrative, staff, and line employees, highlighting positions by function to ensure effective design and delivery of the curriculum. Auditors were presented with and reviewed several organizational charts prepared by the Division of Organizational Development. Auditors noted the extreme length of some documents, which makes them problematic for someone seeking quick information about the organizational structure of the district. Auditors also noted that the organizational charts are not readily available on the district website, and when printed, some are too small to reasonably read. Auditors also found that the existing organizational charts failed to meet the minimum expectation for quality.

Organizational charts are presented in the following exhibit, including the number of pages of each document. Among them are the Executive Leadership Organizational Chart, Deputy Superintendent Organizational Chart, and the following divisions/departments: Teaching and Learning, Organizational Development, Operations, Communications, Student Support, Legal Services, Human Resources, Academics (Chief of Schools), Information Technology, and Business and Finance, for a total of 12 charts. Auditors noted that each division also provided organizational charts for departments/units within each division, more than 70 pages in total.

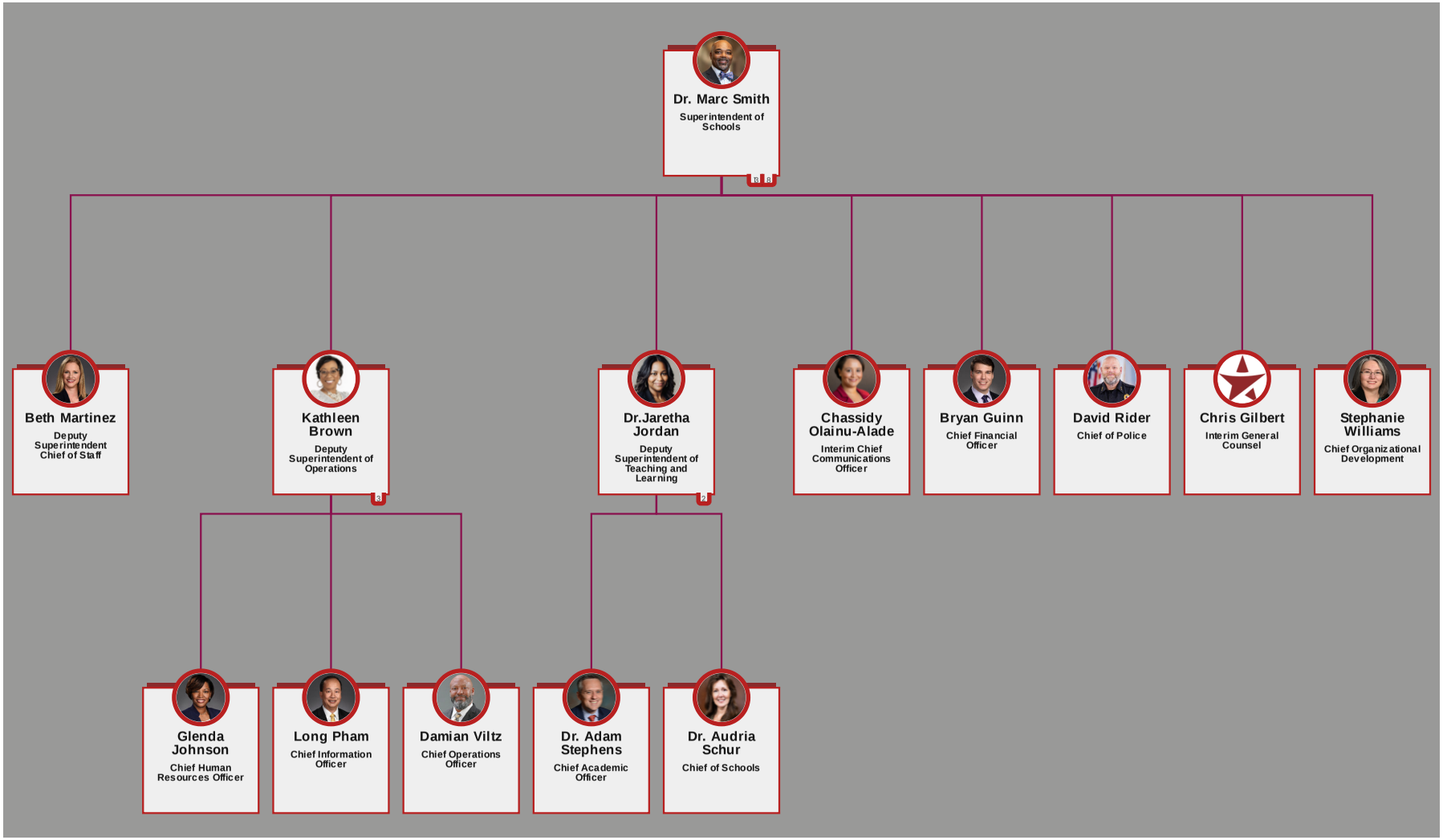
Exhibit 1.2.1: Organizational Charts and Number of Pages for Each

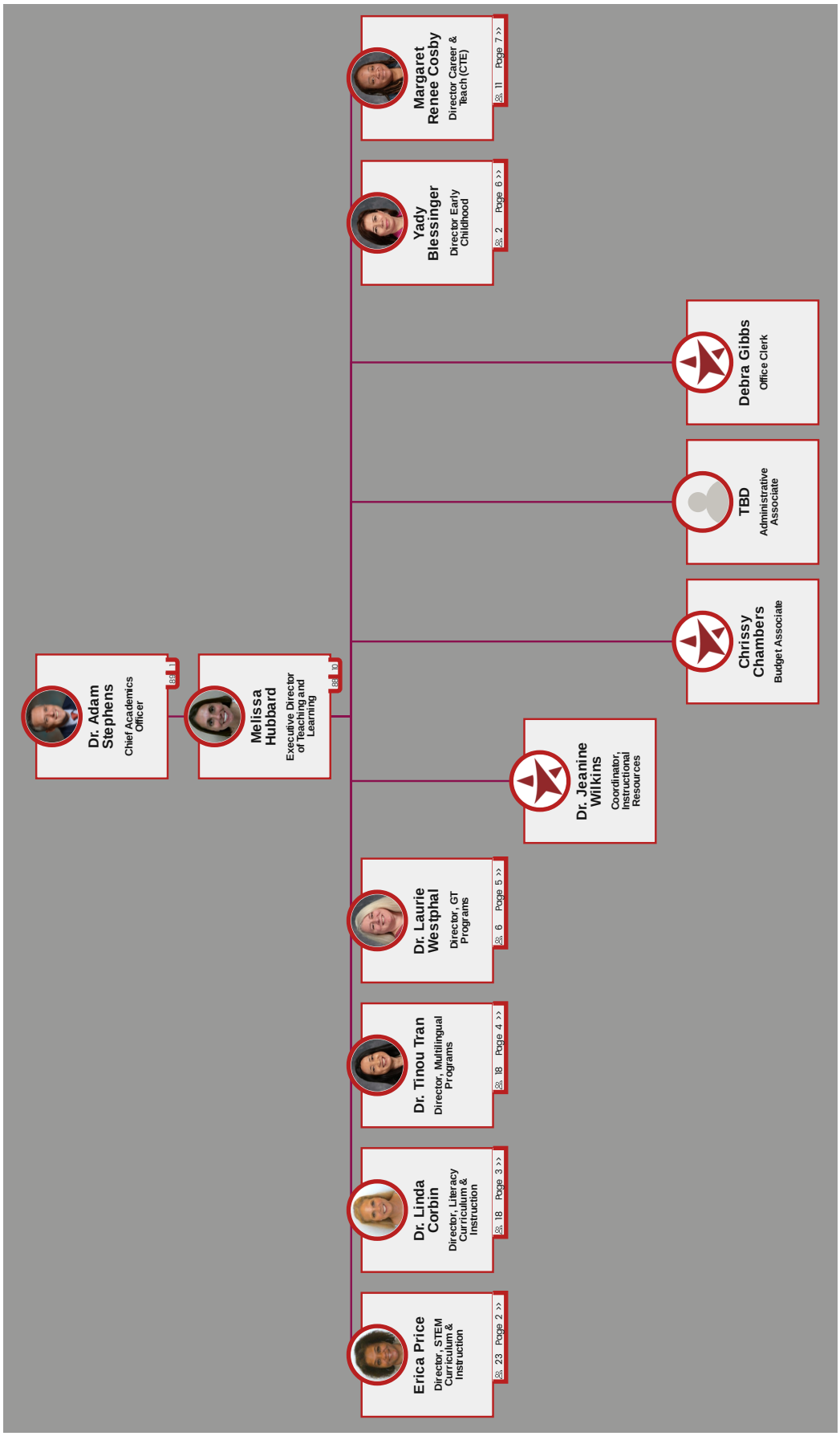
Title/Division/Department	Page Length
Business and Finance	4
Chief of Schools	4
Communication	5
Deputy Superintendent	1
Operations	9
Executive Leadership	1
Organizational Development	7
Student Support Services	7
Teaching and Learning	7
Legal Services	1
Information Technology	14
Human Resources	11
Total	**72**

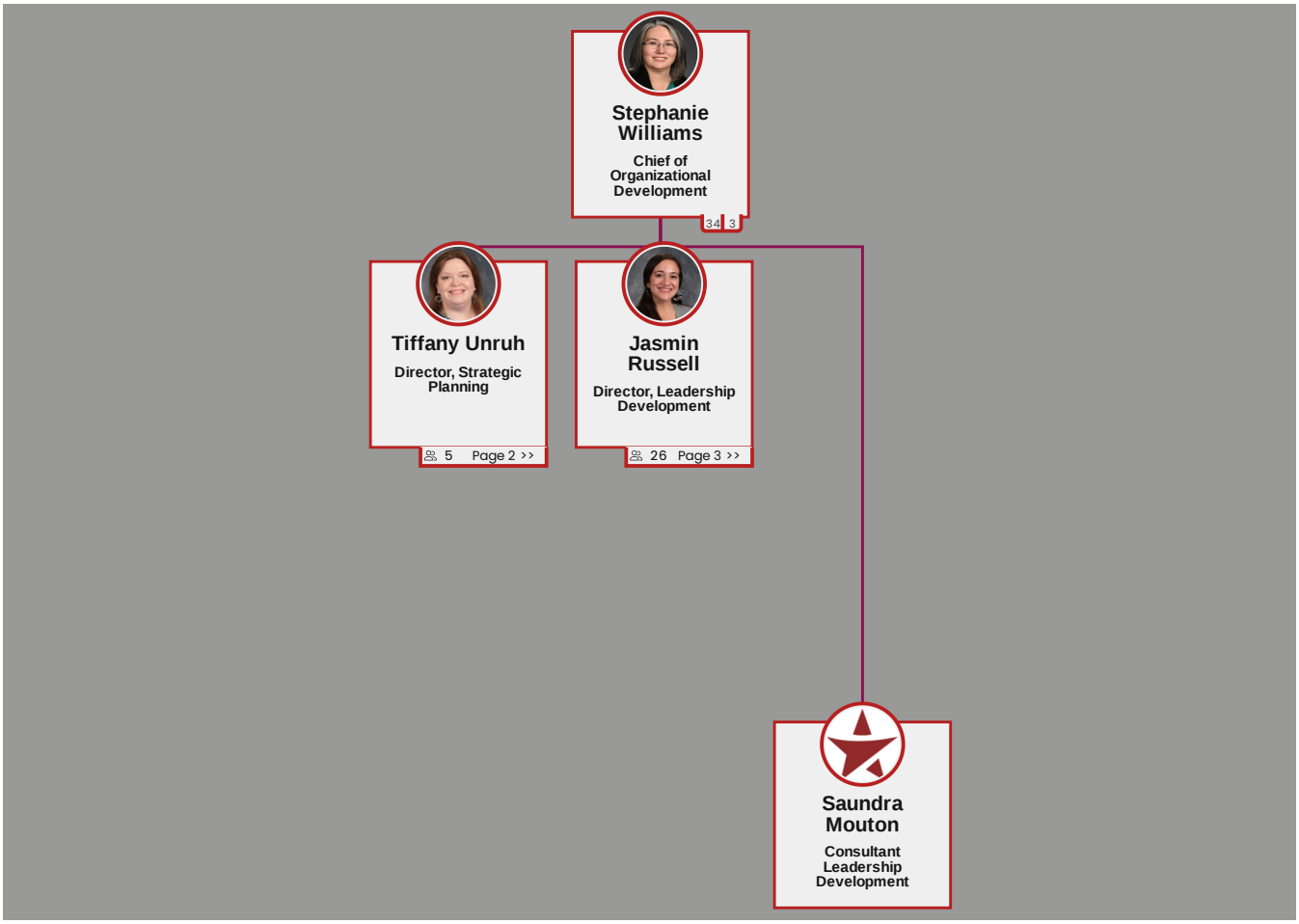
Data Source: District provided

Auditors elected to analyze the three charts most closely aligned with the primary work of the school district: Executive Leadership, Teaching and Learning, and Organizational Development. The three charts are presented below.

Exhibit 1.2.2: Organizational Charts for Fort Bend ISD Executive Leadership, Teaching and Learning, and Organizational Development




Dr. Adam Stephens
Chief Academics Officer
Melissa Hubbard
Executive Director of Teaching and Learning
Erica Price
Director, STEM Curriculum & Instruction
Dr. Linda Corbin
Director, Literacy Curriculum & Instruction
Dr. Tinou Tran
Director, Multilingual Programs
Dr. Laurie Westphal
Director, GT Programs
Dr. Jeanine Wilkins
Coordinator, Instructional Resources
Chrissy Chambers
Budget Associate
TBD
Administrative Associate
Debra Gibbs
Office Clerk
Yady Blessinger
Director Early Childhood
Margaret Renee Cosby
Director Career & Teach (CTE)



The auditors' evaluation was based on the six model principles of sound organizational management presented below:

Exhibit 1.2.3: CMAC® Model Principles of Sound Organizational Management

Principle	Explanation
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.
Chain of Command	A person should have only one superior to avoid their being placed in a compromised decision-making situation.
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. Also, note that in reporting relationships, line administrators report only to other line administrators, never to administrators whose only scope of authority is a staff function. This keeps the line of accountability for the primary mission of the district uncomplicated.
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.
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The auditors examined the Fort Bend ISD organizational charts and found they are not adequate to provide for sound curriculum and instructional management. Span of Control and Chain of Command were the only principles fully met by all three organizational charts.

The following exhibit displays each of the three organizational charts and their respective ratings on the model principles.

Exhibit 1.2.4: Organizational Charts and Auditor's Ratings

Table	Span of Control	Chain of Command	Logical Grouping of Functions	Separation of Line and Staff	Scalar Relationships	Full Inclusion
Executive Leadership	X	X	X			
Teaching and Learning	X	X				
Organizational Development	X	X				
Note: X = Met Criteria						

As displayed above, none of the charts fully met all principles. Below is a description of each principle and the auditors' analysis of the evidence used to determine adequacy.

Span of Control (Met)

If supervisors are expected to develop, mentor, and monitor the work of those they supervise (lead and manage), the number of direct reports must be manageable, with a range of 7-12 recommended—the exact number within the range based on the supervisor's experience, diversity of positions supervised, and respective job responsibilities. Even if skilled in leadership and management, a supervisor with too many direct reports is not likely to have the time, and, perhaps, the emotional fortitude to provide effective, day-to-day supervision to all of them, potentially diminishing overall team performance.

To determine the span of control, auditors counted the number of immediate subordinate positions shown for each position on the organizational chart. Total number of positions to supervise should not exceed 12. All positions were within this limit.

Chain of Command (Met)

A successful organization includes multiple teams in which members and leaders interact between and among each other within the teams on a regular basis, sometimes sharing or exchanging leadership responsibilities. However, to promote accountability and the speed of decision making in accomplishing priority goals, as well as avoid confusion over reporting relationships, every employee needs one and only one supervisor. Chain of command relationships are designed on an organizational chart by a solid line between vertical boxes, with the supervisor denoted in the higher box.

Logical Grouping of Functions (Partially Met)

The rationale underpinning the principle is two-fold. First, the logical arrangement of functions and supporting personnel based on the work to be done and the required knowledge and skill set of those charged to do the work increases the likelihood the designated supervisor will have the expertise, confidence, and wisdom to develop and mentor all members of the team, as well as supervise their work. Second, isolation of a group that does not logically fit within the larger group reduces the probability that members of that team will have maximum exposure, support, and learning opportunities with their colleagues doing similar or closely related work in another unit/department. Grouping similar functions

together under an administrator with relevant knowledge and experience increases the probability that work will be conducted skillfully and to greater effect.

Of note, the general counsel is shown reporting to the superintendent. In Texas, the general counsel reports to the board of trustees and advises the superintendent.

Separation of Line and Staff (Not Met)

Line employees connect the superintendent to positions directly responsible for executing the district's core business and central mission—delivery of curriculum. For example, principals and teachers are line employees in school districts since they are charged directly with, and accountable for, high levels of learning by all students. Ideally, line authority positions are placed vertically in the center of the superintendent's organizational chart to signify their criticality to the district mission. Employes who are not in *line* positions are *staff*, whether they are housed at the central office or a campus. *Staff* employees should have no positional power over line employees (e.g., principals), who, through as *few* positions as reasonable for the size of the district, should report to the superintendent only through other line positions. The direct line eliminates potential conflicts of interest and minimizes murky and conflictive final decisions regarding any line issue. The superintendent, as chief executive officer, should be the person making final decisions regarding any line issues.

The absence of principals, associate/assistant principals, and teachers from any organizational charts prevented auditors from determining conclusively if violations appear on the table of organization (see Full Inclusion below). Job descriptions indicate the principals report directly to assistant superintendents, but with only two assistant superintendents and over 80 principals, this appears impractical. Rather, auditors were told that principals report to any of five executive directors, but again, the absence of principals on the organizational charts does not support this contention. So, essentially, line employees are absent from all organizational charts.

Scalar Relationships (Not Met)

The principle of scalar relationships supports the importance of visually communicating the administrative and decision-making hierarchy via placement of positions on an administrative chart. With few exceptions, administrative positions of the same generic title (e.g., executive director) are expected to have a similar level of authority within their respective departments and paid in the same schedule (even though their salaries may not be the same). Exceptions are sometimes made between certificated and non-certificated positions with the same title (e.g., Director of Curriculum and Director of Maintenance). If the vertical placement of an administrative position does not visually corroborate the generic title in conveying the level of positional authority, viewers may question parity or decision-making authority.

To determine the remuneration level of specific positions, auditors reviewed the pay grade information provided by Fort Bend ISD.

Exhibit 1.2.5: Prioritized Order of Professional Positions and Pay Grades

Title	Pay Grade
Superintendent	Negotiated
Deputy Superintendent	112
Chief	111
Assistant Superintendent	110
Executive Director, HS Principal	109

Title	Pay Grade
Director, ES/MS Principal	107, 108
Assistant Director, Project Manager	105, 106
Specialist	103
Coordinator	104, 105
Data Source: District provided	

As displayed, as positions assume higher levels of responsibility the corresponding pay grade increases (higher number reflects higher salary). The only exception to this is the pay grades for the coordinator position, which on several charts shows the coordinator reporting to the specialist, yet the salary is lower. It is noted that each pay grade includes a range of salary based on education and years of experience, which causes overlaps between pay grades.

Positions of similar responsibility and remuneration should be shown on the same horizontal plane to reflect responsibility requirements within the organization. Numerous violations appear on all three charts.

- Executive Leadership table: Deputy Superintendents and Chiefs all appear on the same horizontal plane, despite differences in both remuneration and levels of responsibility.
- Teaching and Learning table: In the STEM, Curriculum and Instruction unit, an administrative assistant and specialist are shown on the same plane as coordinators; in the Multilingual unit, coordinators and specialists are all listed on the same plane; in the GT unit, program managers, coordinators, and specialists are all listed on the same plane; Early Childhood shows a coordinator and specialist on the same plane; Career Tech displays program managers, assistant directors, and coordinators on a single plane.
- Organization Development: Under the Director of Strategic Planning, the assistant director and project managers are on the same horizontal plane.

Full Inclusion (Not Met)

Full inclusion means all positions with responsibility and accountability for essential functions of the district should be included on a respective organizational chart. Although the division/department leader has some discretion in identifying required positions, with few exceptions, the superintendent is expected to communicate generic titles (e.g., director, coordinator) for inclusion on all tables of organization, with depth of required positions dependent on district size. However, *all* district organizational charts should include the superintendent and board members to illustrate juxtaposition of governance and administrative leadership to the department, and the superintendent's chart should include *complete line authority trajectory* (i.e., principals and teachers.)

Three violations of this principle are present on the organizational charts.

- Principals, teachers, and associate/assistant principals are missing from all charts reviewed.
- The board of trustees is not included on any of the three charts reviewed.
- The superintendent only appears on the Executive Leadership chart.

Some positions described (specialists, coordinators, etc.) are not pictured on the organizational charts in **Exhibit 1.2.2**, but can be found in other departmental organizational charts listed in **Exhibit 1.2.1**.

Auditors learned from district employees through interviews and a district survey that organizational management is in a state of disarray.

Surveys of central office and campus administrators indicate that current organizational charts are not helpful to a large percentage of the administration. A CMSi online survey question presented to both central office (n=78) and campus administrators (n=243) asked if "the organizational chart illustrates clear lines of authority." Sixty-four percent of central office and 61% of campus administrators agreed or strongly agreed with the statement. Thirty-six percent of central office and 39% of campus administrators disagreed or strongly disagreed with the statement, or did not know.

The failure to clearly define roles and responsibilities has led to confusion and lack of clarity about role responsibility. Sample comments include:

- "There are many contacts to call in many different departments, for example, a bullying incident involving a special education student. You have student affairs (could lead to multiple calls depending on situation) and special ed department (multiple calls as well)." (Campus Administrator)
- "The organizational chart is clear for reporting, I don't think there are clearly delineated owners of certain projects/tasks if there is overlap between departments." (Central Office Administrator)
- "Staff don't have a clear understanding of who leads who." (Central Office Administrator)

Auditors additionally learned that overlap and cross-division responsibility has led to power struggles and a resulting lack of services, as follows:

- "I think the organizational chart of the higher echelons of District School Leadership is clear, but it gets murky after that. The departments have been re-organized over and over with District leaders being shuffled around constantly. People have no idea who is in charge of what or what their role is since many of them perform duties that don't seem to be part of that job description/ title and often have no experience in that role." (Campus Administrator)
- "There have been many times where what I am told is a priority by my boss in my division is negated by what someone else's boss in another division has decided is a priority." (Central Office Administrator)
- "A specific department dictates directives to other staff and departments. This impacts the work of staff and directly impacts both teachers and students. (Since this is a 'drop everything and pivot' to directives that are outside your current job role)." (Central Office Administrator)
- "They [Organizational Development Division] do everything and nothing at all. They have their hand in everything." (Central Office Administrator)
- "There is push and pull between the Organizational Development Department and curriculum. Duties are not in the right place. There needs to be a better definition of lanes and how to work cross functionally." (Central Office Administrator)

Auditors noted and district staff confirmed that the organizational charts are not accessible either to the general public or district employees:

- "I have yet to see an organizational chart on our website. Parents, staff, and the community should be able to see, via our website, the structure of our school district." (Central Office Administrator)
- "Our email system functions as an organizational chart for us." (Central Office Administrator)

In conclusion, substantive issues contribute to the inadequacy of the organizational structure and sub-optimize quality control.

Job Descriptions

Every employee in a school district needs a current job description that clarifies the position's responsibilities and establishes accountability for conducting those responsibilities in an efficient and effective manner. Written job descriptions give leaders a basis for ensuring each position in the district is strategically defined to play a unique and necessary role in the overall educational mission. Ideally, job description duties and responsibilities are congruent with major performance review expectations. Because they serve as legal documentary evidence of accountability, high-quality job-descriptions are critical to any successful organization.

To assess the availability and quality of written job descriptions, the auditors reviewed job descriptions and responses to online teacher and administrator surveys. They also interviewed internal stakeholders. They expected to find current and high-quality job descriptions for every position. However, auditors found the quality of many job descriptions was not adequate to communicate expectations and establish accountability. Lack of specificity for chain of command, vague description of responsibilities for principals, and staff resentment of unspecified assigned duties were noted.

A review of relevant board policies concluded that policies partially meet expectations in the area of job descriptions, as described in **Exhibit 1.1.3**, Criterion 1.4. Policy requires the superintendent to "define the qualifications, duties, and responsibilities of all positions" and "ensure that job descriptions are current and accessible to employees and supervisors." However, no requirements are expressed regarding the criteria for high-quality job descriptions.

When determining the adequacy of job descriptions, auditors look at each of the following areas for completeness, clarity, and timeliness: qualifications; links to chain of command; responsibilities/duties; relationship to the creation, maintenance, and evaluation of the curriculum; and date. The following rubric was used to rate the district's job descriptions.

Exhibit 1.2.6: CMAC® Model Job Description Components

Job Description Components Expected	
1. Qualifications, 2. Links to the chain of command, 3. Responsibilities/functions/duties of the job, and 4. Relationship to the curriculum/curriculum design, alignment, and delivery responsibilities.	
Rating	**Explanation**
Missing	No statement made.
Inadequate	A statement made, but incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
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Auditors were presented with over 450 job descriptions for those positions most closely aligned with the primary focus of the district, the teaching and learning of students. From those, auditors selected 76 job descriptions for review. The selected job descriptions included those for the leadership on presented organizational charts, and line positions, including principals, associate/assistant principals, deans, and a sampling of teachers. Also reviewed was a sampling of positions from other job descriptions, many of which were similar in nature, including the following units: coordinators, instructional coaches, assistant directors, interventionists, managers/project managers, and specialists.

Below is the auditors' analysis for each reviewed job description.

Exhibit 1.2.7: Auditors' Rating of Job Descriptions

Position	Date	Qualification	Chain of Command	Responsibilities and Duties	Curriculum Link	Meets all Criteria
Assoc Principal Elem	3/2023	Strong	Adequate	Strong	Adequate	X
Assoc Principal HS T1	6/2024	Strong	Strong	Strong	Adequate	X
Assoc Principal MS/HS	1/2022	Strong	Inadequate	Adequate	Adequate	
Asst Dir Acct, Assmt, Compliance	6/2022	Adequate	Adequate	Adequate	Adequate	X
Asst Director STEM Curr & Instruction	9/2024	Strong	Adequate	Strong	Adequate	X
Asst Director Strategic Planning	5/2024	Adequate	Inadequate	Strong	Adequate	
Asst Director Student Affairs	5/2020	Adequate	Inadequate	Strong	Adequate	
Asst Principal All Levels	12/2020	Adequate	Inadequate	Adequate	Adequate	
Asst Principal JR CTE	9/2024	Adequate	Inadequate	Strong	Adequate	
Asst Principal T1	6/2024	Adequate	Strong	Strong	Adequate	X
Asst Supt All Levels	10/2020	Adequate	Inadequate	Adequate	Adequate	
Caseworker Dropout Prevention	6/2022	Adequate	Adequate	Adequate	Adequate	X
Chief Academic Officer	6/2024	Adequate	Inadequate	Strong	Adequate	
Chief Financial Office	9/2024	Adequate	Inadequate	Adequate	Adequate	
Chief Human Resource Officer	6/2024	Adequate	Adequate	Adequate	Adequate	X
Chief Organizational Development	2/2025	Inadequate	Inadequate	Inadequate	Inadequate	
Chief of Schools	6/2024	Adequate	Inadequate	Strong	Adequate	
Consultant Senior Leadership	5/2022	Adequate	Inadequate	Strong	Adequate	
Coord Assmt Design Math Secondary	6/2022	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design Math Elementary	2/2017	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design Soc Stud Elementary	5/2019	Adequate	Adequate	Adequate	Adequate	X

Position	Date	Qualification	Chain of Command	Responsibilities and Duties	Curriculum Link	Meets all Criteria
Coord Assmt Design ELA Elementary	5/2019	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design ELA Secondary	6/2022	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design Science Elementary	2/2017	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design Science Secondary	4/2019	Adequate	Adequate	Adequate	Adequate	X
Coord Assmt Design Soc Stud Secondary	6/2022	Adequate	Adequate	Adequate	Adequate	X
Coord Curriculum ELA K-5	9/2024	Adequate	Adequate	Adequate	Adequate	X
Curr Coordinator Integration T4	9/2024	Adequate	Adequate	Strong	Adequate	X
Coord Curriculum Math Secondary	9/2024	Adequate	Adequate	Adequate	Adequate	X
Coord Curriculum Science Elementary	9/2024	Adequate	Adequate	Adequate	Adequate	X
Coord Curriculum Social Studies Elem	9/2024	Adequate	Adequate	Adequate	Adequate	X
Coord Curriculum Technology Application	9/2024	Adequate	Adequate	Adequate	Adequate	X
Coord Early Childhood	9/2024	Adequate	Adequate	Adequate	Adequate	X
Dean of Instruction	12/2022	Adequate	Adequate	Adequate	Adequate	X
Deputy Superintendent	1/2024	Adequate	Adequate	Inadequate	Adequate	
Deputy Supt Chief of Staff	4/2024	Adequate	Inadequate	Inadequate	Adequate	
Deputy Supt Operations	5/2024	Adequate	Inadequate	Inadequate	Adequate	
Deputy Supt Teaching & Learning	4/2024	Adequate	Inadequate	Inadequate	Adequate	
Director Acct, Assess, & Compliance	5/2023	Adequate	Adequate	Adequate	Adequate	X
Director Athletics	5/2020	Adequate	Adequate	Adequate	Adequate	X
Director CTE	5/2024	Adequate	Adequate	Adequate	Adequate	X
Director Curriculum & Instruction	8/2021	Adequate	Inadequate	Adequate	Adequate	
Director Early Childhood	9/2024	Adequate	Inadequate	Adequate	Adequate	
Director Fine Arts	3/2017	Adequate	Adequate	Adequate	Adequate	X
Director Gifted and Talented	7/2022	Adequate	Inadequate	Strong	Strong	
Director Leadership Development	1/2023	Inadequate	Inadequate	Adequate	Adequate	
Director Literacy C & I	5/2022	Adequate	Inadequate	Strong	Adequate	

Position	Date	Qualification	Chain of Command	Responsibilities and Duties	Curriculum Link	Meets all Criteria
Director Multilingual	9/2024	Adequate	Inadequate	Strong	Adequate	
Director School Improvement	7/2024	Adequate	Inadequate	Adequate	Adequate	
Director Strategic Planning	5/2023	Inadequate	Inadequate	Adequate	Adequate	
Exec Director Elementary Schools	9/2024	Adequate	Inadequate	Adequate	Adequate	
Exec Director Secondary Schools	9/2024	Adequate	Inadequate	Adequate	Adequate	
Exec Director Student Support Services	12/2023	Adequate	Inadequate	Adequate	Adequate	
Exec Director Teaching & Learning	12/2019	Adequate	Inadequate	Adequate	Adequate	
Instructional Coach Elem Science	10/2024	Adequate	Adequate	Strong	Strong	X
Instructional Coach ELA Secondary	5/2019	Adequate	Adequate	Strong	Strong	X
Instructional Coach Math T1 HS	1/2023	Adequate	Adequate	Strong	Strong	X
Interventionist Math District 3E	6/2022	Adequate	Adequate	Adequate	Adequate	X
Interventionist PBS	4/2024	Adequate	Adequate	Adequate	Adequate	X
Library Media Specialist	2/2023	Adequate	Adequate	Adequate	Adequate	X
Literacy Specialist Secondary	5/2017	Adequate	Adequate	Adequate	Adequate	X
Manager CTE Restaurant	7/2023	Adequate	Inadequate	Adequate	Adequate	
Manager CTE Early Ed Center	9/2023	Adequate	Adequate	Adequate	Adequate	X
Principal All Levels	9/2023	Adequate	Inadequate	Inadequate	Inadequate	
Principal Center for Learning	9/2024	Adequate	Inadequate	Inadequate	Inadequate	
Principal James Reese CTE Center	9/2023	Adequate	Adequate	Adequate	Adequate	X
Specialist Early Childhood	3/2023	Adequate	Adequate	Adequate	Adequate	X
Specialist Data Professional Learning	3/2023	Adequate	Adequate	Adequate	Adequate	X
Specialist Instructional Fine Arts	5/2024	Adequate	Adequate	Adequate	Adequate	X
Specialist Math Elementary	1/2025	Adequate	Adequate	Strong	Strong	X
Teacher OOG	8/2024	Adequate	Adequate	Adequate	Adequate	X
Teacher All Levels DOI	6/2023	Adequate	Adequate	Adequate	Adequate	X

Position	Date	Qualification	Chain of Command	Responsibilities and Duties	Curriculum Link	Meets all Criteria
Teacher PT	4/2023	Adequate	Adequate	Adequate	Adequate	X
Teacher All Levels T1	8/2023	Adequate	Adequate	Adequate	Adequate	X
Teacher All Levels	12/2020	Adequate	Adequate	Adequate	Adequate	X
Teacher Art All Levels	2/2023	Strong	Adequate	Adequate	Adequate	X
Percent Meeting Criteria		**96%**	**62%**	**91%**	**96%**	
Percent of Descriptions Containing All Necessary Components and Rating Adequate, Strong, or Exceptional Across All Criteria						**61%**
Data Source: District provided						

As shown above, of the 76 job descriptions provided to the auditors, (61%) were rated exemplary, strong, or adequate in all criteria.

All job descriptions included the date of writing. Most have been written or reviewed in the past three years.

During the job description and organizational chart analysis, auditors noted contradictions between information on job descriptions and respective organizational charts. The only mismatch is noted in the Chain of Command section below.

Five executive level and above job descriptions were missing: Chief Communications Officer, Chief of Police, General Counsel, Chief Information Officer, and Chief Operations Officer.

The positions of Deputy Superintendent and Director of Curriculum and Instruction were presented for review; however, those positions (titles) do not appear on the district organizational chart.

Auditors noted the following regarding each component.

Qualifications

The statement of qualifications was rated as strong or adequate for 96% of the job descriptions. A strong rating on this component entailed required and preferred education/certification and experience to delineate the most highly qualified applicants. Most job descriptions that were rated as having inadequate qualifications did not require the certification required of positions being supervised.

Auditors noted that few of the job descriptions required or gave a priority to Spanish-speaking applicants. Given that the district has an increasing percentage of Emergent Bilingual students and Spanish-speaking parents, this would be a critical skill for district employees. Job descriptions that listed Spanish fluency as a preference included Caseworker and positions in the multilingual department.

None of the job descriptions expected employees to have skills or prior experience in a demographically similar district to Fort Bend ISD. This would include skills working with bilingual, economically disadvantaged, or otherwise disenfranchised students.

Chain of Command

Chain of command (two-way supervisory relationships) was rated as adequate or above on 47 of the 76 job descriptions (62%). To receive an adequate or strong rating, a single supervisory position and supervisee position (or statement of "none") are required by *position title.* Most inadequate chain of command ratings were related to vague supervisory responsibilities (e.g., "support staff, selected personnel, department employees"). For accountability, supervisory relationships must be title specific.

Two positions in the Division of Organizational Development had no position or title for their direct report (Directors of Strategic Planning and Leadership Development).

The principal job description shows the principal reporting to both an Assistant Superintendent and an Executive Director of Elementary or Secondary.

The Coordinator of School Improvement is shown on the organizational chart as reporting to the Chief of Schools, rather than to the Director School Improvement (see Chain of Command under Organizational Charts above).

Responsibilities and Duties

Responsibilities and duties comprise the major section of job descriptions, as they communicate accountable job-related expected outcomes for each position. An adequate rating requires inclusion of all critical responsibilities of the position (e.g., monitoring of curriculum and instruction for campus principals). A strong rating requires organization of all required responsibilities into categories (e.g., Personnel Management, Student Management, Leadership Duties).

Ninety-one percent of reviewed job descriptions were rated adequate on responsibilities and duties. Most job descriptions included major duties and also categories of responsibility, which provided more clarity.

Notable exceptions included the various principal job descriptions, which were vague and inclusive for all principals, regardless of educational needs of the particular campus to which they are assigned. Basically, the approach was "one-size-fits-all."

Also notable was the job description for Chief of Organizational Development, which was overly extensive, with duties normally assigned to other departments/divisions, including human resources, campus planning, professional development, talent development, department planning, facilities, and attendance boundaries. Additionally, under the Job Purpose Summary, the position is incorrectly referred to as Executive Director of Organizational Development.

Auditors also noted that all job descriptions, under the heading Key Functions, Duties, and Responsibilities, used the phrase "May be required to perform other related duties as assigned." This negates the intent of a well-designed job description, as it leaves the door open to assign unlimited additional duties.

Curriculum Link

The intent of curricular linkage in job descriptions is to remind all employees that their positions play a role in the core business of schools—teaching and learning, the magnitude of which depends on the position and its primary purpose. For example, expectations for curricular linkage in a principal's job description are greater than those in the job description of Director of Athletics, even though both positions play a role in student engagement and learning. Ninety-six percent of job descriptions reviewed by the auditors received a met rating on this component. The few exceptions included the principal's job description, in part, because duties and responsibilities, rated inadequate, are closely linked to curriculum.

During the analysis of both organization charts and job descriptions, auditors learned from district employees that the Leadership Development Department, being placed under the Organizational Development Division, creates much confusion and frustration among district employees. Leadership Development, as described by the job description for the director, focuses on employee professional development which is more closely aligned with school improvement planning as staff growth goals are aligned with campus and district improvement plans. Additionally, as principals report to their appropriate Assistant Superintendent of Teaching and Learning, principal professional growth would more logically

be contained within the same division, that being Teaching and Learning. As described in Exhibit 5.1.4, Characteristic 3, there is an expectation that professional development be provided for all employees. However, the existing organizational chart does not clarify what department is responsible for which aspects of PD. Auditors heard from many district employees that confusion exists within departments and among employees as to professional development expectations, other administrative duties, and an understanding of who is in charge of which program.

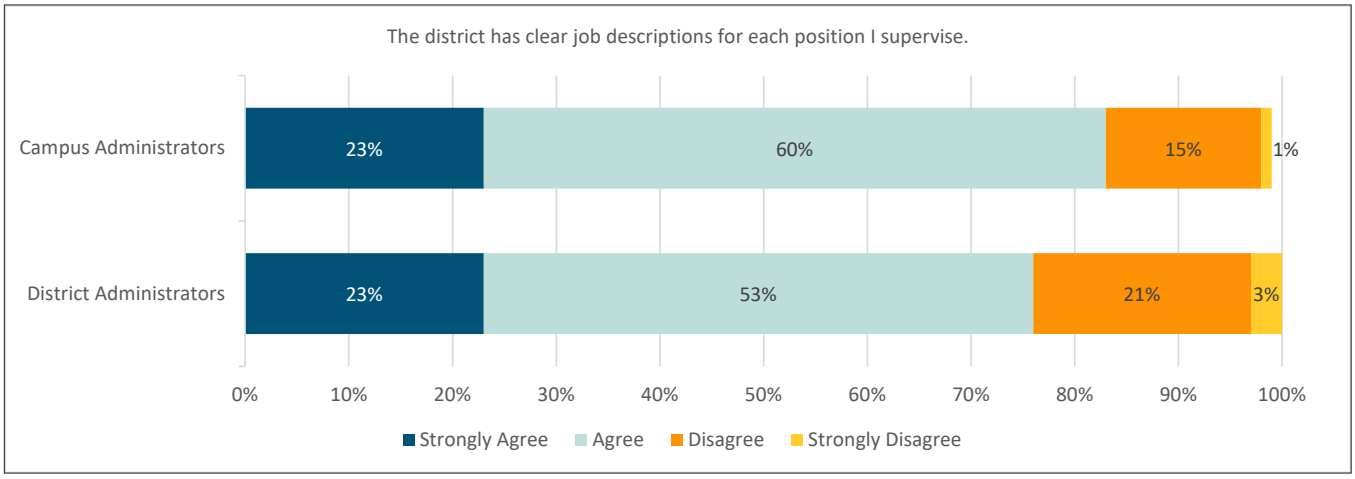
Auditors were told of several programs that district employees argue would be more logically served if assigned to departments other than Organizational Development, including the following:

- Induction and Mentorship (better placed under Teaching and Learning), including onboarding and offboarding (better placed under Human Resources)
- Campus Support Systems, including Learning Walks and Campus Based Instructional Coaches (better under Teaching and Learning)
- Induction and Mentorship for Leaders and Teachers (better under Teaching and Learning)
- Teacher Incentive Allotment (best under Human Resources)
- District organizational chart development (best under Human Resources).

Auditors recognize that information and data produced by these various programs would be critical to members of the Organizational Development Division for their work in strategic plan leadership and program evaluation and research. However, the various divisions do not operate in a vacuum, and availability of program data and information must be readily accessible for cross-division purposes.

Auditors also surveyed district personnel about the availability of job descriptions. Survey data indicate that district and campus administrators agree that clear job descriptions are provided for each position they supervise, as displayed in the exhibit below.

Exhibit 1.2.8: Availability of Job Descriptions for Positions Supervised by District and Campus Administrators



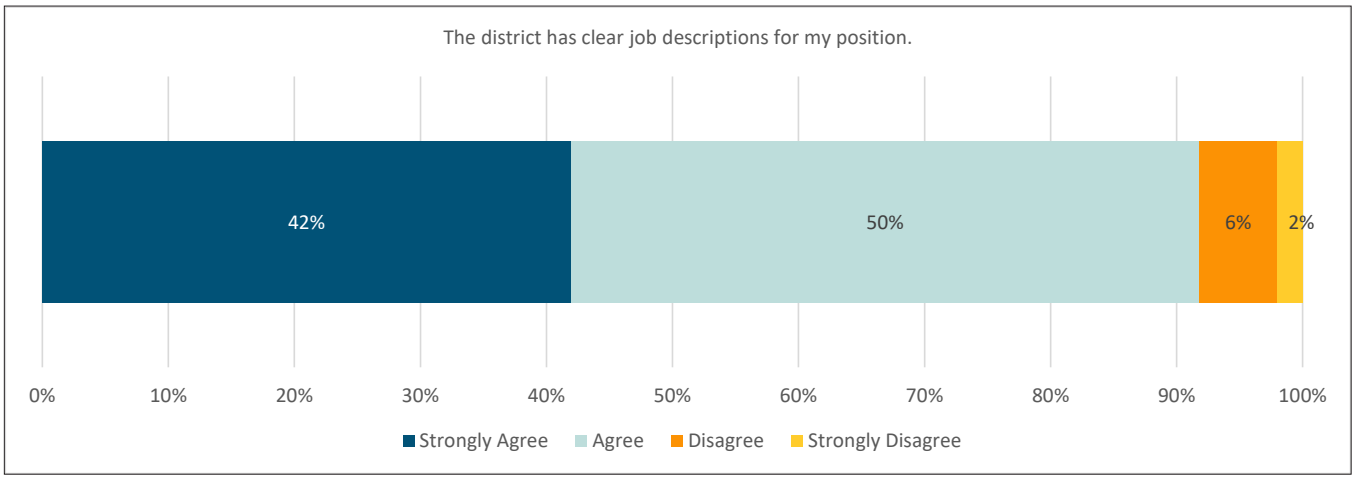
Note: Some totals do not equal 100% due to rounding, District (Central Office) Administrators, n=75, Campus Administrators, n=226
Data Source: CMSi online survey

Seventy-six percent of district administrators and 83% of campus administrators agree or strongly agree with the statement. Disagreeing with the statement were 24% of district administrators and 16% of campus administrators. Comments from staff provide further insight into the reality of the work compared to the job description.

- "Each campus appears to have a different definition and expectation for my role." (Campus Administrator)
- "I have a clear job description; however, sometimes the district interferes with my ability to do my job on campus." (Campus Administrator)
- "There is often a discrepancy between what the department communicates and the expectations of administrators and other staff. This misalignment can lead to confusion and inefficiency." (Teacher)
- "Clear [job descriptions]? Not really. Ask five people and get six answers." (Teacher)

Survey data indicate that teachers agree that clear job descriptions are provided for their position, as displayed in the exhibit below.

Exhibit 1.2.9: Availability of Teacher Job Positions as Reported by Teachers



Note: n=649
Data Source: CMSi online survey

As displayed, 92% of teachers agree or strongly agree that there is a clear job description for their position. Comments heard by auditors, however, indicate frustration between the job description and the reality of their duties, particularly "other duties as assigned."

- "I'm a teacher—of course, the job description is clear. The problem is that people higher on the food chain want teachers to take on more and more and more, without stopping to think about how unrealistic that is." (Teacher)
- "'Other duties' appears in many job descriptions." (Campus Administrator)
- "'Other Duties as Assigned' is not clear. This is a catch-all for admin to 'request' teachers to do things that are not in our JD or outside of our contract hours. Teachers feel like 'other duties as assigned' when used by admin is a threat." (Teacher)
- "Teachers are often asked to do a plethora of other tasks not listed in the job description." (Teacher)
- "Responsibilities are added consistently." (Teacher)
- "There are stated job descriptions, but some things are vague and contribute to the overwhelmed feeling teachers feel. By being vague, teachers are given tasks to complete that don't totally fit into their stated job role." (Campus Administrator)

In summary, many job descriptions contained adequate descriptions of all components. Despite this, only 61% met adequate or above in all four components. While most teachers and district administrators agree that job descriptions are present, wide disagreement prevails as to the accuracy of the job descriptions and how well they reflect the daily work in schools. A large number of staff indicate that their duties have increased consistently over the years, hindering their ability to fulfill all the duties of their positions.

Summary

Auditors determined that the current tables of organization contain weaknesses and do not meet audit expectations of high quality. In particular, issues are present in the areas of full inclusion, scalar relationships, separation of line and staff, and logical grouping of functions. Sixty-one percent of job descriptions meet audit expectations. Many need to be reviewed, revised, and clarified to eliminate unspecified assigned duties. (See **Recommendation 1**.)

Finding 1.3: A Strategic Plan, District Improvement Plan, and campus improvement plans have been developed. The district's planning processes are insufficient to facilitate significant improvement of student learning or guide other desired district improvements.

District planning is a strategic process where district leadership and key stakeholders collaborate to envision the future direction and develop essential procedures for achieving desired outcomes. Effective long-range planning is vital for district success as it allows leaders to identify, prioritize, and address the continually evolving needs of the community. This process integrates multiple data sources to inform decisions while maintaining focus on clear future goals. The planning system's inherent flexibility enables leadership to adjust direction based on student needs, legislative changes, or community developments, allowing for strategic allocation of district resources.

Well-structured long-range and annual plans transform vision into measurable milestones with specific feedback mechanisms for process evaluation and results tracking. Comprehensive quality plans clearly articulate key goals, necessary actions, personnel responsibilities, required resources, and implementation timelines. Through thoughtful planning and metrics, staff can systematically guide the district's progress year by year toward achieving its vision. Without robust planning and meaningful evaluation systems, districts risk inefficient use of human and financial resources on initiatives that fail to produce intended results.

To determine the status of planning in the Fort Bend ISD, the auditors reviewed written district and campus plans, board policies, job descriptions, and other documentation provided by district personnel. Interviews were conducted with board members, administrators, teachers, and other employees regarding the status and impact of planning in the district. Online surveys of school personnel were conducted to gain their feedback related to district and campus level planning.

Auditors expected to find comprehensive planning documents with clear implementation pathways that detailed how strategies would be executed with assigned responsibilities; system coordination between district level and campus improvement plans, ensuring organizational alignment toward common goals, and explicit linkages between plans and budget allocations properly sequenced to ensure planning drives resource allocation decisions.

Overall, auditors learned that Fort Bend ISD's planning processes lack the cohesion and specificity needed to effectively guide operations across its 83 campuses, serving approximately 80,000 students. While planning documents exist, they often fail to detail implementation pathways or assign specific responsibilities. As one central office administrator candidly admitted, "We use hope as a strategy that things will get better." The district's decentralized nature has created planning challenges. Particularly concerning was the disconnect between planning and budgeting processes, with limited evidence that resource allocation decisions were driven by strategic priorities identified in planning documents. A campus administrator emphasized this need for improvement, "We need to be more intentional, purposeful, strategic, and equitable with resources and staffing."

The remainder of this finding presents the audit team's analysis of the district's planning structures and processes.

District Level Plans and Planning

Board Policy BQ(LEGAL)—Planning and Decision-Making Process states that "*Texas Education Code 11.251* (a) requires each campus and district to develop, review, and revise the campus and district goals annually to strategically improve student performance for all student populations." The district continuous improvement plan is to be developed with a "unity of purpose by each division in the organization." According to *Board Policy BQAA(LOCAL)—Planning and Decision-Making,* the district is expected to establish a program evaluation system to support planning and decision making. This policy stipulates that program evaluation should enable "fiscally responsible" decisions about whether programs "should continue, expand, and/or be modified or discontinued." The policy requires evaluation of both instructional and district support programs to ensure alignment with the district strategic plan and Board priorities.

Board Policy BQA(LEGAL)—Planning and Decision-Making prescribes the formation of a district-level planning and decision-making committee with representation from professional staff, parents, business representatives, and community members. This committee is required to assist the superintendent with the "annual development, evaluation, and revision of the district improvement plan." The policy mandates that this committee conduct at least one public meeting annually to discuss district performance and objectives, which should facilitate transparency and community input in the planning process. *Board Policy BQAB(LOCAL)—Planning and Decision-Making Process: District-Level* establishes the requirement for research to inform district planning, stating that "research is a necessary component of high performing organizations and a vital part of the continuous improvement cycle." This policy calls for the creation of a Research Review Board and stipulates that all research conducted in partnership with the district must align with the "Board-adopted Mission, Vision, Core Beliefs and Commitments, and Goals." Under this policy, research activities should provide educational value, employ defined methodologies, and align with district policies and practices.

These policies collectively establish a framework that requires program evaluation, stakeholder involvement, and research-based approaches to guide district planning and decision-making processes.

The following exhibit shows the core beliefs and commitments, mission and vision, district priorities, and characteristics of a Fort Bend ISD graduate.

Exhibit 1.3.1: District Strategic Plan

Core Beliefs and Commitments

1. Core Belief: All students can reach their full potential.
   Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.
2. Core Belief: we believe student success is best achieved…
   - A. …through effective teachers that inspire learning
     Commitment: FBISD will recruit, develop and retain effective teachers.
   - B. …in a supportive climate and safe environment.
     Commitment: FBISD will provide a supportive climate and a safe learning/working environment.
   - C. …by empowered and effective leaders throughout the system.
     Commitment: FBISD will provide and promote leadership development at all levels.
   - D. …in a well-functioning, high-performing community of learners.
     Commitment: FBISD will be a collaborative, effective and effective learning community.

Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

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

District Priorities

The Board of Trustees approved District Priorities and Goals that are used in the development of the FBISD Strategic Plan and campus improvement plans.

Priority 1: Increase successful student outcomes through enhanced learning opportunities.

- Goal 1: By 2028, 80% of all students, at every campus, in grades 3, 5, 8, and 10, will grow at least one year in reading as indicated by NWEA MAP Growth Measures.
- Goal 2: For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65% to 90%.

Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

- Goal 1: By 2027, FBISD will increase overall staff satisfaction with the district from 73% to 85% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.
- Goal 2: By 2027, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.
- Goal 3: By 2027, FBISD will increase parent satisfaction with FBISD schools from 80% to 85% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.

- Goal 1: By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district's strategic plan.
- Goal 2: By 2027, ensure efficient staffing in all areas of the organization, including campuses and departments.

The goals in both the District Strategic Plan and the District Improvement Plan are aligned but not identical. There is clear evidence of cascading from the Strategic Plan to the District Improvement Plan. The Strategic Plan's Priority 1 aligns with District Improvement Plan Goal 2 (Priority 1) emphasizing increased student outcomes through enhanced learning opportunities. Strategic Plan Priority 2 aligns with District Improvement Plan Goal 3, Priority 2 to create and sustain a culture and climate of professionalism, accountability, and communication where stakeholders (students, parents, and staff) are valued, inspired, and engaged. Finally, the Strategic Plan, Priority 3, aligns with District Improvement Plan, Goal 4, Priority 3 to exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

The auditors rated the District Strategic Plan and the 2024-2025 District Improvement Plan against the 17 Curriculum Management Audit Center® (CMAC®) model criteria for planning and plan quality. The criteria and ratings are presented in the following exhibit.

Exhibit 1.3.2: CMAC® Model Planning Criteria and Rating of District Strategic Plan

District Improvement or Strategic Planning Criteria	Auditors' Rating
Planning Process:	
1. Directed by written expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future, and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	P*
2. Responsive to vision: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered needs and the future changes required, within the context of the organization, and relevant to the teaching and learning process.	X
3. Based on data: Data are considered and inform the planning process, vision, and system directions/initiatives.	P*
4. Drives daily decision making: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	
5. Is emergent and fluid: Leadership adjusts to discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).	
6. Is collaborative and coordinated: Staff are involved in a purposeful way throughout various aspects of the planning processes (in multiple capacities) and are aware of their role in implementing the district vision and direction (goals).	P*

District Improvement or Strategic Planning Criteria	Auditors' Rating
Plan Quality and Alignment:	
7. Clear and measurable: The plan has focused goals that are clear and measurable, incorporate research, and are focused on the areas of greatest need.	X
8. Reasonable and feasible: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. The number of strategies and supportive actions are also feasible in the time allotted.	
9. Implementation strategies: The plan includes specific actions that, based on research, are likely to realize or accomplish the change needed. Actions are explicit; they are measurable and clearly support implementation.	P*
10. Capacity building: The plan clearly delineates supports needed for actions or strategies to be implemented effectively and for the vision to be sustained, such as professional development, coaching, orientation, resources, etc.	
11. Internal reliability and congruence: All goals and actions within the plan are congruent with one another and work in coordination to accomplish overarching goals.	X
Plan Implementation and Evaluation:	
12. Aligned professional development: Professional development endeavors are aligned to system planning goals and initiatives.	P*
13. Budget: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.	
14. Accountability: Each action/strategy is assigned to a specific person or department with a suggested timeline for completion.	P*
15. Evaluation plan and implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.	P*
16. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.	
17. System-wide coordination of effort: There is evidence that all departments, campuses, and levels of the system are working in congruence toward the shared mission, vision, and goals of the district.	P*
Total Met	**3/17**
Percentage Met	**18%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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The district level plans fully met 3 characteristics and partially satisfied another 8 of the 17 CMAC® model criteria for planning. With only 18% of criteria fully met, the district planning documents fall significantly below the 70% threshold considered adequate for effective planning. A more detailed explanation of ratings is presented below.

Planning Process

Criterion 1: Directed by written expectations (Partially Met)

Board Policy BQ(LEGAL)—Planning and Decision-Making Process states a district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups to attain state standards in respect to the achievement indicators. This criterion is partially met because while the policy establishes clear expectations for plan development, it lacks specific guidance on the planning process itself and doesn't establish clear expectations for how planning should connect across different organizational levels.

Criterion 2: Responsive to vision (Met)

The Strategic Plan and District Improvement Plan demonstrate a responsive vision for Fort Bend ISD. The district explicitly states its vision: "Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate," complemented by the mission statement: "FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine."

Evidence from the District Planning Advisory Council (DPAC) process shows the planning process responds to identified needs. The DPAC met at the end of the 2023-24 school year to begin drafting a comprehensive needs assessment using academic and performance data from the district, demonstrating that planning emerges from data analysis rather than predetermined assumptions. The District Improvement Plan demonstrates responsiveness to identified needs through its comprehensive needs assessment, which analyzes demographics, student learning data, district processes, and stakeholder perceptions that inform strategic direction.

Criterion 3: Based on data (Partially Met)

The District Improvement Plan demonstrates evidence that planning incorporates data analysis, but limited evidence exists of data-driven planning processes beyond document creation. The "Comprehensive Needs Assessment" section contains extensive data analysis that informs goals and strategies, presenting detailed student performance data across core subjects and demographic context for understanding student needs.

However, evidence of ongoing data review processes that inform planning decisions is limited. While DPAC used academic and performance data from the district to draft comprehensive needs assessment, documentation of regular leadership meetings where data review leads to planning adjustments is insufficient. District officials conduct biweekly walkthroughs and review academic progress scores for underperforming campuses, but systematic evidence of how data reviews inform broader district planning decisions across all operations is lacking.

Board meeting evidence shows some data-driven discussions, such as calendar committee guidelines based on stakeholder feedback found on the District Planning Advisory Council/District Planning Advisory Council website, but comprehensive documentation of data review processes leading to planning decisions requires strengthening.

Criterion 4: Drives daily decision making (Not Met)

The District Improvement Plan lacks explicit evidence of how planning drives daily decision-making by leadership. While the plan establishes clear goals and performance objectives, it doesn't describe how leadership uses these plans to guide day-to-day decisions or monitor progress on an ongoing basis.

A critical timing issue undermines this criterion: The District Improvement Plan was not adopted until February 2025, meaning it was unavailable to drive daily decision-making for six months of the 2024-25 school year. This timing disconnect represents a fundamental misalignment between planning and operational decision-making.

The plan includes formative review cycles (October, December, February) and summative evaluation (June), suggesting periodic rather than daily monitoring. However, no detailed explanation exists of how leadership operationalizes planning for daily decisions or facilitates movement toward objectives between formal review periods Evidence of weekly administrative meetings, campus leadership discussions, or other regular forums where district goals inform operational decisions is insufficient to demonstrate that planning drives daily decision-making.

Criterion 5: Is emergent and fluid (Not Met)

The District Improvement Plan provides insufficient evidence of emergent and fluid planning processes. Central Office administrators identified change management as a systematic weakness, with one stating: "Change management is sometimes a weakness. Decisions are sometimes made quickly, without sufficient time for roll out." Another administrator noted: "Alignment across departments and campuses is a weakness, along with change management. Decisions are made quickly, and we sometimes don't have enough time to roll things out effectively."

While each strategy includes indicators for "No Progress," "Accomplished," "Continue/Modify," and "Discontinue," suggesting a framework for adaptation, the document lacks explicit processes for how leadership identifies discrepancies between current and desired status or adjusts strategies mid-course. The plan's review structure provides formative checkpoints, but clear documentation of how leadership demonstrates fluidity in planning based on emerging circumstances is absent.

Evidence of adaptive planning in practice is limited. The board's decision to reverse class rank policy after one year of implementation shows some responsiveness to outcomes, but systematic processes for ongoing adaptation are not evident. A Central Office staff member's statement reinforces this inflexibility: "We do not modify plans. Departments provide the data to see what they want to improve on. For example: All groups are looking at the wellness plan to ensure it is in all plans."

The district's planning approach appears more static than fluid, lacking documented processes for regular strategy modification based on implementation results or changing circumstances.

Criterion 6: Is collaborative and coordinated (Partially Met)

Auditors looked at job descriptions and noted that district-level planning is a central responsibility across multiple leadership positions. Several key positions, including the Deputy Superintendent of Teaching and Learning, Chief Academic Officer, Coordinator of Strategic Planning, Coordinator of Strategic Improvement, and Assistant Superintendents all have specific planning-related responsibilities in their job descriptions. However, the District Improvement Plan provides limited evidence of collaborative and coordinated planning. While the plan is comprehensive, there are few explicit references to how staff were involved in developing the plan or their specific roles in implementation. The plan does

assign responsibility for monitoring strategies to specific departments or roles, indicating some level of coordinated implementation responsibility.

Plan Quality and Alignment

Criterion 7: Clear and measurable (Met)

The Strategic Plan and District Improvement Plan present clear and measurable goals and objectives that are focused on identified areas of need. There is strong evidence of measurement specificity, although limited explicit reference to research. Clear and measurable elements include specific numerical targets in performance objectives (e.g., "Increase the percentage of students scoring Meets or above on *STAAR*/*EOC* Reading from 63% to 65%"), time-bound objectives consistently framed as "By June 2025...", and identified data sources for measurement. The District Improvement Plan addresses identified areas of need based on the comprehensive needs assessment, with problem statements directly linked to strategies.

Criterion 8: Reasonable and feasible (Not Met)

The 2024-2025 District Improvement Plan presents 3 goals encompassing 17 performance objectives and approximately 60 detailed strategies, all targeted for completion by June 2025. The plan was not adopted until February 2025.

Auditors noted that the implementation window of nine instructional months (September-May) presents a material constraint, given the scope of initiatives. Many performance targets represent substantial statistical improvements (e.g., increasing CCMR from 65% to 90%, improving *STAAR*/*EOC* scores by 2-5%) without corresponding evidence of capacity assessment or resource allocation planning. The plan does not provide detailed information about financial resources allocated to each strategy, staff time commitments required, or potential implementation challenges.

Criterion 9: Implementation Strategies (Partially Met)

The District Improvement Plan includes specific implementation strategies for each performance objective, but has limited explicit references to research. The strategies are generally action-oriented but vary in their specificity and measurability. Some examples of specific, measurable implementation strategies include establishing coaching cohorts with specific participation targets, conducting PLC sessions with attendance goals, and providing targeted boot camps. However, many strategies lack detailed implementation specifics or measurable outcomes.

The plan notably lacks explicit references to selected strategies being research-based. While strategies such as professional learning communities (PLC), small group instruction, and coaching cohorts are generally supported by educational research, the document does not cite or reference specific research that informs these choices.

Criterion 10: Capacity building (Not Met)

The District Improvement Plan exhibits significant deficiencies in its capacity-building framework. The plan fails to delineate the specific supports needed for effective implementation of its numerous strategies and actions. While the document outlines 3 main goals with 17 performance objectives and approximately 60 detailed strategies, it does not provide adequate detail regarding the professional development, coaching structures, orientation processes, or resource allocations necessary to execute these initiatives.

The plan lacks specificity regarding staffing requirements across its 83 campuses and more than 10,000 employee workforce. Many strategies implicitly require extensive professional development and monitoring, yet the plan does not articulate how these capacity-building activities will be structured, delivered, or evaluated.

Criterion 11: Internal reliability and congruence (Met)

The District Improvement Plan demonstrates substantial internal reliability and congruence across its goals, objectives, and strategies. The four main goals work together coherently to support the district's mission and vision. The four overarching goals of the District Improvement Plan create a logical framework: resource utilization (financial, material, human capital); student outcomes through enhanced learning; culture and climate (professionalism, accountability, communication); and financial responsibility aligned to the strategic plan.

There is a clear alignment between identified problems and proposed strategies, and content-area improvement strategies are consistent across the plan. The consistent monitoring structure (formative reviews in October, December, and February and summative review in June) applies across all strategies, further contributing to internal congruence.

Plan Implementation and Evaluation

Criterion 12: Aligned professional development (Partially Met)

To assess the alignment of professional development offerings to district goals, auditors reviewed available professional development programs identified through district websites, organizational charts, and public documents. Auditors focused on major professional development programs prominently featured in district communications and organizational development materials.

Auditors identified 15 major professional development programs and initiatives operating during the 2024-25 school year and evaluated their alignment to the three goals of the District Improvement Plan. Each program was assessed for its connection to Goal 1 (enhanced learning opportunities), Goal 2 (professional culture and stakeholder engagement), and Goal 3 (financial responsibility and resource management).

The limited analysis revealed varying levels of alignment across the three district goals. Programs showed strong alignment to Goal 1, with initiatives such as Reading Academies, TAPP Mentor Program, Professional Learning Leads (PLL), and Technology Integration Champions (TIC) directly supporting enhanced learning opportunities. Goal 2 demonstrated moderate alignment through leadership development programs including ASPIRE, ASCEND, and comprehensive professional learning planning. However, Goal 3 showed limited alignment, with few professional development programs explicitly addressing financial responsibility, budget management, or resource efficiency.

While the district offers robust professional development programming that supports instructional improvement and leadership development, the alignment to all district goals is incomplete, particularly in areas of financial stewardship and resource management professional development.

Exhibit 1.3.3: Alignment of Professional Development to District Goals

PD Offering	Goal 1	Goal 2	Goal 3	Primary Alignment
ASPIRE Program (Leadership Development for Aspiring Assistant Principals)	1	2	1	Develops leadership capacity
ASCEND Program (Leadership Pipeline Development)	1	2	1	Builds leadership skills for stakeholder engagement
Student Leadership Program	2	1	0	Directly enhances student learning opportunities
TAPP (Teachers Advancing Professional Practice) Mentor Program	2	2	1	Improves teaching quality and retention
Reading Academies	2	1	0	Directly targets student literacy outcomes
Professional Learning Leads	2	1	0	Campus-based instructional improvement
Instructional Coaches Training	2	1	0	Supports effective instruction
Technology Integration Champions	2	1	0	Supports effective instruction
National Board Certifications Support	2	1	0	Advance teaching practices
Teacher Incentive Allotment (TIA) Program	2	1	1	Recognizes/develops effective teaching
Cooperating Teacher Training	2	1	0	Prepares future educators
Student Teacher Professional Development	2	1	0	Develops new teacher capacity
T-TESS Training (Teacher Evaluation System)	1	2	0	Accountability and professional growth
District Comprehensive Learning Plan	1	2	1	Systematic professional development
Job Embedded Professional Learning Supports	2	1	0	Real time instructional improvement
Weighted Points	**26/30**	**20/30**	**5/30**	
Percentage Rate	**87%**	**67%**	**17%**	

The analysis of 15 professional development programs revealed significant variation in alignment across the three District Improvement Plan goals. Goal 1 (Enhanced Learning Opportunities) demonstrated strong alignment at 87%, with 11 programs showing strong alignment and 4 showing moderate alignment. Goal 2 (Professional Culture and Stakeholder Engagement) showed moderate alignment at 67%, with 5 programs demonstrating strong alignment and 10 showing moderate alignment. However, Goal 3 (Financial Responsibility) exhibited minimal alignment at only 17%, with no programs showing strong alignment and only 5 showing moderate alignment, indicating a significant gap in professional development focused on resource management and fiscal responsibility. The data demonstrates that while the district provides robust professional development supporting instructional improvement and leadership development, there is insufficient professional development programming aligned to financial stewardship and budgetary accountability goals. This gap in Goal 3 alignment contributes to the overall finding that district professional development does not adequately support all aspects of the district's comprehensive planning framework

Criterion 13: Budget (Not Met)

Auditors identified a critical disconnect between the district's budgeting process and its strategic planning. The district's fiscal year 2024-25 budget was approved during the summer of 2024, before the District Improvement Plan was adopted in February 2025.

While the District Improvement Plan references budget monitoring activities, it fails to demonstrate how the previously established budget was designed to support the extensive initiatives now outlined in the improvement plan. This sequential timing issue creates a fundamental misalignment where financial resources are allocated without the benefit of the strategic priorities and actions that were later defined in the improvement plan.

Criterion 14: Accountability (Partially Met)

The District Improvement Plan shows partial implementation of accountability measures across the document. While there is consistent assignment of monitoring responsibility to departments, the plan lacks specific individual accountability and detailed timelines for most strategies. Accountability elements in the plan include department-level responsibility assignments, timeline boundaries with end dates, and a monitoring framework with formative and summative reviews. However, the plan is missing assignment of specific individuals responsible for each strategy, detailed implementation timelines with start dates and milestone completion dates, and specific deadlines for individual actions within multi-step strategies.

Criterion 15: Evaluation plan and implementation (Partially Met)

There should be a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether the activities have taken place). Plans should be evaluated for their effects or results. The plan shows a basic evaluation framework but lacks comprehensive evaluation planning focused on outcomes rather than activities. Each strategy in the District Improvement Plan includes a standardized review structure with formative review periods (October, December, February), summative review period (June), and status indicators ("No Progress," "Accomplished," "Continue/Modify," and "Discontinue"). This suggests a mechanism for both formative and summative evaluations.

However, the plan has significant limitations in its evaluation approach: the evaluation appears focused on implementation monitoring, rather than assessing outcomes or effects; there is no detailed explanation of what data will be collected to evaluate each strategy's effectiveness; and the plan does not outline how evaluation results will inform modifications to strategies or objectives.

Criterion 16: Monitoring (Not Met)

The District Improvement Plan shows evidence of a basic monitoring framework, but lacks detailed descriptions of monitoring processes and systems. The plan consistently includes a standardized monitoring structure across all strategies; however, the monitoring framework has several limitations: the document does not describe specific processes for how monitoring will occur beyond the scheduled review points; there is no detail about what data will be collected during monitoring activities; and the plan does not specify how monitoring results will be analyzed or by whom.

The plan does not describe systems for tracking implementation progress between formal review periods or how monitoring information will flow through the organization to support decision making.

Criterion 17: System-wide coordination of effort (Partially Met)

The District Improvement Plan provides some evidence of system-wide coordination of effort, though the connections between different organizational levels could be more explicit.

Elements showing coordination of effort include:

1. Consistent goal structure across the district, with all four major goals applying district-wide rather than to specific departments or campuses.
2. Multiple strategies involve cross-departmental collaboration: a. Leverage internal and external relationships to expand exemplary partnership initiative. b. Will consult with strategic planning, Gibson, and e-team… to obtain any program evaluations/review. c. Incorporate differentiated pay scale into marketing collateral and advertising plans with the Communications team.
3. References to alignment between district and campus efforts: a. Build the capacity of campus leaders in leveraging the leading improvement framework. b. Targeted campus support provided to identified campuses appears across multiple content areas. c. Campus/District improvement plans listed as data sources.
4. Some strategies explicitly connect multiple levels of the system: a. We are recursively reviewing in incremental meetings the Student Ownership of Behavior areas related to the learning walk tool with campus administration and the district staff supporting campuses. b. Analysis of district-wide math data to determine curriculum supports needed for teacher clarity.

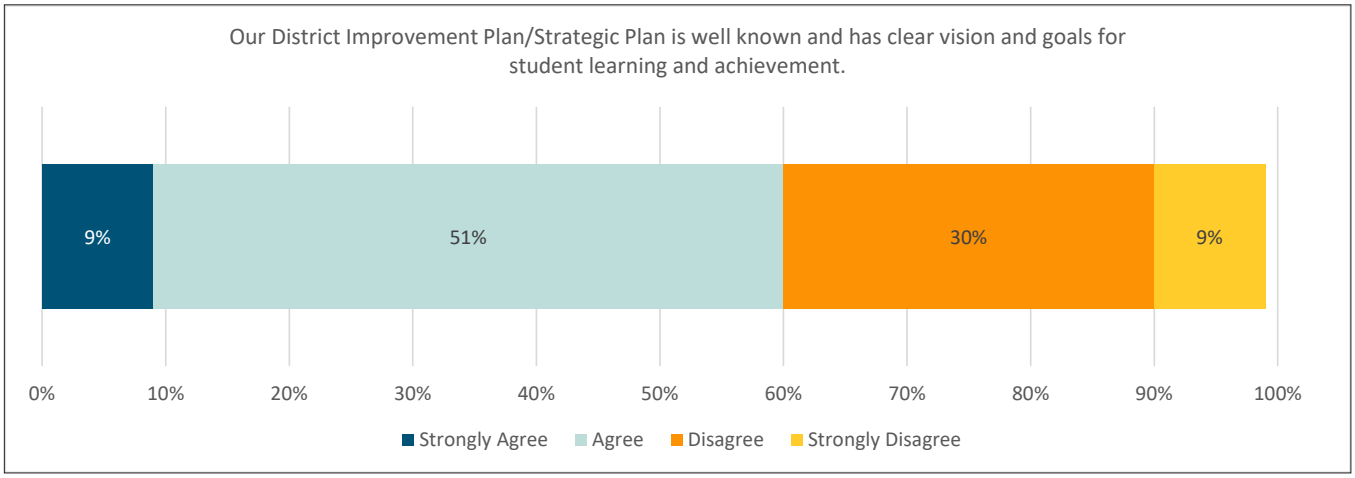
A critical aspect of district improvement planning is addressing the needs of campuses identified as low-performing, referred to in Fort Bend ISD as "Focus and Measure campuses." The District Improvement Plan makes limited reference to differentiated approaches for these priority campuses. While the plan includes statements such as "Targeted campus support provided to identified campuses" across multiple content areas, it lacks specific strategies, resources, or monitoring protocols tailored to addressing the unique challenges of these campuses. This represents a significant gap in the district's planning framework, as effective improvement requires explicit recognition of and planning for campuses most in need of intervention.

This planning deficiency relates directly to the emergent and fluid planning weakness identified in Criterion 5. The absence of targeted planning for Focus and Measure campuses contributes to inequitable educational experiences across the district. The lack of differentiated improvement strategies for struggling campuses illustrates how the district's rigid planning approach fails to accommodate the varying needs across its 83 campuses.

The District Improvement Plan fails to establish clear connections between the identification of a campus as "Focus and Measure" and the allocation of additional planning support, monitoring protocols, or resources. This disconnect undermines the district's ability to provide effective, targeted support to its most vulnerable campus communities.

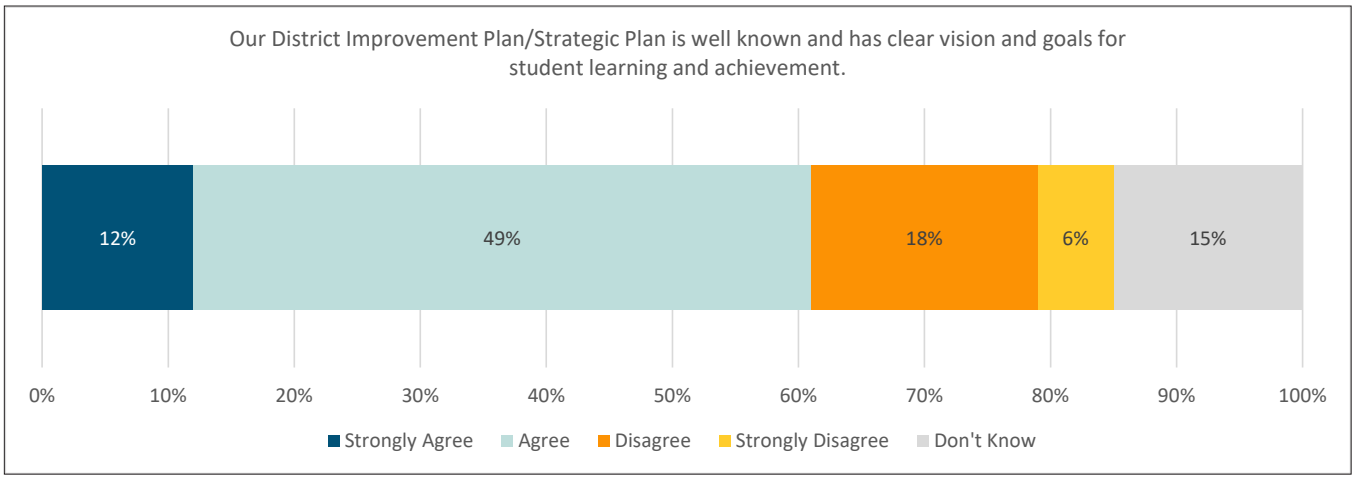
Auditors next examined the staff perceptions about district improvement planning. The next three exhibits reveal significant differences in stakeholder perceptions regarding the Strategic Plan and District Improvement Plan, according to the CMSi online survey.

Exhibit 1.3.4: Central Office Administrator Perceptions of Role Played by District Level Improvement Plans



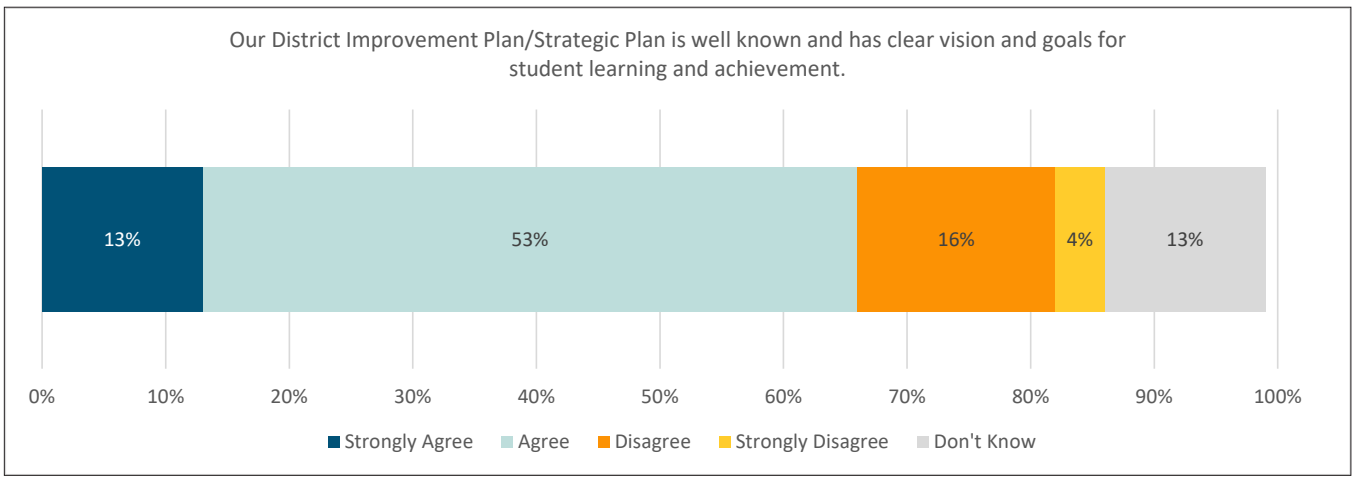
Note: Some totals do not equal 100% due to rounding, n=74
Data Source: CMSi Online Survey

Exhibit 1.3.5: ELAR Teacher Perceptions of Role Played by District Level Improvement Plans



Note: n=436
Data Source: CMSi Online Survey

Exhibit 1.3.6: Teacher Perceptions of Role Played by District Level Improvement Plans



Note: Some totals do not equal 100% due to rounding, n=646
Data Source: CMSi Online Survey

As can be noted from the last three exhibits, while approximately 60% of administrators agree or strongly agree that district level improvement plans guide the district's focus, ELAR teachers show positive perception at around 61%, and general teachers demonstrate the highest positive response at about 66%. Notably, a substantial portion of respondents across all groups selected "Don't Know" (approximately 13-15%), indicating a concerning lack of familiarity with the plans. Administrators show the highest rate of disagreement at 39%, compared to disagreement rates among ELAR teachers at about 24% and general teachers at approximately 20%. These disparities suggest a disconnect between administrative understanding of the plan and classroom-level implementation.

In summary, the district's plans and planning processes demonstrated significant weaknesses across multiple criteria. While the district has established formal planning documents that demonstrate strengths in data usage, vision alignment, and internal coherence, these plans lack critical elements needed for effective implementation. The district's approach to planning is particularly deficient in its monitoring systems, evaluation framework, capacity building provisions, and budget alignment.

Campus Improvement Plans

The auditors conducted an examination of 21 individual campus improvement plans for the 2024-25 school year adopted by the board of trustees in March 2025. Schools were categorized by educational level (high school, middle school, and elementary school), with 25% of campuses selected from each category. The sampling methodology ensured representation of economically disadvantaged schools and diverse enrollment sizes. Selected plans underwent analysis and comparison against the CMAC® model School Improvement Planning Criteria, as illustrated in the subsequent exhibit.

Exhibit 1.3.7: CMAC® Model Department and School Improvement Planning Criteria

Criteria
1. Congruence and connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.
2. Reasonable and clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.
4. Change/deployment strategies: The plan incorporates and focuses on those action strategies/interventions that support readying the system for the change (e.g., capacity building of appropriate staff, communication processes).and on the necessary tasks/strategies for implementing the strategies/interventions (activities, persons responsible, timelines).
5. Integration of goals and actions: All goals and actions in the plan are interrelated and congruent with one another.
6. Evaluation plan and implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.
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Each plan must meet at least 70% of the characteristics listed to be considered adequate to achieve the desired changes. Similarly, the district's campus action plans must collectively meet at least 70% of the characteristics in the overall rating. When calculating the percentages for each characteristic and plan, partial ratings are counted as not met. The following exhibit displays the auditors' ratings of the selected plans for the seven characteristics.

Exhibit 1.3.8: Characteristics of Campus Improvement Plan Quality

Schools	Characteristic						
	#1	#2	#3	#4	#5	#6	#7
HS #1	X	X	P*	X	X	X	X
HS #2	X	X	X	X	X	P*	X
HS #3	X	P*	P*	X	X	X	X
HS #4	X	P*	X	X	X	P*	X
MS #1	X	X	P*	X	X	X	X
MS #2	X	X	X	X	X	X	P*
MS #3	X	X	X	X	X	X	P*
MS #4	P*	P*		P*	X	P*	P*
Elem #1	X	P*	X	X	X	P*	X
Elem #2	X	P*	P*	X	P*	P*	X
Elem #3	X	X	P*	X	X	X	X
Elem #4	X	X	X	X	X	P*	P*
Elem #5	X	P*	X	X	X	P*	P*
Elem #6	X	X	P*	X	X	X	X
Elem #7	X	X	P*	X	X	X	P*
Elem #8	P*	X	X	X	X	P*	X
Elem #9	X	X	X	X	X	X	X
Elem #10	X	P*	P*	X	X	P*	X
Elem #11	X	X	P*	X	X	P*	P*
Elem #12	P*	X	X	X	X	P*	X
Elem #13	X	X	P*	X	X	P*	X
Number Met	**18**	**15**	**10**	**20**	**21**	**9**	**14**
Percentage Met	**86%**	**71%**	**48%**	**95%**	**100%**	**43%**	**67%**
Key: X=Met, P*=Partially Met, Blank=Not Met							
*Partial ratings are counted as not met when determining overall percentage of adequacy.							
©2023 CMSi							

Overall, auditors found that 4 of the seven (57%) model characteristics for quality departmental and campus planning were met, below the required 70% minimum rating requirement. Three of the quality characteristics were not met. A discussion of each rating is presented below.

Characteristic 1: Congruence and Connectivity (Met)

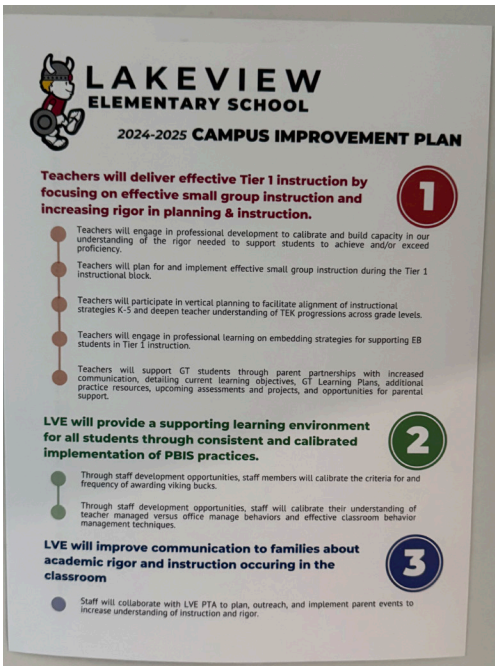
Each plan describes goals that are aligned to district goals. Only two plans do not articulate how specific campus strategies support particular district objectives.

Characteristic 2: Reasonable and Clear (Met)

A majority of the plans had a focused set of goals that are both reasonable and achievable given available resources. The plans provided detailed timelines with incremental checkpoints for monitoring progress. However, seven plans lacked sufficient specificity, measurable benchmarks, or contained overly ambitious targets without sufficient resources identified to achieve them.

Characteristic 3: Emergent and Fluid (Not Met)

Evidence was not found to indicate how the plans will adapt to emerging changes throughout implementation. Plans focus primarily on predetermined strategies rather than articulating processes for adaptation if initial approaches prove ineffective. There is little indication of how adjustments will be made if new challenges emerge during the implementation year, or if strategies do not yield expected results.


LAKEVIEW
ELEMENTARY SCHOOL
2024-2025 CAMPUS IMPROVEMENT PLAN
Teachers will deliver effective Tier 1 instruction by focusing on effective small group instruction and increasing rigor in planning & instruction. 1
Teachers will engage in professional development to calibrate and build capacity in our understanding of the rigor needed to support students to achieve and/or exceed proficiency.
Teachers will plan for and implement effective small group instruction during the Tier 1 instructional block.
Teachers will participate in vertical planning to facilitate alignment of instructional strategies K-5 and deepen teacher understanding of TEK progressions across grade levels.
Teachers will engage in professional learning on embedding strategies for supporting EB students in Tier 1 instruction.
Teachers will support GT students through parent partnerships with increased communication, detailing current learning objectives, GT Learning Plans, additional practice resources, upcoming assessments and projects, and opportunities for parental support.
LVE will provide a supporting learning environment for all students through consistent and calibrated implementation of PBIS practices. 2
Through staff development opportunities, staff members will calibrate the criteria for and frequency of awarding viking bucks.
Through staff development opportunities, staff will calibrate their understanding of teacher managed versus office manage behaviors and effective classroom behavior management techniques.
LVE will improve communication to families about academic rigor and instruction occuring in the classroom 3
Staff will collaborate with LVE PTA to plan, outreach, and implement parent events to increase understanding of instruction and rigor.

Campus Improvement Plan Goals Posted at Lakeview Elementary School

Characteristic 4: Change/Deployment Strategies (Met)

All plans included a variety of strategies with clear action steps and timelines for implementation. Strategies ranged from "Teachers in Kindergarten through third grade will engage in professional learning to implement the district phonics curriculum" to monthly reviews by the PBIS committee. Many plans identify capacity building through such initiatives as campus-based new teacher academy, coaching, and monthly professional development sessions.

Characteristic 5: Integration of Goals and Actions (Met)

All plans demonstrate goals and actions are highly interrelated and congruent, particularly in how student learning, instructional practices, and social-emotional support connect. Strategies are logically sequenced and build upon each other to create a comprehensive improvement approach. For example, the focus on student ownership in one plan appears in multiple goals, showing cohesive thinking about how different areas of improvement support each other toward overall student achievement.

Characteristic 6: Evaluation Plan and Implementation (Not Met)

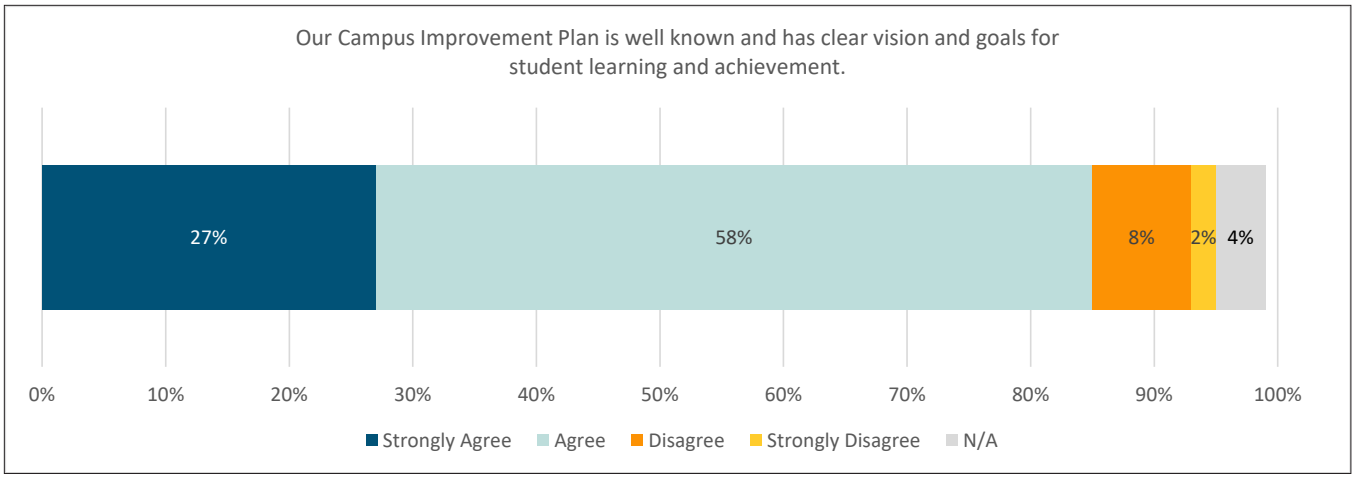
All plans mention formative and summative evaluation components with specific indicators of success for most goals. Each strategy includes formative evaluation points (October, December, February) and summative evaluation (June). However, while the plans identify what will be measured, they provide limited details on how evaluation data will be collected, analyzed, and used to modify approaches. While some plans mention multiple metrics for assessing outcomes (*STAAR* results, student engagement surveys, retention rates), they focus more on monitoring implementation activities rather than measuring their effectiveness. One exemplar plan stands out by explaining how objectives will be measured, focusing on outcomes rather than just implementation activities.

Characteristic 7: Monitoring (Not Met)

Most plans would benefit from more detailed information about the specific processes for collecting, analyzing, and reporting outcomes, as well as more explicit timelines for when these monitoring activities will occur beyond the general monthly scheduling mentioned. Stronger plans establish clear systems for monitoring progress through PLC meetings, administrative walk-throughs, regular data reviews, and committee meetings. Responsibilities for monitoring are assigned to specific personnel. These plans include regular reporting mechanisms through team leader meetings, faculty meetings, and committee updates.

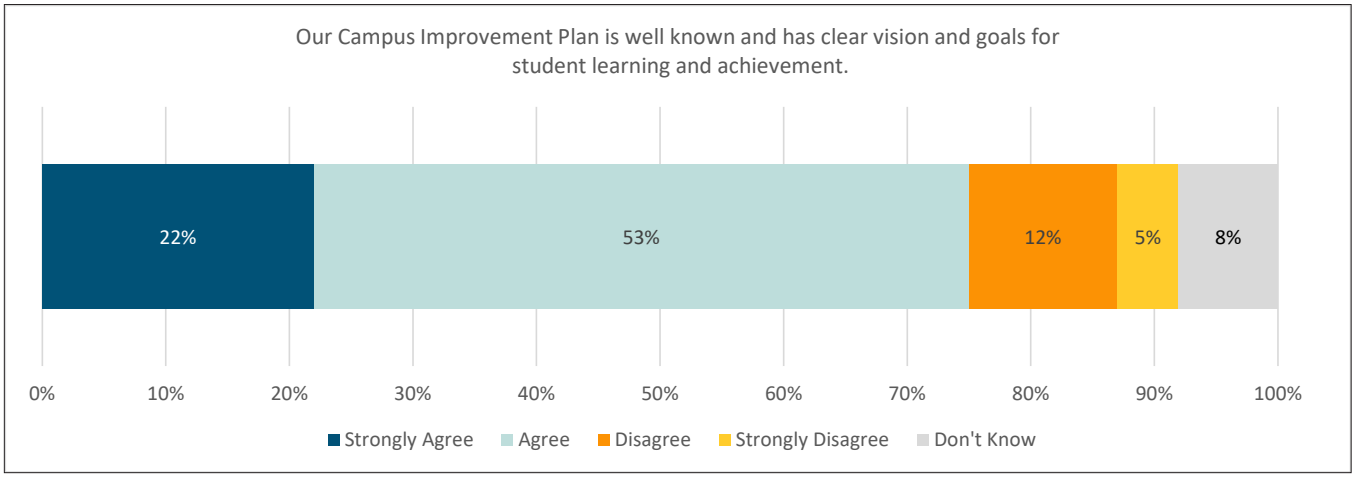
The following three exhibits show stakeholder perceptions regarding campus improvement plans:

Exhibit 1.3.9: Campus Administrator Perceptions of Role Played by Campus Plans



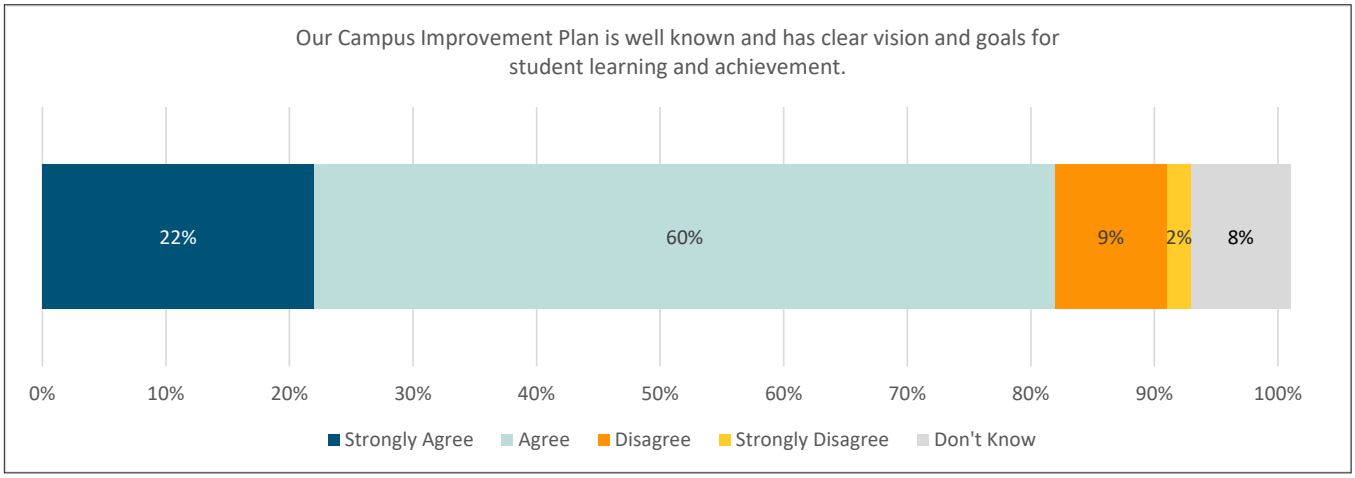
Note: Some totals do not equal 100% due to rounding, n=244
Data Source: CMSi Online Survey

Exhibit 1.3.10: ELAR Teacher Perceptions of Role Played by Campus Plans



Note: n=438
Data Source: CMSi Online Survey

Exhibit 1.3.11: General Teacher Perceptions of Role Played by Campus Plans



Note: Some totals do not equal 100% due to rounding, n=649
Data Source: CMSi Online Survey

Responses in the previous three exhibits indicate that stakeholders generally view campus improvement plans more favorably than district improvement plans. Campus administrators show the strongest positive sentiment, with approximately 85% agreeing or strongly agreeing that campus plans guide the school's focus, while only about 10% disagree. Both ELAR teachers and general teachers show strong positive perceptions, with 75% and 82% positive responses, respectively. This higher level of buy-in for campus plans compared to district plans suggests that campus-level planning may be more successfully communicated and implemented than district-level initiatives.

Planning for Focus and Measure Campuses

Analysis revealed that campus improvement plans for identified Focus and Measure campuses showed no apparent differentiation from other campus plans; all followed the same general format and planning approach, with limited evidence of specialized interventions, resources, or accountability structures despite these campuses being specifically identified as needing additional support. The timing of plan approval (March 2025) also presents a challenge, as it occurs more than midway through the academic year, limiting implementation time frames for urgent interventions.

A campus administrator noted this challenge: "There's a lack of strategic decision making in this district, and it creates variability from school to school. Without guidance and structure our students aren't getting equitable opportunities." This statement underscores how the standardized planning approach fails to address the specific needs of struggling campuses.

Another campus administrator reinforced this concern: "There is a lack of strategic decision making regarding allocation of roles. There needs to be strategic diversification of resources based on campus need, rather than equal allocation of resources." This further illustrates how the district's approach to resource allocation fails to recognize the differential needs of campuses, particularly those designated as Focus and Measure.

The disconnect between identifying those campuses needing additional support and the planning processes applied to these campuses further illustrates the district's difficulty in creating responsive, needs-based improvement plans where they are most critical—at the schools serving the most vulnerable student populations.

Summary

Fort Bend ISD's planning processes demonstrate significant gaps that undermine continuous improvement efforts, with the Strategic Plan and District Improvement Plan meeting only 18% (3/17) of the CMAC® model criteria. A central office administrator candidly stated, "Our practices aren't producing the desired results." While the district shows strengths in data-driven planning with clear goals and vision alignment—with another central office administrator noting, "[A strength is] strong vision from the superintendent and district leadership," critical weaknesses include insufficient monitoring protocols, inadequate evaluation frameworks, and a fundamental misalignment between budget approval timing and strategic plan development.

The district's planning documents effectively articulate "what" needs to be done, but lack clear implementation pathways, specific individual accountability, and mechanisms for adapting strategies when initial approaches prove ineffective.

Of particular concern is the lack of differentiated planning approaches for Focus and Measure campuses, where strategic, targeted interventions are most needed. Despite being identified as requiring additional support, these campuses' improvement plans follow the same general format and planning approach as all other schools, with no specialized monitoring protocols, resource allocations, or accountability structures. This standardized approach to planning for schools with different needs represents a critical gap in the district's improvement planning framework. (See **Recommendation 1**.)

FOCUS AREA TWO: The School District Has Established Clear and Valid Objectives for Students.

A school system meeting this audit focus area has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Two: Curriculum

Under Focus Area Two, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning.

Common indicators include:

- A clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of trustees;
- Demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best curricular practices;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel; and
- A framework that exists for systemic curricular change and for assuring support for all populations.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Two**. Details follow within separate findings.

Fort Bend ISD has a curriculum management plan that provides some guidance regarding the district's vital work in teaching and learning. However, limited direction is provided for the design, delivery, monitoring, evaluation, and revision of the curriculum (see **Finding 2.1**).

The scope of the curriculum refers to the percentage of courses with aligned written curriculum for each grade level. Auditors expect to find that 100% of core academic courses have an aligned curriculum and 70% or more of non-core courses have an aligned curriculum for the scope to be considered adequate. At the elementary level, auditors found aligned written curriculum for 100% of the core courses and 100% of non-core courses. At the middle school level, aligned written curriculum existed for 68% of core

courses and 80% of non-core courses; and at the high school level, aligned written curriculum existed for 90% of core courses and 69% of the non-core courses. Therefore, the scope of the written curriculum is not adequate to guide, coordinate, and connect instruction across the district. Equal access to rigorous content and learning experiences for all students is left to chance (see **Finding 2.2**).

Written curriculum defines what concepts, skills, knowledge, and vocabulary students are expected to learn. It also suggests strategies, activities, and resources teachers can use to deliver that learning. These documents provide guidance for instruction so there is horizontal coordination and vertical articulation district-wide. Without high-quality curriculum documents, instruction is likely to vary and be fragmented across grades, courses, and classrooms. The Fort Bend ISD's written curriculum varied in how well the components of quality documents were addressed. Many curriculum components within the district template were not complete or left blank. Numerous online resources had broken or no longer working links. Certain resources listed were not purchased for every campus. While teacher strategies are often mentioned in the documents, student activities are not. Overall, the auditors found that Fort Bend ISD curriculum documents are inadequate in quality and specificity (see **Finding 2.3**).

A spiraled curriculum illustrates the progression of content and process complexity across grades from unit to unit, within units, as well as from grade level to grade level. Auditors found a lack of a district definition for spiraling that has created confusion and a lack of consistency. Teachers and administrators expressed concern about the lack of scaffolding, effective suggestions for differentiation, and resources for use in district classrooms. Auditors found that reviewed resources were predominantly classroom activities, which offer lower engagement opportunities for students compared to real-world applications or meaningful writing tasks. The majority of activities reflected lower cognitive demand, with few opportunities for higher-level thinking (see **Finding 2.3**).

Finding 2.1: The district's curriculum management plan does not provide adequate direction for the design, delivery, evaluation, and revision of a high-quality, comprehensive written curriculum.

A school district with a comprehensive curriculum management plan has a written plan for the design and delivery of the curriculum. The plan establishes the philosophy and vision for the district curriculum so all stakeholders within the organization have a clear understanding of the roles and responsibilities for the design, delivery, implementation, monitoring, and evaluation of the written curriculum for all content areas K-12. The plan also assures that practices related to curriculum are consistent and coherent across content areas, departments, and schools. The plan communicates clearly to all stakeholders the elements that are tightly held by the district and those that are loosely held. This enables campus staff to make decisions that are appropriate for their students, while ensuring consistency across the district where it matters. A well-designed curriculum management plan provides for system accountability and quality control; reduces variation in the design, delivery, implementation, and monitoring of the district curriculum; and increases learning opportunities for all students.

The CMAC®Model Decision-Making Matrix found in **Finding 1.1**, **Exhibit 1.1.1** outlines the functions of curriculum management that should be tightly held at the district level, ensuring consistency in how programs and instruction are delivered across classrooms in the district, and those that should be loosely-held, or flexible, at the campus level. These allow principals and teachers to differentiate when and how on-grade-level objectives are taught and to select the appropriate resources and approaches needed to meet individual student needs. The loosely-held functions must be aligned with the tightly-held functions

and components of the district's vision, philosophy, curriculum objectives and outcome expectations, aligned assessments, and program guidelines. Loosely-held decisions should produce desired results.

To determine the quality of the district's curriculum management plan, auditors examined a variety of district documents, including board policies, available job descriptions for all staff positions with responsibilities related to curriculum, and *Board Policy EH(LOCAL)—Administrative Procedures: Curriculum Management Plan,* approved November 2023. On the district's website, auditors found a version of the curriculum management plan that was approved August 2018. While the two versions of the curriculum management plans have similarities, there are also notable differences. For this audit, the November 2023 version was used, as it is the most recent and was provided to auditors by district staff.

The district's 2023 Curriculum Management Plan was developed as part of the response to recommendations from the 2013 TASA Curriculum Audit, which called for a clearly defined, managed curriculum philosophy. Initial work on the plan began in the 2017-18 school year, resulting in the district's first Curriculum Management Plan. The 2023 version reflects the review process outlined in *Board Policy EH(LOCAL)—Curriculum Design*, which requires the plan to be developed, implemented, reviewed, and revised as needed, with revisions reported to the Board of Trustees. The Executive Director of Teaching and Learning coordinates and oversees this process.

Auditors also interviewed central office and campus administrators, central office staff, and teachers. In addition, auditors visited classrooms and conducted online surveys of central office and campus administrators and teachers with questions related to how the curriculum is designed, developed, and communicated across the district. Although the curriculum management plan, related documents, and board policy provide evidence supporting many of the required components, collectively, the written direction is not adequate to guide all functions of curriculum management.

In reviewing board policies, auditors found the following board policies referencing curriculum and curriculum management: *Board Policy EA(LOCAL)—Instructional Goals and Objectives* outlines the board's expectations for curriculum; *Board Policy EH(LOCAL)—Curriculum Design* requires the development of a curriculum management plan to "ensure quality control and alignment of the written, taught, and tested curriculum;" *Board Policy EHBE(LOCAL)—Special Programs: Bilingual Education/ESL* requires the curriculum to be differentiated for diverse learners.

Overall, auditors found the district's curriculum management plan does not provide adequate direction for the design, delivery, evaluation, and revision of a high-quality, comprehensive written curriculum.

Curriculum Management Plan Characteristics

Auditors rated the written direction for curriculum management found in the district plans against the CMAC® Model Characteristics of a Quality Curriculum Management Plan. These characteristics are described in the exhibit below, accompanied by the auditors' assessment of each. An "X" in the auditors' rating column indicates that the characteristic was clearly present in district documents. A blank rating indicates the characteristic was "Not Met," i.e., not sufficiently present in the district documents. "Partially Met" indicates that some aspect of the characteristic was present. "Partially Met" ratings are counted as not met in calculating the overall percentage of adequacy. For curriculum management planning to be considered adequate, the district's documents must fully meet at least 12 of the 16 characteristics.

The following exhibit presents the characteristics and the auditors' ratings.

Exhibit 2.1.1: Characteristics of a Quality Curriculum Management Plan and Auditors' Ratings

Characteristics:	Auditors' Rating
Vision/Philosophy	
1. Describes the district's vision and philosophy for effective teaching and learning and a framework for the design of curriculum documents, including such directives regarding how content should be prioritized, bundled, and paced; direction on required components and format; and the integration of standards and research. The plan also directs the alignment of the written, taught, and tested curriculum; and specifies expectations for approaches used in delivering the curriculum and preferred activities for engaging students and practicing or demonstrating the content.	P*
Curriculum Design and Requirements	
2. Presents the required format and components of all curriculum documents and assessments.	P*
3. Specifies a format and structure for the curriculum so that it supports teachers' differentiation of instructional approaches and their selection of student objectives at the right level of difficulty (flexible pacing within the year; this ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace).	P*
4. Requires for every content area a focused set of precise student objectives/student expectations and standards that are prioritized and reasonable in number so the student has adequate time to master the content.	X
5. Directs how state and national standards will be used in the curriculum. Specifies whether curriculum will be backloaded (derived from high-stakes tested learnings, deeply aligned), and/or frontloaded (which derives the curriculum from national, state, or local learnings), or both.	P*
6. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also suggest multiple contexts and cognitive types.	P*
Curriculum Development	
7. Defines and directs all steps and stages of curriculum development, who is involved, sequence, and timelines.	P*
8. Identifies the timing, scope, prioritization, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.	P*
Curriculum Delivery and Support	
9. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.	P*
10. Presents clear and specific procedures for supporting and monitoring the delivery of curriculum. Directs how observation/walk-through data will be used.	P*
11. Specifies clear expectations, with observable characteristics, for effective student engagement and learning that aligns with the district vision and philosophy.	

Characteristics:	Auditors' Rating
Assessment and Student Progress Monitoring	
12. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.	P*
13. Describes the procedures teachers and administrators will follow in using assessment data to strengthen the written curriculum and instructional decision making in classrooms.	P*
14. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.	X
Communication and Supporting Consistency	
15. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design, development, and delivery of curriculum.	P*
16. Establishes a communication plan for the processes of curriculum design and delivery.	
Total Met	**2/16**
Percentage Met	**13%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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The table indicates that 2 of the 16 characteristics (13%) for a quality plan were met, and 14 were partially met, indicating a foundation has been laid to meet expectations for curriculum design, delivery, evaluation, and revision. As only two characteristics were fully met, the written direction for curriculum design, development, delivery, evaluation, and revision was not found to be adequate. Details of the auditors' analysis related to curriculum management follows.

Vision/Philosophy

Characteristic 1: Clear vision and philosophy for effective teaching and learning (Partially Met)

The district's curriculum management plan and *Board Policy EH(LOCAL)—Curriculum Design* articulate the district's vision and philosophy. The policy directs vertical articulation and horizontal coordination, as well as the board's expectations for the written, taught, and tested curriculum. The plan and *Board Policy EA(LOCAL)—Instructional Goals and Objectives* include the district's theory of action for managed curriculum and the belief in the alignment of a written, taught, and tested curriculum as a means for achieving district goals. The plan includes instructional models for all content areas that include instructional approaches, such as small group instruction, stations, conferencing, number sense routines, and cooperative learning structures. While the plan delineates instructional practices and strategies, neither the plan nor the policy explains how content will be prioritized, bundled, and paced for feasibility.

Curriculum Design and Requirements

Characteristic 2: Required curriculum format and components (Partially Met)

The curriculum management plan includes a list of foundational documents that "are essential to guide curriculum unit development and to support curriculum writers and ensure alignment." The foundational documents include Vertical Alignment of Standards, Priority Standards, Unpacked Standards, Core Unit Organizer, Learning Progressions, Scope and Sequence, and At a Glance.

The plan also includes a list of standardized curriculum components that should be present in all content area/course unit maps. These components are: Unit Overview, Learning Progressions, Unpacked TEKS, Integration Focus, Key Vocabulary, Teaching Considerations, Unit Assessments, Instructional Delivery, Instructional Delivery Supports, Re-engagement, and Resources. A table is provided that describes each component and its intended purpose.

Additionally, the plan includes templates for Priority Standards, Unpacked Standards, Core Unit Organizer, and Learning Progressions. However, it does not include components or a required format for assessments.

Characteristic 3: Curriculum format and structure that support differentiated instruction (Partially Met)

The plan states, "Teachers have access to Tier 1, Tier 2, and Tier 3 suggested lessons, including strategies to assist students in demonstrating mastery of content. This model supports differentiation in the classroom for all students." Additionally, there is a box in the curriculum titled Differentiated Instruction. The box contains icons that identify ELL Supports, Enrichment, Accommodations, and SPED Modifications. Additionally, *Board Policy EHBE(LOCAL)—Special Programs: Bilingual Education/ESL* states, "Curriculum development and the delivery of instruction shall be research-based with appropriate support and differentiation for diverse learners." Auditors found the plan lacks guidance for flexible pacing models that ensure students who need prerequisite skills, knowledge, and concepts are moved ahead at an accelerated pace, and students who have already mastered the objectives are moved ahead at a challenging pace.

Characteristic 4: Requires a focused set of content objectives for every content area (Met)

Board Policy EH(LOCAL)—Curriculum Design and the curriculum management plan state that the written curriculum should be aligned with the Texas Essential Knowledge and Skills (TEKS). Fort Bend ISD identifies priority standards that articulate identified priorities in a course and are used to develop learning progressions. Priority standards are identified in the unpacked TEKS component of the curriculum. According to the plan, priority standards are addressed deeply and repeatedly to provide students with a greater understanding of concepts and the application of key skills.

Characteristic 5: Connections to state and national standards (Partially Met)

Board Policy EH(LOCAL)—Curriculum Design and the curriculum management plan direct the alignment of the written curriculum with the Texas Essential Knowledge and Skills (TEKS). Neither the policy nor the plan provides guidance on the use of national standards or addresses whether the curriculum is designed using a frontloaded approach, backloaded approach, or both.

Characteristic 6: Specifies content as well as multiple contexts and cognitive types be provided in the curriculum (Partially Met)

The plan and policy direct that written curriculum documents include content from student expectations and mastery of skills required by the TEKS; however, there is no direction to include multiple contexts and cognitive types.

Curriculum Development

Characteristic 7: Steps and stages of curriculum development (Partially Met)

Board Policy EA(LOCAL)—Instructional Goals and Objectives states, "written curriculum shall address every subject and grade level." The curriculum management plan includes a five-step process for developing the curriculum: planning, development, implementation, monitoring and evaluation, and continuous improvement. For each step (task), the plan includes a short explanation of its purpose and lists the stakeholders involved. The plan does not include a timeline for the process of developing the curriculum. The plan includes a cyclical process that each curriculum team follows: writing task(s), vertical review, reviewers meeting, revision, final review, and publishing. While the plan indicates who should comprise the curriculum development teams and who monitors progress, there are no directions or expectations on what is completed in each phase, nor has the district established the timeline for this work.

Characteristic 8: Periodic cycle of review for all courses at all grade levels (Partially Met)

The curriculum management plan and policy indicate that the curriculum should be reviewed annually, and that revisions should be made based on stakeholder feedback and student data. The plan does not include the process for obtaining stakeholder feedback or how student data will be used to direct the revision process. The plan includes a graphic for a five-phase annual review and revision cycle. However, the plan does not include the scope, prioritization, or procedures for a periodic cycle of review for all subject areas and grade levels.

Curriculum Delivery and Support

Characteristic 9: Required linkage of professional development to curriculum design and delivery (Partially Met)

The curriculum management plan indicates that required summer professional learning is provided to support the implementation of a student-centered curriculum. *Board Policy EH(LOCAL)—Curriculum Design* requires professional learning on the written curriculum and effective instructional strategies. The plan outlines a multi-tiered approach to support curriculum implementation. Fort Bend ISD has a Comprehensive Professional Learning Plan which was implemented in 2017-18. It could be more specific in requiring professional development linked to curriculum design and delivery.

Characteristic 10: Procedures for monitoring delivery of curriculum (Partially Met)

Board Policy EA(LOCAL)—Instructional Goals and Objectives states, "District and campus instructional leaders shall monitor and ensure the implementation and use of the district curriculum." Although the curriculum management plan includes the use and purpose of four monitoring tools, the district does not provide procedures for a systematic approach to monitor the delivery of the curriculum, particularly how the delivery support will be used to improve the effectiveness of instruction.

Characteristic 11: Clear expectations for effective student engagement and learning (Not Met)

The plan references student engagement and learning in general terms. The plan states teachers are expected to implement "engaging, differentiated, high-quality lessons aligned to the curriculum," and instruction should "maximize student engagement and achievement." The plan emphasizes the importance of "active student learning" as part of effective instruction. However, auditors did not find clear direction on what student learning looks like in practice across all grades and content areas, specific strategies or indicators of high-quality learning, or how teachers or campuses are expected to ensure and measure student engagement, which would inform curriculum design, delivery, and monitoring.

Assessment and Student Progress Monitoring

Characteristic 12: Beliefs and procedures governing assessment of curriculum effectiveness (Partially Met)

The curriculum management plan includes a statement of the belief in using assessment to improve teaching and learning. It also outlines the district's assessment philosophy of "empowering and growing all learners by utilizing fluid feedback and reflective practice to determine where students and educators are and where they are going in the teaching and learning process." However, the plan does not articulate the beliefs and procedures around assessment of curriculum effectiveness. While the plan references the use of various types of assessments, it does not provide details on how assessments inform decisions about students' progress in mastering prerequisite concepts, knowledge, skills, or long-term learning goals.

Characteristic 13: Procedures directing use of data for decision making and improvement (Partially Met)

The curriculum management plan references one protocol, the Evidence Analysis Action (EAA), which teachers use to analyze student work and determine instructional next steps. Auditors were presented with other documents and protocols used by teachers. These include the EAA Impact Team Meeting Protocol, a Reflective Item Analysis Template, a Triage Document, and a Triage Item Analysis document. Auditors did not find written directions or procedures for using these documents and protocols.

Characteristic 14: Program evaluation procedures outlined (Met)

The curriculum management plan does not address program evaluation. Auditors found references to an expectation for program evaluation and using data to inform program decisions and program evaluation in *Board Policy BQAA(LOCAL)—Planning and Decision-Making: District-Level*. The district's Program Evaluation Handbook includes procedures for conducting program evaluations of curriculum programs to determine effectiveness, which includes the curriculum content of the programs.

Communication and Supporting Consistency

Characteristic 15: Roles and responsibilities of all internal stakeholders (Partially Met)

The curriculum management plan outlines the roles and responsibilities of the board, district staff, school staff, students, and parents. Auditors identified discrepancies between policy and plan and job descriptions of principals. *Board Policy EH(LOCAL)—Curriculum Design* states, "Campus-level administrators monitor implementation of curriculum;" and the curriculum management plan states, "Principals will monitor the implementation of the district curriculum." However, principal job descriptions do not reflect this responsibility. Instead, they include only a broad expectation to serve as instructional leaders.

Characteristic 16: A communication plan for the processes of curriculum delivery and design (Not Met)

None of the documents reviewed by auditors contained a communication plan for the curriculum design and delivery process. All effective plans embed a process and expectation for communication; this is essential for a curriculum management plan. Establishing a communication plan for the process of curriculum design and delivery eliminates mixed messages and supports consistent implementation of an aligned written, taught, and tested curriculum.

During interviews with central office administrators, the need for more direction and specificity in the curriculum management plan was evident. The following are examples of what was shared with auditors.

- "The curriculum management plan loosely matches what we do based on turnover. We had an audit in 2013 [TASA Curriculum Audit]. That work kind of fell off a little bit."
- "The format of the curriculum came from the 2019 [Gibson Academic Program] audit. One of our former board members was leading the charge on this. The curriculum team wrote new frameworks based on what they thought teachers needed, but those frameworks were missing a lot of components."

The quotes support auditors' findings of the need for the district to have a cohesive system to support the design, development, and delivery of curriculum across grade levels and all courses to ensure improved teaching practices, high student expectations, and improved student learning.

Summary

Auditors found that Fort Bend ISD has a curriculum management plan, but it is not adequate to direct the design, delivery, evaluation, and revision of curriculum. While the existing plan provides a great deal of information, it does not consistently provide the detail necessary to produce and maintain a highly functional curriculum system. Revising the curriculum management plan to include greater specificity will strengthen curriculum management and support district teachers as they work to improve student learning across the district.

Finding 2.2: The scope of the written curriculum for grades PK through 12 for core and non-core content areas is inadequate to direct teaching and learning. Only grades PK through 5 were adequate in both core and non-core, while grades 6 through 8 were adequate in non-core.

A district with clear direction for teaching and learning has a complete written curriculum that includes documents for every course taught at every grade level, including both core and non-core courses. A well-articulated and comprehensive curriculum increases the probability that a school district will achieve its educational goals for student learning. The scope of the curriculum is defined as the percentage of courses with a corresponding curriculum document to direct teaching, learning, and assessment in the classroom. Auditors seek the answer to the question, Is it there?

Auditors expected to find that 100% of core content areas in grades PK through 12 have written guides to direct teaching and learning, and a minimum of 70% of non-core courses have written guides. Clear and comprehensive curriculum guides provide teachers, including novice teachers, with clear direction and support to ensure they teach the appropriate content and skills. Without this guidance, teachers seek strategies, resources, and assessments from other sources, which may not be aligned with the standards in content, context, or rigor. The absence of a clear and comprehensive curriculum for teaching and learning can produce inconsistent and potentially inequitable results across the district.

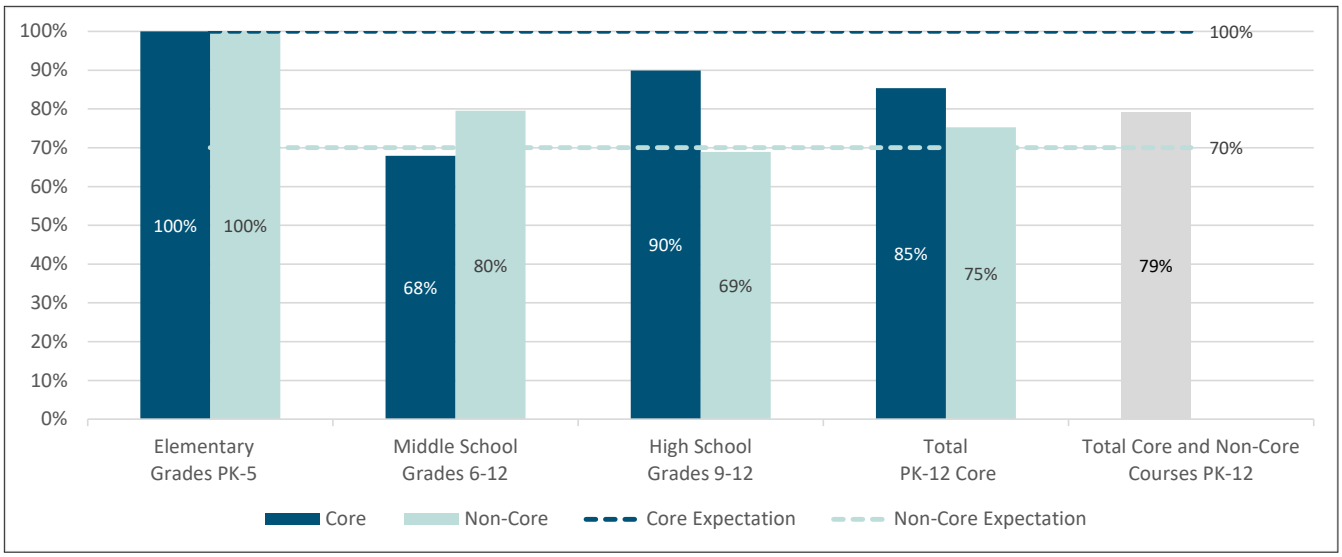
To determine whether the scope of Fort Bend ISD's overall written curriculum meets the CMAC® model criteria, the auditors first listed all courses currently utilized by teachers as presented in the district-provided campus master schedules. Dual enrollment courses were removed from the final scope as these are outside the district's purview. Based on the district's course selection guide description, specialized core and non-core courses that rely on the core curriculum as a foundation were removed. Courses with the same title that included varied school-related coding were also removed to eliminate duplication of scope count. For M.R. Wood Center for Learning (grades 6-12), grade 6 through 8 courses are included in the grades 6-8 scope review, and grade 9 through 12 courses are included in the grades 9-12 scope review. Auditors examined course catalogs, elementary school schedules, secondary master schedules, curriculum documents, and other documents shared by district personnel in Schoology and Microsoft SharePoint. They also interviewed internal stakeholders and reviewed data and responses from internal and external stakeholder surveys to determine the use of the district curriculum. Auditors expected to find curriculum documents for all courses currently offered in Fort Bend ISD for all grades, pre-Kindergarten through grade 12—core (English language arts/reading, mathematics, science, and social studies) and non-core.

As indicated in **Finding 1.1**, **Exhibits 1.1.3** and **1.1.4**, Fort Bend ISD board policies provide some direction for curriculum development. *Board Policy EA(LOCAL)—Instructional Goals and Objectives* states, "Written curriculum shall address every subject and grade level." The district acknowledges the importance of a complete written curriculum in *Board Policy EH(LOCAL)—Curriculum Design*, which states, "Curriculum serves as the foundation of an effective educational system." The policy tasks the district with developing curriculum guides for all PK through 12 courses and subjects.

As noted, 100% of core courses (English language arts, mathematics, science, and social studies) and 70% of non-core courses are expected to have a written curriculum to guide teachers. Auditors found that core courses met the expectation in PK through 5, but did not meet the expectation in grades 6 through 8 and 9 through 12. The scope for non-core courses met the expectations across elementary and middle school, but not at the high school level. The specific list detailing courses offered for grades PK through 12 can be found in **Appendix E**.

The exhibit below summarizes the scope of the written curriculum in grades PK through 12 in Fort Bend ISD.

Exhibit 2.2.1: Summary of the Scope of Written Curriculum in Fort Bend ISD, Grades PK-12



Data Source: Curriculum Documents Provided by Fort Bend ISD Staff

The scope of the core written curriculum for elementary (100%) met the expectation. The scope of the core written curriculum for middle and high school did not meet expectations, 68% and 90%, respectively. Elementary (100%) and middle school (80%) met the minimum non-core scope expectation (70%). High school (69%) did not meet the non-core scope expectation. The written curriculum for core content in middle school reveals the most significant gap requiring prioritization.

The following exhibit presents the scope of the written curriculum in pre-Kindergarten through grade 5.

Exhibit 2.2.2: Scope of the Written Curriculum in Fort Bend ISD, Grades PK-5

Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content			
English Language Arts and Reading	14	14	100%
Mathematics	8	8	100%
Science	7	7	100%
Social Studies	7	7	100%
Total Core Content	**36**	**36**	**100%**
Total Non-Core Content	**45**	**45**	**100%**
Total Core and Non-Core Content	**81**	**81**	**100%**
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff			

The scope of the core written curriculum for grades PK through 5 met expectations (100%), and the scope of non-core written curriculum exceeded expectations, with 100% of courses having a written curriculum.

The following exhibit presents the scope of the written curriculum in grades 6 through 8.

Exhibit 2.2.3: Scope of the Written Curriculum in Fort Bend ISD, Grades 6-8

Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content			
English Language Arts and Reading	25	19	76%
Mathematics	10	8	80%
Science	9	6	67%
Social Studies	9	3	33%
Total Core Content	**53**	**36**	**68%**
Total Non-Core Content	**44**	**35**	**80%**
Total Core and Non-Core Content	**97**	**71**	**73%**
Note: *Grade 6-8 courses at M.R. Wood Center for Learning are included in the grades 6-8 scope review.			
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff			

Sixty-eight percent of all core content courses across grades 6 through 8 had a designated written curriculum, not meeting the 100% expectation. Social studies core scope (33%) demonstrated the most significant gap in written curriculum guidance, followed by science (67%), English language arts and reading (76%), and mathematics (80%). The scope of the written curriculum for non-core courses met expectations (80%).

The exhibit below presents the scope of the written curriculum for grades 9 through 12.

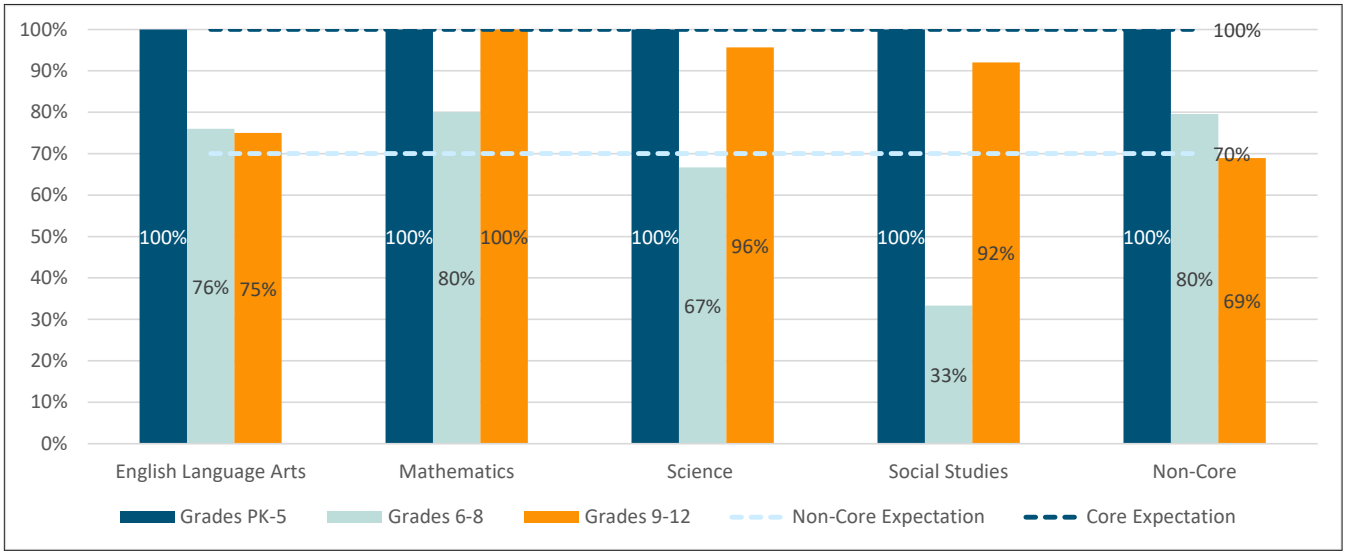
Exhibit 2.2.4: Scope of the Written Curriculum in Fort Bend ISD, Grades 9-12

Content Areas	Guides Expected	Guides Available	Percentage with Written Curriculum
Core Content			
English Language Arts and Reading	24	18	75%
Mathematics	17	17	100%
Science	23	22	96%
Social Studies	25	23	92%
Total Core Content	**89**	**80**	**90%**
Total Non-Core Content	**206**	**142**	**69%**
Total Core and Non-Core Content	**295**	**222**	**75%**
Note: *Grade 9-12 courses at M.R. Wood Center for Learning are included in the grades 9-12 scope review, and grades 6-8 are included in the grades 6-8 scope review.			
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff			

The scope of the core written curriculum (90%) did not meet expectations. English language arts and reading (75%) demonstrated the most significant gap, followed by social studies (92%) and science (96%). One hundred percent of mathematics courses had a written curriculum. The scope of the written curriculum for non-core courses (69%) did not meet expectations.

The chart below provides a side-by-side view of the scope of the written curriculum for core and non-core courses by grade bands for each subject area.

Exhibit 2.2.5: Summary of Written Curriculum in Fort Bend ISD, Core and Non-Core Content



Auditors found that the scope of the written curriculum for each core content area is most complete in PK through 5. Across all grade bands, mathematics content presented the highest percentage of courses with a written curriculum, with PK through 5 (100%), grades 6 through 8 (80%), and grades 9 through 12 (100%). Science followed with the next highest percentage of courses having a written curriculum with PK through 5 (100%), grades 6 through 8 (67%), and grades 9 through 12 (96%). This aligns with the district's current science curriculum revision initiative. For English language arts and reading, the percentage of

written curriculum available declines by grade band—PK through 5 (100%), grades 6 through 8 (76%), and grades 9 through 12 (75%). The absence of a written curriculum for middle school's social studies (33%) and science (67%) demonstrates the greatest need for focus. The percentage of non-core courses with written curriculum is 100% in elementary, and the percentage decreases in middle school to 80%, and again in grades 9 through 12 to 69%. As the number of non-core courses increases across grade levels, the percentage of written curriculum decreases.

The exhibit below presents only district-created written curriculum scopes for advanced core content courses expected and available for grades 6-12. The review of Advanced Placement® (AP®) scopes are included in **Exhibits 2.2.3**, **2.2.4**, **2.2.5**, and **Appendix E**.

Exhibit 2.2.6: Scope of the District-Created Advanced Core Content Written Curriculum, Grades 6-12

Content Areas/Grades	Advanced Course Curriculum Guides Expected	Advanced Course Curriculum Guides Available	Percentage Advanced Course with Written Curriculum
Grades 6-8			
English Language Arts and Reading	6	0	0%
Mathematics	4	2	50%
Science	6	3	50%
Social Studies	6	0	0%
Total Core Advanced Course Curriculum	**22**	**5**	**23%**
Grades 9-12			
English Language Arts and Reading	2	0	0%
Mathematics	3	3	100%
Science	2	2	100%
Social Studies	2	0	0%
Total Core Advanced Course Curriculum	**9**	**5**	**56%**
Total Grades 6-12 Advanced Core Course Curriculum	**31**	**10**	**32%**
District-Created Advanced Core Content includes courses identified as AAC, GT, ACA, and Honors courses.			
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff			

The district offers courses in grades 6 through 12 that are identified as advanced academic courses, gifted/talented academy courses, and honors. Advanced Placement® (AP®) courses rely on purchased AP® written curriculum, and no AP® courses were without a scope. The written curriculum for other advanced academic courses is district-created. Of the 31 advanced core content courses identified in grades 6 through 12 with a district-created curriculum, 10 courses had a written curriculum to guide teaching and learning for advanced students. In grades 6 through 8, a written advanced core course curriculum was available for 23% of core content area courses. Twenty-two written curriculum guides were expected, but written curriculum guides were unavailable for 17 advanced core content area courses. In grades 9 through 12, a written advanced core curriculum was available for 56% of core content area courses. Nine written guides were expected, and four were unavailable. English language arts and social studies evidenced the most significant impact from advanced courses without a written

curriculum. The absence of written curriculum guides for advanced core curriculum courses had a significant impact on the overall core scope percentage in middle school and some impact in high school. A comprehensive written curriculum for these advanced offerings is necessary to provide the guidance that engages enrolled students with the standards in a way that challenges and stretches them beyond the general education curriculum. The quality of the written curriculum is analyzed and described in detail in **Finding 2.3**.

Summary

Overall, the auditors found that written curriculum is available, but the scope is insufficient to cover all courses at all grade levels. Therefore, Fort Bend ISD did not meet adequacy in core (100%) or non-core (70%) content areas for grades PK through 12. Auditors found the availability of core curriculum to vary across content areas and grade spans. The most complete written core curriculum scope was found in mathematics and science. Absence of a written curriculum for advanced core courses in grades 6 through 8 significantly impacted the adequacy of core content scope. The availability of non-core curriculum decreased as non-core course offerings increased. The absence of clear guidance provided by a comprehensive written curriculum can undermine the potential of both teachers and students. Gaps in the written curriculum create inconsistent instructional delivery across the district, resulting in unequal access to quality and depth of instruction in standards-aligned content, context, and cognitive rigor. (See **Recommendation 2**.)

Finding 2.3: The written curriculum for grades PK-12 core and non-core content is inadequate to provide direction for planning and teaching and to ensure the alignment of the written, taught, and tested curriculum.

A quality written curriculum for all subjects and grade levels provides direction for teachers to ensure all students have access to the written, taught, and tested curriculum. Curriculum documents establish clear objectives, have a corresponding assessment for each objective or cluster of objectives, and delineate prerequisite knowledge and skills that are needed for students to continue their learning. These tightly-held components connect the learning vertically and horizontally in classrooms across the district. The loosely-held components of instructional resources, suggestions of approaches to the key concepts, and activities for student practice allow teachers flexibility in meeting students' needs. A quality written curriculum provides teachers with what students are to learn, how students should demonstrate their learning, and how students will be assessed, so they can plan high-quality implementation of the curriculum.

To determine the quality of the Fort Bend ISD's curriculum, auditors reviewed board policies and all relevant documents provided by district leaders to identify expectations for curriculum documents. Auditors examined all the curriculum documents provided by the district found in shared folders. In addition, the audit team interviewed board members, central office administrators and staff, campus administrators, and teachers about their perceptions of the quality of the curriculum and the use of the documents. Online surveys were provided for school employees and parents. Auditors expected to find board policies and job descriptions that established the vision and guidance for the written curriculum, and a curriculum guide for each course as identified in the scope of the curriculum to ensure equitable access to learning opportunities for all students.

Board policies serve as a guide in the development of a district curriculum. Auditors reviewed board policies and found *Board Policy AE(LOCAL)—Educational Philosophy* calls for an "unbiased, aligned, written, taught, tested, and relevant curriculum" that is foundational to the "District's core business of teaching and learning." *Board Policy EH(LOCAL)—Curriculum Design* specifies "the District's curriculum shall be vertically and horizontally articulated" and provides components to be included in each guide. In addition, the policy emphasizes the roles and responsibilities of the board, superintendent, central office administrators, campus-level administrators, and teachers for the ongoing cycle of curriculum review.

At the central office level, there are positions with major responsibilities for the district's curriculum. One of the major responsibilities of the Deputy Superintendent for Teaching and Learning is supervising the "ongoing development and evaluation of curriculum." The district's content coordinators are charged with the responsibility of leading the "planning, development, evaluation, revision and maintenance of an aligned district curriculum, including local assessments aligned to state and national standards, and tiered instruction."

Overall, the district's curriculum guides were found to be of inadequate minimal quality to provide direction for planning instruction, and use of the guides is inconsistent across the district. The mean rating of all curriculum guides in Fort Bend ISD was slightly over fifty percent of the possible points with the core areas having the highest minimal quality ratings. The lowest mean ratings were a result of insufficient specific strategies or activities to engage students in their learning. Auditors found that many core and some non-core curriculum guides use the district's template as the guide format. Use of the template's components varied by different content areas. Dates on documents indicate many were created over the last five to eight years. Some document dates indicate no revisions have been posted; and other documents are currently being updated and revised as evidenced by changes being made during the auditors' review. Auditors used the date on the scope and sequence when it was available or the date of most of the documents in a shared folder.

In addition to reviewing board policies and job descriptions, auditors examined and analyzed the curriculum documents provided by Fort Bend ISD staff to determine their overall quality. The exhibit below lists many of the documents reviewed.

Exhibit 2.3.1: Curriculum Documents Reviewed by Auditors to Determine Overall Quality of the Curriculum in Fort Bend ISD

Document	Date of Document
Fort Bend ISD Purpose Statement for Curriculum Audit Request	No Date
Fort Bend ISD Purpose Statement for Curriculum Literacy Audit Request	No Date
Fort Bend ISD Mission and Goals	No Date
Various Fort Bend ISD Board Policies	Various Dates
Various Fort Bend ISD Job Descriptions	Various Dates
Fort Bend Independent School District - District Improvement Plan 2024-25	2024-25
Fort Bend ISD Curriculum Guides	Various Dates
Career and Technical Education Curriculum Resources	Various Dates
Fort Bend ISD Curriculum Resources	Various Dates

Document	Date of Document
FBISD Course Selection Guide 2024-25 Middle School	2024-25
FBISD Course Selection Guide 2024-25 High School	2024-25
2024-25 Elementary Master Schedule Files	2024-25
FBISD Elementary School Master Schedule Handbook Draft 2025-26	2/25/2025
FBISD High School Master Schedule Handbook Draft 2025-26	2/21/2025
FBISD Middle School Master Schedule Handbook Draft 2025-26	2/27/2025
Instructional Resource Information	Various Dates
Lead4ward Resources	Various Dates
TEKS Vertical Alignment Documents	Various Dates
Career and Technical Education - TXCTE/TEA Curriculum Resources	Various Dates
Scope and Sequence Documents	Various Dates
Unit Plans	No Dates
Mini-Lessons	No Dates
Suggested Sequence Calendars	Various Dates
STAAR Resources (Redesign: Preparing Students for New Online Questions)	No Date
Formative Assessment Resources	Various Dates
Learning Progressions	Various Dates
Priority Standards	Various Dates
Planning Calendars, Pacing Guides, Curriculum Calendars, and Year-At-A-Glance	Various Dates
ELL Resources	No Date
Instructional Talks	No Date
GT Strategies	No Date
Pathway Overview for Career and Technical Education Courses	No Date
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff	

Quality of Curriculum Documents

Fort Bend ISD curriculum documents are housed in Microsoft OneNote and accessed through the district's digital platform, Schoology. The documents are organized by instructional unit, with each unit containing a series of tables aligned to the components outlined in the Curriculum Management Plan. However, the sequence of tabs is not standardized across content areas, leading to inconsistencies in how materials are organized. In some cases, tabs include multiple subtabs, which may be arranged by concept within the unit or provide additional instructional guidance for teachers.

To assess the quality of the written curriculum, auditors applied the CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity, as illustrated in the following exhibit. This analysis evaluated the extent to which each component is represented within the written curriculum.

Exhibit 2.3.2: CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity and Rating Rubric

Component Descriptors	Value
Component One: Clarity and validity of objectives	
No standards present.	0
Vague delineation of standards.	1
Specifically states tasks to be performed or skills/concepts to be learned.	2
States for each instructional objective the what, when (sequence within course/grade), how actual standard is performed, and the amount of time to be spent learning (requires rewrite or refining of the original language of the standard). The number of instructional objectives is feasible for the time allotted.	3
Component Two: Congruence of the curriculum to the testing and evaluation program	
No assessment approach.	0
Some approach of student assessment stated.	1
States some specific skills, knowledge, and concepts that will be assessed at some point (not all objectives are addressed).	2
Each instructional objective or cluster of objectives has a corresponding formative assessment, and priority or essential standards/objectives have a summative assessment, with rubrics/evaluation scales provided if required (as with performance-based assessment).	3
Component Three: Delineation by grade of the essential skills, knowledge, and attitudes (may be a scope and sequence, but score is related to specificity in the objectives or standards described/noted)	
No mention of required skill.	0
States general knowledge students should have acquired from some prior grades/courses.	1
States prior general experience/standards needed for the intended grade level standards (may not note when it was acquired but does specify what prior knowledge/skills are needed).	2
States specific, documented prerequisite or description of discrete skills/concepts required prior to this course (specificity in the objective wording is required, such as a "3" for Criterion One).	3
Component Four: Delineation of the major instructional tools in the form of [multiple] textbooks and supplementary materials	
No mention of instructional resources.	0
Names instructional resources for some instructional objectives (less than 50%).	1
Names instructional resources for most instructional objectives (more than 50% but less than 100%).	2
States for each instructional objective or cluster* of objectives the "match" between the basic resources and instructional objectives (100%).	3
Component Five: Suggested strategies and approaches for classroom use (teacher strategies and modeling)	
No approaches cited for classroom use.	0
Overall, vague statements on how to approach the content in the classroom (address less than half of the content objectives).	1
Provides general suggestions for approaches; gives general suggestions for at least half of the learner objectives.	2
Provides specific examples, by instructional objective or cluster* of objectives, on how to teach, model, or engage students with key concepts/skills in the classroom.	3

Component Descriptors	Value
Component Six: Suggested student work/activities for classroom use	
No inclusion of suggestions for student [practice] activities, projects, or work.	0
Suggests student practice activities or assignments for some instructional objectives (less than half); activities may be the same for all students or allow for differentiation.	1
Suggests some student practice activities or assignments (same or differentiated) for most instructional objectives (more than half, but not all).	2
Suggests for all instructional objectives in the guide, by objective or cluster* of objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product.	3
* In the case of assessments, instructional tools and resources, and suggested strategies and approaches, these may be clusters. For example, one suggested approach may, in fact, address multiple objectives, such as a cluster of objectives.	
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The curriculum documents were rated based on a scale from 0 to 3 on each criterion with a score of 3 being the highest score. The rubric for each component provides auditors with a means of quantifying their evaluations in a consistent and well-defined manner. A total score was determined by adding the ratings for the six criteria. A total score of 14 is the minimum score for the document to be determined as adequate on the minimum components.

The mean rating for each component and the mean rating for the total curriculum PK-12 core and non-core ratings are calculated. The following exhibit displays the average minimal quality ratings by level for each component and the total score of the components.

Exhibit 2.3.3: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades PK-12 Core Content in Fort Bend ISD

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Elementary Core Content								
English Language Arts and Reading	2024-25	2.0	0.9	2.0	1.0	1.2	1.1	8.2
Mathematics	2024-25	2.6	2.0	2.5	1.3	1.1	2.0	11.5
Science	2024-25	2.7	1.7	2.6	2.0	1.1	2.0	12.1
Social Studies	2024-25	2.0	1.1	1.9	1.3	1.9	1.6	9.8
Elementary Core Content Mean Rating		**2.3**	**1.4**	**2.3**	**1.4**	**1.3**	**1.7**	**10.4**
Middle School Core Content								
English Language Arts and Reading	2024-25	2.0	1.1	2.0	1.8	2.0	1.7	10.6
Mathematics	2024-25	2.6	2.0	3.0	2.4	1.0	1.9	12.9
Science	2024-25	2.7	1.2	2.7	2.0	1.0	1.7	11.3
Social Studies	2024-25	2.0	1.7	2.0	1.7	1.3	1.3	10.0
Middle School Core Content Mean Rating		**2.3**	**1.5**	**2.4**	**2.0**	**1.3**	**1.7**	**11.2**

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
High School Core Content								
English Language Arts and Reading	2024-25	2.0	0.9	1.2	1.1	1.5	1.3	8
Mathematics	2024-25	2.7	1.7	1.9	2.2	1.3	1.2	11
Science	2024-25	2.1	1.1	1.5	1.3	0.8	1.4	8.2
Social Studies	2024-25	2.0	1.9	1.2	1.9	2.0	1.9	10.9
High School Core Content Mean Rating		**2.2**	**1.4**	**1.5**	**1.6**	**1.4**	**1.5**	**9.5**
PK-12 Core Content Mean Rating		**2.3**	**1.5**	**2.1**	**1.7**	**1.3**	**1.6**	**10.4**
Key: Obj. = Clarity and validity of standards; Asmt. = Congruence of the curriculum to assessment; Prereq. = Delineation of prerequisite skills, knowledge, and attitudes; Res. = Delineation of major instructional resources; Strats. = Suggested strategies and approaches for classroom use; Act. = Suggested student work/activities for classroom use.								
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff								
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The exhibit below displays the rating for grades PK-12 non-core content courses in Fort Bend ISD.

Exhibit 2.3.4: CMAC® Model Frame One Curriculum Analysis: Auditors' Ratings of Minimal Basic Components and Specificity for Grades PK-12 Non-Core Content in Fort Bend ISD

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Elementary Non-Core Content								
PK Action Based Learning	2024-25	2.0	1.0	1.0	2.0	1.0	1.0	7.0
Action Based Learning	2024-25	2.0	0	0	1.0	2.0	2.0	7.0
PK Art	2024-25	2.0	1.0	1.0	2.0	1.0	1.0	7.0
Art	2024-25	2.0	1.0	2.0	2.0	1.2	1.8	10.0
Digital Citizenship (Library)	2024-25	2.0	0	0	2.0	1.0	2.0	7.0
Health	2024-25	2.0	1.0	2.0	2.0	2.0	2.0	11.0
PK Music	2024-25	2.0	1.0	1.0	2.0	2.0	2.0	10.0
Music	2024-25	2.0	1.0	1.0	2.0	2.0	2.0	10.0
Physical Education	2024-25	2.0	1.0	2.0	2.0	2.0	2.0	11.0
STEM	2024-25	2.0	1.0	2.0	1.0	1.0	2.0	9.0
Elementary Non-Core Content Mean Rating		**2.0**	**0.8**	**1.2**	**1.8**	**1.5**	**1.8**	**8.9**
Middle School Non-Core Content								
Career and Technical Education	2024-25	2.0	0.1	0.7	0.6	0.6	0.6	4.6
Fine Arts (Art, Band, Choral Music, Dance, Orchestra, Theatre)	2024-25	2.3	1.8	1.7	2.1	1.3	1.8	11.0
Journalism	2024-25	2.0	0.1	0.7	0.6	0.6	0.6	4.6
Physical Education/Health (PE, Health)	2024-25	2.0	1.0	2.0	1.0	1.0	1.8	8.8
Specialized Middle School Programs (AVID, PALS)	2024-25	2.0	0	2.3	0	0.3	1.3	5.9
World Languages	2024-25	2.0	1.0	2.0	1.0	1.0	1.0	8.0
Middle School Non-Core Content Mean Rating		**2.1**	**0.7**	**1.6**	**0.9**	**0.8**	**1.2**	**7.2**

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
High School Non-Core Content								
Career and Technical Education	2024-25	2.1	0.4	0.4	1.3	0.3	1.1	5.2
Fine Arts (Art, Band, Choral, Dance, Mariachi, Orchestra, Theatre)	2024-25	2.0	2.1	1.4	1.7	1.0	1.3	9.5
Journalism	2024-25	2.0	2.0	0	1.0	1.0	0.8	6.8
Physical Education/Health	2024-25	2.0	1.7	0	1.7	1.0	2.3	8.7
Specialized High School Programs (AVID, PALS)	2024-25	1.7	0.3	2.0	0	0.3	1.0	5.3
World Languages	2024-25	2.4	2.0	1.4	1.9	1.4	2.1	11.4
High School Non-Core Content Mean Rating		**2.0**	**1.4**	**0.8**	**1.3**	**0.8**	**1.4**	**7.8**
PK-12 Non-Core Content Mean Rating		**2.0**	**1.0**	**1.2**	**1.4**	**1.0**	**1.5**	**7.9**
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff								
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The following exhibit displays the summary of core and non-core courses, by grade band and component for Fort Bend ISD.

Exhibit 2.3.5: Curriculum Quality Summary of Core and Non-Core Courses, by Grade Band and Component for Fort Bend ISD

Grades PK-12	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Core Courses							
English Language Arts/Reading							
Grades K-5	2.0	0.9	2.0	1.0	1.2	1.1	8.2
Grades 6-8	2.0	1.1	2.0	1.8	2.0	1.7	10.6
Grades 9-12	2.0	0.9	1.2	1.1	1.5	1.3	8.0
ELAR Mean Rating	**2.0**	**1.0**	**1.7**	**1.3**	**1.6**	**1.4**	**8.9**
Mathematics							
Grades K-5	2.6	2.0	2.5	1.3	1.1	2.0	11.5
Grades 6-8	2.6	2.0	3.0	2.4	1.0	1.9	12.9
Grades 9-12	2.7	1.7	1.9	2.2	1.3	1.2	11.0
Mathematics Mean Rating	**2.6**	**1.9**	**2.5**	**2.0**	**1.1**	**1.7**	**11.8**
Science							
Grades K-5	2.7	1.7	2.6	2.0	1.1	2.0	12.1
Grades 6-8	2.7	1.2	2.7	2.0	1.0	1.7	11.3
Grades 9-12	2.1	1.1	1.5	1.3	0.8	1.4	8.2
Science Mean Rating	**2.5**	**1.3**	**2.3**	**1.8**	**1.0**	**1.7**	**10.5**

Grades PK-12	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Social Studies							
Grades K-5	2.0	1.1	1.9	1.3	1.9	1.6	9.8
Grades 6-8	2.0	1.7	2.0	1.7	1.3	1.3	10.0
Grades 9-12	2.0	1.9	1.2	1.9	2.0	1.9	10.9
Social Studies Mean Rating	**2.0**	**1.6**	**1.7**	**1.6**	**1.7**	**1.6**	**10.2**
All Core Courses Mean Rating	**2.3**	**1.5**	**2.1**	**1.7**	**1.4**	**1.6**	**10.4**
Non-Core Courses							
Grades K-5	2.0	0.8	1.0	1.9	1.5	1.7	8.9
Grades 6-8	2.1	0.7	1.6	0.9	0.8	1.2	7.3
Grades 9-12	2.1	1.4	0.8	1.3	0.8	1.4	7.8
All Non-Core Courses Mean Rating	**2.1**	**1.0**	**1.1**	**1.4**	**1.0**	**1.4**	**8.0**
All Core and Non-Core Courses Mean Rating	**2.2**	**1.3**	**1.6**	**1.6**	**1.2**	**1.5**	**9.2**
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff							

In reviewing the data in the charts above, the mean ratings indicate none of the four core content areas (English language arts and reading (ELAR), mathematics, science, social studies) or non-core courses had curriculum guides with an adequate rating of 14 or higher. Overall, core courses had higher mean ratings than the non-core classes. The written curriculum for mathematics scored the highest for quality, with a mean rating of 11.8 for PK-12 courses; PK-12 ELAR guides had the lowest mean rating of 8.9. The summary chart, which displays the mean rating by grade band, shows the strongest component with an average ratings of 2.2 out of 3 was clarity of objectives. The component with the lowest mean rating of 1.2 was for suggestions of specific strategies to teach or model key objectives or concepts. (See **Appendix F** for detailed rating for each core and non-core course with curriculum at the time of the audit.)

The auditors provide the overall district core content mean rating for each component below, as well as an explanation of the component and examples for the sets of curriculum documents provided.

Component 1: Clarity and validity of objectives (Mean Rating 2.3)

For a curriculum document to receive a rating of 3 for this component, each objective must state what is to be learned, where the objective is in the scope and sequence of the course, how the objective is performed, and the amount of time to be spent learning the objective. For standards provided by the state, the objectives must be rewritten or refined from original language. In many mathematics, science, and some social studies guides, the TEKS were rewritten as statements such as"The student will learn…" or "The student will be able to…" In the English, language arts, and reading (ELAR) guides, the standards are restated as "learning intentions." ELAR, mathematics, and science guides have included learning progressions to sequence the teaching and learning expectations from developing to advanced stages of what students should know and be able to do and how the learning would be performed. This is a tightly-held component that provides equal access to learning when instruction is consistently aligned to clear and valid instructional objectives. The scope and sequence provide the number of days and approximate dates for each cluster of TEKS and the sequence of units or concepts for instruction.

Component 2: Congruence of the curriculum to the testing and evaluation program (Mean rating 1.5)

For this component, a rating of 3 indicates each instructional objective or cluster of objectives aligns to a corresponding formative assessment, and priority or essential standards/objectives have a summative assessment. When applicable, such as with performance-based assessments, rubrics or evaluation scales are included. Providing specificity about how students are to demonstrate mastery of targeted objectives is essential to ensure the written, taught, and tested curriculum is aligned.

Many of the guides include multiple formative assessments suggestions, including pre-assessments, formative assessments with feedback opportunities so students know where they are, and culminating tasks that provide students opportunities to demonstrate the success criteria, including self and peer assessment strategies. In many guides, the formative assessment suggestions needed to be more specific as to when and how to use the assessments. The formative assessments provide the teacher with data to determine what is needed for students to be successful in mastering the success criteria. Students must have an opportunity to demonstrate mastery of the content that will be tested on *STAAR* and other high-stakes tests. Some of the curriculum guides had DLA and/or *STAAR* blueprints. Only a few curriculum guides had summative assessments.

Component 3: Delineation by grade of the essential skills, knowledge, and attitudes (Mean rating 2.1)

To receive a rating of 3 on this criterion, curriculum documents must have at least one specific, documented prerequisite or a description of prerequisite discrete knowledge or skills and concepts that are required prior to the course. The objective must be written with specificity. This component is tightly held so that the delineation of prerequisite skills, knowledge, and attitudes provides students with a continuum of learning PK-12 across the district. Mathematics guides provided vertical alignment in the teaching considerations section of the template and had vertical alignment of all mathematics content standards for grades PK-6 and grades 5-12, including Pre-Calculus in the shared folders. The science curriculum documents listed the vertical alignment of what students should know about the objective from the grade below, concept to be learned in the current grade, and the future grade level or course. In the teaching considerations section, some guides provided a narrative description of the prior knowledge students need to be successful in the current course and how the current course would build on this prior knowledge. Other content and non-core course guides provided vague statements about what students studied in prior grade levels or courses and/or what students would learn after leaving the current course. Others mentioned prerequisite courses required to take the current course. The rating for this component requires specificity in the description of the discrete skills and concepts required prior to the new learning.

Component 4: Delineation of the major instructional tools in the form of textbooks and supplementary materials (Mean rating 1.7)

For this criterion to receive a 3, each instructional objective or cluster of objectives must be matched with the instructional resources. This component is loosely held, which allows teachers to choose resources to meet individual student learning needs. A score of 2 was given for guides that provided multiple resources but did not identify the specific standard(s) the resource supported. In Fort Bend ISD, some resource lists were extremely long. Without the standard being identified, teachers must choose the resource that best aligns to the standards or objectives being taught, which is a difficult and time-consuming task especially for the new and/or inexperienced teacher. A campus administrator shared that “Everyone has some sort of scope and sequence, [but] they might not have all of the resources.” Many of the documents have online resources with links. Several links are not working or are no longer

available. Links provided in guides should be updated as needed to ensure the resource is aligned to the standard/objective and available.

Component 5: Suggested strategies and approaches for classroom use (Mean rating 1.4)

A rating of 3 for this criterion indicates the curriculum documents provide a clear approach with specific examples for instructional objectives or a cluster of objectives on how to teach, model, or engage students with key concepts or skills in the classroom. This component is loosely held, providing teachers with the flexibility to take different approaches to address students' learning needs. A guide receiving a rating of 2 had general strategies for use, but lacked specific examples of how to use the strategies with the targeted objectives or cluster of objectives. Many of the units/concepts with the same list of strategies had no specific examples of how to teach course objectives or how to match activities to the content, context, and cognitive level of the standard/objective. A teacher who described the curriculum as overwhelming commented, "My school is successful because we pull together and do our own thing."

Component 6: Suggested student work/activities for classroom use (Mean rating 1.6)

This component assesses whether curriculum documents contain suggestions of activities to engage students in learning the identified objectives. To receive a rating of 3 for this component, the curriculum documents provide suggestions for student work, practice activities, or projects for all objectives or cluster of objectives, and provide guidance on the use of differentiation for content, process, and product. A teacher commented in the online survey that "the district curriculum has a lot of suggestions and ideas about differentiating instruction, but they are very generalized… the differentiation suggestions are not detailed for students with Math learning disabilities." To receive a 3 on this component, the examples must align to the content, context, and cognitive level of the objectives to prepare students to be successful on high-stakes assessments. This component is loosely held, providing teachers the flexibility to plan student work or activities that meet each student's needs. In the Fort Bend ISD guides, some guides had the standard's cognitive level, Webb's Depth of Knowledge (DOK), identified in the Unpacked TEKS section, but the work samples provided did not identify the cognitive type and there were no suggestions for how to plan instruction to target the DOK level, which would help teachers increase rigor in the classroom.

In summary, auditors examined Fort Bend ISD curriculum documents for the six components of the CMAC® Model Minimal Basic Components for Curriculum Document Quality and Specificity. The curriculum documents do not meet the CMAC® model expectations for curriculum quality for core or non-core courses. Mathematics PK-12 guides had the highest quality rating with a mean of 11.8, while for non-core courses, elementary guides with a mean rating of 8.6 had the highest average. Auditors found the greatest strengths of documents to be the clarity of the objectives, while the weakest areas of the documents were specific suggestions for engaging students and assessments. The documents are missing the specificity and alignment necessary in quality curriculum guides to support teachers.

Spiraling Standard/Objectives

In a coordinated and articulated curriculum, the learning objectives or core concepts are sequenced or spiraled throughout the students' PK-12 experiences. As the curriculum progresses, the level of difficulty and the complexity of the concepts increase, allowing students to apply their prior knowledge and increase their understanding of the concept at a greater depth. In the review of curriculum guides, auditors expected to find specific guidance for teachers to plan sequenced and spiraled lessons from one grade level to the next, providing vertical articulation across the district.

Auditors found that in some content areas the spiraled standards/objectives were referred to as process standards or integrated standards. Below is an example of the information shared in 6th grade.

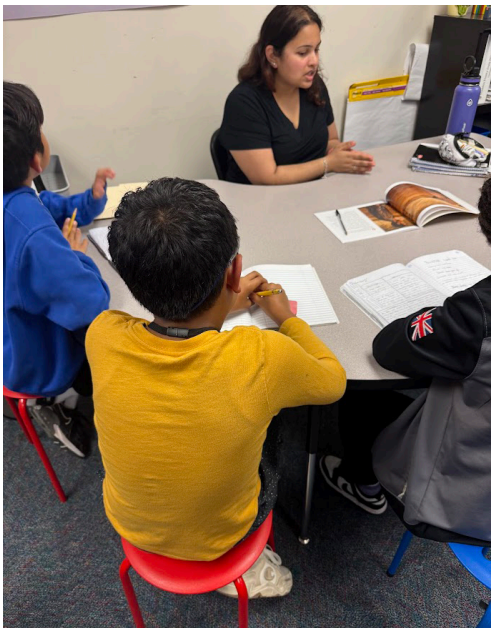
Grade 6 ELA and AAC ELA Scope and Sequence.

6th Grade ELA and AAC ELA Scope and Sequence
Process (Integrated) Standards (PS): In secondary ELA, we have four main processes, which appear in every unit throughout the year, in whole or in part. You will notice that some Texas Essential Knowledge and Skills Statements (TEKS) appear in multiple concepts. ELA skills are interconnected. The repetition of these skills in multiple contexts reflects how the strands are "integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy" (Introduction to English Language Arts, Grade 6, Texas Essential Knowledge and Skills). Teachers introduce and explicitly teach these skills throughout the first semester, then integrate them into instruction in the units that follow.

English language arts and reading (ELAR), mathematics, science, and social studies in grades 6-12 all have process standards listed that can be found in each unit. ELAR has the same statement that is listed at the top of the example above (6th Grade ELA and AAC ELA Scope and Sequence) on process standards for grades 6-12 ELAR and AAC ELA Scope and Sequence documents. Social Studies, mathematics, and science do not have this statement, but do have charts including the process standards in each unit. Some science curriculum guides specify the process standards that are integrated into the lesson for each concept. In some mathematics curriculum guides, "Guided Teacher Notes" provide the process skills to be used in the lesson

The spiraling of content within courses and across grade levels establishes a clearly defined progression of learning objectives. This progression provides teachers with explicit guidance regarding the knowledge and skills students are expected to master, as well as the manner in which mastery should be demonstrated. Such sequencing supports coherent instruction and ensures that students are systematically prepared for high-stakes assessments. The following descriptions present examples of how each of the four content areas structures the sequencing and spiraling of both content and process standards.

The English language arts (ELA) curriculum includes a Scope and Sequence and guide for each grade level or course that outlines how standards spiral within each grade level or course. For example, in the grade 5 curriculum, TEKS 5.6F (make inferences and use evidence to support understanding) is identified as a priority standard across Units 1–9, with learning progressions evident in Units 2-7. In Unit 2, instruction begins with identifying the topic of a story and using it to infer a theme. Students move from recognizing a single theme to identifying multiple themes in increasingly complex texts. By Units 4 and 5, the progression shifts toward applying comprehension skills to informational and literary texts by collecting facts, making connections within and across texts, and drawing conclusions about ideas not explicitly stated. This reflects a shift from theme-focused inference to broader analytical connections, including text-to-text, text-to-self, and text-to-world applications.



Small Group Instruction at Madden Elementary School

Each grade 5 ELA curriculum unit overview provides connections to the previous unit, references to prior grade-level learning, and a description of what students will learn in the current unit. For example, the Unit 4 Overview, Reading to Learn – Determining Importance of Informational Text & Informational Writing – Purpose and Structure, connects to Unit 3, Poetry – Analyzing and Playing with Author's Craft, where students examined works of fiction to understand how narrative structure develops characters and setting, enabling readers to infer themes. In Unit 4, students extend this work by analyzing how the author's craft contributes to meaning. The focus section further connects to grade 4, where students practiced inferring central ideas, supporting them with key details, analyzing text structure in relation to author's purpose, and examining text features. In grade 5, students continue these skills with more complex texts, requiring deeper analysis. They focus on determining importance, inferring central ideas with supporting details, summarizing, and analyzing how authors use structure, text features, and word choice to convey purpose. A connection to what would be learned in grade 6 was not included.

While spiraling within and across grade levels is evident in ELA grade 5, it is not consistent across all grade levels. In grade 6, some connections reference prior learning, but it is unclear whether these refer to earlier units or prior grade-level content. In grades 7 and 8, and High School ELA courses, explicit connections to prior units or previous grades are not included. This inconsistency makes it difficult to trace how skills and concepts are intended to build across the ELA curriculum. A document that shows the vertical articulation of standards was not found.

The math curriculum provides for each grade level or course, a Scope and Sequence and a guide, which follows the district template. The Scope and Sequence document has a chart of the TEKS by unit, which illustrates the spiraling of a concept through multiple units. A chart of the math process skills by unit shows each process skill is utilized in every unit. The Learning Progressions include the process standards without the process TEKS being identified by number. In the curriculum document, the Integration Focus tab provides for each process standard, the skill, concept, and context. In the Unpacked TEKS and the Instructional Delivery sections, the process TEKS skills may be included in content focused statements, but process TEKS are not explicitly identified or referenced. This creates a difficult task for new teacher or someone new to teaching the curriculum as the process standards specify the "how" students will demonstrate their understanding of the TEKS.

An example of horizontal and vertical spiraling is from the strand, (Adding and Subtracting Whole Number, Decimals and Rational Number) for grades 5 and 7, and the strand (Extending Operations to Polynomial Expressions and Complex Numbers) for Algebra I. The Grade 5 Math Scope and Sequence indicates TEKS 5.3B (multiply with fluency a three-digit number by a two-digit number using a standard algorithm) is in Units 3 and 4. In Unit 3, it is a priority standard and in Unit 4, understanding of TEKS 5.3B is extended to solving multi-step problems involving the four operations. The 7th grade TEKS 7.3B extends previous understandings of operations to rational numbers; in Algebra I TEKS A.10C extends understandings of division operation to polynomials of degree one and degree two.

In the Fort Bend ISD Science Scope and Sequence documents, each unit has TEKS bundled and sequenced to develop an understanding of the unit's overall focus or mastery learning objective. The curriculum unit and sub-unit plans provide the Three-Dimensional Learning Standards [Scientific and Engineering Practices (SEPs) TEKS, content TEKS, and Recurring Themes and Concepts (RTCs) TEKS]. For the unit concept, the vertical alignment provides the TEKS for the previous grade level, on grade level, and the next grade level/course delineating the knowledge and skills that students should have from prior

learning to build to the current learning, which eliminates gaps and prepares students for the next grade level/course. In the concept Learning Intentions and Success Criteria statements, the SEPs, content TEKS, and the Recurring Themes are color coded to illustrate the integration of the standards in each learning experience.

An example of vertical spiraling is the concept of structure and function of organisms. Beginning in the 1st grade (TEKS 1.13A) students collect evidence and identify external structures of animals and how they help meet basic needs; in 3rd grade (TEKS 3.13A) students explore and explain how external structures, such as webbed feet, help organisms survive in their environment; in 5th grade (TEKS 5.13A) students identify and model functions of internal systems of human organisms; in 7th grade (TEKS 7.13A) students identify and model the main functions of the human systems; and in biology (TEKS B.12A), students analyze the interactions that occur among body systems that perform functions necessary for life. The progression or spiraling of learning provides scaffolding for the learner to gain the knowledge and skills to meet the TEKS. In a similar manner, the articulation of scientific practices shows students engaged in increasing complexity as they advance through grade levels. Each concept provides a similar vertical progression of the TEKS for content and SEPs.

The Social Studies curriculum includes a Scope and Sequence and guide for each grade level or course that outlines the process and content standards addressed in each unit and how both the standards spiral across the course. For example, the Grade 7 Scope and Sequence indicates that four process standards are embedded in each of the nine units, in addition to the listed content standards. Of the 59 content standards, 12 appear in more than one unit.

Process standard 7.20, the student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology, is identified as a priority standard and is embedded in Units 1-9. In the Unpacked TEKS, each standard is supported by a chart detailing the associated skills, concepts, and context. Unit-specific applications further clarify how the standard is addressed. For example, in Unit 2, students list the defining characteristics of Native cultural groups in Texas, describe cultural characteristics, and compare groups across regions. In Unit 6, students evaluate the impact of the oil industry, make generalizations about the political, economic, and social effects of 20th-century events in Texas, and explain the economic factors contributing to urbanization. This progression reflects an increase in rigor, moving from foundational description and comparison in earlier units to higher-level evaluation and generalization in later units.

The World Geography curriculum demonstrates a similar design. The Scope and Sequence indicates that three process standards are included in each of the nine units. There are 51 content standards listed, six of which are addressed in multiple units. Content Standard WG.9A, identifies physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region, appears in Units 1-7. The Unpacked TEKS documents specify the application of skills, concepts, and context for each unit. For example, in Unit 2, the skill is to identify, the concept is physical and human factors, and the context is U.S. and Canada. In Unit 5, the skill remains to identify, the concept expands to physical and/or human factors that constitute a region, and the context is Sub-Saharan Africa. While the skill and concept remain consistent, the shifting context across regions requires students to apply knowledge in new situations, reinforcing the transferability of learning.

Additionally, the World Geography curriculum includes a standards alignment table showing the vertical alignment of TEKS 7.20 with related standards in grades 6 (6.19) and 8 (8.29) as well as high school courses (WG 21, WH 28, USH 28, GOV 19, ECO 21). This provides evidence of alignment across grade bands and courses. A district-wide document showing the vertical articulation of Social Studies standards across grade levels was not found.

In summary, auditors found a lack of a district definition has created confusion and a lack of consistency across the four content areas regarding how to integrate the process and content standards in planning for quality lessons and spiraling for increasing the depth of understanding of the concept. While the district does use the term "spiraling" in the statement that appears at the top of all the grades 6-12 ELA scope and sequence documents where process standards are referenced, spiraling is not mentioned in other content areas. There are a few examples in each of the four content areas; however, the vertical or horizontal spiraling was not clearly outlined in the curriculum. A clearly spiraled curriculum illustrates the progression of content and process complexity across grades from unit to unit, within units, as well as from grade level to grade level. Spiraling should be evident in the objectives students are expected to master in sequenced learning progressions as well as in the assessment instruments. The scope and sequence documents should clearly allow time for students to practice and show mastery of their learning in a variety of contexts before major assessments are given.

In addition to reviewing the curriculum guides, board policies, and job descriptions, auditors interviewed board members, central office administrators and staff, campus administrators, teachers, paraprofessionals, and parents. The following comments were made regarding quality and inconsistency in the curriculum.

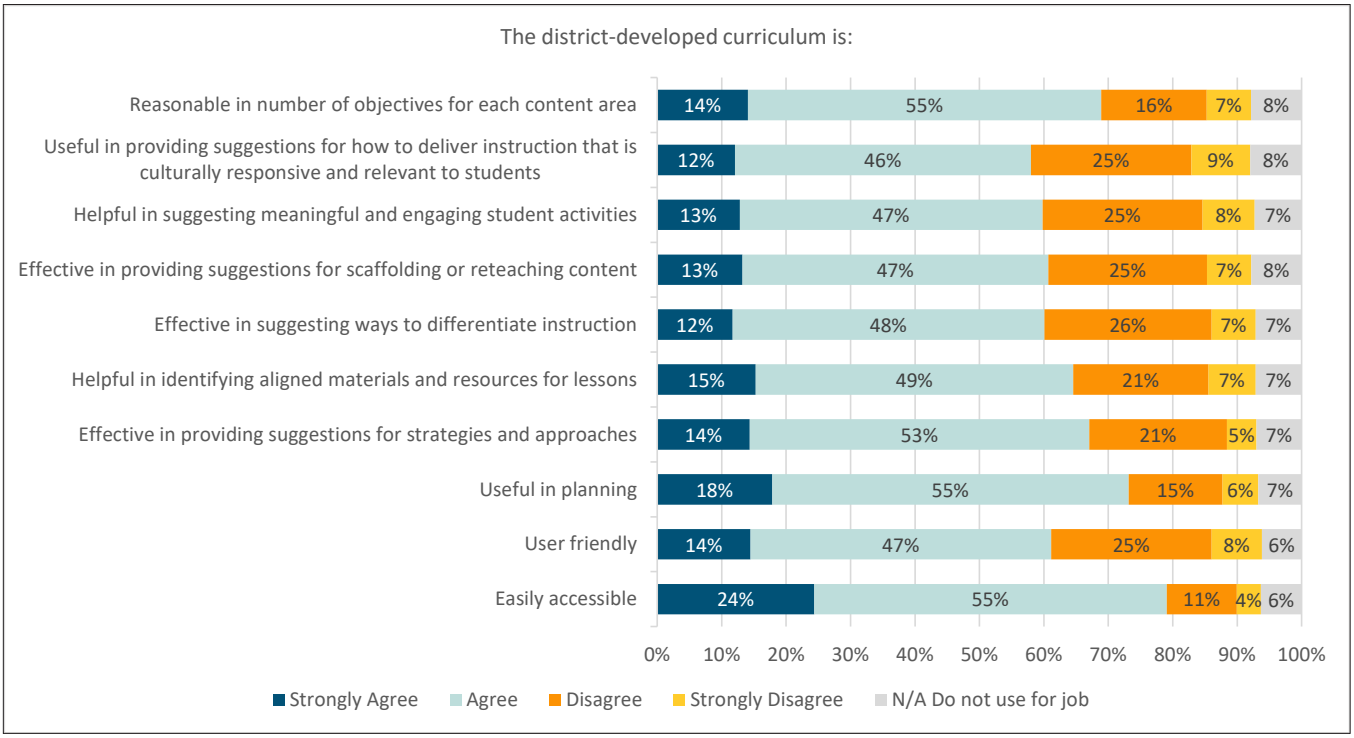
- "Most of [the curriculum] is written by the district. You have to follow the scope and sequence. If you're new, it can pose a problem. The way it's laid out is cumbersome." (Campus Administrator)
- "[Teachers] have to do a lot of unpacking in order to give a lesson to students." (Central Office Administrator)
- "We do not have a curriculum. We are piecing together everything. There are no Unit Tests or formative assessments." (Teacher)
- "3 to 5 is vertically aligned but K-1-2 is not. The curriculum is very open, too many choices; it should be streamlined versus wide, more intentional and deeper." (Campus Administrator)

Feasibility and Use

Feasibility and use of the curriculum are determined by the extent to which the volume of content and recommended delivery approaches is manageable within the designated timeframe, as well as by the degree to which the curriculum is accessible, systematically organized, and instructionally relevant.

The exhibit below illustrates teacher survey responses related to a series of prompts regarding the district curriculum.

Exhibit 2.3.6: Teacher Perceptions of the Quality and Feasibility of District Curriculum

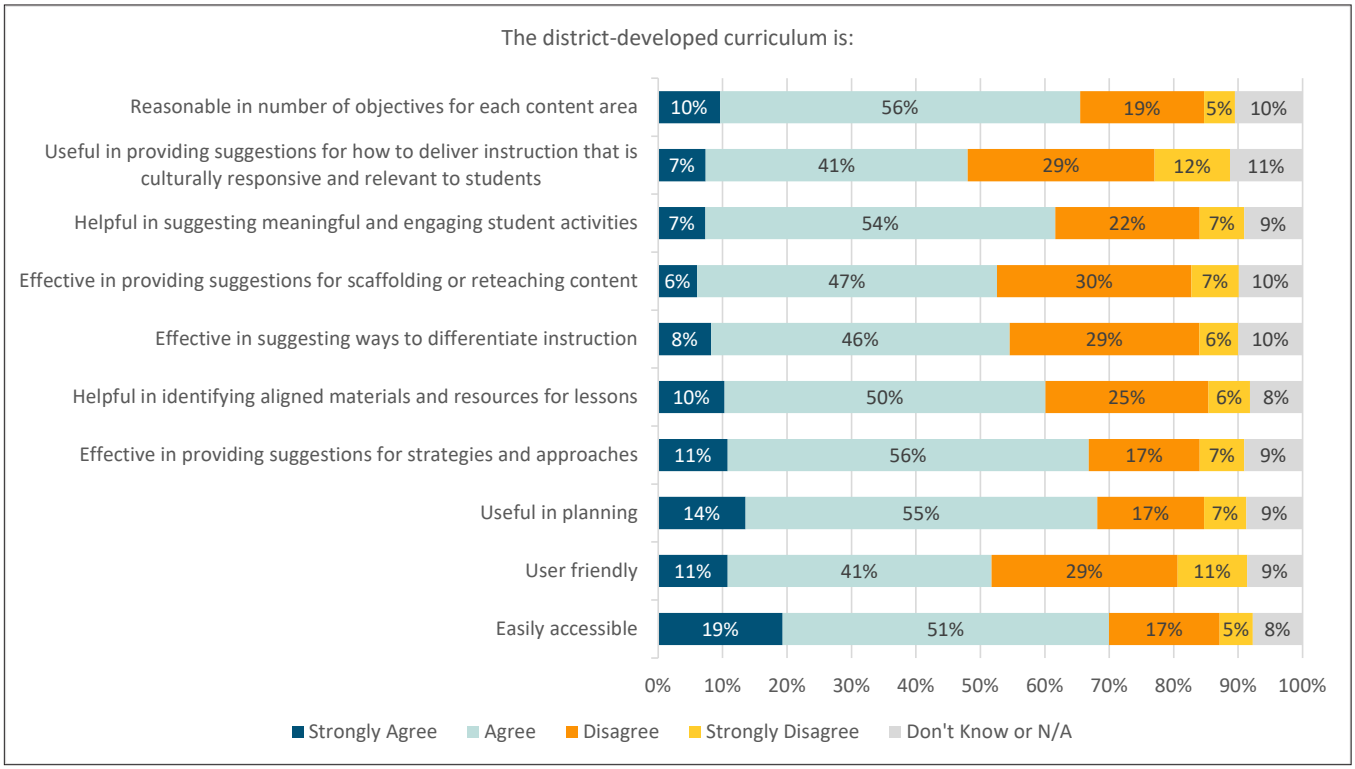


Note: n=620
Data Source: CMSi Online Survey

The previous exhibit displays the teacher responses to several prompts about the district curriculum. The highest strongly agree and agree responses were given to prompts that the guides are easily accessible (79%), useful in planning (73%), have a reasonable number of objectives (69%), and are effective in providing suggestions for strategies or approaches (67%). Respondents most disagreed or strongly disagreed that the guides are useful in providing suggestions for how to deliver instruction that is culturally responsive and relevant to students (34%). Teachers also disagreed or strongly disagreed that the guides are user-friendly (33%), helpful in suggesting meaningful and engaging student activities (33%) or helpful in suggesting meaningful ways to differentiate instruction (33%). The survey illustrates that some teachers are using the current curriculum format well; however, about a third of the teachers are not, which impacts planning and instruction for approximately a third of the district's classrooms.

The following exhibit displays campus administrators' responses to a series of prompts regarding the district curriculum.

Exhibit 2.3.7: Campus Administrator Perceptions of the Quality and Feasibility of District Curriculum



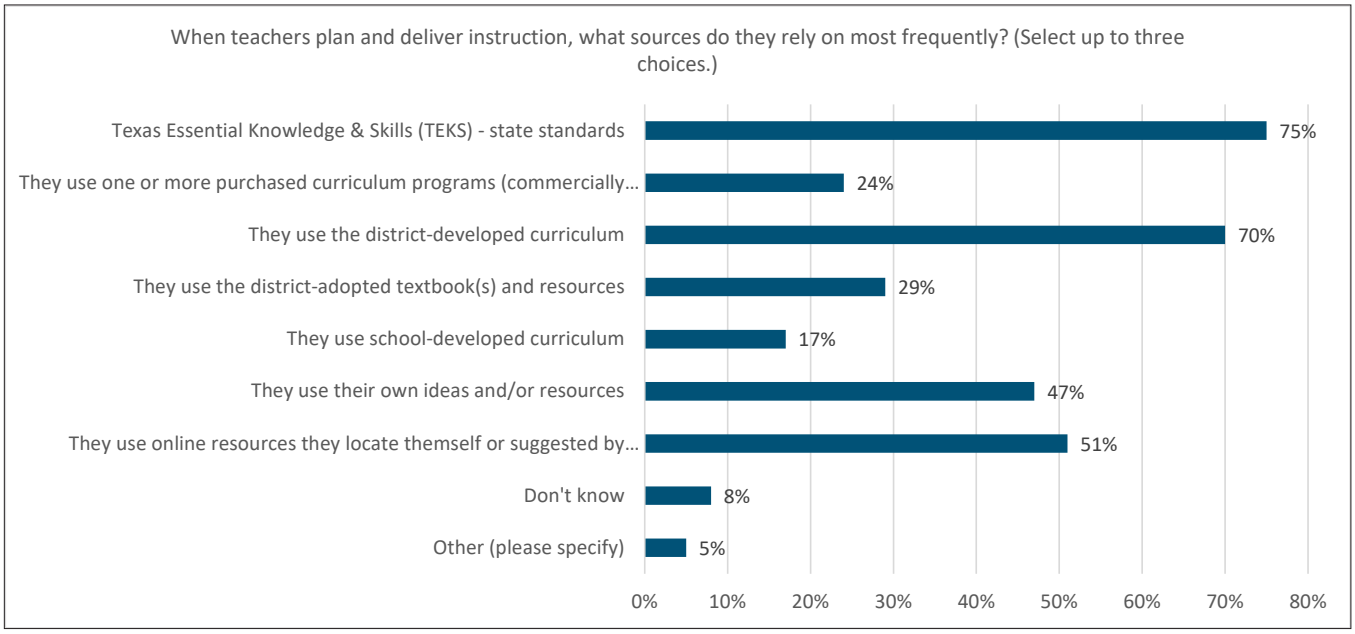
Note: n=233
Data Source: CMSi Online Survey

Campus administrators' responses to questions about the district curriculum indicated they strongly agree or agree that guides are easily accessible (70%), useful in planning (69%), and effective in providing suggestions for strategies and approaches (67%). Administrators disagree or strongly disagree with the statements regarding the curriculum being helpful in providing suggestions for how to deliver instruction that is culturally responsive and relevant to students (41%), that the curriculum is user friendly (40%), or effective in providing suggestions for scaffolding or reteaching content (37%).

The last two exhibits show agreement between the teachers and campus administrators on the positive attributes of the district-developed curriculum—the guides are easily accessible and useful in planning. For the perceptions of the drawbacks of the curriculum, the teachers (33%) and administrators (40%) strongly disagree or disagree that the guides are user friendly, and that the guides are effective in suggesting ways to differentiate instruction, 33% and 35% respectively. Other than the two descriptors on which teachers and administrators strongly agree or agree about the curriculum, at least 24% of both groups disagree or strongly disagree regarding other attributes of the guides.

The following exhibit illustrates teachers' responses about the resources used in planning and the delivery of instruction.

Exhibit 2.3.8: Teacher Responses to Most Frequently Used Resources for Planning and Delivery of Instruction

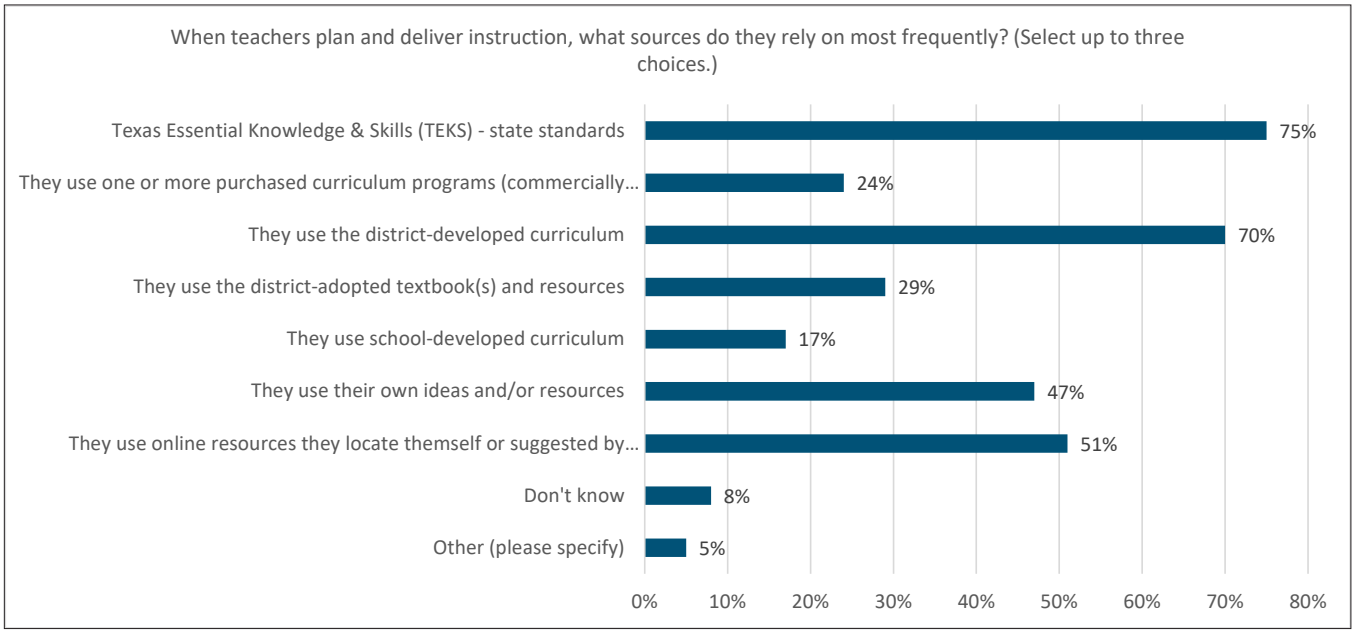


Note: n=616
Data Source: CMSi Online Survey

In the previous exhibit, the teacher responses indicated that the district-developed curriculum (63%) is their third choice for a planning resource. The most used resource in planning is the Texas Essential Knowledge and Skills (74%). The other two top choices are using their own ideas and/or resources (64%) and using online resources they locate or are suggested by colleagues (62%). With teachers using a variety of resources to plan instruction for the targeted TEKS, the curriculum will vary as will the learning opportunities that a student experiences. Teachers need aligned resources, strategies, and student activities that support the tightly-held learning standards, assessments, and horizontal coordination and vertical alignment of learning standards.

The following exhibit displays the campus administrators' responses to the question regarding resources used for planning instruction.

Exhibit 2.3.9: Campus Administrator Responses to Most Frequently Used Resources for Planning and Delivery of Instruction



Note: n=235
Data Source: CMSi Online Survey

The responses of the campus administrators are illustrated in the prior exhibit and show that administrators believe teachers are using the TEKS (75%) to plan and to deliver instruction. This perception is confirmed by the teacher responses shown in the previous exhibit. The next three perceptions of what teachers use to plan instruction are the same as the teachers' responses, but in a different order. Administrators believe after the TEKS are selected, teachers are using the district-developed curriculum (70%), followed by using online resources they locate themselves or suggested by colleagues (51%), and using their own ideas and/or resources (47%). These differences in planning strategies indicate a lack of communication, coordination, and direction in planning.

Auditors interviewed board members, central office administrators, campus administrators, teachers, and parents to learn about the perceptions of the district's curriculum's quality and use. Also, an online survey was sent to teachers, campus administrators, central office administrators, parents, and auxiliary and paraprofessionals that provided an opportunity for anonymous comments.

- "Sometimes [Schoology] is restrictive. The teachers want to see what is required at the grade level below and above, and they can't do that." (Campus Administrator)
- "We do not have enough resources, and it is a huge issue. We do not have resources to match the curriculum, and it is a tremendous problem. Science does not have enough resources to complete activities and labs." (Teacher)
- "The OneNote Notebook for math is so overly developed and, due to various updates, can contradict itself. It is so unwieldy and user-unfriendly that we would all rather flounder on our own." (Teacher)

- "What is in the curriculum is not always at the rigor of the standard. It comes to teachers as shallow and wide instead of deep." (Campus Administrator)
- "When we look at the curriculum, our campus has noticed we need more scaffolding resources, so if we have to step in and provide teachers with other ideas, we have them." (Campus Administrator)

Overall, the auditors found that the Fort Bend ISD curriculum is inadequate to direct planning for effective teaching. Teachers and administrators expressed concern about the lack of scaffolding, effective suggestions for differentiation, and resources for use in the classrooms.

Quality Resources Impact Quality Instruction

Quality written curriculum documents align the written, taught, and tested curriculum and provide direction for teachers as they plan instruction. In this finding, auditors examined the scope and quality of the written curriculum of FBISD. In the curriculum quality analysis, one of the components was the delineation of the major instructional tools in the form of textbooks and supplementary materials. For this analysis, auditors examined the resources identified in the curriculum guides for congruence of the context suggested by the instructional resource and cognitive rigor. Context refers to how students are to practice or demonstrate learning, such as in a pencil and paper assignment, a classroom activity, or a real-life scenario. Students need opportunities to demonstrate their learning in multiple ways. Cognition is the nature of cognitive engagement required in learning the content. Student activities and resource assessments should include a range of cognitive demands to provide students with practice developing the cognitive skills they will need to be successful in high-stakes assessments.

To conduct the alignment analysis, for each of the core content areas in grades 5, 7, 9 and 11 (only social studies), auditors chose three standards and the identified resources. Each of these resources was analyzed for congruence of context and cognitive level. Auditors expect to find congruence of the resource to the context of how the student is to experience the learning, and the types of cognition using Webb's Depth of Knowledge.

In the analysis of the resource, the context was described as one of the following: real world/simulated real world, test-like, classroom activity, or meaningful writing. An explanation and examples of each of these context types can be found in the following exhibit.

Exhibit 2.3.10: Description of Context Types

Context	Explanation	Examples
Real World/Simulated Real World	This type of context replicates activities found in the real world. It is often a hands-on activity.	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.

Context	Explanation	Examples
Test-like	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP® exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	Marking a bubble sheet; selecting from multiple-choice items; constructing a short answer; writing an extended response; fill-in-the-blank and true/false questions.
Classroom Activity	This context is comprised of activities that are unlikely to be found outside a classroom.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.
Meaningful Writing	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.	Researching, formulating, and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing, and evaluating a theory or premise; writing a personal narrative utilizing techniques learned in class.
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Webb's Depth of Knowledge was used for the analysis of the cognitive level. The following exhibit contains a description of that framework.

Exhibit 2.3.11: Webb's Depth of Knowledge Framework

Webb's Depth of Knowledge
DOK-1: Recall and Reproduction: Tasks require recall of facts or rote application of simple procedures (copying, computing, defining, and recognizing).
DOK-2: Skills and Concepts: A student must make some decisions about his or her approach. Tasks require more than one mental step (comparing, organizing, summarizing, predicting, and estimating).
DOK-3: Strategic Thinking: Students must use planning and evidence, and thinking is more abstract. A task has multiple valid responses, where students must justify their choices (solving non-routine problems, designing an experiment, or analyzing characteristics of a genre).
DOK-4: Extended Thinking: Requires the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another (designing a survey and interpreting the results, analyzing multiple texts to extract themes, original writing, problem-based learning).

Using the curriculum guide for each of the core content areas for the designated grade levels (5th, 7th, 9th, and social studies 11th), auditors randomly chose three learning standards (TEKS) and one of the identified resources for analysis. The following exhibit provides a summary of the congruence of the district's instructional resources in context and cognition. Auditors' full analysis is contained in **Appendix G.**

Exhibit 2.3.12: Resources and Activities Analysis of Context and Cognitive Congruence

Grade Level	# of Items	#/% Congruence					
		Context				Cognitive Type	
		Real World	Test-Like	Classroom Activity	Meaningful Writing	DOK 1 & 2	DOK 3 & 4
Core Content							
English Language Arts/Reading							
5th Grade ELAR	3			3/100%		2/67%	1/33%
7th Grade ELAR	3			3/100%		1/33%	2/67%
English I	3			3/100%			3/100%
Total ELAR	**9**	**0/0%**	**0/0%**	**9/100%**	**0/0%**	**3/33%**	**6/67%**
Mathematics							
5th Grade Mathematics	3			3/100%		3/100%	
7th Grade Mathematics	3			3/100%		3/100%	
Algebra I	3			3/100%		3/100%	
Total Mathematics	**9**	**0/0%**	**0/0%**	**9/100%**	**0/0%**	**9/100%**	**0/0%**
Science							
5th Grade Science	3			3/100%		3/100%	
7th Grade Science	3			3/100%		3/100%	
Biology	3	1/33%		2/67%		2/67%	1/33%
Total Science	**9**	**1/11%**	**0/0%**	**8/89%**	**0/0%**	**8/89%**	**1/11%**
Social Studies							
5th Grade	3			3/100%		3/100%	
7th Grade	3			3/100%		1/33%	2/67%
9th Grade World Geography	3			3/100%		1/33%	2/67%
11th Grade US History	3			3/100%		2/67%	1/33%
Total Social Studies	**12**	**0/0%**	**0/0%**	**12/100%**	**0/0%**	**7/58%**	**4/42%**
Total Core Content	**39**	**1/3%**	**0/0%**	**38/97%**	**0/0%**	**27/69%**	**11/28%**

Data Source: Documents and Data Provided by Fort Bend ISD Staff

As the exhibit illustrates, for the four content areas (ELAR, mathematics, science, and social studies) the context of instructional resources was most often classified as classroom activity (97%). Examples of classroom activities included answering questions at the end of a chapter, solving math problems, locating examples in text, or marking features on a map. Other context types included real world/simulated real world, test-like, and meaningful writing. Real world and meaningful writing contexts offer higher levels of engagement for students, while classroom activities are considered less engaging. Cognitive rigor was determined using Webb's Depth of Knowledge (DOK). Overall, 69% of the resources were at the lower levels of cognition, while 28% were at higher levels. This analysis demonstrates the need for curriculum documents to increase the congruence of the resources suggested context and cognitive level, thus increasing the rigor of the curriculum.

A quality curriculum guide provides linkages to adopted texts and other instructional materials that have been analyzed for congruence of context and cognition. Auditors found a lack of consistency among the content areas and even in units within a guide to the information provided. Some of the guides provided the targeted TEKS with the resource name and page numbers, while others provided a general reference to the name of a resource. A teacher raised a concern about the curriculum: "Student activities are often missing or links don't work, and there are no teacher editions." For effective planning and instruction, it is essential that both student and teacher resources are complete and accessible.

In the analysis of ELAR resources, auditors found the context of all those resources was classroom activity. The activities varied in the DOK levels from DOK 2 to DOK 4. For English I, auditors noted that beyond the first unit, the print resource listed in the curriculum was *My Perspectives*, grade 8. A campus administrator shared, "The ELA curriculum is very confusing. It's hard to go in and pull out what needs to be covered. The scope and sequence is in narrative form…" A quality curriculum guide provides articulation from PK-12 and differentiation strategies and resources. The following interview statements suggest the ELA curriculum does not meet these minimal quality criteria. A teacher commented that "In the ELA curriculum, most of it is the same every year. It is frustrating because the kids will say they've already done that." A campus administrator shared, "ELA is geared toward the middle kids; we've gotta make adjustments."

Some mathematics guides identify the TEKS with specific page numbers and name of the activity; others do not. In the review of the guides, auditors found a lack of consistency in resource suggestions for Tier 2 and/or Tier 3 for use in planning. A campus administrator said, "In math we don't have a textbook, which is a problem. It's hard for parents to understand why there isn't a textbook. Teachers are given resources, but they don't have the time to do that deep dig to find the right resources for each lesson." Another campus administrator supported this statement, "For math, we have a curriculum, but we don't have one. We have all of these resources, but there is not one that we can use with the kids." A teacher stated, "In elementary math, we have to pull from so many resources." In the review of the identified resources, auditors found links that didn't work. A teacher confirmed this: "I have issues with the middle math curriculum. A lot of the links don't work. It hasn't been updated."

Following the new resource adoption, the science curriculum is in varying stages of development and in certain courses, some units are not completed. A campus administrator said, "The science is easy to follow; they've made it friendly." In the congruence analysis, auditors found the science resources provides activities at DOK 1 or 2 with options for DOK 3. The lesson plans in the guides have used some of both and added others. Teachers will have options to increase or decrease the rigor of the lessons. A teacher said, "We do not have resources to match the curriculum, and it is a tremendous problem. Science does not have enough resources to complete activities and labs."

In the analysis of social studies resources, auditors found most of the activities were at DOK levels 2 and 3. Two activities were DOK 2 ,and four were DOK 3. Central office staff commented during an interview, "We are very consistent with our alignment K-12 in social studies." A campus administrator commented, "The struggle with social studies is resources and I don't think that we have protected our social studies teachers. There are a lot of sensitive topics they need to talk about. I think we need to give them vetted materials. Teachers often have to get their own resources." At the elementary school level, one teacher's concern is about the allocated time for social studies instruction as indicated by the comment, "With such limited time in social studies, it is hard to consistently remain on the track listed. With the current objectives and goals to be met, with only about 20 minutes or so, it is almost impossible to not constantly feel behind in terms of instructional track."

Interviews with teachers and campus administrators support the need for increasing the rigor of the curriculum through alignment of resources to the standards in content, context, and cognitive level.

- "I don't even use the curriculum because it is so old." (Teacher)
- "There is nothing we actually give teachers to teach. They can see the curriculum in 25 clicks, but they don't know what to actually use." (Teacher)
- "I don't use the district curriculum at all. Instead, I use Lead4Ward, Eduphoria, and what's on TEA. That gives me everything I need at an appropriate rigor level." (Teacher)
- "One of our greatest challenges is the curriculum and the high expectation of having the depth of knowledge in the content areas." (Campus Administrator)

In summary, auditors found that the activities in the reviewed resources were predominantly classroom activities, which offer lower engagement opportunities for students compared to real-world applications or meaningful writing tasks. In addition, the majority of activities reflected a cognitive demand at DOK 1 & 2, with fewer opportunities for higher-level thinking. Increasing the use of resources that incorporate more engaging contexts and a wider range of cognitive demands would strengthen the rigor and quality of the curriculum.

2024-25 Focus and Measure Campuses

Auditors were given a list of the 20 schools that the district had identified as Focus and Measure campuses. These campuses were identified as needing additional assistance and focus throughout the school year. The Texas Education Agency (TEA) released 2023 school year accountability ratings in April 2025 after a two-year delay. The accountability ratings of A-F are used to provide districts and campuses with insight into the performance overall of the district or campus. The following exhibit shows the breakdown of the accountability ratings of the 20 Focus and Measure campuses.

Exhibit 2.3.13: Accountability Ratings for Focus and Measure Campuses for School Year 2022-23

Schools	Accountability Rating A	Accountability Rating B	Accountability Rating C	Accountability Rating D	Accountability Rating F
Elementary	0	1	2	5	2
Middle School	0	2	0	1	2
High School	0	0	1	3	1
Total	**0**	**3**	**3**	**9**	**5**
Percentage (Calculated on 20)	**0%**	**15%**	**15%**	**45%**	**25%**

Data Source: Data Provided by Fort Bend ISD Staff

Fort Bend ISD internally predicts the accountability rating based on the data they have in-house when accountability information is delayed. Auditor found this to be very helpful for the schools since the state was not releasing accountability ratings. The exhibit below shares the district predictions for school years 2024 and 2025.

Exhibit 2.3.14: Accountability Rating Predictions for Focus and Measure Campuses for School Years 2024 and 2025

Schools	Accountability Rating A		Accountability Rating B		Accountability Rating C		Accountability Rating D		Accountability Rating F	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Elementary	1	0	0	2	0	5	6	3	3	0
Middle School	0	0	0	1	1	1	1	1	3	2
High School	0	0	0	0	1	2	4	2	0	0
Total	**1**	**0**	**0**	**3**	**2**	**8**	**11**	**6**	**6**	**3**
Percentage (Calculated on 20)	**5%**	**0%**	**0%**	**15%**	**10%**	**40%**	**55%**	**30%**	**30%**	**15%**

Data Source: Data Provided by Fort Bend ISD Staff

While auditors were in Fort Bend ISD, they had the opportunity to observe in classrooms the learning that was happening across the district. These observations provided the chance to see student engagement, effective teaching strategies, differentiation, cognitive rigor, and students engaged in learning activities. Auditors could see what was posted as success criteria and learning intentions and any learning progressions that may be already defined.

The classroom observations have provided an insight into what strategies and activities are being used in the classroom to teach various skills. One strategy that is not being used often based during the observations collected and displayed in **Exhibit 3.1.8** is writing to learn. Focus and Measure campuses showed 3% of the classrooms using this strategy. There is little evidence of writing for learning being used in the classrooms.

Other strategies not found to be used often in the Fort Bend ISD classrooms through the classroom observations are modeling of processes, thinking practices, and reflecting and metacognition skills (see **Exhibit 3.1.8**). Many students need help in understanding how to think through the skills, noting their thoughts on the skills and references within a certain assigned reading and easily finding the answers to their questions using these skill sets. Students who are unable to think about the learning and process possible solutions or answers are going to be struggling readers.

Also, building academic vocabulary can be a critical component to jump start the learning within a unit of study. The classroom observations found that only 8% of the classrooms observed showed evidence of building academic vocabulary in the Focus and Measure Campuses (see **Exhibit 3.1.8**).

Cognitive rigor in Fort Bend ISD is addressed using Webb's Depth of Knowledge (DOK). Auditors observed teachers asking questions, providing resources with questions, and students responding to the various questions asked. DOK has four levels starting with level 1 which are the least challenging questions and ending with level 4 which are the most challenging questions. There were no Focus and Measure campus classrooms observed using level 4 questions and only 1% with level 3 questions. Sixty-four percent of the questions were at level 1 DOK and 29% were at level 2 DOK (see **Exhibit 3.1.10**). Level 1 and 2 are considered the lowest levels of cognitive rigor for students.

Overall, the Focus and Measure campus classroom observation percentages were lower in all four areas mentioned above in **Exhibits 3.1.8** and **3.1.10**. The Focus and Measure campuses performed lower than the Non-Focus and Measure schools. Teacher strategies, student activities, and level of DOK need to be examined for congruency with Fort Bend ISD Student Success Criteria and Learning Intentions.

Summary

For the congruence analysis, auditors reviewed a sample of instructional resources suggested to teach targeted standards. The resource activities were analyzed for the congruence of their context and cognitive level. Most of the activities were classified as classroom activities, offering lower engagement opportunities for students, and were concentrated at the lower levels of Webb's Depth of Knowledge (see **Exhibit 2.3.12**). The written curriculum is the district's way of guiding and directing classroom instruction that provides for horizontal and vertical connectivity and articulation. (See **Recommendation 2**.)

FOCUS AREA THREE: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this Curriculum Audit™ focus area is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this focus area is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Three: Consistency and Equity

Under Focus Area Three, auditors review the design and delivery of the educational program to determine equity, consistency, and overall alignment. A successful school system meeting Focus Area Three will have in place a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored and supported by building and central office administrators and staff.

Common indicators include:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equality of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- Operations set within a framework that carries out the system's goals and objectives;
- Specific professional development programs to enhance curricular delivery and equip personnel to participate in its design and development;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Three**. Details follow within separate findings.

The district has separate instructional models for content delivery in each core content area. Overall, most teachers and administrators agreed there were clear models, but acknowledged they are not used with consistency. Other expectations such as rigor and student ownership of learning were only vaguely defined, leading to further inconsistencies. Classroom organization observed by auditors primarily supported individual work, and teachers were primarily engaged in helping individual students or whole-

group teacher-centered instruction. Students were mostly involved in listening, low cognitive level worksheets, and practice activities with little use of effective teaching strategies or language acquisition strategies observed. District expectations for delivery that utilized student collaboration, high levels of engagement, or problem solving through inquiry were inconsistently met. When auditors compared observation data from a subset of 188 classrooms to the Webb's Depth of Knowledge framework, most tasks were found to be at the Recall and Reproduction (DOK 1) level (see **Finding 3.1**).

Most student work samples (artifacts) were on grade level for content. However, the artifacts submitted predominantly required low levels of cognitive demand and held little relevance to real world connections. Less than 10% of mathematics artifacts required any writing to explain the student's process or justify their thinking. About two-thirds of the literary texts cited were technical–that is, expository text, leaving open the question of whether adequate literary exposure is being reached in all grade levels (see **Finding 3.2**). A noticeable lack of differentiation was observed in classrooms and artifacts, creating equity issues for emergent bilingual (EB) students and students in special education and gifted/talented programs.

Instructional delivery monitoring was found to be inconsistent and ineffective. No central philosophy or plan for monitoring is in place, although monitoring of various sorts is occurring. Without consistent processes and central data collection the intended results of monitoring—improved curriculum and instructional practices—cannot be realized (see **Finding 3.3**).

No comprehensive plan exists to serve EB students. Although elements of planning and quality delivery are present, the overall program does not meet the needs of this large and extremely diverse group, particularly students who are new to the country and those who have a home language other than Spanish (see **Finding 3.4**).

Auditors found practices across the district are creating inadvertent lack of access to the curriculum. Differences in teacher expectations and program availability contribute to disproportional representation not only in specialized learner classifications such as special education and gifted/talented, but also in co-curricular and extracurricular activities and disciplinary actions such as suspension. Economic isolation contributes to the inequities among students from lower income families. Almost a fifth of Fort Bend ISD teachers do not see their students as fully capable, and about a fourth do not feel responsible for their students' achievement (see **Finding 3.5**).

Finding 3.1: Despite district expectations for rigor, individualization, and student ownership of learning, delivery of instruction focuses on low-level cognitive tasks with limited use of research-based practices and differentiation.

Effective classroom instruction requires a high-quality written curriculum (see **Finding 2.3**) and the use of instructional strategies that encourage critical thinking, motivate students to actively engage in learning, and meet the needs of all learners. District and campus leaders are responsible for establishing and communicating the desired classroom practices for quality instruction, supporting teachers with delivering instruction that meets the needs of all students, monitoring the implementation of instructional practices (see **Finding 3.3**) and providing professional development based on observations of classroom instruction (see **Finding 5.1**). Teachers must plan and deliver lessons that meet student needs and align with district expectations. When these components are present and deeply embedded into the work of educating students, the result is an instructional system in which the written, taught, and tested curriculum is connected and aligned to state performance standards and assessments.

To determine district expectations for classroom instructional practices, auditors reviewed board policy, district and campus documents, and job descriptions. They also interviewed board members, district and

campus administrators, teachers, and other district employees, distributed online surveys to teachers, parents, and administrators, and visited 1,522 classrooms.

The auditors expected to observe clearly posted or stated instructional objectives (success criteria) with students actively engaged in learning. Consistent with instructional models for each of the core content areas specified by Fort Bend ISD, auditors expected to see varied student groupings, the use of instructional strategies that promote higher level thinking and cognitive complexity, and instructional differentiation addressing the needs of all learners.

Overall, auditors found the delivery of instruction was inconsistent with most district expectations. Although success criteria were posted or verbally stated, language acquisition objectives were rarely posted or referenced. Classroom activities and tasks involved cognitive processes of lower complexity, such as recalling, comprehending, or reproducing knowledge. Students were frequently observed in the direct instruction portions of the district's instructional models for core content areas and were less frequently noted to be in structured practice and/or learning reflection. Tasks were seldom differentiated or varied based on students' needs or interests. Observations at Focus and Measure campuses revealed similar instructional practices to those seen throughout the district, with key differences that may adversely affect learning outcomes for students at those campuses.

District-Expected Instructional Practices

Auditors were provided with a variety of district documents from which the district's expectations for instructional practices were derived. These documents included board policies, job descriptions, the District Improvement Plan, the Curriculum Management Plan (CMP), Fort Bend ISD instructional models for core content areas, Professional Learning Community (PLC) planning documents, Learning Walk forms, the Fort Bend ISD Literacy Plan, and other district documents. Auditors analyzed the documents to identify the district's expectations for specific classroom organizational structures and instructional delivery strategies, which are described in the exhibit below.

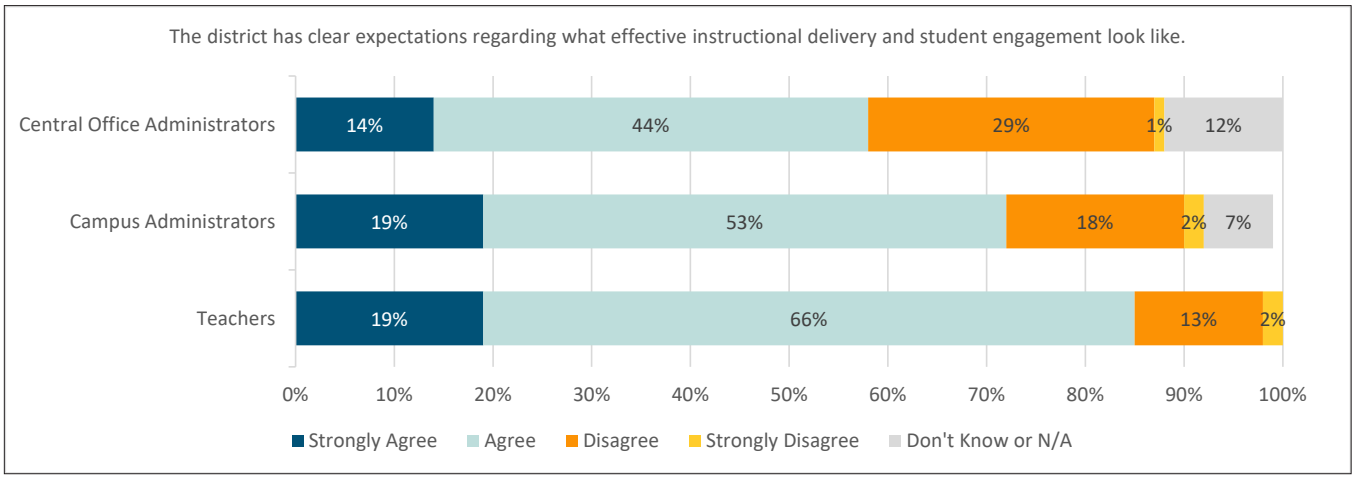
Exhibit 3.1.1: District Expectations for Classroom Instruction

District Expectation	Description
Clear learning intentions and defined success criteria that promote student ownership of learning	The district's Philosophy of Teaching and Learning emphasizes developing student ownership of learning through use of learning intentions and success criteria. This requirement is evident in planning and instructional monitoring documents such as curriculum guides, PLC planning protocols, and Learning Walk tools.
Teacher and student activities that promote student ownership of learning	The FBISD Curriculum Management Plan promotes student ownership of learning through various student groupings and teaching activities. Additionally, the district's instructional models for core content areas require fluid transitions of the teacher and students among varied classroom organizational structures.
Effective instructional strategies that cognitively engage students in rigorous instructional activities	The 2024-25 District Improvement Plan highlights the need for alignment of instruction to the rigor of learning standards, and staff members frequently cited rigor as an area of focus for the district. Although PLC planning tools and Learning Walk forms relate rigor to learning standards, rigor has not been clearly defined within the district.

District Expectation	Description
Utilization of the literacy/English language arts, mathematics, science, and social studies instructional models	The Fort Bend ISD instructional models for literacy, mathematics, science, and social studies and information contained in the Literacy Handbook establish the district's expectations for what should take place during literacy/English language arts, math, science, and social studies instruction. Learning Walk tools contain an indicator of whether observed instruction aligns with the instructional model designated for the content area being observed.
Differentiation of instruction to meet the needs of all learners	*Board Policy AE(LOCAL)—Educational Philosophy* commits to providing "an educational system that will enable all students to reach their full potential." Teacher job descriptions require teachers to consider different learning styles and a range of learning needs when delivering instruction.

To determine if teachers and campus administrators are fully informed of the district expectations for instructional delivery, auditors surveyed Fort Bend ISD staff about their perceptions about the presence of a clearly defined model for planning and delivering instruction to students and their understanding of the district's expectations for instruction. The following exhibits display their responses.

Exhibit 3.1.2: Administrator and Teacher Perceptions of Expectations for Instructional Delivery and Student Engagement



Note: Totals do not equal 100% due to rounding. Central Office Administrators, n=73; Campus Administrators, n=216; Teachers, n=573
Data Source: CMSi Online Surveys

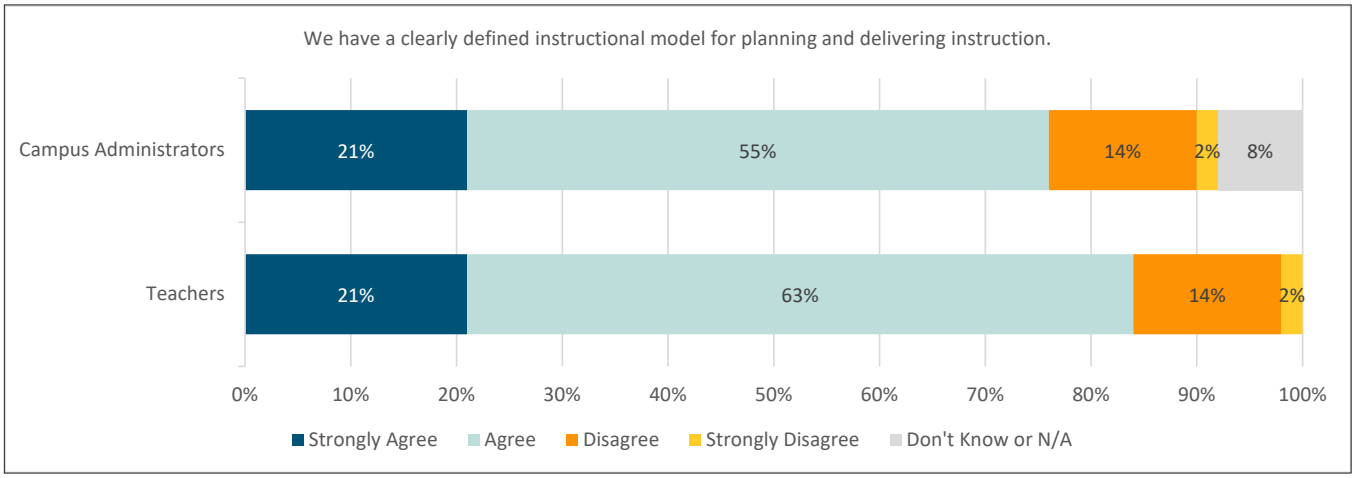
A high percentage of campus administrators (72%) and teachers (85%) reported that there is clear direction concerning what effective instructional delivery and student engagement should look like. However, only 58% of central office administrators share this perspective. Additionally, 12% of central office and 7% of campus administrators selected "Don't know or N/A" for this item. Although it was acknowledged that district expectations are clear, some administrators and teachers expressed concerns regarding a lack of understanding and/or misinterpretation of the district's expectations:

- "There is a philosophy, but many who are expected to support and lead teachers do not understand it themselves." (Central Office Administrator)
- "[There are] clear expectations, but erroneous understanding." (Teacher)

- "[There are] too many people with different views and expectations." (Campus Administrator)
- "The district should foster clearer collaboration and consistency in communicating expectations. Rather than sending staff to schools with varying interpretations, it would be beneficial to provide clear, unified guidance on what is truly expected. This approach would help minimize confusion at the building level and ensure that all schools are aligned in their efforts to support students effectively." (Campus Administrator)

An instructional model is a structured, systematic framework that guides the planning, delivery, and assessment of teaching and learning. It provides a consistent approach to instruction by specifying the key components, phases, and objectives of effective teaching practices. In contrast, instructional strategies are the techniques or methods—such as cooperative learning, questioning, or direct instruction—that teachers use within an instructional model to support student learning. While strategies may vary depending on the lesson or student needs, the instructional model provides the overarching structure within which these strategies operate. A clearly defined instructional model helps promote student mastery of the curriculum by ensuring alignment between learning goals, instructional practices, and assessments. It fosters coherence and continuity in teaching, which enables students to engage more deeply with content, build on prior knowledge, and achieve learning objectives. Fort Bend ISD has adopted content-specific models which share the overall desired components with slightly different delivery expectations.

Exhibit 3.1.3: Administrator and Teacher Perceptions of Clearly Defined Instructional Model



Note: Campus Administrators, n=215; Teachers, n=567
Data Source: CMSi Online Surveys

Most teachers (84%) and campus administrators (76%) strongly agreed or agreed that a clearly defined model exists for planning and delivering instruction. However, 16% of teachers and 24% of campus administrators disagreed (or didn't know) that a model was in place. Staff comments highlighted issues with inconsistent implementation and understanding of the district's instructional model.

- "Every campus is left to their own to figure it out. Schools without IC (instructional coaches) struggle the most. Messaging from district leaders is always different, and they often don't understand the instructional models for each content." (Campus Administrator)
- "While we have clear instructional models that our teachers have been trained on, we have identified that clarity on the instructional models is a recurring need to ensure teacher alignment

to those instructional models. The evidence of instructional alignment is not evident in many instances of classroom observations." (Central Office Administrator)

- [When asked whether instructional models are defined] "Only because our campus has put this in place. It did not come from the district." (Campus Administrator)
- "Every content/grade band has an identified instructional model, but it is not implemented consistently across campuses." (Campus Administrator)

From these responses, auditors concluded the models are known to exist, but nuances of application are not fully understood, indicating a need for ongoing professional development, pairing the models with curriculum content and resources (see **Findings 2.3**, **3.2**, and **5.1**).

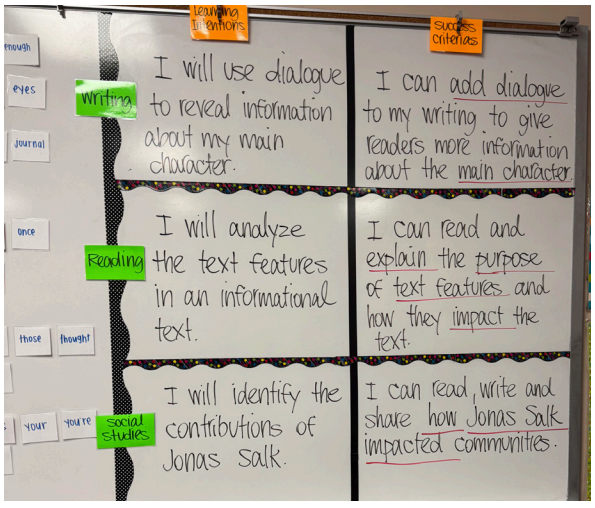
Classroom Observations

The remainder of **Finding 3.1** provides an overview of the classroom practices and teaching strategies recorded during the auditors' brief visits to schools within the district. This analysis is intended to be descriptive rather than evaluative, aiming to present auditors' observations and compare them with the district's expectations for instructional delivery based on documents, interviews, and survey responses. The accuracy of auditors' observations and analysis presumes that what was observed in classrooms reflects typical instruction in Fort Bend ISD.

District Expectation for Learning Intentions and Success Criteria

Clearly articulated learning objectives aligned with state standards furnish students with a clear focus and purpose for their learning efforts. By referencing these objectives throughout the lesson cycle, instructors enable students to understand the intended learning outcomes, thereby empowering student ownership of learning, a key tenet in the district.

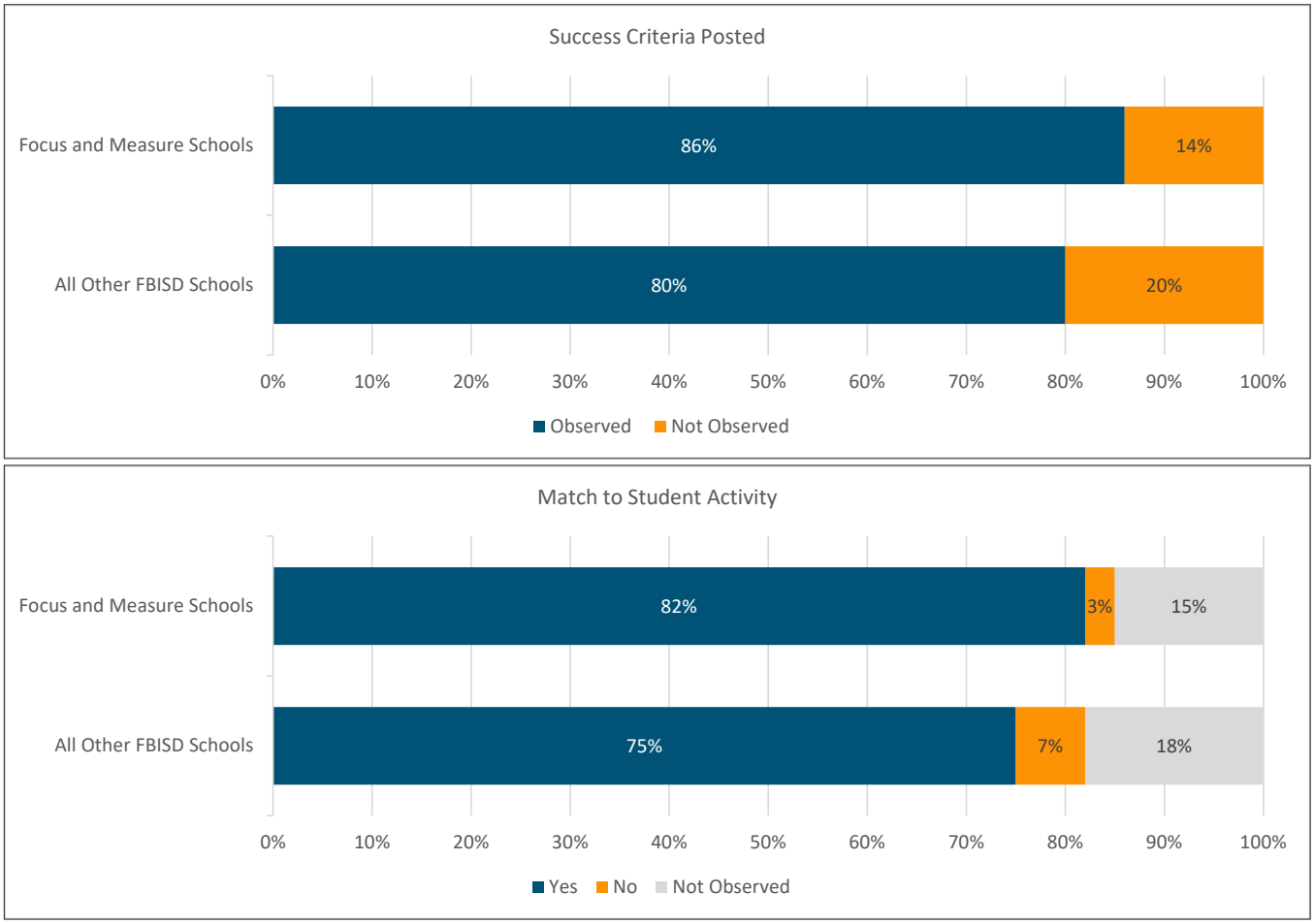
Fort Bend ISD utilizes learning intentions and success criteria to define what students are to know and be able to do by the end of instruction. Learning intentions explicitly state what students are going to learn, while success criteria clarify what students are expected to demonstrate as a result of learning. The district's PLC Planning Protocols assist teachers in establishing learning intentions and success criteria during instructional planning, and Learning Walk tools provide classroom observers with specific indicators to evaluate whether students can articulate learning intentions and understand how they are to demonstrate learning.



Learning Intentions and Success Criteria Posted in 3rd Grade Classroom at Quail Valley Elementary School

In interviews with auditors, central office administrators confirmed that success criteria were expected to be posted or stated in classrooms; however, no such expectation was found for learning intentions. In alignment with the district's expectations, auditors looked for evidence of posted or articulated success criteria during classroom observations. As Fort Bend ISD has a high population of Emergent Bilingual students (see **Finding 3.4**), auditors also looked for evidence of posted or articulated language objectives.

Exhibit 3.1.4: Success Criteria Posted or Articulated and Matched to Student Activity



Note: Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

Success criteria were stated or posted in 86% of classrooms on Focus and Measure campuses and in 80% of all other district classrooms. Posted English language proficiency (ELP) objectives were observed in only 12% of classrooms visited district-wide. With more than 100 languages and dialects spoken by Fort Bend ISD students, focusing on English language development is critical to student success (see **Finding 3.4**).

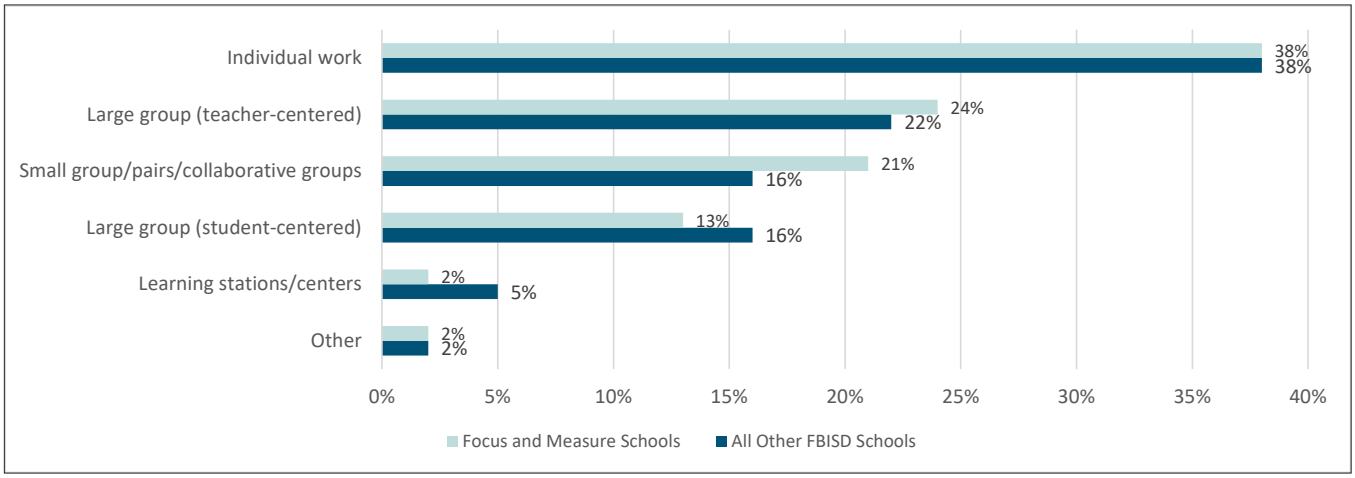
In classrooms where success criteria were posted, what students were doing matched 82% of the time in classrooms on Focus and Measure campuses and 75% of the time on all other campuses. In some classrooms, teachers merely posted a numerical representation corresponding to success criteria but did not state or post in words the success criteria.

District Expectations for Activities that Promote Student Ownership of Learning

Auditors reviewed district expectations for classroom organizational structure(s) in the Fort Bend ISD core content area instructional models, the Literacy Plan, and PLC Planning Protocols. District documents emphasized student-centered instruction and scaffolded teacher support aligned with the gradual release of responsibility to promote learner autonomy. Although a unit or lesson begins with teacher-centered instruction during which content is explicitly taught, the goal is for students to quickly progress to small group work with teacher support, and then independent practice and reflection. The approach is not always linear as teachers assess understanding and adjust support throughout the instructional

phases. Based on this approach, auditors expected to see a mixture of student groupings and teacher and student activities (see **Appendix H**, **Exhibit H.1**). The results of their observations are illustrated in the following exhibits.

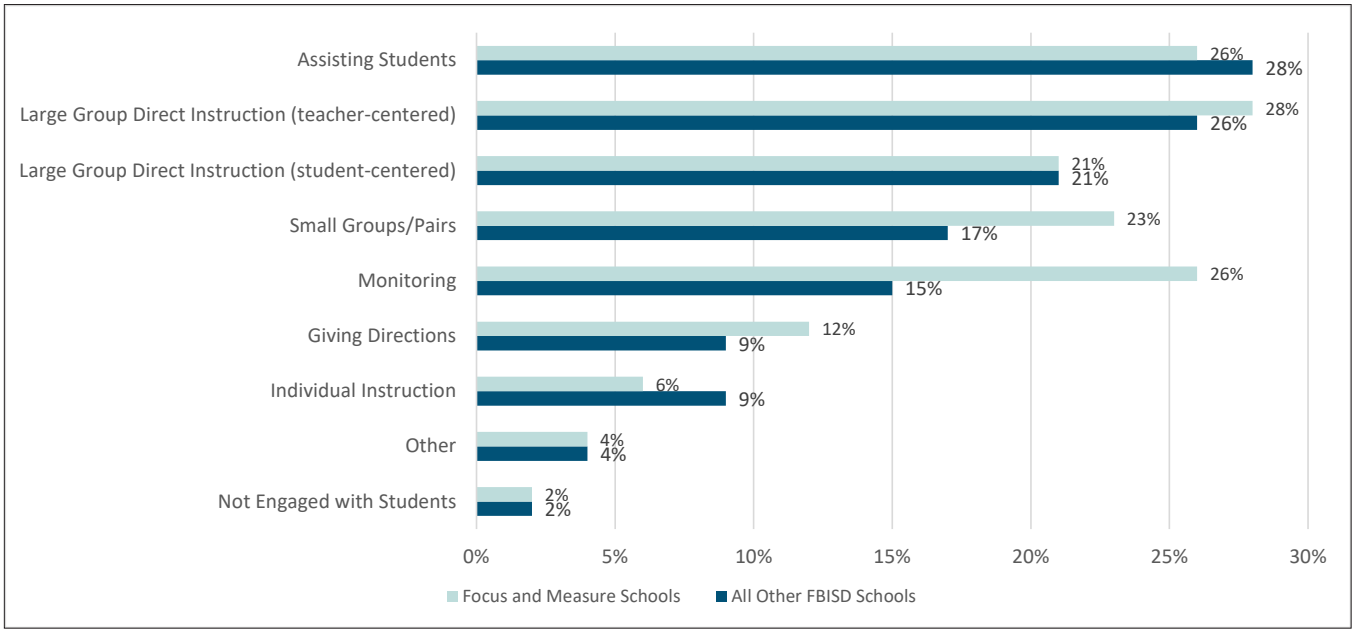
Exhibit 3.1.5: Dominant Student Groupings



Note: Totals do not equal 100% due to rounding, Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

Auditors noted students working individually in 38% of observed classrooms. On Focus and Measure campuses, students were observed engaging in teacher-led large group instruction and collaborative activities more frequently than students on other campuses, while participation in student-led large group instruction and learning stations was less common on these campuses. Student groupings reflected teachers' expectations for instructional activities and aligned with the primary student activities observed by auditors, as shown in the following two exhibits.

Exhibit 3.1.6: Dominant Teacher Activities

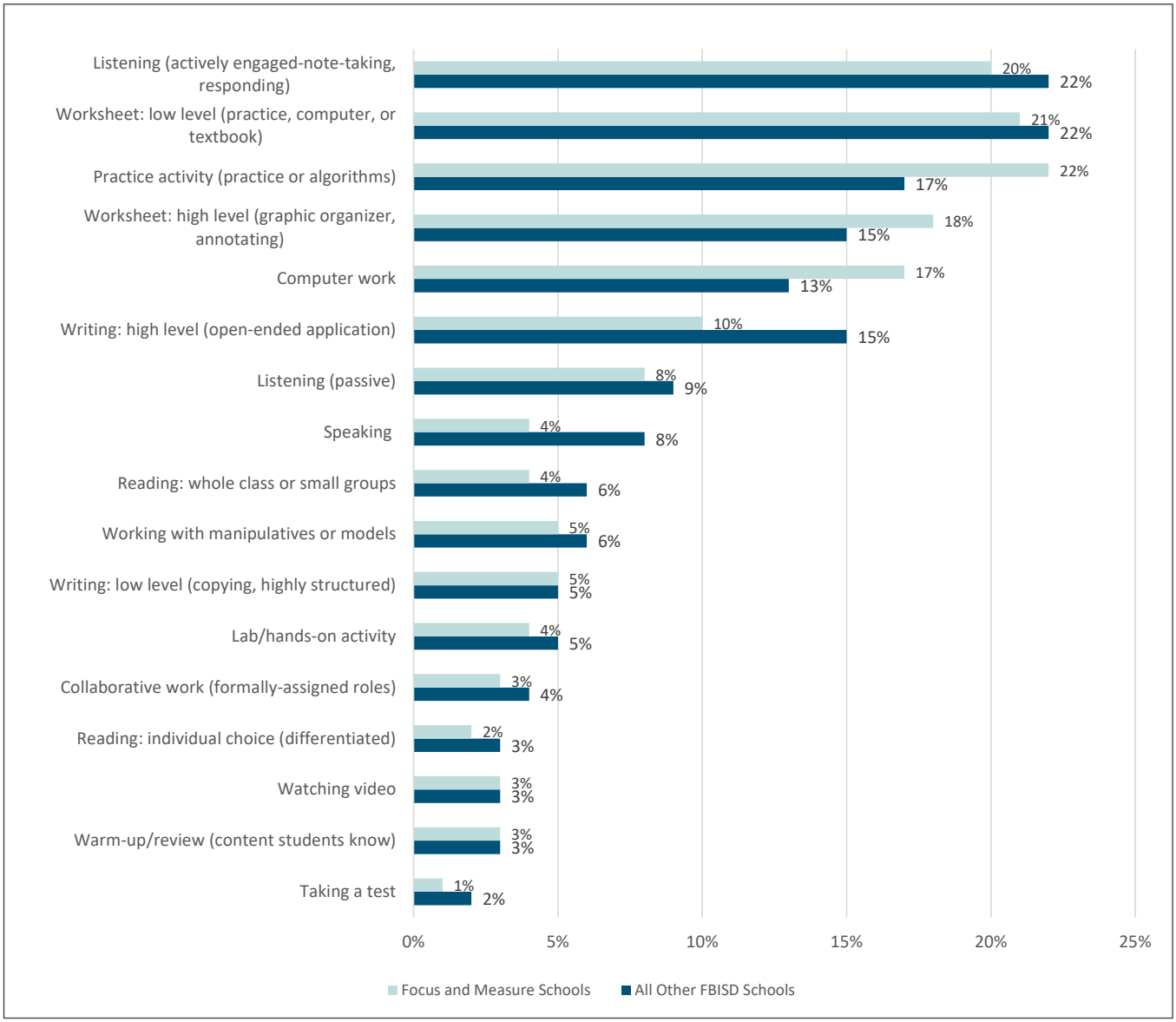


Note: Totals do not equal 100% as auditors could select more than one activity. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

Fort Bend ISD teachers across all campuses were frequently seen using large-group direct instruction and assisting students. On Focus and Measure campuses, small group work (23%), student monitoring (26%), and giving directions (12%) occurred more frequently than elsewhere, but individual instruction was less common (6%). In 2% of classrooms across the district, no teacher-student interaction was observed.

Although small group instruction is an established district expectation, it was observed in fewer than one fourth of observed classrooms (see **Exhibit 3.1.6**). Likewise, auditor's observations of student groupings (see **Exhibit 3.1.5**) indicated less frequent use of structured small group practice than outlined in the district's instructional models (see **Exhibits 3.1.11-3.1.14**). One administrator noted, "There's some confusion about what small group instruction is supposed to look like". Additional professional development in this area may be beneficial.

Exhibit 3.1.7: Dominant Student Learning Activities



Note: Totals do not equal 100% as auditors could select more than one strategy. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

Students throughout Fort Bend ISD were often observed actively listening, completing worksheets, or participating in individual practice activities. On Focus and Measure campuses, students were more often engaged in practice activities (22%), high-level worksheets (18%), and computer-based work (17%) than on other campuses. In contrast, auditors observed high-level writing activities (15%) more frequently on non-Focus and Measure schools than on Focus and Measure campuses (10%). Notably, some student activities (e.g., speaking, small group or independent reading, and lab/hands-on activities) that are related to the district's instructional models (see **Exhibits 3.1.11-3.1.15**) were observed less frequently, and low-level worksheets were observed more frequently than high-level worksheets on all campuses.

District Expectations for the Use of Instructional Strategies that Cognitively Engage Students

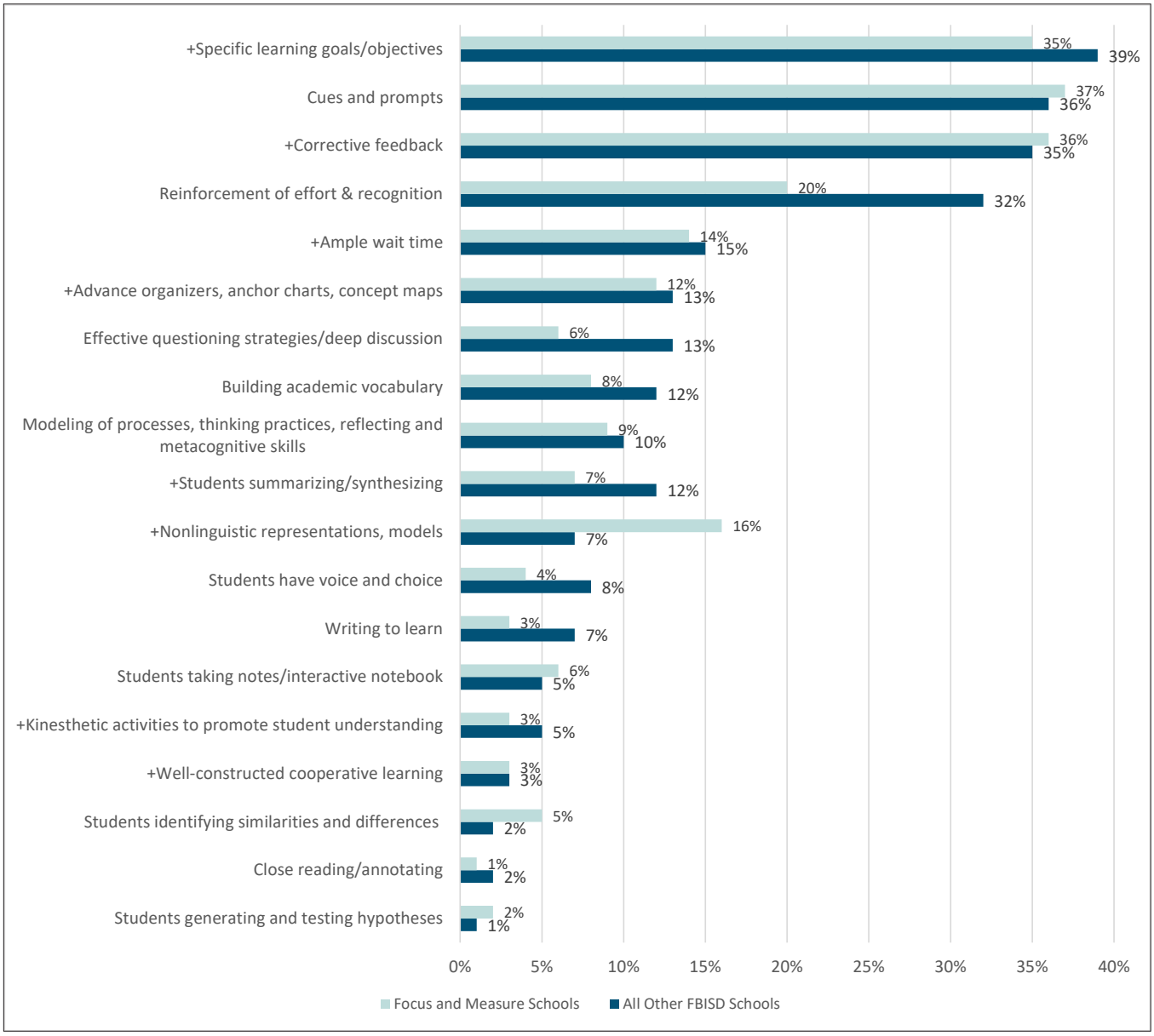
District documentation and statements from administrators mandate that educators implement instructional strategies that are engaging and foster high levels of student cognition. Auditors looked for the following indicators of higher-order cognitive engagement during observations:

- Effective Instructional Strategies
- Cognitively Complex Tasks
- Student Engagement

Effective Instructional Strategies

To consider the overall quality of instruction and the cognitive engagement of students, auditors looked for examples of instructional strategies that positively impact student learning. Detailed descriptions of these instructional strategies can be found in **Appendix H**, **Exhibit H.2**. The exhibit below illustrates the observed frequency of each strategy.

Exhibit 3.1.8: Effective Instructional Strategies Observed



Key: (+ designates strategies effective with Emergent Bilingual students)
Note: Totals do not equal 100% as auditors could select more than one strategy. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

The most prevalent instructional strategies used by teachers across all campuses were articulating specific learning goals and objectives, employing cues and prompts, delivering corrective feedback, and acknowledging students' efforts. Furthermore, some educators consistently allowed sufficient wait time for student responses, provided advance organizers, implemented effective questioning techniques, and fostered academic vocabulary development. On Focus and Measure campuses, auditors recorded a lower frequency of reinforcement and recognition of student effort, less use of effective questioning strategies,

and an increased utilization of nonlinguistic representations than on other campuses in the district. Several of the least frequently recorded instructional strategies, such as identifying similarities and differences, generating and testing hypotheses, and note-taking, are integral to the district's instructional models for science and social studies (see **Exhibits 3.1.14** and **3.1.15**) but were rarely observed.

Auditors did not collect quantitative data concerning the extent to which students were observed participating in summative state assessment (*STAAR)* test preparation activities. Anecdotally, several auditors noted that test preparation activities were observed in up to 20% of core content area classrooms they visited, primarily on secondary campuses, while other auditors saw no evidence of test preparation activities. Although auditors' observations did not indicate widespread *STAAR* test preparation activities are occurring in Fort Bend ISD classrooms, it will be important for the district to communicate and monitor the expectation that boot camps, and similar activities, are ineffective overall and should not replace effective teaching strategies (see **Appendix H**, **Exhibit H.3: Research Snapshot – The Fallacy of Test Prep**). This is particularly important as the district aims to enhance accountability for student performance on statewide assessments.

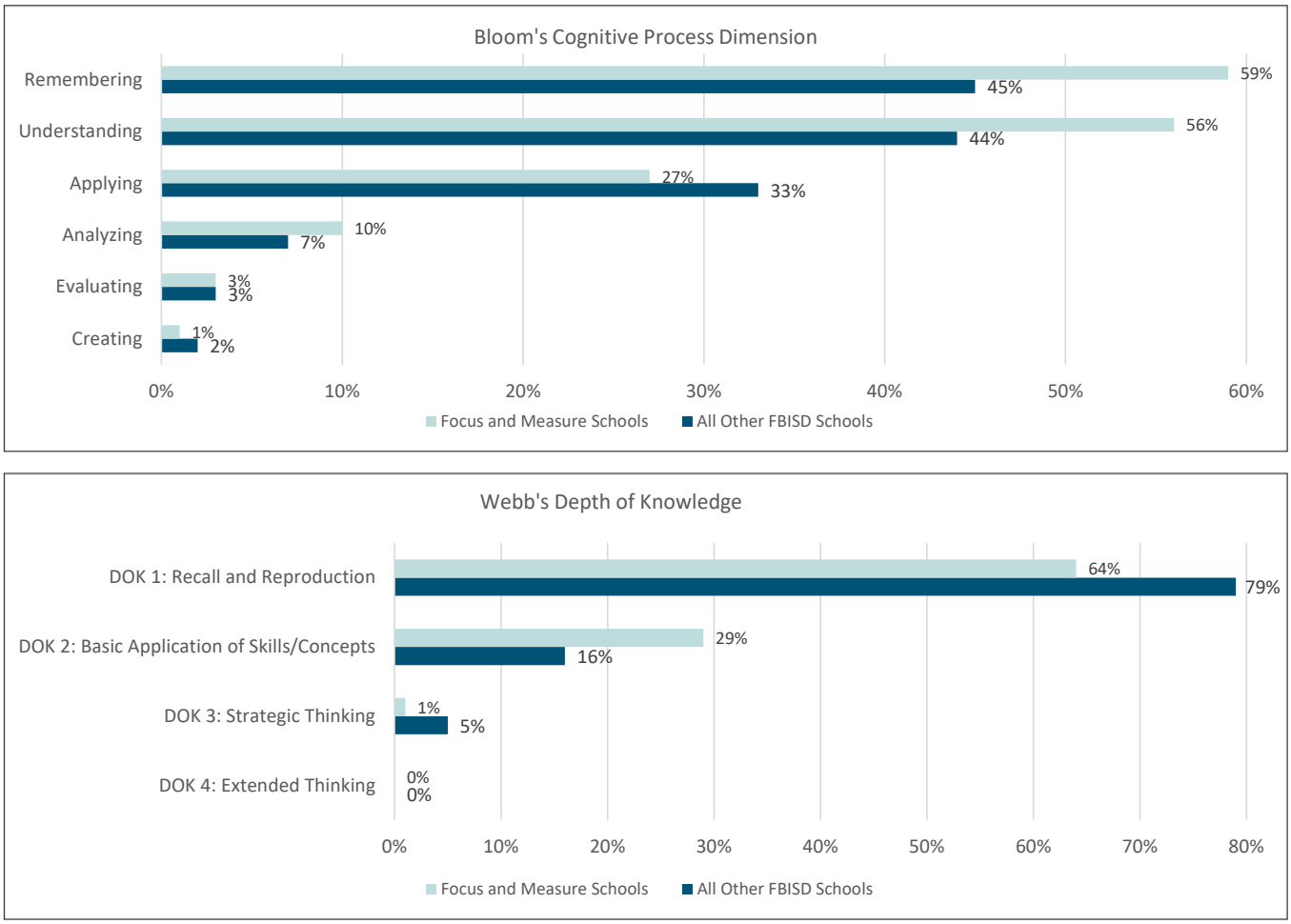
Cognitively Complex Tasks

Fort Bend ISD staff at all levels frequently shared expectations for rigorous instruction, but many admitted that rigor has not been well-defined within the district (see **Finding 2.3**). The Fort Bend ISD curriculum guides include references to Webb's Depth of Knowledge (DOK) levels, and the campus Learning Walk tool contains criteria relating to the alignment of rigor with learning standards; however, auditors found no evidence of the use of DOK levels to plan or monitor instruction.

Engaging students in complex tasks provides them with opportunities to investigate, experiment, solve problems, and apply learning authentically. To examine the cognitive processes observed in Fort Bend ISD schools, auditors used Bloom's Revised Taxonomy see **Appendix H**, **Exhibit H.4**) and Webb's Depth of Knowledge Framework (see **Appendix H**, **Exhibit H.5**). Bloom's Revised Taxonomy classifies cognitive skills from memorization to creating products or developing a new perspective based on acquired knowledge. Webb's Depth of Knowledge Framework categorizes the degree to which the cognitive complexity is observed in learning tasks and assessments.

Auditors assessed the cognitive complexity of the tasks in which students were engaged using Bloom's Taxonomy in all 1,522 observed classrooms. The cognitive complexity of instructional activities was also recorded using Webb's Depth of Knowledge (DOK) in a subset of classrooms. A summary is provided in the following exhibit.

Exhibit 3.1.9: Level of Cognition Observed During Classroom Visits



Note: Totals of Bloom's components do not equal 100% as auditors could select more than one. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

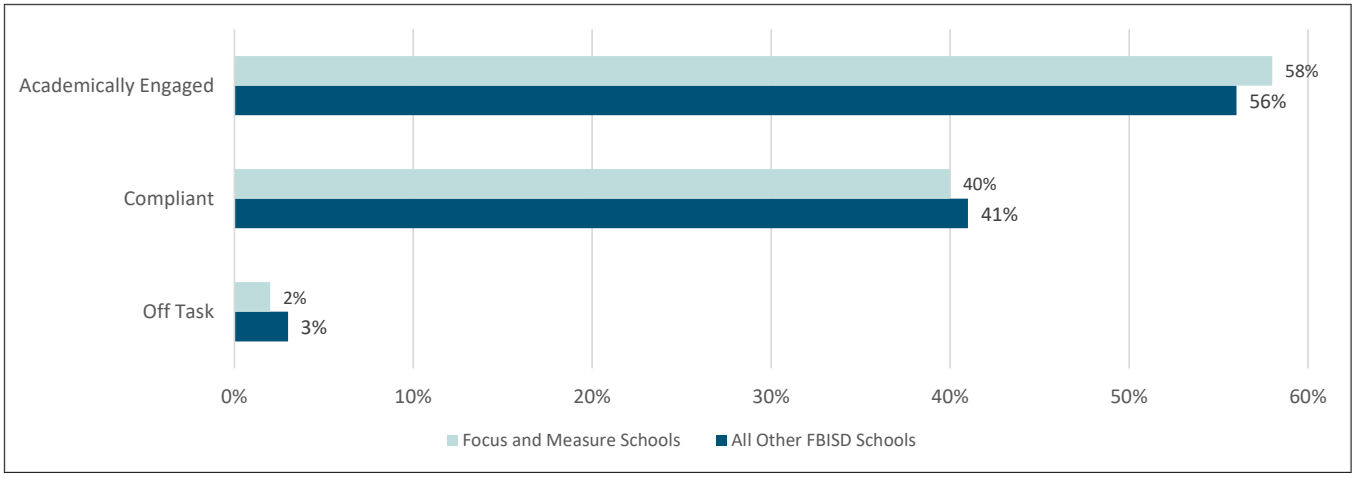
Many tasks observed by auditors across Fort Bend ISD were categorized at the lowest three levels of Bloom's cognition types: remembering, understanding, and applying, with few instances at the higher levels analyzing, evaluating, or creating, which correlates with the analysis of written student artifacts evaluated in **Finding 3.2**. On the Focus and Measure campuses, significantly higher percentages of students were working at the remembering (59%) or understanding (56%) levels than on other district campuses, and fewer were observed to be engaged at higher cognitive levels.

When auditors compared observation data from a subset of 188 classrooms to the Webb's Depth of Knowledge framework, most tasks were found to be at the Recall and Reproduction (DOK 1) level, with few (4%) requiring strategic thinking (DOK Level 3) and none requiring extended thinking (DOK Level 4). The lack of cognitively challenging tasks represents missed opportunities for rich instructional activities that challenge students' thinking and enhance student achievement.

Student Engagement

Auditors also looked for the degree of student engagement in classroom learning activities and tasks, and categorized student engagement as cognitively engaged, passively compliant, or off task/not focused on learning. The following exhibit illustrates student engagement observed by auditors.

Exhibit 3.1.10: Student Engagement



Note: Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

Although students were off task in very few observed classrooms, they were academically engaged in just over half of all classrooms observed by auditors. Observations at Focus and Measure campuses showed a slightly higher rate of academic engagement (58%) compared to the district average. In many Fort Bend ISD classrooms, students were compliant but not deeply engaged in learning activities. Compliant students contribute to an efficiently managed classroom by adhering to behavior expectations; however, they typically take fewer intellectual risks, make fewer connections among learning objectives, and often experience boredom. When high percentages of students are compliant or off-task, opportunities for students to engage in rigorous learning activities are greatly diminished.

During interviews with auditors, administrators identified the need to distinguish between student compliance and student engagement in relation to student learning.

- "Teachers feel like a compliant classroom is where students are learning, but that's not what I want to see. I want students interacting with teachers and with each other." (Campus Administrator)
- "I expect to see student engagement—not compliance, demonstration of learning—like an exit ticket, and formative assessments occurring throughout." (Central Office Administrator)

District Expectations for Core Content Instructional Delivery

Fort Bend ISD staff supplied auditors with documents containing the district's approved instructional models in literacy/English language arts, mathematics, science, and social studies. Employing distinct instructional models for each content area necessitates comprehensive professional development, ensuring educators are well-versed in the specific strategies relevant to each model and implement them in accordance with district expectations. Auditors observed the application of each model across all campuses and compared the implementation at Focus and Measure campuses with that of all other Fort Bend ISD schools.

Collection of data by auditors during each classroom visit is not intended to evaluate the instructional models employed by the district, but rather to reflect which phases were being implemented during the audit. During some observations, teachers implemented a single component of the instructional model or transitioned between multiple components. Consequently, the percentages displayed in the following exhibits do not sum to 100.

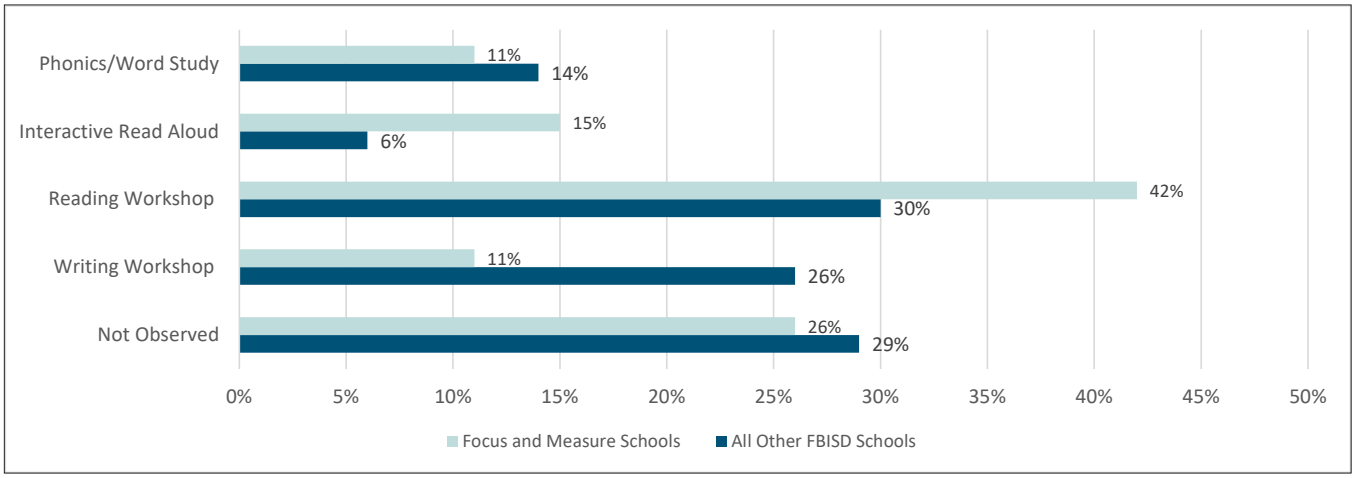
English Language Arts

Auditors were provided with the Fort Bend ISD K-12 Literacy Plan, dated June 2022, along with an additional document containing an elementary literacy framework. Fort Bend ISD personnel informed auditors that the Literacy Plan is currently being revised, with finalization and implementation anticipated for the 2025-26 school year. The existing plan outlines the district's Balanced Literacy Framework for delivering English language arts instruction to students in grades K-12. Within this framework, the district specifies literacy instructional models for grades K-5 and 6-12, establishing parallel structures for reading and writing instruction.

Each model begins with a mini lesson (grades K-5) or focus lesson (grades 6-12) that includes explicit teaching, modeling, and guided practice. Students then proceed to independent practice (grades K-5) or structured practice (grades 6-12), during which teachers provide small group instruction tailored to the students' needs or confer with individual students. Phonemic awareness, phonics, fluency, vocabulary, comprehension, composition, grammar, and conventions are integrated throughout the instructional routines. Students are expected to engage in reading, writing, listening, speaking, and thinking through recursive, authentic interactions with increasingly complex texts. Each model follows the gradual release of responsibility approach, which is rooted in constructivist theory and characterized by a shift of responsibility from the teacher to the student as the student progresses toward mastery of learning objectives.

The district's elementary literacy instructional model features a mini lesson in either reading or writing, followed by a reading or writing workshop. For students in grades K-3, a dedicated phonics and word study component builds foundational skills necessary for reading and writing. Instruction follows a systematic and explicit scope and sequence, helping students develop phonological awareness, phonics knowledge, handwriting/typing skills, and automatic recognition of high-frequency words.

Exhibit 3.1.11: Literacy Instructional Model Phases Observed, Grades K-5



Note: Totals do not equal 100% as auditors could select more than one component. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

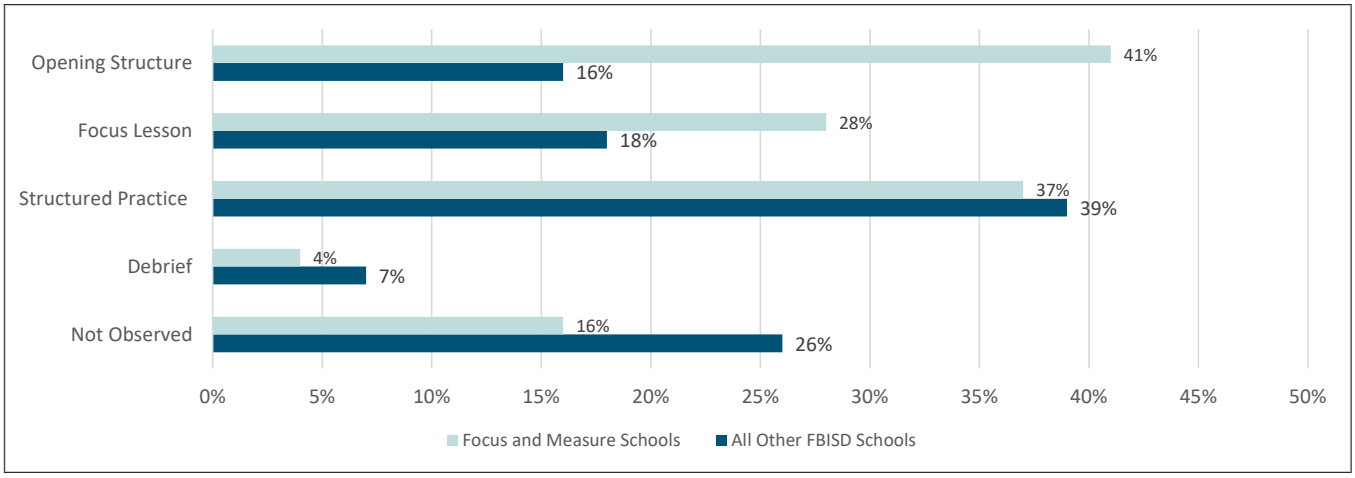
Data Source: Classroom Observation Data Collected by Auditors

Literacy instruction was observed in 395 elementary classrooms in Fort Bend ISD, accounting for 26% of the total observations. Reading workshop activities were noted more frequently than writing workshop activities throughout all campuses. Elements of the district's instructional model were not present in 26% of Focus and Measure classrooms and in 29% of other Fort Bend ISD elementary schools.

Of the classrooms observed, 66 were on elementary Focus and Measure campuses. Auditors identified a marginally higher implementation of elementary literacy instructional model components in Focus and Measure schools (74%) compared to other schools (71%). Additionally, students in Focus and Measure schools were more frequently observed participating in reading workshop activities (42%) than in writing workshop activities (11%). Conversely, classrooms on all other campuses exhibited a more balanced distribution between reading (30%) and writing (26%) workshop activities, indicating a disproportionate emphasis on reading over writing in Focus and Measure schools. If students at Focus and Measure campuses have fewer opportunities for sufficient writing practice as a regular, ongoing part of literacy instruction, they are unlikely to achieve writing proficiency.

The secondary literacy instructional model is similar to the elementary model with minor differences. It includes an opening structure to engage students and outline learning goals, a 15-minute focus lesson for teaching concepts and skills, guided practice time for students in small groups or individually, and a lesson debrief to reflect on learning.

Exhibit 3.1.12: Literacy Instructional Model Phases Observed, Grades 6-12



Note: Totals do not equal 100% as auditors could select more than one component. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

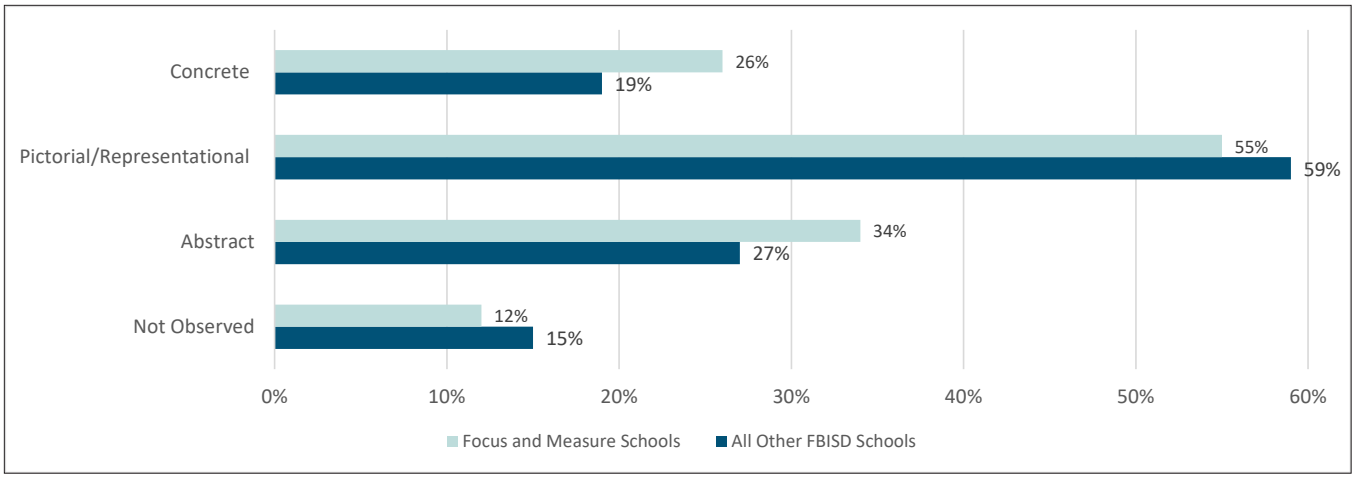
At the secondary level, auditors observed 217 English language arts classrooms, representing 14% of all classrooms observed. Of these, 74 were on Focus and Measure campuses. Auditors noted a significantly higher degree of implementation of the secondary literacy model in classrooms on Focus and Measure campuses (84%) than in other district schools (74%). However, teachers and students at Focus and Measure schools were more frequently observed engaged in the opening structure (41%) and/or focus lesson (28%) phases of the model than those in other schools (16% and 18%, respectively). This pattern suggests an over-emphasis on teacher-centered, direct instruction in Focus and Measure schools. If teachers transition to the structured practice phase too slowly, students may not receive adequate opportunities to apply literacy skills, potentially impeding the development of automaticity needed to gain proficiency and independence in reading and writing.

Mathematics

Fort Bend ISD has adopted the Concrete to Pictorial to Abstract (CPA) instructional model as a cornerstone of its mathematics program. The framework is designed to support students in developing both conceptual understanding and procedural fluency by guiding them through three progressive and interconnected stages of learning. The CPA model aligns closely with the district's approach to science instruction, which is grounded in the 5E instructional model. Both models follow a developmental sequence in which each phase builds upon the previous one to support increasingly sophisticated reasoning and conceptual understanding. The CPA model has proven particularly effective for students who benefit from visual and hands-on experiences before transitioning to abstract mathematical reasoning.

The model begins with the Concrete Stage, where students engage with physical objects, such as base-ten blocks, counters, fraction strips, and measuring tools, to explore mathematical concepts. This stage is especially important for younger learners and those who find abstract reasoning challenging, as it makes learning more accessible and interactive. In the Pictorial Stage, students transition from physical manipulation to visual representations of mathematical ideas. This stage allows learners to visualize relationships, organize quantitative information, and deepen their comprehension of mathematical concepts. The Abstract Stage involves the use of mathematical symbols, numbers, and notations to represent and solve problems. At this level, students apply their understanding to increasingly complex tasks, reason symbolically, and demonstrate independence in problem-solving. Mastery of this stage is a key indicator of mathematical proficiency.

Exhibit 3.1.13: Mathematics Instructional Model Phases Observed, Grades K-12



Note: Totals do not equal 100% as auditors could select more than one component. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

Mathematics instruction was observed in 456 classrooms, representing approximately 30% of all classrooms visited in the district. Across the district, over half of mathematics instruction was observed at the pictorial stage. Although instruction at this level supports conceptual development, observation data suggest that consistently advancing students to the Abstract Stage is a challenge across the district. The preponderance of classrooms observed to be in the initial phases of the CPA model suggests that instruction is not aligned with the scope and sequence of the written curriculum (see **Finding 2.3**), as students are spending too much time in phases that introduce new learning content and too little time in phases that provide opportunities for independent practice. When insufficient time is allocated to

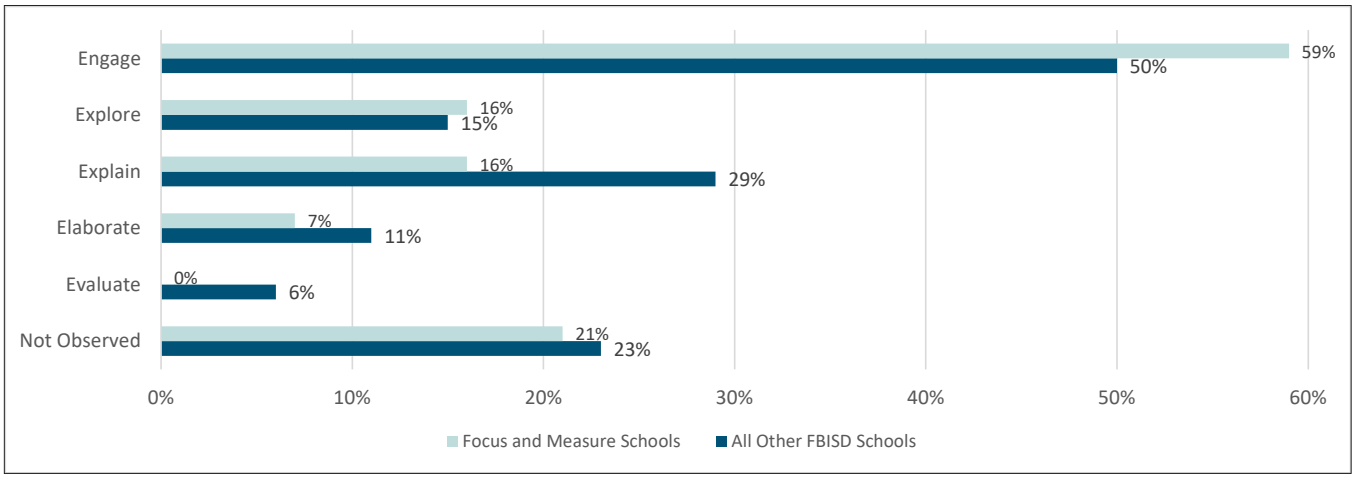
the abstract phase of the model, students are not provided opportunities to master content and gain automaticity. Auditors also found that 12% of classrooms in Focus and Measure schools and 15% of all other schools were not implementing the CPA model during observed mathematics instruction. These inconsistencies underscore the need to strengthen district-wide instructional practices that promote deeper levels of learning and the intentional use of the CPA framework in alignment with district expectations.

Science

Fort Bend ISD utilizes the 5E Instructional Model as the core framework for science instruction across all grade levels, from Kindergarten through grade 12. Rooted in inquiry-based and constructivist learning theories, the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) is widely recognized for its emphasis on student-centered, conceptually rich science instruction. The model is designed to support students in constructing their own understanding of scientific concepts through active learning and reflection.

Each phase of the model serves a distinct purpose in the learning process. The Engage phase is intended to activate students' prior knowledge and stimulate curiosity. The Explore phase provides opportunities for students to investigate scientific ideas through hands-on inquiry. In the Explain phase, students begin to articulate their understanding while the teacher introduces formal scientific vocabulary and concepts. The Elaborate phase encourages students to apply their knowledge in new contexts, deepening their understanding and promoting critical thinking. The final phase, Evaluate, is designed to assess learning and guide both teaching and student reflection. When implemented with fidelity, the 5E model promotes rigorous instruction that leads to deep conceptual understanding, supports inquiry skills, and fosters student ownership of learning.

Exhibit 3.1.14: Science Instructional Model Phases Observed, Grades K-12



Note: Totals do not equal 100% as auditors could select more than one component. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

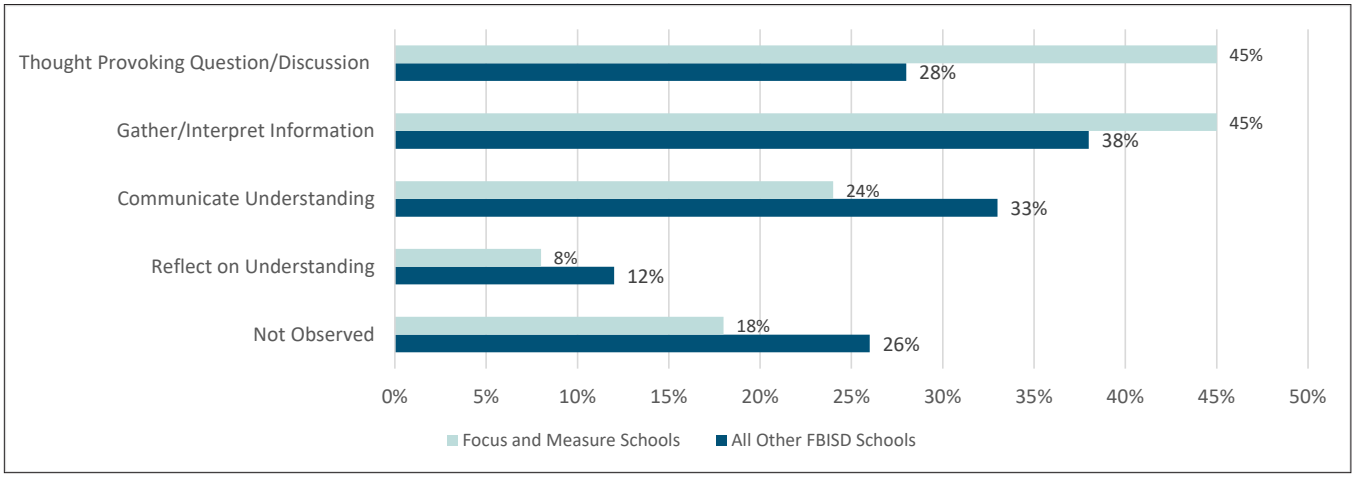
A total of 243 science classrooms were observed, accounting for 16% of all classrooms visited throughout the district. Patterns revealing a lack of instructional depth observed in math (see **Exhibit 3.1.13**) were similarly found in science. Lessons observed by auditors were primarily focused on the Engage phase of the 5E model across all schools, with 59% of observed science lessons in Focus and Measure schools concentrated in the Engage phase. While the Engage phase plays a key role in capturing student

interest and activating prior knowledge, its overuse—without sufficient progression into the subsequent phases of the instructional model (Explore, Explain, Elaborate, and Evaluate)—indicates an imbalance in instructional depth. Moreover, observation data revealed that little instruction occurred across all campuses in the components of the 5E model that represent the highest cognitive levels, such as elaborating and evaluating (see **Exhibit 3.1.9**).

Social Studies

The social studies instructional model employs an inquiry-based approach to cultivate students' critical thinking skills. The process begins with a thought-provoking question that captures students' interest, allows instructors to assess students' prior knowledge, and directs the course of the lesson. Subsequently, the teacher facilitates learning activities that enable students to collect and interpret information, as well as articulate and demonstrate their comprehension of the relevant learning standards. At the conclusion of each lesson cycle, students participate in academic discourse to reflect on their learning experiences.

Exhibit 3.1.15: Social Studies Instructional Model Phases Observed, Grades K-12



Note: Totals do not equal 100% as auditors could select more than one component. Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63

Data Source: Classroom Observation Data Collected by Auditors

Auditors observed social studies instruction in 188 Kindergarten-12th grade classrooms (12% of all observations). Of these, 38 were on Focus and Measure campuses. Overall, 82% of social studies classrooms observed by auditors on Focus and Measure campuses and 74% of all other Fort Bend ISD classrooms were incorporating components of the social studies instructional model. In most classrooms, students were seen engaging in discussions, gathering and interpreting information, and/or communicating their understanding of social studies concepts, reflecting a more balanced approach than observed in English language arts, mathematics, and science classrooms (see **Exhibits 3.1.11**-**3.1.14**).

On Focus and Measure campuses, auditors noted that teachers were leading discussions and providing activities for students to gather and interpret information in 90% of classrooms observed. In comparison, these components were noted in 66% of observations conducted on non-Focus and Measure campuses. Consequently, students on Focus and Measure campuses were less frequently observed communicating their understanding of social studies concepts (24%) or reflecting on learning (8%) than their peers on other Fort Bend ISD campuses (33% and 12%, respectively). Based on these trends, students on Focus and Measure campuses appear less likely than their peers in other Fort Bend ISD schools to engage in communication and reflection activities that promote student ownership of learning—a Fort Bend instructional expectation.

District Expectations for Differentiated Instruction

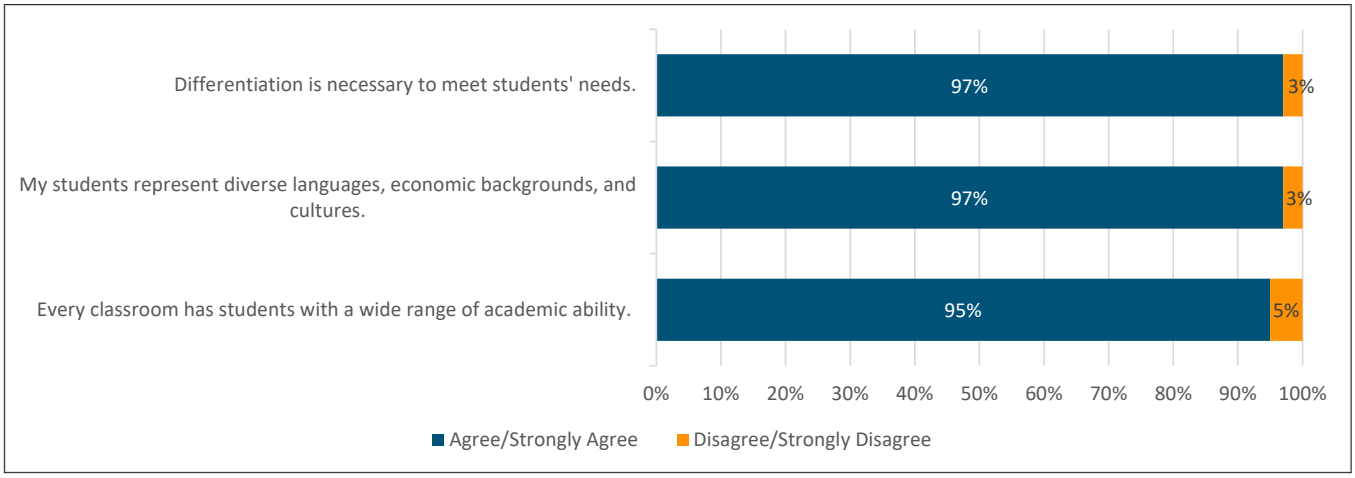
Differentiation is a foundational instructional approach that enables educators to meet the diverse needs, learning styles, and abilities of all students within a classroom. Rather than applying a one-size-fits-all strategy, differentiation requires the adjustment of instruction to ensure that each student has access to meaningful learning experiences and can achieve success at their own level of readiness.

Teachers differentiate in three primary areas: content, process, and product. Content refers to what students learn. For example, students may be offered reading materials at varying levels of difficulty or provided with opportunities to explore different topics based on their interests or prior knowledge. Process refers to how students engage with the material, which might include hands-on learning, small group discussions, or independent projects tailored to students' learning preferences. Product relates to how students demonstrate their understanding—through essays, visual presentations, or performances.

Differentiation is not only an effective instructional method, but also a critical component of compliance for specific student populations. This includes students who are identified as gifted, receive special education services, are supported under Section 504, or are classified as Emergent Bilinguals. Even when formal instructional accommodations are not mandated, educators are responsible for ensuring accessible and equitable learning experiences for all students (see **Finding 3.5**). Differentiated instruction is essential for supporting English Language Learners and economically disadvantaged students, as it promotes both cultural and linguistic responsiveness and academic success (see **Finding 3.4**). When applied skillfully, differentiation enhances learning, fosters student ownership, and helps educators meet both ethical and legal obligations.

Teachers were asked to share their thoughts about the students in Fort Bend ISD schools and whether differentiation was important. The following exhibit presents their survey responses.

Exhibit 3.1.16: Teacher Perceptions About Need for Differentiation

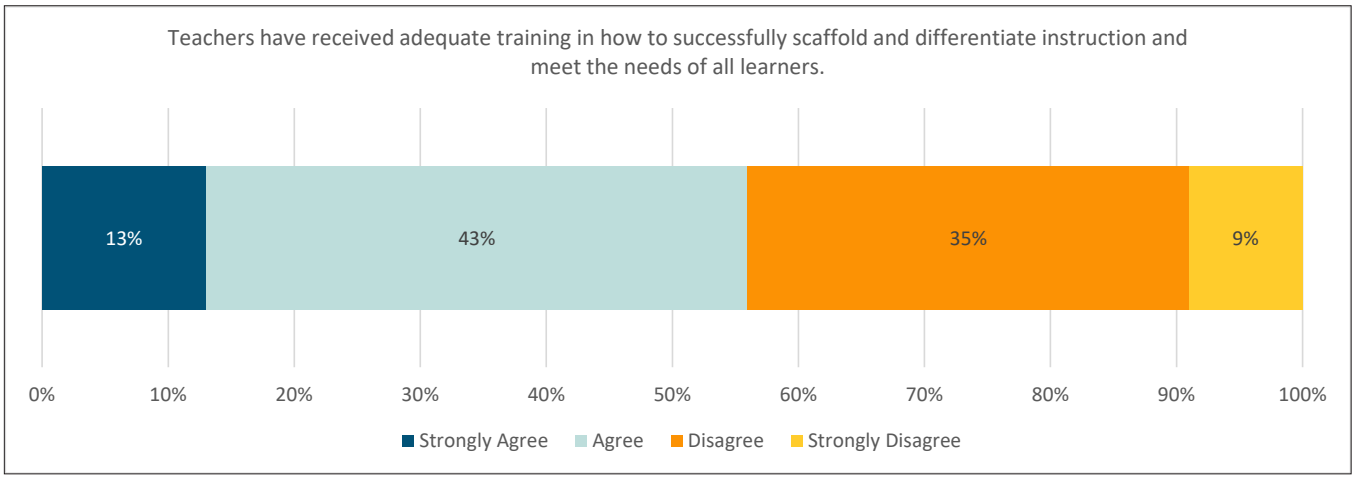


Note: n=613
Data Source: CMSi Online Survey

Survey responses showed strong consensus among teachers. Almost all (95%) strongly agreed or agreed that every classroom contains students with a wide range of academic abilities, and 97% recognized the diversity of their classrooms in terms of language, economic backgrounds, and cultures. Respondents also overwhelmingly agreed (97%) that differentiation is necessary to meet the needs of their students.

For effective differentiation to occur, teachers need skill as well as desire. Therefore, administrators and teachers were asked about differentiation training adequacy. Through an online survey, campus administrators were asked to provide their perceptions of the adequacy of training for teachers to successfully scaffold and differentiate instruction. Responses are summarized in the exhibit below.

Exhibit 3.1.17: Campus Administrator Perceptions of Adequate Training for Teachers on Successful Differentiation of Instruction



Note: n=175
Data Source: CMSi Online Survey

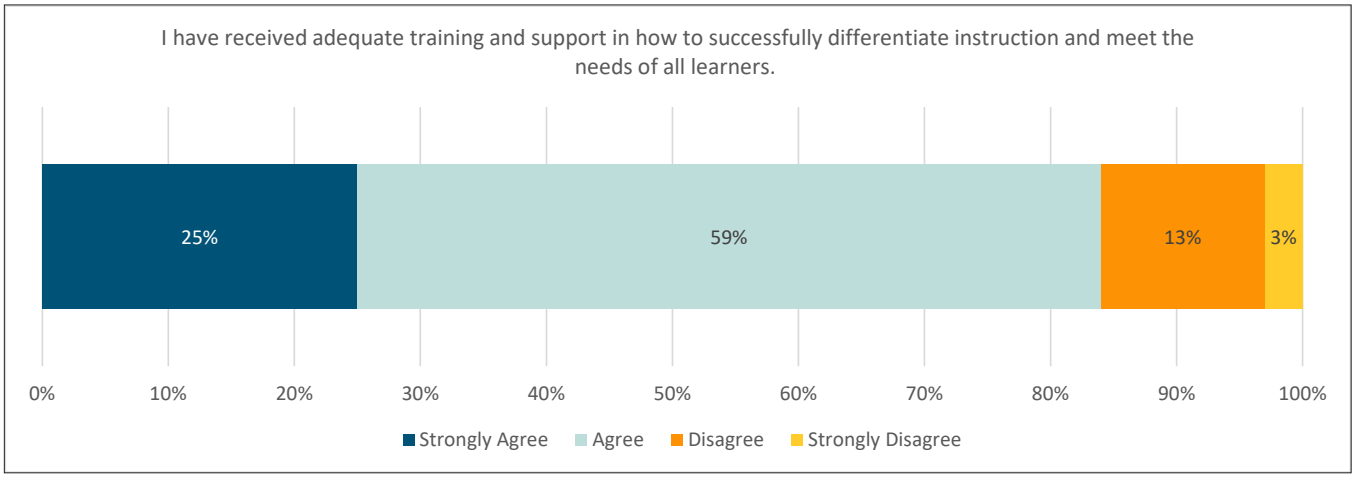
When asked if teachers had received adequate training in how to successfully scaffold and differentiate instruction, 56% of campus administrators who answered the survey either strongly agreed or agreed. Forty-four percent either disagreed or strongly disagreed.

Auditors received the following survey comments from campus administrators related to training for scaffolding and differentiation:

- "The district does not have a clear vision for differentiated instruction."
- "This is an area where we struggle the most. Both teachers and SPED staff need this."
- "Trainings offered are surface level, and teachers come back wanting more."
- "Training has been received by some, but not all, and I can't say it was adequate."
- "Teachers have received this training, but need more time, practice, and ongoing feedback in order to fully implement."

On an online survey, teachers were also asked their perception of the adequacy of their training and support for successful instructional differentiation.

Exhibit 3.1.18: Teacher Perceptions of Adequate Training and Support in Successful Differentiation of Instruction



Note: n=537
Data Source: CMSi Online Survey

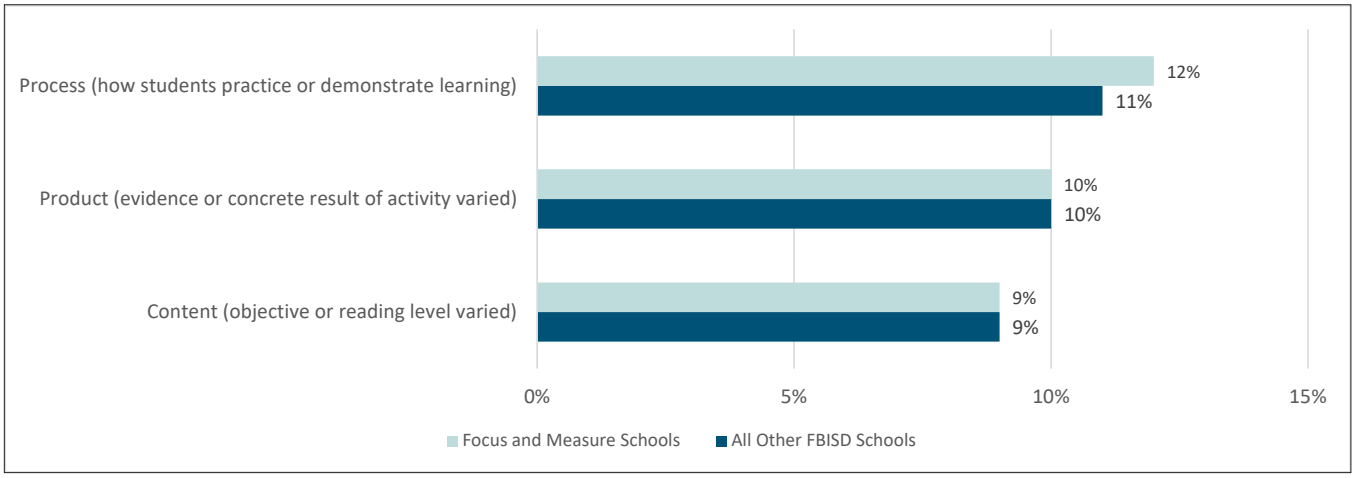
Of the 537 respondents, 84% agreed or strongly agreed that they have received adequate training and support related to differentiation.

Teachers made the following comments on the survey about training and support for differentiation:

- "Most of my training has come from my own research and learning on the job, not from the district."
- "I am told I need to differentiate for students, but when I do adjust instruction, I am told I am not following the curriculum."
- "We've received lots of training, but not very many actual practical applications."
- "The district provides different resources and ideas to teach Tier 2 and Tier 3 students. They also provide language intentions and sentence stems for EB students.

In spite of the facts that most teachers see differentiation as necessary, and that campus administrators and teachers felt adequate training in differentiating instruction has been provided, auditors, in visits to 1,522 classrooms in Fort Bend ISD saw little evidence of differentiation of instruction in approximately 90% of those classrooms.

Exhibit 3.1.19: Differentiation Observed by Auditors



Note: Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

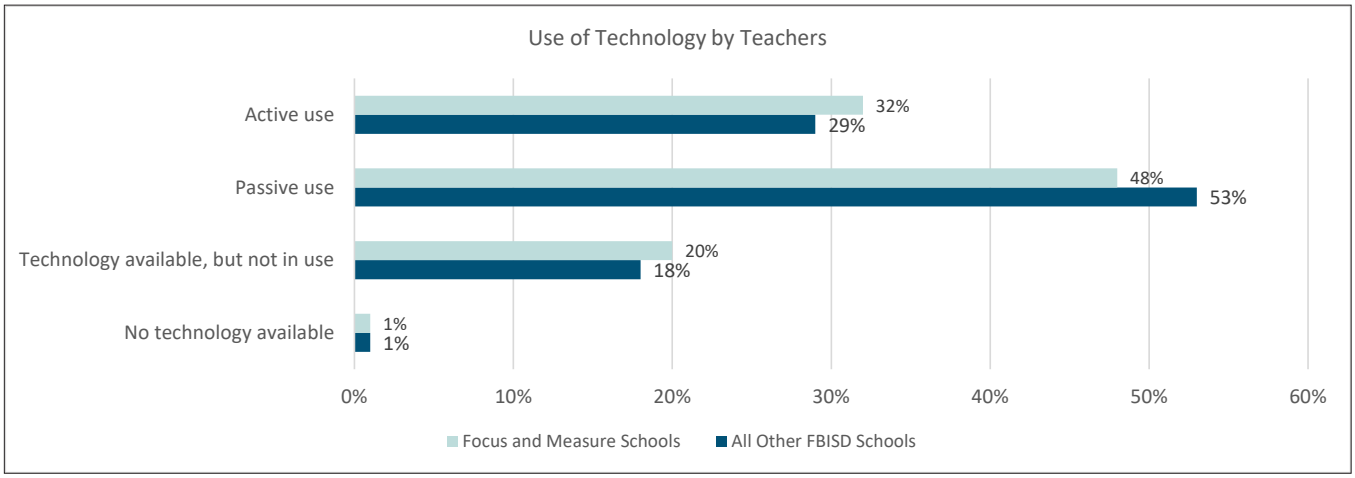
Auditors observed little differentiation in Fort Bend ISD classrooms. Similar percentages were observed in Focus and Measure schools and all other Fort Bend schools as shown in the above exhibit.

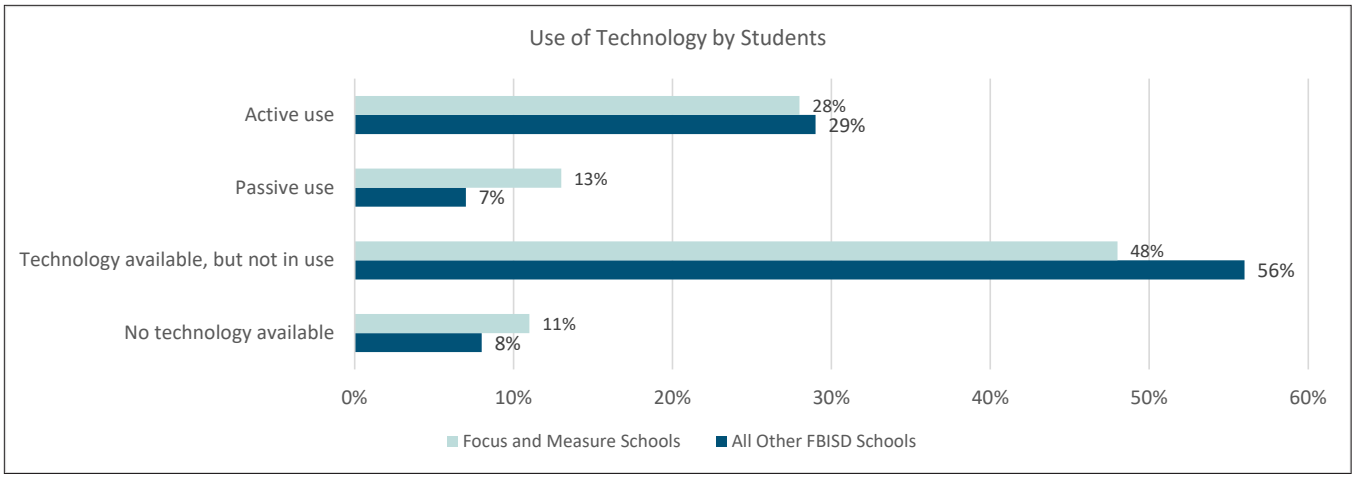
Recognizing that students learn in varied ways is crucial to achieving the district's goal of success for all learners. Differentiated instruction helps meet the needs of all students by providing each with the tools they need to fully engage in learning, navigate through complex material, and achieve at their highest level. The auditors' observation of insufficient differentiation during classroom observations raises questions about whether all students have equitable access to the written curriculum (see **Finding 3.5**).

Instructional Technology

Propositions A and B of the 2023 Fort Bend ISD bond authorized the issuance of $67 million in bonds for technology infrastructure updates and $52 million for staff and student devices. These expenditures are ongoing. Given the district's significant investment in technology, auditors gathered observation data about the use of technology during classroom observations. Results are displayed in the following exhibits.

Exhibit 3.1.20: Observed Frequency of Technology Use by Teachers and Students





Note: Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

Technology was available to teachers in 99% of the classrooms surveyed, while students had access in 89% of Focus and Measure classrooms and in 92% of all other classrooms. Teachers used technology passively in most classrooms, primarily to display instructional materials or directions. Auditors noted the active use of technology to enhance teaching and learning in less than 1/3 of all classrooms observed. Technology was available but not being used by students in many classrooms. Given the preponderance of low-level work being assigned and the lack of differentiation (see **Exhibits 3.1.7** and **3.1.17**), increased technology use may offer opportunities for greater engagement and differentiation.

Stakeholders noted that inequitable device distribution, outdated devices, and inconsistent Wi-Fi coverage hinder technology use. The following comments are representative of statements made to auditors:

- "Our Internet is spotty, and we are working on that." (Central Office Administrator)
- "We have aging devices, and we have Wi-Fi issues. So, if the Wi-Fi is working, there could still be a problem because the device is old and no longer fixable." (Campus Administrator)
- "My child complains that there are not enough working laptops and that students have to share." (Parent)

Auditors evaluated the purpose for which technology was being used utilizing the SAMR model, a conceptual framework that categorizes technology integration in educational settings. The SAMR model is comprised of four components: Substitution, Augmentation, Modification, and Redefinition. In this model, Substitution refers to the use of technology as a direct replacement for traditional tools (e.g., paper/pencil, projectors) without altering the task fundamentally. Augmentation enhances the original task through technology, such as employing interactive whiteboards to conduct surveys or making textbook content interactive. Modification introduces dynamic, interactive elements, such as students presenting content on digital boards or participating in reflective writing and collaborative discussions. Redefinition occurs when lessons are re-imagined, such as when students explore science content in 3D or engage in real-time virtual field trips. While Substitution and Augmentation enhance instructional delivery, Modification and Redefinition have the potential to transform learning (see **Appendix H**, **Exhibit H.6**).

The following exhibit provides a visual depiction of SAMR.

Exhibit 3.1.21: SAMR Model for Technology Use

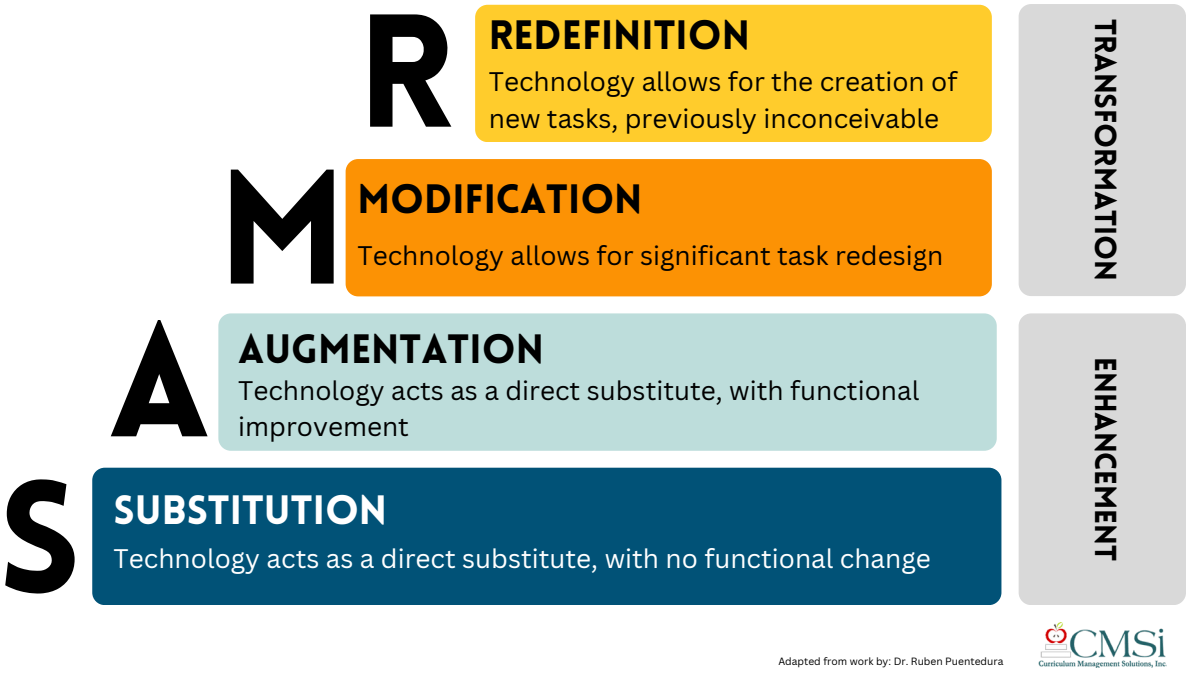
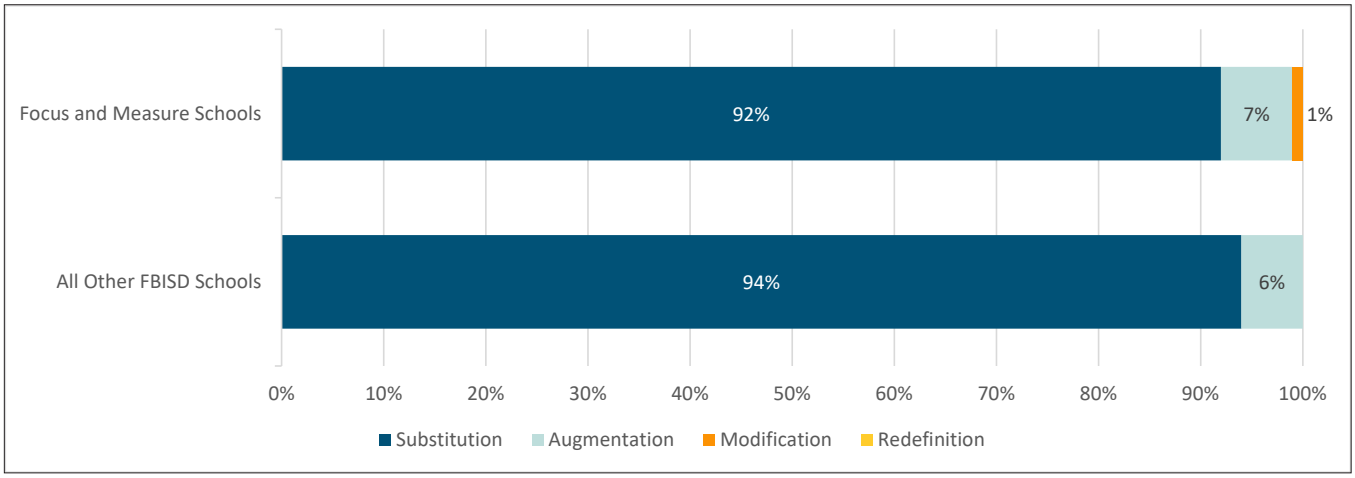


Exhibit 3.1.22: SAMR Category of Technology Use by Teachers



Note: Focus and Measure Schools, n=20; All Other Fort Bend ISD Schools, n=63
Data Source: Classroom Observation Data Collected by Auditors

When auditors compared the technology utilization observed in classrooms to the components of the SAMR model, they found that in most classrooms where teachers were using technology, it was implemented as a substitution for non-technology visual support. This underscores the need for greater technology integration training focused on augmenting and modifying student learning experiences. Administrators and teachers also noted that technology integration in instruction could be improved and that professional development in this area is needed:

- "There is a lack of innovative strategies, such as how to leverage technology to increase engagement." (Central Office Administrator)
- "The teachers do not use technology to its potential." (Campus Administrator)
- "This is our first year to be 1-1. In every room, you'll see variability in how technology is used." (Central Office Administrator)
- "Technology is available, but the time needed to collaborate, learn, and implement it well is not." (Teacher)
- [When asked about technology availability] "However, we are not adequately trained and it [professional development] should be ongoing as technology advances." (Teacher)

Teachers' use of technology for passive applications, combined with students' limited use of available technology (see **Exhibit 3.1.18**), signals a need for professional development to ensure that the district's technology investments enhance student learning outcomes.

Summary

Although Fort Bend ISD has established a framework for quality instruction, instructional practices were inconsistent and often misaligned with district expectations. Classroom learning environments were positive and well-organized; however, many students were compliant rather than deeply engaged in learning. Additionally, auditors noted limited use of effective instructional strategies, cognitively complex instruction, and differentiation. Auditors also identified misalignment with the written curriculum (see **Finding 2.3**) due to the disproportionate implementation of the components of the district's instructional models for core content areas, leading to students engaging less often in higher-order thinking, independent practice, and reflection on learning than expected.

Notable differences in the instructional delivery practices at Focus and Measure campuses were observed. Specifically, teachers at Focus and Measure campuses were more frequently observed using large group teacher-centered instruction and spending more time in the initial phases of content-specific instructional models. Students on these campuses were observed to spend less time writing, speaking, and reflecting on learning than students on other campuses.

Resolving differences between the district's instructional delivery expectations and their implementation is essential to ensure equitable access to high-quality education for all students in Fort Bend ISD. (See **Recommendation 3.**)

Finding 3.2: Most student artifacts across the four core subject areas were on grade level but required low levels of cognitive work. The predominant context for student work artifacts was classroom-type activity, with few examples of real-world contexts or meaningful writing.

Student work artifacts are the activities students complete to show progress toward, or mastery of, the learning standards adopted by the district. The quality of the artifacts is critical to the learning process. To know if students have mastered standards, the work expected of them must align in content to the written curriculum objectives, provide practice in contexts that promote student engagement, and require cognitive levels necessary to meet or exceed that required on external assessments. Student artifacts may also provide insight into differences in student achievement in a district with multiple campuses if artifacts differ in rigor and engagement by campus. Access to equitable student work artifacts limits the possibility of disparities of student achievement among schools and across subgroups. Careful examination of student artifacts provides districts data to help identify and address areas of need.

To assess the quality of student artifacts, auditors analyzed student work from the four core subject areas (English language arts, mathematics, science, and social studies) submitted by teachers from all Fort Bend ISD campuses. Teachers were asked to submit artifacts that assess mastery of a standard without being a test, and that represent all students, including special education, emergent bilingual, and advanced students. English language arts teachers at all grade levels K-12 submitted student work; mathematics, science, and social studies teachers were asked to submit artifacts for grades 1, 3, and 5-12.

Fort Bend ISD teachers submitted 2,911 artifacts for the four core subject areas. Auditors removed all duplicate artifacts and any that did not include an instructional standard or grade level, the copy of the student work was illegible, or the task required was missing or unclear. After removing duplicates and incomplete artifacts, auditors were left with 2,692 artifacts from which a stratified random sample of 954 artifacts was selected, as noted in the following exhibit. The greater number of artifacts submitted for review for English language arts included those submitted for a literacy audit that occurred in conjunction with the full curriculum audit, resulting in two audit reports: 1) a literacy audit report for grades K-8; and 2) a full audit report for the four core subject areas for grades K-12.

Exhibit 3.2.1: Artifact Sample Size by Content Area

Content Area	Net Artifacts	Sample Size	Grade Levels
English Language Arts	1,106	286	K-12
Mathematics	597	234	1, 3, 5-12
Science	520	222	1, 3, 5-12
Social Studies	469	212	1, 3, 5-12
Total	**2,692**	**954**	

Auditors chose a sample size that promoted generalization of results to a broader range within a 95% confidence level. A minimum of 10 samples, distributed among subject areas, were selected from each grade level and from multiple campuses. It must be noted that though the sample is random, auditors took great care to ensure that artifacts from all campuses were included in the body of work analyzed. Auditors analyzed the 954 artifacts using three major lenses:

- Objective Content Analysis
- Cognitive Type Analysis
- Context Analysis

Overall, auditors found that only 8% of the total artifacts did not match the content of the Texas Essential Knowledge and Skills (TEKS). Of the remaining artifacts, the content was primarily at grade level. However, low cognitive demand was noted for most artifacts, with English language arts requiring higher levels of thinking in 12% of the artifacts. The less engaging Classroom Activity was the most recorded context as defined and explained in **Exhibit 3.2.9**, with some Real World contexts found in grades 6-12 mathematics, science, and social studies. It is important to note that no campuses across the district presented a preponderance of artifacts requiring higher cognition or more engaging contexts.

Objective Content Analysis

Objective content refers to the knowledge, skills, and processes to be taught as found in the student learning objectives. For this analysis, auditors calibrated the instructional level of the student artifact by comparing the content skill/concept to be mastered to the district's content objectives or standards. Each artifact was labeled by the teacher with the grade level and TEKS objective number, providing the auditors with a place to begin the analysis. The auditor then determined if the student work was a match to the grade level standard referenced; or if the work corresponded more closely with a standard a grade below or above the teacher identified standard. Content from an artifact that was not representative of a TEKS content standard at any level was considered a "content mismatch." The TEKS were the content standards used for Fort Bend ISD artifact calculations, and Advanced Placement® (AP®) course artifacts were compared to the AP® curriculum content.

Once the content grade level was determined, the process for calculating average grade level of the associated artifacts is outlined in the following example:

Grade 4 has 20 artifacts with 13 at grade level and 7 artifacts one grade level below -

- 4 X 13 = 52 (grade 4 times the number of artifacts at grade level)
- 3 X 7 = 21 (grade 3 times the number of artifacts one grade below grade level)
- 52 + 21 = 73 (grade level plus below grade level)
- 73/20 = 3.7 (total divided by total artifacts equals the average grade level the artifacts represent)

The following four exhibits show the objective content analyses for artifacts collected by subject area. Content mismatches are not considered in the average grade level column. Kindergarten is considered grade 0 when calculating average grade level.

Exhibit 3.2.2: Content Analysis of English Language Arts Artifacts, Grades K-12

Grade Assigned	Auditors' Assessment of Artifact Grade Level													Content Mismatch	Average Grade Level
	K	1	2	3	4	5	6	7	8	9	10	11	12		
K	79%													21%	0
1		100%												0%	1
2		3%	69%											28%	1.9
3				80%	7%									13%	3.1
4			5%	2%	83%									10%	3.9
5						93%								7%	5
6						9%	68%							23%	5.9
7								90%						10%	7
8							4%		82%					14%	7.9
9										94%				6%	9
10											87%			13%	10
11												100%		0%	11
12													100%	0%	12

Content analysis of Kindergarten-grade 12 English language arts artifacts revealed an on-level range from 68% in grade 6 to 100% in grades 1, 11, and 12. Few artifacts were rated as below grade level; grade 3 was the only grade with an artifact(s) above grade level; and most non-grade level artifacts were identified by auditors as content mismatches. Average artifact grade levels were very close to the teacher-assigned grade level.

Exhibit 3.2.3: Content Analysis of Mathematics Artifacts, Grades 1, 3, and 5-12

Grade Assigned	Auditors' Assessment of Artifact Grade Level										Content Mismatch	Average Grade Level
	1	3	5	6	7	8	9	10	11	12		
1	100%										0%	1
3		100%									0%	3
5			77%								23%	5
6				70%	10%						20%	6.1
7					80%	10%					10%	7.1
8						60%					40%	8
9							100%				0%	9
10								93%			7%	10
11									93%		7%	11
12										93%	7%	12

Content analysis of grades 1, 3, and 5-12 mathematics artifacts ranged from 60% on grade level in grade 8 to 100% on level in grades 1, 3, and 9. No artifacts were rated as below grade level; grades 6 and 7 both had artifacts rated above grade level. Content mismatches were noted in every grade from 5-12, except grade 9, with the greatest number of mismatches for any subject and grade occurring in grade 8 mathematics. Average artifact grade levels were again very close to the teacher-assigned grade level.

Exhibit 3.2.4: Content Analysis of Science Artifacts, Grades 1, 3, and 5-12

Grade Assigned	Auditors' Assessment of Artifact Grade Level										Content Mismatch	Average Grade Level
	1	3	5	6	7	8	9	10	11	12		
1	96%										4%	1
3		100%									0%	3
5			96%								4%	5
6				100%							0%	6
7					100%						0%	7
8					10%	90%					0%	7.9
9							91%				9%	9
10								82%	9%		9%	10.1
11									76%	13%	11%	11.2
12										90%	10%	12

Content analysis of grades 1, 3, and 5-12 science artifacts ranged from 76% on grade level in grade 11 to 100% in grades 3, 6, and 7. Some artifacts were rated as below grade level in grade 8, while grades 10 and 11 had some artifact(s) rated above grade level. Content mismatches were found in grades 1, 3, and 9-12. Average artifact grade levels were very close to the teacher-assigned grade level, with grades 10 and 11 slightly above grade level.

Exhibit 3.2.5: Objective Content Analysis of Social Studies Artifacts, Grades 1, 3, and 5-12

Grade Assigned	Auditors' Assessment of Artifact Grade Level										Content Mismatch	Average Grade Level
	1	3	5	6	7	8	9	10	11	12		
1	100%										0%	1
3		100%									0%	3
5			96%								4%	5
6				100%							0%	6
7					100%						0%	7
8						100%					0%	8
9							90%	5%			5%	9.1
10								91%	9%		0%	10.1
11									87%	10%	3%	11.1
12										89%	11%	12

Content analysis for grades 1, 3, and 5-12 social studies artifacts ranged from 87% on level in grade 11 to 100% in grades 1, 3, 6, 7, and 8. No artifacts were rated below grade level, and grades 9, 10, and 11 had some artifacts rated above grade level.

Artifact Content Mismatch

A content mismatch occurs when an artifact does not align to any of the objectives at any grade level. Artifacts often reflect the main topic of the intended learning objective or standard, but a mismatch occurs when some important aspect of the learning is missing. For example, if the learning objective expects the student to analyze how the events leading up to World War I influenced the outcome of the war, an artifact asking students to "explain the events leading up to the war" would be a mismatch. The question on the artifact addresses the topic of events leading up to World War I, but misses the specific connection to the outcome of the war.

The exhibit below shows the percentage of content mismatch for each core subject area and each grade band.

Exhibit 3.2.6: Percentage by Grade Band of Content Mismatch in Core Subject Artifacts

Grade Band	English/ Language Arts	*Mathematics	*Science	*Social Studies	Total
K-5 or *1, 3, 5	16%	8%	3%	1%	**9%**
6-8	17%	23%	0%	0%	**11%**
9-12	4%	6%	10%	5%	**7%**
Total	**13%**	**9%**	**6%**	**3%**	**8%**

Note: Totals, reflected in percentages by subject area and grade bands, are determined by the actual number of artifacts and mismatches by grade and subject, rather than an average of the averages noted above. For example, 234 mathematics artifacts, grades K-12, were examined with 20 mismatches (9%) resulting; if an average of averages is used, 8%, 23%, and 6% are added together and divided by 3, which would result in an inaccurate total of 12% mismatches.

Content mismatches were evident in most grade bands apart from grade band 6-8 science and social studies. The highest percentages of mismatches were found in English language arts, grade bands K-5 and 6-8, and in grade band 6-8 mathematics. The following narrative discusses some content mismatches found in the Fort Bend ISD artifacts.

<u>English Language Arts</u>

Content mismatches occurred in English language arts in all grade levels, except for grades 1, 11, and 12. In a grade 5 artifact, the TEKS required students to "write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources." The activity, however, had students read an article and write short answers from the text. There was no opportunity to compare and contrast, and one article was used, rather than a variety of sources.

At the secondary level, a grade 8 TEKS required students to analyze characteristics of argumentative texts by identifying the claim and analyzing the argument, identifying and explaining the counter argument, and identifying the audience or reader. The grade 8 student activity may be part of an ongoing lesson with multiple phases and, therefore, only addressed the counter argument; even if that is the case, the artifact required the student to identify the counter argument but made no mention of explaining that argument.

In another secondary level artifact, the assigned TEKS required the students to edit drafts using standard English conventions (complete controlled sentences, appropriate use of verb tense, pronoun-antecedent agreement, correct capitalization, punctuation, correct spelling). The grade 9 artifact, however, had students read three paragraphs on different subjects and then determine the topic of each paragraph, as well as identify the thesis sentence of each selection.

Mathematics

Overall, 9% of mathematics artifacts were a content mismatch. A grade 6 artifact addressed one-step addition and subtraction equations with students working 10 problems and then solving a riddle using the answers from the equations. The assigned TEKS required students to "model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts." The student work did not address inequalities or geometric concepts.

A second artifact for grade 10 included 10 problems where students were to factor quadratics. The TEKS number assigned by the teacher for the course was not found to be a valid reference, nor were other TEKS for the same mathematics course.

Science

Only two content mismatches were found in the elementary grades (1, 3, and 5) science, with one occurring in grade 1 and one in grade 5. The teacher-assigned TEKS for the grade 1 artifact references force, motion, and energy. The activity, however, is more closely related to earth and space and requires students to answer questions based on a video: How are otters, plants, and humans using rocks? How are animals, plants, and humans using water?

Grades 9-12 had a higher percentage of content mismatches than the other grade bands. A grade 11 astronomy assigned TEKS required students to "illustrate how astronomers use geometric parallax to determine stellar distances and intrinsic luminosities." The associated artifact provided step-by-step instructions for how to determine stellar distances but did not address intrinsic luminosities.

Social Studies

Social studies had the fewest content mismatches of the four core subject areas, with only 3% for all grade levels. A grade 5 student artifact asks students to label a map using a checklist to show what America looked like in 1803. The assigned TEKS, however, requires students to "identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny." Some students may make connections between the map activity to significant events of territorial expansion; however, the artifact did not support those connections.

The assigned TEKS for grade 12 government requires students to "analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws." The student artifact was a project in which students created election posters for various candidates, with no evidence of legislative branch analysis or procedures for enacting laws.

In summary, content mismatches for all grade levels and subject areas were, overall, less than 10%. Of the remaining artifacts, most were rated on grade level for content. Auditors noted no significant difference in grade level calculations or percentages of content mismatches between Focus and Measure campuses and other campuses within Fort Bend ISD.

Cognitive Type Analysis

Cognitive type is an indicator of the thinking required to carry out a given task. Auditors expect the cognitive demand of the written, taught, and tested curriculum to be congruent, so students are not surprised by the cognitive demands placed on them in high-stakes testing situations. Auditors expected to find a range of cognitive demands in the student work collected from teachers, providing students opportunities to practice the cognitive skills they will need for success on national, state, and local

assessments. Research indicates that students who are low performing improve greatly when engaged in problem solving, critical thinking, and decision-making activities. The more students are asked to do cognitively, the more they achieve.

Auditors reviewed student work artifacts for grades K-12 English language arts, and grades 1, 3, and 5-12 for mathematics, science, and social studies for cognitive types required to accomplish the tasks. To complete the analysis for cognitive type, auditors used Webb's Depth of Knowledge Framework found in **Appendix H**, **Exhibit H.5**. Auditors compared the activity of each artifact to the DOK framework, recorded the DOK level of each artifact, and used those totals, divided by the total number of artifacts to determine the percentage of each DOK level. Data were organized by the four core content areas (English language arts, mathematics, science, and social studies) and by grade level bands K-5 and 6-12.

The chart below shows the cognitive levels found in Fort Bend ISD Kindergarten-grade 12 artifacts.

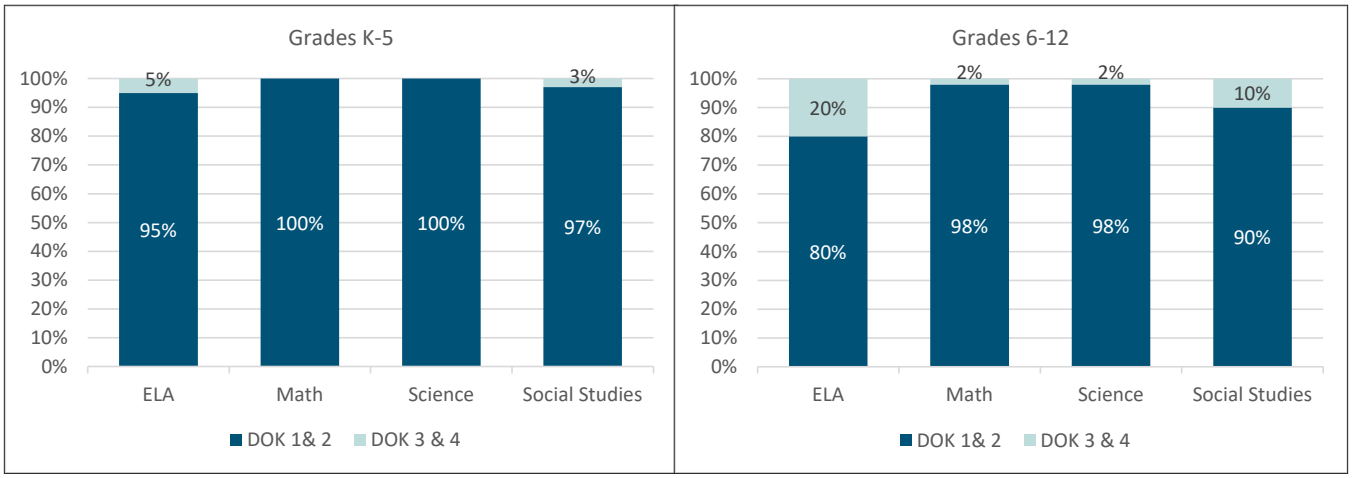
Exhibit 3.2.7: Cognitive Type Analysis of (Mean by Content Area) Artifacts by Subject Area – English Language Arts Grades K-12, Mathematics, Science, and Social Studies Grades 1, 3, and 5-12

Cognitive Domain	English/ Language Arts	Mathematics	Science	Social Studies	Total
DOK-1: Recall & Reproduction	61%	54%	63%	50%	**57%**
DOK-2: Skills & Concepts	27%	44%	36%	42%	**37%**
DOK-3: Strategic Thinking	10%	1%	1%	7%	**5%**
DOK-4: Extended Thinking	2%	0%	1%	1%	**1%**

The mean cognitive rigor of artifacts across all subject areas ranged from 57% at Recall and Reproduction to 1% at Extended Thinking. By subject area, mathematics and science had the fewest artifacts requiring strategic or extended thinking.

The next exhibit provides a different perspective of artifact cognitive type at the elementary (K-5) and secondary (6-12) levels. Recall/Reproduction and Skills/Concepts are combined to represent lower-level thinking, and Strategic Thinking and Extended Thinking are combined to represent higher level thinking.

Exhibit 3.2.8: Comparison of Lower- and Higher-Order Thinking Skills in Artifacts, Grades K-5 and 6-12



In Kindergarten-grade 5, almost all artifacts (98%) across all four subject areas required lower-level thinking skills and 2% reflected higher-level skills. In grades 6-12, the thinking skills were slightly higher, as 20% of English language arts, 2% of math and science, and 10% of social studies artifacts reflected

higher-level thinking skills. This corresponds to the cognitive type demands observed during auditor classroom visits (see **Finding 3.1**).

In summary, most student artifacts K-12 were of lower cognitive demand, requiring students to recall and reproduce or apply skills and concepts. Auditors found few examples of student work that required Strategic Thinking, and fewer still required Extended Thinking. Auditors noted no significant difference in cognition type required to complete student tasks between Focus and Measure campuses and other campuses in the district.

Context Analysis

Context is the third area of auditors' analysis of the artifacts submitted by Fort Bend ISD. Context refers to how students show mastery of a concept or skill— the *how* of assessment. Multiple-choice questions differ greatly from essay questions; online assessments are different than those requiring bubble sheets and pencils. Students must be prepared ahead of time for the contexts they will likely encounter on high-stakes assessments, so "how" a student is assessed does not adversely affect or skew the outcome of the test. In other words, students may know the content, but if the context differs from the way they have practiced or prepared for the assessment, they may be unable to adequately or accurately impart their knowledge.

Contexts for learning also determine the level of engagement students will likely experience during a lesson. Cognitive engagement is the level at which students are intellectually interested and participating in the activity. Certain types of contexts—ways in which students demonstrate their learning—are inherently less engaging than others and, therefore, less likely to promote retention of the material. The following exhibit shows the types of contexts and examples of each.

Exhibit 3.2.9: Description of Context Types

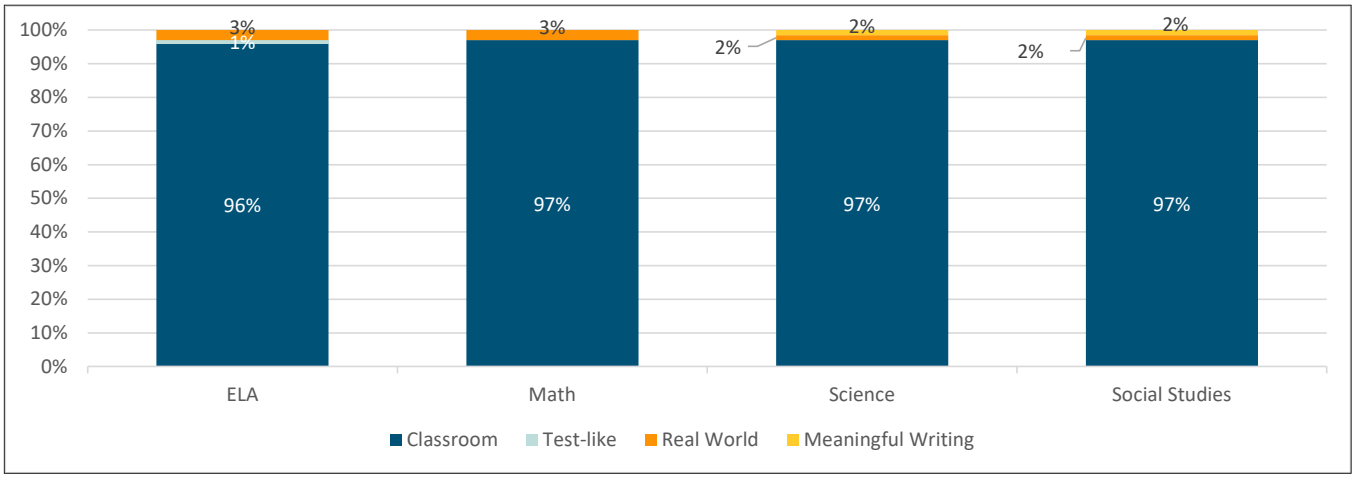
Context	Explanation	Examples
Real World/Simulated Real World	This type of context replicates activities found in the real world. It is often a hands-on activity.	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.
Test-like	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP® exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	Marking a bubble sheet; selecting from multiple-choice items; constructing a short answer; writing an extended response; fill-in-the-blank and true/false questions.

Context	Explanation	Examples
Classroom Activity	This context is comprised of activities that are unlikely to be found outside a classroom.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.
Meaningful Writing	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.	Researching, formulating, and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing, and evaluating a theory or premise; writing a personal narrative utilizing techniques learned in class.
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Auditors analyzed student artifacts and categorized them by context type—Classroom Activity, Test-like, Real World, or Meaningful Writing. Auditors expect to see all context types in a body of artifacts, with a higher proportion of the more engaging contexts (Real World and Meaningful Writing).

The following exhibit shows the context of Kindergarten-grade 5 artifacts.

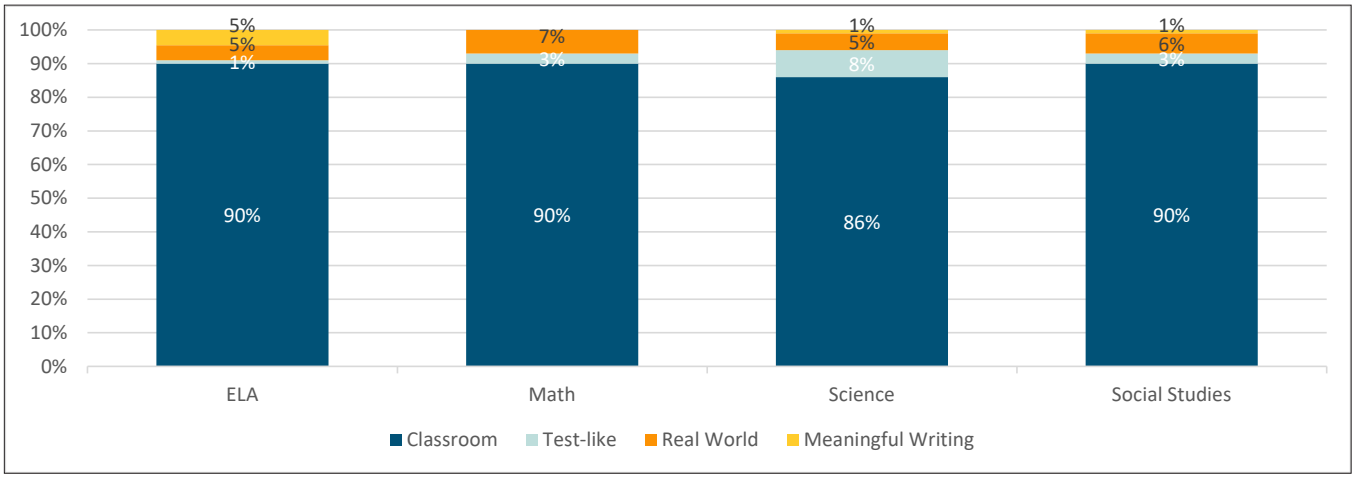
Exhibit 3.2.10: Distribution of Artifacts Context Type by Subject Area, Grades K-5



Most artifacts (96-97%) from grades K-5 were classified as Classroom or activities unlikely to be found outside a classroom setting. Examples include worksheets, labeling a map, or answering questions at the end of a chapter. About 3% of artifacts in each content area represented the more engaging contexts of Real World and Meaningful Writing.

The next exhibit shows the context type found in artifacts in grades 6-12.

Exhibit 3.2.11: Distribution of Artifact Context Type by Subject Area, Grades 6-12



Classroom context was also used most often (86-90%) for grades 6-12 artifacts for all four core subject areas. Ten percent or less of all artifacts were of the more engaging Real World or Meaningful Writing contexts.

In summary, Classroom Activity was the predominant context type for student artifacts at both K-5 and 6-12 grade bands. Such artifacts are typically representation of student work that is not found outside a classroom setting and is less engaging to students. Few artifacts were found with the more engaging contexts of Real World or Meaningful Writing. Again, auditors noted no significant difference in context types between Focus and Measure campuses and other campuses.

Additional Issues

In addition to the analyses discussed above, survey and interview data provide further insight related to student work artifacts. Teacher survey comments include multiple references to the "need for more consumable resources for student practice work," and "links to student work are often missing or do not work when present." Related survey data indicate 60% of teachers use online resources either they or a colleague locate for student work, creating the possibility that student work activities may not align to district standards or expectations for content, cognitive level, or context. Finally, central office administrators expressed concerns in interviews with auditors. One stated, "I feel we fall short on looking at student work samples. What are the students doing?" Another noted, "We need to improve the alignment and rigor of our student resources."

The following sections discuss further areas of concern related to Fort Bend ISD student artifacts.

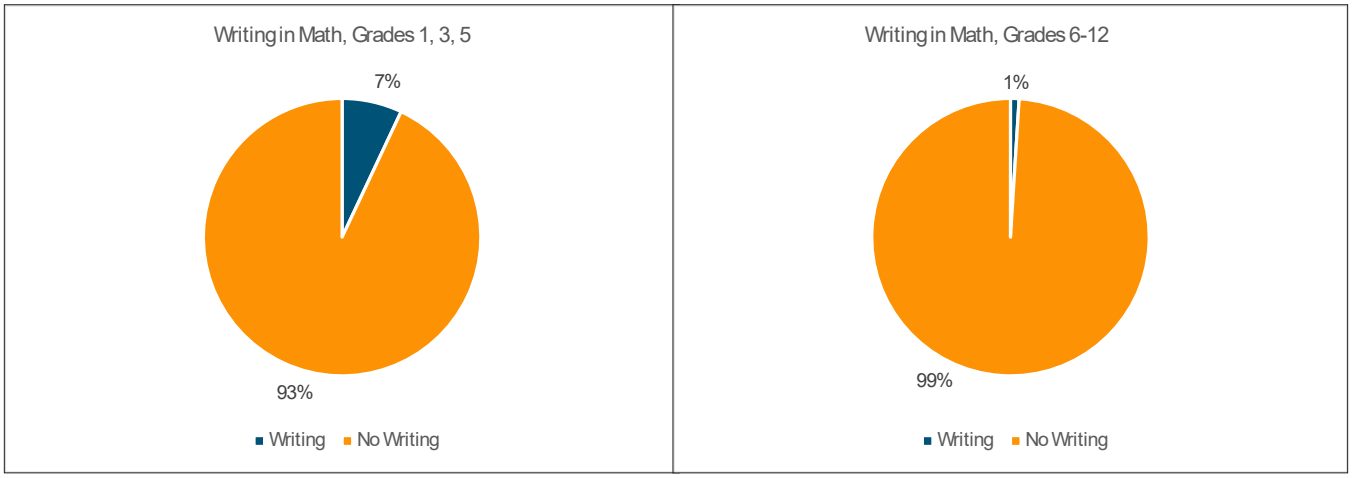
Writing and Justification in Mathematics

Writing and the ability to justify a process are key skills in mathematics. Students must do more than solve equations; they must demonstrate the ability to explain in writing why they used a particular method or process and/or why their answer is the correct or best one. Writing about a mathematics problem causes the brain to verbalize quantitative processes, creating another means for understanding concepts and retaining learning. Justification helps students understand there are multiple paths to the same answer, and various paths are acceptable if they can be defended. When students write about

their thinking skills, the cognitive demand of the task is raised. There is no specific audit benchmark for this type of activity; however, as students move up the grade levels, auditors expect to see more writing in mathematics as they improve their written expression.

The following exhibit shows the proportion of artifacts in elementary and secondary mathematics that required either writing or justification or both.

Exhibit 3.2.12: Writing/Justification in Mathematics, Grades 1, 3, 5, and 6-12



Elementary students had the opportunity to write or justify their answers in 7% of the artifacts, and secondary students in 1% of the artifacts, which is contrary to the expectation of increased student writing and justification in higher grade levels. In all cases, elementary students wrote brief explanations of how they solved problems with teachers responding to the comments on two artifacts.

Culturally Relevant Artifacts

Culturally relevant curriculum that includes resources and student work reflecting the diversity of the district's student population is critical to ensure all students are engaged in the learning process. Auditors, therefore, chose to review English language arts artifacts that clearly named a text by categorizing them as Diverse, Neutral, Technical, or Not Diverse. Diverse texts have either authors or characters who are people of color or people from marginalized groups and religions. Neutral texts have characters that are animals or objects. Technical texts are those that cover topics or scientific phenomena. Not Diverse texts have authors or main characters who are White with no membership in marginalized groups. Auditors expect that all students in a diverse school district will have access to culturally relevant resources. Auditors did an analysis of 30 texts that were referenced in grades K-8 English language arts artifacts, including short stories, articles, and poems. Although a summary of the analysis is included here, full details can be found in the **Literacy Audit**, **Exhibit 3.2.8** and **Appendix E**, **Exhibit E.7**. Auditors noted that no extended texts such as novels were included in the list.

Of the 30 artifacts analyzed for culturally relevant texts, auditors rated 21 as Technical, 4 as Diverse, 4 as Neutral, and 1 as Not Diverse. With two-thirds of the texts found to be Technical, students, at least during the period when artifacts were selected by teachers, had limited exposure to and engagement with authentic literature. Although no conclusions can be drawn from this, it is important for teachers to utilize a variety of texts as they plan learning activities and crucial for students to experience a balance of literature selections and informational texts.

Online Student Activities

As auditors examined student artifacts, they noted some English language arts and social studies activities (grades 6-12) from online resources. Teachers identified the associated TEKS for each activity, and students were asked to respond online to lesson prompts. Student responses were brief, with incomplete sentences and thoughts. Auditors were not able to determine if this was due to limited response space related to a particular online program, or if it was a result of teacher expectations related to fully developed, grammatically correct responses. Teachers must ensure the response formats are in contexts that encourage engagement and allow students to fully develop explanations or analyses in order to ensure adequate preparation for state testing and post-secondary academic work.

As auditors examined student artifacts for writing and justification in mathematics, cultural relevance, and online activities, they found no significant differences between artifacts submitted by Focus and Measure campuses and other campuses in Fort Bend ISD.

Summary

Auditors found that most of the 954 Fort Bend ISD student artifacts analyzed were on grade level for the four core content areas (English language arts, mathematics, science, and social studies), with less than 10% content mismatches. They also found that artifacts were primarily at the lower levels of cognitive rigor—Recall/Reproduction and Skills/Concepts—based on Webb's Depth of Knowledge. Artifacts from secondary campuses included more opportunities to think at higher levels in English language arts and social studies than other subjects or grade levels. Classroom Activity, a less engaging context, was the predominant context for artifacts for all subject areas, in both grade bands K-5 and 6-12. Additionally, students were asked to write or justify processes or answers in fewer than 10% of mathematics artifacts. Finally, auditors noted no significant differences in student artifacts between Focus and Measure campuses and others across the district for content levels and mismatches, cognitive rigor, and context type. If the taught curriculum does not include requirements to demonstrate mastery in ways that fully align with the adopted standards in content, context, and cognitive level, students are being set up for failure in the tested curriculum. (See **Recommendation 3.**)

Finding 3.3: Instructional monitoring is inconsistently implemented across campuses and needs comprehensive district-wide expectations and coordination.

At the center of an effective teaching and learning system designed for student success are three key components—a high-quality written curriculum aligned to state standards, a clearly delineated instructional model to guide teaching, and intentionally planned instructional delivery that fosters student engagement and leads to mastery of the curriculum. Equally important is the monitoring of the curriculum delivery. Ongoing feedback at all system levels supports continuous improvement and ensures that instructional practices align with the intended goals. Establishing a consistent model for monitoring curriculum delivery is a foundational responsibility for school districts. Ideally, a district's guidelines and expectations for instructional monitoring should be developed collaboratively with stakeholders, established as a non-negotiable priority, and formally codified in board policy. These guidelines and expectations should be clearly communicated across the system and consistently referenced to guide instructional practices.

For monitoring to be effective, everyone involved must clearly understand the curriculum and the instructional approaches being used. When a comprehensive monitoring system is in place, instructional leaders can gather relevant data on the implementation of the curriculum and develop action plans that improve instruction and student learning. Without this oversight, schools do not maintain consistency and coherence, and all students may not have equitable access to meaningful learning opportunities.

To understand Fort Bend ISD's expectations for instructional monitoring, auditors reviewed a range of sources, including board policies, job descriptions, survey results, and district and campus documents outlining expectations, goals, and protocols. They also interviewed central office and campus administrators, staff, and teachers and visited core classrooms at each campus.

Auditors expected to find a clearly articulated district-wide system of instructional monitoring—one that establishes expectations for the frequency, focus, and use of data in evaluating curriculum delivery and guiding instructional improvement. Ideally, this system would include written guidelines or administrative regulations to ensure consistency, clearly defined roles and responsibilities outlined in job descriptions, standardized tools and protocols used across all campuses, and documentation demonstrating how monitoring data inform both instructional improvement and planning at the district and campus levels.

Auditors found that although Fort Bend ISD has developed a district Learning Walk protocol and observation tool, the system lacks a cohesive framework that ensures alignment between district and campus monitoring practices. This lack of alignment leads to a fragmented approach to collecting and using data, uneven feedback provided to teachers, and missed opportunities to align monitoring efforts with district and campus improvement plans. Ultimately, this inconsistency in instructional monitoring results in a lack of coherence in the learning experience for students, potentially hindering their academic progress.

As detailed in **Finding 1.1**, **Exhibit 1.1.5**, these expectations are grounded in *Board Policy EA(LOCAL)—Instructional Goals and Objectives*, which calls for "a District walk-through system to support and guide professional practices as necessary. The purpose of the monitoring systems shall be to promote continuous improvement in teaching and learning." *Board Policy EH(LOCAL)—Curriculum Development* also speaks to monitoring of curriculum delivery, specifically including monitoring responsibilities of the board, executive, and administrative groups.

Five interrelated themes emerged from auditors' analysis of the guidelines and protocols for instructional monitoring in Fort Bend ISD, which collectively illustrate the fragmented and inconsistent nature of the district's current monitoring system. Each of these themes is explored in the following sections.

Lack of Codified Expectations and Guidelines

Without clear expectations for monitoring instruction, the system lacks the leverage to ensure that all students—regardless of campus assignment—receive instruction aligned with state standards and district goals. Although Fort Bend ISD's board policies outline a requirement for instructional monitoring, auditors did not find a corresponding administrative regulation or written guideline that defines what aspects of instruction should be monitored, how often monitoring should occur, or how monitoring data should be used to inform instructional improvement. This absence of codified expectations results in broad variability across campuses, with key decisions about monitoring left to individual discretion. Comments from campus administrator interviews reflect this claim.

- "You can pick the kind of walks you do. Every campus has a process, and it varies."

- "We have a lot of walks, yes. We have T-TESS, district learning walks, we also have an EB bilingual learning walk, and we have our in-house walk."
- "We have an instructional walk-through tool. I created it. We have a checklist with look-fors."

In an effort to provide system-wide guidance, the district has instituted Learning Walks—a district-led monitoring protocol facilitated by central office teams. The Learning Walk process uses a structured observation form that focuses on areas such as classroom clarity, feedback, goal setting, and student ownership. These walks are based on district priorities and are tiered according to campus needs, as determined through multiple data points and input from campus administrators. However, despite this framework, some administrators expressed concerns about the implementation and follow-through of the process during administrator interviews.

- "We have a meeting, we talk about what we saw, and there's no follow-up." (Central Office Administrator)
- "They're stuck on this form, and the people who are using this form aren't even sure what items on the form mean—like 'learner disposition.'" (Central Office Administrator)
- "District Learning Walks are not yielding impact. We don't get to see the data from the learning walks. We have a bit of dialogue afterwards, but they are really just a checkbox. It should be a true partnership when the data are shared, [helping us] decide what to do with the data and making a professional learning plan for it." (Campus Administrator)
- "Learning Walks are 2-4 times a year with a group of assigned people from Organizational Development. They complete a form, and data is collected. I am not sure what is done with the data. It seems like a compliant classroom is the goal of the walks." (Campus Administrator)

Auditors found the district's Learning Walk Overview document describes possible focus areas (e.g., Clarity, Feedback, Goal Setting), but the focus varies by campus, and these walks are not uniformly conducted across all campuses in the district, and are not seen as effective tools by all stakeholders.

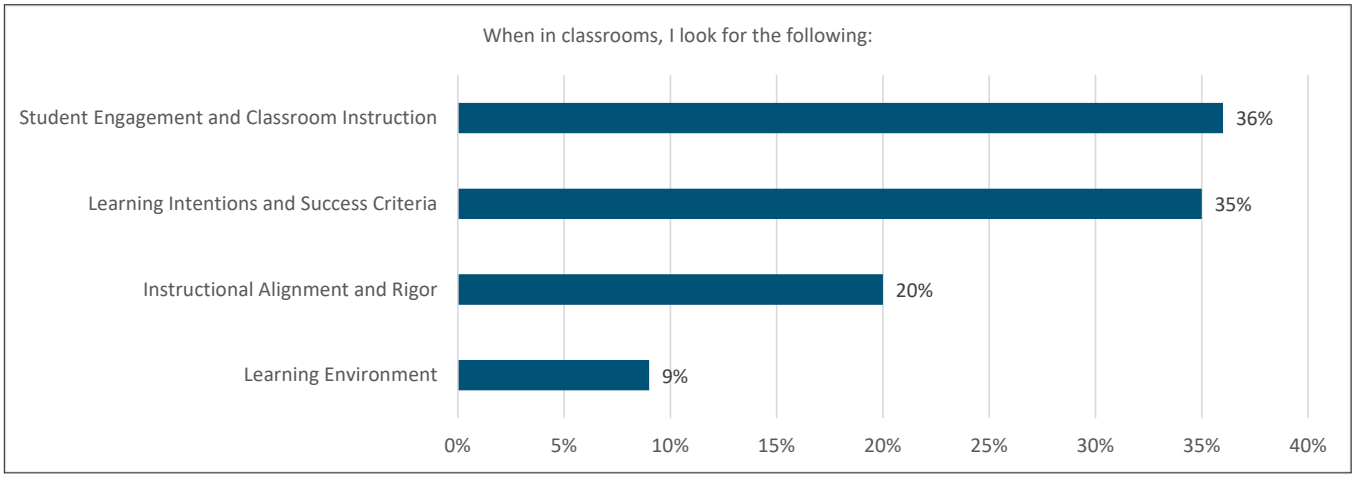
Wide Variation in Campus Monitoring Protocols

In addition to the district's Learning Walks, campuses have developed a wide variety of other walk-through protocols tailored to their individual priorities. These include general administrative walk-throughs, department-specific observations such as those conducted by the multilingual or gifted and talented departments, and calibration walks intended to align observer expectations. While these approaches reflect efforts to meet unique campus needs, the lack of a standardized system across the district has led to a proliferation of observation tools. This makes it challenging to collect and analyze trend data across campuses, limiting the district's ability to evaluate the effectiveness of curriculum delivery or identify common professional development needs.

Online survey data and interviews confirm that in the absence of district guidelines, campus administrators largely determine the "what" and "how" of monitoring.

In an online survey, campus administrators were asked what they look for when they visit classrooms. Auditors categorized the written responses and calculated the top four topics, as reported below.

Exhibit 3.3.1: What Campus Administrators Look For in Classrooms



Note: n=144
Data Source: CMSi Online Survey

Student Engagement and Classroom Instruction (36%) was the top component that campus administrators stated they looked for in classrooms. Although "engagement" was the most frequently listed term, only one campus administrator respondent expanded their response to explain more specifically what they look for in student engagement. "Student Engagement: Are students actively participating in activities and discussions? Do students demonstrate interest and understanding in the lesson?" A district-wide definition of what full engagement looks like was not presented to auditors. The term "classroom instruction" was more frequently detailed by responding campus administrators as in the following comments.

- "Instructional practices that we use during content planning, aggressive monitoring, teacher providing feedback."
- "Alignment to the curriculum, high-quality, researched-based instructional practices, student-centered instruction, manipulatives and books, authentic student work samples, exemplars, workstations, etc."
- "Effective instruction encompasses a variety of delivery methods, ensuring that all students have access to engaging and meaningful learning experiences. This includes utilizing the district-approved curriculum to provide consistency and rigor across classrooms. Additionally, fostering meaningful conversations—both between educators and students, as well as among peers—encourages critical thinking and deeper understanding. Furthermore, it is essential to ensure that every lesson is intentionally aligned with the Texas Essential Knowledge and Skills (TEKS) to maintain high academic standards and support student success."

The second highest component, Learning Intentions and Success Criteria, was considered almost as important as student engagement with 35% of responses referring to it. The following comments from campus administrators regarding this look-for were typical.

- "Learning Intention/Success Criteria—can the students state what they are learning and how they know whether or not they are successful?"
- "Learning Intentions is kid-friendly language; success criteria created with student input; do students know what they are learning; why they are learning it; the process of how they are learning."

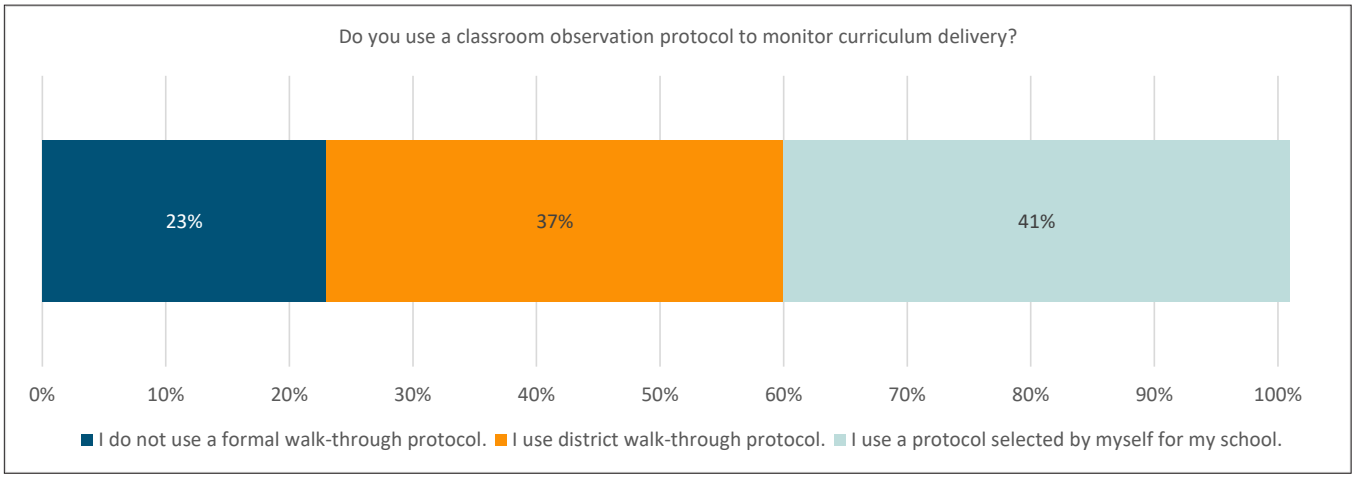
Instructional Alignment and Rigor garnered in 20% of responses. A few respondents gave more explicit details.

- "When I walk into classrooms, I pay close attention to how well the lessons align with the Texas Essential Knowledge and Skills (TEKS)… I also assess the rigor of the lessons, ensuring they challenge students appropriately and foster critical thinking. Additionally, I look for opportunities for academic conversation, where students can express their ideas, share insights, and collaborate with their peers, enhancing their understanding of the subject matter."
- "[I look for] evidence of the RLA instructional model, teacher pacing, differentiation, scaffolding, and evidence of data-based instructional strategies established in weekly PLC meetings."

The fourth most frequently mentioned category of responses from campus administrators was Learning Environment, with 9% of respondents specifying this as a look-for. As with rigor, few respondents elaborated on what they meant by this term, although "teacher proximity and student interactions," "student collaboration," and "classroom management, relationships, routines and procedures" were noted.

In a related survey question, campus administrators were asked how they collect monitoring data. The next exhibit illustrates their responses.

Exhibit 3.3.2: Campus Administrators' Use of Observation Protocols to Monitor Curriculum Delivery



Note: Some totals do not equal 100% due to rounding, n=160
Data Source: CMSi online survey

Forty-one percent of responding campus administrators reported using self-selected observation tools. Slightly fewer (37%) indicated they rely on the district's walk-through protocol. However, 23% stated they do not use a formal walk-through protocol. During interviews, campus administrators described using a combination of tools—including campus-developed forms, T-TESS rubrics, and informal classroom checks—often tailored to campus-specific goals and initiatives.

- "[We] use 5x5 forms, which follow campus initiatives. It is our quick walk-through form. I use the Get Better Faster framework as part of this tool to give feedback to teachers."
- "We have our walk-through form. I am in the classrooms 4-7 times a week. [The administration team] meets every Monday, and we decide what to put on the form."

- "[We] sit in PLC to hear [about] planning, T-TESS, and Google Forms (classroom visit form). Check-in for 3-5 minutes on things that are campus-focused. The teacher also gets this form for immediate feedback. This is different by building"
- "We use T-TESS with T-TESS forms, campus-based walk-through forms, Learning Walks with district forms, and content area walk-throughs to ensure alignment within each content area curriculum."

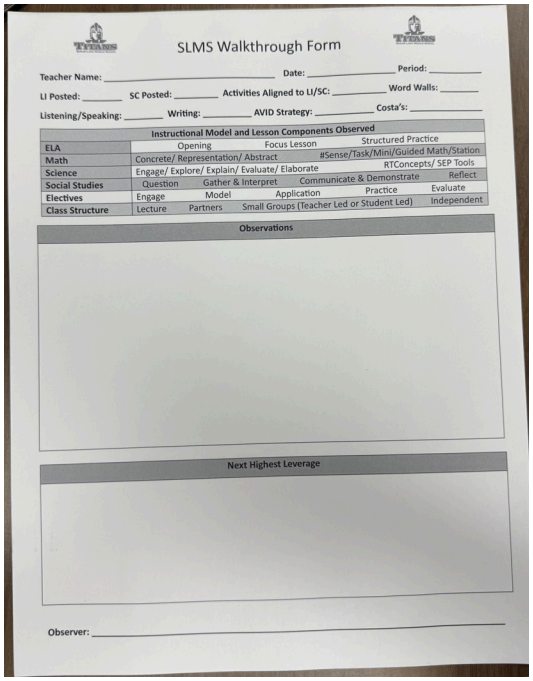
Auditors reviewed multiple campus-developed protocols and found that campus leaders had independently designed or adopted most to address specific school-level goals. While some protocols align with instructional best practices, such as lesson clarity and student engagement, others focus on compliance-based observations or environmental expectations.

This variation contributes to inconsistent curriculum delivery across classrooms, making it difficult to ensure that all students receive instruction that prepares them to meet grade-level standards. As one campus administrator put it, "[I don't use] one source of data [for decision making]. I have to consider everybody's temperament. What does the data say? What pressures do I have today? I have to take in all of these sources of information to make adjustments based on the needs of the students and parents."

Many means can and should be used to monitor instruction, such as formal and informal classroom walk-throughs, PLC meetings, reviewing assessment data, and analyzing student work. However, using multiple approaches to monitoring requires a coherent philosophy and protocol guidelines empowering campus administrators to use systems meaningful to their campus needs, and producing an accurate snapshot of daily instruction. A unified but adaptive approach can ensure that all aspects of instruction are monitored, and that the data collected are being used effectively to improve instruction.

Unclear Roles and Responsibilities for Monitoring

A school system is responsible for determining who is involved in monitoring instruction. Details about who is accountable should be articulated in job descriptions, administrative regulations, and district-documented protocols to ensure that monitoring instructional delivery is a tightly-held expectation (see **Finding 1.1**, **Exhibit 1.1.1**). In the absence of defined accountability, the responsibility for ensuring high-quality instruction becomes diffuse, increasing the likelihood that gaps in implementation go unnoticed and unaddressed. Auditors reviewed policy, the District Learning Walk Overview document, and job descriptions of instructional leaders at the district and campus levels for responsibilities related to monitoring.


SLMS Walkthrough Form

Teacher Name: _____ Date: _____ Period: _____

LI Posted: _____ SC Posted: _____ Activities Aligned to LI/SC: _____ Word Walls: _____

Listening/Speaking: _____ Writing: _____ AVID Strategy: _____ Costa's: _____

Instructional Model and Lesson Components Observed					
ELA	Opening	Focus Lesson	Structured Practice		
Math	Concrete/ Representation/ Abstract		#Sense/Task/Mini/Guided Math/Station		
Science	Engage/ Explore/ Explain/ Evaluate/ Elaborate		RTConcepts/ SEP Tools		
Social Studies	Question	Gather & Interpret	Communicate & Demonstrate		Reflect
Electives	Engage	Model	Application	Practice	Evaluate
Class Structure	Lecture	Partners	Small Groups (Teacher Led or Student Led)		Independent

Observations

Next Highest Leverage

Observer: _____

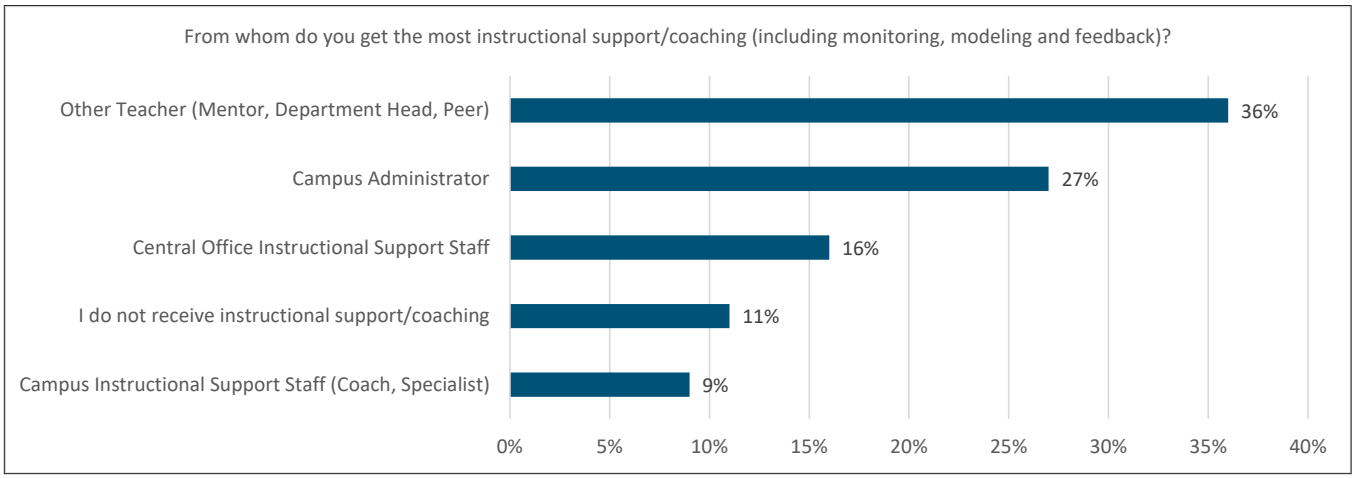
Walk-Through Form Used at Sugar Land Middle School

Auditors found limited evidence that monitoring responsibilities are clearly defined in job descriptions or other administrative documents. For example, while principal and associate principal job descriptions reference campus leadership and staff development, they do not explicitly include responsibilities for monitoring instructional delivery.

Deans of Instruction are expected to conduct walk-throughs; however, the scope and purpose of these walk-throughs vary widely across campuses. Additionally, instructional coaches and central office staff are identified as support personnel, but their roles related to classroom observation are described in vague or general terms, lacking specificity about their monitoring duties.

To determine perceptions about who is involved in monitoring the delivery of curriculum, auditors asked teachers who provides monitoring, modeling, and feedback support. Responses of the teacher respondents to this item are illustrated in the next exhibit.

Exhibit 3.3.3: Teacher Perceptions of Who Provides Instructional Support

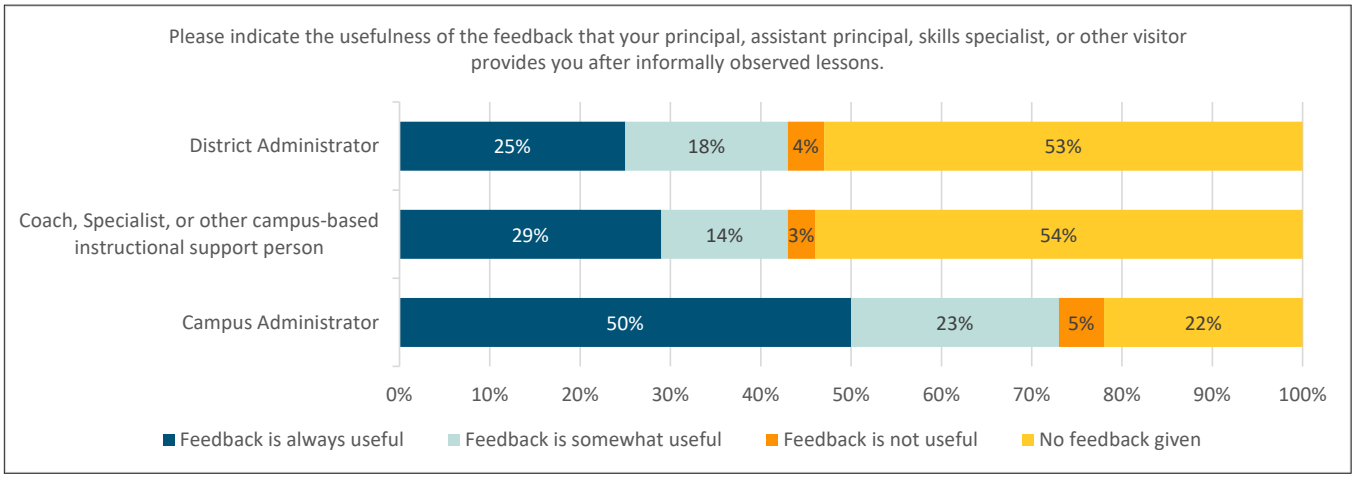


Note: Some totals do not equal 100% due to rounding, n=552
Data Source: CMSi Online Survey

Over one third (36%) of respondents reported other teachers were their primary source of instructional support. Comments included with this item indicate that Professional Learning Community (PLC) planning groups are responsible for much perceived peer support. An additional 27% of respondents stated that campus administrators provide the most instructional support, although 6 of 64 comments on this item stated their campus administrators were not helpful. Central office instructional support staff and campus specialists and instructional coaches, collectively, were named as primary sources almost as often as campus administrators (35%). Interestingly, campus coaches and specialists were the least frequently cited, with 9% of respondents naming them as primary sources of support. Auditors postulate this may be related to staffing patterns, as the few comments mentioning these positions were positive.

In a related survey item, teachers were asked to report the quality of feedback provided after an informal observation or walk-through from campus and district leaders. The next exhibit illustrates the survey responses.

Exhibit 3.3.4: Teacher Perceptions of the Usefulness of the Feedback Provided After Informal Observations



Note: n=550
Data Source: CMSi Online Survey

Half the teacher respondents (50%) reported campus administrator feedback is always useful, and another fourth (23%) reported it is somewhat useful. Considerably fewer respondents reported useful feedback from coaches and specialists with a total of 43%. The usefulness of district administrator feedback was rated about the same as coaches and specialists. Interestingly, 54% of respondents said coaches and specialists provided no feedback. This is likely due to their limited presence in classrooms (see **Exhibit 3.3.6**).

As reported earlier in this finding, auditors found no documented evidence of roles and responsibilities associated with the campus-selected monitoring protocols. In the absence of a clear delineation of responsibility, monitoring is driven by individual interpretation, leaving accountability diffused and inconsistent across the system.

The lack of clarity around roles and responsibilities for monitoring instruction was highlighted during campus and central office interviews.

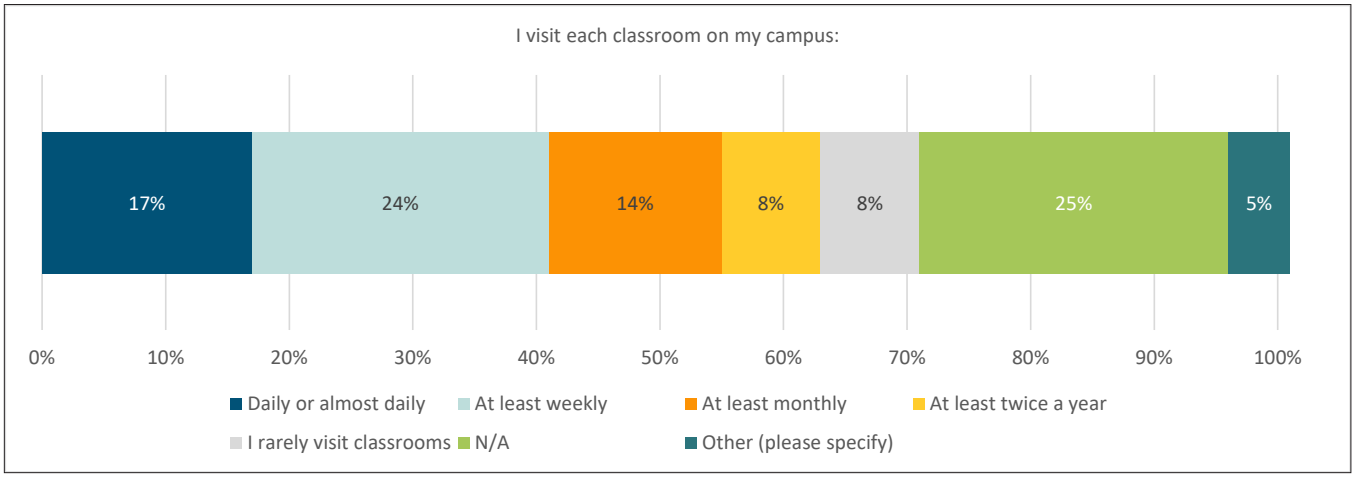
- "Teaching and Learning Department staff give great feedback when they come to our campus. They are amazing, but that department doesn't have the manpower to support us like we need." (Campus Administrator)
- "The Organizational Development Department owns the process of the learning walks, but a good number have never been principals." (Central Office Administrator)
- "Principals are spending a lot of time on compliance documents and not enough time providing feedback to teachers." (Central Office Staff)

In large districts, campus needs may vary widely, and as the instructional leaders, campus administrators are the logical point monitors for whether curriculum is being effectively delivered. However, given the large number of teachers on each campus, non-evaluative monitoring by coaches and peers can provide valuable assistance if the input they give is aligned with best practices and district/campus priorities, and the body of data they collect is vetted for reliability and clarity. District guidelines that bring clarity to roles and responsibilities related to instructional monitoring establish the essential foundation for such a system.

Inconsistent Frequency of Classroom Monitoring

The frequency of instructional monitoring varied widely across campuses, with no central expectation or minimum requirement. In an online survey, Fort Bend ISD campus administrators were asked about the frequency with which they visit classrooms on their campus. The next exhibit shows how respondents answered.

Exhibit 3.3.5: Campus Administrator Perceptions of the Frequency of Classroom Visits



Note: Some totals do not equal 100% due to rounding, n=196
Data Source: CMSi Online Survey

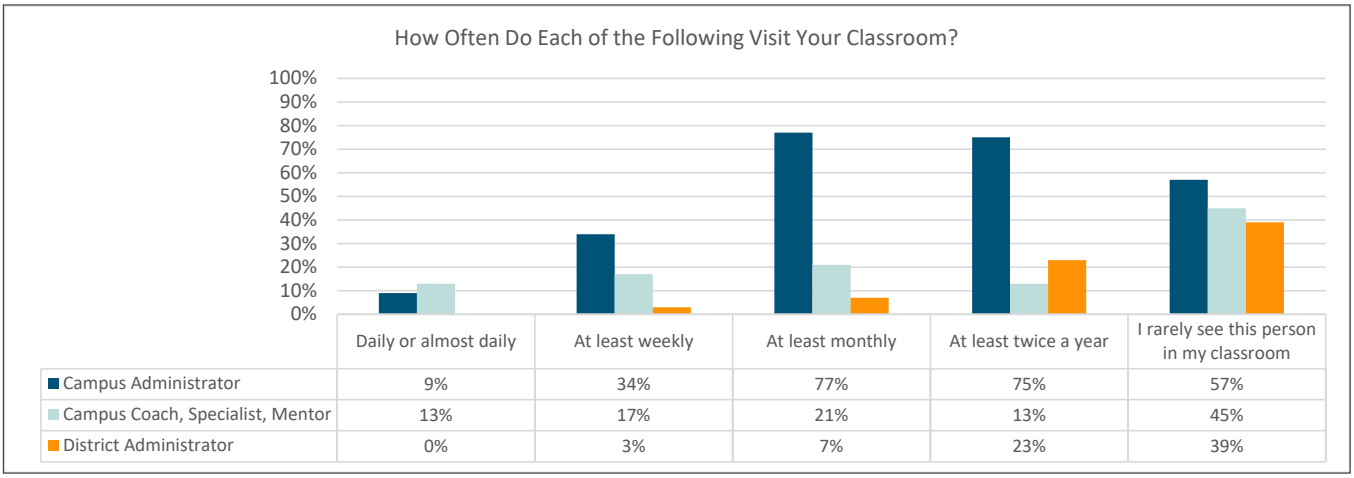
According to the online campus administrator survey responses, 41% of campus administrator respondents reported visiting each classroom weekly or more often, and 14% indicated that they visit at least monthly. However, 8% said they visited twice a year, and another 8% said they rarely visited classrooms. Auditors noted that a full 30% of respondents marked N/A or Other, indicating this was not part of their job assignment.

During interviews, some campus administrators described routine walk-through schedules (e.g., "5x5 forms," "Eight visits per week"), while others acknowledged that compliance tasks often compete with time for instructional observation.

- "Every administrator has to do five walk-throughs a day. It's a practice for our school."
- "[We use a] 5-minute walk-through form. Ask each admin to go into 8 classrooms a week to do the 5-minute form."
- "We have 3 administrators and 86 classes, so we're not able to give specific feedback to teachers."
- "I visit classrooms within my T-TESS area at least once a month. As for other classrooms, at best, once a year."

Fort Bend ISD teachers were also asked how often campus and district leaders visited their classrooms. Teachers' perceptions regarding frequency of campus administrators visiting their classrooms differed somewhat from those of campus administrators.

Exhibit 3.3.6: Teacher Perceptions of the Frequency of Administrators' Classroom Visit Frequency



	Daily or almost daily	At least weekly	At least monthly	At least twice a year	I rarely see this person in my classroom
Campus Administrator	9%	34%	77%	75%	57%
Campus Coach, Specialist, Mentor	13%	17%	21%	13%	45%
District Administrator	0%	3%	7%	23%	39%

Note: n=552
Data Source: CMSi Online Survey

According to the respondents, campus administrators are the most frequent visitors to classrooms. Teacher respondents (43%) generally agreed with administrators (41%) who said they visit each classroom daily or at least weekly. However, 77% of the respondents indicated their principal visits at least monthly, and 75% said their administrator visits at least twice yearly; this is much higher than the campus administrators self-report.

In contrast to frequent visits by campus administrators, over half of teacher respondents (57%) indicated they rarely see central office administrators, and 45% reported instructional coaches rarely visit their rooms. Teacher comments on the frequency of monitoring indicated some get administrative visits only for T-TESS evaluations.

Guidance on how the frequency of instructional monitoring is determined in the Fort Bend ISD is not evident. References to instructional monitoring frequency were not found in district or campus improvement plans or other documents, and auditors heard no comments from campus leaders regarding how decisions about monitoring frequency are made on their respective campuses. The absence of guidance leaves frequency dependent upon leadership and staff commitment to being in classrooms in an era when campus management duties can easily take precedence over instructional leadership, potentially reducing the valuable impact of instructional monitoring.

Limited Use of Monitoring Data for Instructional Improvement

Monitoring instructional delivery serves three essential purposes. First and foremost, it is a primary source of information on professional development needs. When correlated with student achievement, monitoring can also pinpoint both implementation fidelity issues and gaps in the written curriculum.

According to the District Learning Walk Overview document, Learning Walk teams use an observation tool to collect evidence of the implementation of district instructional priorities. The Learning Walk tool allows participants to capture feedback across 22 possible domains. After the observation tool is submitted digitally throughout learning walks, a data dashboard is updated in real-time to provide

trend data across campuses for use by multiple district departments and campus leaders. Although the district has developed a real-time dashboard that compiles Learning Walk data, auditors found minimal evidence that this data are systematically used to inform decisions at either the district or campus level. Campus and central office leaders reported that data from walk-throughs are sometimes shared in faculty meetings or PD sessions, but the feedback loop to teachers is often weak or delayed. As a result, teachers may not receive timely or actionable feedback necessary to adjust instruction, limiting opportunities to close achievement gaps. The lack of systematic data use also limits alignment between instructional monitoring outcomes and strategic planning initiatives, reducing the coherence of district improvement efforts.

The following comments were typical of those noted during interviews with central office and campus administrators:

- We talk about what we saw [in walks], and there's no follow-up." (Central Office Staff)
- "There hasn't been a system of checks and balances when it comes to instruction." (Central Office Administrator)
- "Learning walks are more like a checkbox. Feedback I'd like to offer is that they could go away. I can't remember all of the focus areas. Teachers feel very judged in the 15 minutes they are observed." (Campus Administrator)
- "The feedback generally happens at the end of the walk when there is a debrief with the principal. There is a trickle-down effect, with feedback provided to the principal first. I have not seen major shifts based on the feedback from those walks." (Central Office Administrator)

Despite these reactions to district-based Learning Walks, 75% of campus administrators responding to the online survey agreed or strongly agreed with the statement, "I have adequate assistance from central office personnel in supporting effective instructional delivery in my school (e.g., monitoring, providing feedback and correction, addressing problems)."

No central coordination of data collected through campus-based observation protocols and walk-throughs was in place at the time of the audit, and use of campus-based monitoring data varied across campuses. One campus administrator stated, "Data is used to pinpoint weaknesses and build PD around that data. Teacher leaders who are strong will provide differentiated PD to others." Others alluded to use of collective walk-through data to determine PLC-based professional development, but no established processes for such were presented to auditors. Given the relatively high rating teachers placed on the usefulness of administrative observation feedback, auditors concluded that individual teachers are benefiting, but that systems for assembling trend data for use in targeted professional development efforts are not well-developed.

Summary

The lack of a unified monitoring framework establishing purpose, process guidelines, and protocols, along with unclear accountability as to who monitors for what and how often, coupled with uneven data use hinder the district's ability to ensure consistent implementation of its instructional model and equitable access to high-quality teaching. Without system-wide coherence in monitoring practices, the district cannot fully leverage the power of observation data to improve teaching and learning. The district needs written guidelines that provide direction and parameters for processes and decision making regarding instructional monitoring. (See **Recommendation 3.**)

Finding 3.4: Design and delivery of services for English language learners do not promote maximum English language acquisition for all emergent bilingual students or comprehensive and equitable access to the district curriculum and all programs and services.

Effective school districts ensure the unique and challenging needs of their emergent bilingual (EB) students are met by carefully designing and delivering a comprehensive English language learner program based on a plan that includes not only strategies, goals, and objectives, but also processes and protocols to ensure EB students have comprehensive access to the core curriculum. To accomplish this, the plan should be founded in research and have clearly defined outcomes that are monitored by teachers for student progress both in English language learning and mastery of content by teachers who are highly trained to integrate both language acquisition and cultural sensitivity into their content area. Second language acquisition is a complex process, and while specifically trained teachers are required, there must be a partnership with content area teachers so that effective instructional strategies are implemented to support emergent bilingual students in every class.

To determine the quality of the Fort Bend ISD emergent bilingual program, auditors examined board policies, enrollment data, student performance reports, the 2023-24 Bilingual and ESL Program Evaluation, a calendar of professional development from the Multilingual Services Department, district budgets, other documents related to the dual language program, and district and campus improvement and action plans. They also interviewed stakeholders and conducted surveys of administrators, teachers, and parents. During classroom observations, auditors looked for evidence of language-rich interactive classrooms and use of language acquisition strategies.

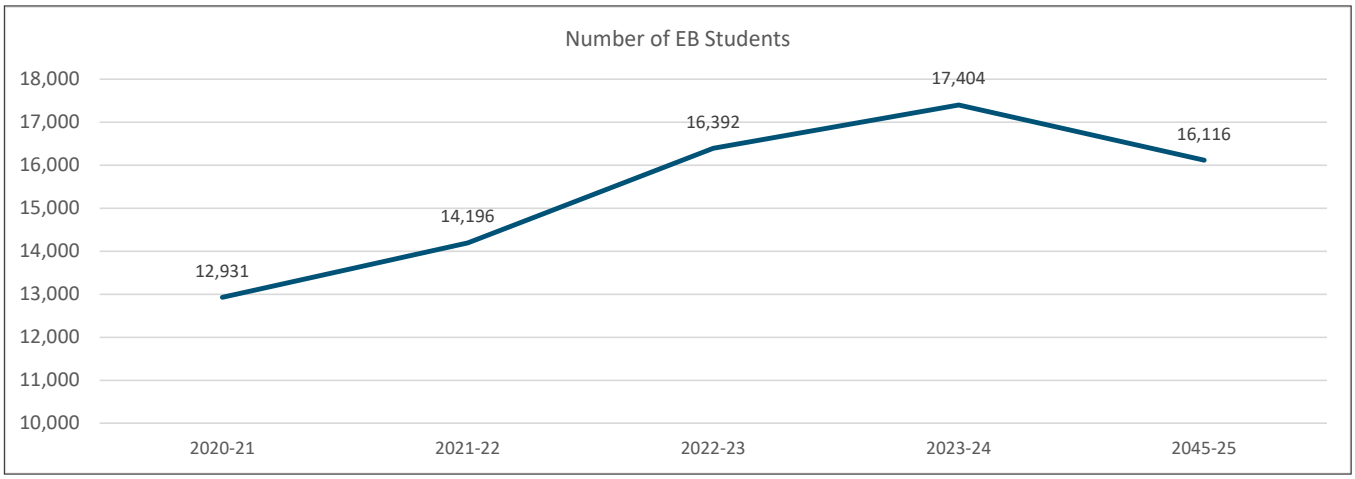
Auditors expected to find a robust program with measurable objectives supported by clear processes with language acquisition strategies fully integrated into the district curriculum and highly trained teachers ensuring all EB students receive high quality content instruction in addition to extensive language enrichment. Auditors found some elements of effective program planning, but inconsistent classroom implementation of effective strategies and evidence of inequitable access to the curriculum.

Some direction for emergent bilingual philosophy and planning was found in board policies (see **Finding 1.1**, **Exhibit 1.1.5**). Specifically, *Board Policy EHBE(LEGAL)—Special Programs: Bilingual/ESL* provides the foundational federal and state mandates for programming. The policy requires identification and placement in the appropriate services designed to increase English proficiency and academic achievement, defines the service models and requirements regarding program services for emergent bilinguals, and mandates that English learners participate with their English-speaking peers and be given meaningful opportunities to participate fully with other students in all extracurricular activities. Other policies and administrative guidelines expand on this policy, and some planning documents mention EB learners. However, there is no comprehensive written program plan encompassing all aspects of the EB program.

Program Description

The number and percentage of EB students in Fort Bend ISD has increased steadily over the past four years. The following exhibit illustrates changes in EB enrollment.

Exhibit 3.4.1: District EB Enrollment Trends School Years 2021-2025

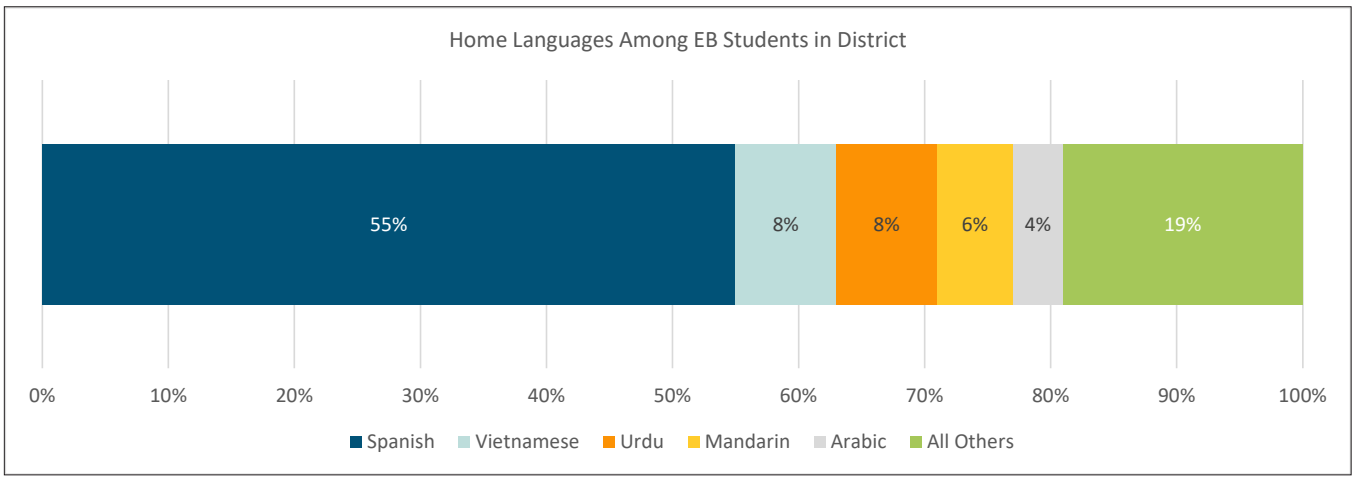


Data Source: District-provided data

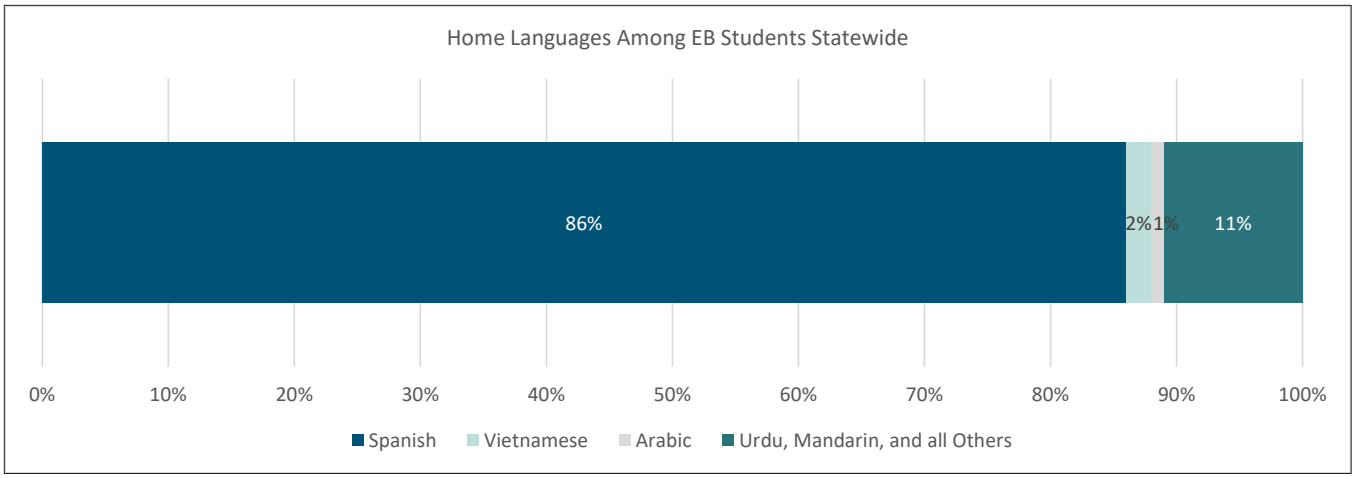
The Fort Bend ISD emergent bilingual student population increased by 4,473 students from the 2020-21 school year through the 2023-24 school year, then declined by 1,288 students for the 2024-25 school year. Over 100 languages and dialects other than English are spoken by district students. The percentage of EB students increased from 17% in 2020-21 to 20% in 2024-25.

Auditors next compared the current percentages of different home languages to state averages. Results of this analysis are shown in the following exhibit.

Exhibit 3.4.2: District Home Languages Other than English



Data Source: District-provided data



Data Source: Texas Education Agency Fact Sheet

Fort Bend ISD prides itself on being one of the most diverse school districts in the state. Among EB students in Fort Bend ISD, Spanish speakers comprise the largest group (55%), followed by Vietnamese (8%), Urdu (8%), Mandarin (6%), and Arabic (4%). All other languages combined comprise 19% of district EB students. Languages other than Spanish total 45%, presenting the challenge of meeting the needs of students speaking many languages and dialects.

By comparison, the 2023-24 TEA fact sheet reports that the home language of 86% of bilingual students in the state is Spanish, Vietnamese for 2%, Arabic for 1%, and for all other languages combined 11%. These data confirm that Fort Bend ISD has a larger percentage of non-Spanish EB students than is typical in Texas. Focusing primarily on Spanish-speaking students will not adequately serve the district's EB population.

Program Service Models

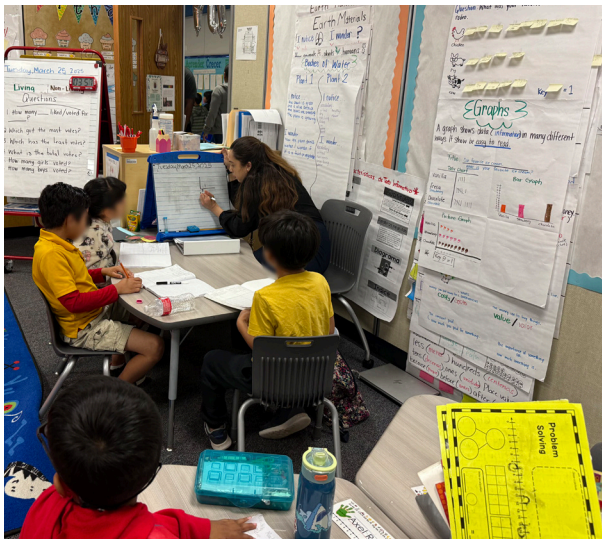
Fort Bend ISD programming for emergent bilingual students includes five service models: the dual language immersion/one-way program model (for Spanish) in PK-grade 3; the transitional bilingual/early exit model (for Spanish) in grades 4 and 5; English as a second language (ESL content-based program model); English as a second language (ESL pull-out program model) and Sheltered English.

The dual language immersion/one-way program refers to a bilingual/bi-literacy program model. The goal of one-way dual language immersion is for students to attain full proficiency in both English and Spanish. The program is currently offered at 11 elementary schools (Fleming, Armstrong, Burton, Jones, Heritage Rose, Goodman, Holley, Mission West, Ridgegate, Ridgemont Early Literacy Center, and Townewest). The transitional bilingual/early exit program model (for Spanish) in which the goal is for students to use their primary language as a resource while acquiring full proficiency in English, is currently offered in grades 4 and 5 but will be phased out by the 2026-27 school year and replaced by the one-way dual language program model.

English as a Second Language (ESL) programming is offered at every school in Fort Bend ISD. Unlike the dual language model, the goal of ESL is limited to obtaining English proficiency without regard for maintaining or increasing proficiency in the home language.

Three variations of ESL models are currently used. The ESL/content-based program model is an English acquisition program that serves EB students through English instruction by a content teacher who is also certified in ESL. This model is less prevalent in Fort Bend ISD as it requires that all core content teachers serving EB students are ESL certified.

The ESL/pull-out program model serves students identified as EB through English instruction by a teacher certified in both English language arts and ESL, but only during English language arts and reading classes and not on a daily basis. ESL teachers are itinerate teachers and serve schools that do not have the dual language model. ESL pull-out is the predominant model in Fort Bend ISD.



Teacher Led Small Group Work in Bilingual 1st Grade Class at Ridgemont Elementary School

Sheltered instruction is a teaching approach that focuses on making grade-level content understandable to English learners while at the same time supporting English language development. Sheltered instructional strategies include, among others, using clear and direct, simple language when explaining a concept, using graphic organizers, visual aids, and adapted texts to help students understand the concepts being taught. Sheltered instruction is designed to complement ESL instruction by providing scaffolding in content classes.

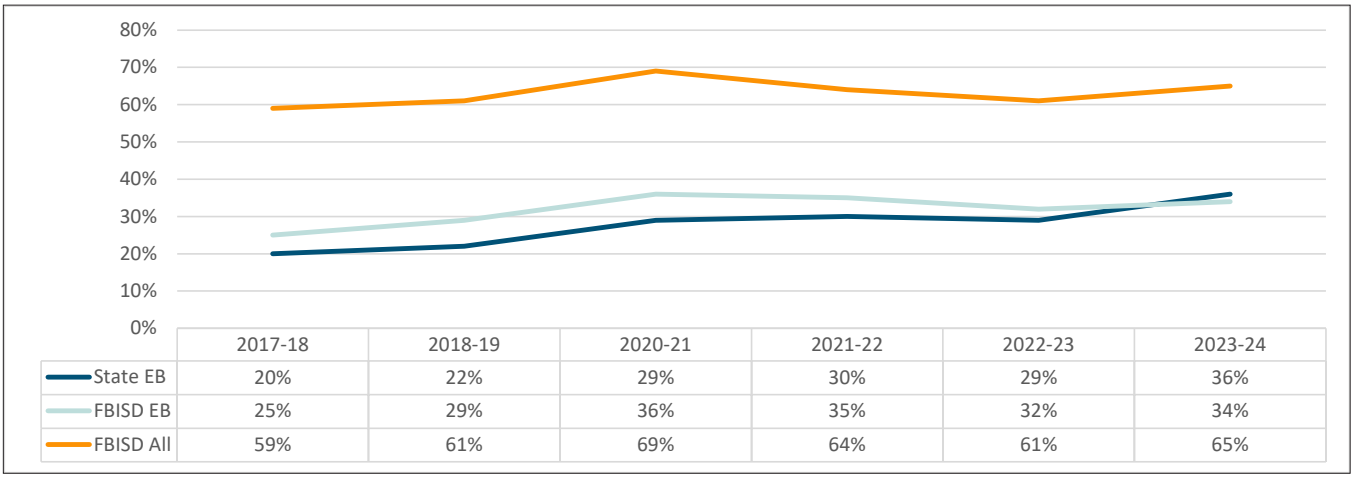
Currently, all program models and teachers are supported by a district staff consisting of a district-level director of multilingual programs, an assistant director of multilingual programs, an EL compliance coordinator, four EL compliance specialists, one district translator, four sheltered-instruction specialists, a secondary bilingual coordinator, an elementary bilingual coordinator, a secondary and an elementary ESL coordinator, a bilingual specialist, and a world language curriculum coordinator.

Campus support is provided primarily by the four central office coordinators, who meet twice per year with their assigned principals and use a department-developed report card to help establish campus language goals. Elementary schools that offer the bilingual program receive the standard bilingual staff allocations. Those elementary schools without the bilingual program are assigned one-half of an ESL specialist, regardless of the number of students served. Middle and high schools share five ESL specialists who collectively support over 5,000 ESL students. As in the elementary ESL program, specialists are assigned to secondary campuses with little consideration for student enrollment, resulting in inequitable support for ESL students across the district. **Exhibit 0.1** demonstrates the need to fully staff and support ESL/EB specialists because of the change in designation on the RDA accountability rating from 'meets requirements' to 'needs assistance.'

Program Impact

The exhibit below shows a six-year (2018-2024) data trend comparing Fort Bend ISD EB students, Fort Bend ISD all students, and the state percentages of emergent bilingual students who scored meets or masters on the English II *STAAR End of Course (EOC*), a key indicator in English acquisition and academic proficiency of learning outcomes in English reading and writing. While the Fort Bend ISD EB program assessment results over time are consistent with state EB results, the program has not proven effective in closing the gap between all students and EB students in the district.

Exhibit 3.4.3: Comparison of EB Student English II EOC Results to State and District Results, 2018-2024



	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
State EB	20%	22%	29%	30%	29%	36%
FBISD EB	25%	29%	36%	35%	32%	34%
FBISD All	59%	61%	69%	64%	61%	65%

Data Source: Texas Academic Performance Report

In 2017-18 Fort Bend ISD emergent bilingual/English learner students outperformed the state on the *English II STAAR EOC* with 25% of students scoring meets or masters. That trend remained consistent until 2023-24 when the district fell slightly below the state EB percentages. As evidenced by the graph above, performance of emergent bilingual students in Fort Bend ISD has trended slightly downward while the overall state performance has trended up. The gap between district EB students and district all students has not diminished over time (see **Finding 4.3**).

The results from the trend data indicate that the performance of emergent bilingual students on the *English II STAAR EOC* has not increased significantly over the years, indicating additional resources and support are required to improve student performance.

Program Design Elements

A well-designed program for any major effort provides the foundation and goals for guiding and benchmarking all delivery efforts. Auditors examined the design of the Fort Bend ISD Bilingual/ESL program using Curriculum Management Audit Center® (CMAC®) criteria to determine the quality of design of the program and services. To be considered of adequate quality, 8 of 11 characteristics (73%) must be met.

Exhibit 3.4.4: Criteria for Design Quality of Programs and Services for English Language Learners (ELL/EB) with Auditors' Ratings

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence of…	
1. Direction: The governing board has placed into policy an expectation that programs and services for ELLs will be designed and delivered in ways that allow students to meet or exceed all standards for English language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum.	X
2. Reasonableness: The district's plan/program design is reasonable and sufficient in that it has a feasible number of goals and objectives for the resources (financial, time, people) available.	

Characteristics of Quality of Design of District-level Plans for Programs and Services for English Language Learners (ELLs)	Auditors' Rating
3. Comprehensiveness and equal access: The documentation is designed to meet the needs of ELLs throughout the system to acquire proficiency in academic English through focused English Language Development over a reasonable time frame (5-7 years*). The plan provides for students to have full and comprehensible access to the core curriculum through sheltered instruction and/or primary language support. The plan includes an explicit description of the district's instructional models for ELD and sheltered instruction.	P*
4. Rationale: The district has a rationale for the approach used that would be accepted by proponents in the field.	X
5. Student identification and progress: Systems are in place for the identification, placement, and monitoring of progress (in English Language Development [ELD] and content areas) of *each* English Language Learner.	X
6. Organizational capacity: The plan/program design is built on effective staff improvement strategies, particularly in building the capacity of staff to serve the specialized needs of ELLs.	P*
7. Special assistance for newcomers: The plan/program design includes provisions for specialized services and support for students entering the district with virtually no prior schooling in English nor any observable English language proficiency to assist with rapid acquisition of survival English and acculturation.	
8. Translation: The plan/program design outlines a procedure for translating documents, forms, notices, etc., and providing translators as needed for both written and oral forms of communication with parents.	
9. Integration: The programs and services included in the plan for ELL students are aligned to major district-wide goals and priorities as well as to expectations for all students.	P*
10. Budget: Budget planning takes into account the needs of ELLs and assigns appropriate and adequate resources to support the programs and services implemented.	
11. Evaluation: There is a written plan for evaluation of all programs and services for ELLs.	P*
Total Meeting Audit Criteria	**3/11**
Percentage Meeting Audit Criteria	**27%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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Design of the district's Bilingual/ESL programming fully met 3 of 11 criteria (27%), which is less than the 73% required for adequacy. Four characteristics were partially met. Auditors' ratings are explained below.

Characteristic 1: Direction (Met)

There should be a board policy containing an expectation that programs and services for ELL students be designed and delivered in ways that allow students to meet or exceed all standards for English-language proficiency and content area mastery as quickly as possible while providing equal access to the core curriculum. *Board Policy EHBE(LOCAL)—Special Programs: Bilingual/ESL* explicitly states, "The Board believes in developing linguistic competence. The Board is committed to providing a responsive learning environment that addresses students' needs and promotes high academic achievement."

Characteristic 2: Reasonableness (Not Met)

The policies and the program evaluation report contain information that is required to meet this characteristic, including description of the models. However, auditors did not find all elements of a comprehensive program design including measurable goals, objectives, and action plans.

The multilingual education page on the district's website lists the following as strategic goals for the district and department:

- Implement and maintain communication systems
- Build teacher capacity for those who teach language learners
- Build cohesive relationships and partnerships
- Improve the performance of language learners
- Provide best-practices guidelines for PK-12 language learners instruction

In the absence of a comprehensive written plan, auditors looked for evidence of planning that included specific goals, objectives, and action plans. The District Improvement Plan acknowledges that the "results (of test scores) highlight the need for additional language support in content-heavy subjects that require higher levels of academic vocabulary and reading comprehension." There are no corresponding goals or objectives in the district plan that provide a blueprint for addressing the critical issue of adequate attention and funding for the multilingual program. Written goals that are strategic, measurable, attainable, realistic, and time-bound help to clarify, prioritize, and track progress toward those goals.

Auditors reviewed campus improvement plans for all schools, and the majority of those reflected the priorities and goals written in the district plan with no specific priorities or goals for the EB population. Of the 80 plans reviewed, 8 schools had specific goals and strategies for their EB population, and 7 others also included the EB population in their goals, but in a less specific manner. In some campus improvement plans, the EB population was mentioned, but no goals were included, and in others no mention was made of emergent bilingual students. It is incumbent on district administrators to provide resources, focus, and direction to school leaders and teachers to help them effectively serve their emergent bilingual students.

The 2023-24 Annual Internal Program Review report included four recommendations based on the findings in the report, and a corresponding action plan was provided to auditors. However, the action plan lacked specificity about who was responsible for implementation of each activity and what progress has been reported since the plan was written. Additionally, the action plan targeted specific schools and not the entire district. The explanation for targeting specific schools for additional help was that adequate funding and personnel were not available. Six of the targeted schools were also designated as Focus and Measure schools in the district, indicating that district leaders may be creating a plan, including emergent bilingual progress, that will be extended to other schools in the future.

Characteristic 3: Comprehensiveness and Equal Access (Partially Met)

Several policies reference a commitment to equal access to curriculum. In particular, *Policy FB(LEGAL)—Equal Educational Opportunity* states, "A district shall provide equal opportunities to all individuals within its jurisdiction or geographic boundaries." *Policy FB(LOCAL)—Equal Educational Opportunity* expands this statement, "The Board believes that all students can reach their full potential. Furthermore, the District shall provide an educational system that will enable all students to reach their full potential. To this end, the District shall provide equal and equitable access to educational opportunities, including co-curricular and extracurricular activities, for all students."

The 2023-24 Bilingual/ESL Annual Evaluation details the service delivery models employed by the district. The service models offer various degrees of sheltered support and primary English support for English learners. However, important questions for ESL programming were not addressed, such as specific language acquisition strategies teachers are to utilize in sheltered and unsheltered classes that have ESL students, and provisions to ensure that Advanced Academic classes are accessible to EB students with different proficiency levels and that those students receive equitable access to materials, tutoring, and other learning opportunities.

Characteristic 4: Rationale (Met)

Policy EHBE(LEGAL)—Special Programs: Bilingual Education/ESL outlines state requirements, which are posted on the district's website. The district's shift toward dual language has documented, research-based benefits. As described in the Evaluation of the Bilingual/ESL Program 2023-24 report, dual language provides "additive and enriching opportunities providing for EB students to acquire English at no cost to development of their primary language with the added benefit of retaining a strong sense of bilingual and bicultural identity." Other structures of the program design meet generally accepted practices.

Characteristic 5: Student Identification and Progress (Met)

Fort Bend ISD follows legal requirements for assessing, identifying, and monitoring EB students. Placement in the English acquisition program is initially determined by the student's home language survey and results of the *Language Assessment Scales (LAS)*. The *LAS* measures proficiency in English and Spanish and is used to determine which language is dominant. The district uses a variety of assessments designed to measure English proficiency acquisition annually, including the *Texas English Language Proficiency Assessment System (TELPAS*), *Measures of Academic Proficiency (MAP)*, and state summative assessments of English language arts and reading. Campus Language Proficiency Assessment Committees (LPACs) monitor progress of each student at least annually, reviewing grades and further assessment results, including *TELPAS*.

Characteristic 6: Organizational Capacity (Partially Met)

Texas requires that all English Language Arts/Reading teachers serving EB students have ESL certification. As reported in the 2023-24 Bilingual and ESL Annual Evaluation, the district was granted a waiver from the state for 171 non-ESL certified ELA/English teachers who have ESL students on their roster. At the time of the report only 37 of the 171 teachers requiring an ESL waiver from the state had successfully attained their ESL certification.

The district offers a year-long volunteer professional learning opportunity through the Sheltered Instruction (SI) Cadre, in which teachers volunteer to participate in four days annually of intensive training on teaching their content area to ESL students. Approximately 150 teachers have participated, and a number of them have asked for additional training. Some of the teachers who participated have become campus and district professional development presenters.

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Additional training offered through the Multilingual Services Department includes asynchronous Schoology courses, summer professional development opportunities, and training for instructional coaches, campus administrators, and bilingual teachers. However, most of the summer offerings for content area teachers about EB practices are listed as optional. A review of the participation in all courses listed as optional, including but not limited to EB courses, showed only 654 participants.

Auditors concluded that although the district's efforts signal an intent to develop staff capacity, the voluntary nature of related professional development has prevented effective staff growth.

Characteristic 7: Special Assistance for Newcomers (Not Met)

Overall, planning for newcomer assistance is incomplete. The Multilingual Department website has a page that gives general information about a newcomer program, but auditors were not presented with a written plan or procedures for providing specialized support to new students with no English. Rapid acquisition of survival English and basic acculturation is especially important for secondary students who must have multiple teachers daily and must move about the campus on their own.

District job descriptions include a coordinator for newcomer support who reports to the assistant director of multilingual programs. and auditors were told in interviews that an existing director was taking on those duties. However, on the organizational chart, no such position was listed. The job description lists key functions, essential duties, and responsibilities for that position, including parent, family, and community engagement; instructional and post-secondary leadership; responsive services; and program management.

Characteristic 8: Translation (Not Met)

The plan/program design should outline a procedure for translating documents. Limited translation is being provided (see the program delivery section), but no written program design guidelines for translation procedures and resources were presented to auditors.

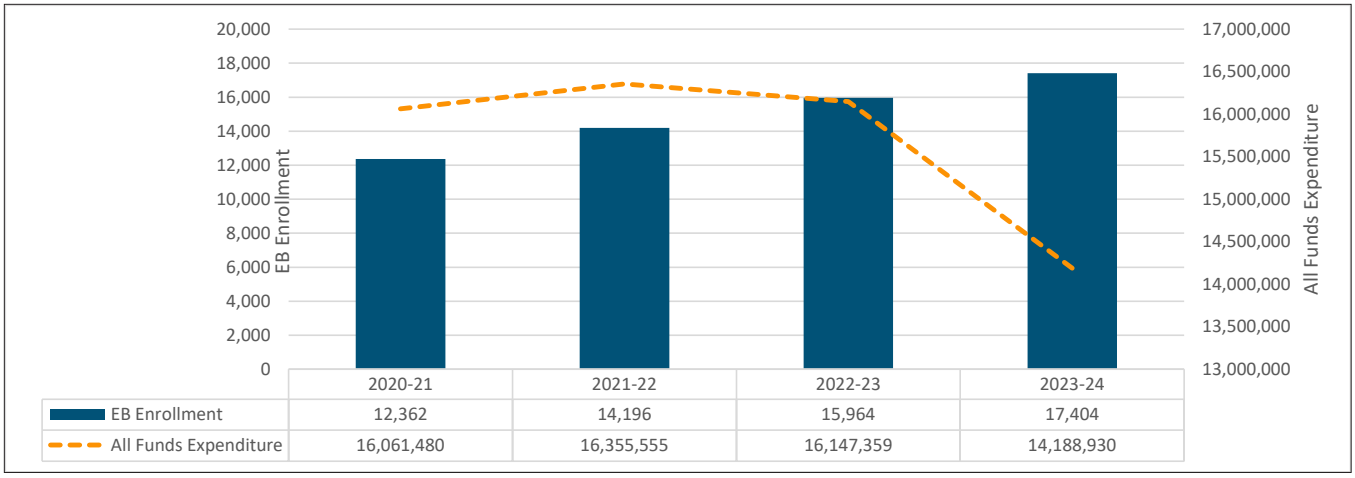
Characteristic 9: Integration with District Goals and Priorities (Partially met)

Auditors reviewed the District Improvement Plan to determine if services for EB students were integrated into other district priorities. English language learners, as part of the student body, are included in the goals of the district. The district plan notes that math scores for Spanish-speaking students are below their non-Spanish speaking peers and states, "This significant gap highlights the need for additional support and targeted interventions for English Language Learners." The section on multilingual student performance includes a similar statement regarding gaps between non-English speaking students and English-speaking students: "These results highlight the need for additional language support in content-heavy subjects that require higher levels of academic vocabulary and reading comprehension." However, there are no corresponding goals or objectives to guide improvement. Thus, although a connection between program services and district goals is implied in both the District Improvement Plan and department program design, the documentation is incomplete and tenuous.

Characteristic 10: Budget (Not Met)

Funding for multilingual programs has not kept pace with increases in the population. The following exhibit shows the EB student enrollment increase compared to the decrease in funding for the program over the last four years.

Exhibit 3.4.5: Enrollment Data Compared to General Fund Budgets, 2020-21-2023-24



	2020-21	2021-22	2022-23	2023-24
EB Enrollment	12,362	14,196	15,964	17,404
All Funds Expenditure	16,061,480	16,355,555	16,147,359	14,188,930

Data Source: www.TEA.tx.gov

The above exhibit depicts that although the population of EB students has increased by about 5,000 students, actual expenditures allocated to the EB program have dropped significantly. After factoring in the state multiplier, the numbers in the exhibit reflect a per student expenditure high of $214 in 2021-22 to a low of $177 in 2023-24. Such a significant decrease in funding, coupled with the significant increase in EB enrollment, seriously hinders the implementation of a viable, progressive EB program. As one teacher mused, "As we openly celebrate being a very diverse district, we simultaneously cut the support to those students; seems counterintuitive. I believe this is harming the growth of our EBs and excluding their families. How can we use diversity as a platform, but offer less support than ever?" Auditors requested an explanation and clarification for the decrease in the budget as demonstrated in the chart above, but that information was not provided.

Characteristic 11: Evaluation (Partially Met)

Board Policy EHBE(LEGAL)—Special Programs: Bilingual Education/ESL requires the district to conduct an annual program evaluation report, including components specified in *Texas Administrative Code 89.1265*. However, the policy does not address a plan for the evaluation process, nor was the process for program evaluation included in department action plans. The district has no corresponding local policy.

Overall, services provided for English learners in Fort Bend ISD include some elements of quality design, but a more comprehensive plan is needed to be considered adequate.

Program Delivery Elements

A quality program design must be tightly linked to quality delivery to achieve the goals and objectives of a district plan. Auditors used the CMAC® characteristics for quality delivery, connectivity, and monitoring of programs and services for English Language Learners to determine the adequacy of the district's program.

The characteristics and auditors' ratings are provided in the following exhibit. Adequacy requires seven of the nine characteristics (77%) to be fully met.

Exhibit 3.4.6: Criteria for Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs) with Auditors' Rating

Characteristics of Delivery Quality, Connectivity, and Monitoring of Programs and Services for English Language Learners (ELLs)	Auditors' Rating
There is evidence that…	
1. **English Language Development (ELD):** Each ELL student receives specific instruction aimed at improving his or her academic English proficiency (oral, reading, writing), and listening comprehension targeted at his or her level of English Proficiency (EPL).	P*
2. **Access to the Core Curriculum**: ELL students have equal access to academic content in the core curriculum through a variety of sheltering strategies employed in the regular classroom (SDAIE or SIOP) and/or primary language support and integration.	P*
3. **Special Assistance for Newcomers:** Students entering the district with virtually no prior schooling in English nor any observable English language proficiency receive specialized services and support to assist with rapid acquisition of survival English and cultural proficiency.	
4. **Connectivity**: Programs and services for ELL students are integrated into the district and schools as a whole; there is minimal duplication of effort; shared data, resources, communication, and ownership for the success of all ELL students supports service delivery; and expectations for ELLs are consistent with those for all students.	P*
5. **Representation in Programs**: ELL students are proportionately represented in specialized programs such as Special Education, Gifted and Talented, Advanced Placement®, etc.	
6. **Translation**: To ensure equal access, translation services are provided for parents for important communications, screenings, meetings, and other situations where parents must make decisions regarding their child's schooling.	P*
7. **Monitoring** Each student's English proficiency level is assessed at least annually; his/her progress through the various levels to redesignation is monitored; assignment to classes and programs is consistent with the student's proficiency in English; monitoring and assistance continue for at least two years after redesignation.	X
8. **Budget:** Budget implementation provides adequate resources to support programs and services.	
9. **Evaluation**: Data are routinely gathered on all aspects of the program for English Language Learners, and modifications at the student, group, or program level are made when needed.	P*
Total Met	**1/9**
Percentage Met	**11%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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Only one (11%) characteristic of quality delivery, connectivity, and monitoring was fully met, and five characteristics were partially met, indicating the district is making efforts to serve EB students, but much improvement is needed.

Characteristic 1: English Language Development (Partially Met)

Fort Bend ISD provides a continuum of support to elementary students, including a PreK-grade 3 one-way dual language immersion program offered in 11 elementary schools. The district is phasing out the transitional bilingual/early exit program that is now offered in grades 4 and 5 and will phase in the one-way dual language program. Dual language programs are recognized as a highly effective means of improving all aspects of English language acquisition over time.

The 2023-24 Bilingual and English as a Second Language Program review reports that the most prevalent model in elementary schools that do not have the one-way dual language option and for middle and high schools is the ESL pull-out program. According to program design documents, at the elementary level the ESL-certified language arts/reading teacher provides English language development through linguistically accommodated academic content instruction. At the secondary level, ESL-certified teachers provide English language development through linguistically accommodated academic content instruction. ESL programming is offered at every school, and the program is designed so teachers use sheltered instruction to ensure equitable access to the curriculum.

Despite the program design, auditors found no evidence that ESL students receive consistent scaffolding and support in content-area classes (see **Findings 3.1** and **3.2**).

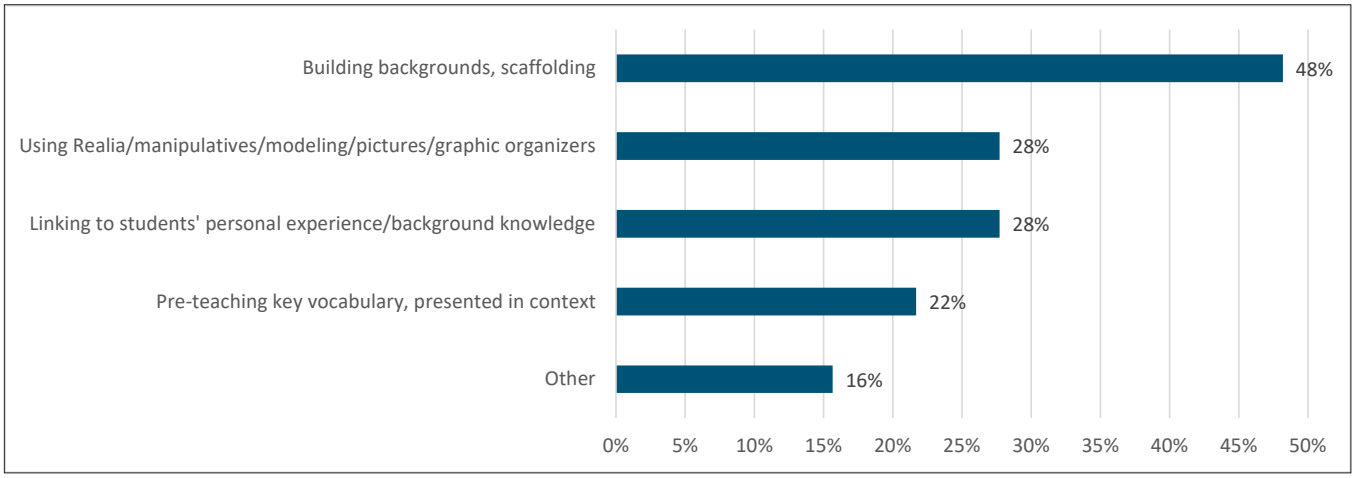
Characteristic 2: Access to the Core Curriculum (Partially Met)

Effectively teaching emergent bilingual students requires a strong written curriculum that clearly defines objectives and provides suggestions for the best approaches and accommodations as well as the resources and materials students may require (see **Finding 2.3**), along with a comprehensive battery of authentic, formative assessments. For many of the home languages in Fort Bend ISD, pre-translated materials are simply not available. In the absence of adequate resources for each language, it is essential that proven strategies for best approaches and accommodations for teaching emergent bilingual students are written into the curriculum and that content area teachers are specifically trained on those strategies and approaches.

Auditors noted the Multilingual Department has attempted to provide equitable access to the curriculum in several ways, including placing in some written curriculum documents embedded English learner supports along with best practices related to sheltered instruction, and linguistically accommodated formative assessment exemplars. The district has also offered professional development related to second language acquisition and scaffolding techniques and has assigned ESL specialists to assist at each campus. (It should be noted that five ESL specialists serve all high schools.) Despite these efforts, not all curriculum documents have embedded assistance, and many content area teachers have not completed the optional training, leading to inconsistent implementation of language acquisition strategies.

Overall, although the program design of multiple types of models suited to language proficiency levels appears to grant full curriculum access, auditors' classroom observations confirm that the design is not being implemented fully and with fidelity. Language objectives were not posted in 88% of classrooms visited, and use of EB-friendly strategies was not consistently apparent. The following exhibits illustrate auditors' observations in EB identified classrooms only. Percentages do not equal 100% because auditors were not limited to one strategy per classroom.

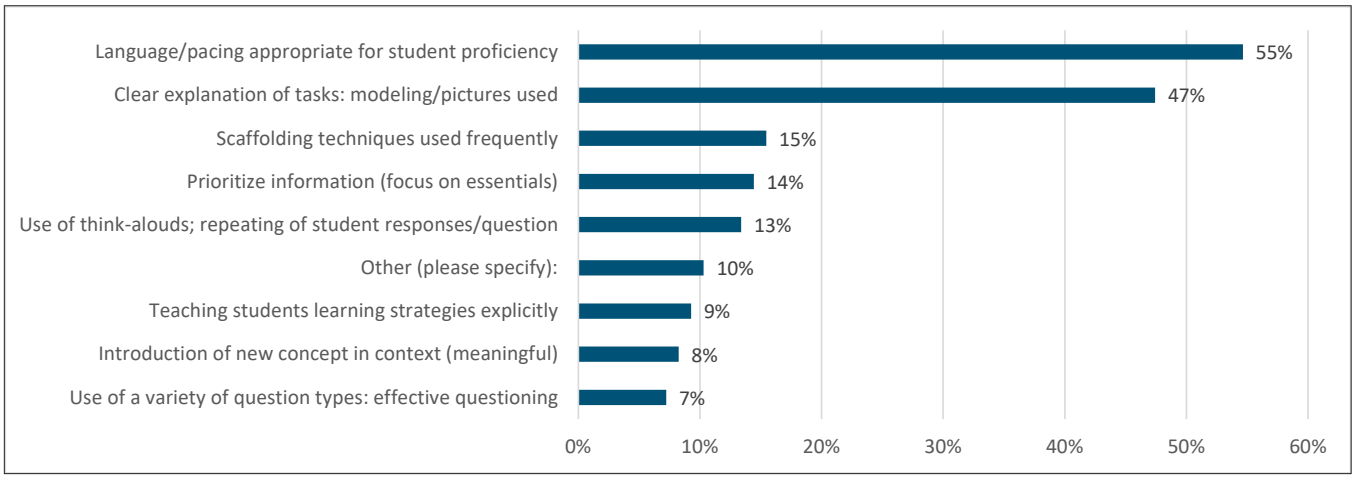
Exhibit 3.4.7: Before Lesson: Emergent Bilingual Strategies Observed in Bilingual/ESL Classes



Data Source: Classroom Observations

Auditors looked for and documented effective instructional strategies observed while teachers were introducing the lesson or activity in 83 identified-EB classrooms. In almost half (48%) of these cases, auditors observed teachers building backgrounds and/or scaffolding. Less frequently seen were using manipulatives, graphics, or organizers (28%) and pre-teaching vocabulary in context (22%).

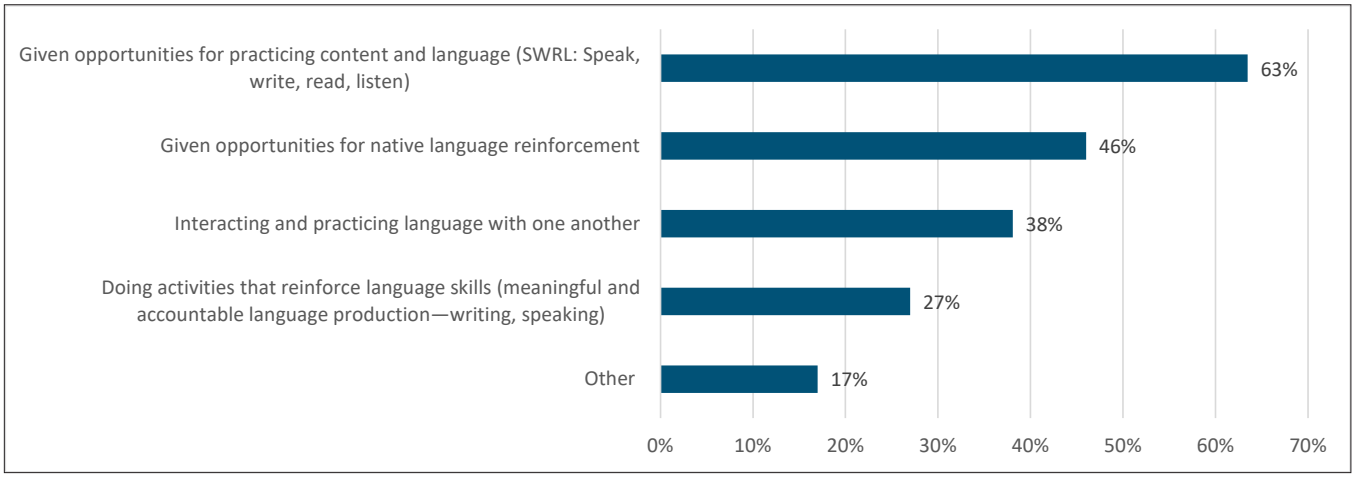
Exhibit 3.4.8: During Lesson: Emergent Bilingual Strategies Observed in Bilingual/ESL Classes



Data Source: Classroom Observations

In 97 EB-identified classrooms, auditors observed teacher activities during portions of the lesson excluding the introduction and closing. In these rooms, about half the teachers were using language/pacing appropriate for students' level of English proficiency (55%) and modeling or illustration of tasks (47%). Other strategies were used less frequently.

Exhibit 3.4.9: Emergent Bilingual Student Activities During Lesson



Data Source: Auditor Classroom Observation Form

Auditors recorded student activities in 63 EB-identified classrooms observed during the body of a lesson. As the exhibit shows, in 63% of those classrooms students were given opportunities for practicing content and language, but slightly less than half (46%) were given opportunities for native language reinforcement. These observations align with the program design of primarily ESL and bilingual methods. In 38% of observed classrooms, students were interacting and practicing language with one another; but in only 27% of classrooms were students doing activities that reinforce language skills. The low levels of student interaction and higher language practice align with the dominance of whole group teacher-centered instruction and limited implementation of effective teaching strategies reported in **Finding 3.1**.

In summary, the use of language acquisition strategies was higher in EB-identified classrooms than in classrooms overall. However, students in EB-identified classrooms did not consistently have opportunities for reinforcing language skills.

Auditors also looked for evidence of differentiation in all observed classrooms based on student needs, including EB/ESL students. As reported in **Finding 3.1**, the use of differentiation was minimal. EB students frequently require differentiation in process to accommodate language barriers. In 83% of the classrooms observed there was no evidence that the process (how students practice or demonstrate learning) was varied according to student need or preference.

Availability of learning resources is another crucial element to having equitable access to the district curriculum. While some resources are available in Spanish, accessing those resources online is cumbersome, and some are not comprehensive. Robust materials for EB students whose primary language is other than Spanish are not readily available for students or teachers, creating an inequity in educational opportunities. Interview comments referred to this issue frequently. The following examples were typical.

- "For the EB population—we are really feeling the need here the most. Their needs are harder to meet to get them where they need to be. Students are from all over the world so the languages are not predominantly Spanish." (Campus Administrator)
- "If you are asking if we are meeting all second-language learner needs, we are not." (Campus Administrator)

- "We need books to support English language learners in their first language." (Teacher)

Overall, auditors concluded that the infrequency of language strategies in use in content-area classrooms and the lack of primary language materials presented significant inequities in access to the curriculum.

Characteristic 3: Special Assistance for Newcomers (Not Met)

As described in Design Quality Characteristic 7, Fort Bend ISD did not present auditors with a comprehensive plan detailing a newcomer program. Newcomer students at the secondary level receive English for Speakers of Other Languages (ESOL) in lieu of general education English Language Arts, and the district is beginning to work with the Community Services Department to identify possible resources. Periodic EB parent activities are offered at some campuses. However, current services are inconsistent and not linked to a comprehensive programmatic approach.

A series of videos on the district website walks parents through essential information. The videos are in English and can be translated through a separate website, but the process is not user-friendly and requires multiple steps.

Characteristic 4: Connectivity (Partially Met)

Although efforts have been made to form partnerships between Teaching and Learning and the Multilingual Department, there is still a perceived disconnect between the two departments. Surveys and interviews indicate a disconnect also between the district office and the campuses.

- "I think sometimes we ask for boots on the ground help, but we do not receive it. For instance, the Geometry team needs more help with EB students. When I reached out for help, they told me that the teachers should have signed up for PD over the summer." (Campus Administrator)
- "I believe it would be beneficial for the 'new hire' to receive additional training from a colleague in the same position before being placed in a room with no understanding of how things should be done." (Paraprofessional)
- "There needs to be one clear understanding of what effective instruction looks like in elementary, middle, and high school in all content areas and in all programs with equity in the support of each of these. Departments don't talk to each other or plan together, which means we have no cross-curricular learning in our scope and sequences. We are told one thing by one department and then something totally different by another." (Campus Administrator)

Characteristic 5: Representation in Programs (Not Met)

Auditors analyzed district-provided data to determine if EB students were proportionately represented in advanced-level classes and extra and co-curricular activities. According to PEIMS data, emergent bilingual students make up 22% of enrolled students in the district, yet they represent only 8% of students enrolled in advanced-level classes and only 12% participate in extra-curricular or co-curricular activities.

In part, the low participation rates by EB students may be connected to the high rate of economic disadvantage among some immigrant groups. As **Appendix I** shows, in three high schools over 20% of the students are EB. In those three schools, the percentage of economically disadvantaged students ranges from 61-79%. However, as discussed in **Finding 3.5**, equitable access means that participation should not hinge on where a student lives or their family income.

Characteristic 6: Translation (Partially Met)

Attempts at providing translation services are evident. The district website translates content into 104 languages by clicking on a dropdown menu at the top of the page. The district provides a flyer to parents about where to locate resources, including translation services through local colleges and churches. Auditors were told in interviews that the district utilizes some of these church-based services for translation during parent meetings, but that not all languages are available. Parents and students are given directions on how to access Skyward Family Access through Google Chrome to view attendance, grades, schedules, and calendars. Fort Bend ISD has a district Spanish translator and a process for getting documents translated through that person; however, the process takes time, and requests must be made well in advance.

Auditors acknowledge the inherent difficulty in finding in-person translators for so many languages, but with over 40 colleges and technical schools in the Houston metropolitan area, multiple agencies and businesses that work internationally, and a large immigrant population, additional partnerships can be formed to gain access to more available translators and tutors to benefit Fort Bend ISD students and parents.

Character 7: Monitoring (Met)

Each EB student is assessed multiple times a year through *TELPAS*, *MAP*, and *STAAR*. *TELPAS* assigns scores in listening, speaking, reading, and writing, and those scores are reviewed by the Language Proficiency Assessment Committee (LPAC) meetings at least annually, with service placement decisions made based on needs identified through the assessments. That committee continues to review academic progress of those students until two years after they score out of the EB designation.

Characteristic 8: Budget (Not Met)

Budget implementation provides both human and materials resources needed to operate a successful program. Allocations for the support of EB/ESL students are assigned based on state requirements and on district-level funding decisions. The state provides support through standard allocations of positions based on the number of students served. State and Title III federal funds are allocated for staffing for instructional specialists and for materials and supplies for the program. Fort Bend also receives Title II funds, which are designated for professional learning for teachers and administrators; however, the Title II funds are limited, do not specifically target the EB/ESL program, and must be used to serve all instructional personnel.

Despite the state and federal funds, staff numbers and deployment are areas of inequity in terms of access to the curriculum. The state funds basic standard allocation requirements, but additional support for EB students is determined at the district level. No formula for how the multilingual department allocations are made was provided to the auditors.

Standard allocations are designed to provide equality, rather than equity. For elementary bilingual schools, the standard allocation includes one bilingual intervention teacher per campus, one bilingual aide per campus, one teacher at the full-day program pre-K level, and an itinerant bilingual special education teacher. Staffing decisions on other campuses, including ESL teachers, ESL compliance aides, and ESL specialists, are determined by the district multilingual department. At the secondary campuses, the number of ESL teachers, ESL compliance aide, and ESL specialists are all determined by the district multilingual department based on budget considerations.

Adequate staffing to meet the needs of EB students are concerns of parents, teachers, campus administrators, and central office administrators.

- "Staffing guidelines are issues. Everybody gets half of a Math Intervention teacher and EB specialist regardless of the amount of students." (Central Office Administrator)
- "Equity in programming is an issue. If we are going to have the programming… Then give us additional personnel." (Campus Administrator)
- "My child does not get what he needs because the district does not provide any support other than an EB specialist who works at two campuses and services 600 children. No one is getting what they need." (Parent)

The lack of material resources for EB students (particularly non-Spanish English learners) also creates an equity issue. Comments related to this were less specific, but still noteworthy.

- "We need to improve how we help students with EB backgrounds… We have 400 [EB] students in general education classes, and it cannot be one-size-fits-all." (Campus Administrator)
- "Bilingual teachers have limited bilingual language resources such as visuals and manipulatives that target the language objectives." (Teacher)
- "The curriculum resources are not the same for every campus." (Teacher)
- "Please do better with your non-English speaking program." (Parent)

Auditors concluded that overall, budget limitations and standardized thinking have limited the effectiveness of the district EB program.

Characteristic 9: Evaluation (Partially Met)

As described in Design Quality Characteristic 11, an annual program review is required over minimum state criteria, but it does not serve as a comprehensive program evaluation. The only follow-up document provided to auditors was a basic action plan, which did not specify goals, objectives, and evaluation timelines.

Overall, district practices surrounding the EB program prevent effective implementation of the program design and are inconsistent. A disconnect is evident among teachers, campus administrators, and central office administrators related to perceptions and prioritizes regarding needs and the quality of classroom experience.

Summary

In summary, auditors found the program for emerging bilingual students does not incorporate all the essential design and delivery elements of an effective program that would provide consistent support to teachers as they plan and deliver instruction for all English learners across the district. Of particular concern is the absence of adequate materials and human resources to ensure Fort Bend ISD emerging bilingual students have the opportunity for full participation in the district curriculum regardless of their home language. Heavy reliance on the ESL model and lack of fully qualified teachers for this population further limits access to the curriculum. Cooperative planning among departments and support for the goals of the program are needed to create equity and a reliably high level of achievement among EB students. (See **Recommendation 3.**)

Finding 3.5: Historical problems with equitable access to curriculum, instruction, and resources persist, negatively impacting multiple groups of students.

High performing districts pair a commitment to success for all learners with intentional policies, plans, and program implementation. Although equality is valued in terms of individual worth, equity is valued in terms of resource distribution to ensure that all students have a truly equal opportunity to achieve without regard to the student's economics, neighborhood, gender, ethnicity, disability, or English language proficiency. If equitable access to the curriculum and other learning opportunities, such as co-curricular and extra-curricular activities, is not available for sustained periods, the impact can be lifelong, with reduced learning and achievement leading ultimately to less capable and less productive adulthood.

Equal means "exactly the same," and the audit refers to a lack of equality as an inequality. Equity is the allocation of resources based on need with the intent to "level the playing field" for learners, that is, to honor the principle of "consideration of various differences." Equity is necessary to establish fairness for certain groups, including the economically disadvantaged and those who learn differently. When considering equity and equality, if the resources provided to students are not equal, but the needs of all students are the same, inequality exists, but if the need of some groups is greater, equality of resource distribution becomes an inequity.

One indicator of equity is proportionality ,which means that if true equity exists, then ethnic, gender, and socioeconomic groups should be represented in approximately the same proportion within designated programs as in the total enrollment. The inverse, disproportionality, is an indicator of inequity. Disproportionality can be seen in overrepresentation or underrepresentation. Both can inadvertently reduce a student group's access to the district curriculum, as well as limit opportunities to learn and participate with peers in school activities. For example, if Hispanic students are overrepresented in disciplinary actions, they may miss more days of instruction than other groups. If economically disadvantaged students are underrepresented in advanced courses, they may not have the opportunity to be as prepared for college and career success as wealthier peers.

Inequality and inequity can be manifested in design or delivery of programs. Inequality or inequity due to statute or policy is considered a design issue. More common is inequality or inequity created through practice (typically inadvertently), which is considered a delivery issue. Delivery-based equity issues are often found in three categories: student expectations, identification/participation rates, and resource allocation. Design and delivery barriers can be equally devastating to the success of all students. Therefore, districts must be proactive in both preventing and removing barriers to equality and inequity.

To assess barriers to curriculum and opportunity access in the Fort Bend ISD, auditors looked for examples of disproportionalities in the areas of expectations, program participation, and resource allocation. They examined multiple sources, including policies, plans, attendance and discipline reports, state compliance reports, previous outside audits and departmental program reviews, curriculum documents, and participation reports. Auditors also interviewed staff at various levels of the organization, conducted classroom observations, and analyzed responses to online surveys of staff and parents.

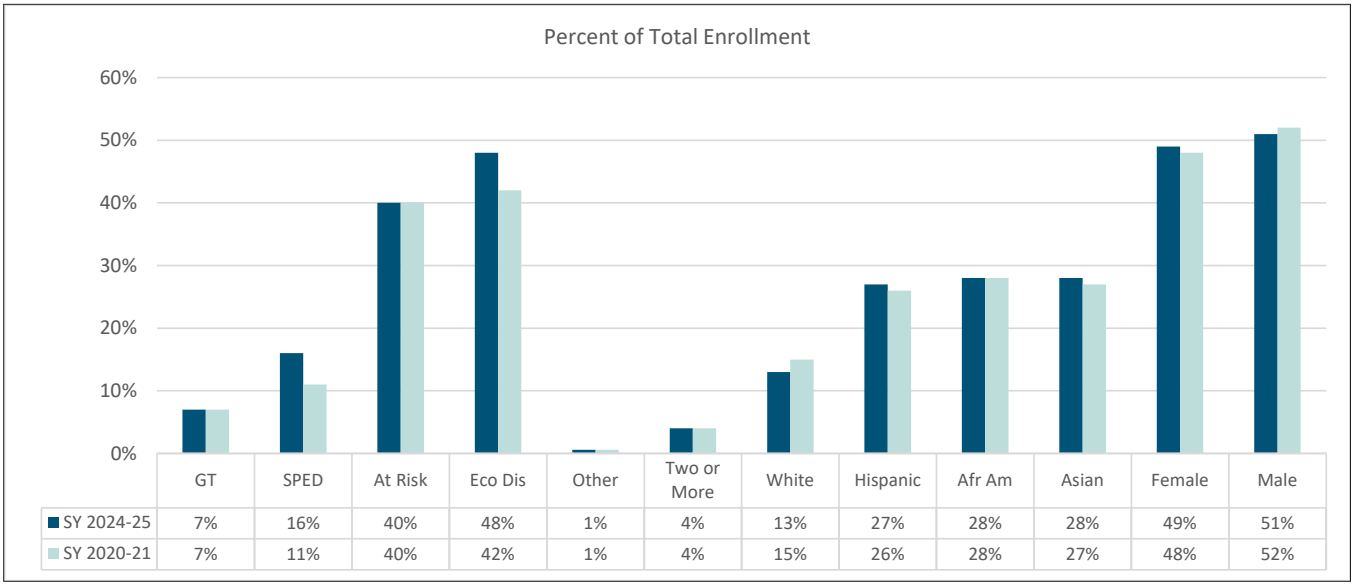
Auditors expected to find written evidence and observed practices indicating clear organizational guidelines for preventing, identifying, and removing design and delivery elements of inequity related to curriculum access and program participation among defined student groups. Auditors found that, although policy states an intent for equity, practices designed to create equality have resulted in inequities. Further,

auditors noted that some of these practices have been cited in previous audits but not fixed, indicating a disconnect in philosophy and practices between what the district says and what the district does.

Several foundational guidance documents outline a district commitment to equity. The district mission statement is to "inspire and equip *all* students to pursue futures beyond what they can imagine" (italics added). As explained in **Finding 1.1**, policies routinely communicate an intent to eradicate bias and discrimination across the district. For example, *Board Policy FB(LOCAL)—Equal Educational Opportunity*, specifies the district will provide "equal and equitable access to educational opportunities, including co-curricular and extracurricular activities, for all students." However, policy does not include a clear definition of the difference between equality and equity, and district goals specific to equity are not part of the strategic or improvement plans. No position in the central office is currently responsible for overseeing equity issues district-wide.

Auditors examined district student demographics for the previous five years and compared the percentage of enrollment for groups in 2021-22 with 2024-25. The following exhibit illustrates the results of this analysis (see **Finding 3.4** for Emergent Bilingual representation).

Exhibit 3.5.1: District Demographics of Selected Groups, 2020-21 and 2024-25



	GT	SPED	At Risk	Eco Dis	Other	Two or More	White	Hispanic	Afr Am	Asian	Female	Male
SY 2024-25	7%	16%	40%	48%	1%	4%	13%	27%	28%	28%	49%	51%
SY 2020-21	7%	11%	40%	42%	1%	4%	15%	26%	28%	27%	48%	52%

Data Sources: TAPR 2020-21 and PEIMS Reports 2024-25 www.TEA.TX.gov

As the exhibit illustrates, the overall percentage representation of ethnic and gender groups has not changed substantially over the last five years. The percentage of White students has declined by 2%, and the percentages of Asian students and students of two or more races have increased slightly (+.8% and + .7% respectively). The percentage of students classified as Gifted/Talented (GT) and At Risk has remained stable. However, there are noticeable increases in the percentages of students identified as Special Education (SPED) (+5%) and Economically Disadvantaged (Eco Dis) (+6%).

The large percentage of economically disadvantaged students increases the district's need to consider equity in terms of access to the curriculum, because socioeconomic status is a major predictor of academic success. Although as cognitively capable as non-poverty peers, students who are experiencing poverty generally enter school with less receptive and expressive language, fewer world-at-large experiences, and sometimes greater exposure to trauma. Without appropriate understanding and intervention, educational success becomes a function of zip code or bank balance.

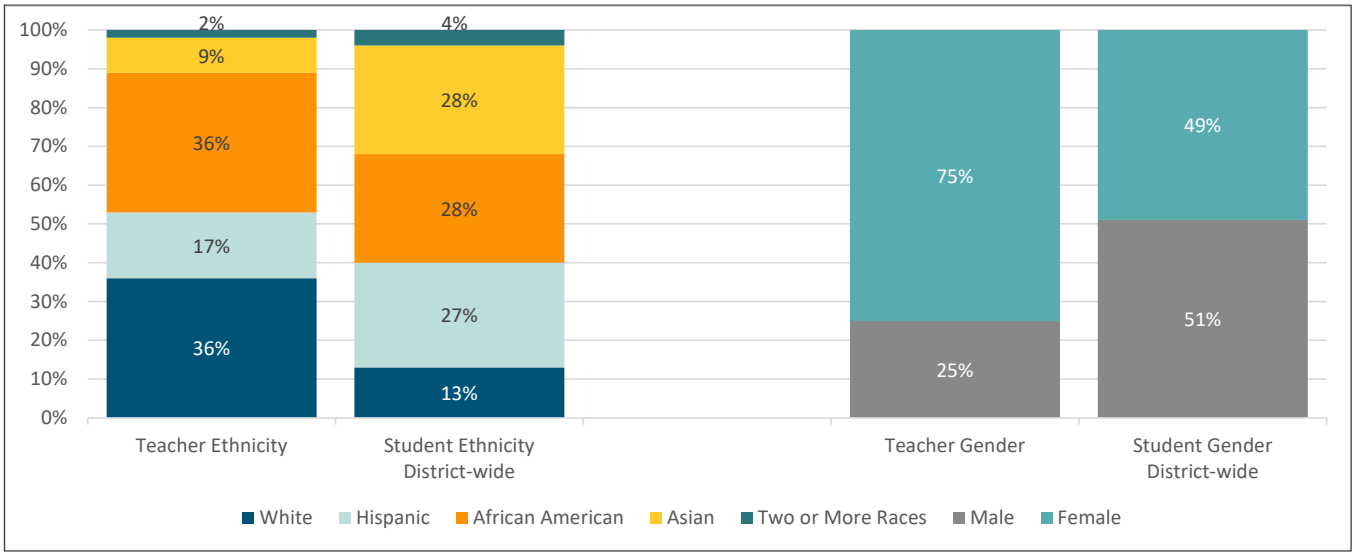
Inequities in Expectations

Cultural and implicit bias, the unconscious attitudes and stereotypes that influence perceptions and actions, can result in different adult expectations for student behavior, modes of learning, and achievement. When implicit bias affects the way teachers interact with students, it may create a disproportionality in curriculum access. In school systems, inequities in expectations are often manifested through differences in curriculum delivery, differentiation, and discipline.

Cultural bias on the part of teachers or students influences learning. High expectations are not connected to culture just as ability is not. However, implicit bias formed from historical social constructs can impact teacher expectations, which, in turn, affects student achievement.

Auditors investigated staff demographics through the equity lens. Results of their investigation are shown in the next exhibit. All percentages are rounded.

Exhibit 3.5.2: Staff and Student Demographics District-Wide, 2024-25

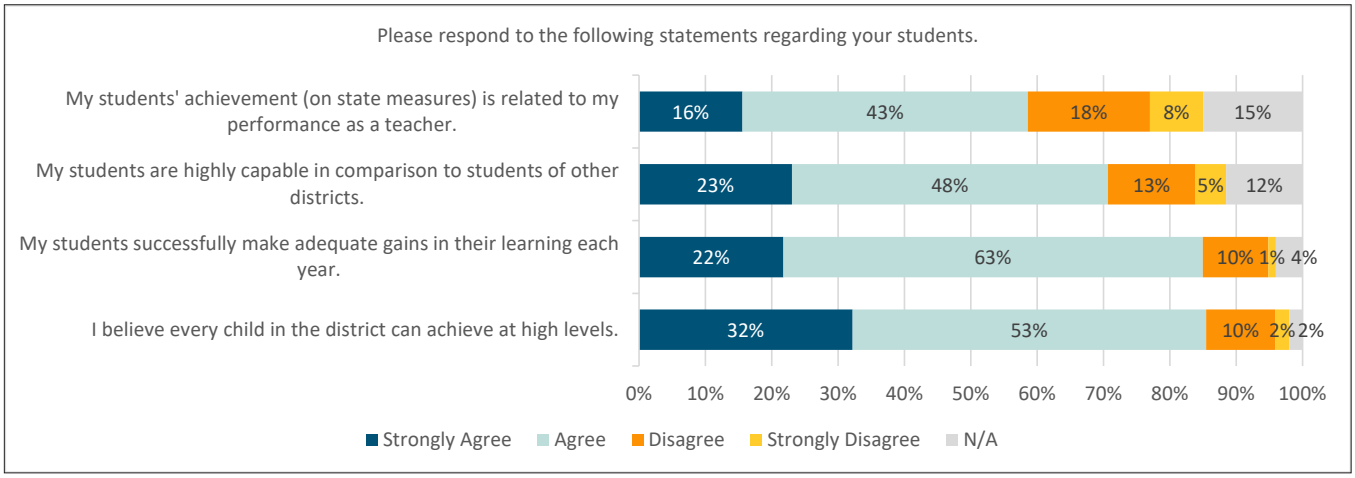


Data Source: District-provided data

The Fort Bend ISD teachers are more often White, African American, or female compared to the student body. Students benefit from having access to adults who represent their own ethnic group, culture, and gender as role models (https://journalistsresource.org/education/minority-teachers-students-same-race-research/).

High expectations alone do not result in high achievement. However, researchers agree that low expectations do not lead to high achievement, and there is some evidence that teacher expectations in early grades shape achievement through high school, particularly for economically disadvantaged children (Sorhagen, N.S. (2013). *Journal of Educational Psychology*, 105(2), 465-477). Accordingly, questions regarding teachers' perceptions of student ability were asked in online surveys. The following exhibit shows district-wide responses from teachers.

Exhibit 3.5.3: Teacher Attitudes Toward Student Ability



Note: n= 611
Data Source: CMSi Online Survey

Most teachers (85%) agreed/strongly agreed that every child in the district can achieve and that their students make adequate gains each year. However, agreement dropped substantially when asked about student capability in comparison to students of other districts, where only 71% of respondents agreed or strongly agreed. Only 59% of respondents agreed/strongly agreed that what they do as teachers has an impact on student *STAAR* results, while 26% disagreed/strongly disagreed. These data suggest that almost a fifth of Fort Bend ISD teachers do not see their students as fully capable, and about a fourth do not feel responsible for their students' achievement.

One hundred comments were received from teachers regarding these statements. Of those, 15 related to special education students. The following examples were typical.

- "Special Education students each have individual abilities and disabilities. Not all can be high achieving."
- "High levels of standard achievement are not attainable from all students. You have to consider students with disabilities that will not allow them to meet the standard measurements of achievement."

Comments from 15 other teachers related to student motivation and the need for parental support.

- "There is a lot of 'learned helplessness' and quite a few students seem to not be motivated to try. Many students have the mentality that they have been promoted to the next grade level every year, regardless of their level of effort, so have given up on caring about doing their best on every assignment."
- "Students on my campus come to school with a desire to learn. They also come to school with parents who push and support them to do exceptional things. This is not the case on all campuses."

A dozen comments related to a perceived lack of parent involvement or understanding.

- "Many of my students (and their parents) are motivated by high grades. They care more about GPA and gaining admission to what they view as a good university than they do about learning; they will do whatever they need to (including cheat) to earn an A. There are students who care about learning, but they are not as common as those who want good grades."
- "Most of the families are supportive of education, but many do not see the correlation between appropriate behavior and regular attendance with academic achievement. There seems to be an air of entitlement amongst parents when they correspond with teachers."

Some teachers spoke to their responses regarding their influence on state achievement tests.

- "I do not feel like my students' *STAAR* score performance matches what I see in my classroom. How can students be motivated or how can we be told to provide differentiated instruction when the *STAAR* test does not match this philosophy? I cater my class to my students' needs, but that test does not."
- "I will not take responsibility for my students' performance on the *STAAR* test in sixth grade when they are coming to me performing at or below third grade level."

In contrast to teacher responses, administrators' perceptions of whether teachers have consistently high expectations for students were considerably lower. Of 231 campus administrators responding, 73% agreed or strongly agreed with the statement, "All our teachers have consistently high expectations for student performance." Among 77 central office administrators responding to the same statement, only 22% agreed/strongly agreed, while a majority (58%) disagreed/strongly disagreed.

Many comments from administrators revolved around underlying teacher attitudes. The following were typical.

- "Too many of our teachers do not expect our students to be able to perform, and it is evident in the teachers' attitude and the rigor of the work provided to the students." (Campus Administrator)
- "I find that teachers expect the students to perform based on the environment the student is in —i.e., many teachers on Title I campuses… Set the bar too low for students. The work is watered down, and that classroom experience leaves much to be desired." (Campus Administrator)
- "A significant number of teachers appear to have low expectations for their students' academic performance. Instead of fostering a supportive and encouraging environment, many adopt a discouraging demeanor that can belittle and undermine students' confidence…" (Campus Administrator)
- "Because so many of our students come to us with significant learning gaps and very little parent support, our teachers tend to lower expectations even when they don't realize it." (Campus Administrator)

Administrators also commented on expectations related to teacher skill levels, as in the following examples.

- "Well-meaning teachers often do not provide opportunities for supported, productive struggles. Also, teachers often lower expectations for their special populations rather than scaffold up to rigor. Overall, across the board, teaching to Tier 1 is problematic and showing in our scores." (Central Office Administrator)

- "Teacher clarity on the rigor of state standards is, in some cases, an area for growth. The relationship between teacher clarity on rigor of standards is translating into low expectations for student performance in our classrooms." (Central Office Administrator)

Overall, auditors found that Fort Bend ISD teachers support the "every child can learn" philosophy of the district, in theory. However, classroom practice is not always consistent with this theory due to implicit bias, frustration, and lack of knowledge/skill (see **Findings 3.1**, **3.2**, and **3.4**).

Strategies Used in Curriculum Delivery

Curriculum delivery is discussed at length in **Findings 3.1** and **3.2**. Auditors examined these results through an equity lens and noted that the percentage of economically disadvantaged (EcoDis) students in the schools designated as Focus and Measure campuses was significantly higher than in most other district schools. The district's highest poverty campuses at the elementary, middle, and high school levels are among the Focus and Measure group. Auditors therefore expected to find greater use of research-based teaching strategies and engaging student activities designed to overcome deficits typically seen among students experiencing poverty.

Although there was no notable difference in the student artifacts presented (see **Finding 3.2**), several important differences were noted through classroom observations. A lower percentage of Focus and Measure classrooms were using groupings that required student leadership (see **Exhibit 3.1.5**) and teachers in those classrooms were more often observed giving teacher-centered instruction, giving directions, and monitoring students. A correspondingly lower percentage of classrooms with teachers assisting students and involved in individual instruction was seen in the Focus and Measure schools (see **Exhibit 3.1.6**). Research-based strategies employed by teachers in Focus and Measure schools reflected potential bias with lower observed rates of reinforcement of effort, deep discussion, building of academic vocabulary, use of student summarizing/synthesizing, student voice and choice, and writing to learn. There were, however, more instances of nonlinguistic representations and students identifying similarities and differences (see **Exhibit 3.1.8**). Among Focus and Measure schools, students were engaged in structured practice activities, high level worksheets, and computer work more frequently than in other schools, with a lower percentage of classrooms employing activities such as writing, speaking, reading, using models, and participating in lab/hands-on activities than in other district schools (see **Exhibit 3.1.7**). Administrators suggested that these differences in instructional choices likely reflect an historical underlying implicit bias that EcoDis students are less able to learn than peers.

- "The most important thing that needs to be addressed is the level of rigor in continuous and ubiquitous manner." (Central Office Administrator)
- "We need to see change over time with teachers' instructional practice." (Campus Administrator)
- "I've heard many teachers comment about the ability level of students, or use 'these kids' type statements." (Central Office Administrator)
- "There is a perception from the district, 'Oh, those kids at [Title One School] can't do or won't do.' (Campus Administrator)

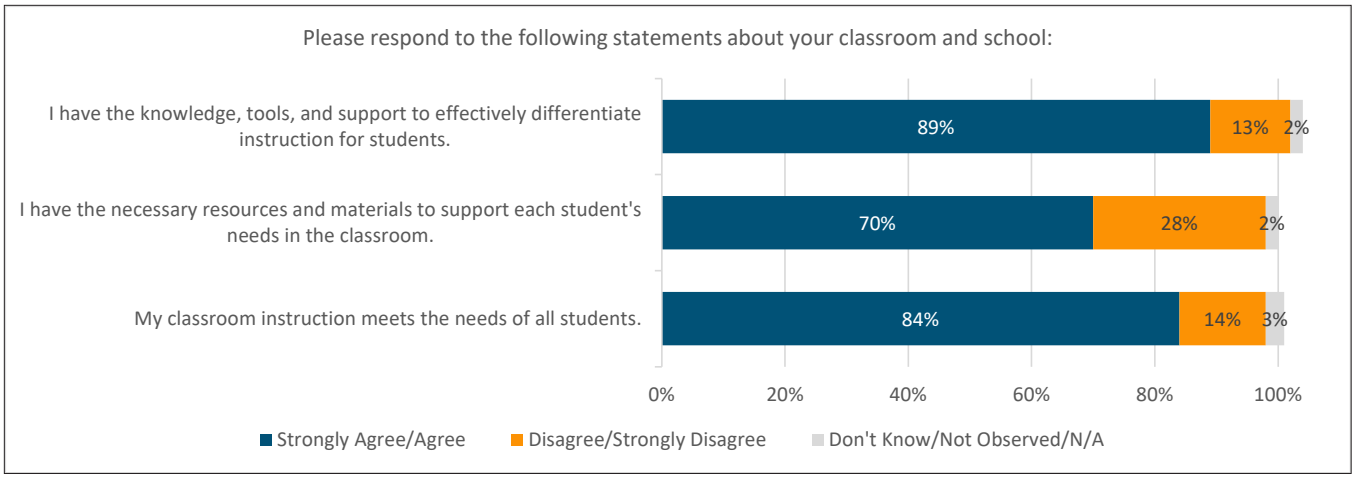
Changing student and teacher performance is a process that takes several years. The observation data suggest the Focus and Measure campuses are moving through that process and have made some changes. However, unless instructional delivery changes are institutionalized so that a student cohort proceeds through their entire experience with high expectations coupled with effective teaching strategies and appropriate interventions and differentiation, inequitable access to the curriculum will continue in the lower performing schools.

Differentiation

One reflection of implicit bias is whether differentiation is seamlessly incorporated into the written, taught, and tested curriculum. Differentiation within Tier 1 instruction helps provide equitable access by meeting the cognitive needs of students at all points along the ability spectrum and provides cultural relevance for a diverse student body. Tier 1 differentiation also has compliance implications for students identified as gifted and talented, special education, and Section 504. *Board Policy EH(LOCAL)—Curriculum Design* makes clear the district expectation for Tier 1 differentiation, stating that "differentiated instructional strategies shall be included in the curriculum." However, as discussed in **Finding 3.1**, incorporating differentiation is easier said than done.

According to online survey data, most teachers in Fort Bend ISD (97%) agree that differentiation is needed (see **Exhibit 3.1.16**). Teachers (86%) and campus administrators (54%) also agree that adequate training on differentiation has been provided (see **Exhibits 3.1.17** and **3.1.18**). Through the survey, additional questions related to implementation and effectiveness of differentiation were asked. Responses are illustrated in the next two exhibits.

Exhibit 3.5.4: Teacher Perceptions of Differentiation



Note: Some totals do not equal 100% due to rounding, n=570-572
Data Source: CMSi Online Survey

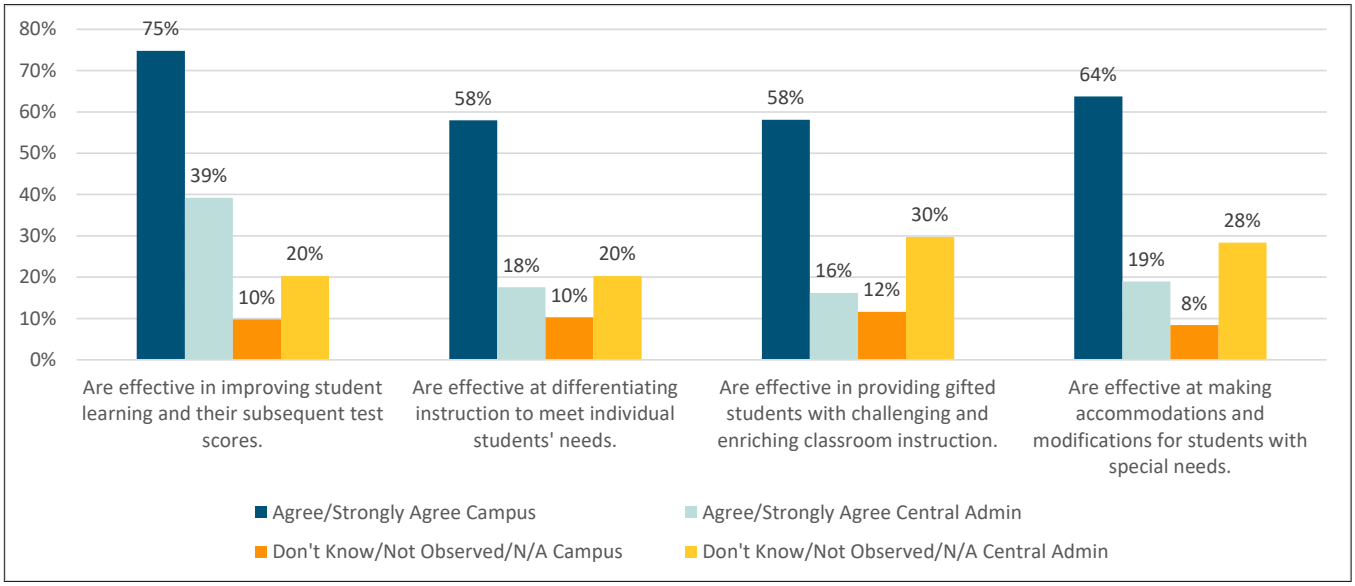
More than 70% of respondents believe they have the skills and resources to differentiate instruction and that their instruction meets the needs of all students. However, these responses are in contrast to auditor classroom observations (see **Exhibit 3.1.19**), auditor quality rating of written curriculum, and comments received on other survey items and in interviews citing the lack of differentiated curriculum resources.

Teacher survey comments related to these items focused on the differentiation burden caused by the diversity of their students, such as:

- "Classrooms are too diverse to meet all the individual needs. In one period, I have 11 students who are EB, 8 SPED, 1 504, and only 5 who are on grade level."
- "With a class total of 160 students… And over 75 different accommodations, it is hard to completely differentiate with each one of the students. Given we only have 40 minutes to teach, I believe there is no way to truly differentiate."

Administrators were asked about teachers' level of effectiveness in differentiating instruction. Responses to this survey item are detailed in the next exhibit.

Exhibit 3.5.5: Administrator Perceptions of Teacher Differentiation



Note: n=74 central office administrators; 214 campus administrators
Data Source: CMSi Online Survey

Campus administrators consistently rated teacher effectiveness in differentiation more highly than central office administrators, but lower than teachers rated themselves. It is notable that even among campus administrators, only three fourths (75%) said their teachers were effective at improving learning overall, and only 58% of the campus administrator respondents said their teachers were effective at differentiating instruction. The largest gap between campus and central office perceptions was the effectiveness of differentiation for gifted and talented (GT) students. Differentiation for special education students was seen as more effective than for GT or in general, but still received low marks, with 64% of campus administrators and only 19% of central office administrators considering teachers effective at providing SPED differentiation.

Comments from administrators reflected an understanding of the time required to effectively differentiate and the need for more available resources, but unlike the teacher respondents, indicate a lack of training is one root cause. The following examples were typical.

- "Teachers are provided with little to no resources or training relevant to content and instructional practices for SPED, Dual Language, and the GT program…" (Campus Administrator)
- "Our special populations are often misunderstood and not supported in the most appropriate ways. Training around these populations has always been optional, and I believe even principals and district leaders have large misconceptions." (Central Office Administrator)

Collectively, the responses of teachers, campus administrators, and central office administrators indicate a significant difference of perception based in a lack of conceptual clarity, a lack of training and skill development, an incomplete curriculum, and the scheduling challenges of diversity. Regardless of the cause, the effect is that significant groups do not have full and equitable access to the curriculum.

Discipline

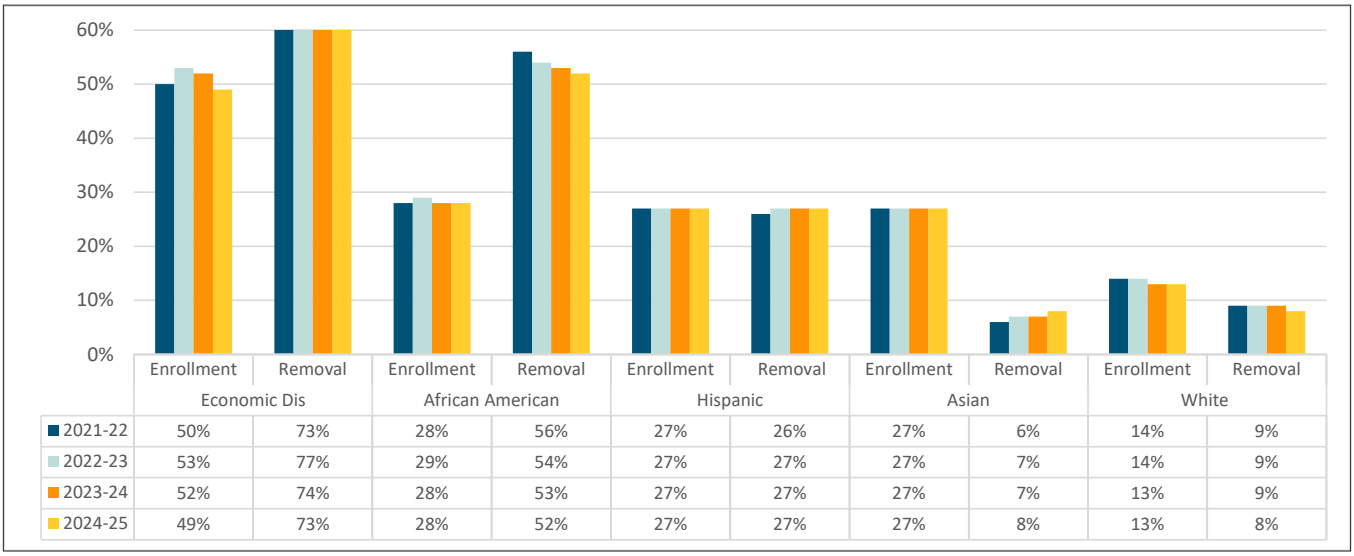
Successful school districts have behavioral expectations for students that are enforced for the safety of other students and to instill mainstream social norms. Students who are "frequent flyers" to the office, even for relatively minor offenses, miss instructional time waiting and being seen by the administrator and build an offense portfolio that usually leads to increased time away from instruction through either in-school or out-of-school suspension. This barrier to curriculum access can become an inequity if it occurs disproportionately. Therefore, auditors reviewed discipline data to determine if disproportionalities exist.

The State of Texas monitors student proportionality for several subpopulations in various areas, including discipline, as part of district accountability, and reports its findings through the results-driven accountability (RDA) report. Some items in the report, including disciplinary data, are reported two years past actual occurrence. Nonetheless, the report provides a useful means of identifying problem areas and monitoring trends in district performance.

A district special education program audit conducted in 2018 noted that 2016 RDA reports of in-school suspension (ISS) rates for SPED students were almost twice that of nondisabled students, and 2.3 times as great for African American SPED students. Out of school suspensions (OSS) were three times more prevalent for SPED students as for nondisabled peers, with the rate for African American SPED students 3.2 times as great. In years 2021-24, a finding of significant disproportionality in discipline was still reported for African American SPED students in rate (2021 and 2022) and suspension 10 days or less (2023 and 2024). Disproportionality was thus a problem in the district from 2014 through 2022. Auditors were told in interviews that most of these disciplinary cases were for vaping and minor offenses. As one central office administrator explained, "African American discipline is not just a SPED issue. Enforcement is inconsistent across campuses. If we applied the same [RDA] formula to everyone, African American SPED would not be singled out."

Given the lag in state reporting, auditors reviewed other state disciplinary records for various demographic group totals in school years 2022-2024 to determine the rate of disciplinary removal (ISS and OSS only) for each group. The results of this analysis are illustrated in the next exhibit.

Exhibit 3.5.6: Comparison of Percentage District Enrollment with Percentage ISS and OSS Removals



	Economic Dis		African American		Hispanic		Asian		White	
	Enrollment	Removal	Enrollment	Removal	Enrollment	Removal	Enrollment	Removal	Enrollment	Removal
2021-22	50%	73%	28%	56%	27%	26%	27%	6%	14%	9%
2022-23	53%	77%	29%	54%	27%	27%	27%	7%	14%	9%
2023-24	52%	74%	28%	53%	27%	27%	27%	7%	13%	9%
2024-25	49%	73%	28%	52%	27%	27%	27%	8%	13%	8%

Data Source: District-provided data

For this analysis, auditors were interested in whether the percentage of disciplinary cases resulting in suspension were significantly different from group representation within the total district enrollment. As the exhibit shows, the percentage of district enrollment among various groups has remained fairly constant the last four years. Disciplinary removal numbers have changed somewhat, but the trends are clear. Cases of suspension among White and Asian students were significantly less than their enrollment representation, while cases resulting in suspension among African American students were significantly higher than their overall enrollment representation. African American students represent 28% of the overall population but accounted for over half (52-56%) of all the ISS and OSS assignments. Conversely, Asian and White students together represent just over 40% of the overall population but accounted for 6-9% of the ISS and OSS assignments.

In this analysis, the group most frequently assigned to suspension was economically disadvantaged students. This classification crosses over all ethnicities and represented half the district's enrollment during the four-year period.

Determining the cause of these disproportionalities is beyond the scope of the current audit. However, administrators frequently have some discretion about whether to use suspension or other consequences, and the data indicate that African American and EcoDis students are missing more instructional time due to disciplinary removal actions than other groups in the analysis. Given the generally lower achievement scores among African American students in Fort Bend ISD and the research-documented struggles with achievement among economically disadvantaged students (see **Finding 4.3**), auditors suggest it is important to ascertain the causes and take steps to ensure full access to the curriculum.

Inequities in Program Delivery

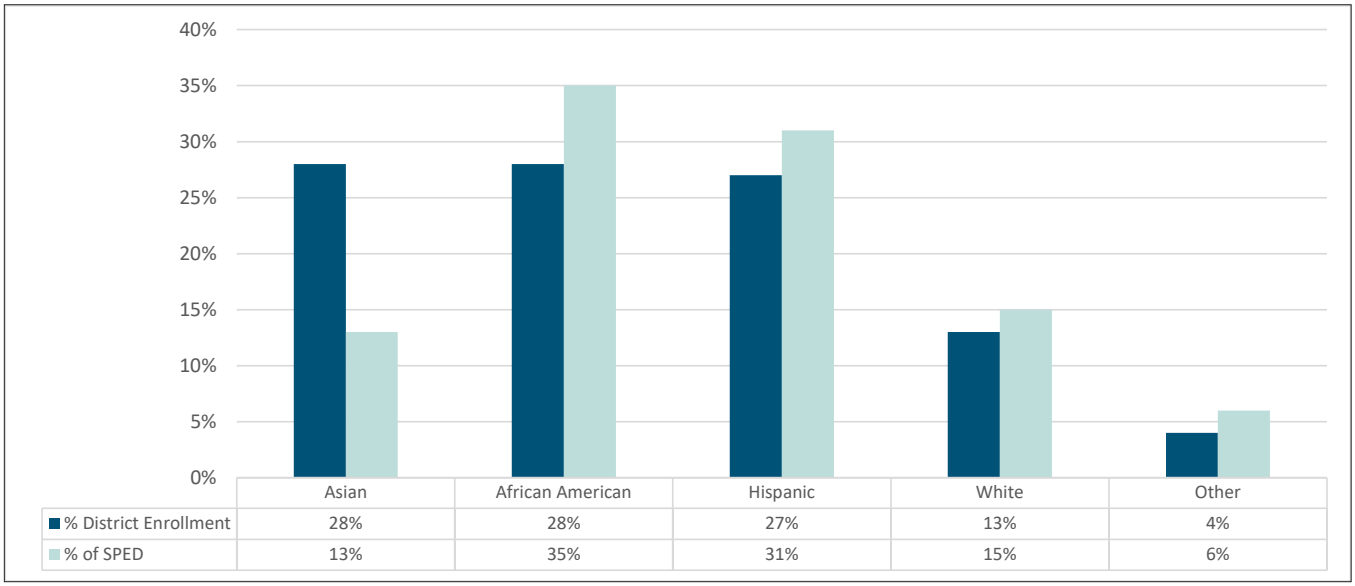
Student abilities and needs range along a continuum and their place on that continuum is not static. To meet all students' needs, a district must have multiple services available, accurate and consistent identification procedures for inclusion in various groups, and openness to flexible arrangements. Auditors expected to find reasonable representation of district demographics in academic, co-curricular, and extra-curricular groups, and program design and delivery practices that target individual student needs and maximize benefits for group members.

Special Education

Representation

Special education students are those who need curriculum accommodation or modification due to having one or more of 14 federally recognized disabilities. As of the October 2024 snapshot date, special education students comprised 16% of the district's total enrollment, which is commensurate with the statewide rate of 14% reported by the Texas Education Agency. To determine if identification/participation rates within the special education group were proportional to the entire student body, auditors compared the percentages represented by various ethnicities. Results of their analysis are illustrated in the following exhibit.

Exhibit 3.5.7: Percentages of Ethnic Representation Within Special Education and Total Enrollment



	Asian	African American	Hispanic	White	Other
% District Enrollment	28%	28%	27%	13%	4%
% of SPED	13%	35%	31%	15%	6%

Data Source: TSDS PEIMS Student Data 2024-25 Fall Collection Report

Auditors expected to find approximately the same percentages of each ethnic group in both special education and the general population. Disproportionalities were seen in the identification of African American and Asian students. African American students were overrepresented in special education with a difference of 7 percentage points. Asian students were underrepresented with a difference of 15 percentage points.

Auditors also investigated whether economically disadvantaged students were overrepresented among special education. In 2023-24, 59% of special education students were also classified as economically disadvantaged, which is 9 percentage points above their representation in the total district enrollment. Although there is evidence that students living in poverty face many challenges to learning, such a high percentage in special education begs the question of how much of their need for adapted curriculum is based on cognitive dysfunction compared to environmental factors. Research demonstrates that the intellectual capacity of children in poverty is intact, though it may be suppressed by external factors, including all the situations resulting from poverty, as well as by poorly designed programs and poorly delivered instruction. However, teachers are often quick to refer EcoDis students to special education rather than expending the enormous energy needed to get them caught up and engaged.

In terms of equity, these data indicate some students in these groups are not receiving appropriate instruction. Asian students who need special education services but who are not identified are being denied the assistance they need to reach their potential. The over-identification of African American students effectively keeps some students from advanced coursework, potentially contributing to a myriad of disciplinary infractions typically associated with boredom with classroom experiences (see **Findings 3.1** and **3.2**). Providing a reduced curriculum to EcoDis students who are already at a disadvantage for print and social-cultural exposure perpetuates their struggles within the educational system.

Program Delivery

Fort Bend ISD maintains an array of services targeting special needs students from early childhood through age 21 and ranging from weekly pull-out speech services to full day specialized classrooms. Historically, the district has struggled with various state quality indicators for the special education program. In school

years 2019-20 through 2023-24, the district's program was rated as "needs assistance" under the results-driven accountability system (see **Exhibit 0.1**). Although there were changes in the reported indicators over this period, a consistent needs assistance rating indicates system problems with the program.

Auditors examined the geographic distribution of special education students and found location was more predictive of the campus percentage of special education students and economically disadvantaged students than the number of SPED programs on the campus. Among elementary schools, all but 1 of the 10 campuses with the lowest percentage of special education students were located along the south border of the district, while 8 of the 10 elementary schools with the highest percentage of special education students were in the middle or north side of the district.

The following exhibit summarizes auditor findings for the 10 elementary schools with the lowest and highest percentages of SPED students.

Exhibit 3.5.8: Comparison of Programs and Populations Among Selected Elementary Schools

Campus	Total SPED programs	Campus % SPED	Campus % EcoDis
Lowest Percentage of SPED Students			
L1	3	10%	12%
L2	4	10%	11%
L3	3	12%	22%
L4	2	12%	17%
L5	2	12%	26%
L6	3	13%	42%
L7	2	13%	12%
L8*	2	13%	72%
L9	2	14%	61%
L10	3	14%	23%
Averages	**2.6**	**12.3%**	**30.8%**
Ten Highest Percentage of SPED Students			
H1*	1	22%	82%
H2*	3	23%	81%
H3	4	23%	20%
H4	2	24%	41%
H5	1	24%	35%
H6*	2	25%	83%
H7	3	25%	31%
H8*	2	26%	75%
H9	2	33%	58%
H10	4	35%	51%
Averages	**2.4**	**24.5%**	**55.7%**
Note: * Represents Focus and Measure Campus			
Data Source: PEIMS Reports - October 2024			

As the exhibit illustrates, the number of specialized programs on a campus ranged from one to four but was not consistently predictive of a high percentage of SPED students on the campus or the percentage of students classified as EcoDis.

The percentage of SPED students on a campus ranged from 10-35% and was, on average, twice as high for the highest 10 campuses (24.5%) as for the lowest 10 campuses (12.3%). Four of the district's 10 Focus and Measure elementary schools were in the group with the highest percentages of SPED and EcoDis populations.

There was no consistent linear relationship between the percentages of SPED students and EcoDis students at the campus level. However, a general relationship is apparent. The percentage of economically disadvantaged students on a campus ranged from 11-83%, with 8 of the 10 campuses having lower SPED enrollment also having an EcoDis percentage less than the district as a whole, while 6 of the 10 campuses with higher SPED enrollment had an EcoDis percentage higher than the district.

Grouping students in specialized classrooms makes sense financially but may create barriers for families in terms of transportation and participation in the school community. It may also create inequities in access to the curriculum if the physical and functional age of students in a specialized room is widespread or the class size is too large, as was reported in interviews:

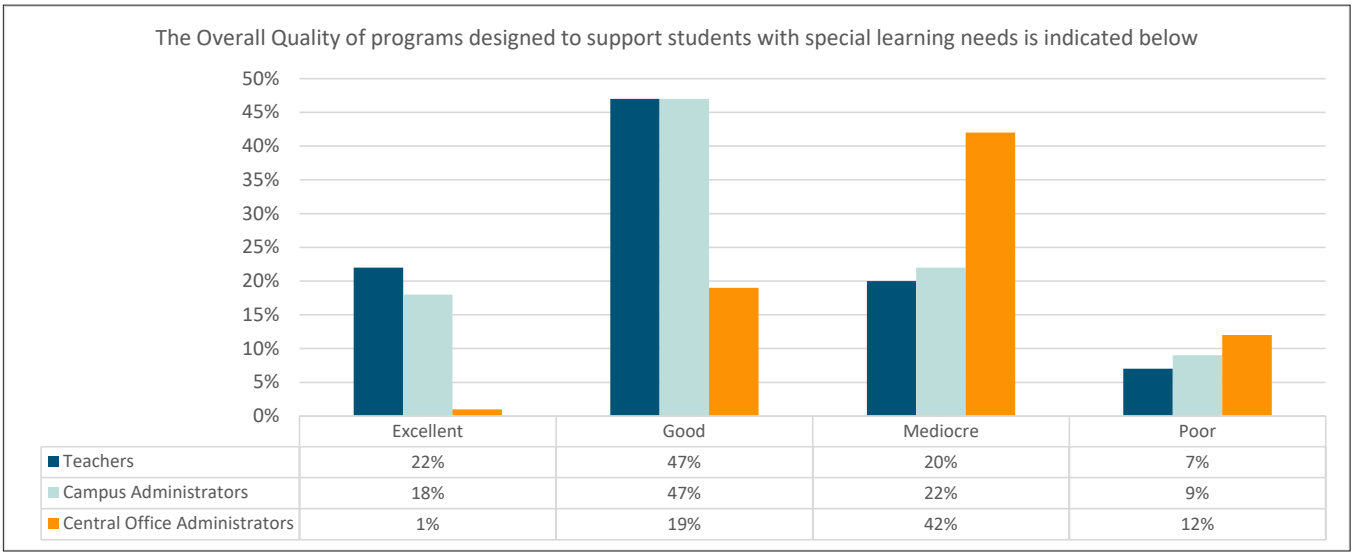
- "Our students in Specialized Programs (SAILS, ABC, BSS, etc.), should not receive all of their instruction in a K-5 classroom. This means that our Kindergartners are in the same class as our 5th graders." (Teacher)
- "K-5 students in special education are grouped together when it is not developmentally appropriate. Staffing is a big need." (Campus Administrator)
- "Special education students need to be served in small groups—some resource settings are as big as a typical general education classroom— this is not a small group." (Teacher)
- "Too many students for special education to be effective (20 students in a resource group is ineffective)." (Campus Administrator)

Stakeholders were questioned through an online survey about overall perceptions of various programs designed to help struggling students. Parents of SPED students had mixed opinions as the following statements illustrate:

- "[The] special education department is terrible and lacks effective communication."
- "The resource room teacher and SPED teachers are great. However, the general education teachers my child has this year do not follow her IEP, they do not properly support her, and they are not communicative by any means."

Responses from teachers and administrators are presented in the next exhibit.

Exhibit 3.5.9: Perceptions of Special Education Program Effectiveness



	Excellent	Good	Mediocre	Poor
Teachers	22%	47%	20%	7%
Campus Administrators	18%	47%	22%	9%
Central Office Administrators	1%	19%	42%	12%

Note: n=571 Teachers, n=216 Campus Administrators, n=73 Central Office Administrators
Data Source: CMSi Online Survey

As shown in the exhibit, teachers generally rated the special education program slightly higher than did campus administrators. A gap exists between central office administrators and campus personnel, however, as only 20% of central office administrators rated the special education program as good or excellent—significantly fewer than the 65% of campus administrators and 67% of teacher respondents. Almost twice as many central office administrator respondents (42%) rated the program mediocre compared to campus personnel.

Comments from surveys and interviews provided insight into perceived problems with the SPED program delivery. The following were typical:

- "I've noticed we often retroactively try to address special populations rather than work proactively to ensure strong systems, structures, and accountability are in place to prevent students from struggling." (Central Office Administrator)
- "Special education in general, the resources, etc., I definitely have concerns; kids are not able to acquire the learning." (Campus Administrator)
- "[We need] training on teaching SPED students with modified curriculum in a general ed class." (Teacher)

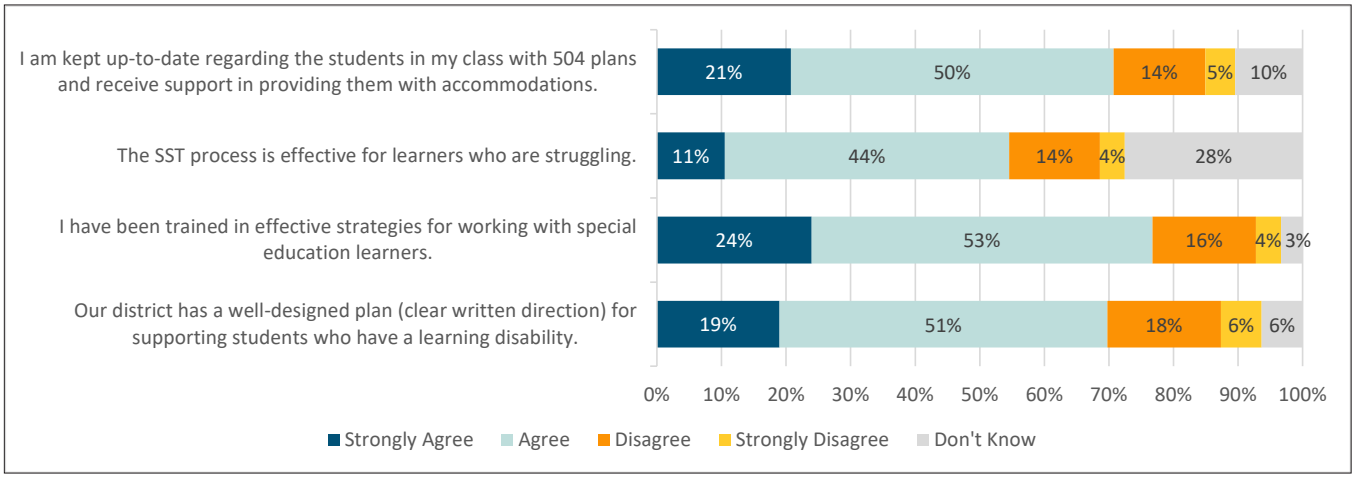
The discrepancy between central office and campus personnel was not limited to special education program ratings. When asked the same question regarding 504 programs, 70% of teacher respondents and 68% of campus administrator respondents rated district programs as excellent or good, but only 22% of central office respondents concurred.

Intervention programs received a positive rating from 60% of both teachers and campus administrator respondents with 28% of central office administrators in agreement. Despite the overall high ratings given programs by teachers, some were not so sure. "From administrators to teachers, there is generally a poor approach to supporting students with special learning needs. Different populations (EB, 504, etc.) do not receive adequate and efficient academic intervention in classes." (Teacher)

Interestingly, the three groups were more congruent when asked to rate Title I programs: 30% of teachers and central office administrators and 37% of campus administrators said the quality of Title I programs was excellent or good, although over 50% of campus respondents and 25% of central office respondents said they did not know, or the programs were not available on their campus. Numerous comments were received regarding perceived inequities in funding related to Title I status (see the Resource Distribution section of this finding for more details).

Auditors also asked the teacher survey respondents about specific aspects related to delivery of special education and 504 programs. The next exhibit details the results of that query.

Exhibit 3.5.10: Teacher Perceptions of Special Needs Support



Note: n=564-570
Data Source: CMSi Online Survey

As illustrated in the exhibit, a majority of teacher survey respondents agreed or strongly agreed with all the statements. The greatest area of agreement (77%) was with the statement, "I have been trained in effective strategies for working with special education learners," contradicting responses of administrators reported earlier. The lowest agreement (55%) was with the statement, "The SST process is effective for learners who are struggling."

Resource Allocation

Financial resources are the basis on which school districts determine materials, programs, supplies, and human capital. Because the SPED population has a greater need than the general population, if the resources allotted are not sufficient to meet the additional identified needs, an inequity will result.

The most recent PEIMS data available from the Texas Education Agency are for school years 2018-19 through 2022-23. In those years, Fort Bend ISD's all funds revenue per student was less than the state average despite local tax collections greater than the state average. Expenditures per student on students with a disability (program intent codes 23, 33, 43) were greater than the state average, although compensatory education expenditures per student were less than the state average. According to the

district website, Fort Bend ISD currently spends about $30 million more than it receives in SPED funding annually. Even with this unsustainable imbalance between income and outgo, special education services have not kept pace with population growth. For at least the past seven years, the district has been cited annually by the Texas Education Agency for a growing number of delinquent evaluations. In January 2025, the department estimated over 3,000 evaluations were needed by the end of the school year. This historical problem is on track to be resolved by summer 2025, albeit at a significant cost. However, there are ongoing problems related to materials, staffing, deployment, and teacher capacity.

Materials and supplies are one area of resource allocation. Auditors learned in interviews that the district expects most special education teachers to use the district curriculum, but to modify it to meet the needs of their students. As discussed in **Finding 2.3**, the degree of modification assistance varies in curriculum documents. As a result, district special education teachers (especially those working in inclusion, resource, and behavior settings) must be trained in the TEKS and content best practices as well as what modifications work well for meeting different cognitive processing needs, if they are to effectively modify and deliver content in a variety of subject areas. This was also an area of concern broached by some stakeholders.

- "The same resources are used for general and special education." (Central Office Administrator)
- "[We need] curriculum for special needs students/ resource math." (Teacher)
- "SPED self-contained classrooms come with no materials." (Campus Administrator)

In November 2024, the department reported that from 2018-19 to the present, special education enrollment in Fort Bend ISD increased from 6,704 students to 12,458. During this time the SPED staff to student ratio increased from 1:12 to 1:17. The current staffing guidelines allow a 1:20 caseload in elementary and a 1:25 caseload in secondary settings. Additional staff may be added based on individual student needs. At the time of the audit, 32 job openings in special education were posted on the district website, indicating that current staffing may either not meet the guidelines or that substitutes are used to fill positions.

Human capital needs were frequently commented upon as auditors met with employees and reviewed survey comments. Teachers were especially vocal. Some comments focused on the need for more staff.

- "Special education students to special education staff ratio is too high." (Teacher)
- "We need more permanent teachers in the SPED department. We do not claim Title I even though I've heard we meet requirements. We could use the extra help." (Teacher)
- "We need more staff to support needs of special education students and provide smaller class sizes." (Campus Administrator)

Other district stakeholders focused on improving staff capacity.

- "Inclusion teachers and training inclusion teachers for their job has plenty of room for improvement." (Teacher)
- "Special Education has been my biggest struggle this year. I feel that I was not prepared/trained well enough to teach students with disabilities, and the support I receive on my campus is less than ideal." (Teacher)
- "Students served in the resource setting are not making growth, and their teachers do not have a strong understanding of the TEKS in order to improve outcomes." (Campus Administrator)

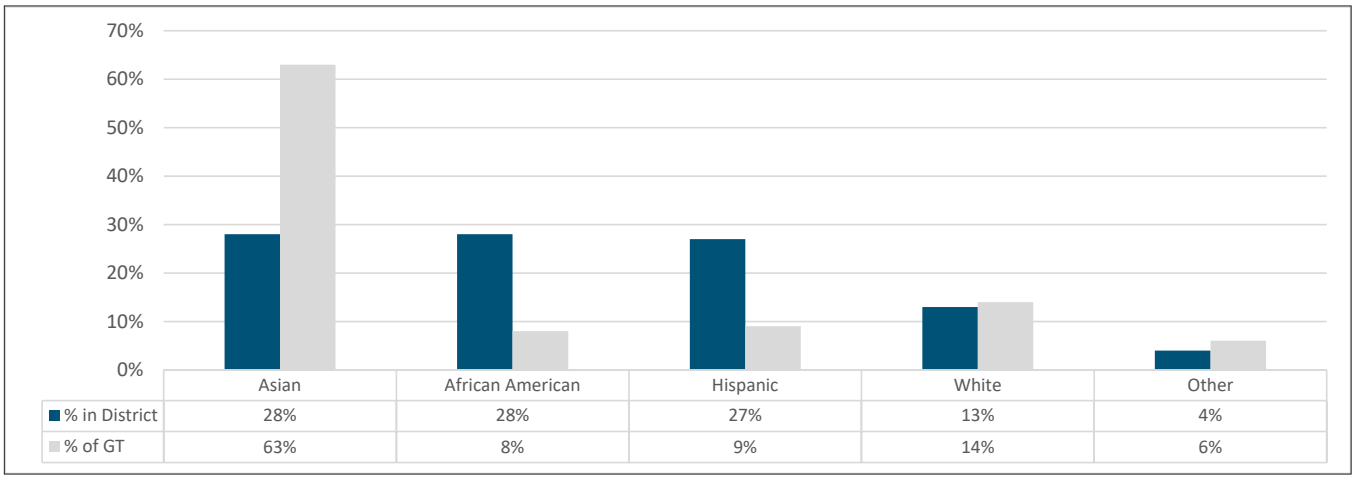
Overall, auditors concluded that the number, capacity, and deployment of special education staff is a primary source of inequity in access to the curriculum for special education students.

Gifted and Talented

Representation

Gifted and talented (GT) students are defined in Texas as those who "perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibit high-performance capability in an intellectual, creative, or artistic area; possess an unusual capacity for leadership; or excel in a specific academic field. (*Texas Education Code §29.121*). As of the October 2024 snapshot, 6.9% of Fort Bend ISD students were identified as gifted. The statewide rate of GT identification was reported as 8.5% in 2023-24, indicating that, overall, giftedness in Fort Bend ISD is under-identified. Auditors explored the patterns of giftedness identification to determine if particular groups were over- or underrepresented. The results of their first investigation are illustrated in the following exhibit.

Exhibit 3.5.11: Percentages of Ethnic Representation Within Gifted/Talented and Total Enrollment



	Asian	African American	Hispanic	White	Other
% in District	28%	28%	27%	13%	4%
% of GT	63%	8%	9%	14%	6%

Data Source: TSDS PEIMS Student Data 2024-25 Fall Collection Report

As the exhibit illustrates, there are significant disproportionalities in GT identification among Asian, Hispanic, and African American students, with Asian students being overrepresented and African American and Hispanic students being underrepresented.

Disproportionate representation of ethnicities and economically disadvantaged students in the GT program is a historical problem in Fort Bend ISD. In 2013, a Texas Association of School Administrators (TASA) curriculum audit found ethnic representation in GT similar to what currently exists. Economically disadvantaged (EcoDis) students at that time constituted 36% of the district's enrollment, but less than 1% were identified as GT. A program audit completed in 2022 by Gibson Consulting noted no significant change in the ethnic distribution of GT students, but found that approximately 12% of the GT students were classified as EcoDis and an apparent inverse relationship between the percentage of EcoDis students on a campus and the percentage of students identified as GT. Partial credit for this increase in EcoDis identification was given to the district VISTAS program implemented at Title 1 elementaries. VISTAS was designed to encourage GT identification of EcoDis students by creating a talent pool that receives an enriched curriculum to reduce the environmental effects of low socioeconomic status.

Today, economically disadvantaged students constitute 49% of the district's total enrollment. Data presented to auditors did not allow precise calculation of the percentage of EcoDis students in GT. However, auditors compared the average percentage of GT students in high and low poverty schools and found a connection between socioeconomic status and GT identification. Full results of this analysis can be found in **Appendix J**. A summary of the results is in the next exhibit; all percentages have been rounded.

Exhibit 3.5.12: Summary of Percentages of Identified GT Students in High/Low Poverty Schools

Level	# Schools	% EcoDis	Avg % GT
Elementary	22	Low Poverty (range 11-43%)	10%
	29	High Poverty (range 51-97%)	3%
Secondary	14	Low Poverty (range 12-44%)	13%
	14	High Poverty (range 55-91%)	2%
Data Source: PEIMS Snapshot - October 2024			

For this analysis, auditors classified schools by low poverty (50% or less economically disadvantaged) and high poverty (more than 50% economically disadvantaged). As the exhibit shows, students in low poverty schools are more than three times as likely to be identified as GT in elementary school and more than six times as likely to be identified as GT in secondary grades. Although these numbers are generalized, auditors concluded that EcoDis students are still seriously underrepresented in the district GT program.

Auditors also looked at GT identification in feeder patterns for Focus and Measure high schools and found that a greater percentage of students entering these high schools came from elementary schools with the lowest percentages of identified GT students. District-wide, 17 elementary campuses report GT identification rates of 2% or less. Eight of those 17 campuses are Focus and Measure schools and 14 of the 17 feed into Focus and Measure high schools. Among Focus and Measure high schools, 2/7 to 2/3 of feeder elementaries are low GT-identified campuses, but among other high schools, no more than 1/5 of feeder elementaries have 2% or less identified GT population. This data strongly suggest that elementary teachers in high poverty schools are not recognizing and teaching to GT characteristics, impacting high school academic achievement through economic isolation (see **Appendix K: Research Snapshot – Targeted Approaches for Success**, and **Appendix L: Research Snapshot – Ending Economic Isolation in Schools**).

Program Delivery

Gifted students are not the same as intelligent students. The brains of gifted students process information differently, spontaneously synthesizing incoming information with what is known to create new levels of understanding. This cognitive ability to make leaps of understanding requires not more instruction, but *different* instruction from most students if engagement and optimal achievement are to be had. Being gifted is not a badge of honor, a reason for bragging, or the result of good behavior. It is an educational need that crosses over all ethnic, cultural, and socioeconomic classes. If not properly tended, gifted students frequently disengage or become disciplinary problems out of boredom.

Texas requires that GT students be given an opportunity to work with other GT students whenever possible. In Fort Bend ISD, this is accomplished through an array of approved grouping strategies selected by each campus. The most commonly used groupings are designated GT classrooms and clustering (in which several GT students are placed in the same classroom) and the teacher is expected to differentiate the general curriculum. At the secondary level, these groupings are only within Advanced Academic

courses, such as Advanced Placement® (AP®) and International Baccalaureate (IB) courses. Thus, GT learners at the secondary level must take all advanced content courses to get the differentiation required to meet their cognitive needs. The senior mentorship program is a notable exception. In this course, students are matched with a community partner to produce professional level, real world products. However, the course is limited to 25 students district-wide.

Curriculum differentiation for GT learners should encompass changes in content, context, and cognitive type, with an emphasis on allowing GT students to probe deeply, synthesize, and creatively express their new understandings. There is no official GT representation within the curriculum and instruction department, and, as discussed in **Finding 2.3**, the written curriculum has limited embedded assistance for GT differentiation. Although auditors noted that some curriculum guides have an add-in bar of suggested activities for GT students, like other forms of differentiation, utilizing these suggestions requires that teachers have high levels of content knowledge, understanding of GT characteristics, and commitment to the extra workload of preparing and evaluating a lesson-within-a-lesson. Auditor observations, survey data, and interview comments indicate GT differentiation isn't happening consistently.

- "In practice, there is no differentiation for GT students." (Central Office Administrator)
- "Teachers do differentiate with levels of support and time and choice. But they don't give students the level of work that supports what they know, so the students who are at a higher level don't get enriched." (Campus Administrator)
- "It's a real concern that GT students are not getting services at all. All my teachers are certified, but that does not mean students are receiving GT services or that their needs are being met." (Campus Administrator)
- "I do not like the GT programming in FBISD. It falls heavily on the teacher, and if the teacher 'gets' what gifted really is, it can work well. But when the teacher views giftedness as 'being really smart,' they miss the opportunity to stretch them and simply give above grade level work." (Parent)

Working individually with teachers to integrate GT practices into curriculum delivery is sporadic; no full-time position has this as a primary responsibility or accountability measure. Nor is any system currently in place to effectively monitor GT differentiation (see **Finding 3.3**).

Auditors were told in interviews that some secondary schools have a GT Advisory period, but this varies widely in frequency and duration. A social-emotional learning curriculum specific to GT needs is available but not required. Some campuses do independent projects but not all. The GT Academy has a separate, compacted, project-based curriculum instead of using the district scope and sequence. Parent opinions regarding these services were strongly worded, as in the following typical examples.

- "The GT program is limited to only the project. No extra learning, assignments, events, or attention given. Very disappointed."
- "The GT program is not well developed for elementary or high school students. GT Academy is an excellent school for middle school students."

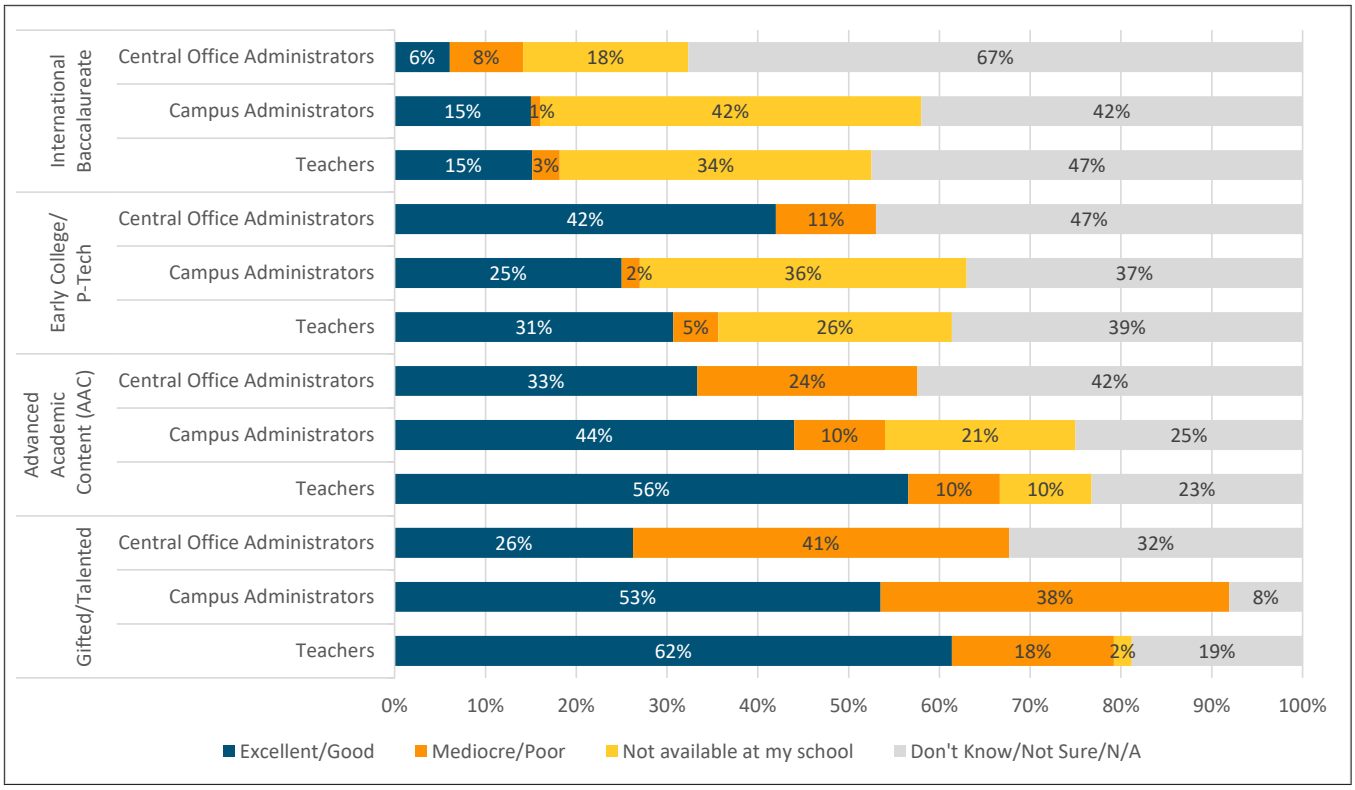
Texas law also requires that all GT students be taught by GT-trained teachers who have completed a minimum of 30 hours of training on teaching strategies effective with GT cognitive traits, thus allowing them to differentiate the curriculum to provide not just more work, but different work in a different way. The district has made attempts to improve GT professional development in recent years, but tracking

teacher training currently requires manual accounting, as the e-learning and training tracker software programs do not communicate with each other, and there is no system for follow-up coaching to ensure implementation of professional development. Additionally, financial restrictions on outside conference attendance have limited deep learning regarding this specialized population.

Actualizing this model is not easy and has not been entirely successful. Auditors were presented with a detailed, multi-year departmental action plan including goals, success criteria, connection to the state GT plan, staff responsible, and due dates. A number of tasks have been completed but are on hold awaiting prioritization by the new district administration; other tasks are in progress or have yet to be started. Included among finished products awaiting approval are a credentialing guide for campuses, expansion of the GT mentorship program, adding an elementary pull-out program, adding an accelerated mathematics program, piloting GT-specific pre-AP® courses, and adding GT programmatic learning walks to collect implementation data for use in department planning and informing campus instruction.

Teachers, campus administrators, and central office administrators were asked in online surveys to rate programs for advanced learner students. The next exhibit illustrates their responses.

Exhibit 3.5.13: Overall Perceptions of Programs for Advanced Learners



Note: Some totals do not equal 100% due to rounding; Teachers n= 560-571; Campus Administrators n=211-214; Central Office Administrators n=72-73

Data Source: CMSi Online Survey

As the exhibit shows, the perceptions of program quality followed the same pattern noted in other items asking for quality ratings: more teachers gave high ratings than campus administrators, and more campus administrators gave high ratings than central office administrators.

Among the teacher respondents and campus administrators, more than half rated the GT programs as good or excellent, but only about a fourth of central office administrators shared this perception. Teachers and campus administrators were slightly less enthusiastic about the Advanced Academic Course

(AAC) Program, but a third of central office administrators rated AAC as good or excellent. A significant number of respondents in all groups (47-85%) said early college and IB courses were not available at their campus, or they did not know the quality of the programs.

In a related item, about three fourths of teachers agreed or strongly agreed that the district has a well-designed, effective GT program, that they have been trained in GT strategies, and that they are kept informed and supported, giving identified students appropriate instruction.

Parents expressed mixed feelings about the GT program overall.

- "The AAC courses do the same work as the other classes… I believe the AAC courses allow the teachers to feel exempt from needing to differentiate instruction."
- "Gifted and talented students seem like an afterthought for program decisions. The GT Academy has a strong group of teachers who collectively engage with one another to support students."
- "My child is in advanced classes, but the material is being taught to memorize, and no special instruction for critical thinking is introduced at all."
- "It feels at times teaching is to the lowest common denominator and not challenging stronger students especially those in honors/AP® courses; one of our kids has expressed frustration over lack of real discussion in classes."

Resource Allocation

State funding for GT services is limited, and the Texas legislature has always been clear that the GT allotment is not intended to fully cover the cost of GT education. From SY 2021-22, districts have been allotted an additional 7% over the basic per student funding for GT students. The basic allotment has remained at $6,160 per student since 2019-20, meaning the per GT extra funding has been $431 annually. However, this extra funding is capped at 5% of the total student membership; no additional state funds are allotted for any GT students over that 5%. Given rising costs of materials and supplies, the district must spend more out of local funds each year to maintain services. Although a GT program may survive temporarily in such situations, continued underfunding will eventually cause a decline in services with a corresponding decline in achievement and district reputation, beginning a downward spiral that is difficult to overcome. As one central office administrator noted, "Our higher group of students is leaving because they are not able to get the programming they need."

Significant quality improvements can be made to the existing GT programming through professional development and monitoring for GT strategies and differentiation, and technology upgrades to allow greater efficiency in operations. Ultimately, however, the issues of economic isolation and service availability will need to be prioritized by the district if the GT program is to thrive.

Overall, auditors concluded that the district has not prioritized GT learners, particularly among economically disadvantaged, African American and Hispanic elementary students. As a result, identified students are pocketed by neighborhood, impacting high school resources and exacerbating the cycle of low expectations leading to low achievement.

Extracurricular and Co-curricular Participation

Extracurricular and special activities can be the reason students come to school. Participation that gives students a feeling of belonging and serves as the basis for social interactions is a strongly motivating factor sometimes not attained through academic work. Some students do not self-select participation in valuable extra activities due to financial roadblocks, confidence issues, transportation barriers, or lack of

home support. High functioning school districts do not merely make participation opportunities equal; they provide an intentional recruitment and support plan for these students so that the benefits of participation are equitably attainable by all students.

For this analysis, auditors considered participation in a variety of high school extracurricular and co-curricular activities by ethnicity and economic status. The participation percentage of each group was calculated for each activity. The group activity participation percentage was then compared to the campus enrollment percentage for that group. Differences of more than 5 percentage points were marked as an instance of underrepresentation or overrepresentation. A summary of the auditors' analysis is in the next exhibit (see **Appendix M** for the full analysis).

Exhibit 3.5.14: Representation in High School Extra and Co-curricular Activities, 2023-24

Group	# Instances Underrepresented	# Instances Overrepresented
Asian	36	15
African American	16	41
Hispanic	32	14
White	3	14
Economically Disadvantaged	20	23
Data Source: Documents Provided by District		

Asian students had the most instances of underrepresentation, with at least one third of the campuses reporting underrepresentation in athletics, cheerleading, drama, ROTC, and yearbook/journalism. They were overrepresented in 15 instances, particularly in debate and student leadership.

Hispanic students had similar numbers, with at least one third of campuses reporting underrepresentation in athletics, cheerleading, debate, drama, and student leadership. Overrepresentation of Hispanic students was less prevalent. One fourth of campuses reported overrepresentation in art, cheerleading, and ROTC.

African American students were underrepresented in 16 instances but had the greatest number of overrepresentation instances. One third of campuses reported underrepresentation in music and ROTC, and overrepresentation was found on at least one third of campuses in athletics, cheerleading, drama, and drill team/dance.

White students had the least frequent underrepresentation with isolated instances. Overrepresentation of White students in cheerleading was reported by one third of campuses.

Economically disadvantaged students had relatively high rates of underrepresentation and overrepresentation. They were underrepresented on at least one third of campuses in cheerleading, debate, student leadership, and music. Overrepresentation was reported by at least one third of campuses in art, drill team/dance, and ROTC.

Auditors also considered participation rates in extracurricular and co-curricular activities by special education students. SPED students were generally underrepresented but were reported as participating in every activity on almost every campus.

Based on this analysis, auditors concluded there are instances of underrepresentation and overrepresentation on every high school campus compared to campus enrollment percentages. Asian and Hispanic students are more frequently underrepresented than overrepresented. African American, White, and EcoDis students are more frequently overrepresented than underrepresented.

Inequities in Resource Allocation

Inequities in resource allocation commonly result in lack of access to the curriculum. Lack of adequate materials, including technology, and staff deployment patterns are obvious barriers to access, particularly for students who learn differently. Less obvious, but equally important, are barriers presented by professional development patterns, transportation issues, and economic isolation.

Economic isolation is a practice that creates inadvertent inequities by pocketing programs and students based on economic status (see **Appendix L: Research Snapshot – Ending Economic Isolation in Schools** for a full explanation). Research indicates the practice of grouping economically disadvantaged students in economically homogeneous neighborhood schools frequently perpetuates the predictive nature of socioeconomic status on academic performance, consigning these students to a continued cycle of poverty.

Historical disparities and practices have contributed to the economic divide in Fort Bend ISD along State Highway 6. By consolidating special programs, such as the academies, to only one campus, the district has inadvertently exacerbated economic pocketing and created inequities. Administrators expressed awareness of this problem in interviews and comments.

- "Our special education and bilingual programs are isolated to different parts of the district. Some students have over an hour and a half ride to school." (Central Office Administrator)
- "We don't have a full plan for all students to access all opportunities. We are still pushing traditional vocational ed for our Black and Brown kids. Our higher engineering programs are more White and Asian." (Campus Administrator)

Auditors acknowledge that adjusting program placement creates community issues and transportation headaches. However, the practice of keeping students in neighborhood schools that preclude success is a heavy price.

Title I funding is a notable cause of discord in the district connected to economic isolation. Auditors heard numerous complaints from teachers, administrators, and parents regarding the difference in resource allocation between Title I schools and non-Title 1 campuses. Title 1 funds are federally based supplemental assistance to schools for children from low-income families. Eligibility is generally determined based on the number of Free and Reduced Lunch program students on a campus. However, numerous state and district rules govern the actual distribution of Title 1 funds within a district.

Although the intent of the Title 1 program is to provide all children with significant opportunities for a fair, equitable, and high-quality education, the distribution of Title funds has created jealousy and frustration. Title 1 campuses say they need still more, because their economically disadvantaged numbers are higher than the minimum 40%. Non-Title I campuses say they, too, have a large percentage of economically disadvantaged schools and need extra assistance.

Some comments focused on this perceived inequity in resources as the following examples illustrate.

- "Our students are failing because the DISTRICT does NOT support all schools equally." (Parent)
- "I do think the quality of education a child receives in this district is largely tied to the school they attend." (Parent)
- "Title I schools have everything." (Teacher)

- "There's an equity issue between Title I campuses vs. non-Title I campuses. We only have a part-time math specialist and part-time ESL teachers. We should all have content specialists." (Campus Administrator)
- "Title I schools don't get what they need. There are building issues and inequities. The non-Title parents go to the board meetings to complain; our parents don't." (Campus Administrator)

Other comments focused on the perceived inconsistencies in Title I designation as in the following examples.

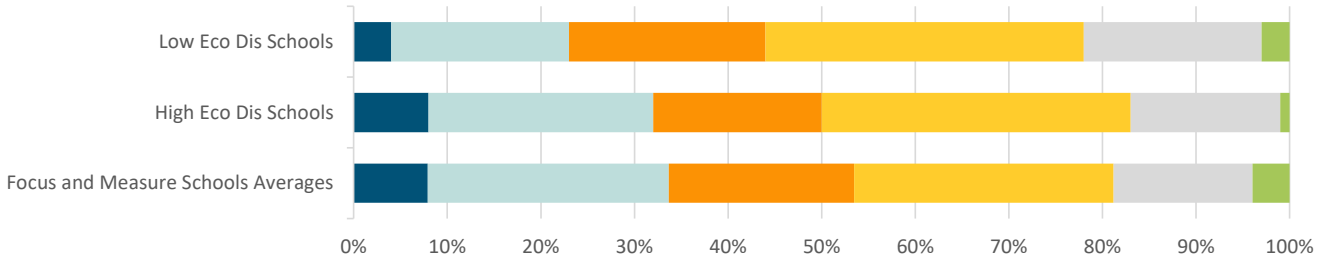
- "We are 54% economically disadvantaged. Under state standards, we would qualify as a Title I campus. Under district rules, we don't." (Campus Administrator)
- "We went from 65% low income to 75%, and we are not designated as a Title I school." (Campus Administrator)
- "Staffing is a concern. Another school has one-third of the student population I do, and they have the same amount of specialist positions." (Campus Administrator).

Auditors concluded the rules for Title I decision making need clearer communication from the district. As the district considers the problem of economic isolation and program placement, the role of Title I funds should be a transparent part of the conversation.

Equitable staffing requires a three-pronged approach. First, enough staff must be hired to allow excellent Tier 1 and Tier 2 instruction. Options such as an established co-teaching model for greater in-class services, smaller class sizes, providing additional planning time for teachers with excessive differentiation, or increased use of volunteers for non-instructional tasks that occupy teachers' time can increase quality of instruction by putting more hands on deck. The second prong is to intentionally place the best teachers with the students who most need assistance, such as in high poverty schools. Numerous incentives are used in high performing districts to accomplish this; not all involve salary increases, but all require at least emotional compensation. Third, when possible, staffing should reflect the ethnic distribution of the district's students. This is generally accomplished through recruiting quality candidates that match missing ethnicities and genders.

Auditors also examined the teacher years of experience at campuses with the highest and lowest rates of economically disadvantaged students. For this analysis, auditors selected the 12 campuses with the highest and lowest percentages of economically disadvantaged students and calculated the average percentage of teachers in each experience group for the high and low EcoDis groups. Results of this analysis are in the next exhibit.

Exhibit 3.5.15: Teacher Years of Experience



	Focus and Measure Schools Averages	High Eco Dis Schools	Low Eco Dis Schools
Beginning	8%	8%	4%
1-5 yrs	26%	24%	19%
6-10 yrs	20%	18%	21%
11-20 yrs	28%	33%	34%
21-30 yrs	15%	16%	19%
Over 30 yrs	4%	1%	3%

Note: Some totals do not equal 100% due to rounding
Data Source: District-provided data

Auditors explored teacher experience first for the district Focus and Measure campuses. On average, these 20 schools had 78% economically disadvantaged students. Their average percentage of teachers with 10 years or less of experience was 54% and with 5 years or less was 34%. Focus and Measure campuses and High Economically Disadvantaged student campuses had the highest percentage of first year teachers.

Among the high and low EcoDis campus groups, four schools were secondary, and eight were elementary in each group. Among the elementary schools, the low poverty population ranged from 17-23% of enrollment, and the high poverty population ranged from 82-97% of enrollment. Among the secondary campuses, low poverty schools had from 12-22% EcoDis, and high poverty schools had from 79-91% of enrollment classified as economically disadvantaged. Several Focus and Measure campuses were included in the high EcoDis group.

As the exhibit shows, schools with more economically disadvantaged students had slightly more teachers with 10 years or less of experience. High poverty schools reported 50% of teachers with 10 years or less experience, and low poverty schools reported 44% of teachers had 10 years or less. The difference was more notable with teachers from zero to five years of experience where high EcoDis schools reported 32% of teachers in this category, and low EcoDis schools reported 23%. This disparity in experience reinforces the equity issues noted previously with the written curriculum, expectations, differentiation, and GT identification, because teachers with less experience are generally still learning the myriad of details, processes, and skills required to master their craft.

Through an online survey, campus administrators were asked to gauge the number of ineffective teachers on their campus. Of the 177 respondents to this item, almost one fourth (24%) said that over 10% of their teachers were ineffective, and 15% of respondents said over 20% of their teachers were ineffective. Several administrators acknowledged this issue in interviews.

- "We are hiring a lot of novice teachers so there is a knowledge gap. Some of our most vulnerable children are with our least trained teachers in the special education area. We need more training to support all learners, especially our Emergent Bilingual students."

- "Historically, we have not prioritized failing schools… We use band-aids rather than a continuous improvement cycle. There are more novice teachers, including instructional apprentices at the lower achieving campuses."
- "The impact of non-certified teachers, teacher vacancies, and teacher absences is making an impact in the area of growth and achievement." (Campus Administrator)
- "There are several first-year instructional apprentices. Additionally, there are many veteran teachers that are still learning concepts and pedagogy as well as how to differentiate and use data to tailor instruction." (Campus Administrator)

Auditors concluded the deployment of new and experienced teachers is a contributing factor to low achievement in schools with high poverty rates.

Transportation can present hidden equity issues. At the time of the audit, Fort Bend ISD had a bus driver shortage; 35 routes did not have permanently assigned drivers. To accommodate this shortage, the district was using substitute drivers (many pulled from mechanics, supervisors, and directors) and running double routes with the existing bus drivers daily.

Despite the department's efforts, students have frequently arrived late at school, particularly at middle schools. Some principals reported students consistently missing 10-45 minutes of class several times per week due to bus driver shortages. At 20 minutes one time per week, by the end of the school year students will have missed 12 hours of instruction in their first period subject; in effect being denied access to the first period of the curriculum for the equivalent of over two weeks. If routes are delayed more than once weekly, the loss of instructional time and the inequitable access to curriculum increases.

In addition to general routes, transportation is also provided for students in special education, academy programs, and career technology programs. This creates equity by allowing students to attend special programs out of their home zone. However, if the routes are not able to run as scheduled, the equity advantage is lost. One central office administrator explained, "We don't have equitable bussing. One apartment building might have a bus straight to the school, but another might need to have their parent drive them to school even though they qualify for bussing. However, all kids can be bussed to the Academy or IB Senior High programs."

Communication with parents is also a problem when buses are off schedule. This is especially important after school. "Communication does not happen. We do not have a way to know and inform parents when buses are late." (Campus Administrator)

Auditors were told the transportation department has taken steps to consolidate and reorganize while continuing to recruit drivers. These steps will undoubtedly help, but other measures such as creative campus scheduling may also be required to ensure bus riders have full access to the curriculum.

Summary

Fort Bend ISD has a number of inequities in terms of access to the curriculum. The intention of the district for equity is clearly laid out in policy, but district practices designed to promote equality have resulted in disproportionalities and economic isolation. Asian, African American, Hispanic, and Economically Disadvantaged students are disproportionately represented in the special education and gifted and talented programs, and in extracurricular and co-curricular activity participation rates. Disparities in staff expectations and deployment, ineffective teaching practices, and inconsistent monitoring of curriculum delivery contribute to low achievement, particularly on campuses with high economically disadvantaged populations. (See **Recommendation 3**).

FOCUS AREA FOUR: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting **Focus Area Four** has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Four: Feedback

Under Focus Area Four, the auditors examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Within this system, teachers have access to formative assessment tools that they can use to determine each student's progress in mastering needed content.

Common indicators include:

- A *formative* and *summative* assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current best practices for curriculum and program assessment;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be modified, evaluated, and subsequently improved;
- High quality and valid formative tools teachers can use to determine each students' progress in mastering the defined content;
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Four**. Details follow within separate findings.

Some direction for student assessment and program evaluation is provided in district documents. However, auditors determined that only 1 of 16 characteristics of a comprehensive student assessment and program evaluation plan was in place at the time of the audit. Guidance for formative assessment was not consistent across the district (see **Finding 4.1**).

The scope of student assessment refers to the presence of some form of tightly-held state or formal district assessment for every course taught in the district. Fort Bend ISD uses a variety of assessments to monitor student progress. Auditors determined that the scope of assessment is not adequate to provide comprehensive feedback to optimize student learning (see **Finding 4.2**).

Auditors reviewed data from the *State of Texas Assessment of Academic Readiness (STAAR).* District performance exceeds state averages on state assessments, except in grade 8 mathematics. Assessment data show disparities between campuses related to demographics and student groups. Without intensive intervention, the significant gaps will continue. While reading achievement has improved modestly over the past three years, mathematics performance has declined. Fort Bend ISD has identified 20 Focus and Measure campuses that have been historically low performing. Focus and Measure campuses scored lower than non-Focus and Measure campuses by as much as 39 points on the *STAAR* tests (see **Finding 4.3**).

Fort Bend ISD lacks a systematic approach to formative assessment. There is no evidence of a comprehensive formative assessment plan to ensure consistent practices across the district. There is insufficient guidance on how to utilize formative assessment data to inform instructional planning and implement differentiated instruction. On an online survey, teachers reported that the most used tool to assess student learning was assessment tools created by the teacher. On open-ended responses to survey questions, some teachers raised concerns about the quality, alignment, and instructional relevance of some mandated assessments, particularly the *Measures of Academic Progress (MAP)* test. Teachers and campus administrators also expressed concerns about the alignment of assessments to the district curriculum. The current formative assessment process in the district lacks coherence and consistency (see **Finding 4.4**).

Finding 4.1: Fort Bend ISD's assessment plan is not adequate to guide and support enhanced learning for all students through the development and use of formative and summative data as feedback for improvement.

A comprehensive student assessment program ensures that students are assessed appropriately, and that the information gathered from those assessments is utilized to make informed decisions that positively influence student learning. The program should guide the collection, analysis, distribution, and use of data to inform decisions about the effectiveness of curriculum design, delivery, and specific district programs. An effective assessment program includes a clear plan for how students are assessed and how the information will be used. Students should be assessed in all content areas, not only through summative assessments, but also through common formative assessments that provide teachers diagnostic information needed to adapt instruction to meet the needs of their students. The intended impact of a student assessment program is the continual use of data to ensure the ongoing improvement of student achievement. When a district does not have a consistent systematic approach to assessment at all levels, leaders won't have adequate information for determining what areas need to be improved, what progress is being made, and what methods are contributing, either positively or negatively, to student learning.

To determine adequacy of district plans for student assessment and the use of data in Fort Bend ISD, auditors reviewed the Standard Operating Procedures Testing Programs Handbook, Administrative Procedures Curriculum Management Plan, board policies, job descriptions, the 2024-25 Comprehensive Assessment Calendar, and a variety of district/campus documents. Auditors interviewed teachers,

campus and district administrators, and district staff. Online surveys were administered to teachers, administrators, and parents to elicit responses about assessment in Fort Bend ISD. Auditors expected to find a comprehensive assessment plan that guides and details the selection, administration, analysis, and use of data from formative and summative assessments to make important decisions regarding teaching and learning.

When evaluating the district's assessment plan, auditors used the Standard Operating Procedures Testing Programs Handbook since it was the only formal document provided and available for review. District staff acknowledged that while this handbook was still in circulation, it had been created under the previous administration and had not been revised to capture the more current practices the district had introduced recently. While the document contains some information that addresses elements of an assessment plan, staff indicated it is not used as a guiding or operational resource in their current work. As such, the handbook is not actively managed or maintained by the present administration and does not serve as a functional assessment plan for the district.

Overall, auditors found the district's assessment plan does not provide adequate direction for effective student assessment planning and data analysis. The plan includes the roles and responsibilities of central office staff and school-based staff for assessing students and analyzing data. However, it lacks the protocols and plans for how this can be accomplished. No district documents provide directions or procedures to determine curriculum effectiveness, or guidance on the use of diverse assessment strategies for multiple purposes at all levels.

Auditors found no board policies that require a comprehensive plan for student assessment and program evaluation as indicated in **Finding 1.1**, **Exhibit 1.1.6**.

To determine adequacy of the Fort Bend ISD written assessment plan, auditors used the Curriculum Management Audit Center® (CMAC®) Model Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan shown below. For student assessment and program evaluation plans to be considered adequate, 70% of the characteristics must be met. Since the focus of this finding is *written* guidance, the auditors did not consider district *practice* in their ratings. The characteristics and auditors' analysis are shown in the next exhibit.

Exhibit 4.1.1: Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan

Characteristic (The plan…)	Auditors' Rating
Vision/Philosophy	
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.	P*
Assessment Design and Requirements	
2. Specifies the connection(s) among district, state, and national assessments.	P*
3. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.	P*
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	P*

Characteristic (The plan…)	Auditors' Rating
Assessment Procedures	
5. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).	P*
6. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.	P*
7. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes using instruments that yield information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).	P*
8. Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.	P*
9. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.	
Data Availability, Analysis, and Use	
10. Directs the feedback process; assures the proper use of assessment data at all levels.	P*
11. Provides appropriate trainings for various audiences on assessment and the instructional use of assessment results.	P*
12. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.	P*
13. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.	P*
Program Evaluation	
14. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.	P*
Communication and Supporting Consistency	
15. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.	X
16. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.	P*
Total Met	**1/16**
Percentage Met	**6%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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As shown in the exhibit above, 1 of 16 characteristics (6%) of a comprehensive student assessment and program evaluation plan was fully met, below the requirement of 70% to be determined adequate.

Fourteen additional characteristics were partially met. Partially met characteristics are not considered when determining adequacy. An explanation of the auditors' ratings is presented below.

Vision/Philosophy

Characteristic 1: Philosophical framework (Partially Met)

The plan should describe the philosophical framework for the design of the student assessment plan and direct both formative and summative assessment of the curriculum by course and grade. Plans should express an expectation of ongoing formative and summative program evaluation; and direct the use of data to analyze group, school, program, and system student trends. The Fort Bend ISD Progression of Practice Formative Assessment Framework provides direction for the philosophical framework in the design of the student's assessment plan, but addresses formative assessments, and does not include summative assessments. Board policy does not establish the requirements for student assessment processes that include both formative and summative measures.

Assessment Design and Requirements

Characteristic 2: Connections among district, state, and national assessments (Partially Met)

The Local Assessment Framework in the Testing Programs Handbook provides minimal connections between district, state, and national assessments.

Characteristic 3: Assessments included in curriculum documents (Partially Met)

The plan should require aligned student assessment examples and tools to be placed in curriculum and assessment documents. Both the Fort Bend ISD Curriculum Management Plan and the Testing Programs Handbook discuss formative assessment and how the professional learning community (PLC) will utilize the assessments, but does not require assessment to be included in the curriculum.

Characteristic 4: Assessment and program evaluation tools (Partially Met)

The plan should provide a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, and timelines. The Testing Programs Handbook provides a list of assessments that teachers could administer. The 2024-25 Comprehensive Assessment Calendar, Bilingual Assessment Calendar, Curriculum Management Plan, and assessments administered document provide some direction, but are not specific enough.

Assessment Procedures

Characteristic 5: Formative and summative procedures (Partially Met)

The plan should include an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and board policy. Regular formative and summative assessment should be provided for at all levels of the system (organization, program, student). Fort Bend ISD provided a list of formative assessments that are administered, as well as procedures for how to analyze the data. Auditors did not find evidence for how to address summative assessments.

Characteristic 6: Curriculum assessment procedures to determine effectiveness (Partially Met)

The district Testing Programs Handbook does not provide directions or procedures to determine curriculum effectiveness. Auditors did find *Board Policy EH(LOCAL)—Curriculum Design,* which calls for a systematic process to be established to assess students' knowledge, performance, and academic needs,

ensuring the acquisition, analysis, and communication of data to measure progress, guide instruction, improve curriculum, make programmatic decisions, and inform parents. The curriculum management plan states that "curriculum updates are ongoing and include procedures for evaluating implementation and determining revisions by utilizing protocols, including disaggregated student achievement data."

Characteristic 7: Frequent formative and diagnostic assessment (Partially Met)

The assessment plan should require that formative, diagnostic assessment instruments that align to the district curriculum be administered to student frequently to give teachers information for instructional decision making. This should include instruments that yield information regarding which student need which learner objectives to be at the appropriate level of difficulty, providing data for differentiated instruction. There is a reference to both formative and diagnostic assessment instruments within the Curriculum Management Plan. Diagnostic assessments evaluate skills outlined in the standards but do not directly align with the curriculum. Their purpose is to identify students' existing knowledge, skills, and learning gaps. Ideally, data from diagnostic assessments are used to plan intervention and extension activities.

Characteristic 8: Delineates responsibilities and procedures for monitoring the plan (Partially Met)

The Testing Programs Handbook describes the data cycle and details responsibilities for both campus leaders and teachers, but no documents outlined responsibilities for monitoring at the district level.

Characteristic 9: Identifies and provides direction for diverse assessment strategies (Not Met)

The plan should identify and provide direction for the use of assessment strategies for multiple purposes at all levels (district, program, school, classroom) that are both formative and summative. Auditors could not identify a list of diverse assessment strategies in the documents provided by the district. Auditors rated this as not met, reflecting a lack of direction and procedures.

Data Availability, Analysis, and Use

Characteristic 10: Directs the feedback process and use of data (Partially Met)

Auditors did not find the direction for appropriate use of student assessment data and feedback at all levels. The Testing Programs Handbook provides lists of assessments and addresses a feedback process, but does not provide guidance for all grade levels.

Characteristic 11: Provides appropriate training on assessment and use of assessment results (Partially Met)

Auditors reviewed the 2024-25 DMA Local-Training Overview and found that training will be provided for the *State of Texas Assessments of Academic Readiness (STAAR)* assessments only. The Testing Programs Handbook calls for campus leaders to "provide training on assessment calibration and the data analysis process" for the district learning assessments. According to the testing calendar, these assessments are only given once per year if a grade level also takes the state interim assessment.

Characteristic 12: Specifies how equity issues will be identified and addressed (Partially Met)

Auditors did not find direction for the appropriate use of student assessment data and feedback at all levels for addressing equity issues. The Testing Programs Handbook addresses how equity issues will be identified and provides a form for reviewers to complete, but does not give guidance related to recommendations or revisions.

Characteristic 13: Data systems to support program cost-benefit analysis (Partially Met)

The curriculum management plan offers guidance for how instructional resources can be purchased, including direction for reviewing resources that are requested at the campus level. All district resources are to be integrated to the District Learning Management System, Schoology, or through the single sign on service. Fort Bend ISD local policies, including *Board Policy CMD(LOCAL)—Equipment and Supplies Management: Instructional Materials Care and Accounting,* as well as *Board Policy EFA(LOCAL)—Instructional Resources: Instructional Materials*, address expectations for acquisition, support, and management of instructional resources; however, there is no guidance or expectation to use data for cost-benefit analysis.

Program Evaluation

Characteristic 14: Includes program evaluation components (Partially Met)

The assessment plan should identify the components of the student assessment system that will be included in program evaluation efforts and specify how data will be used to determine continuation, modification, or termination of a given program. Program evaluation is mentioned in the Testing Program Handbook, which reads, "Annual Evaluation measures will be used to provide information on programmatic improvement. The Program Evaluation Department will utilize annual data to determine strengths and weaknesses in current programs and collaborative development action plans based on data for defined programs."

Communication and Supporting Consistency

Characteristic 15: Roles and responsibilities of central office and school-based staff (Met)

Job descriptions list the roles and responsibilities of central office staff, including the Assistant Director of Accountability, Assessment and Compliance who is to "attend, develop, and/or conduct training relative to local, state, and national assessment administration as well as state and federal accountability systems." The job description for the Assistant Director of Student Growth and Achievement calls for that position to "oversee and lead the implementation of the district's local assessment framework to monitor student achievement and ensure student growth. Facilitate the analysis of local and state assessment reports to inform curriculum development as it relates to identification of priority standards. Establish data reporting systems and reports that correlate local and state data sources to inform decision making." The assessment plan designates roles and responsibilities for the implementation of the assessment program to include expectations such as planning and decision making, assessment processes and procedures, analysis and data use, and communication of assessment results.

Characteristic 16: Communication and training processes (Partially Met)

The assessment plan should establish a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field. In the Testing Programs Handbook, the data cycle directs campus leaders to "provide teacher training on assessment calibration and the data analysis process." However, in the many district documents reviewed, there was no direction given on the assessment calibration, or the data analysis process, which resulted in a partially met rating.

Auditors interviewed central office administrators and heard, "Each curriculum department creates their own assessments. There's not a process for how that happens. To my knowledge there's also not a vetting process either. Depending on the content, they write their own [questions], pull from a test

bank, or use assessment items that are provided with the adopted materials." In another central office administrator interview, auditors heard that "The campus administrators don't feel the [District Learning Assessments] DLAs provide good insight into how the kids will do on the [End of Course] *EOC*. When Campus Administrators were questioned about assessments, they said, "We put a lot of weight on our universal screeners. We need to be cautious with that information."

Summary

The Fort Bend ISD Testing Programs Handbook, Administrative Procedures: Curriculum Management Plan, 2024-25 Comprehensive Assessment Calendar, Bilingual Assessment Calendar, and assessments administered document, provide direction for student assessment and program evaluation, but fall short of meeting a sufficient number of audit characteristics for a comprehensive student assessment and program evaluation system. They lack clear direction for using data to improve student learning. While auditors found specific guidance for formative assessments at some grade levels, it was not consistent across all grade levels. The assessment plan outlines the roles and responsibilities of central office staff and provides instructions for school-based staff on assessing students and analyzing data. Partial ratings include written components for using data to revise curriculum and guide student learning, as well as assessments for every grade level. However, summative assessments outside of state assessments are not mentioned as tools for guiding student learning or curriculum direction. Although the district uses a Testing Programs Handbook, it is outdated and contradicted by other district documents. (See **Recommendation 4.**)

Finding 4.2: The scope of formal student assessment in pre-Kindergarten-grade 12 is inadequate to provide consistent and systemic feedback to positively influence teaching and learning. District leaders have not defined a consistent process for reviewing or analyzing data to improve student learning. Results from a small number of District Learning Assessments indicate most assessments are aligned to state standards in content, context, and cognitive type

An effective and comprehensive student assessment program ensures students are being assessed appropriately and that the information collected from assessments is used to make decisions that positively influence their learning. A comprehensive assessment system includes a clear plan for not only how students are assessed, but also how data from those assessments are used to inform curriculum design and delivery. A comprehensive assessment system also contains assessments that reflect alignment between locally developed assessments and state standards in three dimensions: content, context, and cognitive type. Continual student assessments provide formative and summative evidence of alignment of the written, taught, and tested curriculum by measuring the degree to which students achieve learning goals. Without an effective and comprehensive student assessment program, district leaders are unable to make data-driven decisions to ensure the effectiveness of alignment. The scope of student assessment answers the first audit question, "Is it there?" The quality of student answers the second audit question, "How good is it?"

Auditors define formal assessment as an administratively mandated (*tightly-held*—see **Finding 1.1**, **Exhibit 1.1.1**) evaluation of all students enrolled in a specific grade level, course, program of study (e.g., Advanced Placement®, International Baccalaureate) or student group (e.g., emergent bilingual students). Formal assessments may be considered formative and/or summative, and the results of both types of assessments should be available at the district level to provide diagnostic information to guide sound decision making.

Formative assessments help teachers monitor and evaluate students' progress at specific intervals in the learning process by providing feedback to help them know what concepts need to be retaught to improve student learning outcomes. Summative assessments help teachers evaluate student learning and proficiency over specific skills at the conclusion of an instructional period. Tightly-held assessments aligned to state standards and the district curriculum facilitate data-informed decision making for continuous improvement of student learning and achievement.

To determine the scope and quality of the formal assessment program for Kindergarten-grade 12, auditors examined assessment calendars and a list of course offerings and assessments: ELA District Learning Assessments (DLA), grades 5 and 7; mathematics DLA assessments, grades 5, 8, and Algebra I; science ,grades 5, 8, and Biology; and social studies grades 8 and U.S. History; and related assessment documents provided by the district. The literacy audit team took a deeper dive into the literacy assessment and reviewed DLA assessments for grades Kindergarten, 2, 4, 6, and 8 (see **Literacy Audit, Finding 4.2**). Auditors expected to find formal and/or summative assessments administered for 100% of course in core content areas (language arts, mathematics, social studies, and science). They also expected to find district local assessments (DLA) fully aligned to respective TEKS in content, context, and cognitive type.

Overall, Fort Bend ISD used a variety of assessments to monitor student progress in pre-Kindergarten through grade 12; however, the scope of assessment is not adequate to provide complete and comprehensive feedback to optimize student learning. Auditors found 67% of core courses have formal assessments. More assessments are provided in middle school grades (6-8) at 100% of all core courses being formally assessed. Availability of assessments by content area was 100% for English language arts and mathematics at the elementary level, but science and social studies, both at 57%, are considerably lower. Auditors found high school courses in science (48%) and social studies (44%) to be assessed more frequently than English language arts (38%) and mathematics (29%). Of the assessments that were analyzed, 91% were found to be aligned in content, context, and cognitive type. Specifically, auditors did not find a policy that requires a plan for student assessment, including both formative and summative evaluation. .

Scope of Assessment

The scope of student assessment refers to the presence of some form of tightly-held state or formal district assessment for every course at every grade level. This step of analysis answers the first audit question, "Is it present?" The Fort Bend ISD assessment program includes both state-mandated and district-required assessments. The following exhibit lists assessments by name and grade when administered. State and district assessments required for all students are indicated with an "X," and assessments administered or offered to only a select group of students are indicated with an "S." Each assessment administered is also labeled as formative and/or summative.

Exhibit 4.2.1: Formal Assessments of Student Performance, Grades PK-12

Assessment	Grade Level													Formative	Summative
	PK	K	1	2	3	4	5	7	8	9	10	11	12		
Advanced Placement® (AP®)												S	S		X
American College Test (ACT®)												S			X
Avant Spanish Language Proficiency		S		S	S										X

Assessment	Grade Level													Formative	Summative
	PK	K	1	2	3	4	5	7	8	9	10	11	12		
CIRCLE (Literacy and Math)	X													X	
Credit by Exam (CBE)	S	S	S	S	S	S	S	S	S	S	S	S	S		X
District English Language Proficiency Assessment										S	S	S	S	X	
District Learning Assessment (DLA)			X	X	X	X	X	X	X	X	X	X		X	
GT Evaluation		S	S	S	S	S	S	S	S	S	S	S	S	X	
Interim Assessments					X	X	X	X	X	X	X	X		X	
Iowa - English Learner and Emergent Bilingual Student Reclassification			S	S								S	S	X	
MAP Growth		X	X	X	X	X	X	X	X	S	S			X	
MAP Reading Fluency		X	X	X										X	
National Assessment of Educational Progress (NAEP)						X			X				X	X	
National Merit Scholarship Qualifying Test (NMSQT)												X			X
Preliminary Scholastic Aptitude Test (PSAT®)									X			X			X
SAT® School Day												S			X
STAAR/EOC STAAR					X	X	X	X	X	X	X	X			X
TELPAS	S	S	S	S	S	S	S	S	S	S	S	S	S	X	
Texas Success Initiative Assessment 2.0 (TSIA2)															X
Texas Kindergarten Entry Assessment (TXKea) Literacy		X												X	

Key: X = administered to most/all students at that grade level
S = administered to selected students

Data Sources: List of Assessments provided by FBISD, FBISD 2024-25 District Assessment Calendar, FBISD 2024-25 District Bilingual Assessment Calendar, Exhibit F in the Testing Programs Handbook, 2021

Auditors found that pre-Kindergarten through grade 11 have some form of formative and/or summative assessments in the content areas of reading and mathematics. Fort Bend ISD creates District Learning Assessments for all core content areas, but not all grade levels. These assessments are given twice a year. Other than the District Learning Assessments, assessments in grades 8-12 are primarily summative in nature, with the *State of Texas Assessments of Academic Readiness* exams being the primary form of assessment.

The following three exhibits show the scope of formal assessment district-wide at the elementary, middle, and high school levels for all courses.

Exhibit 4.2.2: Scope of Formal Assessments, Grades PK-5

Core and Non-Core Courses	Courses Offered by Grade Level							Total Courses Taught	Total Courses Assessed	Percent Assessed
	PK	K	1	2	3	4	5			
Core Courses										
English Language Arts/Reading	1	1	1	1	1	1	1	**7**	**7**	100%
ELA Spanish		1	1	1	1	1	1	**6**	**6**	100%
RLA Dual Language					1			**1**	**1**	100%
Mathematics	1	1	1	1	1	1	1	**7**	**7**	100%
Mathematics Dual Language					1			**1**	**1**	100%
Science	1	0	0	0	1	1	1	**7**	**4**	57%
Social Studies	1	0	0	0	1	1	1	**7**	**4**	57%
Total Core Courses								**36**	**30**	
Percent of Core Courses Assessed										**83%**
Non-Core Courses										
Art	0	0	0	0	0	0	0	**7**	**0**	0%
Digital Citizenship (Library)		0	0	0	0	0	0	**6**	**0**	0%
Music	0	0	0	0	0	0	0	**7**	**0**	0%
Health		0	0	0	0	0	0	**6**		
Physical Education		0	0	0	0	0	0	**6**	**0**	0%
STEM		0	0	0	0	0	0	**6**	**0**	0%
Action Based Learning	0	0	0	0	0	0	0	**7**	**0**	0%
Total Non-Core Courses								**45**	**0**	
Percent of Non-Core Courses Assessed										**0%**

Key: 1= Course offered at grade level and assessed, O = Course offered, no assessment

Data Sources: List of Assessment provided by FBISD, FBISD 2024-25 District Assessment Calendar, FBISD 2024-25 District Bilingual Assessment Calendar, Exhibit F in the Testing Programs Handbook, 2021

English language arts and mathematics are offered in pre-Kindergarten through grade 5 and formally assessed in all grades. Eighty-three percent of elementary core courses have formal assessments in place. The scope of assessment in pre-Kindergarten through grade 5 is less than the audit expectation of 100% of core courses and 70% of non-core courses. (See also **Appendix E**, **Exhibit E.1.**)

Exhibit 4.2.3: Scope of Formal Assessments, Grades 6-8

Core and Non-Core Courses Grades 6-8	Number of Courses Offered	Number of Courses Formally Assessed	Percent of Courses Formally Assessed
Core Courses			
English Language Arts	25	25	100%
Mathematics	10	10	100%
Science	9	9	100%
Social Studies	9	9	100%
Total Core Courses	**53**	**53**	
		Percent of Core Courses Assessed	**100%**
Total Non-Core Courses	**44**	**0**	
		Percent of Non-Core Courses Assessed	**0%**
Data Sources: List of Assessment provided by FBISD, FBISD 2024-2025 District Assessment Calendar, FBISD 2024-2025 District Bilingual Assessment Calendar, Exhibit F in the Testing Programs Handbook, 2021			

Formal assessments are in place for all core courses in grades 6-8 meeting the audit expectation of 100% for core courses. Auditors found no assessments for non-courses in grades 6-8, which is below the audit expectation of 70%. (See also **Appendix E**, **Exhibit E.2.**)

Exhibit 4.2.4: Scope of Formal Assessment, Grades 9-12

Core and Non-Core Courses Grades 9-12	Number of Courses Offered	Number of Courses Formally Assessed	Percent of Courses Formally Assessed
Core Courses			
English Language Arts	24	9	38%
Mathematics	17	5	29%
Science	23	11	48%
Social Studies	25	11	44%
Total Core Courses	**89**	**36**	
		Percent of Core Courses Assessed	**40%**
Total Non-Core Courses	**206**	**4**	
		Percent of Non-Core Courses Assessed	**2%**
Data Sources: List of Assessment provided by FBISD, FBISD 2024-25 District Assessment Calendar, FBISD 2024-25 District Bilingual Assessment Calendar, Exhibit F in the Testing Programs Handbook, 2021			

Forty percent of core courses in grades 9-12 are formally assessed, which is below the audit expectation of 100%. Two percent of the 206 non-core courses are formally assessed, which is below the audit expectation of 70%. (See also **Appendix E**, **Exhibit E.3**)

The exhibit below provides a scope summary of core and non-courses in Kindergarten-grade 12 that are formally assessed.

Exhibit 4.2.5: Summary of Scope of Formal Assessments Administered, Grades PK-12

Core and Non-Core Courses Grades PK-12	Grades/Courses Requiring Assessment	Grades/Courses Assessed	Percent Assessed
Core Courses			
Elementary (Grades PK-5)	36	30	83%
Middle School (Grades 6-8)	53	53	100%
High School (Grades (9-12)	89	36	40%
Total Core Courses	**178**	**119**	
Total Percent of Core Courses Formally Assessed			**67%**
Non-Core Courses			
Elementary (Grades PK-5)	45	0	0%
Middle School (Grades 6-8)	44	0	0%
High School (Grades (9-12)	206	4	2%
Total Non-Core Courses	**295**	**4**	
Total Percent of Non-Core Courses Formally Assessed			**1%**

Data Sources: List of Assessment provided by FBISD, FBISD 2024-25 District Assessment Calendar, FBISD 2024-25 District Bilingual Assessment Calendar, Exhibit F in the Testing Programs Handbook, 2021

Although 67% of core courses district-wide are formally assessed, auditors found only 1% of non-core courses have a formal assessment in place. The scope did not meet the expected standard of 100% of core content courses and 70% of non-core.

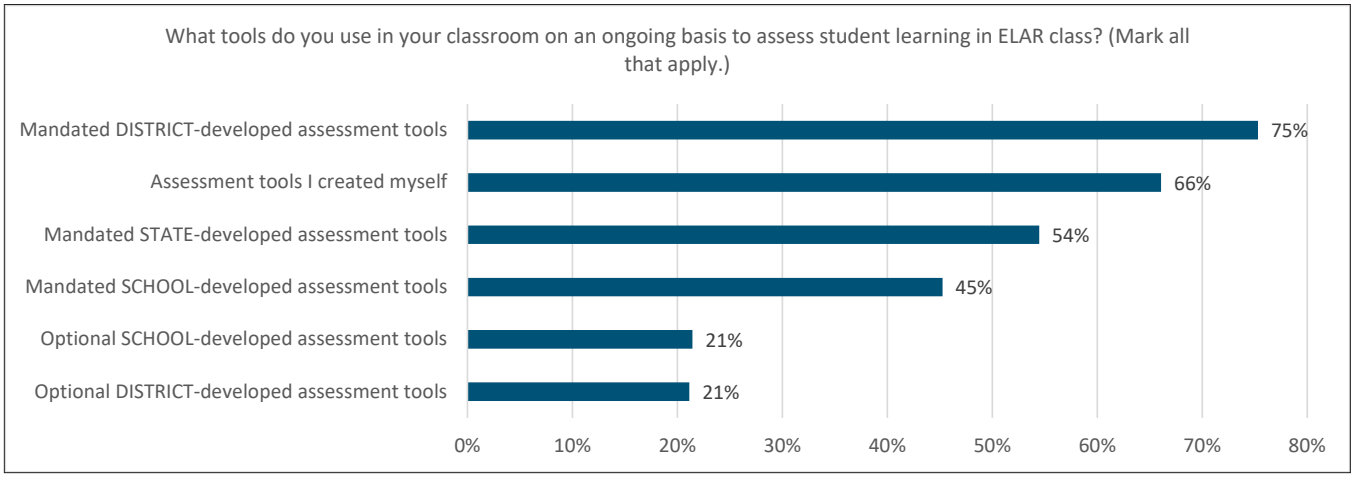
In interviews with district and campus administrators, auditors were able to triangulate data regarding the scope of assessment. Both groups of administrators reported to auditors that each curriculum department creates their own assessments. Depending on the content, assessment items are created in district or through district-purchased test banks.

The following comments were offered:

- "Curriculum subject areas create their own assessments; there is not a process for how that happens. There's not a vetting process to make sure it's valid… There haven't been checks and balances for monitoring the quality of district assessments." (Central Office Administrator)
- "There is a lack of consistent assessment across the district and a lack of curriculum for non-tested subjects." (Central Office Administrator)

In online surveys, Fort Bend ISD teachers reported they used a variety of assessments to measure student progress.

Exhibit 4.2.6: Tools Used for Student Assessment



Note: 538
Date Source: CMSi Online Survey

While 75% of teachers reported using mandated district-developed assessment tools, 66% reported using assessment tools they created themselves. Mandated state-developed assessments tools was selected by 54% of teachers who completed the survey. This supports the finding of auditors that while a wide variety of assessments are used within Fort Bend ISD, many of those are loosely held by the district and are not consistently used across all campuses to ensure optimal quality learning for all students.

Quality of Student Assessment

The scope of student assessment answers the question, "Is it there?" The follow-up question auditors ask is, "How good is it?" Auditors found that Fort Bend ISD primarily uses *NWEA MAP* Growth to benchmark student achievement in reading, mathematics, science, and language usage. In addition to *NWEA MAP* Growth, auditors were also provided with District Learning Assessments (DLA) that are created by the district. District Learning Assessments are given quarterly in grades 1-8 in reading, math, and science; grades 3-8 in social studies; and in high school, English I, II, and III, Biology, Chemistry, IPC, World Geography, World History, U.S. History, and Algebra I. The most logical approach to determine assessment quality is to analyze the degree of alignment between locally developed assessments and the state standards. Auditors check for alignment in three dimensions (see also **Finding 2.3**):

- Content: the knowledge, skill, and processes tested
- Context: the format or situation in which students are asked to perform, such as multiple choice versus writing in an answer or having tools available to use
- Cognitive Type: the type of thinking required to answer the question

Looking at alignment along all three dimensions gives teachers and administrators a picture of the extent, nature, and degree of alignment.

To complete the analysis, auditors selected one quarterly assessment for ELA grades 5, 7, English I and II; mathematics grades 3, 5, 8, and Algebra I; science grades 5, 8, and Biology; and social studies grades 8 and U.S. History. Auditors selected one question per standard that was assessed to illustrate the process

of analyzing a test item for alignment in the three dimensions of content, context, and cognitive type. Determining the context alignment of assessment items often presents challenges due to not being clearly identified in the TEKS. A summary of the analysis is provided in the following exhibit. Details are provided in **Appendix N**.

Exhibit 4.2.7: Summary of District Local Assessment Item Analysis to Texas Essential Knowledge and Skills in Content, Context, and Cognitive Type

Standard	Item	Content	Context	Cognitive	Full Alignment
5th Grade English Language Arts – Fall DLA					
5.8A	Item #1	Yes	Yes	Yes	Yes
	Item #5	Partial	Yes	No	No
5.10A	Item #3	Yes	Yes	Yes	Yes
	Item #6	Yes	Yes	Yes	Yes
	Item #8	Yes	Yes	Yes	Yes
5.10D	Item #2	Yes	Yes	Yes	Yes
5.10F	Item #7	No	No	No	No
5.11D.iv	Item # 10	Yes	No	Yes	No
5.11D.viii	Item #9	Yes	No	Yes	No
7th Grade English Language Arts					
7.11C	Extended Constructed Response	Yes	Yes	Yes	Yes
8th Grade U.S. History					
8.2A	Item #3	Yes	Yes	Yes	Yes
8.3A	Item #5	Yes	Yes	Yes	Yes
8.11A	Item #6	Yes	Yes	Yes	Yes
8.4A	Item #9	Yes	Yes	Yes	Yes
U.S. History					
U.S. 18B	Item #1	Yes	Yes	Yes	Yes
U.S. 13B	Item #4	Yes	Yes	Yes	Yes
U.S. 4F	Item #7	Yes	Yes	Yes	Yes
U.S. 15C	Item 9	Yes	Yes	Yes	Yes
5th Grade Mathematics					
5.2B		Yes	Yes	Yes	Yes
5.3K		Yes	Yes	Yes	Yes
5.4F		Yes	Yes	Yes	Yes
8th Grade Mathematics					
8.2d		Yes	Yes	Yes	Yes
8.4c		Yes	Yes	Yes	Yes
8.5g		Yes	Yes	Yes	Yes
8.7c		Yes	Yes	Yes	Yes
8.8c		Yes	Yes	Yes	Yes
Algebra 1					
A.2a		Yes	Yes	Yes	Yes
A.2c		Yes	Yes	Yes	Yes

Standard	Item	Content	Context	Cognitive	Full Alignment
Algebra 1 (Cont.)					
A.3b		Yes	Yes	Yes	Yes
A.5a		Yes	Yes	Yes	Yes
5th Grade Science					
5.6A		Yes	Yes	Yes	Yes
5.6B		Yes	Yes	Yes	Yes
5.6C		Yes	Yes	Yes	Yes
5.7B		Yes	Yes	Yes	Yes
5.8B		Yes	Yes	Yes	Yes
5.8C		Yes	Yes	Yes	Yes
8th Grade Science					
6.7B		Yes	Yes	Yes	Yes
8.7A		Yes	Yes	Yes	Yes
7.6B		Yes	Yes	Yes	Yes
8.6E		Yes	Yes	Yes	Yes
Biology					
B.7A		Yes	Yes	Yes	Yes
B.5A		Yes	Yes	Yes	Yes
B.5C		Yes	Yes	Yes	Yes
B.6A		Yes	Yes	Yes	Yes
				Aligned	**40/44**
				% Aligned	**91%**
				Not Aligned	**4/44**
				% Not Aligned	**9%**

Auditors found the items on the considered unit assessments were aligned in content, context, and cognitive rigor to the intended TEKS, with the exception of four questions on the 5th grade ELAR assessment. All questions were multiple choice and do not reflect all item types students will see on the state assessment. Multiple-choice questions do not reflect the thinking required to answer the question; therefore, they cannot adequately assess the knowledge of students. In addition, there were no constructed response questions on the science and social students *District Learning Assessments*.

Summary

The scope of assessment of core courses in Fort Bend ISD is inadequate to assess and monitor student learning. Only 67% of core courses in pre-kindergarten-grade 12 are formally assessed. The scope did not meet the expected standard of 100% of core content areas being assessed. Overall, grades 6-8 led their counterparts in having the highest percentage of assessments for core courses. The lack of formal assessments prevents the district from measuring the efficacy of the written and taught curriculum. Auditors found the *District Learning Assessments* were aligned in content, context, and cognitive type; however, most assessments items are multiple-choice making it difficult to determine student learning. The district needs a comprehensive scope of formal assessments for all learner outcomes at all grade levels to guide decision making for teaching and learning. (See **Recommendation 4.**)

Finding 4.3: Although district students outperform state averages on high-stakes assessments in reading and math, achievement gaps persist among student groups, notably for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Student assessment data enable school district and campus staff members to evaluate how well the written curriculum, instructional strategies, and educational programs are working together to enhance student achievement outcomes. District and school administrators, campus staff members, students, and parents use comparative student assessment data to determine how well the district's educational program educates students. Successful school systems can demonstrate student achievement across all groups, with test scores reflecting a steady trend of improvement over time. District and campus leaders rely on this information to gauge the quality and consistency of student learning, the impact of programs, and overall system performance. Moreover, without such data, decision-makers lack an objective foundation to make decisions about curriculum design and instructional delivery.

By analyzing assessment data, leaders identify performance gaps in individual student learning, detect grade-level or content area deficiencies, and measure school progress toward achieving curriculum goals and state standards.

To identify important student achievement outcome trends and potential gaps, auditors reviewed data from the *State of Texas Assessment of Academic Readiness (STAAR)*, which is created and administered at the state level. Auditors reviewed data from the past three school years of 2021-22, 2022-23, and 2023-24 since the COVID-19 pandemic affected student performance in 2020-21 and 2019-20. For the *STAAR*, auditors looked for the percentage of students who were able to achieve the "Meets Grade Level" or higher level in grades 3-8 in reading and mathematics since those tests are administered each year in those grade levels. Lastly, auditors were provided with a list of 20 campuses designated Focus and Measure campuses. Auditors included student performance within following exhibits to illustrate the difference in student performance between the district, Focus and Measure campuses, and non-Focus and Measure campuses.

Auditors compared student results between student groups to determine the number of years needed to achieve parity between the different student achievement levels in the groups over the time span. Overall, district performance exceeds state averages on state assessments, except in grade 8 mathematics where the district scored 10 percentage points below the state. Nonetheless, assessment data show disparities between schools related to demographics and student groups. If all things remain constant, and without disruptive intervention, the trends in achievement gaps between White and Black, White and Hispanic, Special Education and non-Special Education, Emergent Bilingual and non-Emergent Bilingual, and Economically Disadvantaged and non-Economically Disadvantaged students will continue to widen.

Focus and Measure campuses scored lower than the district by as much as 26 to 29 percentage points and non-Focus and Measure campuses by as much as 34 to 39 percentage points on the *STAAR* tests with the largest gap on the grade 7 reading and math assessments.

Reading achievement trends for student cohorts show improvement overall over the past three years; however, the performance trend in mathematics shows a decline overall over the past three years for the All Students group. These cohorts of students and the proximal cohorts that follow will need intensive, systematic, and intentional interventions in mathematics. Cohort 4 specifically performed 14 percentage points higher on the grade 8 reading *STAAR,* yet 14 percentage points lower on the grade 8 mathematics *STAAR* in 2023-24, compared to the grade 6 *STAAR* tests in 2021-22.

If current trends continue, the district Special Education group will achieve parity with state Special Education students in *STAAR* reading in one year and in *STAAR* math in three years. For the Emergent Bilingual group, it will take 16.5 years to achieve parity on *STAAR* reading and 14.7 years to achieve parity in mathematics compared to the non-Emergent Bilingual groups. Compared to the non-Economically Disadvantaged groups, the district will never achieve parity with the Economically Disadvantaged group on either *STAAR* reading or mathematics unless systems change to increase student achievement. Finally, it will take 16.5 years to achieve parity between White and Black/African American students as well as White and Hispanic students in *STAAR* mathematics, whereas it will take 8.7 years between White and Hispanic students and will never occur between White and Black/African American students in *STAAR* reading in grades 3-8 if current student achievement trends continue uninterrupted.

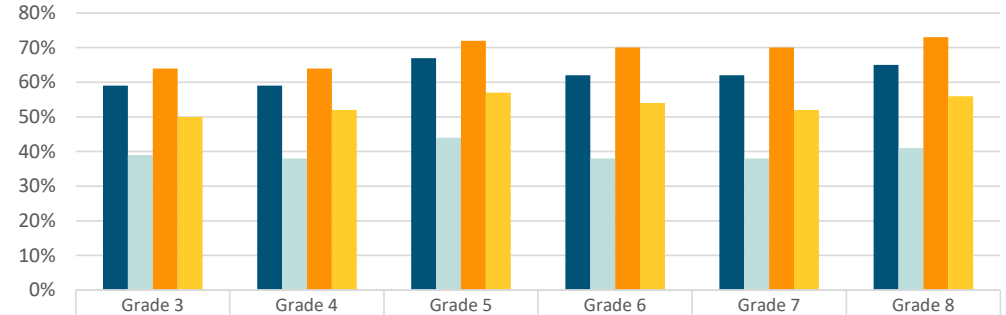
Student Performance on STAAR (Grades 3-8)

Auditors reviewed the *STAAR* for student performance in reading and mathematics in grades 3-8 for the school years of 2021-22, 2022-23, and 2023-24. Auditors did not use *STAAR* data from 2020-2021 or 2019-20 due to the COVID-19 pandemic affecting both the number of students taking the *STAAR* test and the overall performance of the district. Additionally, the format of the *STAAR* test was changed from the format in 2020-21 and years prior, as the revised test in years 2021-22 and subsequent years has new, more rigorous assessment item types as well as a different overall blueprint and raw score to scale score conversion table for each grade level and content area.

The *STAAR* utilizes four performance descriptors to categorize tiered levels of student performance: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. For analyses of assessment trends and performance, auditors showed the combined performance at the Meets Grade Level or above. Auditors reviewed student performance data from grades 3-8 reading and mathematics since the *STAAR* is administered consecutively for each of these grade levels.

To understand the distribution of performance across campus types, student achievement was analyzed at the district, state, and campus level. The data reveal important disparities that extend beyond overall district success, particularly for students attending Focus and Measure campuses. The next exhibit provides a comparative view of *STAAR* outcomes by grade level, highlighting key gaps between Focus and Measure campuses and non-Focus and Measure campuses, despite district-wide gains above the state average for grades 3-8 reading at meets grade level or higher.

Exhibit 4.3.1: STAAR Reading Grades 3-8 Results at Meets Grade Level or Higher, 2024-25



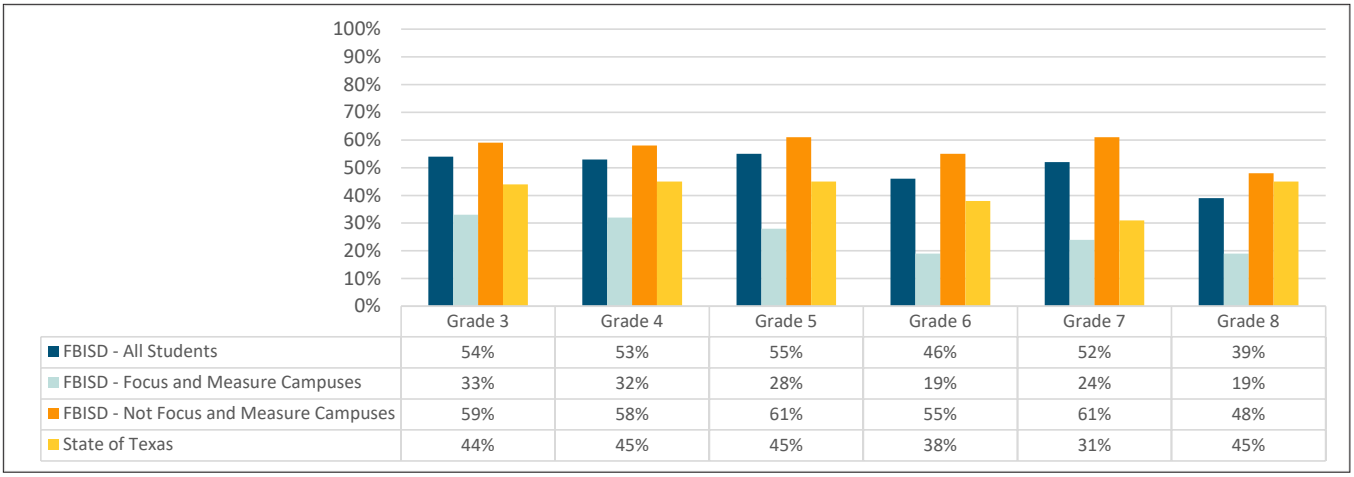
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
FBISD - All Students	59%	59%	67%	62%	62%	65%
FBISD - Focus and Measure Campuses	39%	38%	44%	38%	38%	41%
FBISD - Not Focus and Measure Campuses	64%	64%	72%	70%	70%	73%
State of Texas	50%	52%	57%	54%	52%	56%

Data Source: Texas Research Portal

Data in the above exhibit show the district scored seven to 10 percentage points above the state at each grade level in reading on the 2024-25 *STAAR*. Lower percentages of Focus and Measure campus students scored at meets grade level or higher than non-Focus and Measure students; 25 to 32 percent less at each grade level. Auditors noted the largest difference in reading performance in grades 6-8, where 32 percent fewer students at Focus and Measure campuses scored at meets or exceeds than students at the non-Focus and measure campuses.

The comparisons of students' performance in grades 3-8 mathematics on *STAAR* for the State of Texas, FBISD – All Students, FBISD – Focus and Measure campuses, and FBISD – Non-Focus and Measure campuses are shown in the following exhibit.

Exhibit 4.3.2: STAAR Mathematics Grades 3-8 Results at Meets Grade Level or Higher, 2024-25



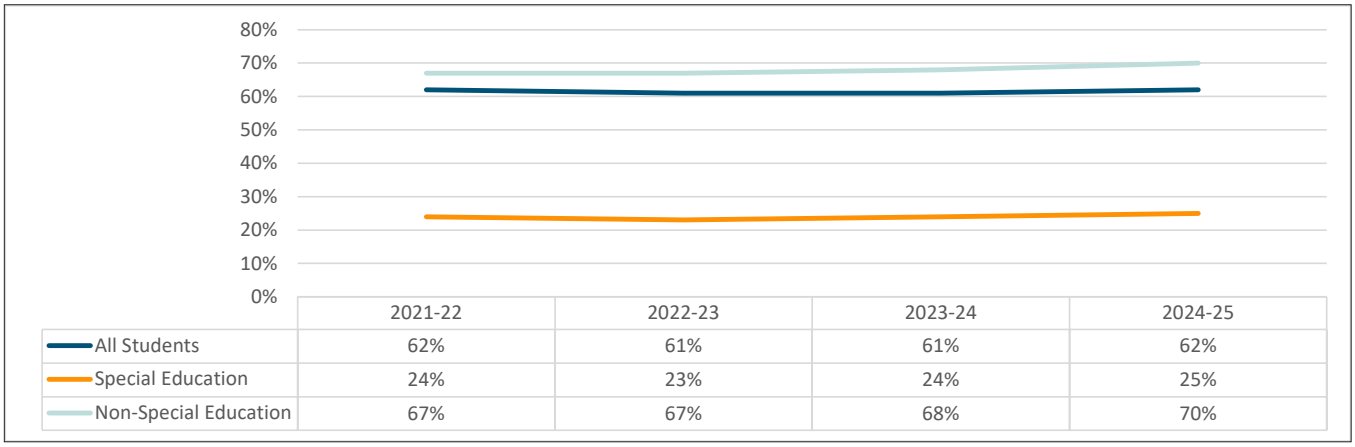
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
FBISD - All Students	54%	53%	55%	46%	52%	39%
FBISD - Focus and Measure Campuses	33%	32%	28%	19%	24%	19%
FBISD - Not Focus and Measure Campuses	59%	58%	61%	55%	61%	48%
State of Texas	44%	45%	45%	38%	31%	45%

Data Source: Texas Research Portal

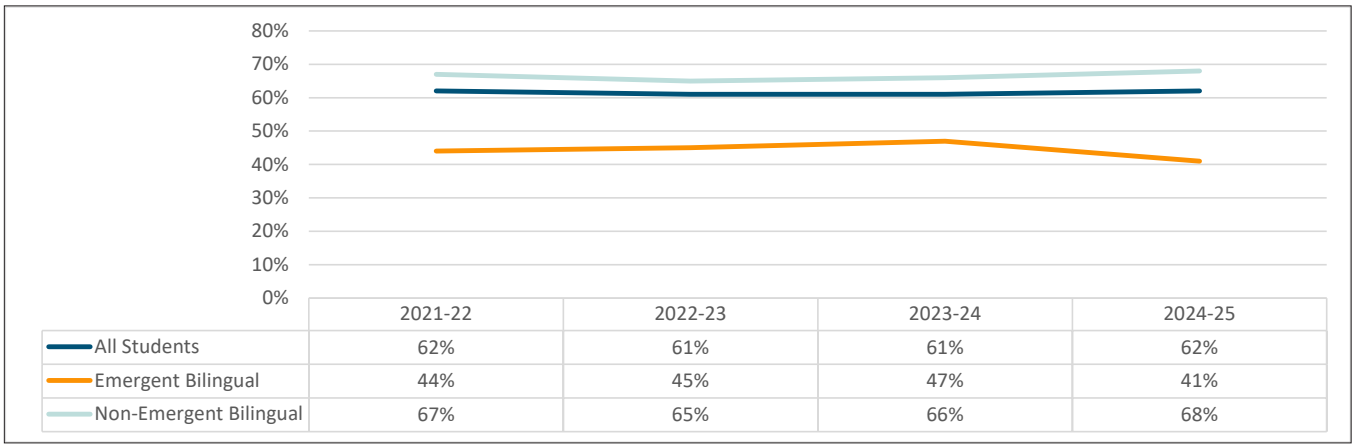
Data in the above exhibit show that Fort Bend ISD students had eight to 21 percent more students scoring at meets grade level or higher than students across the state in mathematics on the on the 2024-25 *STAAR*, except for grade 8, where six percent fewer FBISD students performed at meets grade level or higher than all students across the state. At the Focus and Measure campuses, the percent of students meeting grade level or higher at every grade level was 26 to 37 percent fewer than the percent of students scoring at meets grade level or higher at the non-Focus and Measure campuses. Auditors noted the largest difference in grade 7 where the gap was 37 percent.

The next exhibit presents four years of *STAAR* reading performance for specific student groups in grades 3-8. These groups are students receiving special education services and Emergent Bilingual and economically disadvantaged students. These longitudinal data highlight trends in the achievement of these groups over time, helping to identify areas of growth as well as persistent disparities. The auditors particularly take note of gaps that are not improving over time for these students.

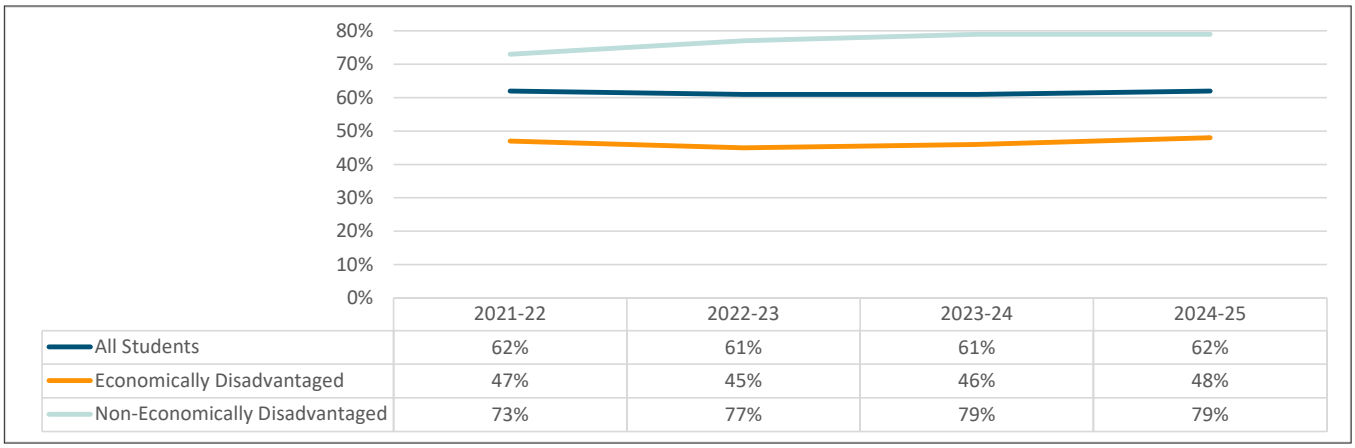
Exhibit 4.3.3: STAAR Reading Grades 3-8 Student Group Data, 2021-22, 2022-23, 2023-24, 2024-25



	2021-22	2022-23	2023-24	2024-25
All Students	62%	61%	61%	62%
Special Education	24%	23%	24%	25%
Non-Special Education	67%	67%	68%	70%



	2021-22	2022-23	2023-24	2024-25
All Students	62%	61%	61%	62%
Emergent Bilingual	44%	45%	47%	41%
Non-Emergent Bilingual	67%	65%	66%	68%



	2021-22	2022-23	2023-24	2024-25
All Students	62%	61%	61%	62%
Economically Disadvantaged	47%	45%	46%	48%
Non-Economically Disadvantaged	73%	77%	79%	79%

Data Source: Texas Research Portal

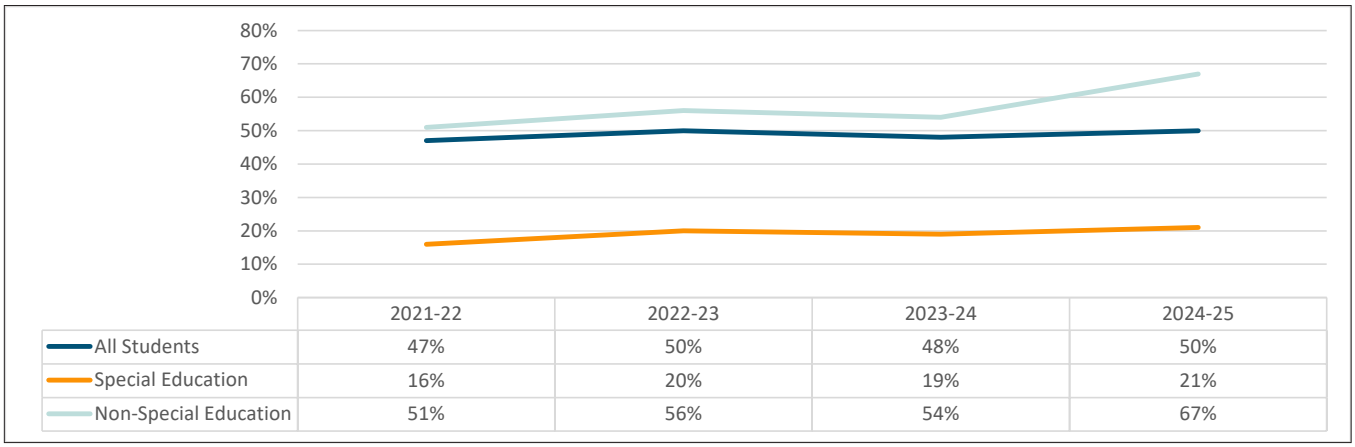
On the *STAAR* reading exam at all grade levels, the auditors looked at the performance of students within each group compared with students who are not in these groups. All students is the district average performance and includes members of both groups.

Auditors noted that the gap between the percentage of Special Education students who scored at meets grade level or above and the percentage of Non-Special Education students ranged from 43 to 45 percentage points over the four-years of assessment data. The percentage of Emergent Bilingual students who scored at meets grade level or above was also less than the percentage of non-Emergent Bilingual students, and ranged from 19 to 27 percentage points, and the percentage of Economically

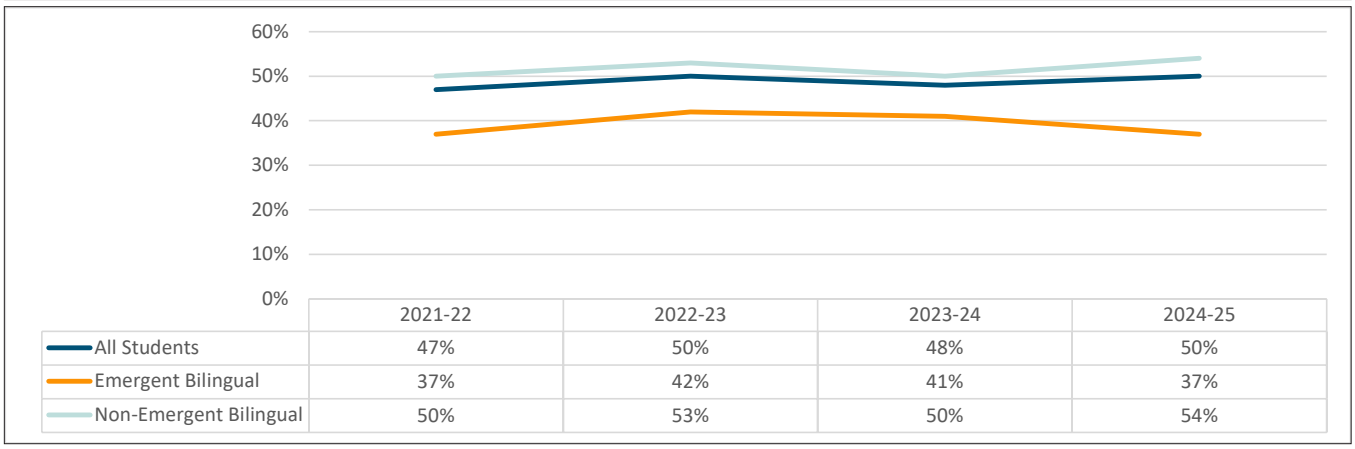
Disadvantaged students who scored at meets grade level or above lagged behind their Non-Economically Disadvantaged counterparts by 26 to 33 percentage points. All gaps in reading widened over time for each of these three groups, when looking at all grades data.

Similar data for student performance in grades 3-8 on *STAAR* mathematics during 2021-2025 for All Students, Special Education, Non-Special Education, Emergent Bilingual, Non-Emergent Bilingual, Economically Disadvantaged, and Non-Economically Disadvantaged are shown in the next exhibit.

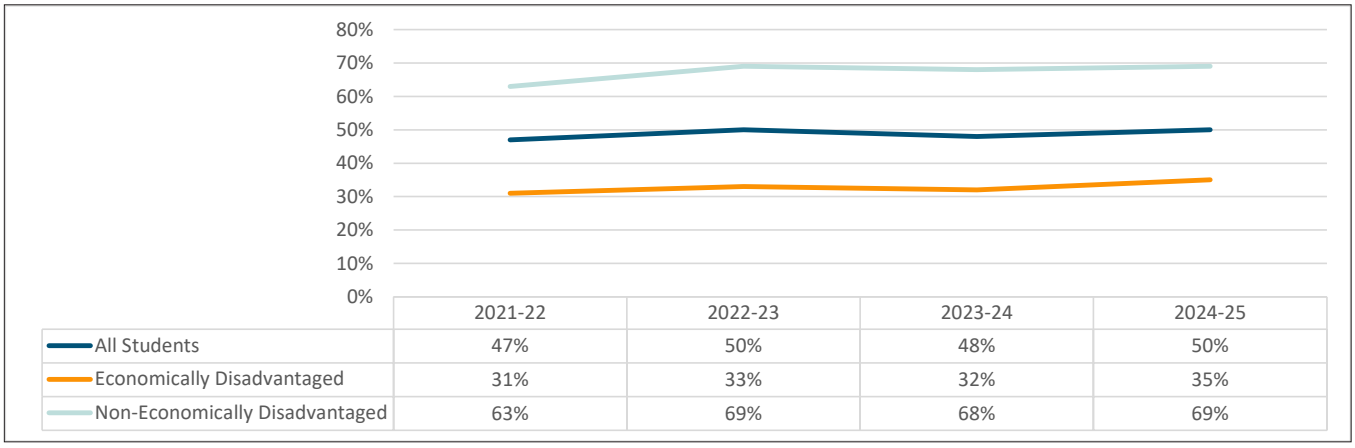
Exhibit 4.3.4: STAAR Mathematics Grades 3-8 Student Group Data, 2021-22, 2022-23, 2023-24, 2024-25



	2021-22	2022-23	2023-24	2024-25
All Students	47%	50%	48%	50%
Special Education	16%	20%	19%	21%
Non-Special Education	51%	56%	54%	67%



	2021-22	2022-23	2023-24	2024-25
All Students	47%	50%	48%	50%
Emergent Bilingual	37%	42%	41%	37%
Non-Emergent Bilingual	50%	53%	50%	54%



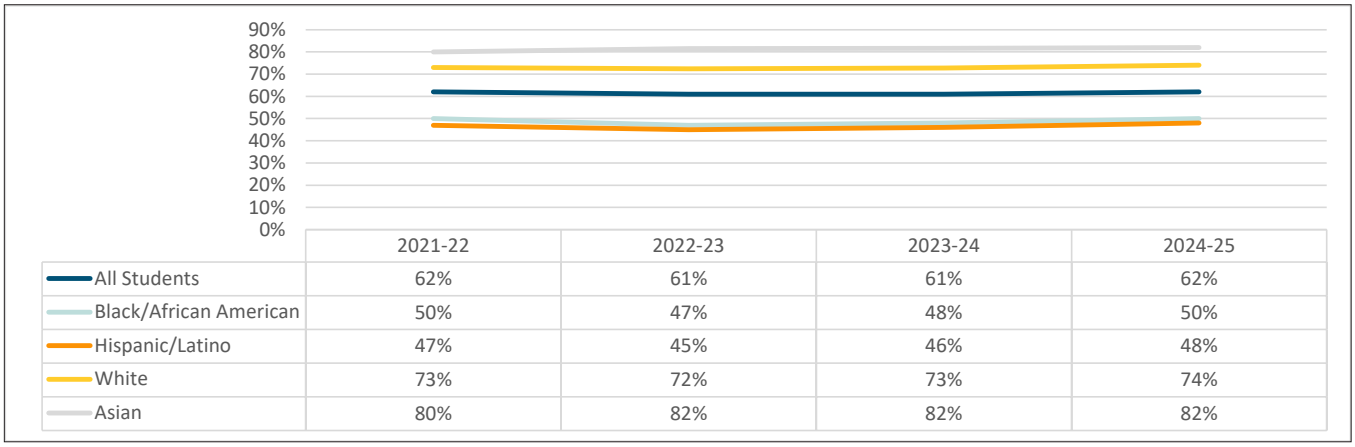
	2021-22	2022-23	2023-24	2024-25
All Students	47%	50%	48%	50%
Economically Disadvantaged	31%	33%	32%	35%
Non-Economically Disadvantaged	63%	69%	68%	69%

Data Source: Texas Research Portal

As with reading, the percentage of special education, Emergent Bilingual, and Economically Disadvantaged students scoring at meets grade level or higher on the mathematics *STAAR* lagged behind their non-member counterparts. For Special Education students, the gap ranged from 35 to 46% fewer students scoring at meets or higher and for Economically Disadvantaged students the gap ranged from 32% in 2022 to 34% in 2025. The trend for Emergent Bilingual students was not as clear; the gap fluctuated over the four test administrations. It was 13% in 2022, 11% in 2023, 9% in 2024, and then 17% in 2025.

The following exhibit displays three years of *STAAR* reading performance data for grades 3-8, disaggregated by student ethnicity for the school years 2021-22 to 2024-25. The next two exhibits highlight patterns in academic achievement across racial and ethnic groups, allowing for a picture of comparative performance over time.

Exhibit 4.3.5: STAAR Reading Grades 3-8 Ethnicity Data, 2021-22, 2022-23, 2023-24, 2024-25



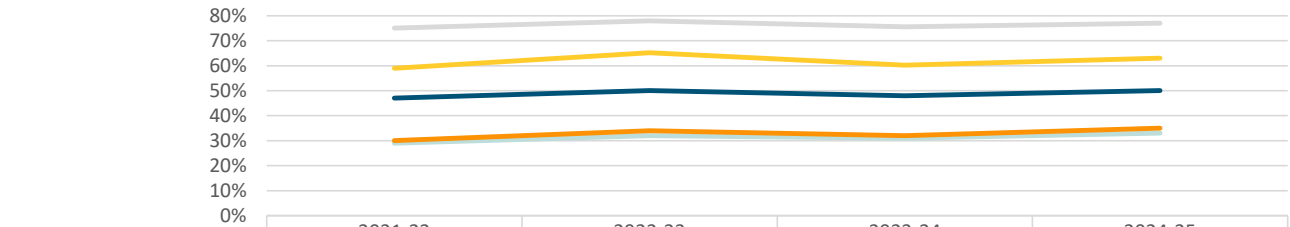
	2021-22	2022-23	2023-24	2024-25
All Students	62%	61%	61%	62%
Black/African American	50%	47%	48%	50%
Hispanic/Latino	47%	45%	46%	48%
White	73%	72%	73%	74%
Asian	80%	82%	82%	82%

Data Source: Texas Research Portal

There were considerable differences in the percent of students scoring at meets grade level or above on the *STAAR* reading test. When compared with the all student average, Black/African American and Hispanic/Latino students had fewer students scoring at meets or higher. The gap for Black/African American students grew slightly over time while the gap for Hispanic/Latino students narrowed by 1%.

The mathematics data for students in grades 3-8 on the *STAAR* for school years 2021-2025 are shown in the next exhibit. These data are broken down by ethnicity and include: All Students, Black/African American, Hispanic/Latino, White, and Asian students.

Exhibit 4.3.6: STAAR Mathematics Grades 3-8 Ethnicity Data, 2021-22, 2022-23, 2023-24, 2024-25



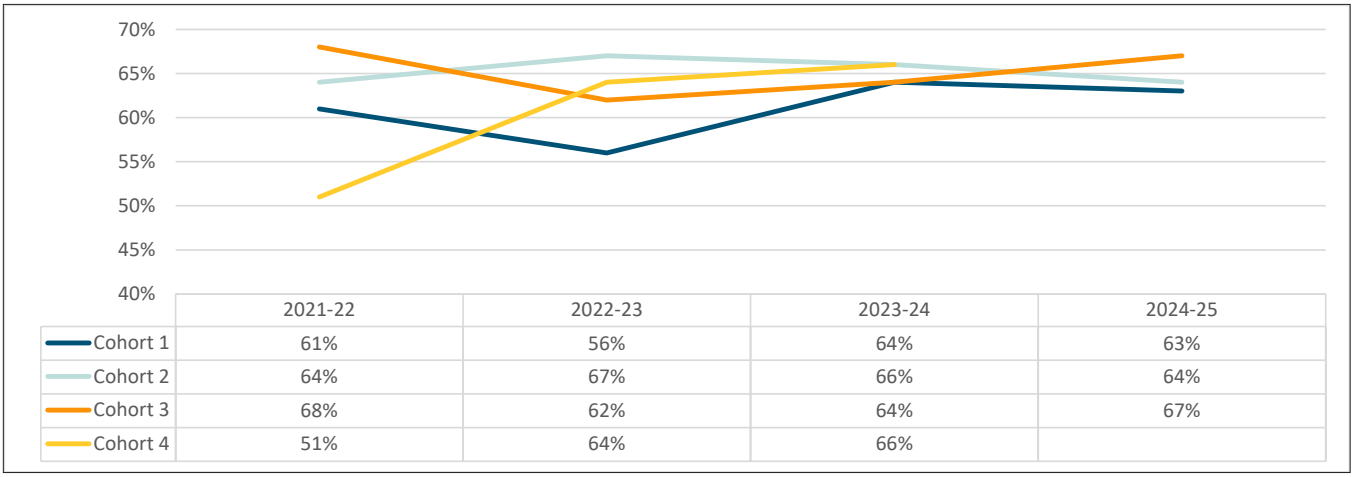
	2021-22	2022-23	2023-24	2024-25
All Students	47%	50%	48%	50%
Black/African American	29%	32%	31%	33%
Hispanic/Latino	30%	34%	32%	35%
White	59%	65%	60%	63%
Asian	75%	78%	76%	77%

Data Source: Texas Research Portal

The All Students group had 17 to 18 percent more students that scored at meets grade level or above when compared with the Black/African American student group, and 15 to 17 percent more when compared with the Hispanic student group, but these gaps narrowed slightly for both groups over time. Gaps between specific student ethnic groups, however, did widen over the same time period.

The next exhibit shows cohort-based *STAAR* mathematics performance for all students in grades 3-8 over a four-year period. In 2021-22, Cohort 1 was in third grade, Cohort 2 was in fourth grade, Cohort 3 was in fifth grade, and Cohort 4 was in sixth grade. The data shown are representative of that group's performance at their respective grade level for that year, following each cohort as they progress through each subsequent grade. In 2024-25, Cohort 1 was in sixth grade, Cohort 2 was in seventh grade, and Cohort 3 was in eighth grade. Since the data set for this example is limited to grades 3-8, no data are shown for Cohort 4 in 2024-25 since that cohort was in ninth grade that year. By following the same student groups across multiple years, district leaders can see if these groups are making steady improvement the longer they remain in FBISD schools.

Exhibit 4.3.7: STAAR Reading All Students Cohort Data, 2021-2025



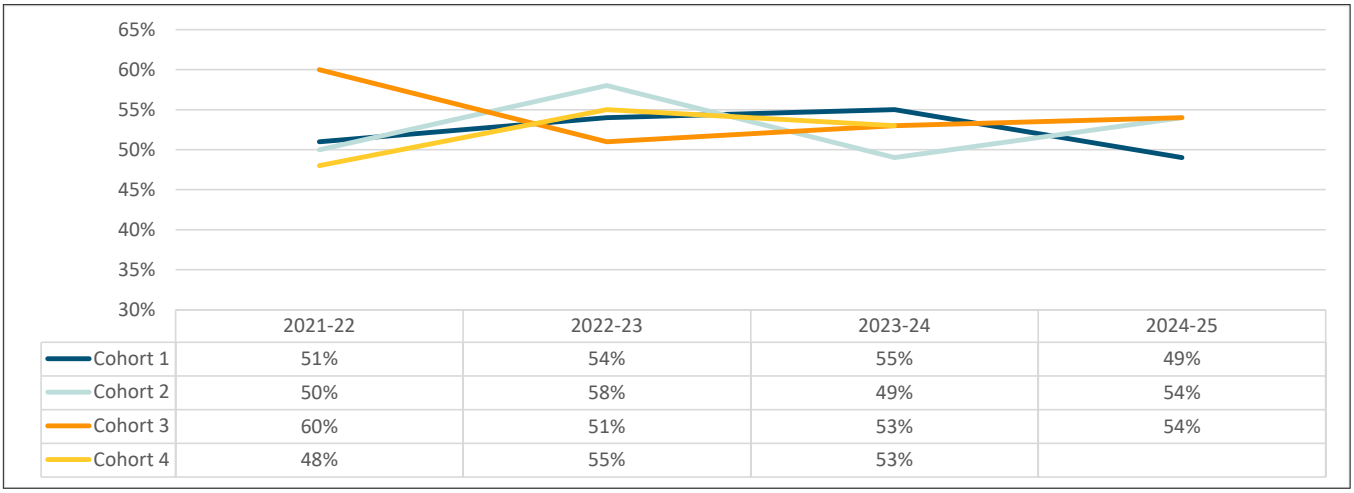
	2021-22	2022-23	2023-24	2024-25
Cohort 1	61%	56%	64%	63%
Cohort 2	64%	67%	66%	64%
Cohort 3	68%	62%	64%	67%
Cohort 4	51%	64%	66%	

Data Source: Texas Research Portal

The percentage of students scoring at Meets Grade Level or higher on *STAAR* reading increased in 2024-25 compared to their performance in 2021-22 in two of the four cohorts. Auditors noted that the largest decline was by just one percent for Cohort 3, while Cohort 4 had 15% more students scoring at Meets grade level or higher in 2024 in 8th grade than they did in 2022 in 6th. The other two cohorts showed no gain over the four test administrations, but their performance fluctuated over time.

The *STAAR* mathematics data for the same four cohorts are presented in the following exhibit.

Exhibit 4.3.8: STAAR Mathematics Grades 3-8 All Students Cohort Data, 2021-22, 2022-23, 2023-24, 2024-25



	2021-22	2022-23	2023-24	2024-25
Cohort 1	51%	54%	55%	49%
Cohort 2	50%	58%	49%	54%
Cohort 3	60%	51%	53%	54%
Cohort 4	48%	55%	53%	

Data Source: Texas Research Portal

In math, Cohorts 1 and 3 had fewer students scoring at Meets grade level or higher in 2025 than they did in 2022; the decline was 2 percent for Cohort 1 and 6% for Cohort 3. Cohorts 2 and 4 showed gains over time; Cohort 2 had 4 percent more students scoring at Meets grade level or higher and Cohort 4 had 5% more students scoring at Meets or higher.

Years to Parity

Year to parity calculations assist districts in identifying gaps in student achievement and determining whether the district should continue current practices or identify and implement more efficient and effective intervention strategies to address the identified root of the achievement gap. To provide district leaders with predictive information that can be used to focus on closing the achievement gap with student groups, auditors conducted a years to parity analysis for *STAAR* with student groups by General Education and Special Education (including Special Education at the district and state level), Emergent Bilingual and non-Emergent Bilingual, Economically Disadvantaged and non-Economically Disadvantaged, and ethnicity.

The following exhibit estimates the number of years required to reach parity in *STAAR* reading and mathematics performance between district special education and state special education students in grades 3-8. This projection, based on four years of performance data, highlights the pace of progress and the persistence of potential achievement gaps across student groups.

YEARS TO PARITY: *The Process*

Gaps among student groups are frequently observed on assessment data. Although the gaps themselves might not be large, in any case, they are indicative of a student group that the system is not serving as effectively as their peers. The degree to which gaps narrow or widen over time is important; the most effective districts are those who achieve impressive gains for their most underperforming students and can sustain them over time, thereby closing the gaps. One analysis that is used to gain perspective regarding gaps is Years to Parity. Years to parity is an analysis that calculates existing gaps in performance between two groups of students and monitors that gap over time for the same groups. Using the observed rate of change in the gap and hypothesizing that if all remains constant, the observed rate of change would apply to the future, as well. This is a means of using past performance to propose future achievement. For example, if a gap exists between two groups that narrows from 12 percentage points to 3 in four years' of testing, that means the gap narrowed 3 points a year (four years of tests, but a time lapse of three years). If all things remain constant, one could calculate that the existing gap of three points would be eradicated in a single year.

Exhibit 4.3.9: Years to Parity for District Special Education and State Special Education Students on STAAR Reading & Mathematics in Grades 3-8, 2021-22, 2022-23, 2023-24, 2024-25

Student Group	Grades/Subject	Percent Meets Grade Level and Above			
		2021-22	2022-23	2023-24	2024-25
Non-Special Education	3-8/STAAR Reading	67	67	68	70
Special Education	3-8/STAAR Reading	24	23	24	25
Difference		**43**	**44**	**44**	**45**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-2**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.67**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
Non-Special Education	3-8/STAAR Math	51	56	53	57
Special Education	3-8/STAAR Math	16	20	19	21
Difference		**35**	**36**	**34**	**36**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-1**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.33**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**

Data Source: Texas Research Portal

The district will never achieve parity with the Special Education group on either *STAAR* reading or mathematics compared to the non-Special Education group unless systems change to increase student achievement.

The following exhibit estimates the number of years to reach parity in *STAAR* reading and mathematics performance between Emergent Bilingual and non-Emergent Bilingual Education students in grades 3-8.

Exhibit 4.3.10: Years to Parity for Emergent Bilingual and Non-Emergent Bilingual Students on STAAR Reading & Mathematics in Grades 3-8, 2021-22, 2022-23, 2023-24, 2024-25

Student Group	Grades/Subject	Percent Meets Grade Level and Above			
		2021-22	2022-23	2023-24	2024-25
Non-Emergent Bilingual	3-8/STAAR Reading	67	65	66	68
Emergent Bilingual	3-8/STAAR Reading	44	45	47	41
Difference		**23**	**20**	**19**	**27**
Change in Difference:	**(1st year Difference – Final Year Difference)**				**-4**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-1.3**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
Non-Emergent Bilingual	3-8/STAAR Math	50	53	50	54
Emergent Bilingual	3-8/STAAR Math	37	42	41	37
Difference		**13**	**11**	**9**	**17**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-4**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-1.3**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**

Data Source: Texas Research Portal

The district will never achieve parity with the Emergent Bilingual group on either *STAAR* reading or mathematics compared to the non-Emergent Bilingual group unless systems change to increase student achievement.

The comparison between Economically Disadvantaged and Non-Economically Disadvantaged student performance in grades 3-8 *STAAR* reading and mathematics from 2021 to 2025 is shown in the following exhibit.

Exhibit 4.3.11: Years to Parity for Economically Disadvantaged and Non-Economically Disadvantaged Students on STAAR Reading & Mathematics in Grades 3-8, 2021-22, 2022-23, 2023-24, 2024-25

Student Group	Grades/Subject	Percent Meets Grade Level and Above			
		2021-22	2022-23	2023-24	2024-25
Non-Economically Disadvantaged	3-8/STAAR Reading	76	77	79	79
Economically Disadvantaged	3-8/STAAR Reading	47	45	46	48
Difference		**29**	**32**	**33**	**31**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-2**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.67**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
Non-Economically Disadvantaged	3-8/STAAR Math	63	69	68	69
Economically Disadvantaged	3-8/STAAR Math	31	33	32	35
Difference		**32**	**36**	**36**	**34**
Change in Difference:	**(1st year Difference – Final Year Difference)**				**-2**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.67**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
Data Source: Texas Research Portal					

The district will never achieve parity with the Economically Disadvantaged group on either *STAAR* reading or mathematics compared to the non-Economically Disadvantaged group unless systems change to increase student achievement.

The following exhibit shows years to parity based on ethnicity.

Exhibit 4.3.12: Years to Parity by Ethnicity on STAAR Reading & Mathematics in Grades 3-8, 2021-22, 2022-23, 2023-24, 2024-25

Student Group	Grades/Subject	Percent Meets Grade Level and Above			
		2021-22	2022-23	2023-24	2024-25
White	3-8/STAAR Reading	62	61	61	74
Black/African American	3-8/STAAR Reading	50	47	48	50
Difference		**12**	**14**	**13**	**24**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-1**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.3**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
White	3-8/STAAR Math	59	65	60	63
Black/African American	3-8/STAAR Math	29	32	31	33
Difference		**30**	**33**	**29**	**30**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**0**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**0**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
Data Source: Texas Research Portal					

Student Group	Grades/Subject	Percent Meets Grade Level and Above			
		2021-22	2022-23	2023-24	2024-25
White	3-8/STAAR Reading	73	72	73	74
Hispanic	3-8/STAAR Reading	48	45	47	49
Difference		**25**	**27**	**26**	**25**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**0**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**0**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**
White	3-8/STAAR Math	59	65	60	63
Hispanic	3-8/STAAR Math	35	32	34	35
Difference		**26**	**33**	**26**	**28**
Change in Difference:	**(1st Year Difference – Final Year Difference)**				**-2**
Gain by Year:	**(Change in Difference)/(Number of Years-1)**				**-0.67**
Years to Parity:	**(Final Year Gap/Gain by Year)**				**NEVER**

Data Source: Texas Research Portal

The district will never achieve parity with either the Black/African American or Hispanic groups on either *STAAR* reading or mathematics compared to the White group unless systems change to increase student achievement.

During interviews, district and school administrators provided their perspectives on the use and impact of student assessment data in the district. One central office administrator expressed concern about performance trends, stating, “We have just allowed our low performing schools to be below, and now our high performing schools are coming down.” A campus administrator reflected on shifting priorities, noting, “We were once told we did not focus on *STAAR*, so testing was not a hot topic. Now it is important again.” Another central office staff member explained, “A big reason we did not talk about the *STAAR* data was our very narrow focus on authentic student work. That led to very little data being collected.” Additionally, a central office administrator highlighted a disconnect between effort and outcomes, remarking, “We put a lot of time and effort into what we’re doing, but it’s not yielding results for our students.” Collectively, these comments underscore evolving attitudes toward assessment data and highlight ongoing challenges in leveraging data to drive student achievement.

Summary

Overall, Fort Bend ISD performance exceeds state averages on state assessments. Despite strong performance, significant disparities persist across student and ethnicity groups, particularly at Focus and Measure campuses, which trail district averages by 25 to 37 percentage points on *STAAR* assessments in reading and math in grades 3-8. Achievement gaps additionally exist and may never be closed without targeted interventions aimed at increasing student achievement to reach parity between groups. While reading achievement has improved modestly over the past four years, mathematics performance has declined, especially for key student cohorts, underscoring the urgent need for intensive, systematic interventions. Without disruptive change, these trends in achievement gaps are likely to persist or worsen. (See **Recommendation 4.**)

Finding 4.4: Although Fort Bend ISD has made important strides in using formative assessment tools and protocols to inform instruction at the campus and department level, the district does not yet have a fully systemic and coordinated methodology for using formative data to measure instructional effectiveness across all schools. Promising practices exist, but they are not yet supported by district-wide policy, governance, and infrastructure needed to ensure consistent implementation.

Highly effective district leaders recognize that formative assessment is essential for improving student learning and calibrating instructional practices. Formative assessment provides real-time feedback that allows teachers to adjust instruction immediately based on student understanding. This ongoing assessment process focuses on student learning progress and enables teachers to make informed instructional decisions that directly impact student achievement. Successful district leaders implement comprehensive formative assessment systems that support continuous improvement in teaching and learning. When used consistently across all schools, formative assessment data become a powerful tool for identifying learning gaps, informing differentiated instruction, and ensuring all students receive the support they need to succeed.

Auditors expected to find systematic implementation of formative assessments that accurately measure student mastery of curriculum standards throughout Fort Bend ISD. These formative assessments should occur across three critical phases of instruction to create a comprehensive evaluation framework. During pre-instruction, teachers administer diagnostic assessments to establish baseline understanding of prerequisite knowledge and skills. These pre-assessments serve dual purposes: identifying learning gaps that require remediation, and establishing comparison points for measuring growth upon unit completion. In Fort Bend ISD, evidence of pre-assessment usage appears in selected areas, particularly in math and reading/language arts, where protocols such as the "Check-Up" (CU) were applied to determine readiness for grade-level content. However, this practice was not observed consistently across all schools or subjects.

Throughout instruction, teachers should employ diverse formative assessment strategies to gauge real-time student comprehension. These methods range from informal approaches such as strategic questioning, thumbs up-down responses, and think-pair-share activities to more structured techniques, including exit tickets, quick writes, and digital polling. This continuous monitoring enables teachers to adjust pacing, re-teach concepts, and provide immediate, targeted feedback while learning occurs. Teachers must monitor student progress consistently and modify instruction based on assessment results to maximize learning outcomes. In several instances, teams employed protocols such as the Common Planning Revisit (CPR), Strong Monitoring (SM), and Regular Check-Up (RCU) to regularly engage with data and adjust instruction. For example, in grade 6 ELA, student responses on DLA writing rubrics were scored collaboratively and used to group students for targeted mini-lessons, conferencing, or re-teaching. In grade 11 U.S. History, item-level analysis aligned directly with TEKS and informed structured re-engagement plans, including graph and chart interpretation and direct instruction.

Following instruction, teachers should administer assessments to measure student proficiency against learning objectives. These post-instruction evaluations generate actionable data that inform both individual student needs and instructional planning for subsequent units. When implemented systematically, this three-phase assessment cycle creates a powerful feedback loop that maximizes instructional effectiveness by providing teachers with precise insights into student learning patterns and

enabling differentiated instruction. In Fort Bend ISD, post-instructional analysis was documented through various data dig forms and planning tools, particularly in elementary RLA and secondary social studies. These included item-level breakdowns of student performance against assessed TEKS, and structured team discussions to identify misconceptions and instructional gaps. While these practices show promise, they were not applied with fidelity across the district.

As such, audit findings reveal gaps in Fort Bend ISD's implementation of this assessment framework. The district lacks a systematic approach to formative assessment implementation, with no evidence of a comprehensive formative assessment plan that ensures consistent practices in all schools and classrooms. Board policies do not provide clear expectations needed for formative assessment implementation, nor do they establish adequate governance structures to support consistent formative assessment practices across the district. Without policy-level support, formative assessment cannot be a systematic expectation for all educators.

Additionally, while the district provides teachers with testing calendars, guidance is insufficient on how to use formative assessment data to inform instructional planning and implement targeted, differentiated instruction. Teachers lack the resources and support needed to effectively translate assessment data into actionable instructional strategies. For instance, several campuses have implemented the EAA Impact Team Meeting Protocol, which includes space for student-level analysis, team norms, and planned instructional responses. However, without centralized expectations and coaching support, the depth and frequency of these meetings vary widely. In many instances, teachers reported feeling overloaded with data and uncertain about how to synthesize it to adjust daily instruction.

The absence of systematic formative assessment practices represents a missed opportunity to improve student achievement, as students across the district are not receiving the consistent, ongoing feedback that formative assessment provides. This lack of formative assessment means that learning gaps may go unidentified until summative assessments reveal problems that could have been addressed much earlier in the learning process. While the district has made strides in data reflection through DLA triage tools and aligned rubrics, such tools are not currently integrated into a broader strategy that ensures their application district-wide.

The following exhibit describes the characteristics of adequate formative student assessment implementation and data usage to inform instruction within Fort Bend ISD.

Exhibit 4.4.1: Formative Student Assessment Instruments, Data, and Use of Characteristics of an Adequate Instructional Approach

Characteristic	Auditors' Rating
1. Provides teachers with formative achievement data for the students in their class(es). Data from the prior year(s) assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.	P*
2. Identifies for the teacher the individual student's formative data for every discrete objective, his or her respective level of achievement for that objective, and where he or she is within that level for each administration of the formative assessments. Data include group or subgroup levels of achievement for a given concept/standard.	P*
3. Presents for every objective the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart.	P*

Characteristic	Auditors' Rating
4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district.	P*
5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives. These formative instruments allow teachers to determine whether students are making desired progress over time.	P*
Total Met	**0/5**
Percentage Met	**0%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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As shown in the exhibit above, no characteristic was fully met. Five characteristics were partially met. Partially met characteristics are not considered when determining adequacy. An explanation of the auditors' ratings is presented below.

Characteristic 1: Formative Assessment Data from Previous Years (Partially Met)

Auditors found that the district has some formative assessment data available within the Eduphoria Aware computer program as well as information related to the *Measurements of Academic Progress (MAP)* testing. Additionally, this is the first year that the district is using *MAP* since it previously used a different assessment from another vendor. Since data are not available for all areas and teachers and/or staff must access the program to view the data, this characteristic was rated as partially met.

Characteristic 2: Formative Assessment Data for Each Standard (Partially Met)

Individual students' formative data should be available for every discrete objective. Data should include group or subgroup levels of achievement for a given concept/standard. Auditors were able to see some formative assessment data loaded in the Eduphoria Aware computer program, as well as information related to *MAP* testing. Since the data found within the program did not cover all content areas and grade levels, this characteristic was rated as partially met.

Characteristic 3: Formative Assessment Performance Level for Each Standard (Partially Met)

For every objective, the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart should be presented. Auditors were able to find some formative assessment data within the Eduphoria Aware computer program as well as information related to *MAP* testing. However, since the data did not cover all objectives across all content areas and grade levels, this characteristic was rated as partially met.

Characteristic 4: Longitudinal Data with Gain Score Needed (Partially Met)

Longitudinal data for each student should be presented to teachers, organized by class roster, and the gain required to close any identified achievement gaps should be specified. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district. Auditors were able to find some formative assessment data within the Eduphoria

Aware computer program as well as information related to *MAP* testing in the FBISD MAP Growth Handbook. However, the data did not cover all students or identify the gain score necessary to close any identified achievement gaps.

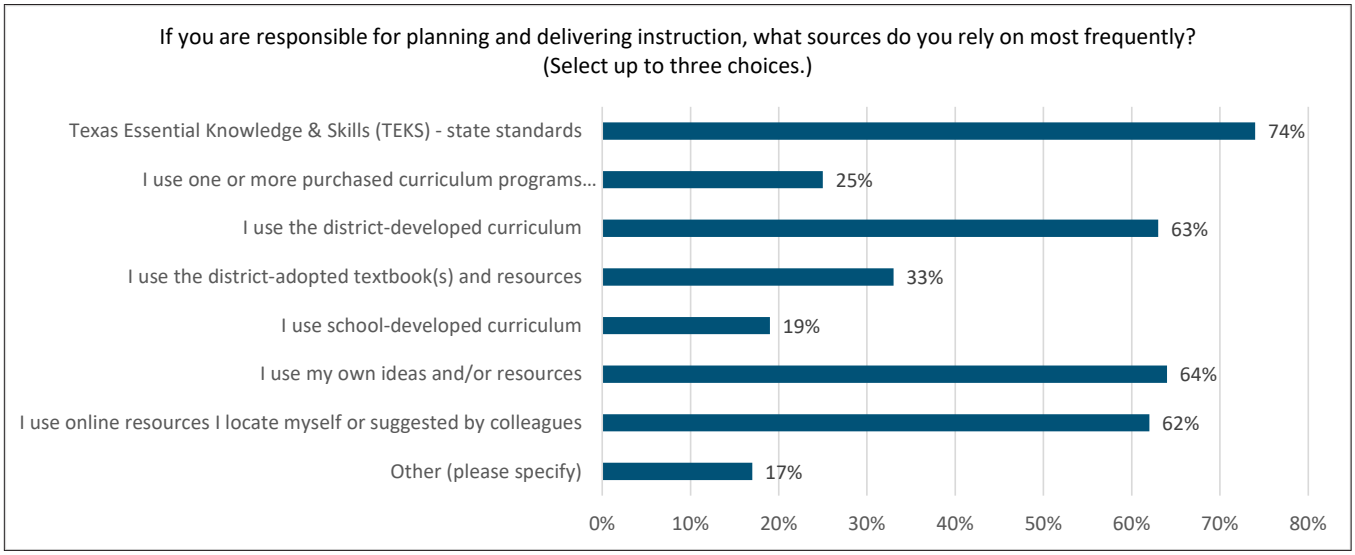
Characteristic 5: Formative Assessment Instruments (Partially Met)

Formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills should be identified to diagnose individual student mastery of targeted objectives. These formative assessments allow teachers to determine whether students are making desired progress over time. Auditors were able to find some information on formative assessment instruments as well as information related to *MAP* testing. However, there was no specific information as to how these instruments are to be used to diagnose individual student mastery of targeted objectives.

The previous exhibit reflects the expectations of high performing districts to provide teachers with formative achievement data for students in all courses. Data allow teachers to review the longitudinal achievement data for each individual student prior to the beginning of the school year. Data from formative assessments inform teachers on individual student mastery of instructional standards, identify achievement gaps, and minimize time spent on concepts already mastered. The information is intended to support teachers in moving all students to grade-level performance and determining whether students are making progress over time.

In response to an online survey, teachers indicated which assessment tools they used on an ongoing basis to assess student learning. The following exhibit shows consistency and coherence of instructional planning and assessment practices are critical to ensuring equitable student outcomes across a district. Survey responses from Fort Bend ISD suggest a varied landscape of instructional inputs, raising important questions about alignment, standardization, and the effectiveness of assessment practices.

Exhibit 4.4.2: Survey Insights on Sources for Planning and Delivering Instruction



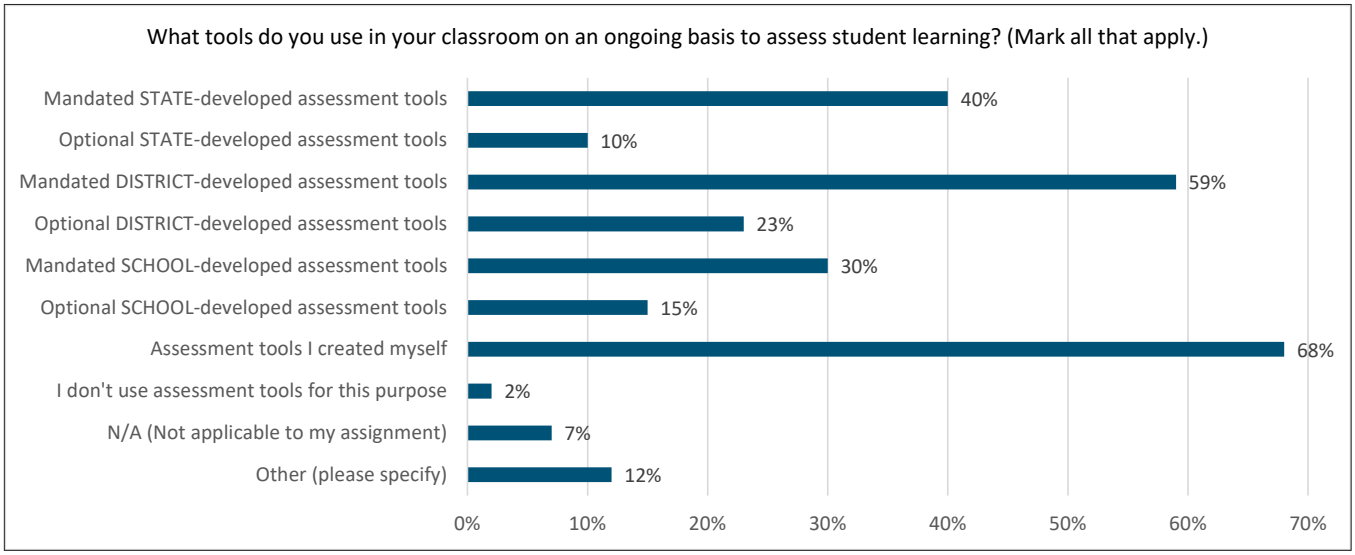
Note: n=616
Data Source: CMSi Online Survey

Survey responses indicate that instructional planning and assessment practices across Fort Bend ISD rely heavily on a combination of instructional inputs, with 74% of teachers aligning their planning directly to the Texas Essential Knowledge and Skills (TEKS) and 63% using district-developed curriculum.

Additionally, 25% reported using commercially purchased programs, contributing to a patchwork of instructional approaches. While this diversity of tools may reflect efforts to meet varied campus needs, it also signals potential inconsistencies in how assessment tools are selected and applied across classrooms and campuses.

Continuing analysis, the following exhibit shows teacher survey responses provide insight into the types of assessment tools currently in use and their perceived adequacy for monitoring student learning.

Exhibit 4.4.3: Survey Insights on Assessment of Student Learning

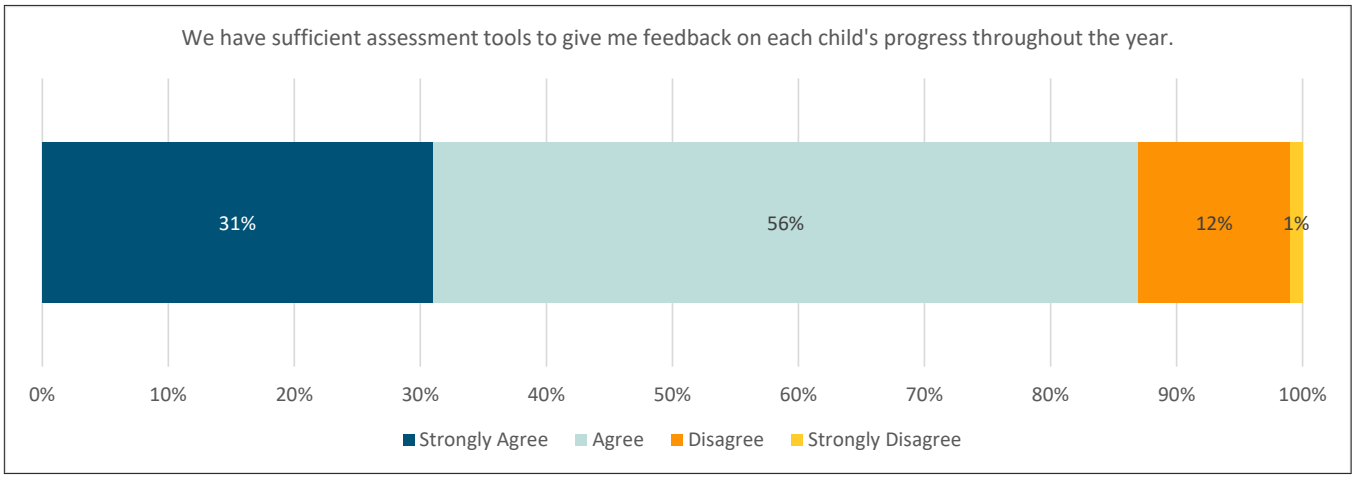


Note: n=528
Data Source: CMSi Online Survey

According to the responses, 68% of teachers use assessment tools they created; 59% of teachers use mandated district-developed assessments; and 40% use state-mandated tools, while only 10% rely on optional state-developed options.

The following exhibit shows teacher survey responses to whether they have sufficient assessment tools to provide feedback on students' progress throughout the year.

Exhibit 4.4.4: Survey Insights on Assessment Tools



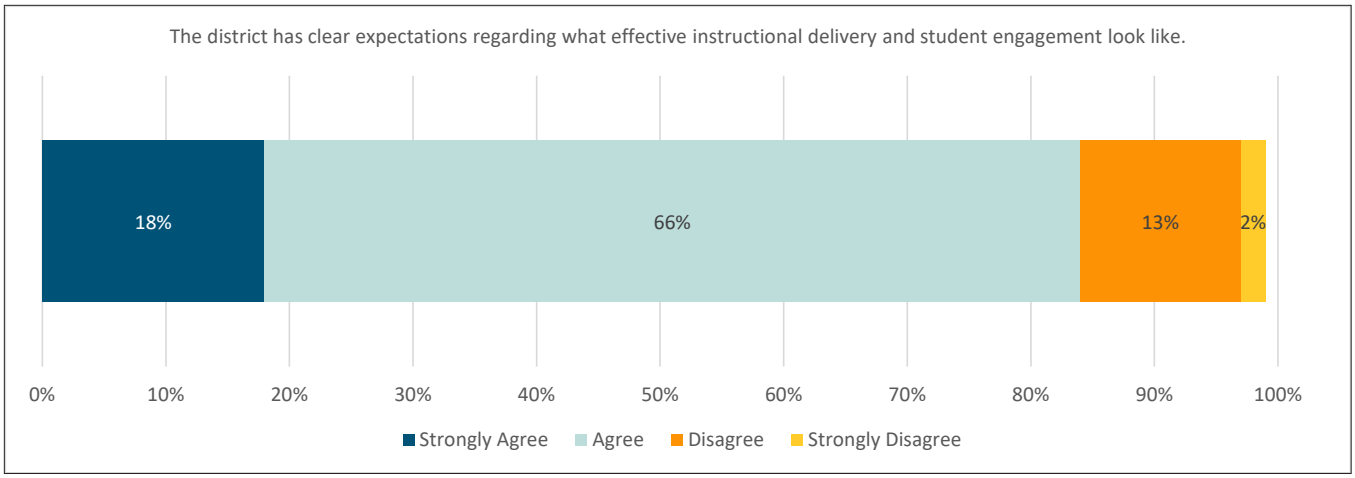
Note: n=525
Data Source: CMSi Online Survey

More than 87% of teachers either agreed or strongly agreed that they have sufficient tools to monitor individual student progress. These responses reflect a general confidence in access to assessment instruments and acknowledge that the foundational elements for data-informed instruction are present.

However, the open-ended comments reveal important limitations. Many teachers raised concerns about the quality, alignment, and instructional relevance of some mandated assessments, particularly the *Measures of Academic Progress (MAP)* test. Teachers questioned whether the *MAP* accurately reflects grade-level content or supports meaningful instructional decisions, especially when its growth recommendations diverge from TEKS-aligned curriculum. Several educators also cited the additional burden of scoring and interpreting *MAP* results for students with limited reading proficiency, describing scenarios in which data collection outweighs instructional value.

The following exhibit highlights a critical distinction between the existence of assessment tools and their effective use in classrooms. While most teachers recognize that expectations are clear and tools are available, the data reveal a persistent disconnect between these resources and the realities of implementation, support, and instructional time.

Exhibit 4.4.5: Survey Insights on Effective Instructional Delivery and Student Engagement



Note: Some totals do not equal 100% due to rounding, n=573
Data Source: CMSi Online Survey

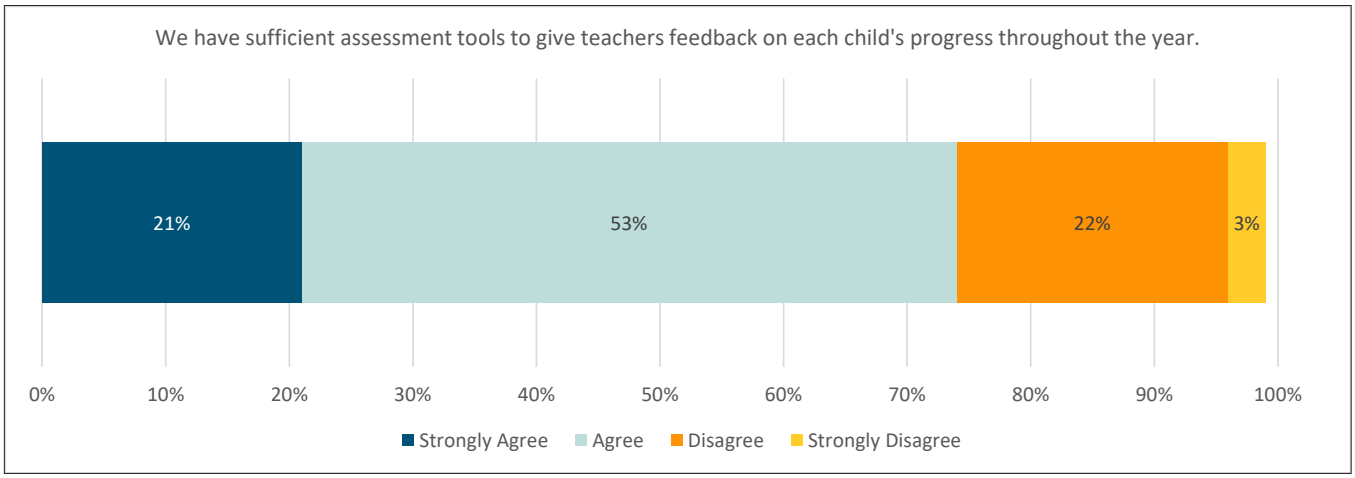
These criticisms do not suggest that teachers oppose assessments as a concept. Rather, they point to a disconnect between available tools and classroom realities. A combined 84% of teachers either agree or strongly agree that tools exist, and the district has clear expectations regarding assessment use. However, many expressed the need for better support in implementation, alignment to curriculum, and time to act on the data provided.

Additionally, teachers raised concerns about the sheer volume of assessments and the time required to administer them. Several respondents noted that instructional minutes are routinely sacrificed for testing, limiting their ability to deliver responsive, high-quality instruction. As one teacher explained, “Too many programs seem to be checking off boxes rather than providing meaningful support. Teachers are overwhelmed by testing requirements and don’t have enough time to actually teach.” Another described the cumulative toll of overlapping assessments, stating, “We are covering way too much curriculum in one year and giving so many assessments that it’s hard to know what actually matters.” These comments reflect a broader sentiment that the current system produces large quantities of data without providing the time, clarity, or structure necessary to translate that data into effective instructional decisions.

Taken together, these findings suggest that while assessment infrastructure exists and is widely used, the system lacks coherence, efficiency, and integration with instructional practice. Teachers are not questioning whether assessment matters; they are asking for systems that are more aligned, more actionable, and more embedded in the day-to-day rhythm of teaching and learning.

The next exhibit shows campus administrator perceptions of whether the district provides adequate assessment tools to support individualized instructional feedback. It considers not only the availability of these tools but also their perceived effectiveness in informing teaching and learning at the student level.

Exhibit 4.4.6: Sufficient Assessment Tools to Give Teachers Feedback on Each Child's Progress



Note: Some totals do not equal 100% due to rounding, n=179
Data Source: CMSi Online Survey

While a majority of campus administrators expressed general confidence in the availability of assessment tools to support student progress monitoring, a substantial number raised concerns about the overall structure, coherence, and impact of those tools on teaching and learning. In the survey, 74% of administrators agreed or strongly agreed that the district has sufficient assessment tools to give teachers feedback on each child's progress throughout the year. However, 25% of respondents disagreed or strongly disagreed, indicating that more than one in four administrators do not believe the current assessment tools meet the needs of instructional practice.

This sentiment was reinforced in the open-ended responses earlier in the survey, where 69 administrators cited concerns about misalignment between assessments and curriculum, and several others described excessive testing and lack of data utility. The most frequently cited issue was not a lack of data, but rather the overwhelming volume and lack of coordination in how assessments are implemented and used across the district.

One administrator stated plainly, "Too much district, diagnostic, state testing and not enough time for feedback." Another echoed this concern, noting, "Less testing for students would take a lot off the plates of teachers." These comments point to the growing burden that layered assessment systems are placing on both teachers and students, particularly when instructional time is compromised in favor of overlapping testing windows.

In addition to the quantity of assessments, administrators questioned their quality and alignment. One respondent pointed out that "assessments that link curriculum to instruction are missing," reflecting a broader frustration with the disconnect between what is tested and what is taught. Another administrator highlighted the core systemic challenge: "There needs to be a system in place for using the data collected."

These concerns underscore a persistent gap between assessment administration and instructional responsiveness. While tools may be available, the district lacks a streamlined and coherent methodology for leveraging assessment data in real time to drive meaningful changes in instruction. The absence of a coordinated feedback loop weakens the potential impact of formative assessment and hinders educators' ability to differentiate effectively.

In classroom observations, auditors did not consistently find evidence that assessment data were being used to inform instruction. In many cases, instruction remained static and whole-group in nature, rather than targeted or responsive to student needs. This pattern further evidences a disconnect between assessment efforts and classroom application (see **Finding 3.1**).

Assessment systems are most effective when they are intentionally aligned with curriculum, embedded in instructional practice, and streamlined to avoid duplication or overload. Without these safeguards, the use of data loses its instructional value and becomes another compliance measure. To support instructional improvement and equity, student assessment systems must be evaluated not only for their presence, but for their coherence, alignment, and impact.

Summary

Although Fort Bend ISD teachers report using a range of assessment tools, including TEKS-aligned instruction, district-developed curriculum, and commercial programs, the current system lacks true coherence and consistency. This approach has led to uneven implementation of assessment practices across classrooms and campuses, making it difficult to ensure instructional alignment and equitable student outcomes. Teachers expressed concerns about the misalignment between assessments and the district's curriculum, the inaccessibility of certain assessments for specific student populations, and the burden of managing excessive amounts of data without clear structures for instructional follow-up.

Without a coordinated framework for formative assessment, educators are left to navigate disconnected tools and conflicting priorities, limiting the effectiveness of data-driven instruction. These findings reinforce the need for **Recommendation 4**, which calls for the development of a comprehensive, district-wide formative assessment system. Such a system must be aligned to the TEKS, embedded within instructional practice, and supported by structures that ensure data will be used consistently to inform teaching, monitor progress, and support all learners.

FOCUS AREA FIVE: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this focus area of the TASA-CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Five: Productivity

Under Focus Area Five, auditors examine the degree to which school systems are equipped to achieve goals and improve the delivery of the educational program and services with the existing resources available. Attaining improved productivity and system effectiveness in school systems is dependent on the complex balance between a tightly-held organizational structure with the flexibility required by individual schools. This balance ensures responsiveness to schools' clientele within a framework of consistent district expectations.

Common indicators include:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program;
- Support systems that function in systemic ways; and
- District and school climate that is conducive to continual improvement and program effectiveness.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Five**. Details follow within separate findings.

Auditors determined that Fort Bend ISD has some formal systems in place designed to increase the productivity of human and fiscal capital. A comprehensive plan to implement, monitor and evaluate programs was developed in 2022-23 and launched in the fall of 2023. A process to initially select programs needs to be added. Cost-benefit analysis is not available for most programs due to the limited number of program evaluations performed. Fort Bend ISD has a comprehensive professional development plan implemented in 2018-19. Many professional development opportunities are offered. During interviews and on surveys, many comments indicated that professional development is not seen as being effective. The primary purpose of the employee appraisal process is the provision of feedback for improved

performance. Auditors found that feedback for improvement was seldom provided in a random sample of teacher and principal performance reviews selected by the district. (See **Finding 5.1.**)

District budgets in Fort Bend ISD are well managed, and the fund balance exceeds minimum requirements. None of the characteristics of performance-driven budgeting are met. Expenditures are basically rolled over from one budget year to the next. Budget components do not compete for funding based upon needs or effectiveness, budget managers are not required to describe the consequences of funding or not funding, and stakeholder input into final budget allocations is minimal. Productivity is diminished by the lack of cost-benefit data from program evaluations as a basis for budget decision making. (See **Finding 5.2.**)

Components of long-range facility planning are in place in Fort Bend ISD. Many facility issues exist, including some overutilized and many underutilized campuses, economic isolation due to high percentage of economically disadvantaged students on some campuses, high costs to operate campuses with low student enrollment, aging facilities, and some dark and crowded portable buildings. (See **Finding 5.3.**)

Finding 5.1: Processes and systems to increase the productivity of human and fiscal capital have been developed and implemented in Fort Bend ISD, but improvement is needed to promote efficiency and effectiveness in accomplishing priority goals.

Productivity can be defined as doing more with the same human and financial resources or doing the same with fewer resources. School employees are a school system's number one resource and are tied directly to other important resources of money and time. Since the compensation of personnel comprises approximately 87% of the Fort Bend ISD budget, focusing on improved productivity of human capital is critical to the district's improvement efforts and long-term financial stability.

Productivity can be increased through utilization of a system to select and implement programs or interventions, then utilizing data to evaluate their effectiveness. School systems can increase productivity by utilizing cost-benefit data to continue successful programs and to modify or selectively abandon those that are not successful. Productivity can be increased if fewer resources are devoted to unsuccessful activities. To be effective in developing human capital, a viable performance review system that allows for identification of areas of strength and in need of improvement must be in place and used to inform quality professional development leading to improved employee performance and learning for all students. The allocation and use of the district's financial resources is addressed in **Finding 5.2**. District facility planning is covered in **Finding 5.3**.

This audit will focus on several areas where productivity can be increased in Fort Bend ISD. These areas of operation receive significant human and fiscal capital. The development of curriculum would be more productive if the district improved the comprehensive curriculum management plan to direct the design, delivery, monitoring, evaluation, and revision of the curriculum (see **Finding 2.1**) and high-quality curricula were developed for all courses (see **Findings 2.2** and **2.3**). When auditors visited district classrooms, they observed instruction that did not consistently reflect the district's stated instructional expectations (see **Finding 3.1**). Additionally, productivity is diminished because the district does not have a quality student assessment and program evaluation plan to direct the use of formative and summative feedback data for cost-benefit analyses (see **Finding 4.1**).

To determine the levels of productivity in Fort Bend ISD, auditors reviewed documents, visited district campuses to observe instruction, interviewed internal stakeholders, and provided surveys to employees and parents. Auditors selected the following areas of district operations that require a significant amount of human and fiscal capital to determine their productivity: program selection, implementation, and evaluation, professional development, and employee performance review.

Overall, auditors determined that Fort Bend ISD leaders have formal systems in place necessary to increase the productivity of human and fiscal capital. Improvements needed in three of those systems will be identified in this finding. The auditors found formal systems in place to monitor and evaluate some programs, but there is little direction for initial program selection. Without data from evaluation of all programs, cost-benefit analysis is limited upon which to make decisions related to selection, continuation, modification, or selective termination of programs and initiatives, and productivity is diminished. The district has a comprehensive professional development plan, but many employees in interviews and on surveys identified a need for improved professional development. The Texas Education Agency states, and several employees confirmed during interviews, that the primary purpose of the employee appraisal process is the provision of feedback for improved performance. However, in a review of a sample of teacher and principal appraisal forms selected by the district, feedback for improvement was seldom provided in the sections of the form intended for appraiser comments/growth opportunities. This diminishes the productivity of the employee performance review process. Productivity is further diminished by the weak connection between and among employee performance review, professional development, and improved employee performance.

As reported in **Finding 1.1**, **Exhibit 1.1.7**, auditors found limited policy direction for productivity. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to review the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals.

Program Selection, Implementation, and Evaluation

In school districts, significant human and fiscal resources, as well as time, are devoted to programs or initiatives frequently needed to facilitate higher levels of student learning. Such programs or initiatives must be tightly aligned to the district curriculum (see **Findings 2.1** and **2.3**). These student supports must be carefully selected and implemented with fidelity. They must then be evaluated to determine their effectiveness. Evaluation data are critical in cost-benefit analyses for decision making regarding whether to continue, modify, or selectively abandon programs or initiatives that do not meet intended goals.

To determine how programs or initiatives are selected, implemented, and evaluated in Fort Bend ISD, auditors requested written procedures or examples of such a process being utilized. They reviewed board policies and administrative regulations, interviewed district personnel and board members, and provided confidential surveys for employees and parents. Auditors expected to find a comprehensive plan and process for the selection, implementation, and evaluation of programs/initiatives to provide cost-benefit data to guide decisions.

Overall, auditors learned that some program evaluation is conducted. Program monitoring and evaluation are included in the program evaluation plan, but procedures for initial program selection are absent. While some programs are evaluated, without formal program evaluation for all programs/initiatives funded by the budget, data are limited to conduct cost-benefit analysis that can be used in budget decision making (see **Finding 5.2**).

Auditors located a strong policy addressing program evaluation (see **Finding 1.1, Exhibit 1.1.7**). *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to assume administrative responsibility and leadership for the evaluation of educational programs. *Board Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level* expresses board support for a robust program evaluation system to support effective district strategic planning and continuous improvement toward goal achievement. Program evaluation also supports the district and board in making decisions that are fiscally responsible regarding which programs should continue, expand, and/or be modified or discontinued.

In the Fort Bend ISD District Improvement Plan 2024-25, Goal 1, Performance Objective 2 states that "by June 2025, FBISD will utilize District program evaluation/reviews and the results of internal/external audits to build budget recommendations for the following school year."

The job description of the Chief of Organizational Development states a purpose of the position is to develop and implement program management. The job description of the Director of Strategic Planning lists a key function to lead program evaluation. The job descriptions of principals require that they have the skill/ability to evaluate instructional programs and teaching effectiveness.

Prior to the COVID-19 pandemic, program evaluations in Fort Bend ISD were primarily conducted by external companies. Program evaluation was paused during COVID-19. The program evaluation system was designed in 2022-23 and launched in the fall of 2023. The district provided a document that listed eight program evaluations conducted in 2023-24, with three of those conducted by outside entities. Seven program reviews were conducted in 2023-24. A similar number of program evaluations are on the list for 2024-25 and 2025-26.

Auditors reviewed a Program Evaluation: Elementary Math and Literacy—Tier 3 Interventions document dated September 2024. The objective of Tier 3 intervention is to close foundational gaps and support students in reaching grade-level expectations in literacy and/or math. The evaluation points out that this program involves a considerable investment including interventionist positions, instructional resources, staffing, and training. The purpose of this evaluation was to evaluate the Tier 3 math and literacy intervention program's fidelity of implementation and the impact those programs have on student outcomes. The evaluation found gaps in program implementation that indicate it is not being utilized as designed. There were over 6,500 students identified at the urgent intervention level in literacy and over 3,000 in math that did not receive Tier 3 support. It was also determined that intended student outcomes of closing foundational learning gaps are only being partially met. Recommendations to improve the program included enhancing interventionist accountability and data integrity, expanding program capacity, and targeted professional development.

Fort Bend ISD conducted an internal program evaluation on the Communities in Schools program during the 2023-24 school year. The evaluation analyzed program impact on student attendance, dropout rates, student achievement, promotion/retention, and student behavior. It was noted that the program did not reach their target caseload for the year. Participation in the Communities in Schools program was discontinued as recommended in the evaluation.

The following exhibit presents the CMAC® Model Characteristics of Effective Program Management as a foundational model for increased productivity across all district departments. The term program can represent any process, initiative, or effort for which the district chooses to investigate productivity. Auditors primarily utilized *Board Policy BQAA(LOCAL)—Planning and Decision-Making: District-Level* (which addresses program evaluation), and the Fort Bend ISD Standard Operating Procedures: Program Evaluation Handbook (2023) for this analysis.

Exhibit 5.1.1: Characteristics of Effective Program Management

Characteristics	Auditors' Rating
Program Selection and Preliminary Approval *Any new or existing program should meet minimum criteria and expectations prior to planning their implementation and evaluation. Preliminary approval is defined by the following:*	
1. Policy specifies clear expectations for program alignment to the vision, beliefs, and mission of the system and/or a specific content area or program (ELL, Special Education, etc.).	P*
2. Policy has expectations for program alignment with both written and tested curriculum (district curriculum and all assessments)	
3. There is a clear process for the selection and approval of a new program or intervention at any/all levels of the system. The process requires: identifying need(s) of the program; rationale as to why this program is preferred above other options (if any); evidence of alignment to district expectations, curriculum, and assessment; and a clear program description that includes detailed information on inputs, outputs, and intended outcomes.	
Program Implementation and Monitoring	
4. Policy directs the development of plans for implementing programs and monitoring them.	X
5. There is a written plan or process in place that directs procedures for program delivery. The critical elements of the program's implementation are specified.	X
6. The needs and proficiencies of those implementing the program are clearly described, and a plan is in place to provide needed training, supports, and resources.	
7. The plan or process directs ongoing formative assessment [program's implementation (delivery) and progress (outcomes)] for the first two years for any new program or intervention. All formative data should be analyzed and recorded in preparation for summative evaluation.	
8. Procedures and expectations for monitoring are specified in the plan and assigned to those responsible.	X
9. There is a written expectation (with a defined process) for collecting and evaluating data from monitoring and formative assessment measures (implementation and progress), and for making decisions in response to those data (adjusting the program as needed).	X
Program Evaluation	
10. Policy requires that all programs be evaluated and that plans be developed that delineate the process, persons responsible, and guidelines for reporting the data.	X
11. Clearly specifies detailed procedures for evaluating programs, including the steps in the process, procedures to be used, and resources (human, financial, material) required.	X
12. Specifies the minimum proficiencies of persons responsible for conducting the evaluation, enhancing the likelihood that findings achieve maximum credibility and acceptance.	
13. Expects multiple measures for obtaining quality data about the outcomes or results of the program. The instruments are valid and reliable measures. The measures should yield both quantitative and qualitative data from both participants and implementers/monitors.	X
14. Directs that all existing programs undergo a comprehensive evaluation at least every three years, and all new programs are evaluated summatively after three years of implementation (or a reasonable time frame, with rationale).	P*
15. Specifies components of all program evaluation reports. Components should minimally include a clear description of the program and its context, purpose, and procedures, as well as findings and recommendations for continuation, expansion, modification, or termination.	X

Characteristics	Auditors' Rating
Program Evaluation (Cont.)	
16. Directs that the design of program evaluation be practical, ethical, and cost effective, and adequately address relevant contextual or political issues (see also Program Evaluation Standards).	X
17. Requires establishing a data management system that allows for the attribution of cost by program, permitting program evaluations to include a cost-benefit analysis of the program.	
Total Met	**9/17**
Percentage Met	**53%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
* Partial ratings are counted as not met when determining overall percentage of adequacy.	
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Nine of the 17 characteristics (53%) for Model Characteristics of Effective Program Management were fully met, below the 70% requirement for adequacy. Brief explanations for the ratings are provided below.

Program Selection and Preliminary Approval

Characteristic 1: Policy specifies expectations for program alignment to vision, beliefs, and mission (Partially Met)

Board policy should specify clear expectations for program alignment to the vision, beliefs, and mission of the system and/or a specific content area or program (ELL, Special Education, etc.). The Program Evaluation Handbook states that the results of program evaluations shall be used to ensure program alignment with district goals and vision, but does not mention beliefs and mission.

Characteristic 2: Policy has expectations for program alignment with curriculum (Not Met)

Board policy should specify expectations for program alignment with both written and tested curriculum (district curriculum and all assessments). Board policy does not contain this requirement.

Characteristic 3: There is a clear process for the selection and approval of a new program or intervention at any/all levels of the system. (Not Met)

Board policy should provide a clear process for the selection and approval of a new program or intervention at any/all levels of the system. The process requires: identifying need(s) of the program; rationale as to why this program is preferred above other options (if any); evidence of alignment to district expectations, curriculum, and assessment; and a clear program description that includes detailed information on inputs, outputs, and intended outcomes. These requirements are not met in board policy.

Auditors were told that the process for selecting new programs could be found beginning on page 11 of the Program Evaluation Handbook. However, on page 11 the first task mentioned is program identification, with a purpose to review/revise the comprehensive program inventory to ensure that all programs have been identified. During interviews, auditors were told that Fort Bend ISD did not have a process for selecting new programs or initiatives. As noted in **Exhibits 5.1.2** and **5.1.3**, district administrators were not clear regarding procedures for bringing in a new program at the campus level.

Program Implementation and Monitoring

Characteristic 4: Policy directs development of plans for implementing and monitoring (Met)

Board policy should direct the development of plans for implementing programs and monitoring them. The Program Evaluation Handbook, which can be considered an administrative regulation, contains steps for implementing and monitoring programs.

Characteristic 5: Written plan or process directing program delivery (Met)

There should be a written plan or process in place that directs procedures for program delivery. The critical elements of the program's implementation should be specified. Program delivery is covered in the Program Evaluation Handbook.

Characteristic 6: Needs and proficiencies of those implementing the program are described (Not Met)

Policy should clearly describe the needs and proficiencies of those implementing the program, and a plan should be in place to provide needed training, supports, and resources. The needs and proficiencies for those implementing the program are not mentioned in policy or the Program Evaluation Handbook. The job descriptions of the Chief of Organization Development and Director of Strategic Planning list a responsibility for program evaluation. Program evaluation is not mentioned in the Other Skills and Abilities Required section of either job description.

Characteristic 7: Plan or process directs formative assessment (Not Met)

A plan or process that directs ongoing formative assessment [program's implementation (delivery) and progress (outcomes)] should be in place the first two years of any new program or intervention. All formative data should be analyzed and recorded in preparation for summative evaluation. The Program Evaluation Handbook says at launch a program will be added to the 3-5 year program evaluation timeline.

Characteristic 8: Procedures for monitoring are specified (Met)

Procedures and expectations for monitoring should be specified in the plan and assigned to those responsible. Program monitoring is covered in the Program Evaluation Handbook. The handbook says that programs will be monitored through either a program evaluation or program review process. There is information on monitoring evaluation timelines. This includes ensuring that evaluation timelines are met and progress at established milestones is communicated.

Characteristic 9: Written expectation for data collection and decision making (Met)

There should be written expectation (with a defined process) for collecting and evaluating data from monitoring and formative assessment measures (implementation and progress), and for making decisions in response to those data (adjusting the program as needed). The Program Evaluation Handbook lists tasks to determine data collection needs, identify quantitative and qualitative data sources, and develop data analysis methodology.

Program Evaluation

Characteristic 10: Policy requires that all programs be evaluated (Met)

Board policy should require that all programs be evaluated and that plans be developed that delineate the process, persons responsible, and guidelines for reporting the data. The Program Evaluation Handbook, which is an administrative regulation, requires that all programs be evaluated within a five-year cycle and specifies procedures for that evaluation. It should be noted that, at the current annual rate of program evaluations, all programs will not be evaluated within five years.

Characteristic 11: Detailed procedures for evaluating programs are specified (Met)

Detailed procedures for evaluating programs should be clearly specified, including the steps in the process, procedures to be used, and resources (human, fiscal, material) required. The Program Evaluation Handbook contains procedures and resources for program evaluation. These procedures include program evaluation philosophy, purpose, role in strategic planning, annual prioritization process, cycle timeline, design and protocols, timelines, reporting, and action plans and follow-up.

Characteristic 12: Minimum proficiencies of responsible persons specified (Not Met)

The minimum proficiencies of the persons responsible for conducting the evaluation should be specified, enhancing the likelihood that findings achieve maximum credibility and acceptance. Minimum proficiencies are not mentioned in the policy or handbook. As mentioned in Characteristic 6, the job descriptions of key personnel responsible for program evaluation do not mention program evaluation in the Other Skills and Abilities Required section of their job description.

Characteristic 13: Multiple measures for obtaining quality data (Met)

There should be an expectation of multiple measures for obtaining quality data about the outcomes or results of the program. The instruments used should be valid and reliable and should yield both quantitative and qualitative data from both participants and implementers/monitors. The Program Evaluation Handbook mentions surveys, focus groups, achievement data, and other data sources. Both quantitative and qualitative data are mentioned in the handbook.

Characteristic 14: Directs evaluation of existing and new programs (Partially Met)

There should be direction that all existing programs undergo a comprehensive evaluation at least every three years, and all new programs are evaluated summatively after three years of implementation (or a reasonable time frame, with rationale). The Program Evaluation Handbook says that all programs are to be evaluated every five years. New programs are placed in the evaluation cycle, but may not be summatively evaluated after three years. Auditors received the following comment from a central office administrator, “We first started a system of program evaluation last year.”

Characteristic 15: Specifies components of all program evaluation reports (Met)

There should be specifications of components of all program evaluation reports. Components should minimally include a clear description of the program and its context, purpose, and procedures, as well as findings and recommendations for continuation, expansion, modification, or termination. The Program Evaluation Handbook specifies the components of program evaluation reports. Included is a recommendation for program continuation or refinement.

Characteristic 16: Directs the design of program evaluation (Met)

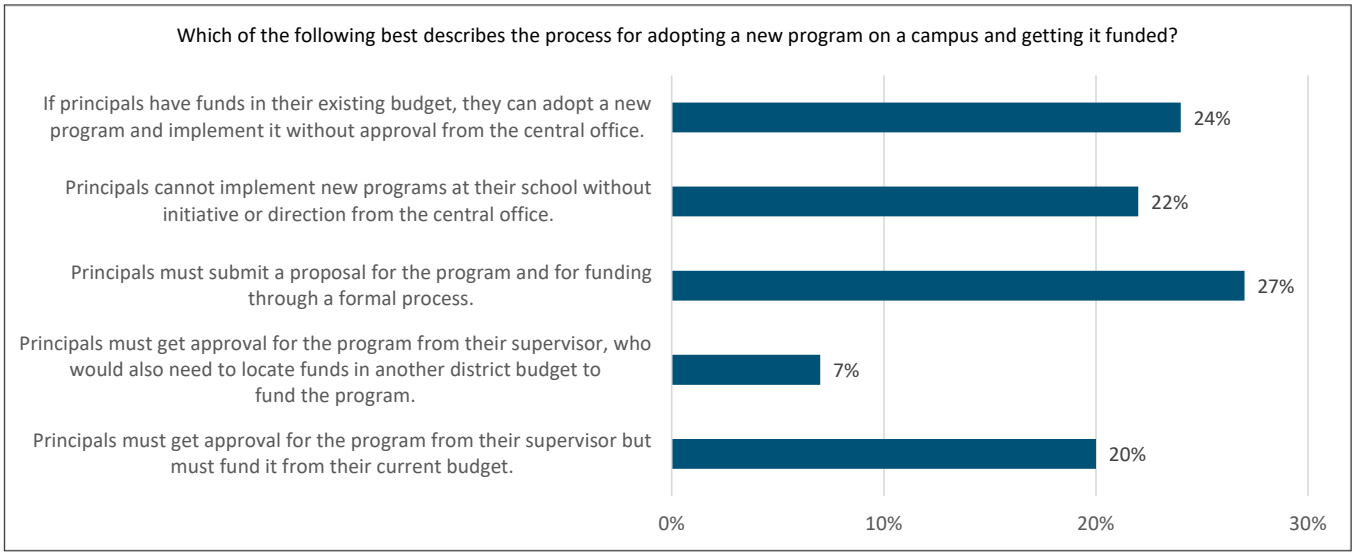
Direction should be provided that the design of program evaluation be practical, ethical, and cost effective, and adequately address relevant contextual or political issues. The Program Evaluation Handbook mentions political feasibility, contextual issues, and cost effectiveness issues.

Characteristic 17: Data management system (Not Met)

There should be a requirement for a data management system that allows for the attribution of cost by program, permitting program evaluations to include a cost-benefit analysis of the program. Information related to this characteristic was not found in policy, administrative regulation, or a plan.

Auditors utilized confidential online surveys to ask central office administrators about the selection of new supplemental curricular/instructional programs on campuses. Their responses are reported in the following exhibit.

Exhibit 5.1.2: Central Office Administrator Responses Related to Approval Process for New Programs



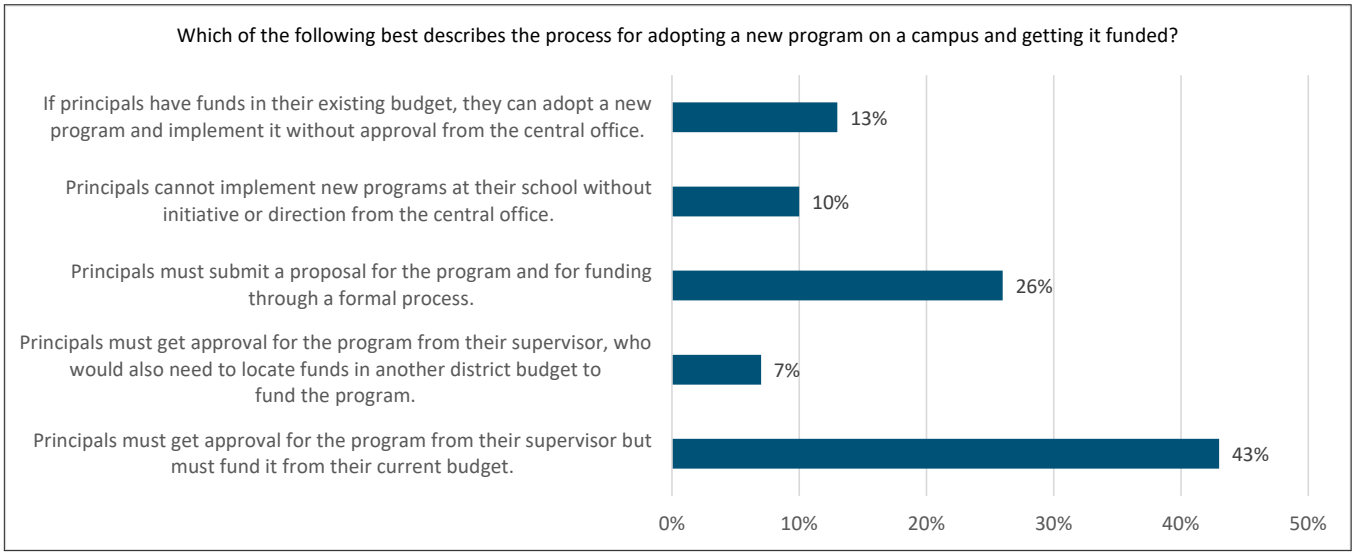
Note: n=59
Data Source: CMSi Online Survey

Twenty-seven percent of responding central administrators selected, "Principals must submit a proposal for the program and for funding through a formal process." Twenty-four percent selected "If principals have funds in their existing budget, they can adopt a new program and implement it without approval from the central office." Twenty-two percent of responding central administrators selected "Principals cannot implement new programs at their school without initiative or direction from central office." Additionally, 20% of responding administrators selected "Principals must get approval for the program from their supervisor but must fund it from their current budget."

Auditors received the following comment from a central office administrator, "Departments have the autonomy to select and utilize programs."

Using confidential online surveys, auditors asked campus administrators about the selection of new supplemental curricular/instructional programs on their campuses. Their responses are reported in the following exhibit.

Exhibit 5.1.3: Campus Administrator Responses Related to Approval Process for New Programs



Note: n=134
Data Source: CMSi Online Survey

Forty-three percent of responding campus administrators selected "Principals must get approval for the program from their supervisor but must fund it from their current budget," and 26% selected "Principals must submit a proposal for the program and for funding through a formal process." Several campus administrators placed comments below this survey question stating that they were not sure or did not know how new programs were adopted at the campus level.

Responses from central office and campus administrators reveal confusion related to how new programs are selected. District programs require significant fiscal and human resources. Their productivity would be enhanced through comprehensive selection guidelines clearly communicated to employees.

In summary, the auditors found that Fort Bend ISD does not have a formal process in place to select new programs, but does have a system of program monitoring and evaluation. Decisions related to continuation, modification, or termination of programs based upon cost-benefit data are limited by the number of program evaluations conducted, and productivity is diminished.

Professional Development

Professional development is vital for maximizing the productivity of human capital, including equipping teachers to deliver the district curriculum with maximum effectiveness. Professional development is critical to improving student learning and achieving district goals. District leaders should target professional development to needs identified primarily by data analysis. Quality professional development should result in changed staff behaviors and improved performance.

To determine the productivity of the Fort Bend ISD's professional development program, auditors reviewed district policies and documents, interviewed central office and campus administrators and teachers, and surveyed administrators and teachers. Auditors expected to find professional development supported by policy and administrative regulation, data-based planning, and evaluation for improved performance, thus providing improved productivity and return on investment. Auditors found that Fort Bend ISD has a Comprehensive Professional Learning Plan implemented in 2018-19. Many employees questioned the effectiveness of professional development, and the perception of staff interviewed is that the primary method of evaluating professional development is participant surveys.

Auditors found some policies addressing employee professional development (see **Finding 1.1**, **Exhibit 1.1.5**). *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to ensure the district adopts a protocol regarding the determination of professional development needs for the district's teachers. *Board Policy BJA(LOCAL)—Superintendent: Qualifications and Duties* requires the superintendent to oversee management of an aligned, relevant, and effective professional and staff development program. *Board Policy BQ(LOCAL)—Planning and Decision-Making Process* states that professional learning within the organization shall exist primarily to build organizational capacity to support students and the achievement of the District's Mission and Vision. A professional learning plan shall be developed to support the execution of the District's Strategic Plan. *Board Policy DMA(LOCAL)—Professional Development: Required Staff Development* requires the superintendent to recommend the district's professional development plan for all District employees.



Reese CTE Automotive Lab

In the Fort Bend ISD Strategic Plan, Core Belief #2 states, "We believe student success is best achieved through effective teachers that inspire learning." This statement is followed by a commitment to develop effective teachers. The District Improvement Plan 2024-25 mentions the need for professional development in areas such as mathematics instructional expectations and implementation strategies; teacher-led small group instruction in phonics, fluency, and comprehension; RLA instructional expectations and implementation strategies; new three-dimensional science curriculum; and using critical thinking tools, vocabulary strategies, and process skills in social studies.

The job description of the Chief of Organizational Development states a purpose of that job is to develop and implement professional development, and lists as a key function overseeing the professional learning plan that supports district goals and priorities. The job description of the Director of Leadership Development lists responsibility for a comprehensive professional learning plan and for leading the analysis of data to measure the impact on student achievement of professional learning.

A five-year Comprehensive Professional Learning Plan was developed for the 2018-19 school year. Auditors were told that specific learning plans that defined the three-year implementation had expired. Auditors were also told that once a new District Strategic Plan is approved, the protocols within the Comprehensive Professional Learning Plan will be utilized to outline professional learning across the timeline of the strategic plan.

Auditors were provided with several schedules of professional development activities and sessions. The district provides two days (14 hours) of professional development before the new school year begins. Seven days (49 hours) of campus professional development are provided. Four days (28 hours) are provided for teacher planning. Various departments offer optional sessions during the school year. Some annual training topics are required by the Texas Education Agency and the Texas Legislature. Employees must complete 14 hours of professional learning each summer. Some courses offered are required, while others are optional.

Auditors evaluated the district's professional development program to the Curriculum Management Audit Center® (CMAC®) Model Characteristics for Professional Learning Programming and Planning as shown in the exhibit below.

Exhibit 5.1.4: CMAC® Model Professional Development Criteria and Auditors' Assessment of Staff Development Program and Planning

Characteristics	Auditors' Rating
Policy	
1. Has policy that establishes the expectation that professional development focus primarily on the improved delivery of curriculum	X
2. Fosters an expectation for professional growth and requires planning to support growth for the improvement of student learning	X
3. Is for all employees	X
Planning and Design	
4. Is based on a careful analysis of data and is data-driven	P*
5. Provides for system-wide coordination and has a clearinghouse function in place	
6. Has a current plan that provides a framework for integrating initiatives in professional development with the mission, vision, and curriculum implementation	X
7. Has a professional development mission in place	X
8. Is built using a long-range planning approach	P*
9. Provides for organizational, unit, and individual development in a systemic manner	P*
10. Focuses on organizational change—professional development efforts are aligned to district goals	P*
Delivery	
11. Is based on proven research-based approaches that have been shown to increase productivity	P*
12. Provides for three phases of the change process: initiation, implementation, and institutionalization	
13. Is based on human learning and development and adult learning research	
14. Uses a variety of professional development approaches	P*
15. Provides for follow-up coaching and on-the-job application, which are necessary to ensure change in practice	P*
16. Expects each supervisor to be a staff developer of staff supervised	P*
Evaluation and Support	
17. Provides the necessary funding to carry out professional development goals	P*
18. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior	P*
Total Met	**5/18**
Percentage Met	**28%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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Five of the 18 characteristics (28%) for a Model Professional Development Program and Plan were fully met, below the 70% requirement for adequacy. Ten characteristics were partially met. Brief explanations for the ratings are provided below.

Policy

Characteristic 1: Policy that focuses professional development on curriculum delivery (Met)

Board Policy BQ(LOCAL)—Planning and Decision-Making Process requires a professional learning plan that develops staff for the delivery of an unbiased, aligned, written, taught, tested, and relevant curriculum.

Characteristic 2: Policy that requires planning for professional growth for the improvement of student learning (Met)

Board Policy BQ(LEGAL)—Planning and Decision-Making Process requires the district improvement plan to include staff development for professional staff.

Characteristic 3: Policy that requires professional development for all employees (Met)

Board Policy DMA(LOCAL)—Professional Development: Required Staff Development says the superintendent shall recommend the district's professional development plan for all employees, and the plan must include a schedule of the required professional development for all district employees.

Planning and Design

Characteristic 4: Based on careful data analysis and data-driven (Partially Met)

Auditors were told that district leaders review *MAP* and *STAAR* data to identify content learning gaps. The use of learning walk data provides learning opportunities for teachers. The district plans to increase the utilization of data in the future.

Characteristic 5: System-wide coordination with clearinghouse function (Not Met)

The Organizational Development Division coordinates professional learning for auxiliary personnel, instructional job roles, and leadership annually. The implementation of system-wide coordination has varied across the past few years due to leadership changes. A process for review and approval of professional learning has been drafted with plans to implement for the 2025-26 school year.

Characteristic 6: Plan providing a mission framework (Met)

A professional learning mission is found in the Comprehensive Professional Learning Plan: "FBISD is committed to equipping all learners through sustained standard-based and results-driven professional learning." The plan is focused on a mission framework.

Characteristic 7: Professional learning mission in place (Met)

The Fort Bend ISD Professional Learning Mission is also found on the district webpage.

Characteristic 8: Long-range planning approach (Partially Met)

The Comprehensive Professional Learning Plan mentions long-range planning. Auditors were told that once a new District Strategic Plan is approved, the protocols within the Comprehensive Professional Learning Plan will be utilized to outline professional learning across the timeline of the strategic plan.

Characteristic 9: Provides for organizational, unit, and individual development (Partially Met)

The Comprehensive Professional Learning Plan mentions professional learning at the district, team, campus, and individual levels. Some professional development is presented at the district and campus levels, as well as some job imbedded individual development. The productivity of individual professional development is inhibited by the lack of feedback for improvement from supervisors on district performance reviews (see **Exhibits 5.1.13** and **5.1.16**).

Characteristic 10: Focus on organizational change and aligned with district goals (Partially Met)

Board Policy EH(LOCAL)—Curriculum Design mentions professional learning designed to prepare staff members using effective change management processes, including determining teacher needs, system readiness, implementation, and ongoing monitoring and support strategies for long-term success. The Comprehensive Professional Learning Plan mentions the change process. Auditors heard during interviews that some introductory professional development was provided, but there was no follow-up, and the training was not job-embedded (see Characteristic 15 below). The District Improvement Plan does mention professional development and training in several places, but specific topics are not addressed.

Auditors examined the alignment of professional development to district goals and found alignment with the goal of enhanced learning opportunities for students, moderate alignment to the goal related to professional culture and stakeholder engagement, and limited alignment to the goal of financial responsibility and resource management (see **Finding 1.3**, **Exhibit 1.3.3**).

Delivery

Characteristic 11: Focus on proven research-based approaches (Partially Met)

Research-based approaches are mentioned in the Comprehensive Professional Learning Plan (2018-19). While there is evidence of professional development focused on proven research-based approaches, it could be more extensive. Comments obtained during the audit, and responses to survey questions, did not include any reference to research-based approaches to professional learning. No evidence was presented that this is a consistent expectation in the district.

Characteristic 12: Provides for three phases of the change process (Not Met)

Auditors did not find in documents (including planning documents) or hear in interviews references to providing the three phases of the change process: initiation, implementation, and institutionalization. Auditors did receive several comments related to lack of follow-up and support following professional development sessions. Provided professional development will not reach the institutionalization phase without follow-up and support.

Characteristic 13: Based on adult learning (Not Met)

Auditors noted a reference to adult learning in Appendix A of the Comprehensive Professional Learning Plan (2018-19). Adult learning and development and adult learning research were not mentioned in district documents or in interviews with district employees.

Characteristic 14: Uses a variety of learning approaches (Partially Met)

Most required summer learning is face-to-face. There are internal opportunities to learn via Zoom, TEAMS, with online internally developed modules. An online option is the “in time” science curriculum overviews and online modules used in the literacy department. Employees have the option, with

supervisor approval, to attend conferences and other external learning opportunities. Differentiation of professional learning is offered through the Evidence of Practice Model and Leading Improvement Community model. During interviews, employees expressed the desire for more variety in learning approaches.

Characteristic 15: Provides follow-up coaching and on-the-job application (Partially Met)

Employee groups that attend regular professional development throughout the school year include content specialists, interventionists, and instructional coaches. There are also cohorts of aspiring teacher leaders and campus leaders. Auditors were provided with an example of data provided to a teacher following a learning walk. However, auditors received comments that Fort Bend ISD does not consistently provide follow-up for professional development, as noted in the following quotes obtained during interviews.

- "There exists no formal follow up to see if PD is implemented in classrooms. There are district learning walks to see what and how things are being taught, but no formal follow-up to PD." (Campus Administrator).
- "Professional development should be evaluated by student outcomes. Basically, survey results from participants are used to evaluate it now. There is no follow-up and monitoring to see if what is presented in professional development is being implemented." (Central Office Administrator)
- "There is no monitoring or accountability as to what happens when teachers complete professional development." (Central Office Staff)
- "There are no checks and balances to ensure that professional development goes back to the campus." (Central Office Staff)
- "When things are rolled out, you get training during the first year, but down the road there isn't the same level of support." (Campus Administrator)

Characteristic 16: Expects each supervisor to be a staff developer (Partially Met)

Some job descriptions contained expectations for training of staff supervised. For example, the job descriptions of the Chief of Schools and the Chief Academic Officer list a supervisory responsibly to train employees. Campus principals are to direct and implement campus specific staff development. Auditors did not locate a uniform expectation that each supervisor be a staff developer.

Evaluation and Support

Characteristic 17: Provides necessary funding (Partially Met)

Fort Bend ISD expended $1.48 million for professional development during the 2023-24 school year. This included $993,276 at the departmental level and $486,331 at the campus level. A Texas Education Agency Public Education Information Management System (PEIMS) District Financial Actual Report for the 2022-23 school year says that Fort Bend ISD spent $280 per student in Function 13, Curriculum and Staff Development, compared to a state average of $308 per student. Based upon a total enrollment membership of 79,482, Fort Bend ISD spent $2.2 million less than the average Texas School District for curriculum and professional development. The current level of funding is not sufficient to meet the significant professional development needs identified in the district.

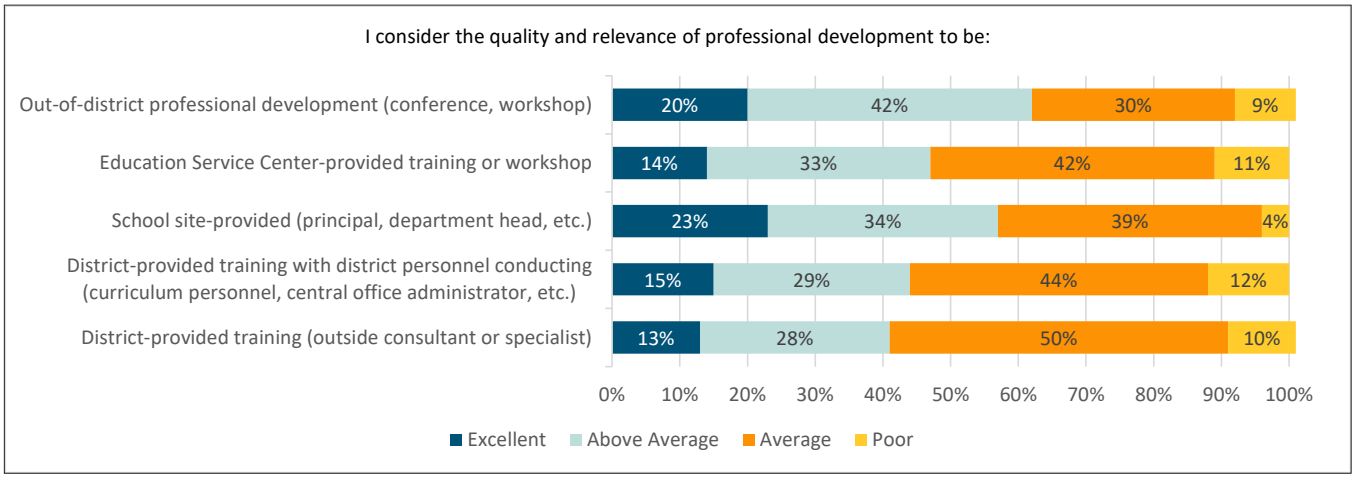
Characteristic 18: Requires an evaluation process (Partially Met)

Auditors were told that all professional development of a district-wide nature offered to teachers is evaluated utilizing Guskey's Levels of Evaluation. Level 1 is an end-of-course survey. Level 2 checks for understanding throughout learning sessions. Levels 3 and 4 involve monitoring the level of organizational support and change as well as the implementation of practices and strategies through district learning walks, teacher focus groups, and surveys. Level 5, under development, involves the utilization of student achievement data.

An example of the use of follow-up data provided auditors was related to teachers being trained in their content area, including learning around rigor and the instructional model. In the 2024-25 school year, learning walk data showed a district average of 78% alignment to rigor. Yet, when auditors visited 1,522 classrooms in Fort Bend ISD, they observed instructional mostly focused on low-level cognitive tasks. During interviews, auditors received comments related to lack of follow-up and evaluation for professional development (see Characteristic 15 above).

Campus administrators were able to provide their perceptions of the quality and relevance of their professional development on a survey. A summary of responses is provided in the exhibit below.

Exhibit 5.1.5: Campus Administrator Perceptions of Professional Development Quality and Relevance



Note: Some totals do not equal 100% due to rounding, n=186
Data Source: CMSi Online Survey

Campus administrators felt that out-of-district professional development (conference, workshop) was of the highest quality and the most relevant, with 62% selecting either excellent or above average. The next type of professional development selected for quality and relevance was school site provided (principal, department head, etc.), with 57% selecting either excellent or above average.

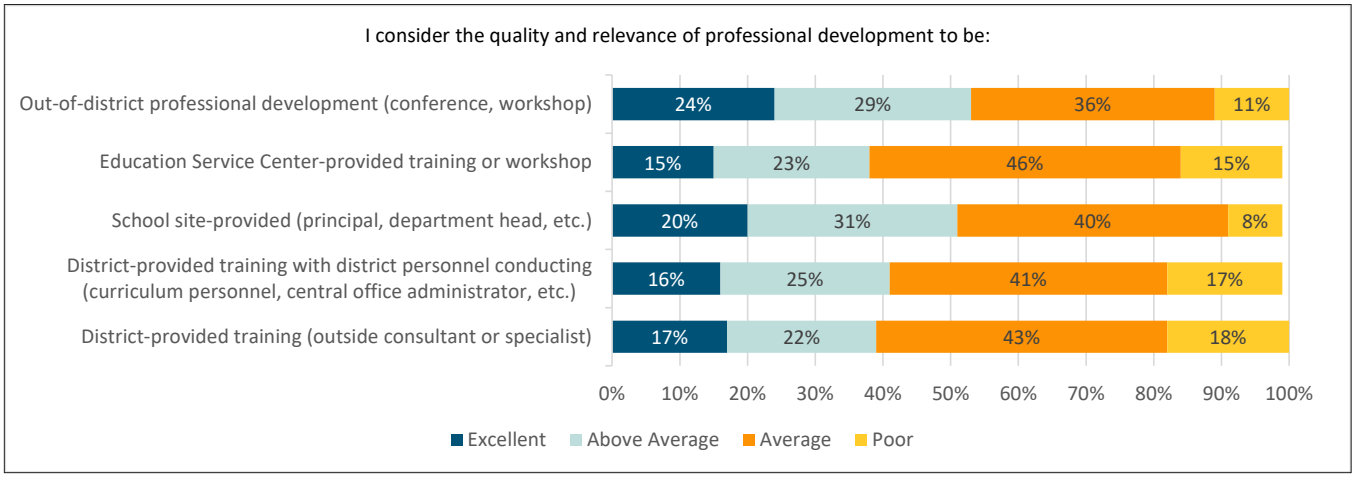
Campus administrators who participated in the survey felt that district-provided training (outside consultant or specialist) was the least relevant and of the lowest quality, with 60% selecting either average or poor. Fifty-six percent selected district-provided training with district personnel conducting (curriculum personnel, central office administrator, etc.) as the least relevant and of the lowest quality.

Auditors received the following survey responses from campus administrators related to their perceptions of the quality and relevance of professional development:

- "We have a professional learning department that does not provide PD. They rely on coordinators to provide minimal PD in the summer and oftentimes has nothing to do with instruction or building the capacity of teachers."
- "Our campus professional development could be made stronger with more science-based practices and strategies, support from outside speakers, or exposure to new strategies to target district initiatives."
- "I get more when I train outside the district."
- "Our teachers struggle with content, yet there is no content PD provided for teachers except what is optional in the summer. We haven't had content specific PD for ELA teachers in 7-8 years."
- "We currently do not have out of district PD."

Teachers were asked to provide their perceptions of the quality and relevance of their professional development. A summary of responses is provided in the exhibit below.

Exhibit 5.1.6: Teacher Perceptions of Professional Development Quality and Relevance



Note: Some totals do not equal 100% due to rounding, n=541
Data Source: CMSi Online Survey

Teachers selected out-of-district professional development (conference, workshop) as having the highest quality and most relevance, with 53% selecting either excellent or above average. A close second was school site-provided (principal, department head, etc.), with 51% selecting either excellent or above average.

Teacher respondents selected Education Service Center provided training or workshop as the lowest quality and least relevant professional development, with 61% selecting either average or poor. In second place for low quality and relevance was district-provided training with district personnel conducting (curriculum personnel, central office administrators, etc.), with 58% choosing either average or poor.

Auditors received the following survey comments from teachers related to their perceptions of the quality and relevance of professional development.

Positive comments concerning professional development included the following:

- "The school training is ranked high because it comes from the perspective of the teacher and is catered to our particular group. Many times, these trainings have completed resources, the warm-up, the lesson, the closing, and demos."

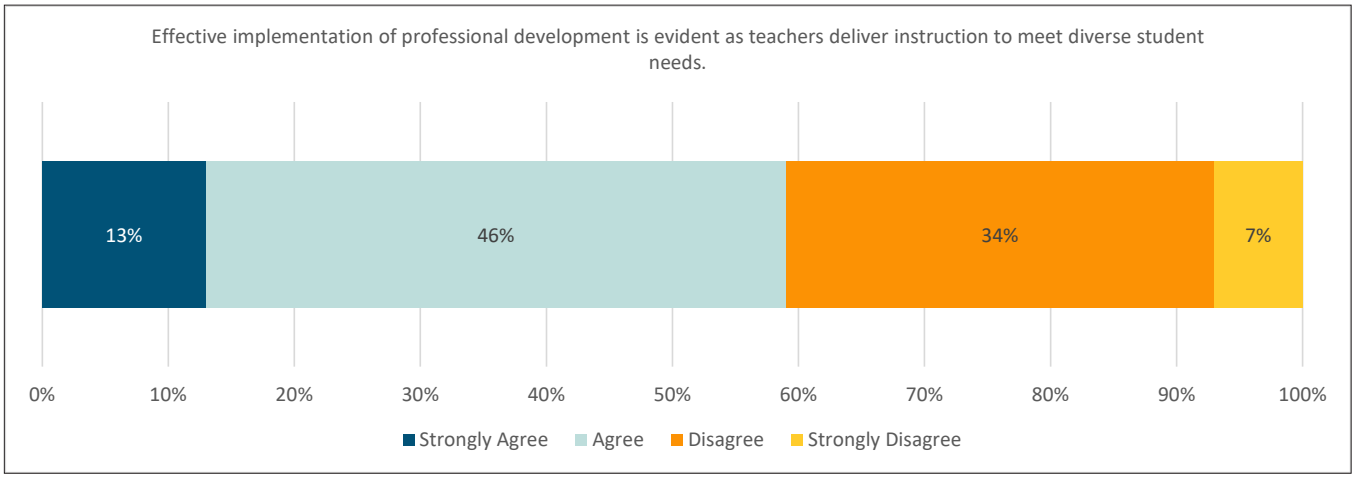
- "I mostly enjoy PD from the district and from our own campus."
- "Training from district elementary music staff and invited speakers is very helpful."
- "I have attended the AVID conference and it was fantastic."

Comments pointing out issues with professional development included the following:

- "We are told to differentiate for students, but our PD is never differentiated. We 'sit and get' all day long."
- "District PD covers many of the same things over and over again."
- "District-led PD seems to be too broad and is not differentiated enough to support the needs of teachers at different years of experience and need."
- "Pick one thing and give us time to implement it in summer planning so it is embedded before instruction begins, and we can then focus on its actual implementation each day/lesson."
- "Most PD has not been effective compared to what I have participated in other districts."

On a survey, campus administrators were given the opportunity to express their perception of the effective implementation of professional development as teachers deliver instruction to meet diverse student needs.

Exhibit 5.1.7: Campus Administrator Perceptions of Effective Implementation of Professional Development to Meet Diverse Student Needs



Note: n=172
Data Source: CMSi Online Survey

When asked on a survey if effective implementation of professional development is evident as teachers deliver instruction to meet diverse student needs, 59% of campus administrator either strongly agreed or agreed, while 41% disagreed or strongly disagreed.

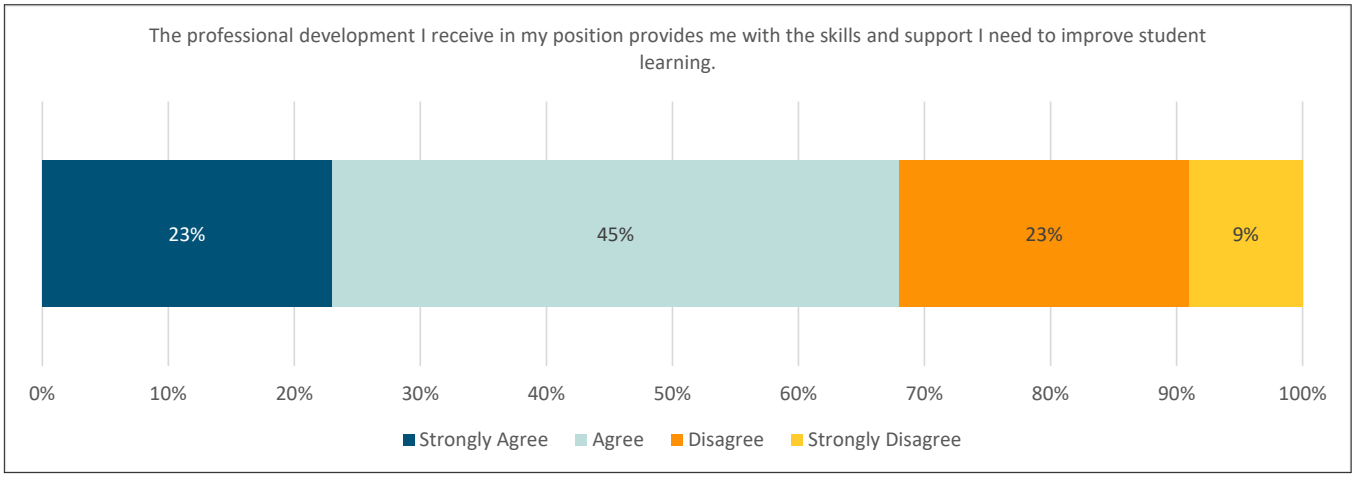
Campus administrators made the following comments on the survey about effective implementation of professional development to meet the diverse needs of students:

- "So much training is offered, but so little of it is implemented."
- "Teachers have received this training, but need more time, practice, and ongoing feedback in order to fully implement."

- "Only the campus-based professional development is evident as teachers deliver instruction (not district). Many times, initiatives and/or programs are changed and implemented with little to no training from the district to our teachers. We are constantly sailing the boat as we build it."

Teachers were asked on a survey if the professional development they received provided them with the skills needed to improve student learning.

Exhibit 5.1.8: Teacher Perception of Professional Development to Improve Student Learning



Note: n=538
Data Source: CMSi Online Survey

When teachers were asked on a survey if the professional development they received provided them with the skills and support needed to improve student learning, 68% chose strongly agree or agree, while 32% chose disagree or strongly disagree.

Teachers made the following comments on the survey about professional development providing skills and support needed to improve student learning.

Positive comments included:

- "If the professional development is curriculum-based with good lessons to teach the students, then it is useful."
- "The PD that I receive from the department is very helpful to improve my teaching practices."
- "The ESL training for EB students is some of the best I have ever received."
- "I always come away with something useful."

Some survey respondents expressed concerns about the quality of professional development:

- "Most [PD] is irrelevant and repetitive."
- "I find the SPED/ESL PD to be redundant and not helpful. For example, making sentence stems in PD for ESL students is a beginner activity. Doing it over again every year isn't making anyone better."
- "Campus and district professional development is terrible. It is either not related to the realities of the classroom or is created to help new teachers."
- "Our district summer PD has really gotten terrible. I'm sorry to say it, but it is genuinely unhelpful."
- "The summer PD sessions seem to be the same with a different name every year."

During interviews and on surveys, auditors received numerous comments about professional development in Fort Bend ISD.

Comments were made about the Organizational Development Division's role in professional development:

- "We have a PD Department that doesn't do PD for our teachers. I don't know what they do, honestly." (Campus Administrator)
- "PD and pedagogy are owned by the Organizational Development Division. There is a sense of superiority. We own all the learning, and we will tell you what you need. We have content specific pedagogy and initiatives that never get addressed because OD determines what happens in the summer for professional development." (Central Office Staff)
- "PD is through the Organizational Development Division, while team leads and department chairs meet with Teaching and Learning. It is unclear if the team leads and department chairs get follow up from the summer training."

Other comments received related to professional development included:

- "PD needs a reset. Principals do not know what the teachers receive in the summer. We have no input into this training." (Campus Administrator)
- "District PD is good, but we drill down deeper on campus to give teachers exactly what they need for this campus. PD has to be ongoing. It can't be just a summer thing or a back-to-school thing." (Campus Administrator)
- "We used to receive training, then become a trainer for our staff. The district provided the training material. We were prepared in advance and aligned across the district. Now, we might get the material the day before a training." (Campus Administrator)
- "Professional development is PowerPoint and is read from script. It is boring, literally boring." (Campus Administrator)
- "Professional development is a weakness. Using in-house people may not be the best." (Central Office Administrator)

In summary, Fort Bend ISD has a comprehensive professional development plan. Many employees commented that professional development is not productive, there is little follow-up and support, and the primary evaluation of effectiveness is participant surveys.

Teacher and Principal Performance Review

The primary purpose of employee performance review is improved performance. An effective performance review process provides observations and feedback on both strengths and areas in need of improvement through professional development. District supervisory personnel who perform evaluations spend a significant amount of time performing this important job duty. The cost-benefit of this effort declines, and productivity diminishes, if these performance reviews do not produce the intended outcome—improved principal and teacher performance.

To determine the effectiveness of the performance reviews of teachers and principals in increasing their productivity, auditors reviewed sample teacher and principal appraisal reports selected randomly by the district. They interviewed district personnel and board members, and reviewed the responses to confidential online surveys. Auditors expected to find a performance review process used to identify

and communicate areas of both strength and in need of improvement, with provided feedback resulting in improved performance being the primary purpose. In a review of sample teacher and principal performance reviews selected by the district, auditors found that feedback for improved performance was seldom provided.

Auditors found some policies addressing employee performance appraisal (see **Finding 1.1**, **Exhibit 1.1.3**). *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to assume administrative responsibility and leadership for the evaluation of all personnel. *Board Policy DN(LOCAL)—Performance Appraisal* stipulates that all district employees shall be periodically appraised in the performance of their duties.

The job description of the Chief Human Resources Officer lists a responsibility to oversee the employee performance management system. The job descriptions of principals require them to appraise performance.

Teacher Performance Review

Board Policy DNA(LOCAL)—Performance Appraisal: Evaluation of Teachers provides that the Texas Teacher Evaluation and Support System (T-TESS) will be used to appraise teachers. *Board Policy DP(LOCAL)—Personnel Positions* requires principals to demonstrate the ability to evaluate teaching effectiveness.

The district website contains the following statement about T-TESS, "... Gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. Fort Bend ISD promotes an environment of continuous improvement through observation and feedback."

The following exhibit displays the four domains of the Fort Bend ISD Texas Teacher Evaluation Support System (T-TESS) evaluation and the dimensions that comprise each domain.

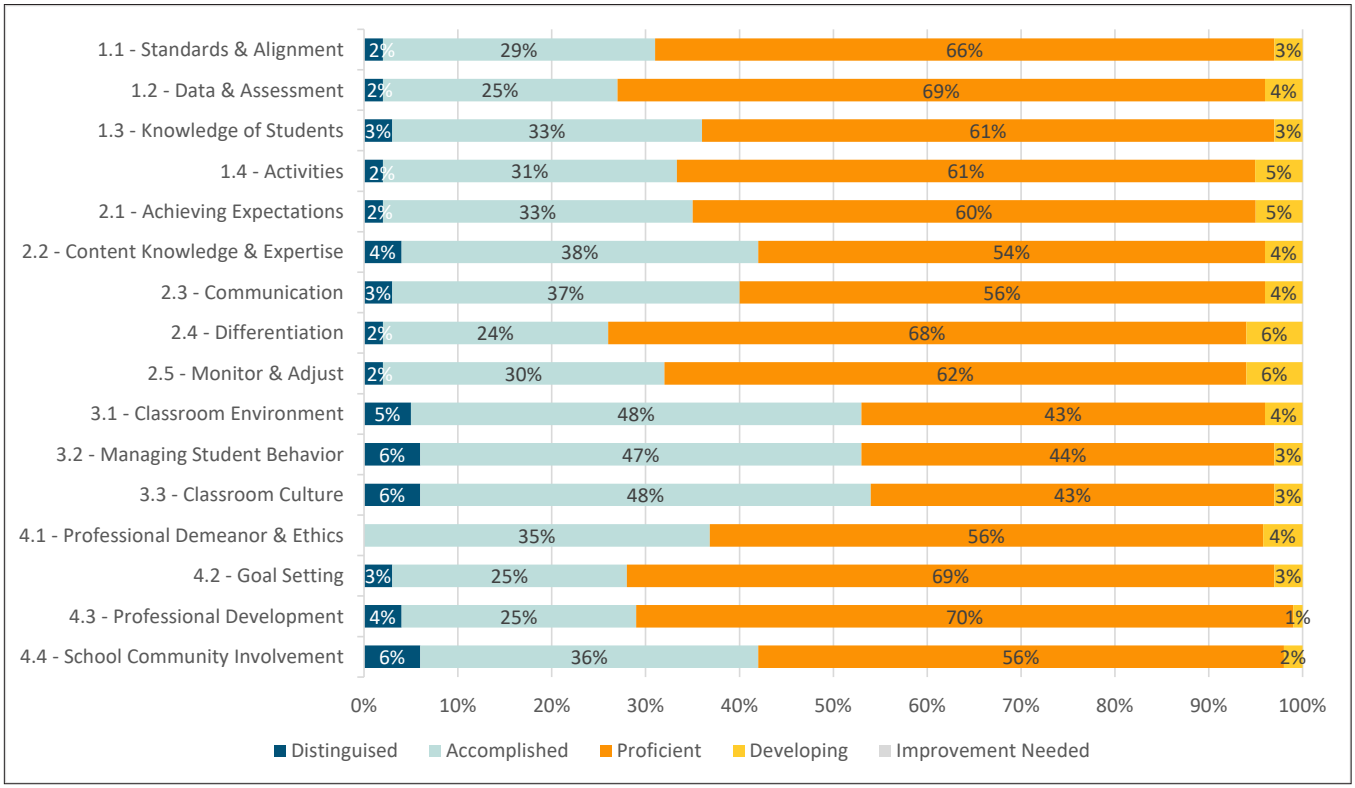
Exhibit 5.1.9: Texas Teacher Evaluation Support System: Domain Categories

Domain	Dimension
1. Planning	1.1 Standards and Alignment 1.2 Data and Assessment 1.3 Knowledge of Students 1.4 Activities
2. Instruction	2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust
3. Learning Environment	3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture
4. Professional Practices and Responsibilities	4.1 Professional Demeanor and Ethics 4.2 Goal Setting 4.3 Professional Development 4.4 School Community Involvement
Data Source: T-TESS Perforce Evaluations 2023-24.	

Each teacher appraisal form contains 4 domains and 16 dimensions. Each dimension can be rated as Distinguished, Accomplished, Proficient, Developing, or Improvement Needed.

Auditors reviewed the T-TESS evaluation summary ratings for the 2023-24 school year provided by Fort Bend ISD. Summary report data is shown in the following exhibit

Exhibit 5.1.10: Summary of Fort Bend ISD T-TESS Teacher Appraisal Ratings, 2023-24



Note: n=4,566
Data Source: Fort Bend ISD Report

Teachers are rated by dimension (see **Exhibit 5.1.11**) and do not receive an overall rating. Most Fort Bend ISD teachers' performance was rated as Accomplished or Proficient. Teachers rated as Developing ranged from a high of 5.9% for Dimension 2.4—Differentiation, to a low of 1.2% for Dimension 4.3—Professional Development. Teachers rated as Improvement Needed ranged from a high of 0.4% in seven dimensions; Dimension 1.1—Standards and Alignment, Dimension 1.2—Data and Assessment, Dimension 1.4—Activities, Dimension 2.4—Differentiation, Dimension 3.1—Classroom Environment, Routines, and Procedures, Dimension 3.2—Managing Student Behavior, and Dimension 4.1—Professional Demeanor and Ethics to a low of 0.1% for Dimension 4.4—School Community Involvement.

The auditors requested that Fort Bend ISD personnel randomly select 100 2023-24 teacher appraisal reports and redact the name of the employee and appraiser. Auditors then selected 50 of those appraisal reports for a detailed analysis. Auditors selected 8 high school, 10 middle school, and 32 elementary school appraisals. Results are displayed in the following exhibit.

Exhibit 5.1.11: Summary of Fort Bend ISD Teacher Appraisals Reviewed by Auditors, 2023-24

Appraisal #	Overall Ratings					Number of Appraiser Recommendations for Improvement/Concerns
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
1	0	0	16	0	0	0/0
2	0	3	13	0	0	0/0
3	0	13	3	0	0	0/1
4	0	7	8	0	0	0/0
5	0	3	13	0	0	0/0
6	0	2	12	2	0	0/0
7	1	3	12	0	0	0/0
8	0	1	15	0	0	0/0
9	0	2	14	0	0	0/0
10	0	4	12	0	0	0/0
11	0	0	16	0	0	0/0
12	0	2	14	0	0	0/0
13	0	2	14	0	0	0/0
14	0	1	11	4	0	1/1
15	3	13	0	0	0	0/0
16	0	5	11	0	0	0/0
17	0	0	11	5	0	10/0
18	0	1	15	0	0	0/0
19	0	0	10	5	1	6/2
20	0	3	13	0	0	0/1
21	0	7	9	0	0	0/0
22	0	3	12	1	0	3/3
23	0	3	13	0	0	0/0
24	0	10	6	0	0	0/0
25	0	8	8	0	0	0/0
26	0	0	16	0	0	0/0
27	0	9	7	0	0	0/0
28	0	7	9	0	0	1/0
29	0	5	11	0	0	0/0
30	0	0	16	0	0	0/2
31	0	7	9	0	0	0/0
32	0	9	7	0	0	0/0
33	0	4	12	0	0	0/0
34	1	7	8	0	0	0/0
35	0	4	12	0	0	0/0

Appraisal #	Overall Ratings					Number of Appraiser Recommendations for Improvement/Concerns
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
36	6	8	2	0	0	0/0
37	0	11	5	0	0	0/0
38	0	2	14	0	0	0/0
39	0	0	16	0	0	0/0
40	0	3	13	0	0	1/0
41	0	0	16	0	0	0/0
42	0	16	0	0	0	0/0
43	0	2	14	0	0	1/1
44	0	0	3	5	8	2/0
45	0	6	9	1	0	0/0
46	0	2	13	1	0	0/0
47	0	2	13	1	0	1/1
48	0	0	16	0	0	0/0
49	0	0	16	0	0	0/0
50	0	0	11	5	0	5/5
Total	**11 (1.4%)**	**200 (25.0%)**	**549 (68.7%)**	**30 (3.8%)**	**9 (1.1%)**	**31 Recommendations for Improvement, 17 Concerns**
Note: n=50						
Data Source: Fort Bend ISD Report						

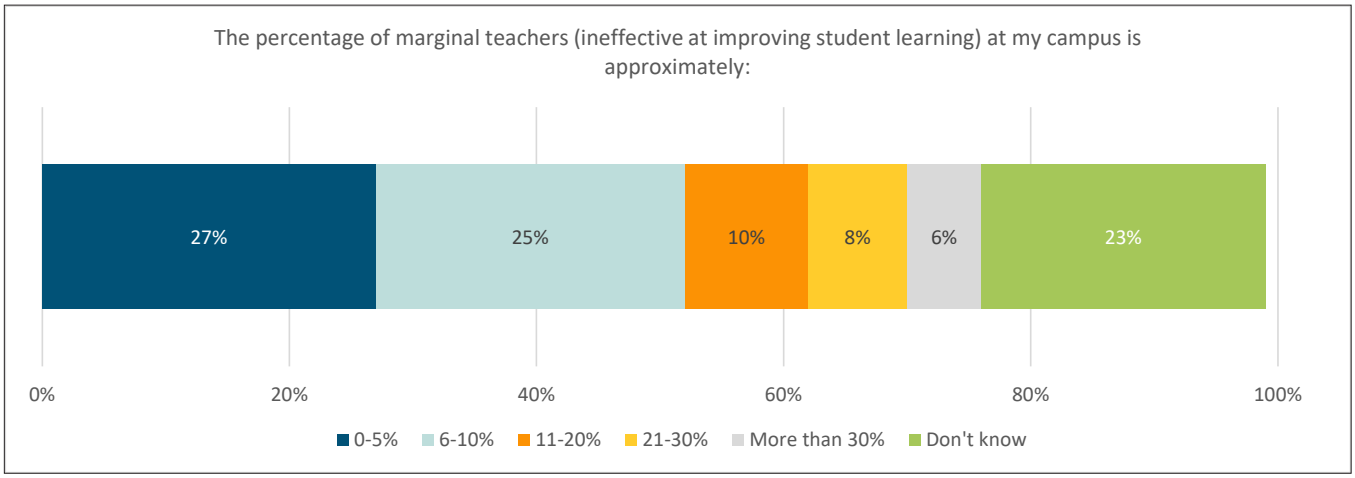
The most frequent dimension rating was Proficient, being selected 549 times, which is 68.7% of the total ratings. An Accomplished dimension rating was selected 200 times, 25.0% of the total ratings. A Developing dimension rating was selected 30 times, 3.8% of the total ratings. An Improvement Needed dimension rating was selected 9 times, 1.1% of the total ratings. The Texas Education Agency states that the focus of teacher appraisal should be on providing continuous, timely formative feedback to educators so they can improve their practice. In their review of the randomly selected teacher appraisal documents, auditors focused on comments provided that indicated improvement was needed or whether recommended improvement actions were provided. There were a total of 31 recommendations for improvement provided; and 17 concerns were expressed. Thirty-seven of the 50 appraisals reviewed, or 74.0%, contained no recommendations for improvement or concerns, thus limiting the productivity of the employee performances review process, which requires a great deal of time to complete.

An example of a comment in an appraisal related to Dimension 4.2: Goal Setting: "Teacher sets and works toward goals as directed via campus guidelines. The teacher keeps an open mind and shows a willingness to learn new methods, procedures, and techniques that improve the school environmental climate." In some cases, the comment section contains a detailed description of what the teacher did during a lesson.

A concern expressed on an appraisal was that the teacher did not leave her desk and only speaks to students near her desk who ask a question. A corresponding recommendation was to move around to recognize any student misunderstanding.

In the confidential online surveys, auditors asked administrators about the percentage of teachers on district campuses who they considered marginal performers (teachers not effective at improving student performance). The following exhibit displays the results.

Exhibit 5.1.12: Campus Administrator Perceptions of the Percentage of Marginal Teachers



Note: n=177
Data Source: CMSi Online Survey

The perception of 27% of the responding campus administrators was that 0-5% of their teachers are marginal performers. Twenty-five percent felt that 6-10% were marginal, and 10% felt that 11-20% of teachers were marginal performers. This contrasts with data found in **Exhibit 5.1.12**, where Improvement Needed ratings given to district teachers ranged from 0.1% to 0.4%, depending upon the Dimension. Teacher appraisal ratings appear to be inflated and not reflect actual performance, diminishing the productivity of performance reviews to improve performance and ultimately improve student achievement.

Principal Performance Review

Board Policy DNB(LEGAL)—Performance Appraisal: Evaluation of Campus Administrators states that the district may utilize an appraisal system developed by the commissioner of education, or a locally developed system. Fort Bend ISD utilizes the state-developed Texas Principal Evaluation and Support System (T-PESS) to evaluate campus administrators.

The job descriptions of the Executive Directors of Secondary Schools and Elementary Schools contain a key responsibility to evaluate school administrators.

The following exhibit displays the appraisals domains and indicators for T-PESS principal appraisals.

Exhibit 5.1.13: Fort Bend Principal Appraisal Domains and Indicators

Domain	Indicator
1. Strong School Leadership and Planning	**1.1** Ethics and Standards – Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators **1.2** Schedules for core leadership tasks – Focuses calendars and time to address leadership and instructional priorities **1.3** Strategic Planning – Leads focused planning processes with strategic monitoring of outcomes **1.4** Change facilitation – Productively manages change processes **1.5** Coaching, Growth, Feedback, and Professional Development – Models personal commitment to developing self and others
2. Effective, Well-Supported Teachers	**2.1** Human Capital – Recruits, selects, assigns, and inducts highly effective educators **2.2** Talent Management – Supports and retains highly effective educators **2.3** Observations, Feedback, and Coaching – Conducts rigorous, calibrated, and supported observations **2.4** Professional Development – Personalizes and aligns professional development
3. Positive School Culture	**3.1** Safe Environment and High Expectations – Aligns the vision, mission, and goals to a safe environment and high expectations **3.2** Behavioral Expectations and Management Systems – Establishes clear expectations and systems for behaviors, including social and emotional supports **3.3** Proactive and Responsive Student Support Services – Leads strategies to proactively provide and coordinate student support services **3.4** Involving Families and Community – Productively involves and coordinates family and community involvement
4. High Quality Curriculum	**4.1** Standards-based Curricula and Assessments – Ensures fidelity of implementation with state and district curricula and assessments **4.2** Instructional Resources and Professional Development – Facilitates access to instructional resources and professional development
5. Effective Instruction	**5.1** High-Performing Instructional Leadership Team – Creates a high-performing, skilled leadership team **5.2** Objective-Driven Plans – Supports the development of objective-driven daily lesson plans **5.3** Effective Classroom Routines and Instructional Strategies– Develops effective routines, instructional strategies, and experiences for all students **5.4** Data-Driven Instruction – Monitors multiple forms of data to guide instructional decisions and maximize performance **5.5** Response to Intervention – Leverages resources to respond in a timely manner to all students' needs
Data Source: Texas Principal Evaluation and Support System (T-PESS)	

Fort Bend ISD personnel were asked to randomly select 20 principal appraisals for auditors to review, with names of the appraised employee and the appraiser redacted. Auditors selected 10 of those for review. Results of the auditors' assessment of those appraisals are provided in the following exhibit.

Exhibit 5.1.14: Summary of Principal Appraisals Reviewed by Auditors, 2023-24

Appraisal #	Appraisal Ratings					Number of Appraiser Recommendations for Improvement/Concerns
	Distinguished	Accomplished	Proficient	Developing	Needs Improvement	
1-1*	0	2	18	0	0	0/0
2-6	0	7	13	0	0	0/0
3-4	1	7	12	0	0	1/0
4-8	0	2	18	0	0	0/0
5-12	0	17	3	0	0	1/0
6-14	0	0	16	4	0	3/0
7-2	0	14	6	0	0	0/0
8-20*	11	8	1	0	0	0/0
9-17	0	20	0	0	0	0/0
10-3	0	3	17	0	0	0/0
Totals	**12 (6%)**	**80 (40%)**	**104 (52%)**	**4 (2%)**	**0 (0%)**	**5/0 5 Recommendations for Improvement**
Note: n=10						
Data Source: Fort Bend ISD Report						

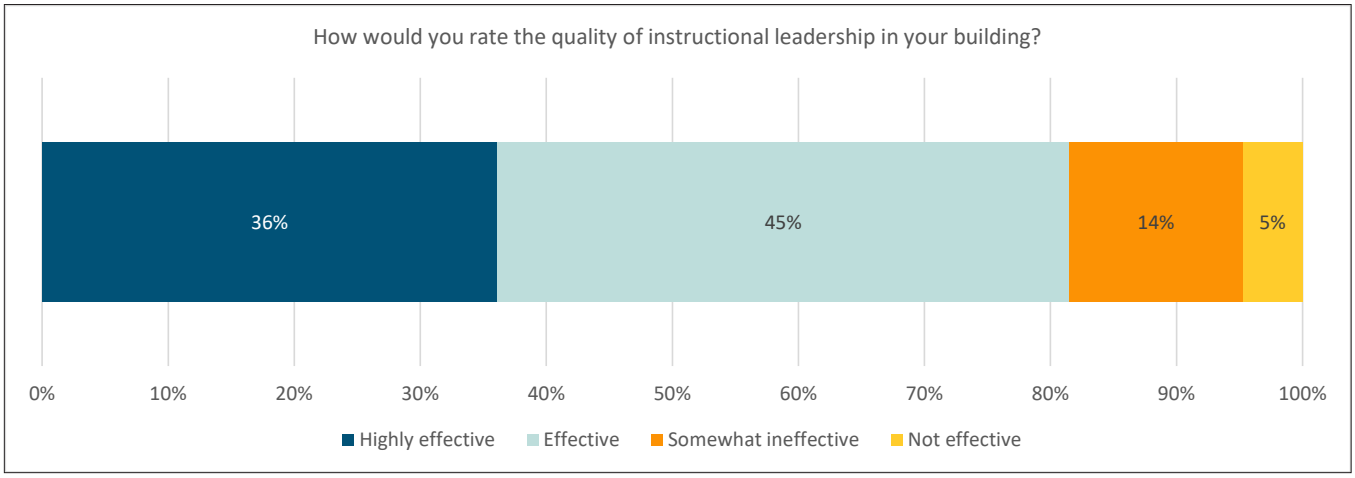
On the randomly selected principal performance reviews, the most frequent rating was Proficient, being selected 104 times, which is 52.0% of the total ratings. An Accomplished rating was selected 80 times, or 40.0% of the total ratings. A rating of Distinguished was selected 12 times, 6.0% of the total ratings.

A rating of Developing was selected four times, comprising 2.0% of the total ratings. No review had a Needs Improvement rating. There were five recommendations for improvement and no concerns expressed by the appraiser on the forms reviewed, limiting the productivity and value of the principal performance review process in improving performance.

An example of a recommendation for improvement found in a principal appraisal was, "The principal should focus on allocating more time for planning and setting deadlines in advance of due dates to avoid delays. Identify and prioritize tasks based on urgency and importance will assist in managing time effectively."

On confidential online surveys, Fort Bend ISD teachers were asked to rate the quality of instructional leadership on their campuses. The following exhibit displays the results.

Exhibit 5.1.15: Teacher Perceptions of Campus Instructional Leadership



Note: n=551
Data Source: CMSi Online Survey

Eighty-one percent of teachers who answered the survey question rate the quality of instructional leadership on their campus as highly effective or effective. A rating of somewhat effective or not effective was given by 19% of respondents.

In an online survey, teachers made several positive comments about campus leadership.

- "Our school administrators and department heads are excellent."
- "In particular, my dean of instruction and T-TESS appraising associate principal are supportive and effective."
- "I have the best principal. Hands down—the best."
- "Our leadership is supportive and caring. I truly appreciate our principal and all she does for us. She has helped me grow so much this year."
- "Our school leadership is fabulous."

Other comments about campus leadership on surveys were not so positive.

- "There just isn't any support from administration regarding instruction."
- "One administrator is effective, and one is not."
- "We do not have instructional leadership."
- "There is no one on my campus I can go to for instructional leadership. We are on our own."
- "On a day-to-day basis, campus instructional support is not effective. They support selected individuals rather than being available to all. Teaching assignments are given according to principal favorites."

Auditors interviewed district employees and administered online surveys. The following comments support feedback for improvement being the primary purpose of performance reviews:

- "Providing constructive feedback resulting in improved teaching and learning is the purpose of teacher performance reviews." (Campus Administrator)
- "The purpose of employee appraisal is coaching and growth. We want to honor success and offer ways to improve. It should facilitate growth and development." (Central Office Administrator)

Other comments related to employee performance review included the following:

- "Not all teacher appraisals reflect actual performance. Some appraisers rate harder than others." (Central Office Administrator)
- "Do principal appraisal scores reflect actual performance? Historically, no. Accountability wasn't truly discussed in the past. They want to change, but don't know how." (Central Office Administrator)
- [Do principal appraisals reflect actual performance?] "Self-assessments, yes. We have had conversations over the last couple of years, and calibration training. Ratings should reflect student achievement." (Central Office Administrator)
- "Principals have received training in job-embedded observation and feedback through an instructional walk model over the past several years led by the Organizational Development Division." (Central Office Administrator)

The following comment from a teacher related to appraisal feedback:

- "I usually get 'you are awesome' or 'you are a rockstar' or just a recap of what was seen in my classroom. None of this helps me grow as an educator. I also receive zero feedback on my leadership as a department head." (Teacher)

In summary, in Fort Bend ISD the productivity of the performances review process is diminished by the lack of supervisor recommendations for improvement. This results in reduced return on investment from the significant human and fiscal resources and time involved. On the online survey, 35% of responding administrators indicated that 6-20% of teachers were marginal performers. Yet, on the randomly selected 50 teacher appraisal forms, only 2 teachers received an Improvement Needed domain rating. On the 10 randomly selected principal performance review forms, no Improvement Needed ratings were selected, and only 5 recommendations for improvement were included. The return on investment (ROI) of this required process is diminished.

Summary

The Fort Bend ISD has developed and implemented a system or process to implement or evaluate programs and major initiatives. The process has been utilized to provide evaluations of a limited number of programs since first being implemented in 2023-24. A system to initially select programs or initiatives is needed. Productivity is diminished by the absence of cost-benefit data for all programs and initiatives used to determine continuation, modification, or termination of programs, and to inform fiscal decisions. The linkage between and among employee performance review, professional development, and improved performance is weak. In a review of sample teacher and principal evaluations randomly selected by the

district, auditors found that feedback for improvement was seldom provided. Few teachers received an Improvement Needed dimension rating during the 2023-24 school year; yet, 35% of responding administrators on a survey indicated that 6-20% of teachers were marginal performers. Productivity is further diminished by professional development that many employees believe is ineffective. The district does have a Comprehensive Professional Learning Plan. The productivity of the investment in professional development is minimized by a lack of follow-up and support following professional development sessions, and the primary means of evaluation is seen by employees to be participant surveys. (See **Recommendation 5.**)

Finding 5.2: The district budgeting process is well managed and has resulted in financial stability. Performance-driven budgeting criteria are not in place, and cost-benefit data are not available for all programs, minimizing the chances of increasing financial productivity and accomplishing priority goals.

Educational programs and services require appropriate levels of financial support in order to maintain viability and to improve the productivity of school system functions and operations. The district budget is the major financial planning document for expressing in dollars board support for the goals and priorities of the school system. The budget should reflect a direct connection between the resources provided and the criticality of the goals toward which those resources are directed. System-wide productivity is enhanced by budgetary decisions that assure adequate resources are allotted to those program efforts that are most closely linked to school system priority goals and outcomes, with data utilized to determine the cost-benefit of expenditures. Such linkage allows the budget to become a numerical expression of system priorities for curriculum, teaching, and learning and, thereby, reflect the essential values of the schools and the community they serve.

This finding addresses the district's financial standing, the budget development process, and the equitable allocation of resources.

Financial Standing

Financial security allows district leadership to focus on the district's core business of teaching and learning without the disruption or distraction that financial insecurity can cause. Stable or improving financial standing is critical for the long-term sustainability of any business.

To determine Fort Bend ISD's financial standing, auditors reviewed board policies regarding district budget development and also reviewed budget documents provided by the district, available on the district webpage, or found on the Texas Education Agency website. Interviews were conducted with board members, district and site administrators, teachers, and other employees to ask questions about budgeting and the allocation of resources in the district. District stakeholders were given the opportunity to respond to a survey. Auditors expected to find the district in good financial standing with adequate financial reserves and expenditures that facilitate an ongoing commitment to teaching and learning.

Auditors found the Fort Bend ISD budget is well managed. The district spends less than the state average in many budget categories (see **Exhibit 5.2.3**). The fund balance exceeds the minimum amount recommended by the Texas Education Agency and required by the Fort Bend ISD board of trustees.

As noted in **Finding 1.1, Exhibit 1.1.7**, Fort Bend ISD board policy provides some direction to employees related to the budgeting process. *Board Policy BJA(LEGAL)—Superintendent: Qualifications and Duties* requires the superintendent to prepare and submit to the board a proposed budget and administer the budget. *Board Policy BAA(LEGAL)—Board Legal Status: Powers and Duties* requires the board to adopt an annual budget and monitor district finances.

In the Fort Bend ISD District Improvement Plan 2024-25, Goal 1 is to utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

The job description of the Chief of Organizational Development says that they are to develop and implement budgeting. The job description of the Chief Financial Officer contains a responsibility for budget development and long-range financial planning.

The Texas Education Agency (TEA) calculates a Financial Integrity Rating System of Texas (FIRST), which provides an annual financial rating for all school districts. Established by the 77th Texas Legislature in 2001, the system is intended to provide the maximum allocation possible for instructional purposes through holding school systems accountable for the quality of their financial practices. FIRST ratings are calculated using 20 financial indicators, such as administrative cost expenditures, the accuracy of a district's financial information submitted to TEA, and any financial vulnerabilities or material weaknesses in internal controls as determined by an external auditor. The following exhibit displays the Fort Bend ISD ratings and total scores over the past five years. Current year ratings are based upon prior year data.

Exhibit 5.2.1: Financial Integrity Rating System of Texas (FIRST) Ratings for the Fort Bend ISD, FY19-FY24

Rating	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Superior	Superior Achievement	Superior Achievement	Superior Achievement	Superior Achievement	Superior Achievement
Score	92	90	92	96	95	98
Note: The highest rating changed from Superior in 2019-20 to Superior Achievement in 2020-21						
Data Source: Texas Education Agency Financial Integrity Rating System of Texas (FIRST) ratings						

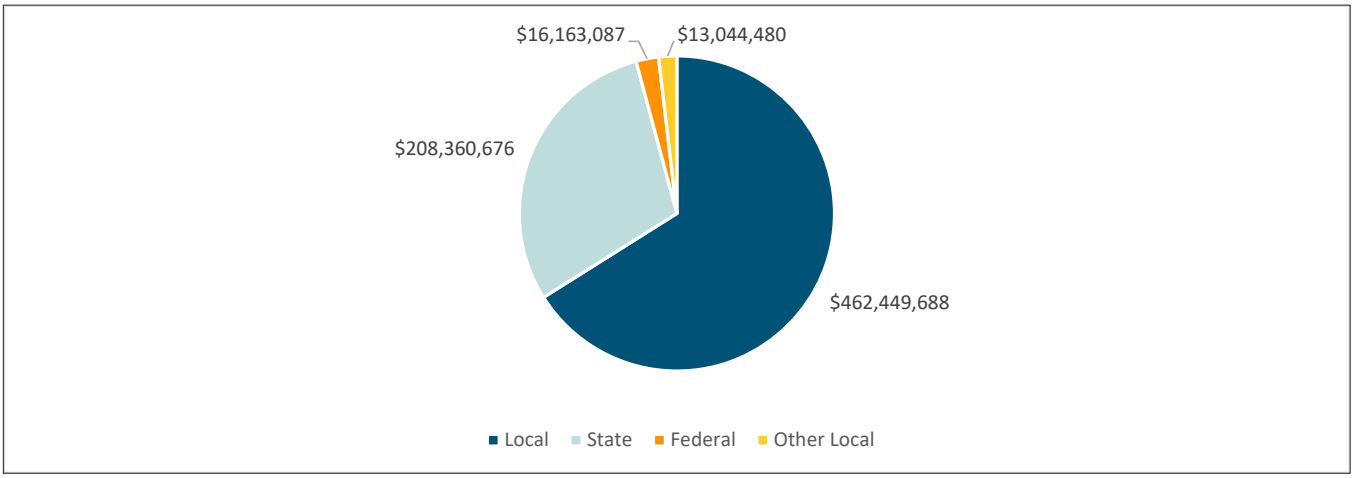
Fort Bend ISD has received the highest FIRST rating (Superior/Superior Achievement) for the past six fiscal years.

Fort Bend ISD has received the following financial reporting awards:

- The Government Finance Officers Association (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the district for the Annual Comprehensive Financial Report for the year ended June 30, 2023.
- The Association of School Business Officials (ASBO) awarded a Certificate of Excellence in Financial Reporting for the Fiscal Year ending June 30, 2023.
- For the sixth consecutive time, the district was awarded a Certification of Distinction by the Government Treasurers' Organization of Texas (GTOT). This certification recognizes the district for developing an investment policy that meets the requirements of the Public Funds Investment Act and standards for prudent public investing established by the GTOT.

The following exhibit displays the general fund revenue sources for Fort Bend ISD.

Exhibit 5.2.2: General Fund Revenue Sources, FY23



Data Source: Texas Education Agency 2022-23 Actual Financial Data

General fund revenue in Fort Bend ISD in 2022-23 was 66% local, 30% state, 2% federal, and 2% other local.

In Texas, school district allocations are budgeted by function codes that reflect the general purpose of the expenditure. The following exhibit lists general fund expenditures by function in the Fort Bend ISD, and compares all funds operating expenditures by function to the state on a per student and percentage basis.

Exhibit 5.2.3: Comparison of All Funds Operating Expenditures by Function to the State, FY23

Function (#)	District						State	
	General Fund	%	Per Student	All Funds	%	Per Student	%	Per Student
Instruction (11, 95)	$417,386,912	57.25%	$5,251	$477,066,497	56.17%	$6,002	55.29%	$6,849
Instructional Resources & Media (12)	$8,405,722	1.15%	$106	$8,630,336	1.02%	$109	.98%	$121
Curriculum & Staff Dev. (13)	$13,565,572	1.86%	$171	$22,258,667	2.62%	$280	2.49%	$308
Instructional Leadership (21)	$19,506,184	2.68%	$245	$21,436,462	2.52%	$270	1.80%	$223
School Leadership (23)	$50,927,853	6.99%	$641	$51,184,677	6.03%	$644	5.73%	$710
Guidance Counseling Services (31)	$38,982,266	5.35%	$490	$43,009,771	5.06%	$541	4.02%	$497
Social Work Services (32)	$2,940,316	0.40%	$37	$3,273,830	0.39%	$41	0.37%	$46
Health Services (33)	$8,985,839	1.23%	$113	$11,092,886	1.31%	$140	1.07%	$133

Function (#)	District						State	
	General Fund	%	Per Student	All Funds	%	Per Student	%	Per Student
Transportation (34)	$24,598,321	3.37%	$309	$25,161,881	2.96%	$317	3.02%	$374
Food Services (35)	$40,091	0.01%	$1	$33,303,866	3.92%	$419	5.10%	$631
Extracurricular (36)	$17,507,236	2.40%	$220	$24,723,934	2.91%	$311	3.10%	$384
General Administration (41, 92)	$19,620,194	2.69%	$247	$19,730,943	2.32%	$248	3.32%	$411
Facilities Maintenance & Operations (51)	$78,343,486	10.75%	$986	$78,826,790	9.28%	$992	9.90%	$1,227
Security & Monitoring Services (52)	$10,424,461	1.43%	$131	$10,578,588	1.25%	$133	1.33%	$165
Data Processing Services (53)	$16,879,345	2.32%	$212	$17,013,397	2.00%	$214	1.93%	$239
Community Services (61)	$940,627	0.13%	$12	$2,067,311	0.24%	$26	0.52%	$64
Total Operating Exp. by Function	**$729,054,425**	**100.00%**	**$9,173**	**$849,359,836**	**100.00%**	**$10,686**	**100.00%**	**$12,389**

Data Source: Texas Education Agency PEIMS District Financial Actual Reports 2022-23, Total Enrollment Membership 79,482 students.

Auditors compared the district and state average All Funds expenditures for Instruction, Instructional Resources & Media Services, and Curriculum & Staff Development to determine the district's expenditures on curriculum and instruction. Fort Bend ISD All Funds expenditures for Instruction were 56.17% of the budget, or $6,002 per student, compared to 55.29% and $6,849 per student in the state. All Funds expenditures for Instructional Resources & Media Services were 1.02% of the budget or $109 per student in the district compared to 0.98% or $121 per student in the state. All Funds expenditures for Curriculum & Staff Development were 2.62% of the budget or $280 per student in the district, compared to 2.49% or $308 per student in the state. Fort Bend ISD expenditures per student on curriculum and instruction related functions were $887 per student lower than the state average in FY23. The total All Funds Operating Expenditures by function in Fort Bend ISD were $10,686 per student, compared to $12,389 in the state.

An increase in assessed valuation of district property is a positive indicator of the economic growth in a school district. The following exhibit reveals the changes in net taxable valuation of property over the past five tax years. Total taxable value is the total taxable value less exemptions (e.g., homestead exemption, disabled/deceased veteran's exemption).

Exhibit 5.2.4: Fort Bend ISD's Net Taxable Valuation, Tax Years 2020-2024

Total Taxable Assessed Value 2018	2020	2021	2022	2023	2024	$ Change	% Change
	$42,234,342,937	$44,976,372,102	$47,895,116,691	$54,986,907,350	$52,577,873,130*	$10,343,530,193	+24.5%

Note: *The taxable value decreased from the prior year due to legislation that increased the homestead exemption for the 2024 fiscal year.

Data Source: Fort Bend ISD Annual Comprehensive Financial Report for the fiscal year ended June 30, 2024

The assessed valuation of district property increased each year from 2020 to 2023. The 2024 decline was caused by a legislative change.

As depicted in the following exhibit, auditors reviewed the balance between revenue and expenditures in Fort Bend ISD, another component of a district's financial health. Another important measure of financial health in a school district is the fund balance. An indicator in the Financial Integrity Rating System of Texas (FIRST) for Texas public schools is that the assigned and unassigned fund balances exceed 75 days of operating expenditures.

The Fort Bend ISD Fiscal Strategy adopted by the board of trustees states the district should maintain 60 days of unassigned bund balance and 30 days of committed fund balance for a total of 90 days fund balance. The Fort Bend ISD Fiscal Strategy adopted by the board allows for subtraction of TRS on behalf of expenditures and one-time expenditures when calculating the 60- and 30-day fund balance for unassigned and committed fund balance.

Exhibit 5.2.5: Fort Bend ISD Revenues, Expenditures, Fund Balance (General Fund), 2019-2023

Year	2020	2021	2022	2023	2024
Revenues	$710,578,779	$724,903,262	$734,410,128	$737,924,724	$813,214,468
Expenditures	$710,234,359	$748,713,449	$746,478,098	$743,251,600	$802,041,406
Other Financial Sources/(Uses)	$2,746,649	($1,471,679)	$2,918,028	($1,231,917)	$717,584
Excess/(Deficit)	$3,091,069	($25,281,866)	($9,149,942)	($6,558,793)	$11,890,646
Assigned and Unassigned Fund Balance	$141,457,767	$102,345,139	$142,224,636	$139,217,516	$146,274,551
Committed Fund Balance	$79,000,000	$106,220,800	$61,600,000	$58,800,000	$63,800,000
# Of Days	107	78*	98	95	93

Note: Committed fund balance includes the following in addition to the 30-day fund balance:
2019 - $10.9 million for capital outlay and new schools, $15 million for economic stabilization.
2020 - $16.9 million for capital outlay and new schools, $15 million for economic stabilization.
2021 - $4.5 million for capital outlay and new schools, $6.4 million for major maintenance, $32.82 million for Elementary 34.
After 2021, committed bund balance is for 30 days of fund balances and all other committed fund balances were eliminated.
*The 78 days in 2021 is due to the timing of when the district received ESSER funding. The notice of grant award was received in June, which is the end of the fiscal year. Based on the date of the NOGA, the revenues were required to be posted in the prior year, which impacted the 90-day reserve, but did not negatively impact the district's overall financial position.

Data Source: Fort Bend ISD Report

The Annual Comprehensive Financial Report 2023-24 contains the following statement: "General Fund had a net increase of $11.9 million in fund balance for the year ending June 30, 2024, and maintained over 90 days of fund balance as of June 30, 2024.

The following comments during interviews mention factors to be considered during budget development in Fort Bend ISD:

- "Student enrollment growth over 15-20 years fueled the ability to add things. That growth is now flat and makes finances more challenging." (Central Office Administrator)
- "In the past enrollment was increasing. This impacts funding in a positive way. We hired teachers and built new schools. Now, enrollment is flat." (Central Office Administrator)
- "We have a $25 million budget deficit with no changes to state aid for the coming year. There are campuses that are below 50% enrollment. We have had a lot of budget reductions. A lot of that was vacancies and understaffed areas." (Central Office Administrator)

In summary, Fort Bend ISD is in sound financial position, and funds are well managed. The fund balance exceeds the recommended number of days. Leveling off of student enrollment growth and the uncertainty of state funding will present future funding challenges.

Budget Development Process

An effective budget development process promotes increased productivity by allocating funds to meet the mission, vision, and priority goals of the district. Consideration is given to cost-benefit analysis data for new and continuing expenditures and stakeholder input into recommended expenditures is considered. Such a process allows district leaders to establish and maintain control over the district's financial resources to support teaching and learning—the district's core business.

To determine the extent of the connection between curriculum and the budget in Fort Bend ISD, auditors reviewed board policies regarding district budget development and also reviewed budget documents provided by the district, available on the district webpage, or found on the Texas Education Agency website. Interviews were conducted with board members, district and site administrators, teachers, and other employees to ask questions about budgeting and the allocation of resources in the district. District stakeholders were given the opportunity to respond to a survey. Auditors expected to find a budgeting process that increases productivity by utilizing cost-benefit data, significant stakeholder input, and rank ordering of program components to facilitate budget expansion, reduction, or stabilization. Auditors found a traditional budget development process that does not routinely utilize cost-benefit data. Some program evaluations are conducted, but not all programs and initiatives covered by the budget have current program evaluation and cost-benefit data available. Some employee input opportunities are provided in the budget development process.

As noted in **Finding 1.1**, **Exhibit 1.1.7**, Fort Bend ISD board policy does not facilitate improved productivity by providing comprehensive requirements for the budget development process. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to approve a budget that aligns with and maximizes resources to fulfill the district's vision and goals. *Board Policy CE(LOCAL)—Annual Operating Budget* requires budget planning to be an integral part of overall planning so that resources are provided to implement district programs and activities.

Priority 3 in the Fort Bend ISD Strategic Plan is: "Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan."

The job description of the Chief Financial Officer lists a job purpose to assure maximum efficiency and provision of the best possible educational services with the financial resources available.

Fort Bend ISD provided the following list of steps in the budget development process.

Exhibit 5.2.6: Summary of Budgeting Steps

Year	Month	Activity/Description
2024	July	Receive certified tax rolls from the Central Appraisal District, and submit information to TEA to determine M & O tax rate for the 2024-25 Fiscal Year
2024	August	• Administration prepares Truth in Taxation using 2024 Certified Property Values for the 2024-25 Fiscal Year • TEA approves district 2024-25 Official Minimum Compressed Rate • Adoption of the tax rate for 2024-25
2024	September	• Close the 2023-24 fiscal year and review actual expenditures versus adopted budget to identify potential adjustments • Start internal work to determine 2025-26 baseline budgets for Departments
2024	October	2024-25 PEIMS Snapshot of student enrollment and demographic data (basis for demographic work)
2024	November	• Submit data to District Demographer (PASA) • Board approves 2023-24 Fiscal Year End Audit results • Kick-off District Staffing Guidelines review and adjustments (ongoing process until Spring 2025) • Kick-off Compensation and Equity Adjustment considerations and recommendations (ongoing process until Spring 2025)
2024	December	• Receive first draft of 2025-26 enrollment projections from PASA • Develop preliminary staffing baseline (based on demographer 2025-26 enrollment projections by grade level and campus) • Board of Trustees consideration and approval of new campus start-up staff • Update 2024-25 revenue projections based on Fall PEIMS snapshot data trends and department estimates • Prepare local, state, and federal revenue estimates for 2025-26
2025	January	• Prepare the first 2025-26 revenue and expenditure baseline budget draft • Texas Comptroller's release Property Values for tax year 2024 (used to update 2024-25 Year-End forecast) • 89th Legislative Session convenes (2025-26 Biennium)
2025	February	• Finalize per-pupil allocations for Campus M & O budget and prepare 2025-26 budget worksheet • Update local, state and federal revenue projections for 2025-26 • Budget update Board of Trustees workshop/regular meeting • Staffing allocation reports released to campuses (week of February 24th
2025	March	• Launch 2025-26 budget work for campuses based on projected enrollment and per pupil allocation. • Launch 2025-26 budget work for departments (review current staffing, programs and expenditures for operational efficiencies) • Budget update Board of Trustees workshop/regular meeting

Year	Month	Activity/Description
2025	April	• Continue to review budget and personnel requests • Receive preliminary 2025 taxable values from Fort Bend Central Appraisal District and prepare Truth-in-Taxation • Adjust revenue projections for final 2025-26 proposed budget • Budget update Board of Trustees workshop/regular meeting • Board of Trustees consideration and approval of enrollment-driven campus staff (TBD) • Board of Trustees consideration and approval of compensation adjustments (TBD) • Board of Trustees consideration and approval of non-campus staff (TBD)
2025	May	• Notice of public meeting for 2025-26 budget adoption and tax rate sent to the newspapers for publication • Final draft of 2026 proposed budget and three year forecast budget (Pro-forma new initiative, district staffing guideline, compensation, new campus staff, etc.) • Budget update Board of Trustees workshop/regular meeting • Board of Trustees consideration and approval of fund balance resolution (TBD)
2025	June	• Final revisions to proposed 2024-25 budget • Hold Public Hearing regarding the proposed budget and tax rates • Proposed budget submitted to School Board for consideration and final approval • District posts 2025-26 Adopted Budget on website and maintains for at least three years • 2025-26 Year-End Budget close and final amendments
2025	July	Set up 2025-26 budget in PeopleSoft and open for spending
Data Source: Fort Bend ISD Report		

The budget provides the following per-pupil allotments to campuses to determine campus budgets:

- Elementary Schools, $97
- Middle Schools, $101
- High Schools, $107

The basic allotment is increased by a factor to address certain special needs as indicated in the Equitable Allocation of Resources section found further down in this finding.

The campus allocation is to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. Principals work with Campus Based Leadership Teams (CBLT) to develop campus plans and to allocate campus funds for ongoing campus needs and certain new or extraordinary campus programs determined by the CBLT to be of benefit to the unique student population of a given school. CBLT members consist of teachers, parents, community leaders, business partners, and District administrators.

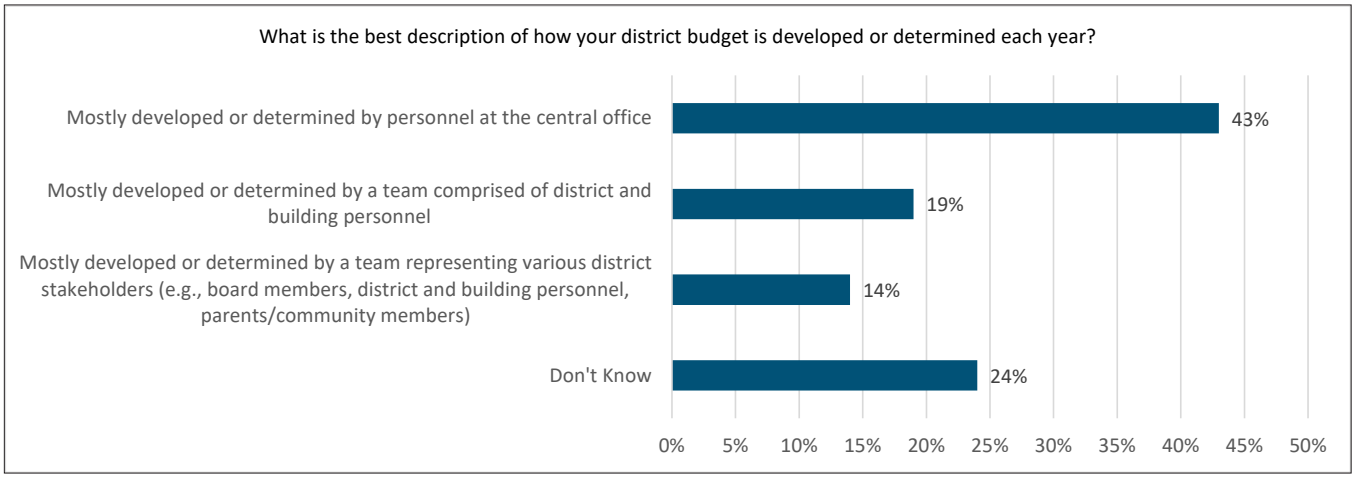
Each school's actual enrollment at the conclusion of the first and third grading periods is analyzed. If it is determined that a school's actual enrollment is 10% higher or lower than the projection used during budget preparation, the campus' budget may be adjusted accordingly. All adjustments are communicated to the school principal and the assistant superintendent prior to posting. Contingency is built into budgets for enrollment increases, and the October snapshot of enrollment can be used to determine any budget adjustments.

While Fort Bend ISD continues to subscribe to a needs-based budgeting philosophy for non-campus budgets, budget managers have been asked to approach budget preparation with an attitude of austerity to permit the funding of a proposed salary increase, increased commitment to support the most challenged campuses, personnel additions, and increasing costs of electricity and fuels. Although personnel and budget reductions have placed an additional constraint on each administrative department, all are committed to continue service levels to which district customers are accustomed, both internal and external.

Non-campus budgets are developed to support the District Strategic Plan and the instructional needs of the schools. They are developed by administrative staff members based upon district-wide data used to determine the prioritization of budget requests. The non-campus budgets are reviewed by the chief officers and the budget office.

The next exhibit illustrates central office administrators' responses to the question, "What is the best description of how your district budget is developed or determined each year?"

Exhibit 5.2.7: Central Office Administrator Perceptions of District Level Budget Development



Note: n=70
Data Source: CMSi Online Survey

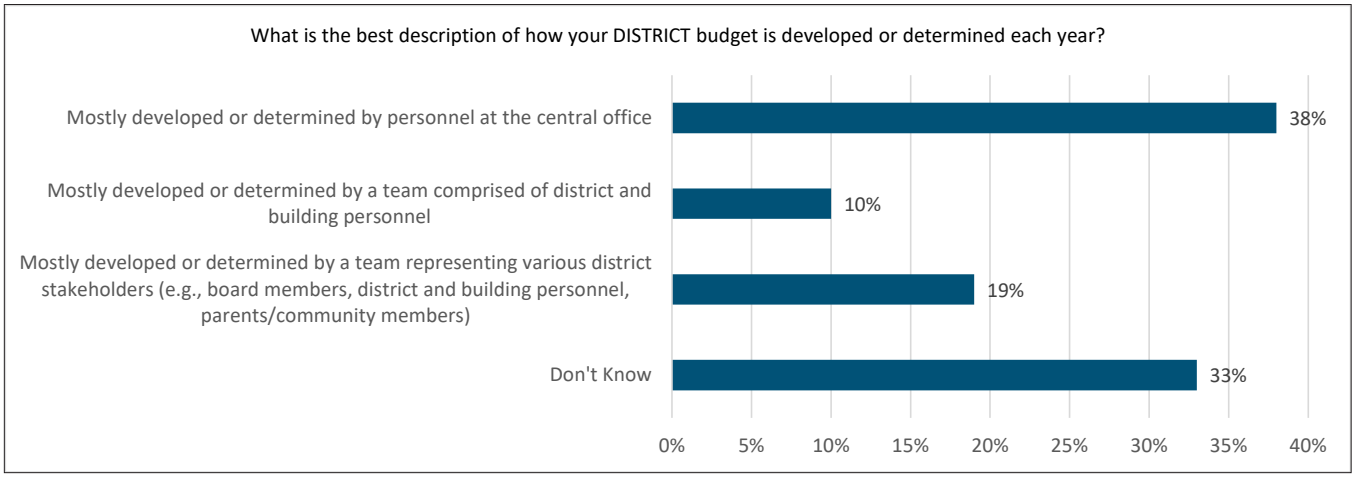
When asked how the district budget is developed, 43% of responding central office administrators chose "Mostly developed or determined by personnel at the central office;" 24% chose "Don't know;" 19% chose "Mostly determined by a team comprised of district and building personnel; and 14% chose "Mostly developed or determined by a team representing various district stakeholders (e.g., board members, district and building personnel, parents/community members)."

These sample comments on the survey from central office administrators related to district budget development:

- "The budget development is a mystery, and the distribution of funding, specifically for personnel, is often disproportionate to the student populations and district needs."
- "At one time we would submit a budget for what we needed for the year. Now it feels like there is a pot of money allocated, but how it is used or what it is marked for is a mystery."
- "Not only central office, but one small group of central office people, determine the budget. The people who need the money do not have a say in what is provided."

The following exhibit illustrates campus administrators' responses to the question, "What is the best description of how your district budget is developed or determined each year?"

Exhibit 5.2.8: Campus Administrator Perception District Budget Development

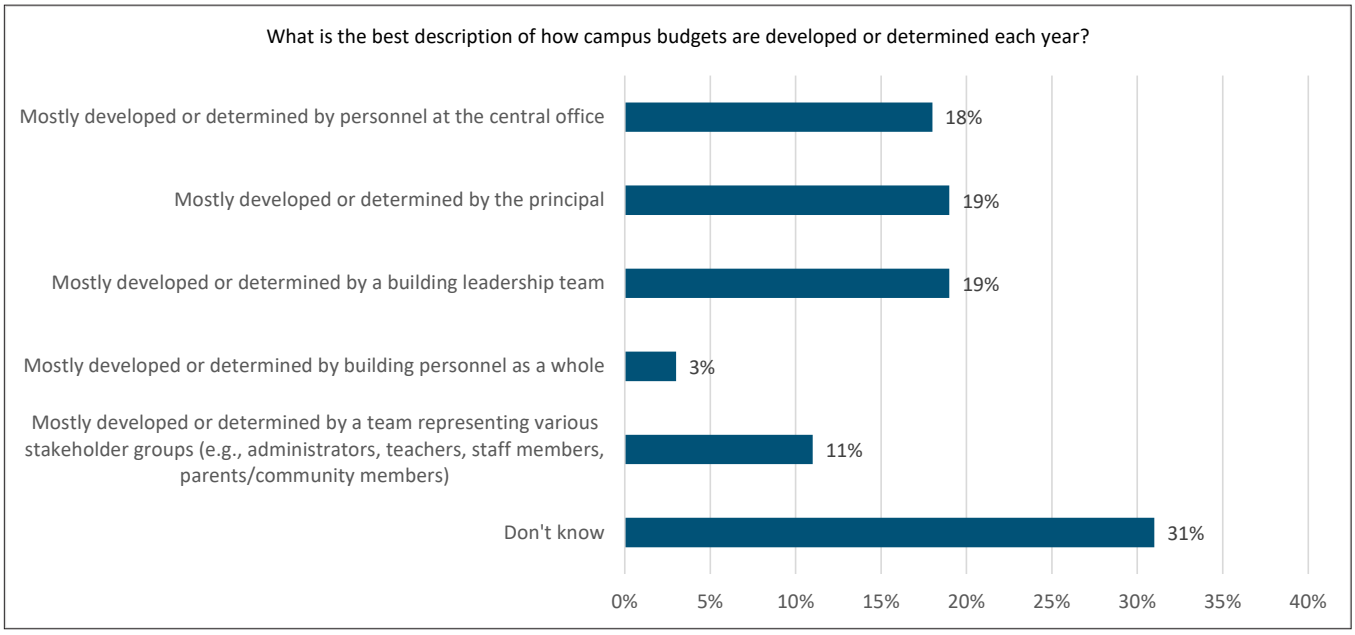


Note: n=170
Data Source: CMSi Online Survey

When asked how the district budget is developed, 38% of responding campus administrators chose "Mostly developed or determined by personnel at the central office;" 33% chose "Don't know;" and 19% chose "Mostly developed or determined by a team representing various district stakeholders (e.g., board members, district and building personnel, parents/community members)."

The following exhibit illustrates campus administrators' responses to the question, "What is the best description of how your campus budgets are developed or determined each year?"

Exhibit 5.2.9: Campus Administrator Perceptions of Campus Level Budget Development

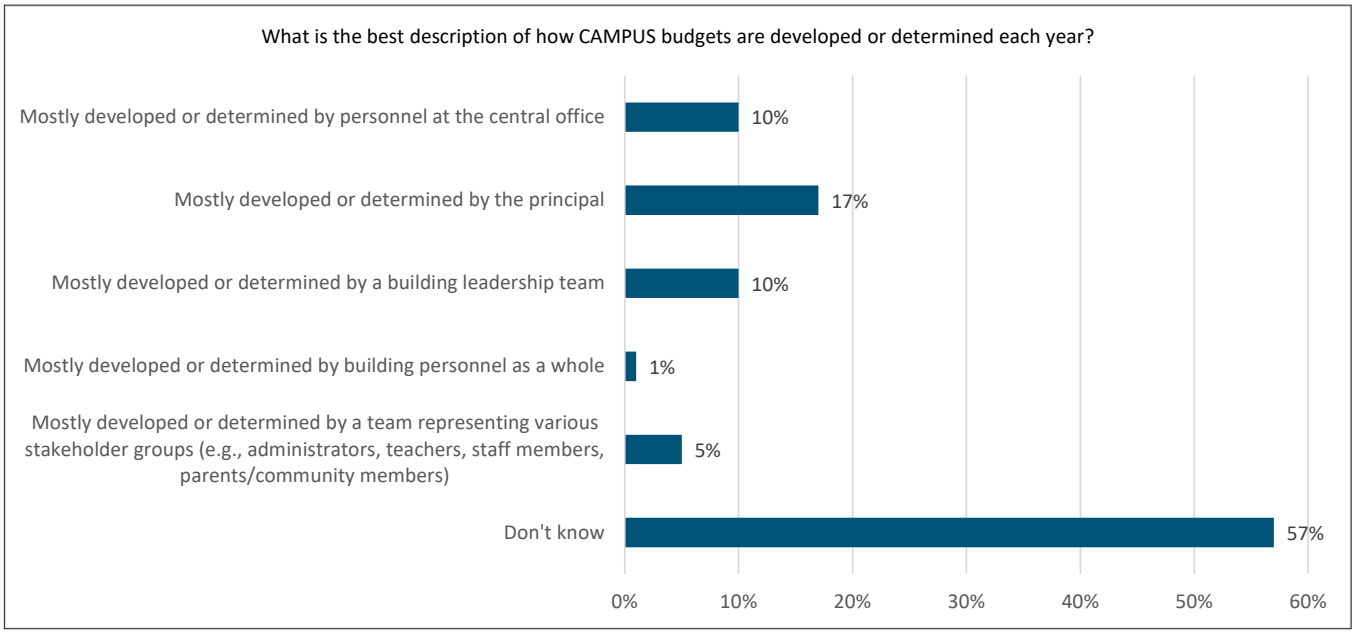


Note: n=172
Data Source: CMSi Online Survey

Thirty-one percent of responding campus administrators said they did not know how the campus budget was determined. "Mostly determined by the principal," "Mostly determined by a building leadership team," and "Mostly developed or determined by personnel at the central office" were selected by 19%, 19%, and 18%, respectively.

Teachers were asked their perceptions of how campus budgets are developed. Responses are summarized in the following exhibit.

Exhibit 5.2.10: Teacher Perceptions of Campus Budget Development



Note: n=529
Data Source: CMSi Online Survey

When asked their perceptions of how campus budgets are determined, 57% of participating teachers responded, "Don't know." Seventeen percent thought the campus budget was determined by the principal.

As can be noted in the previous four exhibits, administrators and teachers in Fort Bend ISD do not clearly understand the process for developing district and campus budgets.

Performance-Based Budgeting

The primary function of the performance-based budget is to use actual student outcomes and other program evaluation data to make budget decisions so that adequate resources are allocated to those program efforts that are most closely linked to vital school system goals and provide the best evidence of cost effectiveness. When financial resources can be allocated according to identified priorities and the cost-benefit of programs and innovations through formal evaluations, increased productivity in financial, and human capacity can be achieved.

The following exhibit provides an analysis of the current budget process to determine whether the components of a performance-based budget are present and applied.

Exhibit 5.2.11: Components of a Performance-Based Budget and Adequacy of Use in the Budget Development Process

Performance-Based Budget Criteria	Auditors' Rating
1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocation of resources.	P*
2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.	
3. Each budget request or submittal is described to permit evaluation of consequences of funding or non-funding in terms of performance or results.	
4. Cost benefits of components in curriculum programming are delineated in budget decision making.	P*
5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.	
6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions.	P*
Total Met	**0/6**
Percentage Met	**0%**
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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The current budget process in Fort Bend ISD fully met none (0%) of the six criteria for a performance-based budget, and partially met three.

Ratings for each characteristic of performance-based budget follow:

Criteria 1: Connections Between Curriculum Effectiveness and Resource Allocation (Partially Met)

Tangible, demonstrable connections should be evident between assessment of operational curriculum effectiveness and allocations of resource in the budget. School leaders analyze some student performance data as the budget is being developed. Auditors found that a limited number of program evaluations are conducted (see **Finding 5.1**). Some courses taught in the district lack a formal assessment (see **Finding 4.2**). The Fort Bend ISD budget is adopted in June, while the District Improvement Plan for 2024-25 was not adopted until February 2025. Planning should occur before budgeting.

Criteria 2: Rank Ordering of Program Components (Not Met)

Rank ordering of program components should be provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities. Budget requests are not rank ordered in the Fort Bend ISD budget development process.

Criteria 3: Descriptions for Evaluation of Funding Consequences (Not Met)

Each budget request or submittal should be described to permit evaluation of consequences of funding or non-funding in terms of performance or results. Most budget amounts are rolled over from one fiscal year to the next without justification.

Criteria 4: Cost Benefit Analysis (Partially Met)

Cost benefits of components in curriculum programming should be delineated in budget decision making. Performance-driven budgeting with cost-benefit analysis is not possible without program evaluation. Fort Bend ISD implemented a program evaluation process in 2023-24 and a limited number of program evaluations are conducted each year (see **Finding 5.1**).

When asked if program evaluation results and student achievement data are used in budget developed, a central office administrator responded, "Yes, to some extent. But overall, this is an area of weakness."

Criteria 5: Competition on Basis of Needs and Effectiveness (Not Met)

Budget requests should compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness. This is not a component of the current budgeting process. The following comment was made a central office administrator, "Many budget areas are rolled over from year to year. We do some right sizing in the rollover." The transportation department has bus routes that are covered by a contract vendor. The contract has an annual escalation clause. The budget for transportation is adjusted to account for the increased cost after the rollover. This is an example of right sizing.

Criteria 6: Participation of Key Educational Staff (Partially Met)

Priorities in the budget should be set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities should be reflected and incorporated in budgeting decisions. Fort Bend ISD has a budget and compensation committee that includes representatives from every campus and department. From campuses, members are typically teachers. Department staff include coordinators and managers. Between January and May, the group meets monthly to receive information and provide feedback on the budget. The chief of each department reviews budget requests from their department. A list of requests approved by each leadership team member is reviewed and prioritized by the leadership team. The superintendent reviews the prioritized requests to determine which will be included in the proposed budget for consideration by the board. Budget workshops are held with the board of trustees, and public hearings are held before the budget is adopted. Input is utilized as budgets are developed. However, a collaborative cross-sectional group of district stakeholders (including teachers and principals) is not involved in the final budget prioritization.

In summary, the budgeting process outlined in the district budgeting document has resulted in a stable district budget and a fund balance that exceeds the recommended minimum amount. The budget is basically built upon the prior year expenditures. Many budget amounts are rolled over from one budget year to the next without justification. Input is solicited in budget development, but not in the final ranking of expenditures before the budget is approved. Some district programs are evaluated, but cost benefit analysis is not available for many budgeted areas.

Equitable Allocation of Resources

While the term "equal" means exactly the same, "equity" is the allocation of resources based on need. Rather than distributing resources simply based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs. Without equal access to programs and services and equitable distribution of resources, school systems perpetuate the disparities among students that public education was designed to ameliorate.

As noted in **Finding 1.1**, **Exhibit 1.1.7**, Fort Bend ISD board policy mentions the equitable distribution of resources. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

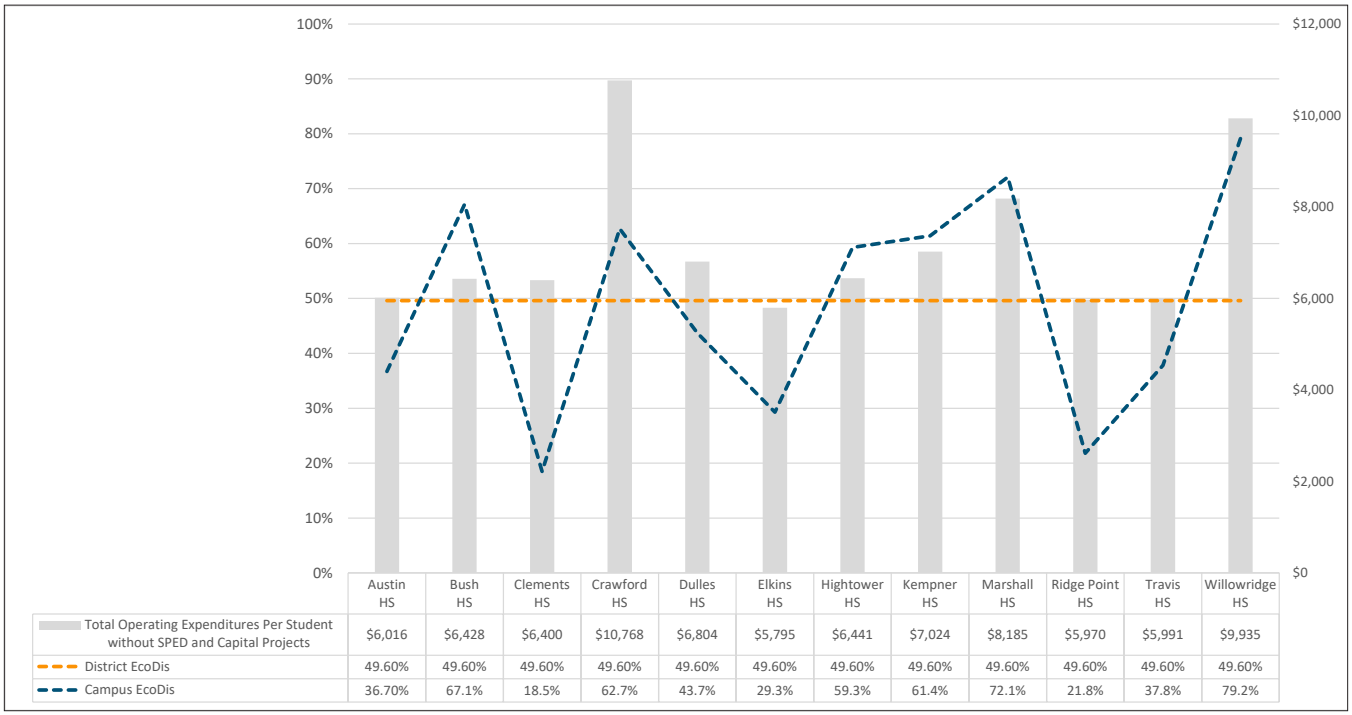
In the budgeting process, campuses receive a basic allotment of $97 per elementary school, $101 per middle school, and $107 per high school. The basic allotment to establish campus budgets is increased by a factor to address certain special needs as indicated.

- Students identified as "at risk" receive 0.20 of the basic allotment per pupil - $19.40 for elementary schools, $20.20 for middle schools, and $21.40 for high schools.
- The Compensatory Education Transportation Allotment is $8,000 for high schools, $5,000 for middle schools, and $1,500 for elementary schools.
- The Gifted and Talented per pupil amount is $11.64 for elementary, $12.12 for middle school, and $12.84 for high school.

Most Focus and Measure campuses are Title I and have that allocation. Additionally, title campuses are staffed with a strict 22:1 student/teacher ratio, which means no class can be larger than 22:1. At non-title campuses, there can be a tolerance of up to 24:1, depending on academic performance). Non-title Focus and Measure campuses may request additional support through the budget process.

The following exhibit displays the All Funds Total Expenditures per student at each high school minus the cost of Students with Disabilities and capital expenditures compared to the percentage of economically disadvantaged students.

Exhibit 5.2.12: All Funds Total Expenditures Per Student (Minus Students with Disabilities and Capital Projects) at High Schools



	Austin HS	Bush HS	Clements HS	Crawford HS	Dulles HS	Elkins HS	Hightower HS	Kempner HS	Marshall HS	Ridge Point HS	Travis HS	Willowridge HS
Total Operating Expenditures Per Student without SPED and Capital Projects	$6,016	$6,428	$6,400	$10,768	$6,804	$5,795	$6,441	$7,024	$8,185	$5,970	$5,991	$9,935
District EcoDis	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%	49.60%
Campus EcoDis	36.70%	67.1%	18.5%	62.7%	43.7%	29.3%	59.3%	61.4%	72.1%	21.8%	37.8%	79.2%

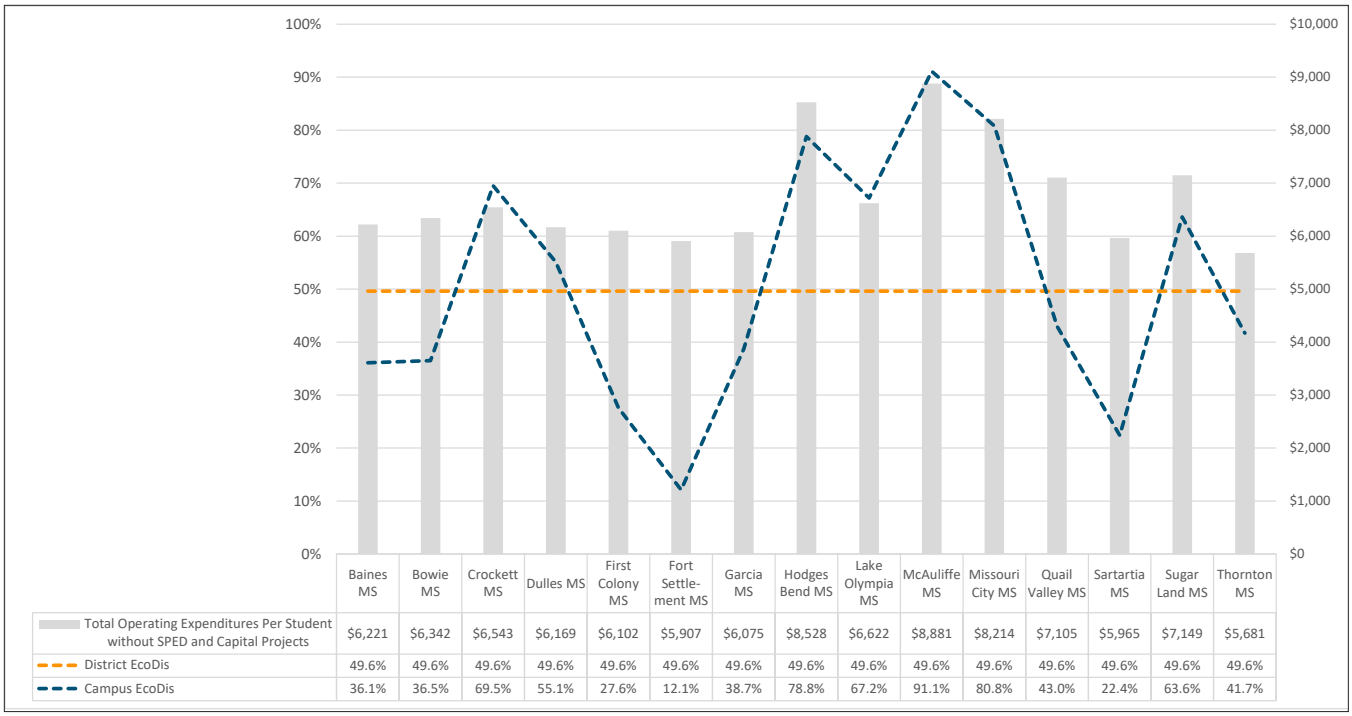
Data Source: Fort Bend ISD Report

There is little relationship between student economic status and campus funding per student in Fort Bend ISD high schools. Funding for Willowridge High School and Marshall High School is a close match to the percentage of economically disadvantaged students. Clements High School, Crawford High School, and Ridge Point High School are funded significantly above what the percentage of economically disadvantaged students would indicate. Bush High School is funded below the level of the percentage of economically disadvantaged students.

The per student funding for Clements High School and Crawford High School is high due to the campuses having low student enrollment (see **Economy of Scale** section in **Finding 5.3**). Bush High School and Clements High School received almost exactly the same funding level per student, yet the Bush High School student population is 67.1% economically disadvantaged, while Clements is 18.5%.

The following exhibit displays the All Funds Total Expenditures per student at each middle school minus the cost of Students with Disabilities and capital projects compared to the percentage of economically disadvantaged students.

Exhibit 5.2.13: All Funds Total Expenditures Per Student (Minus Students with Disabilities) at Middle Schools



	Baines MS	Bowie MS	Crockett MS	Dulles MS	First Colony MS	Fort Settle-ment MS	Garcia MS	Hodges Bend MS	Lake Olympia MS	McAuliffe MS	Missouri City MS	Quail Valley MS	Sartartia MS	Sugar Land MS	Thornton MS
Total Operating Expenditures Per Student without SPED and Capital Projects	$6,221	$6,342	$6,543	$6,169	$6,102	$5,907	$6,075	$8,528	$6,622	$8,881	$8,214	$7,105	$5,965	$7,149	$5,681
District EcoDis	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%
Campus EcoDis	36.1%	36.5%	69.5%	55.1%	27.6%	12.1%	38.7%	78.8%	67.2%	91.1%	80.8%	43.0%	22.4%	63.6%	41.7%

Data Source: Fort Bend ISD Report

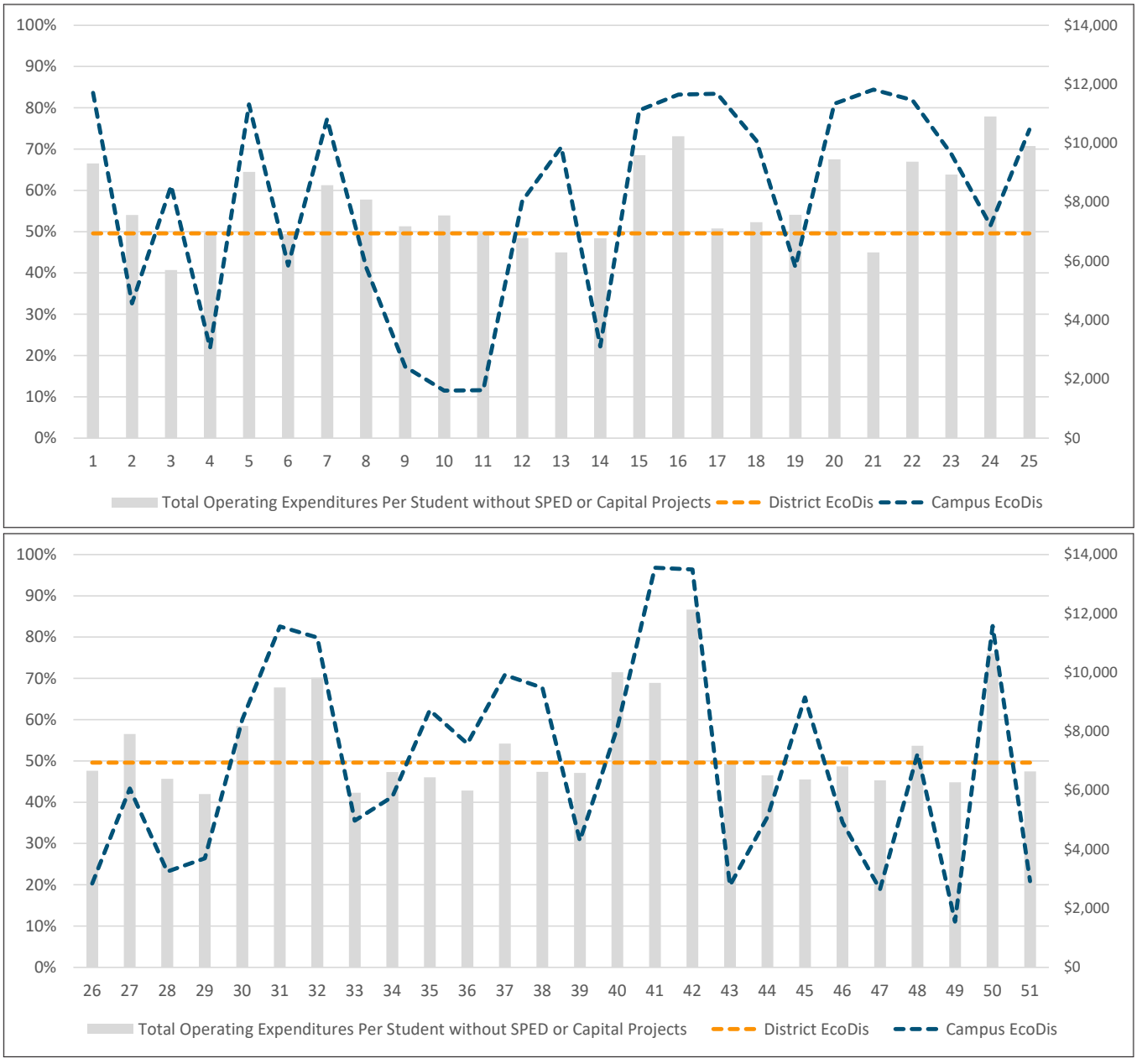
There is little relationship between student economic status and campus funding per student in Fort Bend ISD middle schools. Funding at Crockett Middle School, Lake Olympia Middle School, McAuliffe Middle School, and Missouri City Middle School is very close to what would be indicated by the percentage of economically disadvantaged students. Baines Middle School, Bowie Middle School, First Colony Middle School, Fort Settlement Middle School, and Sartartia Middle School are funded at levels significantly higher than would be indicated by the percentage of economically disadvantaged students.

McAuliffe Middle School receives the highest funding per student among middle schools, but their student population is 91.1% economically disadvantaged. McAuliffe also has the second lowest student enrollment (797) among Fort Bend ISD middle schools. Crockett Middle School received $636 per student,

more funding than Fort Settlement Middle School, but Crockett economically disadvantaged students are 69.5% of the student population, while that percentage is 12.1% at Fort Settlement.

The following exhibit displays the All Funds Total Expenditures per student at each elementary school minus the cost of Students with Disabilities and capital projects compared to the percentage of economically disadvantaged students.

Exhibit 5.2.14: All Funds Total Expenditures Per Student (Minus Students with Disabilities and Capital Projects) at Elementary Schools



Note: Elementary campuses are numbered due to the space need to list the names of 51 campuses.
Data Source: Fort Bend ISD Report

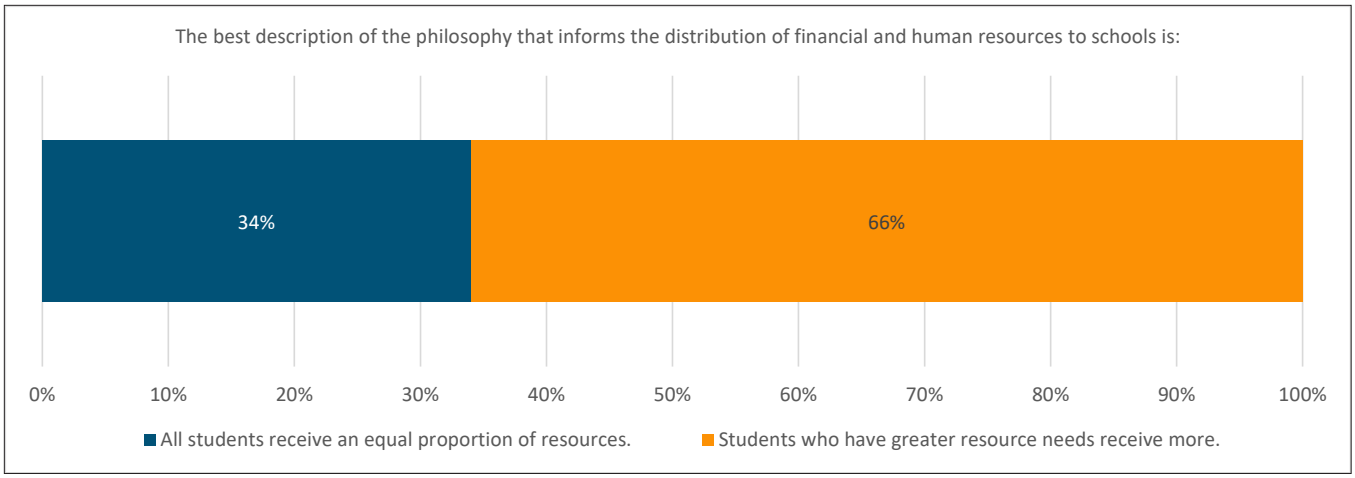
There is little relationship between student economic status and campus funding per student in Fort Bend ISD elementary schools. Only campuses 48 and 50 are funded close to what would be indicated by the percentage of economically disadvantaged students. Campuses 3, 13, 17, 21, and 41 are funded

significantly below the level that would be indicated by the percentage of economically disadvantaged students. Campuses 9, 10, 11, 14, 24, 26, 28, 43, 47, 49, and 51 are funded significantly above the level that would be indicted by the percentage of economically disadvantaged students.

Campuses 10 and 37 receive similar funding per student and have a similar student enrollment. Yet, campus 10 has a student population that is 11.5% economically disadvantaged, while that percentage is 70.8% at campus 37.

The following exhibit illustrates central office administrator responses to a question related to the distribution of financial and human resources.

Exhibit 5.2.15: Central Office Administrator Perceptions of the Philosophy for the Distribution of Financial and Human Resources



Note: n=65
Data Source: CMSi Online Survey

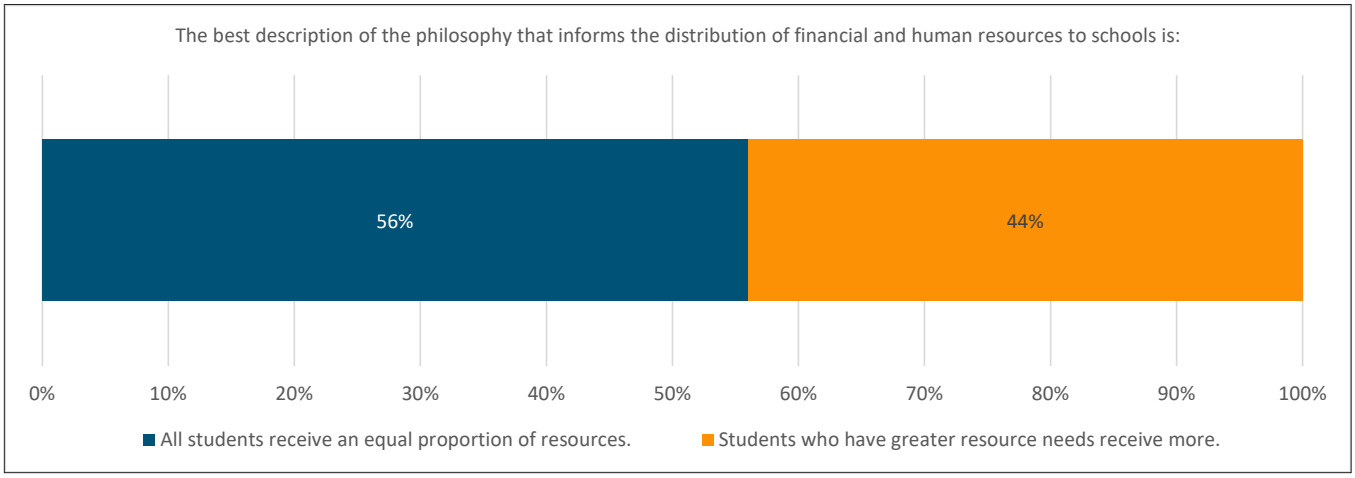
Sixty-six percent of responding central office administrators felt that in Fort Bend ISD, students who have greater resource needs receive more, while 34% believe that all students receive an equal portion of resources.

Responding central office administrators offered comments related to the distribution of resources:

- "There is an equality-based decision-making philosophy. Equity is not a major consideration that I have seen. For example, the need for human resources may be greater at a Title campus, but there is an equal distribution of those human resources across all schools. I am not certain how campus budgets are distributed."
- "The district continues to give more resources to schools in higher need. However, the quality of Tier 1 instruction does not improve in these schools. Additional resources and staff do not fix a Tier 1 problem."
- "Title 1 schools tend to receive more resources in the form of staff or funds to supply their students' needs; however, more resources do not necessarily equate to better results. High turnover in administration and teachers limits what schools can accomplish."
- "I feel there is a need of more intervention at our Title 1 campuses, and instructional coaches are needed at all campuses."

The following exhibit illustrates campus administrator responses to a question related to the distribution of financial and human resources.

Exhibit 5.2.16: Campus Administrator Perceptions of Philosophy of Resource Distribution



Note: n=163
Data Source: CMSi Online Survey

Fifty-six percent of responding campus administrators felt that in Fort Bend ISD, all students received an equal proportion of resources, while 44% chose the answer that students who have a greater resource need receive more.

Responding campus administrators offered comments related to the distribution of resources:

- "Students who have a greater resource need receive less."
- "Equity, some students start behind, and it isn't fair to judge them if we are not willing to put in the work for them. I am always advocating for equity and access for my community."
- "Resources appear to be limited for student communities with greater need."

Data from this **Equitable Allocation of Resources** section, when combined with the **Economy of Scale** section in **Finding 5.3**, indicate that the number of students enrolled on a campus has more impact on the funding per student than the economically disadvantaged student percentage. While Fort Bend ISD has made an effort to provide some equity adjustments to campus budget allocations, they are not substantial enough to make a significant difference.

Summary

The Fort Bend ISD budget development process is traditional, well managed, and has resulted in a stable financial situation. None of the six characteristics of performance-driven budgeting are ranked as fully met. Components of program budget requests are not rank ordered; all budget managers are not required to describe the consequences of funding or not funding; all budget components do not compete for funding based on needs and effectiveness; and stakeholder input into final allocation recommendations is lacking. Administrators and teachers responding to a survey were not clear as to how district and campus budgets are developed. Fort Bend ISD has some equity adjustments for campus allocations, but they are not substantial enough to make a significant difference. Fiscal productivity is diminished because Fort Bend ISD does not conduct program evaluations in all budget areas (see **Finding 5.1**), thus cost-benefit data are not routinely available as a basis for decision making in performance-driven budgeting. (See **Recommendation 5.**)

Finding 5.3: Facility planning is evident, and many components of facility planning are in place. A comprehensive long-range facility master plan needs to be completed and implemented to address campus underutilization, economic isolation, and other facility issues.

There is a direct relationship between the physical environment of a school and its ability to deliver curriculum effectively. School environments can support effective and successful instructional programs. The provision of comparable facilities and furnishing in all schools throughout the district support the consistent and equitable delivery of the instructional program. Providing adequate educational and support facilities is a major responsibility of the board of trustees and district administration.

Long-range facility planning is imperative to improve the productivity of facility utilization to meet current and future student needs. Facility planning should be based on the careful analysis of all factors that impact the learning environment, such as enrollment trends, curriculum needs, demographic changes, instructional practices, special program requirements, technology advances, community needs, and the support services needed to maintain the system. Long-range facility planning ensures that a school system is prepared financially for the task of maintaining the quality of existing facilities and the possibility of future construction or renovation.

To determine the level of productivity of school facilities, auditors visited each of the district's campuses and many of its classrooms to gather data on the learning environments. Facility planning documents provided by district personnel were reviewed. To determine the extent to which the long-range planning processes and documents conform to audit criteria, auditors interviewed board members and district employees. District stakeholders were provided with the opportunity to complete surveys as a component of the audit.

The auditors reviewed board policies related to facilities. *Board Policy BBD(EXHIBIT)—Board Members: Training and Orientation* requires the board to ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools. *Board Policy CS(Legal)—Facility Standards* requires that all new facilities meet the standards for school facility adequacy. This policy outlines the components of a long-range facility plan, including existing and proposed instructional programs, the age and condition of all buildings and systems at a project campus, history of completed capital improvement projects, site evaluation, the district's educational specifications, enrollment projections, and safety and security standards. The process of developing the long-range facility plan shall consider input from teachers, students, parents, taxpayers, and other district stakeholders. An educational specification shall be created for each campus type. This policy details the components of educational specifications.

An expectation of the audit is that the district will have a comprehensive long-range facilities master plan in place to maintain and improve the quality of facilities needed to provide an appropriate environment for student learning.

Overall, facility planning is evident in the Fort Bend ISD. Auditors were presented with a Facilities Master Plan 2018, indicating that it is for a 10 year planning period. Comprehensive facility assessments are conducted and updated periodically. Student enrollment projections are being conducted by demographers. Many facility issues exist, including some overutilized and many underutilized campuses, economic isolation due to high percentage of economically disadvantaged students on some campuses, high costs to operate campuses with low student enrollment, aging facilities, and some dark and crowded portable buildings.

Fort Bend ISD voters approved a $484 million bond package in 2014 to fund significant investments to address district growth, improve safety and security in schools, and upgrade the technology infrastructure.

In 2018, Fort Bend ISD voters approved a $699.6 million bond package for the construction of new schools, classroom additions, safety and security enhancements, renovations to address maintenance and adequacy throughout the district, transportation, and technology.

The latest bond election passed in 2023. Propositions A, B, and C were all approved. The propositions provided $1.26 billion in funding for the construction of new schools, safety and security improvements, technology upgrades, and the construction of a new natatorium.

In January of 2024, the district announced that a bond overage of $132 million had been discovered. The district employed an outside entity to investigate the cause of this issue. The situation was investigated, policies and practices were adjusted, and a more thorough system of checks and balances has been implemented.

Eight criteria have been identified as critical characteristics of a facilities master plan. The auditors assessed the district's facilities planning documents using the criteria associated with characteristics of a comprehensive facilities plan. The following exhibit lists the criteria to be include in a facilities plan and the auditors' assessment of the district's facility plans.

Exhibit 5.3.1: Comparison of Facility Planning Efforts to Audit Components of Comprehensive Long-Range Facilities Planning

Components of a Comprehensive Long-range Facilities Plan	Auditors' Rating
1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals	X
2. Enrollment projections that take into account any known circumstances that may change the pupil population	X
3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program	
4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities	X
5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements	X
6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities	X
7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction	X
8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan	X
Total Met	**7/8**
Percentage Met	**88%**
Key: X = Met, P = Partially Met, Blank = Not Met	
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Auditors determined that long-range facility planning in Fort Bend ISD meets seven (88%) of the eight components of a comprehensive long-range facility plan. Seventy percent is needed for adequacy.



Lexington Creek Elementary School
1st Grade ELA Lesson Utilizing IPads

A description of each rating follows:

Philosophical Statement of Facility Goals (Met)

A school district should have philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals. The following statement is written in the FBISD Facilities Condition Assessment Update 2022: "Given that the physical environment has a direct impact on student learning, Fort Bend ISD remains steadfast in its commitment to provide safe, equitable and well-maintained school facilities with learning environments that are engaging, adaptable, operationally efficient, and purposefully aligned with its educational mission, vision, and the FBISD Profile of a Graduate."

Enrollment Projections (Met)

Enrollment projections that take into account any known circumstances that may change the pupil population should be conducted. Enrollment projections have been made in Fort Bend ISD. The district has a Fort Bend ISD Demographic Study 2024-25 conducted by Population and Survey Analysts (PASA). (See **Exhibit 0.2.**)

Organizational Patterns (Not Met)

The current organizational patterns of the district are PK-5, 6-8, and 9-12. Auditors were told that there has been no recent consideration of other organizational patterns.

Identification of Educational Programs (Met)

Identification of educational programs should be considered by designers of capital projects for renovation or addition of school facilities. Documents provided to auditors indicate that educational programs are considered in facility assessments and plans in the Fort Bend ISD.

Detailed Facility Evaluations (Met)

A school district should have a detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements. The Fort Bend Independent School District initiated an update to its facility condition assessment in the fall of 2020 to assist in the development of a Long-Range Facilities Master Plan to guide facility planning and future capital investment efforts. Facility assessments are updated periodically.

The following comment related to facility assessment was obtained during an interview, "We are going to do a new facility assessment because the facility standards have changed, and we are conducting long range attendance boundary planning." (Central Office Administrator)

Prioritization of Needs (Met)

Comprehensive facility planning should include prioritization of needs for renovation of existing facilities and the provision of additional facilities. Facility plans in Fort Bend ISD contain prioritizations of need. There is a document that lists Priority 1 items (1-2 years), Priority 2 (3-5 years), Priority 3 (6-10 years), and Priority 4 (11+ years) by campus.

Cost Analysis of Potential Capital Projects (Met)

Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction, should be a part of facility planning. Cost analysis is conducted, and potential revenues are identified in Fort Bend ISD.

Stakeholder Involvement (Met)

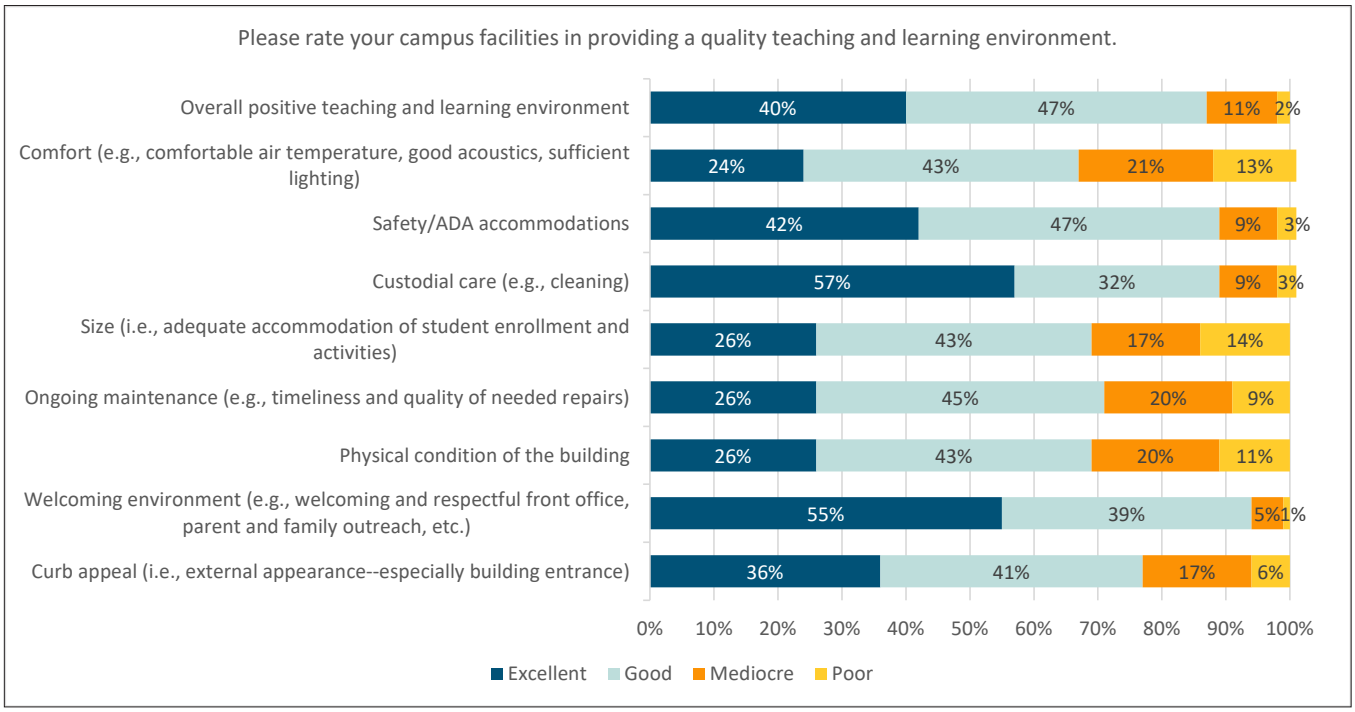
There should be procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan. The Facilities Master Plan 2018 contains information about the utilization of a 30-person Facilities Steering Committee that met 7 times from January 2018 through May 2018. The district also has a Bond Oversight Committee and a School Boundary Advisory Committee.

Overall, facility planning is evident in the district. Facilities have been analyzed, and enrollment projections have been conducted. In spite of the planning components that are in place, many facility issues exist that are detailed in this finding.

An opportunity was provided to teachers and administrators to share comments related to facilities via an online survey.

The following exhibit illustrates teachers' responses to the statement, "Please rate your campus facilities in providing a quality teaching and learning environment."

Exhibit 5.3.2: Teacher Perceptions of Campus Facilities



Note: n=527

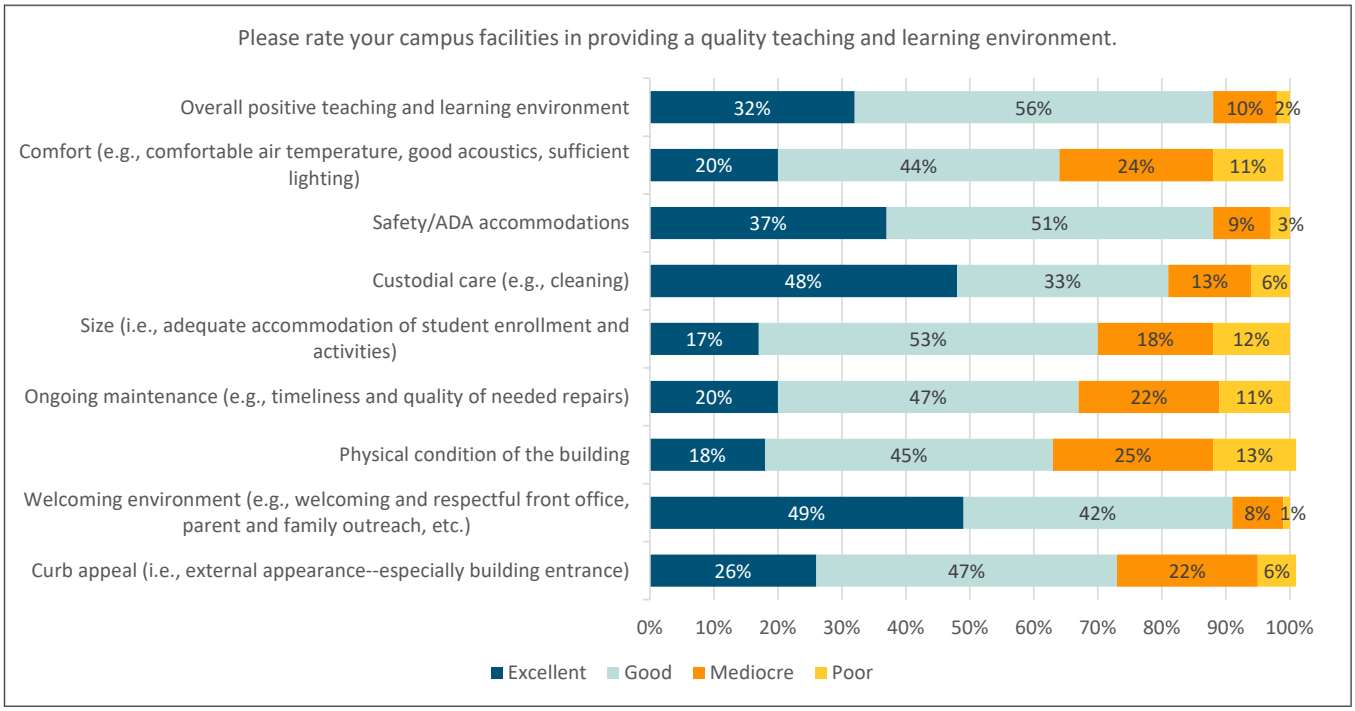
Data Source: CMSi Online Survey

The highest rated area by teacher respondents is a welcoming environment (e.g., welcoming and respectful front office, parent and family outreach, etc.), rated as either excellent or good by 94% of respondents. Safety/ADA accommodations and custodial care (e.g., cleaning) were rated as either excellent or good by 89% of respondents. Eighty-seven percent of respondents rated overall positive teaching and learning environment either excellent or good.

The lowest rated area was comfort (e.g., comfortable air temperature, good acoustics, sufficient lighting), with 34% rating this area as mediocre or poor. The next lowest rated areas were physical condition of the building and size (i.e., adequate accommodation of student enrollment and activities), both rated as 31% mediocre or poor.

The following exhibit illustrates campus administrators' responses to the statement, "Please rate your campus facilities in providing a quality teaching and learning environment."

Exhibit 5.3.3: Campus Administrator Perceptions of Campus Facilities



Note: n=180
Data Source: CMSi Online Survey

The highest rated area was welcoming environment (e.g., welcoming and respectful front office, parent and family outreach, etc.), with 91% rating this as either excellent or good. Tied for second place was overall positive teaching and learning environment and Safety/ADA accommodations, with both being rated by 88% of respondents as either excellent or good.

The lowest rated area was physical condition of the building, with 38% rating this area as either mediocre or poor. A close second was comfort (e.g., comfortable air temperature, good acoustics, sufficient lighting), with 35% rating this area as either mediocre or poor.

Facility Utilization and Zoning

As reported in **Finding 1.1**, **Exhibit 1.1.7**, school board policy addresses many legal expectations regarding facilities, including facility standards and construction. *Board Policy FC(LOCAL)—School Attendance Areas* is a comprehensive policy related to attendance boundaries. This policy addressed the utilization of a School Boundary Advisory Committee (SBAC) to provide attendance boundary input. The intention is that the committee take a student-centered approach and operate through a district-wide lens. Recommendations of the committee are to demonstrate equitable, effective, and efficient use of district facilities. The policy states that utilization among campuses shall be balanced to avoid penalizing schools experiencing growth, manage overutilization or underutilization, and minimize long-term reliance on portable classrooms. The policy further states that recommendations shall consider financial impact, lessening future capital and operational budget costs. The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options shall be considered.

Fort Bend ISD operates 12 high schools, 15 middle schools, 51 elementary schools, and 6 specialty schools (see **Exhibit 0.3**). Overall student enrollment is expected to stabilize in the foreseeable future between 79,000 and 80,000 students. There will still be pockets of growth on the east and west side of the district, while the central part of the district will continue to decline in student population. A FBISD Standard Operating Procedures: School Attendance Areas Handbook defines efficient utilization of campus facilities as being between 80% and 100% of the school's design capacity.

Fort Bend ISD has a written statement in a Long-Range Boundary Planning and Enrollment Management document: "As the district trends toward enrollment stabilization, we must strategize to create balanced and efficient campus utilization through long-range boundary planning to ensure that all students have access to quality education, resources, and programs.

The following three exhibits show high school, middle school, and elementary school facilities projected to operate at less than 80% of capacity in 2025-26.

Exhibit 5.3.4: High School Campuses Projected to Be Under Utilized

Campus	Projected 2025-26 Utilization
Dulles High School	74.5%
Kempner High School	70.3%
Marshall High School	66.3%
Crawford High School	56.4%
Willowridge High School	46.2%
Data Source: Projected Utilization from Fort Bend ISD Demographic Study Fall 2024, Population and Survey Analysts (PASA)	

Fort Bend ISD operates 12 high schools. Five are projected to be under 80% utilization in 2025-26, three are projected to be under 70% utilization, two are projected to be below 60% utilization, and one is projected to be under 50% utilization.

Exhibit 5.3.5: Middle School Campuses Projected to Be Under Utilized

Campus	Projected 2025-26 Utilization
Crockett Middle School	76.8%
Lake Olympia Middle School	71.2%
Dulles Middle School	66.7%
Sugar Land Middle School	64.5%
Quail Valley Middle School	62.8%
McAuliffe Middle School	56.3%
Missouri City Middle School	55.8%
Hodges Bend Middle School	45.8%
Data Source: Projected Utilization from Fort Bend ISD Demographic Study Fall 2024, Population and Survey Analysts (PASA)	

Fort Bend ISD operates 15 middle schools. Of those campuses, eight are projected to be under 80% utilization in 2025-26, six are projected to be under 70% utilization, three are projected to be under 60% utilization, and one is projected to be under 50% utilization.

Exhibit 5.3.6: Elementary School Campuses Projected to Be Under Utilized

Campus	Projected 2025-26 Utilization
Schiff Elementary School	79.1%
Blue Ridge Briargate	78.0%
Parks Elementary School	76.4%
Bhuchar Elementary School	75.3%
Drabek Elementary School	74.4%
Meadows Elementary School	73.9%
Sugar Mill Elementary School	71.2%
Lakeview Elementary School	70.6%
Quail Valley Elementary School	70.3%
Ridgemont Elementary School + ELC	68.5%
Colony Bend Elementary School	66.9%
Holley Elementary School	66.8%
Highlands Elementary School	66.7%
Austin Parkway Elementary School	66.5%
Jones Elementary School	65.9%
Armstrong Elementary School	63.3%
Lexington Creek Elementary School	60.1%
Hunters Glen Elementary School + ELC	59.6%
Mission West Elementary School	58.2%
Townewest Elementary School	56.3%
Fleming Elementary School	55.7%
Ridgegate Elementary School	54.0%
Lantern Lane Elementary School	53.7%
Jordan Elementary School	52.4%

Campus	Projected 2025-26 Utilization
Mission Bend Glen Elementary School	51.5%
Barrington Place Elementary School	48.4%
Glover Elementary School	38.8%
Data Source: Projected Utilization from Fort Bend ISD Demographic Study Fall 2024, Population and Survey Analysts (PASA)	

Fort Bend ISD operates 51 elementary school campuses. In the 2025-26 school year, 27 are projected to operate at less than 80% utilization, 18 are projected to be under 70% utilization, 10 are projected to be under 60% utilization, and 2 are projected to be under 50% utilization.

The last re-zoning in Fort Bend ISD took place in the 2022-23 school year. The district is engaging in a 3-year boundary planning process that will review and assess all campuses/feeder patterns within the district. The School Boundary Advisory Committee will be engaged during the spring of 2025. During the 2025-26 school year, highly utilized campuses will be prioritized, and elementary school closures will be planned. In 2026-27, campus utilization will be addressed, and elementary and possibly secondary campus closures will be considered. In 2027-28, campus utilization will again be addressed, and planning will occur for growth areas.

According to Fort Bend ISD, two factors contributing to the underutilization of campuses are:

- Maturing/established neighborhoods where students mature out of the system. This trend has impacted the central part of the district and pockets on the east side of the district.
- Charter school competitions. The district currently has more than 6,000 Fort Bend ISD students enrolled in charters. The west side of the district is most impacted by this trend.

District Student Capacity and Portable Buildings

Fort Bend ISD currently enrolls approximately 80,000 students. The design capacity of district campuses is 99,766. Fort Bend ISD provided auditors with data related to the number of students that could be housed in portable buildings. Enough portable buildings are available to house an additional 7,578 students. When permanent building and portable building capacity are combined, the district has a total capacity of 107,344 students.

Auditors visited every campus in Fort Bend ISD and observed campus conditions during those visits. Auditors noted that many portable buildings were darker than classrooms in permanent buildings, were crowded, and had low ceilings. The learning environment in some portables was not as adequate as that of a typical permanent classroom.

Economy of Scale

Campuses with larger student enrollment can be more cost effective to operate than campuses with lower enrollment. Each school district must determine the ideal size of campuses to best serve their student enrollment.

Auditors requested the total expenditure per student per campus in the prior school year, minus the cost of special education and capital projects. The information in the following exhibit is taken from that data. Only a few examples from high schools, middle schools, and elementary schools are provided. Three campuses with higher student enrollment, and three with lower student enrollment are included as examples. Projected campus utilization is also included in the following exhibit.

Exhibit 5.3.7: Campus Enrollment, Operational Cost Per Student, Projected Percent Utilization

Campus	Student Enrollment	Cost Per Student	Projected Percent Utilization
High Schools			
Willowridge High School	1,264	$9,935	46.2%
Marshall High School	1,615	$8,185	66.3%
Kempner High School	1,896	$7,024	70.3%
Travis High School	3,142	$5,991	110.7%
Ridge Point High School	2,854	$5,970	102.8%
Elkins High School	2,718	$5,795	113.9%
Middle Schools			
Hodges Bend Middle School	851	$8,528	45.8%
Missouri City Middle School	955	$8,214	55.8%
Sugar Land Middle School	995	$7,149	64.5%
Sartartia Middle School	1,451	$5,965	78.7%
Fort Settlement Middle School	1,529	$5,907	88.2%
Thornton Middle School	1,695	$5,681	120.2%
Elementary Schools			
Ridgemont Elementary School	335	$12,134	68.5%
Lakeview Elementary School	337	$10,906	70.6%
Townewest Elementary School	492	$10,651	56.3%
Palmer Elementary School	819	$5,933	102.2%
Neil Elementary School	1,138	$5,929	129.1%
Malala Elementary School	1,127	$5,878	100.5%

Data Source: Student enrollment provided by Fort Bend ISD is for the 2024-25 school year. Cost per student for the 2023-24 school year provided by Fort Bend ISD. Projected campus utilization for the 2025-26 school year provided by PASA demographers.

This exhibit displays the annual cost per student to operate campuses of various student enrollment sizes. Also displayed is the projected percent campus utilization. In the high school category, Willowridge High School, with 1,264 students, has a cost of $9,935 annually per student to operate and a projected 46.2% utilization. Elkins High School, with 2,718 students, has a cost of $5,795 per student and has a projected 113.9% utilization. In the middle school category, Hodges Bend Middle School enrolled 851 students at a cost of $8,528 per student and a projected 45.8% utilization. Thornton Middle School enrolled 1,695 students at a cost of $5,681 per student and a projected 120.2% utilization. In the elementary school category, Ridgemont Elementary School has an enrollment of 335 students, the annual cost to educate them is $12,134 per student, with a projected utilization of 68.5%. Malala Elementary School enrolled 1,127 students at a cost of $5,878 per student and a projected utilization of 100.5%. Fort Bend ISD has significant issues with both overutilization and underutilization of district campuses, thus diminishing the productivity of facility use.

In Fort Bend ISD, older elementary school campuses have a core capacity of 800 to 850 students. Elementary schools built in the past 10 years, with the exception of rebuilds at Lakeview Elementary School and Meadows Elementary School, have been built with a core capacity of 1,000 students. The older campuses with lower capacities typically cost more per student to operate. The district's external demographer has reviewed this information with the board, and the district has a long-range boundary project in progress intended to address underutilized campuses. A cost savings audit has been performed, with a key finding being the consolidation/closing of underutilized campuses to generate savings.

The following exhibit displays the estimated cost savings realized from closing an underutilized campus by campus type.

Exhibit 5.3.8: Estimated Cost Savings from Closing Low Utilization Campus

Campus Type	Staffing Overhead	Utilities	Total Estimated Savings
High School	$3.15M	$375,000	$3.53M
Middle School	$1.68M	$197,000	$1.88M
Elementary School	$1.53M	$90,000	$1.62M
Data Source: Fort Bend ISD Report			

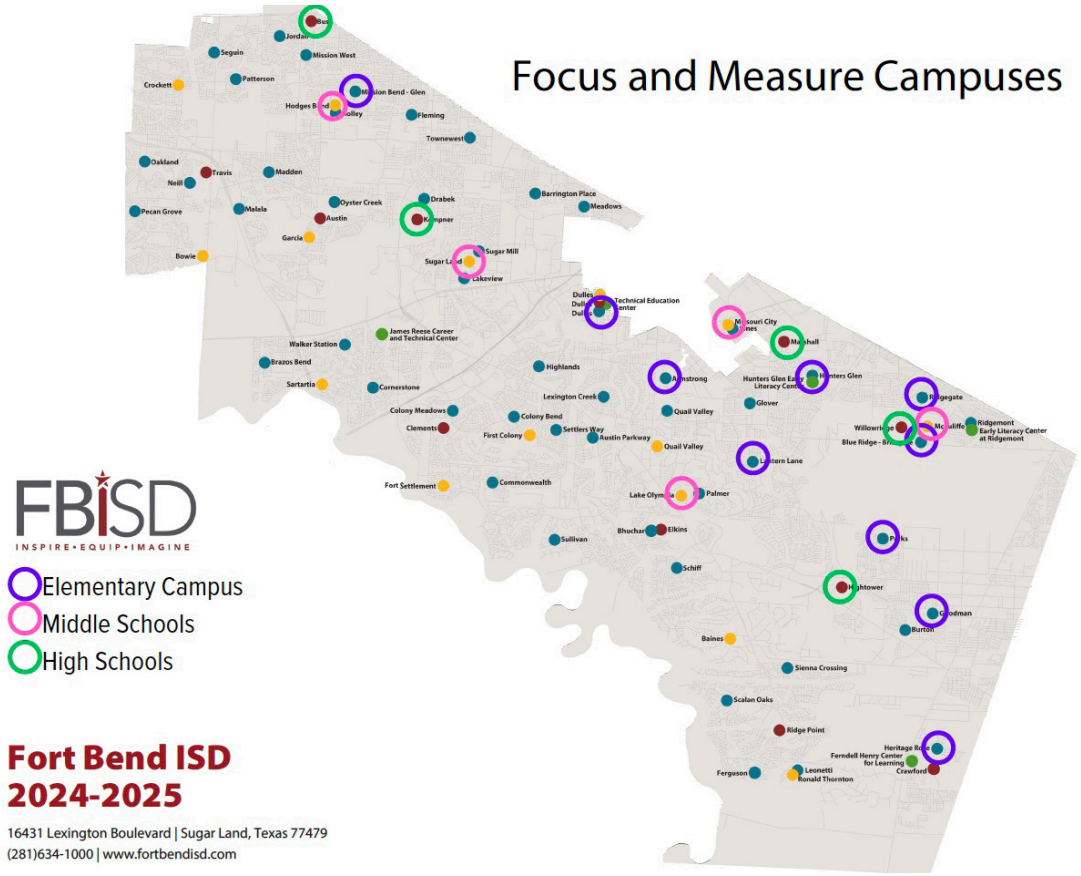
This exhibit displays the estimated cost savings from closing an underutilized campus. This annual cost saving is for each year the campus remains closed. Fort Bend ISD has a significant number of underutilized campuses (see **Exhibits 5.3.4** through **5.3.7**).

Significant funding in Fort Bend ISD is devoted to the operation of underutilized campuses with low enrollment. Fort Bend ISD has not determined the desired or ideal student enrollment size of high school, middle school, and elementary school campuses in student enrollment.

Focus and Measure Campuses

In fall 2024, the Fort Bend ISD Department of School Leadership in consultation with the Department of Teaching and Learning identified 20 campuses as Focus and Measure campuses. The campuses were selected due to being historically underperforming. The location of those 5 high school, 5 middle school, and 10 elementary campuses is identified on the map below.

Exhibit 5.3.9: Fort Bend ISD Map Showing Location of Focus and Measure Campuses



As displayed on the map, with one exception, all Focus and Measure campuses are located north of State Highway 6, or in the northern section of the district.

The following exhibit displays each Focus and Measure campus and the associated total percentage of economically disadvantaged students on the campus.

Exhibit 5.3.10: Percent Economically Disadvantaged Students at Focus and Measure Campuses

Campus	Percent Total Economically Disadvantaged
High School	
A	79.2%
B	67.1%
C	72.1%
D	59.3%
E	61.4%
Middle School	
F	91.1%
G	67.2%
H	63.6%
I	78.8%
J	80.8%
Elementary Schools	
K	82.6%
L	83.6%
M	70.8%
N	72.0%
O	83.4%
P	80.8%
Q	70.5%
R	84.4%
S	74.7%
T	96.8%
Data Source: Fort Bend ISD Report	

With one exception, the identified Focus and Measure High School campuses have the highest percentage of economically disadvantaged students among the 12 high schools in the district. With one exception, the identified Focus and Measure Middle School campuses have the highest percentage of economically disadvantaged students among the 15 middle schools in the district.

There are more exceptions to this pattern among elementary school campuses. The identified Focus and Measure elementary campuses have among the highest percentages of economically disadvantaged students. The lowest economically disadvantaged percentage for an identified elementary campus is 70.5%. There are eight elementary campuses with higher than 70.5% economically disadvantaged students that are not identified as Focus and Measure campuses. No elementary school campus with less than 70% economically disadvantaged students is on the Focus and Measure campus list.

A major predictor of academic performance is a child's socioeconomic status. Children in poverty face significant challenges and are more likely to perform poorly in school and on standardized tests. (See **Appendix O: Research Snapshot – Poverty and Academic Performance**, and **Appendix P: Research Snapshot – Poverty and Equity.**)

Economic isolation in schools occurs when one or more school buildings in a district end up with high proportions of students in poverty, defined as students eligible for Free and Reduced Lunch (FRL). This isolation matters; research supporting the benefits of socioeconomic integration of schools goes back more than 50 years. (See **Appendix L: Research Snapshot – Ending Economic Isolation in Schools**.)

Board Policy FC(LOCAL)—School Attendance Areas says that attendance boundaries are to support the neighborhood school concept by combining geographically proximate neighborhoods, subdivisions, muti-family dwellings, and developments. While this requirement is often commendable, it could also be contributing to economic isolation on some campuses caused by high numbers of economically disadvantaged students concentrated in certain areas of the district.

In summary, some facilities are overutilized, and many are underutilized. The cost to educate each student is higher in the low enrollment campuses. Twenty low performing campuses have been identified as Focus and Measure campuses. The primary factor determining campuses in this category is a high percentage of economically disadvantaged students (see **Exhibit 5.3.9**). It is not that students in other campuses are receiving significantly higher-quality instruction. Auditors observed instruction across the district that did not meet district expectations (see **Finding 3.1**). Auditors found student work artifacts from across the district that were not of the expected quality (see **Finding 3.2**). The quality of curriculum across the district was found to be inadequate (see **Finding 2.3**).

During interviews and on surveys, auditors received comments related to facilities.

The following comment addresses the need to develop and implement long-range plans to address facility issues:

- "For the 2018 bond, there were priority 1 needs identified for the next three years. Some needs were not addressed. For some facility needs, there is no plan to address them." (Central Office Administrator)

The following comments refer to the need to address low performing schools:

- "The socio-economic status of students is not considered when we study potential student attendance boundary adjustments." (Central Office Administrator)
- "Sugar Land ISD is high performing and high socio-economic status. We have 20 schools that are low performing, but we don't talk about those. We are like two unique school districts." (Central Office Administrator)
- We have high performing schools. We relied on those schools to carry the day. We have not addressed lower performing schools." (Central Office Administrator)

The following comments relate to facility decisions being politically difficult:

- "We expected to grow more but enrollment has stabilized. The district thought about closing some schools due to decreasing enrollment to improve budgetary issues and save money. When talking about closing schools, it has been brutal in FBISD." (Central Office Administrator)

- "Facility decisions have been political. If people cried loud enough, they got a school. We have schools that are under capacity. We need to balance enrollment and look at feeder patterns. We have a three-year long boundary plan." (Central Office Administrator)
- "Our school is overcrowded because the district continues to allow student who are not zoned here to attend. This leads to overcrowding, increased teacher fatigue, and overall diminished quality of education. Stop sucking up to the parents and support your teachers." (Teacher)
- "Our high school is overcrowded. It was supposed to be alleviated, but the district keeps allowing parents to send their students here instead of the school to which they are zoned." (Teacher)

The following comments address the operation of underutilized campuses:

- "We have campuses operating under capacity. We need to balance enrollment and look at feeder patterns. We have a three-year long range boundary plan." (Central Office Administrator)
- We addressed growth in the past by building new campuses. Some campuses now are below 50% capacity. We have slow growth in the central part of the district with more growth on the outskirts. (Central Office Administrator)

The following comments are a few of the many received from teachers addressing HVAC issues:

- "Some rooms are freezing. I am currently wearing two jackets. Other rooms are hot, while a few are comfortable."
- "We have continued problems with HVAC units. Classroom range from 60 degrees to 80. We have broken air and heat all of the time."
- "There are a lot of times that my room is either so hot we have to relocate or freezing. I have had to have class in the hallway because of the temperature."
- "The temperature in the building is not comfortable. I run a fan every day to circulate air."

Teachers made comments related to other facility issues:

- "The building is old, drab, moldy, and dirty. Teachers' restrooms are poorly lit, dirty, and small, and there are too few of them."
- "Most of the problems at my campus are physical. It has been neglected. Carpet has not been replaced in decades, classroom doors in poor condition, furniture needs refreshing."
- "We need more pest (mouse and ant) control."
- "The carpet in the library is more than 30 years old, is dirty, and needs to be replaced."
- "Desks are not conducive to cooperative learning, and many are falling apart. Furniture needs a refresh."

Summary

Comprehensive facility planning is conducted in Fort Bend ISD. Auditors were presented with a Facilities Master Plan 2018 that indicates it is for a 10-year planning period. Student enrollment projections are conducted and predict that enrollment growth in the future will be flat in a district that was growing in the past. A comprehensive facility condition assessment has been conducted and will be updated. Various committees are utilized in facility planning, student attendance boundary considerations, and bond program oversight. Bond elections have been passed. In spite of the facility planning components being in place, there is no current long-range facility plan to address all facility issues that exist. There is some shorter term planning and plans in place. Facility issues include some overutilized and many underutilized campuses due to low student enrollment, economic isolation of students due to large numbers of economically disadvantaged students concentrated in some areas of the district, and some substandard portable buildings offering poor learning environments. During interviews and on surveys, employees often reported HVAC issues. Fort Bend ISD has not determined the size of campuses in student enrollment that are desired or considered ideal. High concentrations of economically disadvantaged students on some campuses have resulted in their designation as low performing. Fort Bend ISD expends significant fiscal capital on district facilities. The productivity of facility utilization is diminished by the facility issues identified in this finding. (See **Recommendation 5**.)

Recommendations

Based on the streams of data derived from interviews, documents, online surveys, and site visits, the TASA-CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings under each of the focus areas of the audit.

The findings have been triangulated, i.e., multiple sources of data serve to support the auditors' conclusions. The recommendations in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of trustees and the operational and administrative duties of the superintendent of schools.

Where the TASA-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of trustees. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the TASA-CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. Actions are designated "Governance Functions" for the Board of Trustees and "Administrative Functions" for the Superintendent.

Most actions are administrative and addressed to the superintendent for personal completion or delegation. The board's primary responsibilities are to: (1) consider and adopt new or revised board policies; (2) provide financial resources and political support to achieve intended outcomes; and (3) receive regular reports on progress. The superintendent is responsible for the development of administrative regulations, which are reviewed by the board, but are not approved by the board.

Exhibit R.1: Findings and Recommendations Aligned to Audit Focus Areas

Recommendations	F.A. 1: Vision & Accountability			F.A. 2: Curriculum			F.A. 3: Connectivity & Equity					F.A. 4: Feedback				F.A. 5: Productivity		
	Finding 1.1: Policy	Finding 1.2: Org. Charts/Job D.	Finding 1.3: Planning	Finding 2.1: Curriculum Planning	Finding 2.2: Curriculum Scope	Finding 2.3: Curriculum Quality	Finding 3.1: Inst. Exp.	Finding 3.2: Artifacts	Finding 3.3: Inst. Monitoring	Finding 3.4: EB Program	Finding 3.5: Equity	Finding 4.1: Assessment Planning	Finding 4.2: Assessment Scope	Finding 4.3: Data Trends	Finding 4.4: Data Use	Finding 5.1: Productivity	Finding 5.2: Budgeting	Finding 5.3: Facilities
1	X	X	X															
2				X	X	X												
3							X	X	X	X	X							
4												X	X	X	X			
5																X	X	X

Recommendation 1: Establish accountability for curriculum management and other areas of district operations with revised and new local board policies and administrative regulations. Reorganize the administrative structure for improved effectiveness and efficiency, and refine the current planning process to achieve priority goals.

A board's primary purpose is to govern the district by controlling processes, programs, and financial resources used to educate students. Policies are the primary responsibility of the board. Educational outcomes can be significantly influenced by sound policies that provide focus and parameters for administrators and staff leading to effective day-to-day operations and decision making. Therefore, a complete and effective set of policies is a critical attribute of an effective and efficient educational system. Board policy should delineate those decisions that are tightly held at the district level, and those that are loosely held at the campus level. Overall, district policies did not adequately address audit criteria to ensure comprehensive control and accountability for all curriculum management functions. (See **Finding 1.1.**)

A district's most valuable and expensive asset is its human capital. Consequently, establishing accountability and effective deployment of employees is critical to effectively and efficiently attaining the district's goals. First, employees need and deserve to fully understand all expectations of their respective positions and accept accountability for performing related duties. While auditors found job descriptions for almost all positions, many were lacking several critical components of high-quality job descriptions. Further, three of the district leadership organizational charts—in their visual depictions of employee deployment, reporting relationships, and decision-making hierarchies—did not reflect the six principles of sound organizational management. Auditors also found that confusion exists among district staff related to role responsibility and reporting expectations. (See **Finding 1.2.**)

Effective planning is essential for school districts committed to the continuous improvement of student learning and achievement. Quality planning provides a framework that aligns resources with district goals and creates a roadmap for implementation. In high-performing school systems, planning serves as the foundation for decision-making, resource allocation, and strategic initiatives across all levels of the organization. The audit revealed that Fort Bend ISD planning processes are inadequate for effective continuous improvement, with the Strategic Plan and District Improvement Plan meeting only 24% of the expected quality criteria. While the district demonstrates strengths in data-driven planning with clear goals and vision alignment, it shows critical weaknesses in monitoring protocols, evaluation frameworks, and budget planning alignment. The planning documents effectively articulate "what" needs to be done but lack clear implementation pathways, specific individual accountability, and mechanisms for adapting strategies when initial approaches prove ineffective. Particularly concerning is the lack of differentiated planning approaches for "Focus and Measure campuses" (low-performing schools) that require additional support; these campuses follow the same general planning approach as all other schools. (See **Finding 1.3.**)

This recommendation is divided into three distinct sections, each related to one of the three findings in **Focus Area One** and described above. All recommendations should be completed in one to two years.

Policies and Administrative Regulations

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.1.1: Consider, adopt, and revise local board policies as described in **A.1.1**.

G.1.2: Establish an ongoing policy review and update schedule to ensure that policies remain current. Review policies at least every three years.

G.1.3: Receive periodic reports and updates on revised and new policy development and adoption and administrative regulation development.

G.1.4: Provide the financial resources and political support required to implement the policies and administrative functions in this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.1: Prepare a presentation to the board of a timeline and priorities for development of new policies and the review of existing board policies as indicated in the narratives following **Finding 1.1**, **Exhibits 1.1.3**-**1.1.7**. Include a timeline for presentation to the board for approval of new and revised board policies. Recommended new and revised policies are separated by focus area below:

Where appropriate, policy should designate decisions that are to be tightly held, and those that are loosely held. Loosely-held decisions should align with those that are tightly held, and should produce positive results (see **Finding 1.1**, **Exhibit 1.1.1**).

a. **Focus Area One: District Vision and Accountability**

   1. Revise *Policies EHBB(LOCAL)—Special Programs: Gifted and Talented Students*, *EHBC(LOCAL)—Special Programs: Compensatory Services and Intensive Programs, EHBD(LOCAL)—Special Programs: Federal Title I,* and *EHBE(LOCAL)—Special Programs: Bilingual Education/ESL* to include alignment to the district vision, expectations, and goals.

2. Revise Policy *EH(LOCAL): Curriculum Design* to define rigor and to include context, content, and cognition (CCC).
3. Develop a new policy requiring an organizational chart showing the relationship of staff positions from the board, to the superintendent, to central office staff, to campus staff, and to teachers.
4. Revise *Policy DC(LOCAL)—Employment Practices* to connect job descriptions to responsibilities depicted on the organizational chart.

b. **Focus Area Two: Curriculum**

1. Revise *Policies EA(LOCAL)—Instructional Goals and Objectives* and *EH(LOCAL)—Curriculum Design* to include the expectation of deep alignment of context, content, and cognition (CCC) to the TEKS and all formative and summative assessments used in the district for curriculum and program evaluation.
2. Revise *Policy EFA(LOCAL)—Instructional Resources: Instructional Materials* to align review of instructional materials to the curriculum review cycle, including consideration of the diversity of the student population to identify gaps in instructional materials, in order to procure supplementary materials, and check alignment of materials to context, content, and cognition (CCC).
3. Revise *Policy EFB(LOCAL)—Instructional Resources: Library Materials* to include procedures established by the superintendent for selection of library materials.

c. **Focus Area Three: Consistency and Equity**

1. Revise *Policy BQ(LOCAL)—Planning and Decision-Making Process* to define equity and equitable allocation of resources and to include proportional representation of subpopulations to the general population. Include the annual review of all data related to maintaining equity across all audit criteria.
2. Identify new and existing policies requiring proportional representation of subpopulations compared to the general population, especially for the disaggregation of assessment data to identify gaps in learning. Include all subpopulations: special services, economically disadvantaged, emergent bilingual/ESL, special education, race/ethnicity, male/female, gifted/talented, etc.
3. Revise *Policies BQ(LOCAL)—Planning and Decision-Making Process* and *BQB(LOCAL)—Planning and Decision-Making Process: Campus Level* to specify how gaps in student learning within subpopulations and the general population will be included in district and campus improvement plans and monitored for progress in closing the gaps.
4. Revise *Policy EH(LOCAL)—Curriculum Design* to include the connection between professional development and student learning using formative and summative measures.
5. Revise *Policies DNA(LOCAL)—Performance Appraisal: Evaluation of Teachers* and *EA(LOCAL)—Instructional Goals and Objectives* to specify the difference between coaching and the appraisal process.

d. **Focus Area Four: Feedback**

1. Revise *Policy EK(LOCAL)—Testing Programs* to require assessments more rigorous in content, context, and cognition than external high-stakes assessments and for formative student assessments to be differentiated for above and below grade level.

2. Revise *Policy BQAA(LOCAL)—Planning and Decision-Making Process: District-Level* to add inclusion of formative and summative data expectations before the adoption and implementation of programs and courses. Update *Policy EGB(REGULATION)* to correspond to the revised policy.

3. Revise *Policy BQA(LOCAL)—Planning and Decision-Making Process: District-Level* and *BQAA(LOCAL)—Planning and Decision-Making Process: District-Level* to specify the number of years required for assessment, progress, and summative evaluation reports for all programs and content areas.

e. **Focus Area Five: Productivity**

1. Develop a policy requiring performance-driven budgeting, including the following:

   a. Data-based documented needs;

   b. Connections to curriculum and program expectations;

   c. Resource needs based on measurable results for performance of programs;

   d. Clear connection between support services and achievement of curriculum design and delivery in addition to optimization within the system;

   e. Requirement for support services to provide formative and summative data for improving services and documented evidence of improvement over time;

   f. Requirement for data analysis and use for all functions of district operation;

2. Revise *Policies BQ(LOCAL)—Planning and Decision-Making Process* and *BQB(LOCAL)—Planning and Decision-Making Process: Campus-Level* to clarify the concept of institutionalization to ensure continuity of change processes.

A.1.2: Seek feedback from appropriate stakeholders during the policy development and revision process to ensure alignment with the district mission, vision, and goals in addition to the usefulness in everyday operations of the district.

A.1.3: Develop administrative regulations for existing local policies that require them and for new local policies as needed (see **Recommendations 2-5**). Revise existing regulations to align to revised policies. Administrative regulations should provide sufficient details and guidance so that employees can implement board policy consistently across the district.

A.1.4: Prepare and present periodic reports and updates to the board of trustees on revised and new policy development and adoption and administrative regulation development.

A.1.5: Establish procedures for monitoring the implementation and effectiveness of policies.

A.1.6: Assign a district employee with the responsibility to communicate newly adopted board policies or newly developed administrative regulations to employees to ensure consistency.

A.1.7: Include discussion of updated policies and regulations in administrative meetings as revisions are completed; monitor for consistent implementation of policy by employees. Cite references to policies and administrative regulations when making administrative reports and recommendations.

A.1.8: Attach all administrative regulations to respective board policies in the district's online policy manual to provide complete and accurate expectations in the same location.

A.1.9: Disseminate adopted policies and administrative regulations to all administrators with copies available for staff. Place the adopted updated and new policies and administrative regulations online as soon as feasible to enable internal and external access to the most current policies and regulations. Notify staff when they are available online.

A.1.10: Revise all existing employee and student handbooks and manuals to include any new or revised policies and administrative regulations, and disseminate them to respective staff, students, and parents, as appropriate.

Revising current policies, adopting new policies, and revising or developing administrative regulations to support policy implementation will allow the board and superintendent to provide clear direction to employees for curriculum management and other areas of district operation.

Organizational Structure

An effective organizational structure, supported by up-to-date high-quality job descriptions, establishes position expectations and accountability and sets the stage for the deployment of personnel to focus on achieving the district's vision and priority goals. Auditors found the Fort Bend ISD organizational structure and related job descriptions are not of adequate quality to support this accomplishment. Auditors recommend the following actions.

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.1.5: Receive periodic reports and updates on implementation of changes related to **A.1.11**.

G.1.6: Provide the financial resources and political support required for development and implementation of a revised organizational structure and job descriptions.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.11: Revise the district's administrative structure to remedy concerns reported in **Finding 1.2**, **Exhibit 1.2.4** and described in the related narrative. The auditors recommend changes for the Superintendent's Executive Leadership Organizational Chart, including a complete trajectory of line authority as provided in **Appendix Q.** A description of those recommended revisions and related changes are provided below**.**

a. **Separation of Line and Staff**

1. Redesign the existing Chief of Staff position to Deputy Superintendent of Campus Leadership to become a direct report to the Superintendent. The Deputy Superintendent of Campus Leadership will supervise the newly titled Assistant Superintendents of Campus Leadership

(formerly Executive Directors of Elementary/Secondary) and will supervise principals, placing principals one level closer (from 5 to 4) to the Superintendent.

b. **Logical Grouping of Functions**

   1. Create a new position, Director of Professional Development, and place it under the Division of Teaching and Learning. The new position's primary focus will be on the professional development of the design and delivery of high-quality curriculum. Such position will be staffed (Director and necessary coordinators/specialists) by existing members of the Division of Organizational Development, Department of Leadership Development.

   2. Remove General Counsel as a direct report to the Superintendent.

c. **Scalar Relationships**

   1. After position revisions as recommended in **A.1.11** are complete, finalize position titles, assign pay grades based on level of accountability and responsibility, and create and/or revise respective job descriptions.

   2. Revise additional division/departmental organization charts to comply with the scalar relationship expectations as described in **Finding 1.2**.

d. **Full Inclusion**

   1. Include the Superintendent position on all division tables of organization to reflect the connection between the work of the division and the top-level authority.

Other full inclusion issues are addressed through the recommendations in Separation of Line and Staff and Local Grouping of Functions.

A.1.12: Assign the dual responsibility for managing organizational charts and job descriptions to a professional in the Human Resources Department. Amend the position's job description to include the responsibility of creating and implementing procedures for maintaining current organizational charts and job descriptions when a position is added, removed, altered, or relocated. All positions depicted on the table of organization should have a corresponding job description. Establish accountability through performance reviews.

A.1.13: In compliance with *Board Policy DC(LOCAL)—Employment Practices*, ensure all job descriptions include the quality elements reported in **Exhibit 1.2.6** at least at the "strong" level. Remedy existing deficiencies of job descriptions reported in **Exhibit 1.2.7** and related narrative. Extend these revisions to all job descriptions and organizational charts—not just the sample analyzed by auditors.

a. Correct any inaccurate reporting relationships on all job descriptions and organizational charts. Specify by position title, not in general terms (e.g., "supervises all designated employees"), supervisory responsibilities on job descriptions. Inaccurate titles and reporting relationships create confusion among the workforce and weaken personnel accountability and the district's legal standing in potential disputes.

b. Amend references to "other duties as assigned" to permit flexibility in assignments by the district, but also shield district employees from assignments that exceed their field of expertise, interfere with the completion of primary duties, and are manageable.

c. Include specific experience, education, and certification essential to carrying out the functions of each position. Add "preferred" qualifications in each area to establish an objective continuum for qualified applicants for each position. Include those areas that are unique to Fort Bend ISD and its student population, as described in **Finding 1.2**.

d. Include in the position summary or the list of responsibilities the position's contribution to curriculum design or delivery, whether direct or supportive. Where lacking, group duties and responsibilities should be assigned to categorical areas to help clarify the various functions of each position.

e. Conduct an annual review to ensure alignment of job descriptions and placement on organizational charts (see **A.1.12**).

A.1.14: Routinely review and archive job descriptions for inactive positions. While auditors found few job descriptions that were inactive, archiving those not currently in use should become routine.

A.1.15: Ensure that job descriptions of relevant curriculum personnel contain the following skill requirements, and that those personnel possess or receive training for the following skills:

a. Technical skill in the writing of curriculum;

b. Developing quality instructional objectives;

c. Establishing congruence or alignment between learning objectives and instructional materials, instructional strategies, and assessments;

d. Instructional delivery; and

e. Providing comprehensive professional development.

A.1.16: Assign the responsibility for monitoring equity issues to the Chief of Organizational Development. Require regular reports of the academic progress of all underrepresented groups (e.g., EB, Eco Dis, SPED) to be prepared by the Coordinator of Research and Program Evaluation (add to job description), and present the reports to the superintendent and board of trustees (see **Finding 3.5**).

A.1.17: Supplement *Board Policy DC(LOCAL)—Employment Practices* with an administrative regulation that requires all employees and their supervisors to be provided (and sign) a copy of the employee's job description at the time of employment and the beginning/end of each appraisal cycle. Include guidance for using the job description as a factor in evaluating the employee's job performance and for documenting use of the job description in the performance appraisal report.

A.1.18: Prepare and present periodic reports and updates to the board of trustees on revisions to the organizational structure and job descriptions. Organizational charts and job descriptions are reviewed by the board of trustees, but are not approved by the board.

A.1.19: Maintain a current (dated) and complete set of organizational charts for all major district divisions, departments, and units that accurately document the district's deployment of human capital at any point in time. Post charts on the district website, and ensure easy access and usability.

Improving the organizational structure will position the district's human resources to conduct its core business of teaching and learning more efficiently and effectively through clarity, focus, and accountability.

Planning

District planning is a strategic process where district leadership and key stakeholders collaborate to envision the future direction and develop essential procedures for achieving desired outcomes. Auditors found that Fort Bend ISD's planning processes lack the cohesion and specificity needed to effectively guide operations across all campuses.

Governance Function: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.1.7: Ensure that Curriculum Management Audit Report recommendations are incorporated into the long-range planning process to focus priorities for that process.

G.1.8: Receive and review periodic reports and updates on improvements to planning at the district, department, and campus levels to include improvement in student learning and achievement.

G.1.9: Ensure that planning priorities are incorporated into the budget planning and development process, and that planning occurs before budgeting.

G.1.10: Provide the necessary financial resources and political support to develop and carry out improvements to planning in the district.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.20: Ensure that Curriculum Management Audit Report recommendations are incorporated into the long-range planning process to focus priorities for that process. Establish priorities and implement Audit Report recommendations over a period of five to seven years.

A.1.21: Ensure that planning priorities are incorporated into the budget planning and development process, and that all plans are approved prior to approval of the budget.

A.1.22: Develop an administrative regulation attached to *Board Policy BQ(LOCAL)* that requires and explains expected processes to be utilized in the district to implement, manage, and monitor improvement plans (district, division, department, unit, and campus).

A.1.23: Provide training in expected planning processes to ensure understanding of the rationale and process implementation by all staff charged with managing plans. Equip staff to write and execute plans according to the criteria described in **Exhibits 1.3.2** and **1.3.6**, and including the following:

a. Implement a standardized template for campus improvement plans that directly aligns with district strategic priorities while allowing for campus-specific adaptations.

b. Create data dashboards accessible to campus leadership that provide real-time tracking of key performance indicators aligned to improvement goals.

c. Implement a formal mid-year review process for all campus improvement plans with required adjustments based on progress monitoring data.

d. Develop a tiered support system for campuses struggling to meet improvement benchmarks.

e. Develop specialized planning protocols for Focus and Measure campuses that include:

   1. Cross-functional resource allocation planning involving Teaching and Learning, Student Support Services, and Operations divisions.

   2. Data dashboards specifically designed to track leading indicators of improvement for these priority campuses.

f. Create a dedicated Focus and Measure Campus planning team, including instructional specialists, data analysts, and led by the Deputy Superintendent with responsibility for coordinating district-wide resources and support for these campuses.

A.1.24: Work with district staff to create a guidance document with quality criteria for annual improvement plans that includes at a minimum the following characteristics (see **Exhibits 1.3.2** and **1.3.6** and the items below):

a. Numeric baseline data for each goal, or if numeric baseline data are not available or not applicable, a statement of explanation;

b. Goals that are reasonable, clear, and measurable, including costs and budget provision;

c. Actions for each goal that lead to the achievement of the goal, including key indicators for quality execution of the action;

d. Evaluation based on outcomes rather than carrying out activities;

e. District priorities implemented at the campus level cascading down into campus improvement plans;

f. Evaluation based on measurable data;

g. Identification of persons responsible for implementing strategies;

h. Research-based strategies;

i. Campus, department, or division improvement plans prescribing changes within the school or department/division that support the objectives of the annual district improvement plans; and

j. Results of monitoring recorded periodically with recommendations for adjustments to the plan as needed.

A.1.25: Assign one district employee the responsibility of coordinating district planning. Reflect this responsibility in the job description.

A.1.26: Prepare and present periodic reports to the board of trustees related to modifications and improvements to the Fort Bend ISD planning process at all levels.

A.1.27: Develop procedures to include ongoing monitoring and evaluation of supporting district departmental plans to ensure that these plans align with the priorities of the district plans and school improvement plans.

A.1.28: Hold employees responsible for the implementation of plans through the performance review process.

A.1.29: Provide extensive training for appropriate employees on the use of data for decision making, program evaluation, and planning. Provide differentiated follow-up and support.

A.1.30: Place in the annual budget the resources necessary to implement the priorities contained in the improvement plans.

Implementing these recommendations will improve planning to serve as the foundation for decision-making, resource allocation, and strategic initiatives across all levels of the organization to facilitate meeting the vision and priority goals.

Implementing **Recommendation 1** will assist the Fort Bend ISD Board of Trustees and Superintendent in focusing human and fiscal resources to effectively accomplish desired results through comprehensive board policies and administrative regulations, effective organization management, and strategic long-range planning.

Recommendation 2: Develop and implement a comprehensive curriculum management plan that coordinates the design, delivery, monitoring, evaluation, and the revision of the written, taught, and tested curriculum. Design a comprehensive, quality curriculum guide for all courses that are deeply aligned to state and national standards and high-stakes assessments.

Curriculum management plans provide an overarching philosophical framework for achieving the district's educational goals by committing to writing the district's plan for ensuring a guaranteed and viable curriculum exists for all grade levels and content areas. A comprehensive curriculum management plan establishes procedures for the design, delivery, communication, evaluation, and revision of the district's written, taught, and tested curriculum and works in coordination with other documents that provide direction and control of district functions, such as board policies, budgets, staffing plans, facility master plans, professional development plans, and the textbook adoption cycle.

A quality curriculum is based on the principle that the written, taught, and tested curricula are aligned. The alignment process begins when comprehensive, high-quality written curriculum guides are provided for every course taught at every grade level in the district. Well designed guides specify the content to be taught, connect research-based pedagogical practices to the content, supply the necessary contexts for students to achieve mastery, and list the appropriate cognition level to check for student understanding. Curriculum guides also provide teachers with an assortment of aligned instructional materials, suggestions for instructional approaches, and samples of student activities and assignments to support instructional planning.

Currently, the curriculum management plan in Fort Bend ISD encompasses a wealth of information, but needs to be reorganized, and the components of the district's curriculum guides need added detail necessary to assist teachers in instructional planning and delivery. The Fort Bend ISD plan partially met most of the 16 CMAC® model characteristics of a quality plan but fully met only 2 of the characteristics. When administrators and teachers were asked about the curriculum management plan, they were not familiar with the plan.

In many curriculum guides, auditors found components were incomplete or blank, leaving teachers with responsibility to do the research needed for planning. Many resources listed in the curriculum documents had no connection to the TEKS that the resources were intended to support. Some resource online links were no longer working, and others were outdated. Assessment items were missing to provide examples of the high-stakes assessment context and cognitive type (DOK) for student practice and assessment of the learning and level of rigor. Auditors noted the need for greater specificity, details on expectations, and clearly identified roles and responsibilities (*Board Policy EH(LOCAL)—Curriculum Design* vs. Fort Bend ISD curriculum management plan page 30), along with system accountability.

Based on their findings, the auditors recommend the development and implementation of a single comprehensive curriculum management system that is focused on a planned approach to every aspect of curriculum–its design, development, and implementation, monitoring, evaluation, and revision – so that learning for all students is maximized. The professional development of staff, a critical component of

any improvement effort, should also be included in the plan. The plan should also guide the integration of other components of the curriculum that transcend the development, such as content, strategies, and approaches that support culturally relevant and responsive instruction, and English language development. Curriculum management planning (see **Finding 2.1**), curriculum design (see **Finding 2.3**), and curriculum revisions will be covered in this recommendation. Curriculum implementation or delivery (see **Finding 3.1**) and monitoring of curriculum delivery (see **Finding 3.3**) will be addressed in more detail in **Recommendation 3**. Formative and summative assessments (see **Findings 4.1, 4.2,** and **4.4**) to provide instructional program effectiveness data and provide teachers vital information on how their students are performing are covered in **Recommendation 4**. Another important component of the plan, professional development (see **Finding 5.1**), will be addressed in **Recommendation 5**. These processes and procedures must be formalized and institutionalized in policy and administrative regulations to ensure smooth transitions in the event of staff turnover and to facilitate orientation of new staff during future years.

To put such a system in place and support these functions, the auditors recommend the following actions to the Fort Bend ISD Board of Trustees and Superintendent.

These steps will help district leaders prioritize the work that needs to be done and focus all involved personnel on common goals, rendering the attainment of those goals more likely. The recommended steps are organized into the following sections:

- Curriculum Management Planning
- Curriculum Design and Development

Curriculum Management Planning

Fort Bend ISD needs a comprehensive plan that is fully implemented and directs the management of a quality, deeply aligned curriculum and its effective implementation in every classroom. Such curriculum management includes monitoring delivery to maintain equity and the system's philosophical and instructional priorities; and evaluating effectiveness, using the deeply aligned formative assessments, progress monitoring, and diagnostic assessment tools. The plan must integrate and coordinate professional development across schools, specify and support identified methods for monitoring curriculum delivery, and reinforce the selected model(s) for instructional delivery used in Fort Bend ISD. These processes and procedures must be formalized and institutionalized to facilitate orientation of staff and ensure smooth transitions in the event of staff turnover.

Governance Functions: The following action is recommended to the Fort Bend ISD Board of Trustees:

G.2.1: Expand *Board Policy EH(LOCAL)—Curriculum Design* to require a high-quality curriculum guide be developed for all content taught in the district. Specify that a guide must include at a minimum the six CMAC® quality components described in **A.2.4**.

G.2.2: Receive and review periodic updates on improvement to curriculum management planning in the district.

G.2.3: Provide the necessary financial resources and political support to develop and carry out improvements to curriculum development.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.2.1: Assist the board of trustees in developing and refining *Board Policy EH(LOCAL)—Curriculum Design* as referenced in **G.2.1.**

A.2.2: Revise the Fort Bend ISD curriculum management plan for directing the design, delivery, monitoring, evaluation, and revision of the curriculum. The plan should address the CMAC® Characteristics of a Quality Curriculum Management Plan (see **Finding 2.1**, **Exhibit 2.1.1**). The characteristics are described in greater detail below:

a. **A philosophical framework for the design of the curriculum:** What are the underlying beliefs of district leadership regarding how children learn, what constitutes effective teaching, what is the teacher's role, what is the district's role in making available or ensuring a student's education? Is education a process, a goal, or both? Defining the beliefs and philosophy establishes the foundation for what curriculum should look like, what the district's and schools' respective roles are in providing each child with an education, and creates a picture of what an effective, engaging classroom might look like. Defining the philosophical framework must take place before defining an instructional model.

b. **Timing, scope, and procedures for a periodic cycle of curriculum and resource review/ development:** This ensures that every content area is addressed and has a written curriculum guide that facilitates effective, rigorous instruction; and that curriculum is kept up-to-date, particularly with changes in state standards or requirements, as well as testing modifications or changes. The cycle should also include procedures for when/how often to finalize revisions or modifications to the curriculum, so revision is manageable and cost effective. Such a cycle should also establish the timeline for reviewing the alignment, quality, and rigor of adopted resources and materials, and direct their revision or replacement where and when they are inadequate.

c. **Stages of curriculum development:** This specifies the different stages involved in developing and revising the curriculum. These might include: backloading and released item analysis (for deep alignment); review for deep alignment with external/target assessments in all three dimensions (content, context, cognition); assessing the complexity, rigor, and measurability of the objectives; placing the objectives in an articulated, Pre-K-12 sequence that expects mastery of content 6-9 months before it is encountered on the state assessment or other high-stakes assessment; developing mastery-level projects and activities with accompanying rubrics (to ensure rigor); validating the existing objectives, materials, and resources against multiple external sources, such as AP® standards, or others for rigor, cultural relevance, and student-centered, active and meaningful learning; and creating a bank of high-quality assessment items and formative/ progress monitoring/diagnostic assessment instruments to support differentiated, individualized instruction. The stages defined in this plan must address particularly the way student achievement data, teacher input, and monitoring data are used to evaluate the quality of the written curriculum, and to revise accordingly.

d. **Staff roles and responsibilities for curriculum management:** Who is responsible for what task? This aspect of the plan delineates which tasks are primarily classroom-based, which are school or classroom-based, and which are district-based. For example, it is the board of trustees' responsibility to determine the content of the educational program, in congruence with state law,

and to review the written curriculum. It is the teacher's role to deliver the written curriculum, the principal's role to monitor, and the responsibility of administrators to direct curriculum evaluation, development, and revision efforts.

e. **Monitoring of classroom activities** should be accomplished by the principal and other campus administrators to identify and promote productive practices that support learning, correct or eliminate practices that do not, and identify professional needs.

f. **A format and included components for curriculum guides:** Specify the aspects or components of the written curriculum guides that are non-negotiable (tightly-held), for consistency in every content area, and other aspects that are "fluid." The curriculum should include, minimally, the components described in *Board Policy EH(LOCAL)—Curriculum Design* and Fort Bend ISD *EH(LOCAL) Administrative Procedures: Curriculum Management Plan*.

g. **Direction for how state standards will be included in the curriculum:** This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from the state standards (but in a refined, more specific format).

h. **Require for every content area a focused set of precise student objectives/student expectations and standards:** These should be derived from the standards, be reasonable in number so the student has adequate time to master the content, be very specific so teachers clearly understand what mastery of these objectives look like and what the standard of performance is, and should be written in measurable terms.

i. The curriculum should not only specify the content of the student objectives/student expectations, but also include multiple contexts and rigorous cognitive engagement.

j. **Assessment beliefs and procedures to determine curriculum effectiveness and use of data:** What are the instruments that will be used to measure progress toward meeting goals, including the goal of students mastering curriculum objectives? How will data be used and by whom, and how data will be collected, analyzed, and disseminated to teachers, administrators, and concerned stakeholders should all be defined. There must be an expectation for formative assessments (diagnostic and authentic, that can also serve as suggested projects or assignments) in addition to the common assessments included in the curriculum, for teachers to use whenever needed to evaluate student progress in mastering objectives (or to determine whether students already know content about to be taught). This also requires adjustment to the philosophy surrounding assessment, viewing it as assessment FOR learning, an integral component of the teaching/learning process.

k. **Design of curriculum to support differentiation and other expectations for delivery:** Curriculum must be revised to support teachers' differentiation of instructional approaches (to match student preferences and learning styles—called instructional differentiation), and to support teachers' selection of student objectives at the right level of difficulty (curricular differentiation). This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, so they don't fall further behind, and that students who have already mastered the objectives are also challenged. This also requires the pacing to have a framework that supports a degree of fluidity, knowing that all students learn at different and inconsistent rates.

District curriculum leaders must define what true academic differentiation looks like and how teachers can manage so many different skill levels and varying content knowledge in the classroom without holding certain students back or leaving other students behind. This is critical to meeting the needs of academically at-risk populations and must be addressed by the design of the curriculum in addition to all district documents that describe expectations for delivery. The better teachers are able to differentiate, the more students can be effectively served in the classroom without pull-out interventions that may disrupt student learning.

l. **A staff development program linked to curriculum design and delivery:** Professional development should prepare teachers to deliver the curriculum in accordance with the board's performance expectations. This includes support in the classroom and the proper use of PLCs to ensure that training and curriculum materials are properly used.

m. **Monitoring the delivery of curriculum:** The plan addresses the procedures, philosophy, and intent for monitoring the delivery of curriculum. Multiple means of monitoring are suggested in **Finding 3.3.**

n. **Communication plan:** A plan is established for communicating among and across departments regarding the process of curriculum design and delivery (which also includes professional development and assessment) to maintain constancy of effort, focus, and continuity.

A.2.3: Make periodic reports to the board of trustees regarding the progress in managing curriculum district-wide, using data from formative and summative assessments, as well as from monitoring practices. The importance of quality, deeply aligned written curriculum that raises expectations for student performance and supports those expectations is critical, and aligned resources for teachers cannot be overstated. Curriculum is a key component in ensuring better teaching and higher achievement. Planning for its development, implementation, and revision is essential to impact student learning in every classroom.

Curriculum Design and Development

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.2.4: Define what would be included in a "model" curriculum guide. These are the CMAC® basic components and specificity for the content areas and are considered minimum requirements. *Board Policy EH(LOCAL)—Curriculum Design* and Fort Bend ISD *EH(LOCAL) Administrative Procedures: Curriculum Management Plan* each address components to be included in guides. In addition, these CMAC® basic components should be included:

a. **Objectives (Tightly-held):** Objectives should be "refinements" of the state standards or student expectations: a specific restatement of an intended skill or knowledge to be learned, the context in which it is to be learned and practiced, and the standard of performance by which a teacher knows mastery of the skill or knowledge has been achieved. These should also relate to the student expectations in the state standards, but these specific learner objectives give the teacher more precise information on what mastery looks like and more clearly define which objectives are assigned to which grade or instructional level (because the first grade objective is clearly different from second grade, and so on). The number of objectives included in the guide must also be manageable. It is better to focus on fewer objectives and address them more "deeply" than including an entire battery of objectives that teachers "might" touch on. Consider starting

by refining standards into specific learner objectives that are already identified by Fort Bend ISD as priority standards. Review all objectives for evidence of rigor.

In a coordinated and articulated curriculum, the learning objectives or core concepts are sequenced or spiraled throughout the students' Pre-K-12 experiences. As the curriculum progresses, the level of difficulty and the complexity of the concepts increase, allowing students to apply their prior knowledge and increase their understanding of the concept at a greater depth. In the review of curriculum guides, auditors expect to find specific guidance for teachers to plan sequenced and spiraled lessons from one grade level to the next, providing vertical articulation across the district. Spiraling and sequencing are critical to learning based on previous learning and new more in-depth learning.

b. **Assessment (Tightly-held):** Valid and rigorous tools for assessing each objective must be included in the curriculum. District assessments must be cross-referenced throughout, specifying when, how, and with which instrument each objective (or a cluster of objectives within a unit) will be evaluated (see **Recommendation 4**).

   Additional diagnostic assessments and authentic instruments are needed, so teachers have tools with which to continuously evaluate student progress and move them at the appropriate individualized pace. Common assessments at the elementary level should be used to monitor students' reading levels and acquisition of literacy skills as often as needed, until students demonstrate strong reading comprehension and literacy skills.

   Teachers require a battery of assessment instruments that can serve as an integral part of instruction and that they can select at will for use with students whenever needed.

c. **Prerequisites/Scope and Sequence (Tightly-held):** Place the essential standards and learning targets (Pre-K-12) within a scope and sequence document to allow teachers to easily discern what content and skills students come in with, and what content and skills they are responsible for seeing students leave with. Such a document helps to distribute accountability and eliminates gaps and overlaps in student learning—an important factor in an educational environment that must make the most of the time allowed with students. This will also facilitate greater articulation of the curriculum from one level to the next, and assure greater coordination across a single level or course, as the mapping out of objectives is already completed, and any "misconceptions" of the nonspecific state standards/student expectations are avoided. Giving teachers a clear continuum of student learning from Pre-K-12 also allows them to move a student ahead at a more appropriate pace, if the student is ready, since they know exactly what is next, just as they know what each student has mastered on entry into their classroom.

d. **Suggested Strategies and Approaches (Loosely-held):** This item is critical to ensuring high expectations for students and achieving deep alignment. This component is intended to provide teachers, particularly inexperienced teachers, with support in deciding ways to teach the assigned objectives. Flexibility is always allowed in how teachers approach a given objective, but this component provides teachers with invaluable, research-proven suggestions if they want or need them. The suggested strategies should be revised to ensure they incorporate those *contexts* and *cognitive types* known to be parts of the test in use, and these strategies and suggested student activities and projects allow students to become familiar with the context and cognitive type before encountering them on high-stakes tests. This is the main tenet of the "doctrine of no surprises."

However, such strategies should not ONLY align with test contexts. A wide variety of authentic student-centered, and culturally responsive contexts is recommended to ensure a more broad-based, real-life application of the concepts, skills, and knowledge so that students can connect personally with the learning, be more actively and cognitively engaged, and see the overall value of their learning.

e. **Suggested Resources and Materials (Loosely-held):** Every book, recommended professional resource, audiovisual aid, technological enhancement or program, and other resources should be listed and linked (after ensuring teachers have all that are necessary) in the guide and be referenced by objective/strategy within a lesson or unit, after it has been screened for rigor, quality, developmental appropriateness, and alignment with content, contexts, and cognitive types of the objectives. Suggested materials and resources have been analyzed for deep alignment to the curriculum and the tests in use; modifications are also included in the guides to improve alignment. Teachers who have clearly embraced and understand the different processes for determining the content, context, and cognitive type of an objective are far better prepared for teaching the skills necessary for student success. Build upon the instructional resource adoption rubrics for the four core content areas that are already used in Fort Bend ISD.

f. **Suggested Student Activities and Assignments (Loosely-held):** These can be added over time, but the purpose of including suggested student activities is to provide teachers with an idea of what high quality, rigorous engagement looks like. These can also serve as authentic assessments when provided with a specific rubric.

A.2.5: Determine the format for the curriculum. How will all the identified components, at minimum the six described in **A.2.4**, be included? Design with the end user in mind. Use the same format for all content areas (core and non-core content areas). A consistent format will assist teachers, especially at the elementary level, in their retrieval of information. Ensure that all documents are warehoused (Schoology) consistently and easily accessed by all instructional staff.

A.2.6: Determine who will be responsible for writing curriculum, and determine how the first stages of curriculum writing and revision will be accomplished. It is recommended that two to three teachers be identified for each individual course/grade level content area, so that they can collaborate with district staff on the development of the curriculum. Prioritize one content area to begin with at the elementary level. Secondary curriculum can commence in all content areas with priority for the courses taken by the majority of the students, and those courses with no curriculum. Identify a cycle of curriculum development and review with a goal that each of the elementary core areas/majority of secondary core courses will be addressed in the next four years.

A.2.7: Provide all curriculum writers with extensive professional development prior to writing. Consider contracting with CMSi for a curriculum writing workshop after curriculum writers are identified.

A.2.8: Engage in deep alignment analysis to ensure the objectives, resources, and strategies included in the curriculum guides are deeply aligned to the tests in use. Research the methods and ideas presented in the book, *Deep Curriculum Alignment*, by English and Steffy (2001), or consider contracting for a deep curriculum alignment training to gain the skills necessary to analyze and deconstruct released tests items, for information on how to successfully prepare for current and future tests in use, and to more successfully anticipate the direction in which the test is moving. This will assist the district in predicting where the state assessments and other external assessments are going and increase student success on

current and future forms of the tests in use, by ensuring that the content, context, and cognitive types encountered on any tests are an integral part of daily instruction without compromising rigor, active student engagement, and hands-on problems solving.

A.2.9: Develop a process to ensure that all components of the curriculum documents (not just resources) are fully aligned to learning standards. Internal congruency should be applied to assessments, teaching strategies, and student activities. All courses that are offered are screened for quality, rigor, and alignment to the curriculum and district expectations for delivery in all three dimensions (content, context, and cognition) and presented to the board of trustees for adoption.

Curriculum management and the development of high-quality curriculum documents for all courses are powerful tools for positively impacting student achievement. By implementing this recommendation, Fort Bend ISD will address the inadequacies in curriculum management across the district and provide all teachers with a high-quality framework to support their instruction. The work of this recommendation is never finished as a periodic review of the curriculum of the district is an essential function of curriculum management.

Implementing this recommendation will facilitate meeting audit purposes to develop a clear and actionable roadmap for continuous curriculum improvement, and to ensure that all students receive a high-quality education that fosters critical thinking, creativity, and academic achievement.

Recommendation 3: Revise systems of instructional delivery, monitoring, and resource deployment to ensure implementation of practices that promote active student engagement, high cognitive rigor, and equitable access to the curriculum.

Quality instruction begins with a clear vision and philosophy communicated through goals, board policies, and administrative regulations that are enacted in a coordinated fashion across all campuses using research-based strategies and practices to support engaging and differentiated learning environments. Using instructional practices that meet the diverse needs of all groups of students is paramount to positively impacting student achievement.

School districts that effectively meet the learning needs of diverse student populations typically focus on the development of well-designed written curriculum documents (see **Finding 2.1**), identification and institutionalization of effective instructional practices to support delivery of that curriculum (see **Findings 3.1**, **3.2**, **3.4**, and **3.5**), and a comprehensive monitoring system to ensure teachers are able and empowered to create meaningful learning for every student every day (see **Finding 3.3**). Collectively, these practices create alignment and connectivity for all students across the system.

Auditors found that in Fort Bend ISD, structural and practice gaps exist between the stated district philosophy and the daily classroom experiences of students. Classroom observations and analysis of student work samples revealed little instruction requiring higher-level thinking skills and real world application. Tier 1 differentiation of instruction for students with learning differences (special education and giftedness) and language differences is limited, and access to the curriculum is regularly denied to some groups by resource allocation practices. Classroom monitoring practices are fragmented and do not produce useful data that can be meaningfully incorporated into professional development or curriculum adjustments.

The auditors offer the following recommendations related to each of these conclusions.

Instructional Practices

Delivery of the district curriculum is where student learning actually takes place. It is, therefore, a critical process that must be carefully planned, enacted, and monitored to ensure fidelity to the curriculum objectives while allowing teachers flexibility to execute delivery in multiple and creative ways to best meet the needs of students in each class. It is akin to a high wire balancing act, where slight changes can have huge consequences.

Fort Bend ISD mandates different instructional models for different subject areas. All are loosely based on the concept of mastery learning, in which diagnostic pre-assessment determines what students know and what they still need to know to meet established objectives, and students receive instruction, practice, and reteaching on what they need to know, until post-testing indicates the objectives have been mastered. Although all the district models are valuable, auditors point out that teachers with more than one content area will require additional training to become fully proficient with the model for each content area. Auditors recommend adopting the Mastery Learning Model to replace the current instructional models.

Governance Functions: To improve delivery of the curriculum as discussed in **Findings 3.1** and **3.2**, auditors recommend the following actions to the Fort Bend ISD Board of Trustees:

G.3.1: In collaboration with the superintendent or designee, define what rigor means and looks like in Fort Bend ISD. Adjust local policies and district planning documents to include this definition.

G.3.2: Review periodic updates on core curriculum changes to improve specific embedded differentiation assistance for all special populations, including emergent bilingual students of all home languages, gifted and talented students, and special education students with various learning disabilities.

G.3.3: Provide financial resources and political support needed to enact administrative recommendations for improved curriculum delivery.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.3.1: Collaborate with the board of trustees to accomplish the policy updates in **G.3.1.**

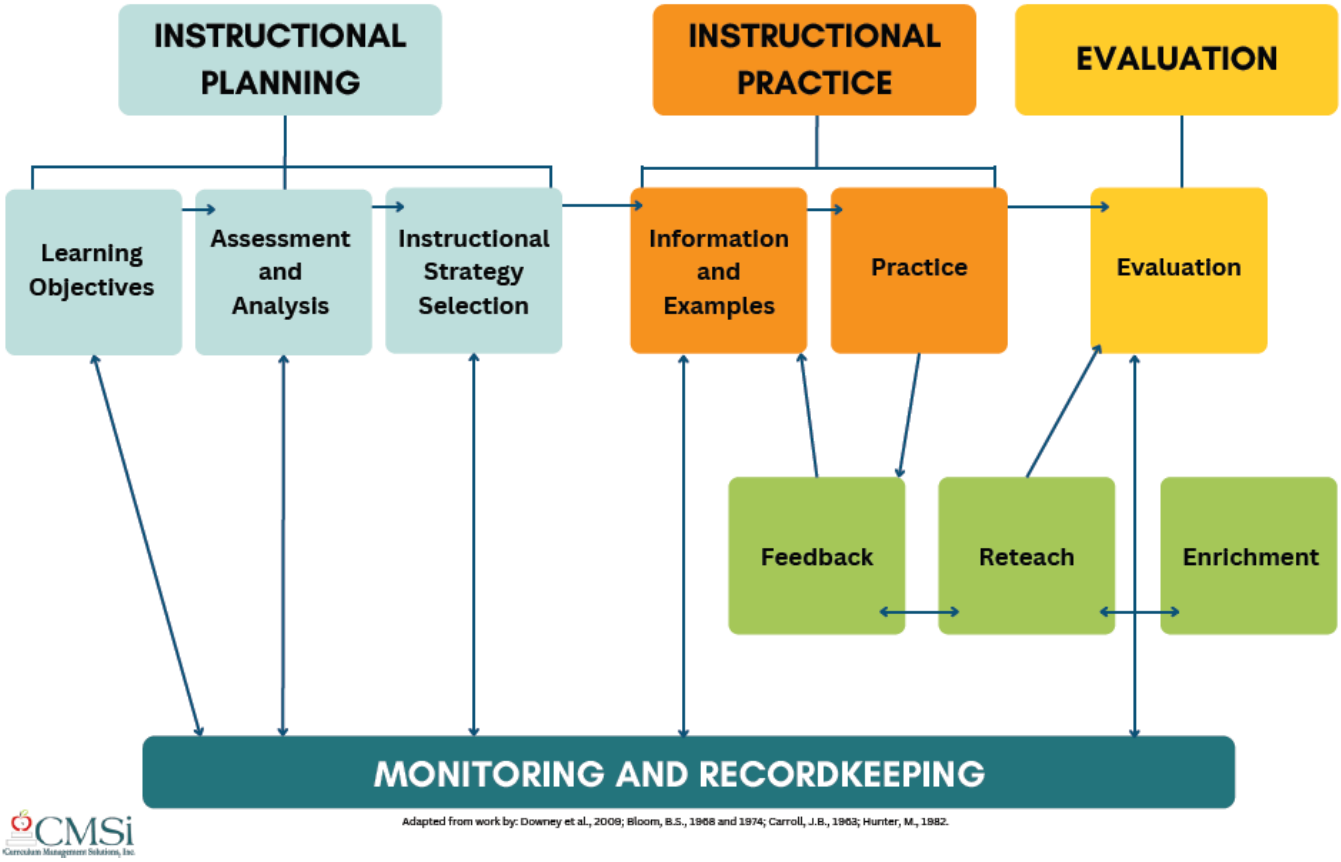
A.3.2: Facilitate alignment across the district by engaging central office leadership in a series of working sessions dedicated to revisiting the district's instructional vision and expectations. Use this time to foster a shared understanding among leaders from academics, accountability, and special populations of the district definition of rigor, the specifics of what effective instruction and student engagement should look like in all Fort Bend ISD classrooms, and the need for interdepartmental collaboration to achieve effective delivery of curriculum.

A.3.3: Extend the central office alignment to building principals by conducting a similar series of working sessions to clearly communicate district-wide non-negotiables for high-quality instruction at the elementary, middle school, and high school levels. These should include expectations for the consistent use of an instructional model, student engagement strategies, rigor and instructional strategies, technology integration, and differentiation for all populations in need. Additionally, use these sessions to compile a list of barriers to implementation and realistic options for addressing those barriers.

A.3.4: Strengthen the use of higher-order instructional strategies and differentiation by identifying barriers to implementation and by reviewing lesson plans and pacing guides. At the campus level, deliver targeted professional learning and model lessons that address instructional gaps noted during audits. Do not limit professional learning and modeling to coaches and organizational development. Use any and all professionals with the requisite skills, including central office personnel, campus leadership, outstanding teachers, diagnosticians, and therapists. Emphasize the use of practical strategies to adjust content, process, and product in response to student needs. Support this work with ongoing, job-embedded coaching to build teacher capacity, and include use of specific strategies on walk-through forms to promote consistent, high-quality instructional practice across content areas.

A.3.5: Adopt the Mastery Learning Model in Fort Bend ISD. This model calls for close monitoring of student learning that is data-based, and relies on flexible, small student groups to deliver the teaching that those students need, rather than relying on a whole-group, one-size-fits-all approach. The model is presented in the next exhibit.

Exhibit R.3.1: Mastery Learning Model



The model presents the cycle for lesson planning for Tier 1 instruction in response to collected or observed evidence regarding what students have learned. However, the model only works when teachers have valid, reliable, and aligned assessment tools to use in collecting evidence of student learning, and when they are effective in developing students as self-directed learners.

A.3.6: Provide professional development for teachers focused on using data to group students to enable them to work on-level with needed supports, or even interventions, during Tier 1 instruction. Training can also focus on how teachers can effectively work with a small group of students while the remainder of the class is engaged in collaborative activity, workstations, or individual learning. Include in the training clear indicators of what small group instruction should and should not look like in Fort Bend ISD.

A.3.7: Assign curriculum specialists to work with teachers on adhering to the Mastery Learning Model in planning instruction from the written curriculum, using approved approaches and student engagement strategies. Model small group approaches, self-directed learning, and data-driven instruction.

A.3.8: Include in the model the expectation for differentiating instruction in the classroom to meet individual student needs. Differentiation occurs in two ways: differentiating the content and/or objective an individual student needs to learn based on where they are in the sequence of learning; and differentiating the type of activity the student is expected to accomplish. Both types of differentiation are important, but teachers must learn the difference and apply one or the other, or both, based on the individual student's need. A critical part of differentiating effectively is having a battery of skill-specific diagnostic assessments that give teachers key information on whether a student has mastered a targeted skill or concept.

In administrative regulations, clarify the difference between differentiation with supports and scaffolding and an intervention. An intervention is needed when the contexts and activities used are not successful, and additional time is needed for practice and mastery. Interventions allow for more individualized instruction, but they can be delivered by classroom teachers. It is important to not assume that because Tier 1 instruction hasn't been successful, a student must receive out of class intervention. In most cases, providing a student with different ways to observe or practice the learning, ask questions, clarify misconceptions, and attach abstract ideas and concepts to know and concrete examples can be sufficient to remedy the problem.

A.3.9: Communicate the expectation for adherence to the instructional model across all campuses and the district. In discussions and meetings concerning curriculum delivery, emphasize the need to not only verbally espouse high expectations for all students, along with respect and appreciation for cultural, ethnic, linguistic, and economic diversity, but to model it faithfully in every classroom every day.

A.3.10: Incorporate the practice of student artifact analysis into existing campus leadership meetings. Present a few artifacts in a single content area, and have campus administrators discuss whether the artifacts are aligned to standards in content, context, and cognitive process, and whether the student work meets district expectations for rigor and engagement, justifying their conclusions. This exercise should take no more than 20 minutes and should be repeated on a routine basis to build administrators' competency and awareness of the actual work being done by students on a day-to-day basis.

A.3.11: Revise the job descriptions of district personnel as needed to include specific expectations for supporting curriculum delivery. Establish accountability through performance reviews.

A.3.12: Evaluation of the effectiveness of curriculum delivery should be based on data from multiple sources: formative and summative assessments, all monitoring and walk-through data, and samples of student work collected from classrooms on a regular basis.

Instructional Technology

Technology in effective school districts should support deeper, more meaningful learning that increases overall student achievement. Propositions A and B of the 2023 Fort Bend ISD bond authorized the issuance of bonds for $67 million for technology infrastructure updates and $52 million for staff and student devices. When auditors observed instruction in 1,522 district classrooms, they found that in 93% of classrooms where teachers were using technology, it was implemented as a substitution for a non-technology visual support or tool. Both teachers and students used technology to enhance instruction and learning in 29% of classrooms. Given the preponderance of low-level work being assigned and the lack of differentiation, more creative use of technology would offer increased opportunities for greater student engagement and instructional differentiation (see **Finding 3.1**).

Governance Function: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.3.4: Consider and approve revised or new board policy that outlines the criteria for use and implementation of technology at the district and campus levels.

G.3.5: Receive reports related to the effectiveness of technology use. Effectiveness should include data in terms of impact on student achievement.

G.3.6: Provide financial resources and political support for actions needed to improve the use of technology, and especially instructional technology.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.3.13: Draft the policy recommended in **G.3.4**, and present to the board for consideration and adoption.

A.3.14: Establish and communicate a district-wide vision for effective instructional technology integration that defines expectations across content areas and grade levels. Provide professional learning focused on high-impact strategies to help educators implement technology beyond the SAMR Model level of substitution (see **Finding 3.1**).

A.3.15: Establish criteria and revise current Fort Bend ISD technology planning to direct the development, adoption, implementation, and monitoring of technology use that is aligned to district priorities and student learning goals and is responsive to student assessment data. The following technology program criteria should be addressed in the plan:

a. Board policy or administrative regulation for instructional technology.
b. A clear statement of technology program philosophy/vision.
c. A comprehensive view of technology.
d. Needs assessments have been completed and evaluated.
e. Measurable student goals and objectives.
f. Ongoing student assessment component.
g. Ongoing program assessment component.
h. Comprehensive staff development is specified.
i. Standards for hardware are specified.
j. Standards and guidelines for software/applications are specified.

k. Internet access standards are specified.

l. Role of the school library/media center is stated.

m. Budget for program implementation/roll-out is identified.

n. Budget for program maintenance is identified.

o. Technology site plans are aligned with district plans.

A.3.16: Identify and provide relevant professional development related to the effective utilization of instructional technology to enhance student learning. Provide follow-up and support as needed.

A.3.17: Modify relevant job descriptions to include responsibilities for the effective implementation of instructional technology. Establish accountability through performance reviews.

Monitoring of Instruction

Monitoring instructional delivery serves several important purposes. It is an important step in the curriculum development cycle, because it identifies gaps in the written curriculum. For example, auditors noticed in classroom observations that differentiation was seldom employed. When the written curriculum documents were examined, auditors found few differentiation examples or suggestions. Secondly, monitoring determines the degree of fidelity with which the written curriculum is being implemented. Without fidelity of implementation, it is impossible to say whether a curriculum is sufficient or insufficient. Lastly, monitoring provides data on teacher skill sets and professional development needs. This important purpose is often neglected. However, it is the basis on which campus administrators become instructional leaders; frequent short observations of instruction with informal conversations can allow administrators to partner with teachers for student achievement.

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.3.7: Consider and adopt board policy establishing and clarifying the important role of instructional monitoring in the improvement of student learning.

G.3.8: Review periodic reports from administrators detailing the data reports from the monitoring process, and include that information into strategic goals and planning annually.

G.3.9: Provide financial resources and political support to administrative initiatives based on data from monitoring reports.

Administrative Functions: Based on **Finding 3.3**, the following actions are recommended to the Fort Bend ISD Superintendent:

A.3.18: Work with the board to establish board policy recommended in **G.3.7**.

A.3.19: Through an administrative regulation, develop a comprehensive plan for monitoring instructional delivery. The plan should:

a. Delineate the district philosophy concerning classroom visits/monitoring and coaching procedures, and distinguish between coaching and the appraisal process.

b. Include provisions stating the purposes of curriculum monitoring and expectations concerning the process, such as frequency, who is responsible, feedback processes, and data collection guidelines. Provide exemplars of walk-through tools for various purposes to ensure consistency of data collection across the district.

c. Incorporate measures other than principal walk-throughs such as the existing Learning Walks by central office personnel, collection of student work, use of assessment data, and peer reviews.

d. Specify how curriculum specialists, coaches, and campus administrators will work together to support improved delivery of curriculum in alignment with district expectations.

e. District-level monitoring data are used for determining needed curriculum changes and professional development. Indicate which data are intended to be collected district-wide for district-level feedback and which data are to be used for teacher coaching and instructional improvement within the campus. Establish a central collection point for district-designated data rather than splitting it across departments.

A.3.20: Once the plan is developed and codified as an administrative regulation, adjust job descriptions to accurately reflect monitoring responsibilities, and ensure that participants understand their role and how it fits into the monitoring plan. Establish accountability through performance reviews.

A.3.21: Provide training on the monitoring plan, related look-for criteria, and data use expectations to all campus administrators. Establish this training as a requirement for new administrators annually. Consider including the use of observation techniques and reflective questioning through CMSi Basic Walk-Through Training©.

Creating Equitable Access to the Curriculum

Growth and success for all learners in a school district requires commitment from the top down. Intentional policies, planning, and actions are needed to provide fairness in opportunity. As detailed in **Findings 3.4** and **3.5**, auditors found instances of disproportionate representation of Asian, Hispanic, African American, and economically disadvantaged students across multiple checkpoints in the district, and a substantial lack of services for Emergent Bilingual students, particularly those who have a home language other than Spanish. The following actions are designed to address issues of equity.

Governance Actions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.3.10: In collaboration with the superintendent or designee, adjust local policies to clearly define equality and equity, and ensure provisions for equitable resource allocations across all campuses. Articulate expectations for what an equitable, bias-free, and inclusive environment looks like across all aspects of students' experiences connected to the district. Make equity a district priority.

G.3.11: Receive reports on any equity issues identified in Fort Bend ISD, how they will be addressed, and progress being made.

G.3.12: Provide financial resources and political support needed to promote equity in access to the curriculum, including program changes, staffing, and professional development.

Administrative Actions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.3.22: Develop a comprehensive plan outlining processes and procedures for monitoring and assuring equity and equal access across the district. Monitoring for equity is necessary since many inequities exist without most stakeholders' knowledge or intent. The developed plan should:

a. Establish goals for equity.

b. Define roles and responsibilities of all key stakeholders in working toward equity and equal access.

c. Monitor equity data across the district similar to that found in the Curriculum Audit Report. Issue an annual report on the status of equity and equal access in Fort Bend ISD.

d. Involve all necessary district departments in the plan (e.g., Special Education, Teaching and Learning, Advanced Academics, Bilingual, etc.) to ensure that all students have equal access to all programs.

e. Review and evaluate the assigned actions of the plan periodically, and revise as needed.

A.3.23: Determine the professional development needs to accomplish the goals of the equity plan. Provide differentiated follow-up and support as needed.

A.3.24: Designate a central office point of contact for all equity-related issues, including identification and resolution of disproportionalities and coordinating interdepartmental equity efforts, such as including representation of special populations in curriculum development and professional development groups. Establish a citizen's advisory panel representative of the district ethnically, economically, geographically, and culturally. This non-decision-making body should meet at least quarterly to review data and provide input to the district equity point of contact and the superintendent, and serve as liaisons to the community regarding district equity efforts.

A.3.25: Revise job descriptions as needed to establish responsibility for identifying equity issues and developing plan to ameliorate them. Establish accountability through performance reviews.

A.3.26: Revise hiring practices to equitably distribute teachers to campuses by ethnicity and experience to serve students who have the greatest need.

A.3.27: Clarify district expectations regarding economic isolation. Consider the impact of economic isolation when redrawing boundary lines or expanding/moving programs to ensure that economic status does not preclude or cause hardship in accessing any academic program (including GT, EB, and SPED services). Improve the balance of economically disadvantaged students on campuses whenever possible. (See **Appendix L: Research Snapshot – Ending Economic Isolation in Schools.**)

A.3.28: Equal funding is inherently inequitable, and Federal Title funds are insufficient to meet all needs. Develop a system for equitable funding using a weighted system that accounts for the degree of poverty, language proficiency needs, and academic needs and goals, such as special education programming, increasing GT readiness, or literacy proficiency. Publish the rationale for such budgeting for transparency within the district and for public understanding.

A.3.29: Reconfigure staffing to provide equitable assistance, particularly to non-Title campuses with high needs.

A.3.30: Develop and implement a comprehensive program plan for English learners, including the design and delivery elements detailed in **Exhibits 3.4.4** and **3.4.6**. As part of the program plan, require an annual action plan with measurable annual objectives, timelines, and positions responsible.

A.3.31: Continue to expand the dual language model until it is available at all elementary schools in the district.

A.3.32: Ensure that all teachers of EB students are fully trained in language acquisition strategies and accommodations (eliminate the need for TEA exceptions). Expect campus curriculum monitoring efforts to include use of language acquisition strategies in all EB inclusion classrooms.

A.3.33: Increase community liaison efforts to reduce language barriers for non-Spanish speaking EB students. Explore opportunities to recruit mentors and tutors among retired military, graduate students at metroplex universities, community assistance groups, cultural preservation organizations, and extended family members.

A.3.34: Review GT identification processes for accuracy and efficiency, including technology and software needs. A significant amount of pre-work has been completed by the department and is awaiting administrative approval. Several initiatives on hold will alleviate disparities noted by auditors. Move to implement or drop the initiatives on hold, and set new priorities using the existing department action plan.

Implementation of the actions in this recommendation will enable Fort Bend ISD leaders to better meet the core belief that all students can reach their full potential and fulfill the following strong policy statements; direct action to ensure equity throughout the written, taught, and assessed curriculum; providing equal and equitable access to educational opportunities, including co-curricular and extracurricular actives, for all students; and ensuring the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

Recommendation 4: Develop a written comprehensive plan for tightly aligned formal formative and summative assessments for all courses at all grade levels to provide data for decision making at all levels of the system to support student learning. Require that student assessment data be utilized as feedback for budgeting related to the initiation, modification, continuation, or termination of programs and/or interventions.

In effective systems, the student achievement assessment process connects the written to the taught curriculum by providing the measurement of the adequacy of the curriculum design and effectiveness of the curriculum delivery. Adequate board policies direct the process for assessment development, implementation, and data use to improve instruction and program effectiveness in attaining district goals. Administrative regulations clearly specify roles and responsibilities for district staff and guide procedures for designing and using appropriate formative and summative assessments that are aligned to the district curriculum and state expectations. The effective use of data is part of the comprehensive assessment plan design to complete a continuous cycle of improvement and provide reliable data for instructional decision-making.

Although Fort Bend ISD has the Standard Operating Procedures: Testing Programs Handbook that partially met audit criteria for an assessment plan, it does not have an updated written comprehensive student assessment plan that requires formative and summative assessments for monitoring student achievement in every course at every grade level in the district. The lack of written plans does not allow district leadership to have complete data about the quality of the entire curriculum or the effectiveness of instructional programs. The feedback loop from the written to the taught curriculum is incomplete without formative and summative assessments in each content area in every grade level, thereby preventing board members and district leaders from ensuring that human and fiscal resources are expended productively over time.

The auditors found that board policy was inadequate to provide direction to district leaders for the development and implementation of comprehensive student assessment plans (see **Finding 4.1**). Except for specific numeric goals for student achievement on state and national assessments, district documents lacked references to continuous improvement, data use, and decision-making.

RECOMMENDATIONS

The auditors found summative assessments for 83% of elementary core courses, 0% of elementary non-core courses, 100% of middle school core courses, 0% of middle school non-core courses, 40% of high school core courses, and 1% of high school non-core courses (see **Finding 4.2**). However, auditors found that almost all summative assessment items provided were fully aligned (see **Finding 4.2**, **Exhibit 4.2.6**).

Analysis of district trend data (see **Finding 4.3**) showed that Fort Bend ISD students consistently performed above state and national averages on the *STAAR*, *EOC*, and *SAT®* assessments overall, but achievement gaps continue to exist among student groups. Additionally, students who attend Focus and Measure campuses trail by 29 to 39 percentage points on assessments, compared to students who attend non-Focus and Measure schools.

The auditors found that although Fort Bend ISD is using a variety of ways to formatively assess students (see **Finding 4.4**), the district does not yet have a comprehensive approach to provide longitudinal data, identify all objectives, connect objectives to the sequence of all objectives or pacing chart, specify the gain score needed to close academic gaps, or identify the assessment instrument needed to diagnose individual student mastery. The auditors noted that the district had administered the *Measurement of Academic Progress (MAP)* formative assessment for the first time this school year after changing from a different instrument from another provide the previous school year.

Based on their findings, the auditors recommend the development and implementation of a comprehensive student assessment system that includes a planned approach to the assessment of all courses and completes the connection between the written and taught curriculum. The auditors suggest incorporating the existing Standard Operating Procedures: Testing Programs Handbook into a comprehensive assessment plan. The auditors also recommend that the plan require professional development in the design of quality assessments aligned to the district curriculum; an understanding of formative and summative assessments (see **Findings 4.2** and **4.4**); the concepts of alignment to content, context, and cognitive levels; and the effective use of data generated from required and optional district and state formative and summative assessments (see **Finding 4.2**). To accomplish this recommendation, the auditors suggest the following actions by the board of trustees and superintendent.

Governance Function: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.4.1: Consider and adopt a board policy that provides the framework for a comprehensive student assessment and program evaluation plan.

G.4.2: Receive periodic reports on progress toward implementation of a comprehensive student assessment and program evaluation plan.

G.4.3: Commit adequate financial resources and political support to the development and implementation of a comprehensive student assessment plan.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.4.1: Assist the board of trustees in developing a policy that provides direction for development and implementation of a comprehensive student assessment and program evaluation plan.

A.4.2: Develop an administrative regulation to support the comprehensive student assessment and program evaluation policy specified in **G.4.1**. The plan should provide explicit procedures to support the implementation of the student assessment and program evaluation plan. Coordinate the assessment plan with the curriculum management plan and professional development plan, explicitly designating links between the areas and illustrating how the critical aspects of curriculum development, curriculum

delivery, curriculum monitoring, professional development, and student assessment align within a curriculum management improvement system. Include the following characteristics:

a. **A philosophical framework for the student assessment and program evaluation plan:** Define the purposes of student assessment, both formative and summative, and how assessment fits into the board's vision. An overarching purpose of assessment is to provide feedback for improvement. This requires viewing assessment as a step FOR learning, an integral component of the teaching and learning process. Include how student assessment data guide whether resources are acquired, maintained, modified, or discarded, and the subsequent role of student assessment in curriculum revision and improvement. Specify procedures to achieve a scope of assessment that meets the requirements of the policy described in **Finding 4.2**.

b. **Timing, scope, and procedures for a periodic cycle of assessment development and review:** Establish a review cycle for locally developed assessments that includes analysis of validity and reliability, content and rigor, alignment between the district and state assessments, and feedback from teachers, campus administrators, and curriculum staff. Consider making assessment review concurrent with timelines for curriculum review and revision. Require that formative, diagnostic assessment instruments are aligned to district curriculum and are administered to students frequently to give teachers information for instructional decisions. Include a list of student assessments, purpose, subjects, type of student tested, and timelines.

c. **Staff roles and responsibilities for assessment and program evaluation:** Determine which position is responsible for each task, including assessing students and analyzing test data. This aspect of the plan delineates which tasks are primarily the responsibility at the classroom, campus, or district levels. For example, the board of trustees is responsible for determining expectations for the assessment and program evaluation, and district administrators are responsible for directing assessment and program evaluation, development, and revision efforts. Campus administrators are responsible for monitoring how assessments are delivered and ensuring assessment data are used to inform instruction; while teachers are responsible for delivering the assessment and properly using assessment data to inform instruction. Require implementation of the plan and regular progress updates. Establish clear expectations and accountability for administrators and teachers in board policies, job descriptions, and appraisal systems on use of assessment data for diagnosing student needs, evaluating student progress, and determining curriculum effectiveness.

d. **Professional Development:** Direct appropriate and ongoing professional development to support all aspects of the student assessment plan. Require that personnel developing formative assessments receive professional development that will enable them to develop valid and reliable formative assessments. Provide targeted training for campus administrators and teachers as to how to use assessment data to measure student progress, and then make instructional decisions that enable them to differentiate instruction in response to student learning needs.

e. **Inclusion in curriculum documents:** Specify how and what assessment information will be included in curriculum documents for each course, and what types of data will be collected to determine effectiveness of resources and the course curriculum as a whole.

f. **Data analysis and review:** Establish expectations and procedures for administrators and teachers to review student outcome data to analyze group, school, program, and system data to improve the curriculum for all courses and at all grade levels. Also, require data analysis to identify any

trends or performance gaps between student groups, and how to address such gaps. Specify how equity issues will be identified and addressed using data sources.

g. **Communication procedures:** Specify how assessment results will be disseminated so that appropriate data are provided in a user-friendly format to those who make decisions at every level of the system.

h. **Program evaluation:** Specify when and how the assessment plan will be evaluated for effectiveness and by whom.

A.4.3: Establish timelines for developing formative and summative assessments for each grade level, course, and content area that currently does not have formal district-wide assessment. Require that the assessments be developed and organized in a way that provides easy collection and analysis of student learning of curriculum expectations (TEKS) but minimizes the reliance on multiple-choice formats. Consider making the development of assessments congruent with the development or revision of curriculum for that course.

A.4.4: Provide professional development for all instructional staff, including district and campus administrators, instructional coaches, and teachers, on how to access and analyze formative and summative assessment data to measure student progress, make informed instructional decisions that support differentiated instruction, modify content where gaps exist, and ensure instructional forward progress of the expected curriculum delivery.

A.4.5: Establish clear expectations for administrators and teachers in board policies, job descriptions, and personnel appraisal systems on the use of assessment data for diagnosing students' needs, evaluating student progress, determining curriculum and program effectiveness, and making decisions in all district operations. This is established by:

a. Developing and communicating a clear data use framework:

   1. Outlining a step-by-step process for using assessment data at all organizational levels (district, campus, classroom);

   2. Defining expectations for how administrators and teachers analyze data, identify trends, and pinpoint students' needs; and

   3. Specifying timelines and procedures for data review (e.g., monthly data meetings, pre- and post-assessment analysis).

b. Embedding data use in policies and professional practices:

   1. Explicitly requiring data use in board policies, job descriptions, and annual evaluations;

   2. Providing templates or protocols for lesson planning, student support team meetings, and reporting that requires references to data analysis; and

   3. Ensuring performance appraisal systems include evidence of using data for instructional change and intervention.

c. Building capacity through ongoing professional development:

   1. Implementing training programs that teach staff members how to interpret data, ask probing questions, and translate findings into instructional adjustments; and

2. Establishing mentoring or coaching structures where data-savvy staff model "closing the loop" strategies for peers.

d. Providing accessible data systems and tools:

1. Ensuring staff members have user-friendly tools (e.g., dashboards, student trackers) to visualize student achievement and instructional impact; and

2. Offering training and regular troubleshooting on these systems.

e. Fostering collaborative data review practices:

1. Requiring routine, team-based data reviews (e.g., professional learning communities, grade level meetings) with agendas focused on diagnosis, planning, and follow-up; and

2. Assigning accountability roles (e.g., data coordinator) to facilitate meetings and monitor next steps.

f. Monitoring, celebrating, and sustaining effective data use:

1. Establishing metrics to assess fidelity of data use (e.g., number of data-driven decisions documented, improvement in targeted student outcomes); and

2. Publicly recognizing individuals or teams who demonstrate exemplary data use, encouraging a culture that values continuous improvement.

A.4.6: Increase awareness internally and externally that some student groups (e.g., economically disadvantaged, emergent bilingual, and special education), and some racial/ethnic groups, require differential attention and resource allocations if achievement gaps are to be narrowed and eliminated over time. Utilize student achievement data to allocate district resources based upon need.

When implemented, this recommendation will give the district the means for ensuring that the formative assessments developed by district staff are valid, reliable, and of high quality; and for securing appropriate use of data to assess student progress and evaluate programs, to analyze results, and to ensure such results are used to make sound decisions about curriculum, instruction, interventions, and programs. Additionally, assessment data will be available for use in informing students, parents, and other stakeholders of the effectiveness of district staff in educating its students.

Communication and involvement of district and campus staff during the entire process is necessary for support and successful implementation. The current formative and summative assessment processes provide a foundation for the development and implementation of a comprehensive district student assessment plan that will enhance district and campus improvement plans and provide a mechanism for the evaluation of programs and interventions to determine their effectiveness in attaining district goals for student achievement. When the comprehensive plan is developed and implemented in the core content areas, district administrators can then expand it to include all content areas in all grade levels.

Implementation of this recommendation will enable Fort Bend ISD to meet the Strategic Plan Priority 1 to increase successful student outcomes through enhanced learning opportunities, and the Strategic Plan commitment to provide an educational system that will enable all students to reach their full potential. Implementation will also support the audit purpose to "Support Data-Driven Decision Making—Provide recommendations based on data analysis to enhance curriculum development, instructional resources, and professional learning opportunities for educators."

Recommendation 5: Improve processes to support increased productivity of human and fiscal capital to meet the district vision, mission, and goals with increased efficiency and effectiveness.

Productivity can be defined as doing more with the same resources or doing the same with fewer resources. To determine the current productivity in Fort Bend ISD, auditors selected five areas of operation that require significant human and fiscal resources and time investment. Areas chosen were the selection, implementation, and evaluation of programs and interventions; professional development; employee performance reviews (see **Finding 5.1**)**;** the budget development process (see **Finding 5.2**); and facilities planning (see **Finding 5.3**).

Fort Bend ISD initiated a formal process to implement, monitor, and evaluate programs in fall of 2023. Only a small number of programs have been evaluated thus far. The process needs to expand to include the selection of new programs/initiatives. Productivity is limited by the lack of cost-benefit analysis available for all programs to inform decisions to continue, modify, or selectively abandon programs or initiatives, or to inform budgetary decisions. A comprehensive professional development plan is in place. During interviews and on surveys, employees reported that professional development could be more effective, needs follow-up and continuing support, and is primarily evaluated with participant surveys. Productivity is diminished when supervisors performing performance reviews of district teachers and principals seldom give feedback for improvement of professional practice (see **Finding 5.1**). Productivity is further diminished since the budget development process is not performance-driven, a comprehensive system is not in place to focus human and fiscal resources on priorities, and cost-benefit data are not available for all programs to inform funding decisions (see **Finding 5.2**). The productivity of facility utilization in Fort Bend ISD is diminished by the number of over-utilized and large number of under-utilized facilities. While most components of a long-range facility plan are in place, there is no long-range plan to address all facility issues (see **Finding 5.3**).

Auditors present the following recommendations regarding increased productivity. All actions should be completed in two to three years.

Program Selection, Implementation, and Evaluation System

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.5.1: Consider and approve revised or new board policies recommended by the superintendent that support the philosophy of productivity and require improved productivity of human and fiscal resources. Policy should require a plan and process to initially select, implement, and evaluate programs/initiatives.

G.5.2: Receive periodic reports and updates on improved productivity across the district.

G.5.3: Provide the financial resources and political support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.5.1: Develop and recommend to the board of trustees policy to provide direction for improved productivity by institutionalizing a selection, implementation, and evaluation system for all existing and new programs/initiatives. (See **Exhibit 5.1.1** for policy requirements.)

A.5.2: Modify administrative regulations (Program Evaluation Handbook) as needed to implement the adopted board policy. The following elements should be addressed (see **Exhibit 5.1.1**).

a. Program Selection and Preliminary Approval

1. Alignment to system vision, mission, and beliefs and/or a specific content area or program is specified.
2. Expectations for program alignment with the written and assessed curriculum are included.
3. A clear process for the selection and approval of new programs/interventions at any level of the school system is in place. The process requires:
    a. Identified needs of the program,
    b. Rationale for choosing this option over others,
    c. Evidence of alignment to district expectations, curriculum, and assessments, and
    d. Clear program description, including detailed information on inputs, outputs, and intended outcomes.

b. Program Implementation and Monitoring

1. Policy directs the development of plans for program implementation and monitoring.
2. A written plan or process specifying procedures for program delivery is in place.
3. The proficiencies of those implementing the program are clearly described, and a plan is in place to provide needed training, supports, and resources.
4. For any new program or intervention, the plan or process directs ongoing formative assessment of program implementation and progress (outcomes). All formative data should be analyzed and recorded in preparation for summative evaluation.
5. Procedures and expectations for monitoring are specified in the plan and assigned to those responsible.
6. A written expectation and process for collecting and evaluating data from monitoring and formative assessment is provided for making decisions on adjusting the program as needed.

c. Program Evaluation

1. A policy is in place requiring all programs/initiatives to be evaluated, and that plans be developed delineating the process, person(s) responsible, and guidelines for reporting data.
2. Detailed procedures for evaluating programs are clearly specified, including the steps in the process, procedures to be used, and human, fiscal, and material resources required.
3. Minimum proficiencies of persons responsible for conducting the evaluation are specified.
4. Multiple measures for obtaining quality data about program outcomes or results are expected. Instruments used should be valid and reliable measures yielding both quantitative and qualitative data from participants and implementers/monitors.
5. A comprehensive evaluation of all existing programs at least every three years and formative evaluations of all new programs on an annual basis and summatively after three years of implementation (or a reasonable timeframe with rationale) are directed.
6. Components of all program evaluation reports are specified. Components should include a clear description of the program, its context, purpose, and procedures, as well as findings and recommendations for continuation, expansion, modification, or termination.

7. Program evaluation design should be practical, ethical, and cost effective, and adequately address relevant contextual or political issues.

8. A data management system should be established that allows for the attribution of cost by program, permitting program evaluation to include cost-benefit analysis.

A.5.3: Provide training as needed to all affected staff members during the transition to a more comprehensive system of program selection, implementation, and evaluation. Provide differentiated follow-up and support over time as needed.

A.5.4: Communicate the necessary change to a more comprehensive formal program selection, implementation, and evaluation approach to district stakeholders for understanding the importance of (1) selecting only those initiatives that support the district's priority goals; (2) the criticality of implementation with fidelity to design for maximum outcomes; and (3) establishing controls for validity and reliability of results.

A.5.5: Update the job descriptions of appropriate district staff who will develop and implement the revised selection, implementation, and evaluation process, and incorporate accountability in respective performance reviews.

A.5.6: Prepare and present periodic reports to the board related to the increased productivity resulting from the program selection, implementation, revision, and evaluation process.

In the Purpose of the Audit statement, Fort Bend ISD requested a recommendation to support data-driven decision-making. That data would come from a more robust process to select, monitor, and evaluate programs/initiatives. The current program evaluation process in place needs to be expanded to include program selection and increase the number of programs/initiatives evaluated each year. The system should provide cost-benefit data to utilize in decisions to continue, modify, or abandon programs/initiatives, and to inform performance-driven budgeting decisions.

Employee Professional Learning

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.5.4: Consider and adopt revised board policy to communicate an expectation of comprehensive professional development, selected primarily based upon data analysis, with follow-up support and evaluation based upon changed behavior, and, ultimately, improved student performance.

G.5.5: Receive periodic reports and updates on improved productivity of employee professional development.

G.5.6: Provide the financial resources and political support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.5.7: Modify the Comprehensive Professional Learning Plan (administrative regulation) as needed to support board policy to address the CMAC® Characteristics for Professional Development Program and Planning presented in **Finding 5.1**, **Exhibit 5.1.4**. Provide details as determined necessary to clearly establish expectations and implement a high-quality professional development program. Also, consider:

a. When planning professional development, consider all audit recommendations. Develop a long-range plan to provide professional development needed for audit recommendation implementation, including differentiated follow-up and support.

b. Determine professional learning needs based on careful analysis of employee effectiveness, student achievement data, and employee input. Consider the needs of employees and students at Focus and Measure campuses. Implementing audit recommendations will improve the achievement of all district students, including the students attending Focus and Measure campuses.

c. Expect that supervisors will monitor and provide feedback to staff regarding implementation of new learning toward mastery. Identify key observable staff behaviors, create a rubric with a numbered sequence of progressive mastery for each key behavior change, and provide feedback and coaching based on the rubric. Aggregate rubric data at the district and campus levels to track overall progress of implementation over time. Train supervisors to carry out this monitoring function, including how to provide feedback for improvement.

d. Provide for accountability of employees for monitoring, if applicable, the effective implementation of the new learning through their annual performance reviews.

e. While modifying the professional development plan, consider the information in **Appendix R**, **Research Snapshot – Awareness and Accountability for Teachers**.

A.5.8: Share the new administrative regulation with the board and superintendent's leadership team, cascading discussion throughout all departments and campus personnel.

A.5.9: Revise the job description for the employee(s) in charge of professional development to include responsibilities related to the new administrative regulation, and revise job descriptions as needed to include the responsibility to implement provided professional development. Incorporate accountability in respective performance reviews.

A.5.10: To provide direction for a high-quality professional development program, develop a multiple-year professional development plan that supports the strategic plan (see **Recommendation 1**), supports implementation of curriculum audit recommendations, and includes goals, strategies, persons responsible, resources needed, and an evaluation plan. Update professional learning goals periodically to maintain alignment with changing priorities and conditions.

A.5.11: Prepare and present periodic reports to the board related to the increased productivity, resulting from the employee professional learning process.

Implementation of the actions in this recommendation will assist Fort Bend ISD leaders to implement the audit purpose to support data-driven decision making and use data to enhance professional learning opportunities for educators. Implementation will also help meet the Strategic Plan commitment to develop effective teachers, and to utilize human capital resources to maximize district outcomes and student achievement.

Employee Performance Review

Governance Function: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.5.7: Consider and adopt revised board policy to communicate an expectation of constructive feedback with recommended professional development/activities to promote increased productivity (improved performance) from all performance appraisals/reviews.

G.5.8: Receive periodic reports and updates on improved productivity of the employee performance review process.

G.5.9: Provide the financial resources and political support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.5.12: Identify strengths and areas in need of improvement for the performance review process to increase productivity of the time and human and financial resources allocated to performance review.

A.5.13: Assist the board in developing language for revisions to board policy as described in **G.5.7**.

A.5.14: Develop an administrative regulation to specify steps and details related to procedures and processes for the effective and efficient implementation and evaluation of the employee performance review process. Emphasize that all employees have a role in improving student learning and the role of supervisors in providing feedback for improvement to employees supervised.

A.5.15: Provide additional professional learning for supervisors in their role of conducting performance reviews for the purpose of providing feedback for improved performance. Provide differentiated follow-up and support as needed.

A.5.16: Communicate the changes in the employee performance review process to district stakeholders for understanding.

A.5.17: Revise job descriptions as needed to emphasize the role of conducting performance reviews with the primary purpose of providing feedback, leading to improved performance of those supervised, and incorporate accountability in respective performance reviews.

A.5.18: Prepare and present periodic reports to the board related to increased productivity resulting from the employee performance review process.

The action steps in this recommendation will assist Fort Bend ISD leaders in developing effective teachers as expressed in the Strategic Plan. The recommendations in this section should apply to all employees.

Performance-Driven Budgeting

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.5.10: Consider and adopt revised board policy requiring a performance-driven budgeting approach.

G.5.11: Require periodic reports and updates on improved productivity of the performance-driven budgeting process.

G.5.12: Provide the financial resources and political support required to implement the administrative functions of this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.5.19: Develop draft policy on performance-driven budgeting, and recommend to the board of trustees for consideration and adoption.

A.5.20: Modify formulas and procedures to provide equitable distribution of resources (see **Findings 3.5** and **5.2**). Current formulas and practices do not provide equitable human and fiscal resources to meet the needs of district students. It should be pointed out that more funding does not ensure improvement unless it is utilized appropriately. When developing district priorities for expenditures, consider the

information in **Appendix K: Research Snapshot – Targeted Approaches for Success** and **Appendix S: Research Snapshot – Investing in the Primary Grades.**

A.5.21: Develop an administrative regulation to provide detailed guidance for designing and establishing a performance-driven budgeting process (see **Finding 5.2.**, **Exhibit 5.2.11**) to include the following:

a. Revise the budget schedule. Planning should be completed prior to budgeting. Develop a timeline to address the change to a performance-driven budgeting process. It will take time to develop a system of comprehensive evaluation of all programs with cost-benefit data for each. However, Fort Bend ISD has employees whose role is program evaluation, as well as a Program Evaluation Plan. Steps need to be taken to update the plan and process as needed to provide more extensive evaluation of programs/initiatives, and, ultimately, cost-benefit data for Fort Bend ISD decision making related to programs and budget.

b. Identify various educational programs and group them into broad areas of need or purpose served. Examples of potential programs are elementary instruction, district governance (board and superintendent functions), high school management, guidance and counseling, transportation, staff development, etc. The cost of providing needed district resources, including personnel, should be identified and included in the cost of each program. Divide the organization into the most logical (but least number necessary) subgroups.

c. Assign the responsibility of preparing the budget packages for each of the identified programs to specific administrators, who become a program manager for that program. Direct them to prepare a concise and meaningful budget proposal for their respective areas. The district will prepare and provide budget preparation forms for uniformity. Each budget package represents a level of activity that stands alone, but that builds sequentially on the previous package. For example, a 95% budget package is developed first and serves as the foundational package for a specific program. The 100% package builds on the 95% package, and the 105% package builds on the 100% package.

d. Attach goal statements to each program area or budget request stating the program's linkage to establish goals and priorities, its purpose, the criteria for identifying success, and specifically how results will be evaluated and reported. Each budget package should be described to permit evaluation of the consequences of funding or non-funding in terms of performance results.

e. Build budget packages within each of the subgroups by the priority with which they deliver the objectives of the areas of need or purpose. Components could be packaged into units that provide programs and services at 95% of the previous year's budget (recovery level), 100% of the previous year's budget (current level), and 105% of the previous year's budget (enhancement level). Additional recovery levels may be included, as well as additional enhancement levels. At the 100% current level of funding, program managers should be asked if they would spend the funds differently. The business office will need to furnish each budget manager with their 100% funding level (including personnel costs) from the previous year's budget. The recovery and enhancement percentages will differ over time as the system becomes more sophisticated and data-driven. These program increments describe various levels of service. Each program manager must create at least three program alternatives that deliver an adequate and workable program at different levels of allocation. This number of alternatives may change in future years.

f. Compile goal statements and budget packages and give then to appropriate staff to gather data to best describe service levels, program outputs, and cost benefits. Past cost information and performance data for documentation and assessment of previous program results are essential to guide preliminary budget estimates.

g. Compare current results to desired expectations and service level requirements. To be successful a specific program may need to be established at an enhanced funding level (for example, 105%) of the previous year spending level. Some programs may be funded at less than the previous year level. Changes in funding may necessitate a reduction from some other program(s) to allow an increased allocation for a program judged to be of greater priority.

h. Compile budget packages, including costs, into a worksheet by the business office with instructions for evaluation and ranking.

i. Determine the members of a Budget Advisory Team, representing various district stakeholders, including teachers and principals, to hear budget presentations, and provide the first rank ordering of expenditures for development of the budget for the following school year.

j. Present budget program packages to the Budget Advisory Team by program managers for evaluation and ranking. Budget requests need to compete with each other for funding based upon data-driven evaluation of priority of need and relationship to achievement of program effectiveness. Publish compiled results in a tentative budget with program packages listed in order of ranked priority.

k. Submit budget committee recommendations to the superintendent for review and consideration for recommendations to the board of trustees for approval.

l. Use the required public budget hearing process to communicate the financial planning link to student needs, program priorities, and the results sought through program activities.

m. Submit budget for review by the board of trustees who will look at recommendations, evaluate priorities, establish final programs and services to be funded and at what levels and adopt the budget.

n. Set the budget in place as approved by the board of trustees.

A.5.22: Provide training as needed to all staff members who will develop and implement the performance-driven budget process. Provide differentiated follow-up and support over time.

A.5.23: Communicate the change to a performance-driven budgeting approach to district stakeholders for understanding.

A.5.24: Update the job descriptions of appropriate district staff who will develop and implement the performance-driven budgeting process, and incorporate accountability in respective performance reviews.

A.5.25: Prepare and present periodic reports to the board related to the increased productivity resulting from the performance-driven budgeting process.

Implementation of the proposed actions in this recommendation related to performance-driven budgeting will enable Fort Bend ISD to meet Strategic Plan Priority 3 to exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan. Implementation will enable the district to meet the audit purpose statement to provide

recommendations based on data analysis to enhance curriculum development, instructional resources, and professional learning opportunities for all educators. Implementation will facilitate meeting the District Improvement Plan Goal 3, Objective 3 to utilize program evaluation and audit data to build budget recommendations. Implementation of performance-driven budgeting will also facilitate meeting the board policy requirements that the board approve a budget that aligns with and maximizes resources to fulfill the district's vision and goals, and that the board ensure the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

When performance-driven budgeting is implemented, district stakeholders will have a better understanding of what is funded and why. Some funding may need to be reallocated from lower to higher priority budgetary items.

For more information about performance-based budgeting, see Poston, W. (2011) *School Budgeting in Hard Times: Confronting Cutbacks and Critics*. Corwin Press.

Facility Planning

Facility planning is utilized in the Fort Bend Independent School District (see **Finding 5.3**). It will be important that planning efforts continue, and plans are periodically updated as there are many current facilities needs.

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees.

G.5.13: Consider and adopt policy related to the updating of a comprehensive long-term facilities and capital asset plan. Current *Board Policy CS(LEGAL): Facility Standards* provides guidance for facilities planning (see **Finding 5.3**, **Exhibit 5.3.1**).

G.5.14: Review long-range facility plans to see if there is clear linkage between facility needs and planned actions with educational program priorities and student needs reflected in school and district improvement plans.

G.5.15: Receive periodic reports and updates on improved productivity of facility planning.

G.5.16: Commit adequate financial resources and political support to implement developed facility plans.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.5.26: Work with the board of trustees to revise the policy framework as needed to provide direction for a comprehensive long-term facility planning process.

A.5.27: Ensure that all components of a comprehensive long-range facilities plan found in **Finding 5.3**, **Exhibit 5.3.1** are in place. Ensure that facility planning is long-range. Plan for longer periods of time as is feasible and practical. Fort Bend ISD was dealing with rapid growth in the past. That is no longer the case.

A.5.28: Direct all administrators with responsibilities in the long-range facility planning process to respond to the direction in **G.5.14** above. Components of the facility plan should include the following:

a. Review current philosophical statements that reflect community aspirations and the educational mission and strategic goals in relation to the short-and long-term facilities goals. Adopt one comprehensive statement related to the facility philosophy.

b. Continue utilizing demographic studies and population growth projections as often as needed.

c. Periodically consider organizational patterns of the district, and identify possible organizational changes necessary to support the educational program and changing facility demands. Procedures for adjusting school boundaries and reconsidering school grade ranges and programs in response to changing enrollment patterns should be in place. Include in the consideration the ethnic makeup of current campuses from an equity standpoint, and the cost of operating campuses of various student enrollments (economy of scale). Consider factors leading to economic isolation of students (see **Appendix L: Research Snapshot – Ending Economic Isolation in Schools**).

d. Periodically update detailed evaluations of each existing district facility, including those facilities providing maintenance, transportation, food service, and technology support to the school; assessment should cover structural integrity, mechanical systems condition and efficiency, technology capacity, energy efficiency, adequacy with regard to special needs populations and emerging instructional practices, space utilization, and conditions related to environmental health, safety, and security. Ensure that facilities are of sufficient size to meet the needs of students.

e. Determine the ideal or desired student enrollment size for Fort Bend ISD high schools, middle schools, and elementary schools. Utilize economy of scale as one of the factors to be considered (see **Finding 5.3**).

f. Ensure that a system is in place to prioritize needs for renovation of existing facilities and the provision of additional facilities. Consider at what point a facility should be renovated or replaced using a type of facility condition index (FCI). An FCI serves as an objective benchmark following a facility condition assessment. The cost of repair/renovation is compared to the cost of facility replacement.

g. Update and revise all renovation and long-term maintenance schedules for each facility, including building age, dates for previous renovation or major maintenance projects, estimated costs for maintenance projects for budget purposes, number of students currently served, and total student capacity in terms of classroom space and infrastructure support, using the facilities review process.

h. Conduct cost analysis of potential capital projects to meet the educational program needs of the district, including identification of revenues associated with capital construction.

i. As needed, revise procedures to maximize the involvement of district stakeholders in the development and ongoing evaluation of the facilities plan.

A.5.29: Assign the following responsibilities to the appropriate administrative staff:

a. Review, enforce, and revise educational specifications documents.

b. Coordinate all district planning efforts to assure that long-range facilities plan goals, objectives, and strategies cascade into site-level plans, and that the latest enrollment projections/school attendance patterns are also reflected in these plans.

c. Periodically update a critical needs capital replacement schedule for all facilities to address major infrastructure components, such as HVAC, plumbing, roofing and electrical systems, and security components.

d. Collect facilities and technology needs data, including current capacity, safety, code compliance, and cost-effectiveness regarding repair/replacement to be used in support of future capital bond projects for facilities renovation and technology.

e. Coordinate with campus leaders and local communities to implement an improved safety and security plan for schools, especially those employing portable or detached classrooms with multiple entry points.

f. Assess and determine appropriate and consistent standards for custodial and maintenance services, taking into consideration the age and condition of each facility, usage patterns, number of students and staff served by the facility, and facility square feet.

g. Revise and communicate a consistently applied priority system for all maintenance work order requests based on highest priority for life and safety and protection of investment factors.

Revising the comprehensive long-range plan that includes facilities planning will provide common direction for Fort Bend ISD leaders and other employees as they make decisions designed to improve the school district and meet future challenges related to facilities and student enrollment.

Implementation of the action steps in **Recommendation 5** will enable Fort Bend ISD leaders to increase productivity of human and fiscal resources toward addressing the district's core business of teaching and learning at a higher level of efficiency and effectiveness.



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Appendices



A TASA-CMSi Curriculum Audit™ of the Fort Bend Independent School District

February 2026

Dr. Marc Smith, Superintendent

Fort Bend Independent School District
16431 Lexington Blvd.
Sugar Land, Texas 77439

TASA INSPIRING LEADERS

CMSi

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Appendices

Appendix A: Auditors' Biographical Data



R. Cole Pugh, EdD – Lead Auditor

Cole Pugh is retired after serving 47 years as an educator, including 34 years as a superintendent in Texas and Georgia. He also served as a teacher, principal, and adjunct professor. He was a superintendent in two districts where curriculum management audits were conducted, and four districts where he provided curriculum management audit training to school personnel. He received his BA and MS degrees from Stephen F. Austin State University, and his EdD from the University of Houston where he received the Oberholtzer Award as the Outstanding Graduate Student in Educational Administration.

Dr. Pugh is a Lead Auditor for Curriculum Management Solutions, inc. (CMSi), having led audits in California, Texas, and North Carolina, and being on audit teams in Illinois, Kansas, Maryland, Ohio, Oregon, and Texas. He completed his initial audit training in San Antonio in January 1996.



David Surdovel, MEd – Co-Lead Auditor

David Surdovel is an experienced educator with a diverse background in elementary, secondary, and collegiate settings across Texas and New York. Currently the Director of Mathematics and Curriculum Management for Tomball ISD, he previously worked with the New York City Department of Education, The City College of New York, Austin Community College, and Manor ISD. Mr. Surdovel has served in multiple leadership roles, including Vice President of the Texas Association of Supervisors of Mathematics (TASM) and President of the Austin Area Council of Teachers of Mathematics. He has been recognized for his contributions to public education with several awards, such as the Phi Delta Kappa/Pace University Leo Weitz Master Teacher Award (2007), the Manor Independent School District Shining Star Professional Employee of the Year Award (2010), Samsung Solve for Tomorrow State Finalist Award (2014), and the TASM Tommy Glover Eads Excellence in Mathematics Leadership Award (2022). He holds a BA from Marist College (2003) and an MS and MEd from Pace University (2006, 2007), and is currently pursuing a doctorate at Rockhurst University, expected to graduate in 2026. Under his leadership, Tomball ISD teachers have received multiple accolades with eight recognitions as Houston Astros & Conoco Phillips Math Teachers of the Month, including two grand prize winners, and three state finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. He completed his Curriculum Management Audit training through Curriculum Management Systems, inc. in Austin, Texas, in 2015 and has served on audits in Connecticut, Iowa, Maryland, Ohio, Pennsylvania, South Carolina, Texas, Virginia, and Washington.



Linda Atkinson, PhD

Linda Atkinson is an educator and consultant with extensive experience in various educational roles. Before retiring, she served for 22 years as an associate director for the K20 Center for Educational and Community Renewal at the University of Oklahoma. She directed projects that provided professional development for K-12 school leaders and teachers, focusing on creating technology-enriched learning communities and STEM-focused projects. She began her career as a secondary science teacher, assistant principal at the elementary and middle school levels, and the district's science director for 20 years. Dr. Atkinson received her BS in Natural Sciences from Northwestern Oklahoma State University, her MS in Chemical Education, and her PhD in Educational Leadership and Curriculum Supervision from the University of Oklahoma. She completed her audit training in Austin, Texas, in 1998, and has participated in audits in Ohio, Idaho, Mississippi, Texas, Alabama, and Virginia.



Nori Banda, MEd

Nori Banda is an Independent School Consultant and a retired educator after 35 years in public schools. Before retiring, Ms. Banda's educational experience was varied. She served as a teacher for fourth grade, Special Education Resource & Content Mastery classrooms, Educational Diagnostician, Special Education Director, Elementary Principal, Assistant Middle School Principal, Director of Personnel & Transportation, all for schools in Texas. After retirement, she worked as a High School/Middle School Principal for three years in Oklahoma. She graduated from Southwestern Oklahoma State University (SWOSU) in Weatherford, OK, with a BS in Elementary & Special Education. She later returned to earn her MEd in Special Education, followed by certifications in Psychometry & Administration. She completed her audit training in 2016 and began work as an auditor in Phoenix, AZ, that same year.



Victoria Butler, PhD

Victoria Butler is an independent consultant and a retired district and school administrator. During her 26-year career in public education, she served as a high school English teacher, Secondary Curriculum Director, Federal Programs Director, Professional Learning Director, and middle school principal. She has been an adjunct instructor for the University of Alabama at Birmingham, where she has taught Data-Driven Decision Making, Cultural Awareness and Diversity, and School Finance. Dr. Butler has extensive experience in strategic planning and in leading schools and districts through the change process. She earned her BS in English from Athens State University, her Master's in Education Leadership, Education Specialist in Education Leadership, and PhD in Education Leadership from the University of Alabama at Birmingham. She completed her audit training in 2019. She has been a member of audit teams in Ohio, Arkansas, Alabama, and Colorado.



Kelly Cross, EdD

Kelly Cross is Professor Emeritus at Boise State University where she served as Associate Professor in the College of Education; Coordinator for the Educational Leadership Program; Associate Director of the Center for School Improvement and Policy Studies; and Manager of the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. Before her career with Boise State University, Dr. Cross worked for 18 years with the Independent School District of Boise as a teacher and principal. She currently assists the Idaho Department of Education as a Dispute Resolution Facilitator and the State Board of Education as an evaluator for the Idaho Educator Effectiveness Program.

Dr. Cross earned her doctorate in Curriculum and Instruction from Boise State University, her specialist degree in Educational Leadership from the University of Idaho, and her bachelor's degree from the University of California, Santa Cruz. She completed her curriculum training in 2002 and has participated in over 20 audits in 15 states.



Mandy Estes, MEd

Mandy Estes has 31 years of educational experience, including 18 years of district and campus leadership in Texas public schools. She most recently served as the Chief of Teaching & Learning for the Round Rock Independent School District, a large suburban school district adjacent to Austin, Texas. During her tenure as a district leader, Mrs. Estes coordinated district improvement efforts, directed a variety of instructional programs, and supervised district and campus leaders. She also studied and toured public education systems in the United States, Singapore, and Canada, and coached educational leaders in other districts and settings. Before moving into district administration, Mrs. Estes served as the principal of a Title 1 elementary school. Under her leadership, the campus successfully completed the authorization process to become an International Baccalaureate World School, instituted a two-way dual language program, and was designated as an exemplary school by the Texas Education Agency. She has teaching experience in suburban and rural schools at the elementary and secondary levels. She earned an MEd in Educational Administration from Texas State University and a Bachelor of Business Administration degree from Stephen F. Austin State University in Texas. Mrs. Estes completed her auditor training in 2016 and has participated in nine audits in Texas, Arizona, and Alabama.



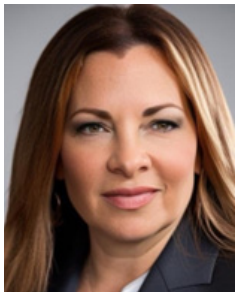
Janice Garland, EdD

Janice Garland's educational experience spans over 40 years in various roles across school, district, region, and state levels within diverse settings, including urban, suburban, rural, and isolated rural areas in Virginia, Alaska, and U.S. territories. Her district-level experience includes executive director of school improvement and innovation, principal coach, director of instruction, federal programs and assessment, education specialist, grants manager, general supervisor, adjunct professor, and teacher. At the state level, she served as the Coordinator of Federal Pandemic Relief Programs and Lead Coordinator of Priority Schools. Dr. Garland has led state accreditation teams for K-12 schools in Virginia and conducted external reviews for early learning centers. She has authored and co-authored publications on principal leadership, systems thinking, and equity; she has presented internationally, nationally, and throughout Virginia on school improvement and aligning the written, taught, and assessed curriculum. She holds a doctorate in educational leadership, management, and policy from Seton Hall University. She has served as an auditor in Texas and completed her curriculum audit training in 2020.



Robbin Gesch, MEd

Robbin Gesch is an independent consultant and retired school administrator. She served 36 years in education as a teacher, counselor, and school administrator. During her tenure in Round Rock ISD, she served as the Chief of Teaching and Learning, Assistant Superintendent for Instructional Support Services, Director of Curriculum, Director of Student Support Services and College and Career Readiness, and Lead Elementary Language Arts Specialist. Before working in Round Rock ISD, she served as the Executive Director of Curriculum, Assessment, and Federal Programs and Director of Guidance and Counseling for San Angelo ISD. She has teaching experience at the elementary and secondary levels. She holds a bachelor's degree in Elementary Education from Texas Tech University and a Master's in Education from Angelo State University. Ms. Gesch has served as an auditor in Arkansas, Mississippi, Idaho, Georgia, Arizona, Alabama, South Carolina, Colorado, and Texas.



Emily Jackson, MEd

Emily Jackson is a current instructional support specialist for Mansfield ISD located in the Dallas-Fort Worth area. She has taught at both the elementary and secondary level, specializing in Fine Arts and programs for students who have never passed a state exam. Ms. Jackson has earned many awards during her 10+ years in education, including large grants, teacher of the year, and more. She holds a bachelor's degree in Education and a master's degree in Educational Leadership from Texas Tech University.



Shelley Jallow, EdD

Shelley Jallow brings decades of expertise in school district turnaround and educational leadership. She currently holds her second appointment as the Academic and Financial State Monitor for a school district in New York State. In this capacity, Dr. Jallow provides strategic oversight, technical assistance, and guidance on educational and fiscal policies, practices, and programs, working closely with the district's administration and Board of Education to drive sustainable improvement.

Dr. Jallow's professional experience spans a wide range of roles, including mathematics teacher, mathematics director, director of curriculum and instruction, chief academic officer, founding principal, assistant superintendent, deputy superintendent, and associate professor. She has served both traditional and charter school organizations across the New York tri-state area and beyond, including districts in New York City, Hartford (CT), New Orleans (LA), Prince George's County (MD), Trenton (NJ), Mount Vernon (NY), Rochester (NY), and East Ramapo (NY). In addition, she has worked as an education consultant, advising school systems and educational organizations in Philadelphia, Delaware, New Jersey, and Washington, D.C.

Dr. Jallow completed her CMSi training in 2022. She earned her bachelor's degree in marketing from Howard University, a master's degree in secondary mathematics education from the City University of New York, and a doctorate in executive leadership from St. John Fisher College in Rochester, New York.



Debra J. Kennedy, MEA

A transformative leader with over four decades of educational excellence, Debra Kennedy serves as Superintendent of the online Quaker Preparatory Academy. As a consultant for the Ohio Department of Education, she delivers expert training to educators and administrators statewide in comprehensive evaluation methodologies. Mrs. Kennedy has presented at numerous high-profile venues, including the National Convention for NWEA, state conferences for OAESA, and Principal Academies across the region. Co-author of the curriculum book, *Student-Led Learning: It's More Than the Teaching; It's About the Learning*, Mrs. Kennedy continues to shape educational philosophy nationwide. She holds a Master's in Educational Administration and is currently completing her PhD in Curriculum. She has taught at every level from Kindergarten through college and worked with teachers of all levels throughout her career as a teacher, principal, assistant superintendent, federal program coordinator, and superintendent.

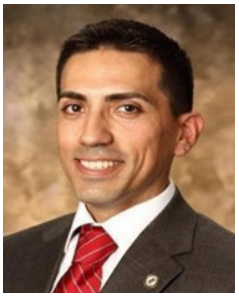


Andrea D. Lewis, MD, ME

Andrea Lewis entered the field of education as a second career. She left the field of medicine to pursue her passion of educating students in impoverished areas; and now has over 40 years of experience as an educator. Before retiring, Dr. Lewis served as a Network Leader, responsible for over 40 schools in New York City, served as an Executive Principal, High School Principal, Assistant Principal, and Science Coordinator. Dr. Lewis's dedication to both students and staff has resulted in several accolades, including the prestigious Cahn Fellow award.

After retiring from the New York City Department of Education, Dr. Lewis continued her passion for education as Executive Regional Director for the New Jersey Department of Education, serving in that role for several years before retiring. She currently coaches and mentors Administrators and Teachers, and provides professional development in various areas.

Dr. Lewis earned a BS from Dartmouth College, MD from Northeastern, MS, MA, and ME from Barnard College and the City University of NY. She also holds Certificates in Leadership from Harvard University. Dr. Lewis completed her auditor training in 2024.



Anthony Luévanos, PhD

J. Anthony Luévanos is an expert in educational leadership, instructional improvement, and strategic organizational development. With a PhD in Education Administration from Texas A&M University and a PhD in Curriculum & Teaching from Baylor University, he specializes in school system transformation, central office leadership, and instructional excellence. Dr. Luévanos has led high-impact initiatives in public education, securing over $1.7 million in research funding and partnering with school districts to enhance curriculum design, assessment strategies, and leadership capacity. As an educational consultant, professor, and executive coach, he empowers leaders to drive meaningful school improvement and student success. His work reflects a commitment to evidence-based practices that elevate educational outcomes and district performance. He completed his auditor training in 2018 and has participated in audits in Illinois and Texas.



Doris McEwen, PhD

Doris McEwen is a retired educator and currently serves as President/CEO of M.E.C.C.A. (McEwen Education Consulting and Curriculum Auditing). She has held leadership positions as Dean of College Readiness (Medgar Evers College – CUNY), where she helped developed the Brooklyn P-16 Pipeline to ensure students' readiness for college studies; Deputy for Curriculum and Instruction at the Oregon Education Investment Board (OEIB) where she worked to restructure P-12 education in the state of Oregon and was the author and facilitator of the state's Equity Lens; Distinguished P-12 Educator at the University of Washington (UW – Seattle) where she was instrumental in developing the Educational Leadership Program at Zayed University in Dubai and Abu Dhabi (United Arab Emirates) where she also taught during UW intersessions; vice-president for Pearson Education, superintendent

of Clover Park School District (Lakewood, WA), and assistant superintendent in the Edmonds School District (WA). She has also held positions as associate professor; high school principal; high school, junior high, and middle school assistant principal; director of research, evaluation, and testing; alternative high school principal; and high school English teacher. Dr. McEwen completed her undergraduate degree at Northern Michigan University and her master's and doctorate degrees at Michigan State University. She holds a post-doctorate in Educational Policy from George Washington University (Washington, D.C.). Dr. McEwen serves as a leadership thought partner for principals and superintendents throughout the country and overseas. She received her audit training in 1995 in Atlanta, Georgia, and has participated in numerous audits throughout the country.



Denise McGloughlin, EdD

A public educator for over 30 years, Denise McGloughlin retired from the position of Chief Academic Officer in 2021. Her previous roles included Director of Curriculum and Instruction, County Education Service Agency Field Specialist, Principal, Assistant Principal, Instructional Coach, and Teacher. Dr. McGloughlin served as an Optimization Guru for Become More Group, supporting leaders to optimize both talent and processes. She prepared master's level students for the principalship as a Northern Arizona University Adjunct Professor. Dr. McGloughlin serves as a principal mentor and as a transition facilitator, supporting new incoming principals. She received her Doctorate in Organizational Leadership with an emphasis in K-12 Instructional Leadership from Grand Canyon University; her Master's in Educational Administration from Arizona State University; and her Bachelor's in Elementary Education from the University of Houston. Dr. McGloughlin completed her Curriculum Management Audit Training in Phoenix, Arizona, in 2018 and served on audit teams in Texas, Illinois, Arkansas, North Carolina, Washington, Arizona, and South Carolina.



Brenda Mesa, EdD

Brenda Mesa has 33 years of experience in public school education and currently serves as the Assistant Director of Curriculum for Birdville ISD. She has extensive experience aligning curricula, selecting instructional resources, and evaluating the effectiveness of educational programs. Her expertise encompasses all levels of K-12 education, with a particular focus on secondary mathematics. Before her current position, Dr. Mesa held roles as a Secondary Mathematics Coordinator, instructional specialist, and teacher in various school districts in North and Central Texas. She has also served as an adjunct instructor at Southern Methodist University and Dallas Baptist University.

Dr. Mesa earned an EdD in Educational Leadership from Tarleton State University, an MSEd in Curriculum and Instruction with a mathematics education cognate from Baylor University, and a BMEd in Music Education from Texas Wesleyan University. She completed her auditor training in 2021 and has participated in an audit in Pennsylvania.



Jeffrey Miller, EdD

Jeffrey Miller is the Dean of Student and Faculty Empowerment for the School of Education at Dallas College, where he leads cross-functional teams to enhance student success and academic support for undergraduate education students and faculty in the Bachelor of Applied Science in Early Childhood Education and Teaching program. With over 25 years of experience in both K-12 and higher education, Dr. Miller has held a wide range of leadership roles dedicated to improving student learning outcomes and academic pathways. Before joining the School of Education, he served as Executive Dean of K-12 Educational Partnerships at Cedar Valley College, overseeing dual credit initiatives, including Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), and Career and Technical Education (CTE) Dual Credit. Prior to transitioning to higher education, Dr. Miller spent years serving in large North Texas K-12 public school systems. His roles included secondary Mathematics and AP Physics teacher, Mathematics Instructional Coach, administrator, PK-12 Mathematics Curriculum Supervisor, Executive Director of College Readiness, Senior Director of Student Services, and Executive Director of Curriculum and Instruction. Dr. Miller holds a Bachelor of Science in Physics and a Doctor of Education in Curriculum and Instruction from Texas A&M University. He also earned a Master of Arts in Teaching in Science Education from the University of Texas at Dallas. In 2019, he completed Curriculum Management Audit training in Austin, Texas, and has participated in audits in Texas, Georgia, and Alabama.



Tanya Monroe, EdD

Tanya Monroe is an independent consultant and a retired school administrator. She has served 38 years in public education as a teacher and school administrator. Before retiring, she served for 16 years as a Superintendent of Schools in three Texas school districts. Prior experience includes Director of Curriculum and Instruction, Elementary Principal, Elementary Assistant Principal, as well as classroom teaching experience. She graduated from Texas Tech University with a BS in Elementary Education, an MEd in Educational Leadership, and an EdD in Educational Leadership. Dr. Monroe completed her audit training in Iowa in 2016 and has served as an auditor in Arizona.



Laurie Pace, MS

Laurie Pace is the Director of Academics for Texarkana ISD in Texarkana, Texas. She has 26 years of experience serving public education in Texas and Arkansas, including teaching grades K-7, serving as PreK mentor through Texas School Ready for the 38 districts within Region 8, Coordinator of Elementary Reading Language Arts for Region 8, and Assistant Principal of Instruction at Texas High School in Texarkana ISD. In her current role, Director of Academics, Ms. Pace leads distractive initiatives along with supervising the development of curriculum enhancement documents for all core content areas. She received her Bachelor of Science in Elementary Education, Master of Science in Curriculum and Instruction from Texas A&M - Texarkana, and holds certifications as a PK-8 classroom teacher, K-12 Reading Specialist, and PK-12 Principal. Ms. Pace has served as an auditor in Texas, Arkansas, Arizona, Connecticut, Missouri, and Tennessee.



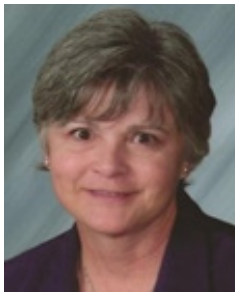
Jo Ann Pastor, EdD

Jo Ann Pastor is an independent educational consultant with experience in the school improvement planning process, curriculum development, and the use of data to improve achievement as well as school/community relations. She has taught at the junior high, high school, and adult levels. She has extensive experience assisting Title I High Priority Schools in making systemic changes to improve student outcomes. Dr. Pastor was also a part-time faculty member in the Walden University graduate program for Curriculum, Instruction, and Assessment. She has been an administrator in rural, urban, and suburban school districts. Her administrative positions included Associate Superintendent for Education and Learning in a large regional education service agency in Michigan, Director of Instruction, and Director of Adult and Community Education. She earned her BA from the University of Detroit, her MA from Oakland University, and her EdD from Western Michigan University. Dr. Pastor completed her audit training in 1999 in Harrisville, Pennsylvania, and Bloomington, Indiana. She has conducted audits in Alaska, Arkansas, Georgia, Idaho, Illinois, Indiana, Kentucky, Michigan, Mississippi, Missouri, Ohio, Pennsylvania, South Carolina, Texas, Virginia, and Washington.



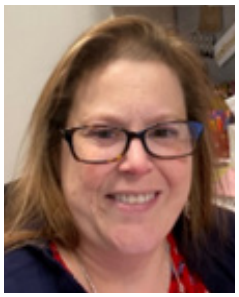
Deitra Spence, EdD

Deitra Spence is an educational consultant with over 35 years of experience in public school education. Before retiring, Dr. Spence was the Assistant Superintendent of Elementary Schools in Trenton, NJ, served as a middle school administrator in two suburban Philadelphia school districts, and spent 10 years in the School District of Philadelphia as a reading specialist, high school vice-principal, and elementary principal. She currently acts as a coach for teachers and administrators, mentors aspiring school leaders, and teaches educational leadership courses at Temple University. Dr. Spence earned a BS in Secondary Education from the Pennsylvania State University and an MEd in Curriculum Development and an EdD in Educational Leadership, both from Temple University. She completed her auditor training in 2011 and has participated in over 20 audits in Maryland, Pennsylvania, Texas, Georgia, Illinois, Virginia, Missouri, Alabama, Massachusetts, South Carolina, and Connecticut.



Jeani Stoddard, MA

Jeani Stoddard is a Texas educator with 40 years of experience in grades K-12 and adult education. She has served in a variety of general education and special education classroom settings, and as curriculum director, assistant principal, reading coach, reading/mathematics interventionist, dyslexia interventionist, and district special population coordinator. Ms. Stoddard holds a BA in Political Science and an MA in Secondary Education from Austin College, and an MA in Exercise Physiology from Texas Woman's University. In addition, she earned Educational Mid-Management Administrator certification through the University of Texas at Arlington and Educational Diagnostician certification through Sul Ross State University. She completed her curriculum audit training in Tucson in 2009 and has participated in audits and program reviews in Mississippi, Kentucky, Texas, Georgia, Arizona, Ohio, Alabama, and Illinois.



Ann-Marie Trammell, EdD

Ann-Marie Trammell has 30 years of service in public education. She currently serves as an independent educational consultant, as well as working with a company to improve Artificial Intelligence Large Language Models. She has extensive experience in all levels of K-12 English Language Arts and Reading, especially working to align curricula, choose resources, provide instructional focus, and improve the overall educational program. Dr. Trammell also serves as an adjunct professor for both Dallas Baptist University and Fontbonne University, teaching courses in children's literature, adolescent reading, educational leadership, and research. Dr. Trammell holds an EdD in Educational Leadership, a MEd in Curriculum and Instruction, and a BA degree in Elementary Education with an emphasis in Reading. She completed her audit training in 2021 and has participated in an audit in South Carolina.



Jeffrey Tuneberg, PhD

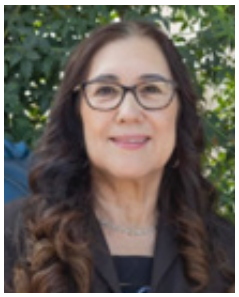
Jeffrey Tuneberg has over 30 years of experience in education, including 25 years as Director of Curriculum with the Mercer County Educational Service Center, Celina, Ohio. His teaching background includes experience in urban (Cleveland, OH) and suburban settings, as well as overseas (Guam). He was selected as a Fulbright Memorial Fund Teacher Program representative to Japan in 1997. Dr. Tuneberg has been an adjunct professor at Wright State University Lake Campus, Celina, Ohio, and Ashland University, Ohio, and a credentialed faculty member with Battelle for Kids, Columbus, Ohio. He has served as a consultant to school districts on issues of teacher licensure, school improvement, and value-added student growth measures. Dr. Tuneberg received his BS in Education, MEd, and PhD from Bowling Green State University, Ohio. He received his Curriculum Management Audit training in Lima, Ohio, in 1999 and has served as a Lead Auditor or auditor on over 35 audits in 16 states.



Susan N. Van Hoozer, MEd

Sue Van Hoozer has been an educator for over 40 years. She was a teacher at the elementary level and taught developmental and remedial reading in middle school and high school in several districts in Texas. Mrs. Van Hoozer was an elementary principal, high school assistant principal, and high school principal in San Angelo, Texas. She worked in human resources and served as Executive Director of Schools, supervising principals, for the San Angelo Independent School District. Mrs. Van Hoozer worked as an Administrative Services Specialist for Education Service Center, Region 15 in San Angelo, Texas, where she provided technical assistance and professional development for principals, superintendents, and school trustees. She also taught in the Education department at Angelo State University in San Angelo, Texas.

Mrs. Van Hoozer received her BS and MEd degrees from Angelo State University. She completed audit training in Tucson, Arizona, in 2004, and has served as an auditor in districts in over 20 states.



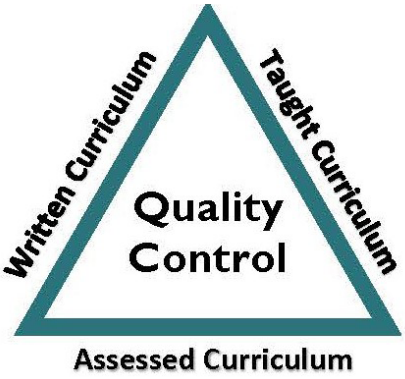
Olivia Zepeda, MEd

Olivia Elizondo Zepeda graduated from Northern Arizona University with a BA in Elementary Education. She began her teaching career upon graduation from NAU and later earned a master's degree in Bilingual and Multicultural Education. Mrs. Zepeda served as Associate Superintendent for the Gadsden Elementary School District from 2000 to 2017. She had previously served the district as director of curriculum and staff development, director of federal projects, principal, and teacher at the elementary and middle school. She is currently retired and serves on the Arizona Western College Board of Trustees. Mrs. Zepeda has taught graduate and undergraduate classes at the University level and is fully bilingual in English and Spanish. She has a passion for service and enjoys serving in agencies that provide assistance to children and adults for educational purposes. She completed her audit training in Austin, Texas, in June 2017 and has served on audits in Arizona, Georgia, Pennsylvania, Connecticut, Texas, Ohio, Missouri, Arkansas, and Illinois.

Appendix B: Audit Methodology

The Model for the Curriculum Audit™

The model for the Curriculum Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (Frase, English, Poston, 1995).



A Schematic View of Curricular Quality Control

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (a) a work standard, goal/objective, or operational mission; (b) work directed toward attaining the mission, standard, goal/objective; and (c) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a "learning curve," i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more "productive" at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (a) a written curriculum in some clear and translatable form for application by teachers in classrooms or related instructional settings; (b) a taught curriculum, which is shaped by and interactive with the written one; and (c) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of trustees.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by similar principles. These are:

Expertise TASA-CMSi-certified auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Fort Bend ISD Curriculum Audit Team selected by Curriculum Management Audit Center included auditors who have been school superintendents, assistant superintendents, executive directors, coordinators, principals, assistant principals, elementary and secondary classroom teachers, and worked in various university positions in Alabama, Alaska, Aransas, Arizona, Connecticut, Idaho, Illinois, Louisiana, Maryland, Michigan, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, Texas, Virginia, and Washington, as well as Guam and Palau.

Independence None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Fort Bend Independent School District Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Fort Bend Independent School District, nor with any of the past or current members of the Fort Bend Independent School District Board of Trustees.

Objectivity Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, site visits, and online surveys. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative, such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditors and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only an additional source of triangulation, but is considered a summative triangulation of the entire audit report.

Consistency All TASA-CMSi-certified curriculum auditors have used the same standards and methodology since the initial audit conducted by Dr. Fenwick English in 1979. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

Materiality TASA-CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

Confidentiality Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in all audit interviews.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

"Some school principals said that…"

"Many teachers expressed concern that…"

"There was widespread comment about…"

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. "Many teachers said that…" represents only those interviewed by the auditors, or who may have responded to a survey, and not "many" of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some…or a few…	Less than a majority of the group interviewed and less than 30%
Many…	Less than a majority, more than 30% of a group or class of people interviewed
A majority…	More than 50%, less than 75%
Most…or widespread	75-89% of a group or class of persons interviewed
Nearly all…	90-99% of those interviewed in a specific class or group of persons
All or everyone…	100% of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits, an attempt is made to interview every member of the board of trustees and all top administrative officers, all principals, and the executive board of the teachers' association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district's operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Fort Bend Independent School District	
Superintendent	School Board Members
Central Office Administrators	Principals
Other Campus Administrators	K-12 Teachers
Central Office Staff)	Parents (voluntary, self-referred)

Approximately 175 individuals were interviewed during the site visit phase of the audit.

Data Sources of the Curriculum Audit™

A Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Fort Bend Independent School District Curriculum Audit™ included the following:

Documents

These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, and any other source of information and data that reveal elements of the written, taught, and tested curricula and the linkages among these elements. **Appendix C** lists all documents reviewed over the course of the audit.

Interviews

The auditors conducted interviews with stakeholders throughout the district to shed light on district initiatives and documents and on the district context, as a whole. Interviews were conducted with staff, administrators, board members, and parents. A total of 175 stakeholders were interviewed as part of the audit process.

Site Visits

Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may result from a lack of alignment between district expectations and site-level implementation of those expectations.

Online Surveys

Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) are offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.

Appendix C: Documents Reviewed by the Fort Bend Independent School District Audit Team

Document	Date
Strategic Framework Goals One-Pager	2025
Fort Bend ISD Profile of a Graduate	Not dated
District Tables of Organization	Not dated
Fort Bend ISD Board Policy Manual Online	Policy dates vary
Fort Bend ISD Strategic Plan – Online	2-20-25
Fort Bent ISD Texas Academic Performance Report – Texas Education Agency	2019-20 through 2023-24
Fort Bend ISD District Improvement Plan	2024-25
Fort Bend ISD District Improvement Plan	2023-24
Accountability Manual – Texas Education Agency	2024
Administrative Regulations	Various Dates
Comprehensive Biennial Report on Texas Public Schools	2024
Fort Bend Elementary School Master Schedule Handbook	2024
Fort Bend Middle School Master Schedule Handbook	2024
Fort Bend High School Master Schedule Handbook	2024
Fort Bend ISD Data – Emergent Bilingual Breakdown – Provided by District	Not dated
Extracurricular-Curricular report for EB – Provided by District	2023-24 2024-25
Advanced Courses Report for EB – Provided by District	2023-24 2024-25
Bilingual and ESL Programs – Annual Internal Review	2023-24
Job Descriptions – Provided by District	Dates vary
Fort Bend ISD District Plan SEL & EB	2024-25
TEA – ELPS Resource Supplement	Uploaded 3-15-25
TEA – ELL Instructional Accommodations	2013
Fort Bend ISD Campus Improvement Plans	2024-25
Fort Bend ISD ESOL I & II – Sheltered Instruction Model	Provided by District
Instructional Materials Handbook	Provided by District
Fort Bend ISD Staffing Standards and Guidelines (Elem., Middle, High)	2024-25
Fort Bend ISD Actual Financial Data (TEA)	2018-19 through 2023-24
Fort Bend ISD Campus Enrollment and Capacity Information Provided by District	2024-25
Fort Bend ISD Elementary Bilingual Summer Professional Learning Catalogue	2024
Fort Bend ISD Elementary Summer Professional Learning Catalogue	2024
Fort Bend ISD Secondary Summer Professional Learning Catalogue	2024
Enrollment Trends 2020-2024 District Provided	Uploaded 3-1-25
Fort Bend ISD Home Language Percentages	District Website 2025
Fort Bend ISD Translation Request Process	District Website 2025
Fort Bend ISD EB Reports for All Elementary Schools Provided by District	Accessed 4/2024
TEA Funding Guidebook Bilingual Education Allotment & Title III, Part A	2024
Fort Bend ISD Elementary School Staffing Standards and Guidelines	2024-25

Document	Date
Fort Bend ISD Middle School Staffing Standards and Guidelines	2024-25
Fort Bend ISD High School Staffing Standards and Guidelines	2024-25
Texas STAAR Academic Performance Report for Fort Bend ISD	2018-19 through 2023-24
TEA Results Driven Accountability – Fort Bend ISD District Report	2024
Bilingual Plans for Eight Elementary Schools – District Provided	2025
Fort Bend ISD TELPAS Results (TEA)	2024
TEA PEIMS Disaggregation of Student Data for Fort Bend ISD	2023-24
Annual Comprehensive Financial Report	2023-24
Total Cost Per Student Minus SPED and Capital Projects – District Provided	2023-24
Professional Learning Comprehensive Plan	Not dated
District Surveys: Community and Employee	2025
Fort Bend by the Numbers Fact Sheet	Not dated
Fort Bend ISD Fiscal and Budgetary Strategy	2022
Fort Bend ISD Proposed Budget	2024-25
Budget & Legislative Update	Not dated
Collective Responsibly Handbook	Not dated
PEIMS Student Data Reports	2012-2025
Additional Student Demographic Data – District Provided	3/17/2025
Final Grades by Campus for Selected Subjects – District Provided	2024
Number of Students in Advanced Courses by Campus – District Provided	3/17/2025
Number of G/T Students by Grade and School – District Provided	3/17/2025
Number of Students in Extra-Curricular and Co-Curricular Activities by Campus and Demographic Group – District Provided	3/17/2025
Students per Grade per Campus – District Provided	3/17/2025
FBISD Board Meeting Videos, Handouts & Agendas	6/2024 – 4/2025
Gifted and Talented Handbook	12/1/2023
Gifted and Talented Audit Report – Gibson	4/2022
Gifted and Talented Department Five-Year Task Map	12/16/2025
Gifted and Talented Program Review	8/2024
Gifted and Talented Department Learning Plans	2024-25
National Center for Educational Statistics Fast Facts: Title I	5/5/2025
Special Education Audit – Gibson	2018
Special Education Handbook	7/2024
Special Education Program Review	Fall 2023
SPED Staffing Process	1/4/2022
SST Discussion Protocol	Not dated
Student Support Team Participant Handbook	Not dated
TEA Disciplinary Action Reports	2021-24
TEA GT Funding	8/26/2021
TEA Results Driven Accountability Reports	2022-2024
TEA State Performance Plan Indicator Targets	2024

Document	Date
Texas Gifted Education Family Network	2024-25
Why the Legislative Priorities Matter Handout	Not dated
Middle School Course Selection Guide	2024-25
High School Course Selection Guide	2024-25
Intervention and Enrichment Guidelines	Not dated
Annual Professional Learning Plan	2024-25
Campus Learning Walk Tool	Not dated
Curriculum Audit Historical Information	Not dated
BRBGE Professional Development Plan	2024-25
DMA Local – Training Overview	2024-25
Secondary Professional Learning Catalog	Summer 2024
Professional Learning Expectations	2024-25
Evidence of Practice Learning Plan Overview	2024
Standard Operating Procedures: T-TESS Performance Evaluations	2024-25
Standard Operating Procedures: Program Evaluation Handbook	Approved 3/2023
Facilities Master Plan	2018
Fort Bend ISD Active Student Counts: Facility Enrollment and Capacity	2025
Long-Range Boundary Planning and Enrollment Management Presentation	Not dated
Fort Bend ISD: Design and Construction Audit	2024
2022 Facilities Master Plan Annual Update	6/2022
2021 Update to 2018 Facilities Master Plan	5/2021
Demographic Study (PASA)	2024-25
Randomly selected Texas Teacher Evaluation and Support System (T-TESS) Teacher Evaluations	2023-24
Randomly selected Texas Principal Evaluation and Support System (T-PESS) Principal Evaluations	2023-24
Design and Construction Audit Final Report	12/2024
TEA Texas Academic Performance Report (TAPR)	2020-21 through 2023-24
Fort Bend ISD Campus Enrollment Information	2024-25
List of Superintendents for Past 10 years	Not dated
List of Board Members and Terms of Service	Not dated
FBISD Meeting Structure	2024-25
Board of Trustee Committee Assignments	2024-25
TEA PEIMS Financial Report	2021-2024
Focus and Measure Schools List	2024-25
Secondary School Course List by School	2024-25
District Surveys: Central Office Administrator, Campus Administrator, Teacher, Paraprofessional & Auxiliary Employee, Parent	2025
Campus Programs and Courses (District and Campus Website)	Various dates
Curriculum Guides (K-12)	Various dates
FBISD EH(LOCL) Administrative Procedures: Curriculum Management Plan	11/2023

Document	Date
District Learning Walks Overview	Not dated
Fort Bend ISD Statement for the Audit	Not dated
Instructional Models for the District	Not dated
Literacy Plan (K-12)	06/2022
Mission Statement and Goals	Not dated
Student Parent Handbook	2024-25
Human Resources, Organizational Development Division, and Teaching & Learning Roles and Responsibilities	3/2025
Administrative/Professional Pay Structure	2024-25
Standard Operating Procedures: Testing Handbook	2/9/2021
3rd Grade ELA DLA Assessment Blueprint	2024-25
5th Grade ELA DLA Assessment Blueprint	2024-25
Fall 5th Grade Reading DLA	2024-25
Fall 5th Grade Reading DLA – Spanish	2024-25
7 ELA Spring 2025 DLA 2	2024-25
Bilingual Assessment Calendar	2024-25
District Assessment Calendar	2024-25
Assessments Administered – Assessment List	Updated 3/28/2025
Career and Technology Education Curriculum Resources	Various dates
Fort Bend ISD Curriculum Resources	Various dates
Master Schedule Files	2024-25
Elementary School Master Schedule Handbook Draft	2025-26
Middle School Master Schedule Handbook Draft	2025-26
High School Master Schedule Handbook Draft	2025-26
Instructional Resource Information	Various dates
Lead4ward Resources	Various dates
TEKS Vertical Alignment Documents	Various dates
Career and Technology Education – TX CTE/TEA Curriculum Resources	Various dates
Scope and Sequence Documents	Various dates
Unit Plans	Not dated
Mini-Lessons	Not dated
Suggested Sequence Calendars	Various dates
STAAR Resources (Redesign: Preparing Students for New Online Questions)	Not dated
Formative Assessment Resources	Various dates
Learning Progressions	Various dates
Priority Standards	Various dates
Planning Calendars: Pacing Guides, Curriculum Calendars, and Year-At-A-Glance	Various dates
ELL Resources	Not dated
Instructional Talks	Not dated
GT Strategies	Not dated
Pathway Overview for Career and Technical Education Courses	Not dated
Curriculum Guides and all Template Sections	Various dates

Document	Date
Career and Technology Education Curriculum Resources	Various dates
Fort Bend ISD Curriculum Resources	Various dates
FBISD Intervention and Enrichment Guidelines	Not dated
FBISD Curriculum Audit - Historical Information	Not dated
Phonics Scope and Sequence	Various dates
Competencies 1, 2, 3, and 4	Various dates
Process standards, ELPS, Profile of a Graduate, and Technology Integration	Various dates
Science: Teacher Background Content Knowledge	Various dates
Pre-Assessments, Pre-Assessment Exemplars, Supporting Pre-Requisite Understanding	Various dates
Formative Assessments, Product Performances, and Self/Peer Assessment Opportunities	Various dates
Culminating Formative Task	Various dates
Learning Intentions and Success Criteria	Various dates
ELPS Instructional Tool (TEA)	2012
ELPS Linguistic Instructional Alignment Guide K-12 Listening	Not dated
Guidelines for Linguistic Accommodations	Not dated
Interaction Structures	2008
Curricular Alternative Samples – G/T	Various dates
Disability and Its Impact on Classroom Performance	Not dated
If a student had difficulty with this….then try this…..	Not dated
Inclusive Strategies for Diverse Learners	2009
Possible Strategies by Subject	Not dated
Minutes from Curriculum Meetings – Principal Meetings Focus on Learning	Various dates
Instructional Materials Selection and Adoption Teaching and Learning Division Process Manual	Not dated
Core Instructional Resource Supplement Audit	2025
Recourse Access Audit Request	Not dated
Schoology - Curriculum Access Information	3/2025
Master Schedule (Madden, Quail Valley, Scanlan Oaks)	3/2025
Campus Program List	3/2025
RLA Intervention Supplement Resources Audit	3/2025
PK Instructional Models and Schedules	6/24/2024
TEKS/SE – Texas Essential Knowledge and Skills/Student Expectations	3/2024
DOK - Depth of Knowledge	Not dated
FBISD Adopted Textbooks and Other Resources for Core Content Areas (ELAR, Mathematics, Science, and Social Studies	4/2024
Elementary RLA Approved Instructional Resources for Reading, Writing, and Phonics in FBISD	2024-25
Evidence of Practice Learning Model	2024
Aspire Overview	Not dated
Summer PD End of Course Survey	2024

Document	Date
Summer PD Focus Group Questions	2024-25
BRBGE Professional Development Plan	2024-25
10 ELA DLA 1 Fall 2024	2/28/25
24-25 6,7,8 ESL DLA 1 and DLA 2	2/28/25
24-25 ESOL I-II DLA 1 and DLA 2	2/28/25
24-25 3rd Grade ELA DLA Assessment Blueprint	2/28/25
24-25 3rd Grade ELA DLA Assessment Blueprint- Spanish	2/28/25
24-25 4th Grade ELA DLA Assessment Blueprint	2/28/25
24-25 5th Grade ELA DLA Assessment Blueprint	2/28/25
24-25 Fall 3rd Grade Reading DLA	2/28/25
24-25 Fall 3rd Grade Reading DLA- Spanish	2/28/25
24-25 Fall 4th Grade Reading DLA	2/28/25
24-25 Fall 5th Grade Reading DLA	2/28/25
24-25 Fall 5th Grade Reading DLA- Spanish	2/28/25
24-25 Grade 1 Math DLA1	2/28/25
24-25 Grade 1 Math DLA1-Spanish	2/28/25
24-25 Grade 2 Math DLA 1	2/28/25
24-25 Grade 2 Math DLA 1- Spanish	2/28/25
24-25 Grade 3 Math DLA 1 Spanish	2/28/25
24-25 Grade 3 Math DLA1	2/28/25
24-25 Grade 4 Math DLA 1	2/28/25
24-25 Grade 4 Math DLA 1 Spanish	2/28/25
24-25 Grade 5 Math DLA1	2/28/25
24-25 Grade 5 Math DLA1 Spanish	2/28/25
24-25 Grade 6 AAC Math Fall DLA	2/28/25
24-25 Grade 6 DLA 2	2/28/25
24-25 Grade 6 Math Fall DLA	2/28/25
24-25 Grade 7 AAC Math Fall DLA	2/28/25
24-25 Grade 7 Math Fall DLA	2/28/25
24-25 Grade 7 Spring DLA 2	2/28/25
24-25 Grade 8 Math Fall DLA	2/28/25
24-25 Texas History Grade 7 DLA 1	2/28/25
24-25 U.S. History Grade 8 DLA 1	2/28/25
24-25 U.S. History since 1877 DLA 1	2/28/25
24-25 World Culture Grade 6 DLA 1	2/28/25
24-25 World Geography Grade 9 DLA 1	2/28/25
24-25 World Geography Grade 9 DLA 2	2/28/25
24-25 World History Grade 10 DLA 1	2/28/25
24-25 World History Spring DLA	2/28/25
24-25 Algebra I AAC Fall DLA (1)	2/28/25
3-5 Short Constructed Response Scoring Rubric Copy (1)	2/28/25
3-5 Short Constructed Response Scoring Rubric Copy (2)	2/28/25

Document	Date
4.010 Assessments Administered	3/28/25
4.020 Student Test Data	2/28/25
4.030 Document List	2/28/25
4.030 A FBISD Local Policy	2/28/25
4.030 B FBISD Program Evaluation Standard Operating Procedures	2/28/25
4.030 C FBISD 3 Year Program Evaluation Plan (2023-2026)	2/28/25
4.030 E FBISD 2024-2025 Program Evaluation Plan	2/28/25
4.040 Document List	2/28/25
4.040 C 2023-24 Annual Title I- Parent and Family Engagement Program Review (Internal)	2/28/25
4.040 D 2023-24 Annual Gifted and Talented Program Evaluation (Internal) [sic]	2/28/25
4.040 E 2023-24 Instructional Coach Program Evaluation (Internal)	2/28/25
4.040 F 2023-24 Tier II Math and Literacy Intervention Program Evaluation (Internal)	2/28/25
4.040 G 2023-24 Reading Academies Program Evaluation (Internal)	2/28/25
4.040 H 2023-24 Triennial Wellness Policy Assessment (Internal)	2/28/25
4.040 I 2023-24 Special Education Program Evaluation (Internal)	2/28/25
4.040 J 2023-24 Communities in Schools Program Evaluation (Internal)	2/28/25
4.040 K 2022-23 Teacher Quality and Student Outcomes Analysis Capstone (Hanover)	2/28/25
4.040 L 2022-23 Annual Bilingual ESL Program Review (Internal)	2/28/25
4.040 M 2021-22 Naviance Program Evaluation (Hanover)	2/28/25
4.040 N Statement on 2019-2020 and 2020-2021	2/28/25
4.080 2020-2024 Accountability Ratings	2/28/25
6 ELA DLA 1 Fall 2024	2/28/25
6 ELA DLA 1 The Roller Coaster (1)	2/28/25
6 ELA Spring 2025 DLA 2 (2)	2/28/25
7 ELA DLA 1 Fall 2024	2/28/25
7 ELA Spring 2025 DLA 2 (2)	2/28/25
8 ELA DLA 1 Fall 2024	2/28/25
8 ELA Spring 2025 DLA 2 (2)	2/28/25
9 ELA DLA 1 Fall 2024	2/28/25
Argumentative 6, 7 Extended Constructed Response Rubric 2025 (1)	2/28/25
Argumentative 8 II Extended Constructed Response Rubric 2025 (1)	2/28/25
Data Analysis Tool EMTH	2/28/25
Data Analysis Template Grade 6 ELA	2/28/25
Draft 24-25 Grade 4 Science DLA 1	2/28/25
Draft 24-25 Grade 5 Science DLA 1	2/28/25
Draft 2024-25 Chemistry DLA #2 (1)	2/28/25
Draft 2024-25 Biology DLA #1	2/28/25
Draft 2024-25 Chemistry DLA #1	2/28/25
Draft 2024-25 Grade 6 Science Fall DLA	2/28/25
Draft 2024-25 Grade 6 Science Spring DLA	2/28/25
Draft 2024-25 Grade 7 DLA #2	2/28/25

Document	Date
Draft 2024-25 Grade 7 Science DLA #1	2/28/25
Draft 2024-25 Grade 8 Science Fall DLA	2/28/25
Draft 2024-25 Integrated Physics and Chemistry Fall DLA	2/28/25
Draft 2024-25 IPC Spring DLA	2/28/25
Draft 24-25 Grade 1 Science DLA 2	2/28/25
Draft 24-25 Grade 1 Science DLA - Spanish	2/28/25
Draft 24-25 Grade 2 Science DLA 1	2/28/25
Draft 24-25 Grade 2 Science DLA 1 - Spanish	2/28/25
Draft 24-25 Grade 2 Science DLA 2	2/28/25
Draft 24-25 Grade 2 Science DLA 2- Spanish	2/28/25
Draft 24-25 Grade 3 Science DLA 1	2/28/25
Draft 24-25 Grade 3 Science DLA 2	2/28/25
Draft 24-25 Grade 3 Science DLA 2- Spanish	2/28/25
Draft 24-25 Grade 4 Science DLA 1- Spanish	2/28/25
Draft 24-25 Grade 4 Science DLA 2	2/28/25
Draft 24-25 Grade 5 Science DLA 1- Spanish	2/28/25
EEA Team Meeting Protocol	2/28/25
Eng I DLA 1 Sunday in the Park	2/28/25
Eng I Text 1 An Obstacle (1)	2/28/25
Eng I Spring 2025 DLA 2 (2)	2/28/25
Eng II Spring 2025 DLA 2 (1)	2/28/25
English III DLA Fall 2024	2/28/25
ERLA Data Analysis Tool DLA	2/28/25
ESci DLA 1 Analysis Tool	2/28/25
FBISD MAP Growth Handbook	3/3/25
FBISD MAP Reading Fluency Handbook 24-25 2	3/3/25
HS MATH and SCIENCE DLA Analysis Worksheet	2/28/25
HS Social Studies Principal Data Analysis	2/28/25
Informational Extended Constructed Response Rubric 2024 PLs STAAR Prediction (1)	2/28/25
MS MATH and SCIENCE DLA Analysis Worksheet	2/28/25
MS Social Studies Principal Data Analysis	2/28/25
Reflective Item Analysis Template	2/28/25
Sample Analysis and Action Tool	2/28/25
SELA DLA Triage Document	2/28/25
Short Constructed Response Rubric-Spanish	2/28/25
Testing Programs Handbook 2.9.21 APPROVED w Exh J (3)	2/28/25
Triage Document Sample EMTH	2/28/25
Triage Item Analysis	2/28/25
Triage Document Sample SMTH	2/28/25

Appendix D: Policies Selected for Review

Policy Code	Policy Title	Version Date
Section A — Basic District Foundations		
AE(LEGAL)	Educational Philosophy	10/25/2003
AE(LOCAL)	Educational Philosophy	7/12/2017
AIA(LEGAL)	Accountability: Accreditation and Performance Indicators	10/25/2021
AIB(LEGAL)	Accountability: Performance Reporting	11/21/2023
AIC(LEGAL)	Accountability: Interventions and Sanctions	1/13/2023
AID(LEGAL)	Accountability: Federal Accountability Standards	1/13/2023
AIE(LEGAL)	Accountability: Investigations	3/7/2023
Section B — Local Governance		
BAA(LEGAL)	Board Legal Status: Powers and Duties	10/25/2021
BAA(LOCAL)	Board Legal Status: Powers and Duties	7/18/2018
BBD(LEGAL)	Board Members: Training and Orientation	11/21/2023
BBD(LOCAL)	Board Members: Training and Orientation	7/8/2021
BBE(LEGAL)	Board Members: Authority	6/20/2022
BBE(LOCAL)	Board Members: Authority	1/30/2014
BDF(LEGAL)	Board Internal Organization: Citizen Advisory Committees	10/25/2021
BDF(LOCAL)	Board Internal Organization: Citizen Advisory Committees	3/27/2020
BF(LEGAL)	Board Policies	6/10/2021
BF(LOCAL)	Board Policies	5/29/2020
BJA(LEGAL)	Superintendent: Qualifications and Duties	1/27/2017
BJA(LOCAL)	Superintendent: Qualifications and Duties	5/29/2020
BJCD(LEGAL)	Superintendent: Evaluation	11/21/2019
BJCD(LOCAL)	Superintendent: Evaluation	5/18/2017
BP(LEGAL)	Administrative Regulations	10/6/1998
BP(LOCAL)	Administrative Regulations	5/8/2021
BQ(LEGAL)	Planning and Decision-Making Process	6/7/2023
BQ(LOCAL)	Planning and Decision-Making Process	1/31/2020
BQA(LEGAL)	Planning and Decision-Making Process: District-Level	7/23/2020
BQA(LOCAL)	Planning and Decision-Making Process: District-Level	1/10/2025
BQAA(LOCAL)	Planning and Decision-Making Process: District-Level	1/31/2020
BQAB(LOCAL)	Planning and Decision-Making Process: District-Level	1/31/2020
BQB(LEGAL)	Planning and Decision-Making Process: Campus-Level	7/23/2020
BQB(LOCAL)	Planning and Decision-Making Process: Campus-Level	9/8/2020

Policy Code	Policy Title	Version Date
Section C — Business and Support Services		
CB(LOCAL)	State and Federal Revenue Sources	9/6/2023
CE(LEGAL)	Annual Operating Budget	10/25/2021
CE(LOCAL)	Annual Operating Budget	2/28/2013
CS(LEGAL)	Facility Standards	11/21/2023
CS(LOCAL)	Facility Standards	6/18/2018
CT(LOCAL)	Facilities Planning	11/3/2014
CV(LEGAL)	Facilities Construction	11/3/2024
CV(LOCAL)	Facilities Construction	6/1/2018
Section D — Personnel		
DAA(LEGAL)	Employment Objectives: Equal Employment Opportunity	1/4/2021
DC(LEGAL)	Employment Practices	6/20/2022
DC(LOCAL)	Employment Practices	3/15/2021
DG(LEGAL)	Employee Rights and Privileges	11/21/2023
DIA(LEGAL)	Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation	11/21/2023
DIA(LOCAL)	Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation	1/21/2021
DMA(LEGAL)	Professional Development: Required Staff Development	11/21/2023
DMA(LOCAL)	Professional Development: Required Staff Development	12/12/2022
DN(LOCAL)	Performance Appraisal	6/19/2023
DNA(LEGAL)	Performance Appraisal: Evaluation of Teachers	11/21/2019
DNALOCAL)	Performance Appraisal: Evaluation of Teachers	6/19/2023
DNB(LEGAL)	Performance Appraisal: Evaluation of Campus Administrators	11/21/2019
DNB(LOCAL)	Performance Appraisal: Evaluation of Campus Administrators	11/15/1996
DP(LEGAL)	Personnel Positions	11/21/2023
DP(LOCAL)	Personnel Positions	12/12/2022
Section E — Instruction		
EA(LEGAL)	Instructional Goals and Objectives	11/21/2019
EA(LOCAL)	Instructional Goals and Objectives	4/25/2023
ED(LOCAL)	Organization of Instruction	9/4/2020
EF(LEGAL)	Instructional Resources	11/21/2023
EFA(LEGAL)	Instructional Resources: Instructional Materials	11/21/2023
EFA(LOCAL)	Instructional Resources: Instructional Materials	9/23/2024
EFB(LEGAL)	Instructional Resources: Library Materials	11/21/2023
EFB(LOCAL)	Instructional Resources: Library Materials	9/23/2024
EG(REGULATION)	Curriculum Development	10/27/2009
EGB(REGULATION)	Curriculum Development: Implementation of Programs or Courses	12.01

Policy Code	Policy Title	Version Date
EGD(REGULATION)	Curriculum Decision-Making and Monitoring	7/8/2021
EH(LOCAL)	Curriculum Design	1/31/2020
EHA(LEGAL)	Curriculum Design: Basic Instructional Program	10/25/2021
EHAA(LEGAL)	Basic Instructional Program: Required Instruction (All Levels)	11/21/2023
EHAB(LEGAL)	Basic Instructional Program: Required Instruction (Elementary)	11/21/2023
EHAC(LEGAL)	Basic Instructional Program: Required Instruction (Secondary)	11/21/2023
EHAD(LEGAL)	Basic Instructional Program: Elective Instruction	6/7/2023
EHB(LEGAL)	Curriculum Design: Special Programs	11/21/2023
EHB(LOCAL)	Curriculum Design: Special Programs	11/21/2024
EHBA(LEGAL)	Special Programs: Special Education	7/8/2021
EHBB(LEGAL)	Special Programs: Gifted and Talented Students	10/25/2021
EHBB(LOCAL)	Special Programs: Gifted and Talented Students	8/17/2023
EHBC(LEGAL)	Special Programs: Compensatory Services and Accelerated Programs	11/21/2023
EHBC(LOCAL)	Special Programs: Compensatory Services and Accelerated Programs	10/25/2021
EHBCA(LEGAL)	Compensatory Services and Intensive Programs: Accelerated	11/21/2023
EHBD(LEGAL)	Special Programs: Federal Title I	7/16/2018
EHBD(LOCAL)	Special Programs: Federal Title I	2/3/1997
EHBE (LEGAL)	Special Programs: Bilingual Education/ESL	10/25/2021
EHBE(LOCAL)	Special Programs: Bilingual Education/ESL	10/25/2021
EHBF(LEGAL)	Special Programs: Career and Technical Education	10/25/2021
EI(LEGAL)	Academic Achievement	11/21/2023
EI(LOCAL)	Academic Achievement	9/6/2023
EIALEGAL)	Academic Achievement: Grading/Progress Reports to Parents	11/21/2023
EIA(LOCAL)	Academic Achievement: Grading/Progress Reports to Parents,	7/18/2018
EIE(LEGAL)	Academic Achievement: Retentions and Promotions	11/21/2023
EIE(LOCAL)	Academic Achievement: Retentions and Promotions	6/9/2023
EIF(LEGAL)	Academic Achievement: Graduation	11/21/2023
EIF(LOCAL)	Academic Achievement: Graduation	11/6/2023
EK(LEGAL)	Testing Program	10/25/2021
EK(LOCAL)	Testing Program	5/21/2019
EKB(LEGAL)	Testing Programs: State Assessment	11/21/2023
EKBA(LEGAL)	State Assessment: English Learners/Emergent Bilingual Students	1/13/2023
EKC(LEGAL)	Testing Programs: Reading Assessment	7/23/2020
EKD(LEGAL)	Testing Programs: Mathematics Assessment	2/19/2010
EMB(LEGAL)	Miscellaneous Instructional Policies: Teaching About Controversial Issues	6/20/2022
EMB(LOCAL)	Miscellaneous Instructional Policies: Teaching About Controversial Issues	2/22/2016
EMI(LEGAL)	Miscellaneous Instructional Policies: Study of Religion	10/25/2021
EMI(LOCAL)	Miscellaneous Instructional Policies: Study of Religion	7/1/2002

Policy Code	Policy Title	Version Date
Section F — Students		
FB(LEGAL)	Equal Educational Opportunities	11/21/2023
FB(LOCAL)	Equal Educational Opportunities	4/12/2021
FBA(LEGAL)	Equal Educational Opportunities: Service Animals	11/17/2017
FFH(LEGAL)	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	6/20/2022
FFH(LOCAL)	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation	10/7/2022
FFI(LEGAL)	Student Welfare: Freedom from Bullying	6/7/2023
FFI(LOCAL)	Student Welfare: Freedom from Bullying	6/7/2023
FN((LOCAL)	Student Rights and Responsibilities	2/6/2008
FNC(LEGAL)	Student Rights and Responsibilities: Student Conduct	10/9/2012
FNG(LEGAL)	Student Rights and Responsibilities: Student and Parent Complaints/ Grievances	11/21/2023
FNG(LOCAL)	Student Rights and Responsibilities: Student and Parent Complaints/ Grievances	1/3/2023
FO(LEGAL)	Student Discipline	11/21/2023
FO(LOCAL)	Student Discipline	3/5/2024
FOF(LEGAL)	Student Discipline: Students with Disabilities	1/13/2023
Section G — Community and Governmental Relations		
GA(LEGAL)	Access to Programs, Services, and Activities	11/21/2019

Appendix E: Curriculum and Assessment Scope

Exhibit E.1: Curriculum and Assessment Scope, Grades Pre-K-5

Content Areas	Grade Levels							Guides		Formal Assessment	
Course Titles	PK	K	1	2	3	4	5	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Core Courses											
English Language Arts and Reading											
PK Reading Language Arts	x							1	1	x	x
English Language Arts and Reading		x	x	x	x	x	x	6	6	x	x
English Language Arts Spanish		x	x	x	x	x	x	6	6	x	x
Reading Language Arts Dual Language					x			1	1	x	x
Mathematics											
PK Math	x							1	1	x	x
Mathematics		x	x	x	x	x	x	6	6	x	x
Mathematics Dual Language					x			1	1	x	x
Science											
PK Science	x							1	1	x	
Science		x	x	x	x	x	x	6	6	x	x
Social Studies											
PK Social Studies	x							1	1	x	
Social Studies		x	x	x	x	x	x	6	6	x	x
Non-Core Courses											
PK Action Based Learning	x							1	1		
Action Based Learning		x	x	x	x	x	x	6	6		
PK Art	x							1	1	x	
Art		x	x	x	x	x	x	6	6	x	
Digital Citizenship (Library)		x	x	x	x	x	x	6	6		
Health		x	x	x	x	x	x	6	6	x	
PK Music	x							1	1	x	
Music		x	x	x	x	x	x	6	6	x	
Physical Education		x	x	x	x	x	x	6	6	x	x
STEM		x	x	x	x	x	x	6	6		
Total Core Courses								**36**	**36**		
Total Non-Core Courses								**45**	**45**		
Total Core and Non-Core Courses								**81**	**81**		

Key: X = course offered

*Paired Early Learning PK-1 Schools: Hunters Glen Early Literacy Center with Ridgemont Early Literacy Center (PK-1) and Hunters Glen Elementary with Ridgemont Elementary (2-5)

Exhibit E.2: Curriculum and Assessment Scope, Grades 6-8

Content Areas	Grade Levels			Guides		Formal Assessment	
Course Titles	6	7	8	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Core Courses							
English Language Arts and Reading							
EL6111 - English Language Arts I 6 AAC	x			1	0	x	x
EL6151 - English Language Arts I/II 6 Gifted/Talented AAC	x			1	0	x	x
EL6211 - English Language Arts I 6	x			1	1	x	x
EL7111 - English Language Arts I 7 AAC		x		1	0	x	x
EL7151 - English Language Arts I/II 7 Gifted/Talented AAC		x		1	0	x	x
EL7211 - English Language Arts I 7		x		1	1	x	x
EL8011 - English Language Arts I/II 8 AAC			x	1	0	x	x
EL8151 - English Language Arts I/II 8 Gifted/Talented AAC			x	1	0	x	x
EL8211 - English Language Arts I 8			x	1	1	x	x
ER7224 - Reading 6th - 8th grade - Dyslexia Reading	x	x	x	1	1		x
ER6634 - LITERACY 6	x			1	1		
ER7734 - LITERACY 7		x		1	1		
ER8834 - LITERACY 8			x	1	1		
ES5268 - ESL Intermediate English 6	x			1	1	x	x
ES5269 - ESL Intermediate Reading 6	x			1	1	x	x
ES5268 - ESL Intermediate English 7		x		1	1	x	x
ES5279 - ESL Intermediate Reading 7		x		1	1	x	x
ES5288 - ESL Intermediate English 8			x	1	1	x	x
ES5289 - ESL Intermediate Reading 8			x	1	1	x	x
ES5368 - ESL Beginning English 6	x			1	1	x	x
ES5369 - ESL Beginning Reading 6	x			1	1	x	x
ES5378 - ESL Beginning English 7		x		1	1	x	x
ES5379 - ESL Beginning Reading 7		x		1	1	x	x
ES5388 - ESL Beginning English 8			x	1	1	x	x
ES5389 - ESL Beginning Reading 8			x	1	1	x	x

Content Areas	Grade Levels			Guides		Formal Assessment	
Course Titles	6	7	8	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Mathematics							
MA6111 - Math 6 AAC	x			1	1	x	x
MA6211/6275 - Math 6	x			1	1	x	x
MA6351 - Math 6 GT ACA	x			1	0	x	x
MA7111 - Math 7 AAC	x	x		1	1	x	x
MA7211 - Math 7		x		1	1	x	x
MA7351 - Math 7 GT ACA		x		1	0	x	x
MA8211 - Math 8			x	1	1	x	x
NC610R - Math Lab 6 A/B	x			1	1	x	x
NC710R - Math Lab 7 A/B		x		1	1	x	x
NC810R - Math Lab 8 A/B			x	1	1	x	x
Science							
SC6111 - Science 6 AAC	x			1	1	x	x
SC6211 - Science 6	x			1	1	x	x
SC6551 - Science 6 Gifted/Talented AAC	x			1	0	x	x
SC7111 - Science 7 AAC		x		1	1	x	x
SC7211 - Science 7		x		1	1	x	x
SC7551 - Science 7 Gifted/Talented AAC				1	0	x	x
SC8111 - Science 8 AAC			x	1	1	x	x
SC8211 - Science 8			x	1	1	x	x
SC8551 - Science 8 Gifted/Talented AAC			x	1	0	x	x
Social Studies							
SS6111 - Social Studies 6 AAC	x			1	0	x	x
SS6211 - Social Studies 6	x			1	1	x	x
SS6451 - Social Studies 6 Gifted/Talented AAC	x			1	0	x	x
SS7111 - Texas History 7 Honors/Gifted/ Talented		x		1	0	x	x
SS7211 - Texas History Hist 7		x		1	1	x	x
SS7451 - Texas History 7 Gifted/Talented AAC		x		1	0	x	x
SS8111 - U.S. History 8 AAC			x	1	0	x	x
SS8211 - U.S. History 8			x	1	1	x	x
SS8451 - U.S. History 8 Gifted/Talented AAC			x	1	0	x	x

Content Areas	Grade Levels			Guides		Formal Assessment	
Course Titles	6	7	8	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Non-Core Courses							
AV6111 - AVID Gd 6	x			1	1		
AV7111 - AVID Gd 7		x		1	1		
AV8111 - AVID Gd 8			x	1	1		
CHU020 - Dollars and Sense		x	x	1	1		
CHU030 - Interpersonal Studies		x	x	1	1		
CHU040 - Lifetime Nutrition and Wellness		x	x	1	1		
CST280 - Fundamentals of Computer Science			x	1	1	x	x
CTE 021/022 - College and Career Explorer 1		x	x	1	1		
FA6689 - Art I 6	x			1	1	x	
FA7879 - Art II 7-8		x	x	1	1	x	
FA8679 - Art III 8			x	1	1	x	x
FB6719 Band I	x	x	x	1	1	x	x
FB7719 - Band II		x	x	1	1	x	x
FB8739 - Band III		x	x	1	1	x	x
FC6749 - Beginning Choral Music I 6	x			1	1	x	x
FC7749 - Choral Music II		x	x	1	1	x	x
FC8779 - Choral Music III		x	x	1	1	x	x
FJ7899 - Introduction to Broadcasting 7		x	x	1	1		
FJ8877 - Journalism			x	1	1		
FJ8899 - Advanced Broadcasting 8			x	1	1		
FL1143 - Discover Language GT AAC 6	x			1	0		
FL1181 - Spanish IB			x	1	1	x	x
FO6809 - Beginning Orchestra 1	x	x	x	1	1	x	x
FO7829 - Orchestra II		x	x	1	1	x	x
FO8839 - Orchestra III		x	x	1	1		x
FT6959 - Theatre I 6	x			1	1	x	
FT7999 - Theatre II 7-8		x	x	1	1	x	x
FT8809 - Theatre III 7-8		x	x	1	1		
LC4431 - Independent Study Gifted/ Talented MS				1	0		
LC7011 - Robotics/Engineering I	x	x	x	1	1	x	
LC8012 - Robotics/Engineering II		x	x	1	1	x	
LC821 - Innovation Lab	x	x	x	1	0		

Content Areas	Grade Levels			Guides		Formal Assessment	
Course Titles	6	7	8	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
LS1433 - Teen Leadership		x	x	1	0		
NC8979 - Peer Assistance and Leadership (PALS)			x	1	1		
PE1000/1001 - Athletics - 8th			x	1	0		
PE1002/1003 - Athletics - 7th		x		1	0		
PH6639 - Physical Education 6	x			1	1	x	x
PH6640 - Physical Education 6 Karate	x			1	0		
PH7638 - Health 7		x		1	1	x	x
PH7639 - Physical Education 7		x		1	1	x	x
PH7640 - Physical Education 7 Karate		x		1	0		
PH8669 - Physical Education Full Yr 8			x	1	1	x	x
PH8670 - Physical Education 8 Karate			x	1	0		
PH8671 - Physical Education 8 Dance			x	1	1		
Total Core Courses				**53**	**36**		
Total Non-Core Courses				**44**	**35**		
Total Core and Non-Core Courses				**97**	**71**		
Note: Grade 6-12 M.R. Wood Center for Learning: Grade 6-8 courses included in Grade 6-8 scope.							
Key: X = course offered							
Data Source: Curriculum Documents Provided by Fort Bend ISD Staff							

Exhibit E.3: Curriculum and Assessment Scope, Grades 9-12

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Core Courses								
English Language Arts and Reading								
9GAO2 - Independent English				x	1	0		
EB132 - Broadcast Journalism III	x	x	x	x	1	1		
ED132 - Debate III			x	x	1	1	x	
EJ142 - Independent Study Journalism				x	1	0		
EL111 - English I AAC (MS/HS)	x				1	0	x	x
EL112 - English I	x				1	1	x	x
EL121 - English II AAC		x			1	0	x	x
EL122 - English II		x			1	1	x	x

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
English Language Arts and Reading (Cont.)								
EL131 - AP® English III			x		1	1	x	x
EL132 - Eng III			x		1	1	x	x
EL141 - AP® English IV Literature and Composition				x	1	1	x	x
EL142 - English IV				x	1	1	x	x
EL213 - ESOL English I for Speakers of Other Languages	x	x	x	x	1	1	x	x
EL223 - ESOL English II for Speakers of Other Languages	x	x	x	x	1	1	x	x
EL313 - Practical Writing	x	x	x	x	1	1	x	
EL332 - Creative Writing			x	x	1	1	x	
EL411 - Humanities			x	x	1	1		
EN132 - Journalism Newspaper III	x	x	x	x	1	1		
ER113 - Reading I	x	x	x	x	1	1		
ER123 - Reading II	x	x	x	x	1	1		
ER133 - Reading III	x	x	x	x	1	1		
ER213 - Reading I Newcomer (MS/HS)	x	x	x	x	1	0		x
ER223 - Reading II Newcomer (MS/HS)	x	x	x	x	1	0		x
EY132 - Journalism: Yearbook III	x	x	x	x	1	1		
Mathematics								
MA211 - Algebra I AAC (MS/HS)	x				1	1	x	x
MA212 - Algebra I	x				1	1	x	x
MA221 - Geometry AAC (MS/HS)	x	x			1	1	x	x
MA222 - Geometry	x	x			1	1	x	x
MA231 - Algebra II AAC (MS/HS)	x	x	x	x	1	1	x	x
MA232 - Algebra II	x	x	x	x	1	1	x	x
MA240 - AP® Pre-Calculus		x	x	x	1	1	x	x
MA242 - Pre-Calculus		x	x	x	1	1	x	x
MA251 - AP Calculus (AB)			x	x	1	1	x	x
MA312 - Mathematical Models with Applications			x	x	1	1	x	
MA322 - Advanced Quantitative Reasoning				x	1	1	x	

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
MA351 - AP® Calculus (BC)			x	x	1	1		x
MA450 - Statistics			x	x	1	1	x	x
MA451 - AP® Statistics			x	x	1	1		x
MA554 - Strategic Learning for High School Mathematics (Block Algebra I)	x				1	1	x	x
MA556 - Algebraic Reasoning			x	x	1	1	x	
MA662 - Multivariable Calculus				x	1	1	x	x
Science								
CAG063 - Advanced Animal Science				x	1	1		
CHS071 - Anatomy and Physiology		x	x	x	1	1		
CHS090 - Pathopsychology				x	1	0	x	
CLP042 - Forensic Science			x	x	1	1	x	x
CST150/200 - Engineering Science			x		1	1		
SC112 - Environmental Systems			x	x	1	1		
SC122 - Aquatic Science		x	x	x	1	1		
SC152 - Astronomy			x	x	1	1	x	
SC312 - Integrated Physics and Chemistry	x	x			1	1		x
SC321 - Biology AAC (MS/HS)	x	x			1	1	x	x
SC322 - Biology (MS/HS)	x	x			1	1	x	x
SC331 - Chemistry AAC (MS/HS)		x	x	x	1	1	x	x
SC332 - Chemistry I		x	x	x	1	1	x	x
SC342 - Physics (MS/HS)	x	x	x	x	1	1	x	
SC3514 - AP® Biology (MS/HS)		x	x	x	1	1	x	x
SC3614 - AP® Chemistry		x	x	x	1	1	x	x
SC3814 - AP Physics C: Electricity and Magnetism			x	x	1	1		x
SC392 - Earth Systems Science			x	x	1	1	x	
SC411 - AP® Environmental Science			x	x	1	1	x	x
SC421 - AP® Physics I		x	x	x	1	1	x	x
SC431 - AP® Physics II			x	x	1	1		x
SC9111 - Specialized Topics in Science: Organic Chemistry				x	1	1	x	
SC9211 - Specialized Topics in Science: Modern Physics				x	1	1		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Social Studies								
SS411 - World Geography AAC	x	x	x	x	1	1	x	x
SS412 - World Geography	x	x	x	x	1	1	x	x
SS422 - World History		x	x	x	1	1	x	x
SS424 - AP® World History		x	x	x	1	1	x	x
SS431 - AP® U.S. History			x	x	1	1	x	x
SS432I - U.S. History I A			x	x	1	1	x	x
SS432 - U.S. History			x	x	1	1	x	x
AP® Human Geography	x	x	x	x	1	1	x	x
SS437 - AP® Human Geography-World Geography AAC	x	x	x	x	1	1	x	x
SS4411 - AP® U.S. Government				x	1	1	x	x
SS4421 - U.S. Government				x	1	1	x	
SS4511 - AP® Macroeconomics				x	1	1	x	x
SS4521/4522 - Economics				x	1	1	x	
Personal Financial Literacy				x	1	1		
SS4525 - Personal Financial Literacy and Economics				x	1	1		
SS4571 - AP® Microeconomics				x	1	1	x	x
SS5111 - AP® Psychology			x	x	1	1	x	x
SS5121 - Psychology		x	x	x	1	1	x	
SS5221/5222 - Sociology		x	x	x	1	1	x	
SS5812 - History Through Film: Special Topics American Studies Honors (Topics 3 and 4)		x	x	x	1	0		
SS5821 - Special Topics American Studies Honors (Topics 3 and 4)		x	x	x	1	0		
SS591 - AP® European History		x	x	x	1	1	x	x
SS931 - Ethnic Studies: Mexican American Studies		x	x	x	1	1	x	
SS932 - Ethnic Studies: African American Studies		x	x	x	1	1	x	
SS9332 - AP® Ethinic Studies: African American Studies			x	x	1	1		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Non-Core Courses								
ATH342 - TEAMPFF	x	x	x	x	1	0		
AV112 - AVID I	x	x	x	x	1	1		
AV122 - AVID II		x	x	x	1	1		
AV132 - AVID III			x	x	1	1		
AV142 - AVID IV				x	1	1		
CAC010 - Principles of Architecture	x				1	1		
CAC020 - Principles of Construction			x		1	1		
CAC070 - Architectural Design I		x			1	1	x	
CAC081 - Architectural Design II				x	1	1		
CAC240 - Heating, Ventilation, and Air Conditioning and Refrigeration Technology I			x		1	1		
CAC251 - Heating, Ventilation, and Air Conditioning and Refrigeration Technology II				x	1	1		
CAG010 - Principles of Agriculture, Food, and Natural Resources	x				1	1		
CAG040 - Equine Science		x			1	1		
CAG123 - Livestock Production			x		1	1		
CAG190 - Floral Design	x	x	x	x	1	1		
CAG321 - Veterinary Medical Applications +Lab				x	1	1		
CAT010 - Principles of Arts, A/V Technology and Communications	x				1	1	x	x
CAT090 - Audio/Video Production I +Lab		x			1	1	x	x
CAT110 - Audio/Video Production II +Lab			x		1	1	x	x
CAT111 - Practicum in Audio/Video Production				x	1	0		
CAT140 - Graphic Design and Illustration I		x			1	1	x	
CAT171 - Graphic Design and Illustration II +Lab			x		1	1		
CAT181 - Practicum in Graphic Design and Illustration				x	1	0		
CAT380 - Professional Communications	x	x	x	x	1	0		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Non-Core Courses (Cont.)								
CBU010 - Principles of Business, Marketing, and Finance MS/HS	x				1	1	x	x
CBU020 - TSDATE Touch Systems for Data Entry	x				1	1		
CBU030 - Business Information Management I	x				1	1	x	
CBU060 - Business Law		x			1	1		
CBU070 - Global Business			x		1	0		
CBU100 - Business Management	x				1	0		x
CET010 - Principles of Education and Training		x			1	1		
CET020 - Human Growth and Development		x			1	1	x	
CET022 - Child Development		x			1	0		
CET031 - Instructional Practices			x		1	0		
CFI031 - Securities and Investments				x	1	1		
CFI050 - Accounting I			x		1	1		
CHS010 - Principles of Health Science	x				1	1		
CHS020 - Medical Terminology		x			1	1	x	x
CHS110 - Pharmacology			x		1	0		
CHS131 - Health Science Theory			x	x	1	1	x	
CHS200 - Principles of Biomedical Science	x				1	0		
CHT030 - Culinary Arts		x			1	1	x	x
CHT041 - Advanced Culinary Arts			x		1	1	x	x
CHT051 - Practicum in Culinary Arts				x	1	1		
CHU010 - Principles of Human Services	x				1	1	x	x
CHU050 - Counseling and Mental Health			x		1	1	x	
CHU081 - Family and Community Services				x	1	1	x	
CHU110 - Principles of Cosmetology Design and Color Theory		x			1	1	x	
CHU120 - Introduction to Cosmetology		x			1	1		
CHU131 - Cosmetology I			x		1	1	x	
CHU141 - Cosmetology II				x	1	1		
CIT012 - Internetworking Technologies I			x		1	0		
CIT030 - Computer Maintenance +Lab			x		1	1		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
CIT051 - Networking Systems +Lab				x	1	1		
CLP010 - Principles of Law, Public Safety, Corrections, and Security	x				1	1	x	x
CLP020 - Law Enforcement I		x			1	1		x
CLP031 - Law Enforcement II			x		1	1	x	x
CMA030 - Entrepreneurship I		x			1	0		
CMN020 - Introduction to Welding			x		1	1		
CMN030 - Welding I			x		1	1		
CMN040 - Welding II				x	1	1		
CST010 - Principles of Applied Engineering	x				1	1		
CST050 - Engineering Design and Presentation I		x			1	1		
CST140 - Engineering Design and Problem Solving				x	1	1		
CST190 - Introduction to Engineering Design	x				1	1		
CST210 - Aerospace Engineering			x		1	0		
CST220 - Civil Engineering and Architecture			x		1	1	x	x
CST270 - Engineering Design and Development				x	1	1		
CST290 - Computer Science I AAC	x				1	0	x	x
CST300 - Computer Science Principles AP	x	x	x	x	1	1	x	x
CST33A - TAIND2 Independent Study for Tech Apps 2					1	0		
CST350 - Computer Science III			x		1	1	x	x
CST360 - Independent Study in Technology Applications				x	1	0	x	
CTD101 - Automotive Technology II: Automotive Service			x		1	1		
CTD210 - Practicum in Transportation Systems I				x	1	0		
CTS011 - Small Engine Technology		x			1	1		
CTS022 - Automotive Basics		x			1	1		
EB112 - Broadcast Journalism I	x	x	x	x	1	1		
EB122 - Broadcast Journalism II	x	x	x	x	1	1		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Non-Core Courses (Cont.)								
ED112 - Debate I	x	x	x	x	1	0		
ED122 - Debate II		x	x	x	1	0		
EJ113 - Journalism	x	x	x	x	1	1		
EN122 - Journalism: Newspaper II	x	x	x	x	1	0		
EP113 - Photojournalism	x	x	x	x	1	1		
EY112 - Journalism: Yearbook I	x	x	x	x	1	1		
EY122 - Journalism: Yearbook II	x	x	x	x	1	1		
FA013 - Art I	x	x	x	x	1	1	x	x
FA121 - Art II-Drawing I		x	x	x	1	1		
FA132 - Art III-Drawing II			x	x	1	1		
FA142 - Art IV-Drawing III				x	1	0		
FA223 - Art II-Painting I		x	x	x	1	1		
FA232 - Art III-Painting II			x	x	1	1		
FA242 - Art IV-Painting III				x	1	0		
FA323 - Art II-Ceramics I		x	x	x	1	1	x	x
FA332 - Art III-Ceramics II			x	x	1	1	x	x
FA342 - Art IV-Ceramics III				x	1	1		
FA423 - Art II-Sculpture I		x	x	x	1	1	x	x
FA432 - Art III-Sculpture II			x	x	1	1	x	x
FA442 - Art IV-Sculpture III				x	1	1		
FA611 - AP® 2-D Portfolio		x	x	x	1	1		x
FA623 - Art II, Digital Art, and Media I		x	x	x	1	1	x	x
FA624 - Art III, Digital Art, and Media II			x	x	1	1	x	x
FA625 - Art IV, Digital Art, and Media III				x	1	1	x	x
FA711 - AP® 3-D Portfolio		x	x	x	1	1	x	x
FA811 - AP Drawing Portfolio		x	x	x	1	0		x
FA911 - AP® Art History			x	x	1	0		x
FB113 - Band I	x				1	1	x	x
FB123 - Band II		x			1	1	x	
FB133 - Band III			x		1	1		
FB143 - Band IV				x	1	1		
FC113 - Choral Music I	x				1	1	x	x
FC123 - Choral Music II		x			1	1	x	x
FC133 - Choral Music III			x		1	1	x	x
FC143 - Choral Music IV				x	1	1	x	x

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
FD113 - Dance I	x	x	x	x	1	1	x	x
FD123 - Dance II		x	x	x	1	1	x	x
FD133 - Dance III			x	x	1	1	x	x
FD143 - Dance IV				x	1	1	x	x
FD212/222 - Dance Team I and II	x	x	x	x	1	1		
FD232 - Dance Team III and IV			x	x	1	1		
FD412 - Ballet Folk I	x	x	x	x	1	0		
FG113 - Color Guard 1	x	x	x	x	1	0		
FG123 - Color Guard 2		x	x	x	1	0		
FG133 - Color Guard 3			x	x	1	0		
FG143 - Color Guard 4				x	1	0		
FI113 - Instrumental Ensemble I					1	0		
FI123 - Instrumental Ensemble II					1	0		
FL1022 - Spanish II for Spanish Speakers MS/HS	x	x	x	x	1	1	x	x
FL112 - Spanish I (MS/HS)	x	x	x	x	1	1	x	x
FL122 - Spanish II (MS/HS)	x	x	x	x	1	1	x	x
FL131 - Spanish III AAC	x	x	x	x	1	1	x	x
FL141 - AP® Spanish IV	x	x	x	x	1	1	x	x
FL151 - AP® Spanish V	x	x	x	x	1	1	x	x
FL212 - French I (MS/HS)	x	x	x	x	1	1	x	x
FL222 - French II	x	x	x	x	1	1	x	x
FL231 - French III AAC	x	x	x	x	1	1	x	x
FL241 - AP® French IV	x	x	x	x	1	1		x
FL312 - German I (MS/HS)	x	x	x	x	1	1	x	x
FL322 - German II	x	x	x	x	1	1	x	x
FL331 - German III AAC	x	x	x	x	1	1	x	x
FL341 - AP® German IV	x	x	x	x	1	1		x
FL412 - Latin I	x	x	x	x	1	0	x	x
FL422 - Latin II	x	x	x	x	1	1	x	
FL431 - Latin III AAC	x	x	x	x	1	0		
FL441 - AP Latin IV	x	x	x	x	1	0		x
FL512 - Japanese I	x	x	x	x	1	1	x	
FL522 - Japanese II	x	x	x	x	1	1	x	
FL531 - Japanese III AAC	x	x	x	x	1	1		
FL541 - AP® Japanese IV	x	x	x	x	1	0		x
FL603 - Chinese II for Chinese Speakers	x	x	x	x	1	1	x	x

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
Non-Core Courses (Cont.)								
FL612 - Chinese I	x	x	x	x	1	1	x	x
FL622 - Chinese II	x	x	x	x	1	1	x	x
FL631 - Chinese III AAC	x	x	x	x	1	0	x	x
FL641 - AP® Chinese IV	x	x	x	x	1	0		x
FL651 - Chinese V Honors	x	x	x	x	1	0		
FL712 - Sign Language I	x	x	x	x	1	1	x	x
FL722 - Sign Language II	x	x	x	x	1	1	x	x
FL732 - Sign Language III	x	x	x	x	1	1	x	x
FM122 - AP® Music Theory			x	x	1	1		x
FM512 - Mariachi I	x	x	x	x	1	1	x	x
FM522 - Mariachi II		x	x	x	1	1	x	x
FM532 - Mariachi III			x	x	1	0		
FO113/212 - Orchestra I	x				1	1	x	x
FO123/222 - Orchestra II		x			1	1		
FO133/232 - Orchestra III			x		1	1		
FO143/242 - Orchestra IV				x	1	1		
FP113 - Piano Technician I	x	x	x	x	1	1		
FP123 - Piano Technician II		x	x	x	1	0		
FP132 - Piano Technician III			x	x	1	0		
FP142 - Piano Technician IV				x	1	0		
FT113 - Theatre Arts I	x	x	x	x	1	1	x	x
FT123 - Theatre Arts II	x	x	x	x	1	1	x	
FT132 - Theatre Arts III	x	x	x	x	1	0	x	x
FT142 - Theatre Arts IV	x	x	x	x	1	1	x	x
FT223 - Technical Theatre I	x	x	x	x	1	1		x
FT232 - Technical Theatre II	x	x	x	x	1	1	x	
FT242 - Technical Theatre III	x	x	x	x	1	1		x
FT244 - Technical Theatre IV	x	x	x	x	1	0		
FT323 - Theatre Production I	x	x	x	x	1	1		
FT332 - Theatre Production II	x	x	x	x	1	1		
FT342 - Theatre Production III			x	x	1	1		
FT344 - Theatre Production IV			x	x	1	0		
GT111 - Gifted/Talented Mentorship Program Honors				x	1	0		

Content Areas	Grade Levels				Guides		Formal Assessment	
Course Titles	9	10	11	12	Curriculum Guides Expected	Curriculum Guides Available	Formative Assessment	Summative Assessment
LP100 - AP® Advanced Placement® Seminar		x	x	x	1	0		x
LP201 - AP® Advanced Placement® Research (Capstone)			x	x	1	0		x
LS112 - Peer Assistance and Leadership I (PALS)			x	x	1	1		
LS122 - Peer Assistance and Leadership II (PALS)			x	x	1	1		
LS133 - Student Leadership			x	x	1	0		
M2111 - Multidisciplinary Studies II	x	x			1	0		
M3111 - Multidisciplinary Studies III			x	x	1	0		
M4111 - Multidisciplinary Studies IV			x	x	1	0		
PB1132 - Basketball YR 1-4	x	x	x	x	1	0	x	x
PC1132 - Cross Country YR 1-4	x	x	x	x	1	0		
PE211/311 - Skills-Based Lifetime Activities	x	x	x	x	1	1		
PE221/321 - Lifetime Fitness and Wellness	x	x	x	x	1	1	x	x
PF1131 - Football 1 YR 1-4	x	x	x	x	1	0	x	x
PG1132 - Golf YR 1-4	x	x	x	x	1	0		
PH0111/112 - Health	x	x	x	x	1	1	x	x
PL2032 - Cheer YR 1-4			x	x	1	0		
PO1132 - Soccer YR 1-4	x	x	x	x	1	0	x	x
PR1132 - Track YR 1-4	x	x	x	x	1	0		
PS1132 - Baseball YR 1-4	x	x	x	x	1	0		
PS2132 - Softball YR 1-4	x	x	x	x	1	0		
PT1131 - Tennis YR 1-4	x	x	x	x	1	0	x	
PV2132 - Volleyball YR 1-4	x	x	x	x	1	0	x	x
PW1132 - Aquatics YR 1-4	x	x	x	x	1	0		
Total Core Courses					**89**	**80**		
Total Non-Core Courses					**206**	**142**		
Total Core and Non-Core Courses					**295**	**222**		

Note: *Grade 9-12 courses at M.R. Wood Center for Learning are included in the grades 9-12 scope review, and grades 6-8 are included in the grades 6-8 scope review.

Key: X = course offered

Data Source: Curriculum Documents Provided by Fort Bend ISD Staff

Appendix F: Core and Non-Core Courses with Curriculum and Component Ratings

Exhibit F.1: ELAR Pre-K-12 Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Dual Language Reading Language Arts 3rd Grade	No Date	2	2	2	2	2	2	**12**
Reading Elective 6th, 7th, and 8th Grade – Dyslexia Reading	July 13, 2019	2	2	2	2	2	2	**12**
Reading Language Arts PreK	April 5, 2023	2	1	2	2	2	2	**11**
AP® English Language and Comp. (English III)	June 26, 2017	2	2	1	2	2	2	**11**
*AP® English Literature and Comp. (English IV)	August 21, 2021	2	2	1	2	2	2	**11**
ESL Intermediate English 6th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Intermediate Reading 6th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Intermediate English 7th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Intermediate Reading 7th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Intermediate English 8th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Intermediate Reading 8th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning English 6th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning Reading 6th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning English 7th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning Reading 7th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning English 8th Grade	May 1, 2024	2	1	2	2	2	2	**11**
ESL Beginning Reading 8th Grade	May 1, 2024	2	1	2	2	2	2	**11**
Literacy 6th Grade	April 8, 2024	2	1	2	2	2	1	**10**
Literacy 7th Grade	April 8, 2024	2	1	2	2	2	1	**10**
Literacy 8th Grade	April 8, 2024	2	1	2	2	2	1	**10**
*Journalism News III	March 21, 2017	2	1	2	1	2	2	**10**
Reading Language Arts Kindergarten	March 28, 2024	2	1	2	1	2	1	**9**
Reading Language Arts 1st Grade	March 28, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 6th Grade	May 29, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 7th Grade	May 29, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 8th Grade	May 29, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 9th Grade – English I	May 29, 2024	2	1	2	1	2	1	**9**

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
English Language Arts & Reading 10th Grade – English II	May 29, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 11th Grade – English III	May 29, 2024	2	1	2	1	2	1	**9**
English Language Arts & Reading 12th Grade – English IV	May 29, 2024	2	1	2	1	2	1	**9**
ESOL I – English I	May 1, 2024	2	1	1	1	2	2	**9**
ESOL II – English II	May 1, 2024	2	1	1	1	2	2	**9**
Reading Language Arts 2nd Grade	July 7, 2024	2	1	2	1	1	1	**8**
Reading Language Arts 3rd Grade	April 5, 2024	2	1	2	1	1	1	**8**
Reading Language Arts 4th Grade	April 5, 2024	2	1	2	1	1	1	**8**
Reading Language Arts 5th Grade	April 5, 2024	2	1	2	1	1	1	**8**
*Journalism Yearbook III	March 21, 2017	2	0	1	1	2	2	**8**
Spanish Reading Language Art Kindergarten	March 28, 2024	2	1	2	1	1	1	**8**
Spanish Reading Language Arts 1st Grade	March 28, 2014	2	1	2	1	1	1	**8**
Spanish Reading Language Arts 3rd Grade	September 24, 2024	2	1	2	1	1	1	**8**
Spanish Reading Language Arts 2nd Grade	July 24, 2024	2	0	2	1	1	1	**7**
Reading I	May 29, 2024	2	1	1	1	1	1	**7**
Reading II	May 29, 2024	2	1	1	1	1	1	**7**
Reading III	May 29, 2024	2	1	1	1	1	1	**7**
*Broadcast Journalism III	March 21, 2017	2	0	2	1	1	1	**7**
*Practical Writing	September 14, 2017	2	0	1	1	1	1	**6**
*Creative Writing	May 23, 2018	2	1	0	1	1	1	**6**
Spanish Reading Language Arts 5th Grade	April 5, 2024	2	0	2	0	1	1	**6**
*Debate III	March 21, 2017	2	0	0	1	1	1	**5**
Spanish Reading Language Arts 4th Grade	April 5, 2024	2	0	2	0	0	0	**4**
*Humanities	May 23, 2018	2	1	0	1	0	0	**4**
Mean Rating for Each Criterion		**2**	**0.9**	**1.7**	**1.4**	**1.6**	**1.4**	**9**

Note: *Courses can substitute for English IV credit.

Data Source: Course Data Provided by Fort Bend ISD Staff

Exhibit F.2: Mathematics Pre-K-12 Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Mathematics 6th Grade	June 4, 2024	3	2	3	3	1	2	**14**
Mathematics 7th Grade AAC	June 4, 2024	3	2	3	3	1	2	**14**
*Algebra I	2024-25	3	2	3	3	1	2	**14**
Algebra II	June 4, 2024	3	2	3	3	1	2	**14**
Algebra II AAC (MS/HS)	June 4, 2024	3	2	3	3	1	2	**14**
Geometry	June 4, 2024	3	2	3	3	1	2	**14**
Mathematics 2nd Grade	May 29, 2024	3	2	3	1	2	2	**13**
Mathematics 6th Grade AAC	June 4, 2024	3	2	3	3	1	1	**13**
Mathematics 7th Grade	June 4, 2024	3	2	3	2	1	2	**13**
Mathematics 8th Grade	June 4, 2024	3	2	3	2	1	2	**13**
Algebra I AAC (MS and HS)	June 4, 2024	3	2	3	3	1	1	**13**
Pre-Calculus	June 4, 2024	3	2	3	3	1	1	**13**
Geometry AAC (MS and HS)	June 4, 2024	3	2	3	2	1	1	**12**
Mathematics 1st Grade	May 29, 2024	3	2	3	1	1	2	**12**
Mathematics 3rd Grade	July 22, 2024	3	2	3	1	1	2	**12**
Mathematics 4th Grade	June 27, 2024	3	2	3	1	1	2	**12**
Mathematics 5th Grade	May 29, 2024	3	2	3	1	1	2	**12**
Mathematics 6th Grade Lab	July 12, 2023	2	2	3	2	1	2	**12**
Mathematics 7th Grade Lab	July 12, 2023	2	2	3	2	1	2	**12**
Mathematics 8th Grade Lab	July 12, 2023	2	2	3	2	1	2	**12**
Algebraic Reasoning	June 4, 2024	3	2	3	2	1	1	**12**
Mathematical Models with Applications	June 4, 2024	3	2	3	2	1	1	**12**
Mathematics Kindergarten	May 29, 2024	2	2	2	2	1	2	**11**
Mathematics Dual Language 3rd Grade	December 5, 2024	2	2	3	1	1	2	**11**
Statistics	June 4, 2024	3	2	2	2	1	1	**11**
AP® Statistics	June 4, 2024	3	1	2	2	2	1	**11**
AP® Pre-Calculus	June 4, 2024	3	1	0	3	1	1	**9**
AP® Calculus BC	June 4, 2024	3	1	0	2	2	1	**9**
Mathematics Pre-Kindergarten	October 25, 2023	2	2	0	2	1	2	**9**
Advanced Quantitative Reasoning	June 4, 2024	2	2	0	1	2	1	**8**
AP® Calculus AB	June 4, 2024	2	1	0	2	1	1	**7**
Multivariable Calculus	August 2, 2020	1	1	1	1	2	1	**7**
*Strategic Learning for HS Mathematics (STLNHSM) Partner with Algebra I	August 18, 2021	1	1	0	0	2	1	**5**
Mean Rating for Each Criterion		**2.7**	**1.8**	**2.3**	**2.1**	**1.2**	**1.6**	**11.6**

Note: *For purposes of the audit, when two courses are integrated, the courses are rated individually.

Data Source: Course Data Provided by Fort Bend ISD Staff

Exhibit F.3: Science Pre-K-12 Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1	2	3	4	5	6	Total Rating
		Obj.	Asmt.	Prereq.	Res.	Strats.	Act.	
Science 1st Grade	May 29, 2024	3	2	3	2	1	2	13
Science 2nd Grade	May 29, 2024	3	2	3	2	1	2	13
Science 3rd Grade	May 29, 2024	3	2	3	2	1	2	13
Science 4th Grade	May 29, 2024	3	2	3	2	1	2	13
Science 5th Grade	June 24, 2024	3	2	3	2	1	2	13
Science 7th Grade	2024-25	3	2	3	2	1	2	13
Biology (MS/HS)	2024-25	3	2	3	2	1	2	13
**AP® Physics I	March 21, 2017	2	2	3	2	1	3	13
Science 6th Grade	2024-25	3	1	3	2	1	2	12
Science 8th Grade	2024-25	3	1	3	2	1	2	12
AP® Chemistry	March 21, 2017	2	2	2	2	2	2	12
AP® Environmental Science	March 21, 2017	2	2	2	2	2	2	12
Physics (MS/HS)	2024-25	3	1	3	2	1	1	11
**Integrated Physics & Chemistry	2024-25	3	1	3	2	1	1	11
Biology AAC (MS/HS)	2024-25	2	2	2	2	1	1	10
Kindergarten Science	May 29, 2024	2	1	2	2	1	2	10
Chemistry AAC (MS/HS)	2024-25	3	1	3	1	1	1	10
AP® Biology (MS/HS)	May 7, 2024	1	2	2	2	1	2	10
Earth Systems Science	2024-25	3	1	3	1	1	1	10
Pre-Kindergarten Science	April 13, 2023	2	1	1	2	2	2	10
**Special Topics in Science: Organic Chemistry	March 21, 2017	2	2	1	2	1	2	10
Grade 6 Science AAC	2024-25	2	1	2	2	1	1	9
Grade 8 Science AAC	2024-25	2	1	2	2	1	1	9
Chemistry I	2024-25	2	1	2	1	1	1	8
*Forensic Science	June 10, 2021	2	1	0	2	0	2	7
AP® Physics II	May 8, 2024	2	1	1	0	1	1	6
AP® Physics C Electricity & Magnetism	May 8, 2024	2	1	1	0	1	1	6
*Engineering Science	June 7, 2021	2	0	0	2	0	2	6
*Anatomy and Physiology	July 30, 2020	2	0	0	2	0	1	5
*Advanced Animal Science	February 11, 2021	2	0	0	1	0	2	5
**Astronomy	2024-25	2	1	1	0	0	1	5
**Aquatic Science	2024-25	2	0	0	1	0	1	4
Special Topics in Science: Modern Physics	May 8, 2024	0	1	1	0	1	0	3
Environmental Systems	2024-25	2	0	0	0	0	0	2
Mean Rating for Each Criterion		**2.3**	**1.2**	**1.9**	**1.6**	**0.9**	**1.5**	**9.4**

Notes: *Course can substitute for science credit for graduation.**All units of the curriculum guide are not fully developed.

Data Source: Course information was provided by Fort Bend ISD staff.

Exhibit F.4: Social Studies Pre-K-12 Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Social Studies 7th Grade	April 10, 2024	2	2	2	2	2	2	12
World Geography	April 8, 2024	2	2	2	2	2	2	12
World Geography AAC	April 8, 2024	2	2	2	2	2	2	12
Personal Financial Literacy	February 17, 2023	2	2	2	2	2	2	12
Ethnic Studies, AP® African American Studies	July 16, 1905	2	2	2	2	2	2	12
*Personal Financial Literacy and Economics	July 15, 1905	2	2	2	2	2	2	12
		1	1	1	2	2	2	9
Social Studies 4th Grade	August 1, 2023	2	1	2	2	2	2	11
AP® World History	July 15, 1905	2	2	1	2	2	2	11
U.S. History	May 20, 2024	2	2	1	2	2	2	11
AP® U.S. History	July 15, 1905	2	2	1	2	2	2	11
U.S. History 1A Credit Recovery	2020-21	2	2	1	2	2	2	11
AP® Government	April 9, 2024	2	2	1	2	2	2	11
AP® Macroeconomics	July 14, 1905	2	2	1	2	2	2	11
AP® Microeconomics	July 14, 1905	2	2	1	2	2	2	11
Sociology	March 17, 2024	2	2	1	2	2	2	11
Psychology	December 1, 2024	2	2	1	2	2	2	11
AP® Psychology	July 16, 1905	2	2	1	2	2	2	11
AP® European History	July 15, 1905	2	2	1	2	2	2	11
AP® Human Geography	July 12, 1905	2	2	1	2	2	2	11
*AP® Human Geography 9th Grade/World Geography AAC	July 12, 1905	2	2	1	2	2	2	11
		2	2	2	1	1	1	9
Social Studies Pre-K	April 5, 2023	2	1	1	2	2	2	10
Social Studies Kindergarten	February 27, 2025	2	1	2	1	2	2	10
Social Studies 1st Grade	February 27, 2025	2	1	2	1	2	2	10
Government	April 9, 2024	2	2	1	2	2	1	10
Ethnic Studies, Mexican American Studies	April 9, 2024	2	1	1	2	2	2	10
Ethnic Studies, African American Studies	April 9, 2024	2	2	1	1	2	1	9
Social Studies 2nd Grade	March 28, 2018	2	1	2	1	2	1	9
Social Studies 3rd Grade	May 28, 2024	2	1	2	1	2	1	9
Social Studies 5th Grade	February 28, 2025	2	2	2	1	1	1	9
Social Studies 6th Grade	April 10, 2024	2	2	2	1	1	1	9
Social Studies 8th Grade	May 21, 2024	2	1	2	2	1	1	9
World History	April 8, 2024	2	2	2	1	1	1	9
Economics	April 10, 2024	1	1	1	2	2	2	9
Mean Rating for Each Criterion		**2**	**1.7**	**1.5**	**1.7**	**1.9**	**1.7**	**10.5**

Note: * For the purpose of the audit, when two courses are taught together, the courses are rated individually.

Data Source: Course Data Provided by Fort Bend ISD Staff

Exhibit F.5: Elementary Non-Core Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Physical Education Kindergarten	March 21, 2017	2	1	2	2	2	2	11
Physical Education 1st Grade	March 21, 2017	2	1	2	2	2	2	11
Physical Education 2nd Grade	March 21, 2017	2	1	2	2	2	2	11
Physical Education 3rd Grade	March 21, 2017	2	1	2	2	2	2	11
Physical Education 4th Grade	March 21, 2017	2	1	2	2	2	2	11
Physical Education 5th Grade	March 21, 2017	2	1	2	2	2	2	11
Health Kindergarten	March 21, 2017	2	1	2	2	2	2	11
Health 1st Grade	March 21, 2017	2	1	2	2	2	2	11
Health 2nd Grade	March 21, 2017	2	1	2	2	2	2	11
Health 3rd Grade	March 21, 2017	2	1	2	2	2	2	11
Health 4th Grade	March 21, 2017	2	1	2	2	2	2	11
Health 5th Grade	March 21, 2017	2	1	2	2	2	2	11
Art Pre-Kindergarten	March 21, 2017	2	1	1	2	1	1	8
Art Kindergarten	March 21, 2017	2	1	2	2	2	1	10
Art 1st Grade	March 21, 2017	2	1	2	2	1	2	10
Art 2nd Grade	March 21, 2017	2	1	2	2	1	2	10
Art 3rd Grade	March 21, 2017	2	1	2	2	1	2	10
Art 4th Grade	March 21, 2017	2	1	2	2	1	2	10
Art 5th Grade	March 21, 2017	2	1	2	2	1	2	10
Music Pre-Kindergarten	March 21, 2017	2	1	1	2	2	2	10
Music Kindergarten	March 21, 2017	2	1	1	2	2	2	10
Music 1st Grade	March 21, 2017	2	1	1	2	2	2	10
Music 2nd Grade	March 21, 2017	2	1	1	2	2	2	10
Music 3rd Grade	March 21, 2017	2	1	1	2	2	2	10
Music 4th Grade	March 21, 2017	2	1	1	2	2	2	10
Music 5th Grade	March 21, 2017	2	1	1	2	2	2	10
STEM Kindergarten	January 31, 2020	2	1	2	1	1	2	9
STEM 1st Grade	January 31, 2020	2	1	2	1	1	2	9
STEM 2nd Grade	January 31, 2020	2	1	2	1	1	2	9
STEM 3rd Grade	January 31, 2020	2	1	2	1	1	2	9
STEM 4th Grade	January 31, 2020	2	1	2	1	1	2	9
STEM 5th Grade	January 31, 2020	2	1	2	1	1	2	9
Digital Citizenship Kindergarten	No Date	2	0	0	2	1	2	7
Digital Citizenship 1st Grade	No Date	2	0	0	2	1	2	7
Digital Citizenship 2nd Grade	No Date	2	0	0	2	1	2	7
Digital Citizenship 3rd Grade	No Date	2	0	0	2	1	2	7
Digital Citizenship 4th Grade	No Date	2	0	0	2	1	2	7
Digital Citizenship 5th Grade	No Date	2	0	0	2	1	2	7

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Action Based Learning Pre-Kindergarten	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning Kindergarten	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning 1st Grade	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning 2nd Grade	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning 3rd Grade	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning 4th Grade	March 22, 2017	2	0	0	1	2	2	7
Action Based Learning 5th Grade	March 22, 2017	2	0	0	1	2	2	7
Mean Rating for Each Criterion		**2**	**0.7**	**1.2**	**1.7**	**1.6**	**2**	**9.2**

Data Source: Course Data Provided by Fort Bend ISD Staff

Exhibit F.6: Middle School Non-Core Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Band II (MS)	March 21, 2017	3	2	2	3	1	2	**13**
Choral Music III (MS)	March 21, 2017	3	2	2	2	2	2	**13**
Band III (MS)	March 21, 2017	3	2	2	2	1	2	**12**
Choral Music II (MS)	March 21, 2017	3	2	2	2	1	2	**12**
Orchestra II (MS)	March 21, 2017	3	2	1	2	2	2	**12**
Band I (MS)	March 21, 2017	2	2	2	3	1	2	**12**
Art I (MS)	March 21, 2017	2	2	2	3	1	2	**12**
Theatre II (MS)	March 21, 2017	3	2	2	1	2	2	**12**
Orchestra III (MS)	March 21, 2017	3	2	1	2	1	2	**11**
Choral I (MS)	March 21, 2017	2	2	2	2	1	2	**11**
Orchestra I (MS)	March 21, 2017	2	2	1	3	1	2	**11**
Dance I (MS)	March 22, 2017	2	2	2	1	2	2	**11**
Theatre I (MS)	March 21, 2017	1	2	2	3	1	1	**10**
Theatre III (MS)	March 21, 2017	2	2	2	2	1	1	**10**
Lifetime Nutrition and Wellness	June 7 2021	2	1	1	2	2	2	**10**
Art III (MS)	March 21, 2017	2	1	1	2	2	1	**9**
Physical Education Grade 6	March 22, 2017	2	1	2	1	1	2	**9**
Physical Education Grade 7	March 22, 2017	2	1	2	1	1	2	**9**
Physical Education Grade 8	March 22, 2017	2	1	2	1	1	2	**9**
Health Grade 7	March 21, 2017	2	1	2	1	1	1	**8**
Spanish 1B	March 21, 2017	2	1	2	1	1	1	**8**

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Spanish I/French I/German I	March 21, 2017	2	1	2	1	1	1	**8**
Journalism (MS)	March 22, 2017	2	0	1	2	2	1	**8**
Advanced Broadcast Journalism Grade 8	March 21, 2017	2	0	1	2	2	1	**8**
Robotics and Engineering I (MS)	March 21, 2017	2	0	2	1	1	1	**7**
Robotics and Engineering II (MS)	March 21, 2017	2	0	2	1	1	1	**7**
AVID Grade 6	No Date	2	0	3	0	0	1	**6**
AVID Grade 7	No Date	2	0	3	0	0	1	**6**
AVID Grade 8	No Date	2	0	3	0	0	1	**6**
Introduction to Broadcast Journalism Grade 7	March 21, 2017	2	0	0	1	1	1	**5**
PALS (MS)	June 24, 1905	2	0	0	0	1	2	**5**
Art II (MS)	March 21, 2017	1	0	1	0	1	2	**5**
Dollar and Sense (MS/HS)	No Date	2	0	0	0	0	0	**2**
Interpersonal Studies (MS)	No Date	2	0	0	0	0	0	**2**
Fundamentals of Computer Science (MS)	No Date	2	0	0	0	0	0	**2**
Career and College Exploration (MS)	No Date	2	0	0	0	0	0	**2**
Mean Rating for Each Criterion		**2.1**	**1**	**1.5**	**1.3**	**1**	**1.4**	**8.4**

Data Source: Course Data Provided by Fort Bend ISD Staff

Exhibit F.7: High School Non-Core Courses with Curriculum and Component Ratings

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Band I HS	June 3, 2019	3	3	2	2	1	2	13
Band II HS	December 10, 2019	3	3	2	2	1	2	13
Band III HS	June 17, 2021	3	3	2	2	1	2	13
Band IV HS	June 23, 2021	3	3	2	2	1	2	13
Choral Music I HS	June 22, 2018	3	2	2	3	1	2	13
Choral Music II HS	June 24, 2019	3	2	2	2	2	2	13
French II	2024-25	3	2	2	2	2	2	13
Chinese I	2024-25	3	2	2	2	2	2	13
Chinese II	2024-25	3	2	2	2	2	2	13
Chinese for Chinese Speakers (MS/HS)	2024-25	3	2	2	2	2	2	13
Art II, Digital Art & Media I	August 17, 2019	3	2	2	2	1	2	12
Orchestra II High School	January 30, 2020	2	2	2	2	2	2	12
Orchestra IV High School	December 13, 2021	2	3	2	2	1	2	12
Theatre Arts II, High School	December 5, 2018	3	2	2	2	2	1	12
Spanish I (MS/HS)	2024-25	3	2	2	2	1	2	12

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Spanish II (MS/HS)	2024-25	3	2	2	2	1	2	12
AP® Spanish IV Language & Culture	August 10, 2021	3	2	2	1	2	2	12
French I (MS/HS)	2024-25	3	2	2	2	1	2	12
French III AAC	2024-25	3	2	2	2	1	2	12
Japanese I	2024-25	2	2	3	2	1	2	12
Sign Language I	2024-25	3	2	0	2	2	3	12
Sign Language III	2024-25	3	2	0	2	2	3	12
Spanish III AAC	2024-25	3	2	2	2	1	2	12
AP® Computer Science Principles	February 11, 2025	2	2	1	2	2	2	11
Art I, High School	June 10, 2020	2	2	1	2	2	2	11
Art III, Digital Art & Media II	July 30, 2021	3	2	2	2	1	1	11
Art IV, Digital Art & Media III	June 25, 2021	3	2	2	2	1	1	11
Dance I, High School	May 20, 2019	2	2	2	2	2	1	11
Dance II, High School	August 28, 2019	2	2	2	2	2	1	11
Dance III, High School	March 31, 2020	2	2	2	2	2	1	11
Dance IV, High School	August 7, 2022	2	2	2	2	2	1	11
Orchestra I High School	August 25, 2018	2	2	2	2	1	2	11
Orchestra III High School	September 16, 2021	2	2	2	2	1	2	11
Theatre Arts I, High School	March 21, 2017	1	2	2	3	2	1	11
Theatre Arts IV, High School	June 17, 2021	3	2	2	1	1	2	11
Technical Theatre I, HS	May 5, 2017	2	2	2	3	1	1	11
Technical Theatre II, HS	June 6, 2019	2	2	2	3	1	1	11
Theatre Production II, High School	June 22, 2021	2	2	1	2	2	2	11
Spanish for Spanish Speakers (MS/HS)	2024-25	3	2	2	1	1	2	11
German I (MS/HS)	2024-25	2	2	2	2	1	2	11
German II	2024-25	2	2	2	2	1	2	11
German III AAC	2024-25	2	2	2	2	1	2	11
Japanese II	2024-25	2	2	2	2	1	2	11
Sign Language II	2024-25	3	2	0	1	2	3	11
HS PE Skill Based Lifetime Activities	August 20, 2024	2	2	0	2	2	3	11
Architectural Design II	No date	3	1	0	2	1	3	10
Civil Engineering and Architecture	August 5, 2021	2	2	0	3	1	2	10
Computer Science III	February 11, 2021	3	1	0	2	2	2	10
Art IV, Three-Dimensional III (Ceramics)	June 25, 2021	3	2	2	1	1	1	10

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Art IV, Three-Dimensional III (Sculpture)	June 25, 2021	3	3	2	1	0	1	10
Theatre Production I, High School	December 12, 2018	3	2	1	2	1	1	10
AP® Spanish V Literature & Culture	March 24, 2022	2	2	1	2	1	2	10
AP® German IV Language & Culture	December 1, 2020	1	2	2	2	1	2	10
Latin II	May 22, 2019	1	2	1	3	1	2	10
Japanese III AAC	2024-25	1	2	2	1	2	2	10
Principles of Agriculture, Food, & Natural Resources	July 26, 2020	3	2	0	2	0	2	9
Dance Team I & II	August 2, 2022	2	2	0	3	1	1	9
Technical Theatre III, High School	October 1, 2021	1	2	0	2	2	2	9
Theatre Production III, HS	June 22, 2021	2	2	1	1	1	2	9
Lifetime Fitness and Wellness Pursuits	August 20, 2024	2	2	0	2	1	2	9
AV Production I + Lab	July 27, 2020	3	1	0	2	1	1	8
AV Production II + Lab	July 27, 2020	3	2	0	2	0	1	8
Culinary Arts	July 27, 2020	3	1	0	2	0	2	8
Advanced Culinary Arts	July 27, 2020	3	1	0	2	0	2	8
Introduction to Welding	July 27, 2020	3	0	0	2	1	2	8
Welding I	January 15, 2021	3	0	0	2	1	2	8
Welding II	July 27, 2020	3	0	0	2	1	2	8
Journalism	March 27, 2019	2	2	0	2	1	1	8
Broadcast Journalism I	March 21, 2017	2	2	0	2	1	1	8
Art II C, Two-Dimensional I (Drawing)	July 31, 2018	2	2	1	2	0	1	8
Art II, Two-Dimensional I (Painting)	July 31, 2018	2	2	1	1	1	1	8
Art III, Three-Dimensional II (Ceramics)	June 1, 2019	2	2	1	2	0	1	8
Art III, Two-Dimensional II (Drawing)	September 12, 2019	2	2	1	1	1	1	8
AP® 2-D Art and Design Portfolio	July 17, 2019	2	2	0	1	2	1	8
Mariachi I	March 21, 2017	2	2	0	2	0	2	8
Mariachi II	March 21, 2017	2	2	0	2	0	2	8
Equine Science	February 11, 2021	3	0	0	2	0	2	7
Principles of Arts, AV Tech and Communications	July 27, 2020	3	0	0	2	1	1	7

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Principles of Business, Marketing, and Finance	July 27, 2020	3	0	0	2	0	2	7
Networking Systems + Lab	July 27, 2020	3	0	0	2	0	2	7
Introduction to Engineering Design	July 26, 2021	1	1	0	2	1	2	7
Engineering Design and Development	July 27, 2021	1	1	0	2	1	2	7
Photojournalism	May 31, 2020	2	2	0	1	1	1	7
Broadcast Journalism II	March 21, 2017	2	2	0	1	1	1	7
Art II, Three-Dimensional I (Ceramics)	December 14, 2018	2	2	1	1	0	1	7
Art III, Three-Dimensional II (Sculpture)	June 1, 2019	2	2	1	1	0	1	7
Choral Music III HS	July 14, 2021	2	2	2	1	0	0	7
Choral Music IV HS	September 6, 2021	2	2	2	1	0	0	7
French IV - AP Language & Culture	August 8, 2022	1	1	0	2	1	2	7
Piano Technician I	May 23, 2023	1	1	1	1	1	2	7
Architectural Design I	August 4, 2021	2	0	0	2	0	2	6
Business Information Management	July 27, 2020	3	0	0	2	0	1	6
Business Law	July 27, 2020	3	0	0	2	0	1	6
Principles of Education and Training	July 26, 2020	2	0	0	2	1	1	6
Principles of Health Science	July 26, 2020	2	0	0	2	1	1	6
Medical Terminology	July 26, 2020	2	1	0	2	0	1	6
Principles of Human Services	July 26, 2020	2	1	0	2	0	1	6
Cosmetology II	July 26, 2020	2	0	0	2	1	1	6
Journalism: Yearbook I	March 22, 2017	2	2	0	0	1	1	6
Art III, Two-Dimensional II (Painting)	September 12, 2019	2	2	0	2	0	0	6
Art II, Three-Dimensional I (Sculpture)	December 14, 2018	2	2	1	0	0	1	6
AP® 3-D Art and Design Portfolio	July 23, 2021	2	1	2	1	0	0	6
AP® Music Theory	July 18, 2022	1	3	0	1	0	1	6
Health High School	August 20, 2024	2	1	0	1	0	2	6
AVID I High School	2024-25	2	0	3	0	0	1	6
AVID II High School	2024-25	2	0	3	0	0	1	6
AVID III High School	2024-25	2	0	3	0	0	1	6
AVID IV High School	2024-25	2	0	3	0	0	1	6
Principles of Architecture	August 4, 2021	2	0	0	2	0	1	5

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
HVAC and Refrigeration Tech I	July 27, 2020	3	0	0	1	0	1	5
HVAC and Refrigeration Tech II	July 27, 2020	2	0	0	2	0	1	5
Floral Design	July 26, 2020	2	0	0	1	0	2	5
Health Science Theory	July 27, 2020	2	0	0	2	0	1	5
Computer Maintenance + Lab	November 26, 2021	2	1	0	1	0	1	5
Cosmetology I	July 26, 2020	2	0	0	2	0	1	5
Principles of Law, Public Safety, Corrections, and Security	July 27, 2020	2	1	0	1	0	1	5
Journalism: Yearbook II	March 21, 2017	2	2	0	0	1	0	5
Touch Systems for Data Entry (MS & HS)	August 4, 2020	2	0	1	2	0	0	5
Human Growth and Development	July 26, 2020	1	0	0	2	0	1	4
Law Enforcement I	July 27, 2020	1	1	0	1	0	1	4
Law Enforcement II	July 27, 2020	2	0	0	1	0	1	4
Principles of Applied Engineering	June 16, 2021	2	0	0	1	0	1	4
Automotive Technology II: Automotive Service	January 15, 2021	2	0	0	1	0	1	4
Peer Assistance and Leadership I	2024-25	1	1	0	0	1	1	4
Peer Assistance and Leadership II	2024-25	1	1	0	0	1	1	4
Principles of Construction	February 12, 2021	2	0	0	0	1	0	3
Dance Team III & IV	May 31, 2020	2	0	0	0	1	0	3
Veterinary Medical Applications + Lab	No date	2	0	0	0	0	0	2
Graphic Design and Illustration I + Lab	January 15, 2021	2	0	0	0	0	0	2
Graphic Design and Illustration II + Lab	January 15, 2021	2	0	0	0	0	0	2
Practicum in Culinary Arts	No date	2	0	0	0	0	0	2
Intro to Cosmetology	No date	2	0	0	0	0	0	2
Engineering Design and Presentation I	No date	2	0	0	0	0	0	2
Engineering Design and Problem Solving	No date	2	0	0	0	0	0	2
Small Engine Tech I	No date	2	0	0	0	0	0	2
Automotive Basics	No date	2	0	0	0	0	0	2
Securities and Investments	July 27, 2020	0	0	0	1	0	0	1
Accounting I	No date	1	0	0	0	0	0	1

Curriculum Document Title	Date	1 Obj.	2 Asmt.	3 Prereq.	4 Res.	5 Strats.	6 Act.	Total Rating
Counseling and Mental Health	July 26, 2020	1	0	0	0	0	0	1
Family and Community Services	July 27, 2020	1	0	0	0	0	0	1
Principles of Cosmetology Design/Color Theory	July 26, 2020	1	0	0	0	0	0	1
Data Source: Course Data Provided by Fort Bend ISD Staff								

Appendix G: Analysis of District-Selected Resources and Activities for Congruency and Cognition for Grades 5, 7, and 9 for English Language Arts and Reading, Mathematics, Science, and Grade 11 for Social Studies

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
English Language Arts and Reading			
Grade 5			
5.1A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments. **5.1C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. **5.1D** Work collaboratively with others to develop a plan of shared responsibilities.	The Reading Minilessons Book, Literary Analysis Umbrella 1: Getting Started with Book Clubs RML3: Talk about your thinking in book club, pages 132-133. Share - Following independent reading time, gather students in the meeting area. Have the book club members you met with share the things they discussed in their book club. Then invite the class to talk about new ideas. Ask: Is there anything you want to add to the chart based on what the book club members shared with you?	Classroom Activity	DOK 2
5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. **5.7C** Use text evidence to support an appropriate response. **5.10A** Explain the author's purpose and message within a text.	The Reading Minilessons Book, Literary Analysis Umbrella 15: Studying Persuasive Text RML 5: Consider an author's qualifications and sources when you read a persuasive text, pages 298-299. Minilesson: Read the second paragraph of the acknowledgments in One Well. Why do you think the author included this in her acknowledgments? How does this help you to know the author is able or qualified to persuade you?	Classroom Activity	DOK 3
5.6F Make inferences and use evidence to support understanding	The Reading Minilessons Book, Writing About Reading Umbrella 6: Writing About Reading, Umbrella 25, Studying Historical Fiction RML5: Historical fiction writers often use the language of the times in the dialogue, pages 422-423. Have a Try: Show Under the Quilt of Night. Read the dialogue on the page titled Traveling. Turn and talk with a partner. What does the dialogue tell you about the time period?	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
English Language Arts and Reading (Cont.)			
Grade 7			
7.5F Make inferences and use evidence to support understanding **7.6B** Write responses that demonstrate understanding of texts, including comparing sources within and across genres **7.6C** Use text evidence to support an appropriate response **7.9A** Explain the author's purpose and message within a text.	myPerspectives ELA Texas grade 7, "Thank you Ma'am," page 345. Expert's Perspective. Step 1: Textual Dimension Ask, "When, where, and how did it happen?" and "Who did it? Why?" Step 2: Personal Dimension Ask, "Have you ever seen, felt, or experienced something like this?" or "Have you ever wanted something similar?" Step 3: Critical Dimension Ask questions such as, "Is what this person said valid? Always? Under what conditions? Are there any alternatives to this situation?" Step 4: Creative/Transformative Dimension Ask, "How can the problem or issues be resolved?" and "What role can we play in helping resolve the problem?"	Classroom Activity	DOK 4
7.6C Use text evidence to support an appropriate response	myPerspectives ELA Texas grade 7, "Grounded," pages 5-9. Launch Activity, Conduct a Class Discussion, Students consider the statement - Senior citizens can learn a lot from younger people. Students take a position and give evidence to support their position.	Classroom Activity	DOK 3
7.6D Paraphrase and summarize texts in ways that maintain meaning and logical order	myPerspectives ELA Texas grade 7,"Rethinking the Wild," pages 394-396. Write it! Write a summary of "Rethinking the Wild."	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
English I			
9.5C Use text evidence and original commentary to support a comprehensive response	myPerspectives ELA Texas grade 7, "Thank you Ma'am, page 345. Expert's Perspective. Step 1: Textual Dimension Ask "When, where, and how did it happen?" and "Who did it? Why?" Step 2: Personal Dimension Ask, "Have you ever seen, felt, or experienced something like this?" or "Have you ever wanted something similar?" Step 3: Critical Dimension Ask questions such as, "Is what this person said valid? Always? Under what conditions? Are there any alternatives to this situation?" Step 4: Creative/Transformative Dimension Ask, "How can the problem or issues be resolved?" and "What role can we play in helping resolve the problem?"	Classroom Activity	DOK 3
9.5B Write responses that demonstrate understanding of texts, including comparing sources within and across genres **9.5C** Use text evidence and original commentary to support a comprehensive response **9.5G** Discuss and write about the explicit or implicit meaning of text	CommonLit, The Lottery. Discussion questions. Why do the townspeople agree to take part in the lottery and turn against each other? Do you think their willingness to take part in the lottery makes them bad people? Why or why not? Can you think of any real-world examples where people have done bad things for what they believed a greater good? Cite examples from your own experience and other literature, art or history in your answer. Mrs. Hutchinson doesn't argue about whether or not the lottery is fair until her husband is picked. Why do you think this is? Do you agree with Mrs. Hutchinson that it is unfair that her family was selected for the lottery? Why or why not? Are you surprised that everyone in the town goes along with the lottery? Why or why not? Do you think the townspeople are influenced by the actions of those around them? Have you ever felt compelled to do something because other people were doing it?	Classroom Activity	DOK 3
9.5C Use text evidence and original commentary to support a comprehensive response **9.6A** Analyze how themes are developed through characterization and plot in a variety of literary texts	McGraw Hill Study Sync "The Gift of Magi" Library prompt #1. The author concludes that Della and Jim, despite having "unwisely sacrificed for each other the greatest treasures of their house," were in fact the wisest of giftgivers. Do you agree? Write an essay of at least 300 words arguing tor their wisdom or their foolishness, using details from the story to support your view.	Classroom Activity	DOK 3

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Mathematics			
Grade 5			
5.2B Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =.	*Engaging Mathematics, Volume II: Grade 5*, pages 10-15. Activity objectives include: I can examine a student's work and identify a mistake when ordering decimals. I can explain the correct process for ordering decimals. I can determine if decimal comparison statements are true or false and justify my answer. I can use place value and the > and < symbols to compare two decimals. I can explain the process and models using appropriate vocabulary.	Classroom Activity	DOK 1
5.3B Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	*Engaging Mathematics, Volume II: Grade 5*, pages 28-30. Solve multi-step problems involving multiplication. Questions to ask students: How did your process for solving the age problem compare to your process for solving the space game problem. Students may talk to a partner or write a response to the following question: Describe a different way you could solve the cookie dough problem.	Classroom Activity	DOK 1
5.8C Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	*Engaging Mathematics, Volume I: Grade 5*, pages 186 and 188. Using the given ordered pairs, the student will graph each point in the first quadrant of the coordinate plane. Connect the points in alphabetical order. Questions to ask students: What are you being asked to do? When reading an ordered pair, which coordinate is listed first? Second? What does the x-coordinate of a point represent? What does the y-coordinate of a point represent?	Classroom Activity	DOK 1

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Grade 7			
7.4D Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.	*Engaging Mathematics Volume I: Grade 7*, pages 30-31. The student will solve application problems involving percents. Questions include: What does percent increase mean in this situation? What does percent decrease mean in this situation? To determine the percent change, should you compare the difference in cupcake sales to the number of cupcakes sold last weekend or this weekend? How can you mathematically compare the expected difference in cupcake sales to this week's sales? How can you rewrite the ratio as a percent? Why might the Cutie-Pie Company want to know the percent increase or decrease of their sales?	Classroom Activity	DOK 2
7.7A Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form y = mx + b	*Engaging Mathematics Volume II: Grade 7*, pages 62-63. Word problem situation using a table and graph and answer questions using the representations.	Classroom Activity	DOK 1
7.9C Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.	*TI-Nspire, The Mailbox.* Determine the area of an irregular shape by decomposing it into geometric figures whose areas can be calculated.	Classroom Activity	DOK 2
Algebra I			
A.5A Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included in both sides.	*Engaging Mathematics Volume. II: Algebra* I, Activity Solving Equations Loop, pages 108-110. Solving linear equations in one variable. From a list of solutions, choose the solution that matches each equation. Choose one equation and justify the steps used to solve for x using academic language, including properties.	Classroom Activity	DOK 2
A.4C Write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.	*Engaging Mathematics Volume II: Algebra I*, p. 104-105, Activity 2. Determine the line of best fit, individually or work with your group. Talk to your partner or write a response to the question, "How can you use the graph of the line of best fit to predict corresponding y-values for x-values that do not appear in the table?"	Classroom Activity	DOK 2
A.5C Solve systems of two linear equations with two variables for mathematical and real world problems	Pearson Texas Algebra 1 Student Companion, Section 4-2 pages 148-149: problems 1-5; pages 150-152: problems 1-6	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Science			
Grade 5			
5.7A Investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy (Priority Standard). **5.7B** Design a simple experimental investigation that tests the effect of force on an object in a system such as a car on a ramp or a balloon rocket on a string.	**McGraw Hill Lesson 6.1:** Equal and Unequal Forces. Students watch the video, *It's All Downhill from Here,* to observe and discuss the forces that affect the car's motion and the patterns of motion created. Next, through a structured inquiry, students investigate how the force of a moving car is transferred to a stationary car during a collision. Options are provided for guided inquiry, which provides the explorable question and students develop a method to explore the question. Students participate in an open inquiry during which students write their own explorable question and plan the investigation.	Classroom Activity	DOK 2
5.8A Investigate and describe the transformation of energy in systems such as energy in a flashlight battery that changes from chemical energy to electrical energy to light energy.	**McGraw Hill Lesson 5.1:** Students observe video, "Glowing Heat," to observe energy changes in forms in different systems. Using the photo cards, students investigate and describe how energy changes forms in different systems. Discuss and review the transfer of energy. To gather more data about how energy transfers from place to place and transform into other forms of energy, students read "Energy Changes Form" and "Transformations in Systems."	Classroom Activity	DOK 1
5.13A Analyze the structures and functions of different species to identify how organisms survive in the same environment.	**McGraw Hill, Lesson 11.1:** Structures and Functions of Organisms. Watch video, *Surviving Organisms,* and make observations about structures to identify how lizards survive in the desert. In a structured inquiry using the *Photo Cards: Survive the Environment*, students will identify, collect, and analyze data about the structures of the birds that help them survive and then match those structures to an environment where the organism could survive. Students read from McGraw Hill Interactive Student eBook the *Purpose of Parts* and *Living in the Same Environment*, and watch the video, *Staying Alive*. Students create a T-chart is to show their understanding that instinctual and learned behavioral traits help organisms survive.	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Grade 7			
7.7 D Analyze the effect of balanced and unbalanced forces on the state of motion of an object using Newton's First Law of motion.	***SAVVAS,*Topic 2 Experience 3**: Students investigate how different forces act on objects and then analyze the effects of these forces on an object's motion by applying Newton's first law. Students will conduct the descriptive investigation, collect data, illustrate the motion, analyze and interpret data regarding the forces and motion of the objects. The results are then related to balanced and unbalance forces to develop an explanation.	Classroom Activity	DOK 2
7.8B Explain the relationship between temperature and the kinetic energy of the molecules within a substance**.**	***SAVVAS*, Topic 3, Experience 1:**. Students discuss why your hands get warmer when you rub them together. Students investigate how the temperature of water affects diffusion by adding food coloring to three cups of water that are at different temperatures. Data is organized, interpreted, and interpreted to infer relationships among diffusion, temperature, and kinetic energy.	Classroom Activity	DOK 2
7.12B Describe how ecosystems are sustained by the continuous flow of energy and the recycling of matter and nutrients within the biosphere.	**SAVVAS, Topic 11, Experience 2:** Students use observations of a video and prior experience to write an explanation of how worms can make a garden grow. In a virtual or a quick lab, students design and build a closed system terrarium by choosing to add various times like plants, worms, soil, rocks, and water. They will investigate how matter and nutrients cycle through their ecosystem and how matter is conserved in their terrarium and in a compost pile. Students read, discuss, and depict how water, carbon dioxide, and other nutrients cycle through ecosystems.	Classroom Activity	DOK2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Science (Cont.)			
Biology			
B.6A Explain the importance of the cell cycle to the growth of organisms, including an overview of the stages of the cell cycle and deoxyribonucleic acid (DNA) replication models.	***SAVVAS* Investigation 3, Experience 1**: Begin with watching the video, *SAVVAS How does this limb regrow,* and demonstration of how the ratio of surface area to volume changes as an object grows. Students participate in the Cell Growth and Division open-ended or guided inquiry lab preparing and investigating plant root tissue slides. Students will look for cells in different stages, determine number of chromosomes, and the quanity of cells in each stage of mitosis. Students observe, sketch, analyze, discuss, develop explanations and complete the SAVVAS *Cell Growth and Division Summary* handout.	Real World (Simulated Real World)	DOK 3
B.12B Explain how the interactions that occur among systems that perform functions of transport, reproduction, and response in plants are facilitated by their structures.	***SAVVAS* Investigation 11, Experiences 1-4**. Overview of plant systems and their needs for survival, reproduction in plants, how transport in plants is facilitated by their structures, and an overview of response of plants to hormones, interactions of systems, and seasonal change. Students grow plants, observe, interpret observed or data provided, and construct explanations.	Classroom Activity	DOK 2
B.13B Analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using model.	***SAVVAS* Investigation 14, Experience 2**. Students investigate how different types of consumers interact by observing aphids with bean seedlings in one jar and aphids and ladybird beetles with bean seedlings in another jar. An energy pyramid is completed so students can visualize the role of producers, consumers, and decomposers in energy flow, and the trophic levels. An overview of the energy flow in an ecosystem and the importance of primary producers and consumers.	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Social Studies			
Grade 5			
5.4C Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny**.**	*MyWorld Social Studies*, page 299. Jefferson Becomes President. Use the questions and strategies to model active reading and learning as students work through the lesson in the Worktexts. 1. What were the effects of the Alien and Sedition Acts? 2. How did the Democratic-Republicans react to President Adams' policies? 3. How did Jefferson change the way the government was organized when he won the presidency? 4. Why do you think the road west that Daniel Boone helped to clear was called the Wilderness Road? 5. Why do you think many people moved west?	Classroom Activity	DOK 2
5.16D Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore**.**	*MyWorld Social Studies*, page 483. Welcome to a New Land, Explain. Explain what the last line of the Lazarus poem on the base of the Statue of Liberty means.	Classroom Activity	DOK 2
5.5B Analyze various issues and events of the 21st century, such as the War on Terror and the 2008 presidential election.	*MyWorld Social Studies,* pages 708-709. Challenges at Home, Explain why creating jobs is a reinvestment in America.	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Social Studies (Cont.)			
Grade 7			
7.21B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries. It was noted in the curriculum guide the following part of the TEKS was not covered in this unit: 20th and 21st centuries.	*Texas History*, page 206. The People Who Settled Texas Critical Thinking Skills Questions. What role did debt pay in the settlement of Texas by Anglo Americans? What is one way that Texas and Brazos were different?	Classroom Activity	DOK 3
7.4C Identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850**.**	*Texas History*, pages 383-388. The U.S. Mexican War, Close & Reflect. To close, have students identify the major events related to the U.S.-Mexican war. Then, ask students to speculate about ways in which the United States would be different if the events had happened differently and Mexico had won the war. Discuss with students how defeat would have affected the ability of the United States to achieve Manifest Destiny.	Classroom Activity	DOK 3
7.1A Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.	*Texas History*, pages 511-514. Railroads and Industry, Lesson 2 Review. 1. Use the word transcontinental in a sentence about the growth of railroads in Texas in the late 1800s. 2. Describe the condition and the development of the road system in Texas in the late 1800s. 3. How did improved transportation systems change life for Texans? 4. How did the Texas state government help support the building of the railroads? 5. What products result from the manufacture of cottonseed oil? 6. What happened to the Texas coal industry once oil was discovered? 7. Write a paragraph contrasting life in a Texas city in the 1850s with life in Texas in the 1890s.	Classroom Activity	DOK 2

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Grade 9 - World Geography			
WG.7A Analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends.	*World Geography*, pages 88-89. Stages of Growth: Population Pyramids Visual Skills-Comparing and Contrasting Graph. 1. How does the shape of the population pyramid for a country undergoing rapid growth differ from that of a country experiencing population decline? 2. What does the shape of the U.S. population pyramid tell you about the country's population structure?	Classroom Activity	DOK 2
WG.5A Analyze how the character of a place is related to its political, economic, social, and cultural elements. It was noted in the curriculum guide the following part of the TEKS was not covered in this unit: political, social and cultural elements	*World Geography*, page 503. Critical Thinking Skills-Making Generalizations. Display the climate map and economic activity map of Africa south of the Sahara in the Unit 6 Atlas. Begin by having students compare the data from the climate map to the land use data on the economic activity map. What generalizations can you make about climate and land use from looking at the maps? What one land use activity is used throughout the region regardless of climate? How can you explain the areas where there is little to no land use or economic activity?	Classroom Activity	DOK 3
WG.14C Analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU) It was noted in the curriculum guide the following part of the TEKS was not covered in this unit: conflict/war, of sovereign nations such as China, the United States, Japan, and Russia, and the United Nations (UN). **WG.22** The student communicates in written, oral, and visual forms	*World Geography*, pages 304-305. Case Study, DBQ What do you think? 1. The EU has brought a much-needed era of peace to Europe. 2. Greece received a bailout, and its people are now facing extreme poverty and starvation. Spain is also on the verge of a bailout. Riots and protests are breaking out by the EU's troika. 3. Students' answers may vary but should be logical and strongly supported by the text and the quotes.	Classroom Activity	DOK 3

TEKS and Student Expectations	District Resource for Identified TEKS and Resource Description	Context	Cognitive
Social Studies (Cont.)			
Grade 11 - U.S. History			
USH.29 The student communicates in written, oral, and visual forms.	*United States History Since 1877*, pages 202-210. Teach & Assess-Reading Skills. Introduce the terms progressivism and progressives, and explain that they come from the word progress, meaning "change or improvement." 1. What kinds of ideas would you expect progressives to favor? 2. What did many progressives have in common?" 3. Why did progressives think change was possible?	Classroom Activity	DOK 2
USH.12A Analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, the levee failure in New Orleans after Hurricane Katrina. It was noted in the curriculum guide the following part of the TEKS was not covered in this unit: Klondike Gold Rush, the Panama Canal, the levee failure in New Orleans after Hurricane Katrina. **USH.16C** Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage.	*United States History Since 1877,* pages 289. Lesson 2 Review. 1. Why were the lives of hoboes difficult during the depression? 2. How did some radio shows come to be nicknamed soap operas? 3. How did economic change affect everyday life during the 1930's? 4. In what ways did culture reflect the Depression experience? 5. Write two to three paragraphs describing the Dust Bowl, its causes, its effect on people, and how it made the Great Depression worse for those living on the Great Plains?	Classroom Activity	DOK 2
USH.8F Describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement**.**	*United States History Since 1877*, page 506. Teach & Assess - Discuss the change in American support for the war. How might television have been particularly influential in shaping public opinion? Discuss the spread of discontent to the university campuses. What does the development of "teach-in" tell you about opposition to the war?	Classroom Activity	DOK 3
Note: *Partial is considered not aligned for calculations.			
Data Source: Documents and Data Provided by Fort Bend ISD Staff			

Appendix H: Explanation of Student Grouping, Teacher and Student Activity, Effective Instructional Strategies, Types of Knowledge, and SAMR Model

Exhibit H.1: Explanation of Recorded Classroom Teacher Activity, Student Activity, and Student Groupings

Predominant Student Grouping	
Individual work low level	Refers to students completing seatwork/worksheets on their own, without collaboration with others.
Individual work high level	Refers to students working at their desks individually on work that is meaningful and higher-level cognitively. Includes analyzing information, planning and goal setting, or creating written or visual products.
Large group: Student-centered	Refers to students involved as a whole class in a common activity that includes students actively participating with the teacher and with each other.
Large group: Teacher-centered	Refers to students involved as a whole class in a common activity that could include receiving direct instruction, watching a movie, listening to a lecture, watching a demonstration, etc.
Pair/small group work	Refers to students working with one or more other students.
At learning stations/ centers	Refers to students rotating to different small groups, while the teacher works with a small group of students or assists individuals.
Predominant Teacher Activities	
Assisting students	Refers to a teacher working with students in pairs, small lab groups, or individually about specific steps or actions the student(s) should take, not simply providing praise or feedback.
Direct instruction: Student-centered	Refers to the teacher facilitating or conducting whole group activities where students are actively engaged in discussion or generating and answering high-level questions.
Direct instruction: Teacher-centered	Refers to the teacher verbally giving instruction to or leading the entire class through a learning activity, e.g., lecture, demonstration, overhead projector, or low-level questioning.
Giving directions	Refers to the teacher orally giving directions to the whole group or a small group of students for an upcoming classroom activity.
Individual instruction	Refers to a teacher sitting with one student, teaching, reteaching, or otherwise meeting a student's individual needs.
Monitoring students	Refers to the teacher circulating about the classroom, visually monitoring the students as they work, but not interacting with them.
Not engaged with students	Refers to the teacher seated at his/her desk without students, e.g., correcting papers, taking attendance, reading, or doing other paperwork or computer work.
Small group/pairs	Refers to teachers working with a group of not more than 1/3 of all students in the classroom. Examples include working with reading groups; centers; students in groups doing problem-solving; doing a mini-lesson/tutoring; or targeted direct instruction.
Predominant Student Learning Activity	
Seatwork/Worksheet (low level)	Refers to students completing a prepared worksheet or answering textbook questions.
Practice activity (applying the learning)	Refers to students practicing or applying what they learned during instruction. Includes using algorithms to solve new (but contextually same) problems. May be individual, in pairs, or in small groups.

Predominant Student Learning Activity (Cont.)	
Listening (passive)	Refers to students listening to a lecture or directions given by the teacher without opportunity to actively participate in a discussion. Includes situations where the teacher is asking low-level questions that require only short, factual answers or choral responses.
Listening (active and participating)	Refers to students listening to the teacher or other students while actively involved in discussion and meaningful questioning. Includes opportunities where students are allowed to discuss with their peers, such as "turn and talk," before answering whole group.
Writing (high level)	Refers to the majority (<2/3) of students in the class writing independently or in small groups. Writing means complete sentences to paragraphs/multi-page essays, not worksheet/fill in the blank or formulaic. High-level writing could be on a worksheet, if open-ended and engaging (as with certain graphic organizers).
Writing (low level)	Refers to students either copying from the board or from a book.
Reading (whole class or small groups)	Refers to at least two-thirds of the students in the class reading the same book silently or in small groups.
Reading (individual choice)	Refers to at least two-thirds of the students in the class reading a book of their choice to themselves.
Speaking (presenting, answering, high level questions)	Refers to an oral presentation that can be given as an individual or as part of a group. It also might add components of technology such as a slide show, video clip, or audio recording. Visual aids and teaching tools are used to further enhance the spoken words.
Small group collaborative work	Refers to students working with a group that is less than approximately one-third of the total number of students in the classroom or with a partner. Examples include reading groups, centers, students in groups trying to solve mathematical or science problems by deciphering information or analyzing data or completing assigned projects together.
Project (high level)	Refers to learning as a building process designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.
Lab/hands-on	Refers to students completing a science lab procedure or other hands-on type of learning experience. Not limited to only science lab procedures.
Working with manipulatives or models	Refers to students, typically in pairs or small groups, using manipulatives or models such as foldables or math manipulatives to explore concepts.
Computer work	Refers to more than half the class actively using computers as part of their assigned work.
Watching video	Refers to students passively sitting and watching a video, with no accompanying written work (note-taking, analysis, etc.).
Taking test	Refers to students taking a test.
Transition	Refers to students transitioning from one activity to another, such as putting away materials or moving to another location in the room to begin another activity.
Warm-up/review	Refers to students working on a warm-up activity at the beginning of a class period or reviewing previously learned objectives.
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Exhibit H.2: Explanation of Effective Instructional Strategies

Effective Instructional Strategies
1. **+Specific learning goals/objectives** ▫ Clearly identifies the learning targets for the lesson; explicitly identifies (with students or for students) the desired learning ▫ Has students set personal learning goals for a given lesson or unit of instruction—e.g., "I want to know…" ▫ Uses rubrics, checklists, and other tools to define what on-level performance of the learning/ standard(s) looks like/requires
2. **+Students have VOICE and CHOICE—content is made personally (and culturally) relevant** ▫ Connects new learning to students' prior knowledge and experiences ▫ Encourages students to make personal connections to the content and learning from their everyday lives/experiences ▫ Gives students many and varied opportunities to choose how to explore, practice, and/or demonstrate their learning, collaboratively and individually ▫ Makes learning relevant, by connecting to authentic experiences from real life (students' real life)
3. **+Corrective feedback** ▫ Provides feedback in an ongoing basis during the lesson and for all student responses ▫ Includes in feedback a specific explanation of why an item/response is correct or incorrect; gives feedback on how to improve or correct an incorrect response ▫ Uses, when appropriate, academic feedback—"your response is correct because…"
4. **+Advance organizers, anchor charts, concept maps** ▫ Sets the stage for new content to prepare students for the learning ▫ Furnishes students with a clear vision of the learnings to come with a meaningful reason for mastering the learning, such as how it fits into the big-picture of their world around them and personal interests (e.g., a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.) ▫ Provides "structuring comments" to help students organize the learning—what, why, and how—what they are going to experience, the value of learning (how the student benefits), and the approaches to be used (Berliner) ▫ Provides an organizational structure for the learning, identifies connections across concepts or skills (develops schema)
5. **+Nonlinguistic representations, physical models (real world)** ▫ Provides visuals representing facts, skills, and concepts: physical models, drawings, kinesthetic activities, pictures and pictographs, and concrete representations (realia and manipulatives) ▫ Uses strategies that build on students' innate visualizing of knowledge, mental pictures ▫ Connects abstract ideas and concepts (such as language, oral or written) with concrete representations (such as visuals or realia)
6. **+Kinesthetic activities to promote student understanding** ▫ Engages students in physical activities to model, represent, and/or practice knowledge, concepts, and skills ▫ Has students actively practice the learning, individually or collaboratively
7. **Modeling of processes, thinking practices, reflecting, and metacognitive skills** ▫ Models for students the processes and cognitive practices to be learned by students: does think-alouds, reflective questioning, and metacognitive strategies ▫ Provides opportunities for students to share their metacognitive processing, and provides opportunities for students to share those processes—knowledge of one's own thinking or learning ▫ Uses reflection and metacognition to review learning and provide closure

Effective Instructional Strategies
8. **+Well-constructed cooperative learning** ▫ Clearly communicates positive interdependence through two key responsibilities: learn the assigned material, and ensure that all members of the group learn the assigned material ▫ Recognizes each group member's efforts as required and indispensable for group success (i.e., no "free-riders"; accountability ensured) ▫ Recognizes each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities ▫ Has considerable promotive (face-to-face) interaction— individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce, in order to reach the group's goals/complete the assigned product ▫ Requires from all students individual accountability and personal responsibility to achieve the group's goals ▫ Frequently uses relevant interpersonal and small-group skills ▫ Frequently has students engage in group processing and interaction to improve the group's future effectiveness
9. **+Ample wait time** ▫ Never rushes to answer questions, allowing students ample time to think about a question or problem ▫ May use cues, but still waits for students to attempt an answer ▫ Avoids putting a single student "on the spot" or uncomfortable; wait time is not used punitively when a student does not know an answer
10. **+Students summarizing/synthesizing** ▫ Provides opportunities for students to summarize in their own words the essence of text or an experience in as few words as possible in a new, yet concise form ▫ Requires students to analyze information, organize it in a way that captures the main ideas and supporting detail, and to synthesize the information ▫ Has students summarize information in different ways, including deleting information that isn't important to the overall meaning of the text/reading/selection, substituting some information, and keeping only the most salient information
11. **Reinforcement of effort & recognition** ▫ Reinforces effort and provides recognition of progress made ▫ Delivers praise contingently ▫ Notes the specific concepts, skills, knowledge that were evident in the context of feedback on performance ▫ Shows spontaneity, variety, and other signs of credibility that suggest clear attention to the student's effort and accomplishment ▫ Recognizes and affirms attainment of specified performance criteria (which can include effort) ▫ Encourages a growth mindset in students by acknowledging their accomplishment in relation to the effort they expended and affirms growth in their thinking and learning ▫ Uses students' own prior accomplishments as the context for affirming present accomplishments and ongoing growth ▫ Gives recognition of noteworthy effort or success at personally challenging tasks ▫ Attributes success to effort and learned skills, reinforcing students' self-efficacy and belief in their ability to be successful in future learning scenarios ▫ Fosters students' intrinsic motivation to learn ▫ Avoids competition or comparisons with others

Effective Instructional Strategies
12. **Cues and prompts** ▫ Provides cues and hints to aid in student performance ▫ Provides prompts to remind students of relevant information or experience and familiar concepts or skills ▫ Provides probes or inquiries for more depth of learning ▫ Connects learning to familiar, broader concepts
13. **Effective questioning strategies/deep discussion** ▫ Asks questions that focus on the critical attributes of the student expectations; avoids questioning students about extraneous matters ▫ Poses questions throughout the lesson, asking questions frequently during class discussion ▫ Uses questioning to personalize the learning: teachers connect new learning to students' personal backgrounds and experiences, as well as their prior learning ▫ Uses questions that call for deep thinking and that have no single correct answer; such questions lead to a natural "tension," and encourage critical thought and problem solving connected to the desired learning ▫ Addresses questions to the entire class rather than a single student ▫ Engages students in asking questions of one another ▫ Uses adequate wait time, allowing students time to process their thinking ▫ Distributes response opportunities widely ▫ Affirms student responses—acknowledges correct response, elaborates on an answer for partially correct responses, or invites elaboration from other students. Responds to the part that is correct and solicits the fully correct response through rephrasing or giving clues; affirms thinking of all contributors, even when "wrong" ▫ Uses redirection and probing as part of classroom questioning and keep these focused on salient elements of students' responses ▫ Avoids vague or negative responses to student answers during recitations ▫ During recitations, uses praise sparingly and makes certain it is sincere, credible, and directly connected to the students' responses
14. **Writing to learn** ▫ Encourages students to practice writing about their learning, to explore their understanding, probe into what more they wish to learn, and to practice their writing skills. ▫ Sees writing as a process through which students can learn about the targeted concepts or skills, not as the end-skill itself (similar to discussion). ▫ Uses writing as a platform for collaborative discussion, such as chat rooms, Google Classroom, etc.
15. **Close reading/annotating** ▫ Has students practice reading difficult text, noting key ideas and vocabulary to more effectively access and comprehend a text's main point ▫ Has students highlight or mark text to better understand key ideas, note evidence, and remember main points ▫ Has students practice noting evidence in the text for conclusions or inferences

Effective Instructional Strategies
16. **Building academic vocabulary** ▫ Pre-teaches vocabulary for a unit of study/piece of literature ▫ Presents a brief explanation or description of the term/phrase ▫ Characterizes the word and how it is typically used; explains the meaning in everyday language when presenting new words ▫ Assists students in making personal connections (from background, experiences) to each new vocabulary word ▫ Identifies examples and applications and non-examples and non-applications related to the meaning of the vocabulary term (Ellis, 2002) ▫ Facilitates paraphrasing of new term's definitions so students identify the core idea associated with the meaning of the term and its distinguishing features (Ellis, 2002) ▫ Presents a nonlinguistic representation of the new term/phrase ▫ Has students generate their own explanations/descriptions of the term/phrase ▫ Has students create their own nonlinguistic representation of the term/phrase—associating an image, diagram, or icon with the new term/phrase ▫ Asks students to periodically review the accuracy of their explanations and representations for a term/phrase ▫ Teaches new terms in context of meaningful subject matter and facilitates discussion on that term (Ellis, 2002) ▫ Creates multiple formats in which students can use and elaborate on the meaning of new vocabulary terms (Ellis, 2002)
17. **Students taking notes/interactive notebook** ▫ Expects synthesized notes that identify most important ideas, rather than having students copy what is said or on screen ▫ Has a consistent approach to having students take notes ▫ Employs a student notebook for students to record new information and continue with previous ideas (can be electronic)
18. **Students identifying similarities and differences (comparing/classifying, metaphors/analogies)** ▫ Presents students with explicit guidance in identifying similarities and differences ▫ Asks students to independently (individually or collaboratively) identify similarities and differences ▫ Represents similarities and differences in graphic or symbolic form ▫ Has students compare and contrast ideas and concepts in relation to new learning and/or prior learning ▫ Has students group things that are alike into categories on the basis of their characteristics, citing criteria used to decide the categories ▫ Has students construct metaphors (basic pattern in a topic and find another topic that appears to be different, but has the same basic pattern) ▫ Has students construct analogies (identifies relationships between pairs of concepts)
19. **Students generating and testing hypothesis, explaining conclusions (by students)** ▫ Has students generate and test hypotheses, including processes of systems analysis, invention, experimental inquiry, decision making, and problem solving ▫ Asks students "what if?" as they plan and conduct simple investigations (e.g., formulate a testable question, make systematic observations, and develop logical conclusions)
Key: + = strategies that are also effective with English learners
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Exhibit H.3: Research Snapshot – The Fallacy of Test-Prep

The Fallacy of Test-Prep

Districts and teachers want to give their students the best shot at doing well on the test—especially since test scores are used as measures of accountability that affect many aspects of districts, including funding and self-governance. Intensive test preparation that replicates the upcoming exams seems like a logical move. Unfortunately, the actual practice of intensive test preparation is ineffective and detrimental to student learning. Here's why:

- **It "reallocates" instruction to tested areas**, usually reading and math. This means students miss out on whole domains that are crucial vectors for background knowledge and vocabulary. [1] We see this often as social studies and science are often minimized because they are only infrequently tested at the state level. Since vocabulary and background knowledge are predictors of academic success, children are deprived of the very things that would help them most.
- **It reduces cognitive challenge**. Because test formats are typically multiple choice, teachers assume that most of what is assessed is at the lowest levels cognitively—remembering and understanding (DOK 1). However, data indicate that the most widely missed questions are those requiring analysis or other higher order thought (DOK 2 or 3). Many purchased test prep materials are not aligned to the cognitive demands or specific contexts of the test, so students are not prepared for the higher order thinking these questions demand. If children are taught to "go high," they can handle the demands of a cognitively low test, but if they are only taught to "go low," cognitively demanding questions will be a stumbling block.
- **It reduces the complexity of instruction**—the depth to which concepts are taught. In one study on Algebra I teachers, test prep was "associated with a quarter of a standard deviation decline in complex math teaching."[2]—that's one study and it's not a huge effect, but it's an area that is already fairly aligned to state standards; less aligned content areas could see larger effects.
- **It curtails new learning**. If a district or school stops all new instruction to focus on test prep in the 4-6 weeks prior to the test (which many district do), students don't get several weeks of learning they might otherwise have gotten. All that lost learning reduces opportunities to build that critical background knowledge and vocabulary.
- **It leads to student disengagement**; what one researcher characterized as "acting out, zoning out, or dropping out.[3] This is directly related to the lack of cognitive challenge and the intense pressure to memorize content.
- **It reduces retention**. Disengagement brought on by the stress and boredom of test prep works against retention, especially long-term retention, of concepts, and since most test contexts are not representative of the real world, they aren't engaging in **authentic** demonstrations of learning and are even less likely to carry knowledge into life after school.

The Fallacy of Test-Prep (continued)

- **It fundamentally warps the intent of instruction**. Test prep focuses on indicators rather than causes[4]—whether the students got the answers correct instead of what incorrect answers indicate: a lack of understanding of concepts necessary to demonstrate mastery of the standards. Test prep can result in score inflation three to six times greater than a child's actual mastery of concepts and skills. The implications of that are sobering: districts end up with kids who can "game" a test but don't have sufficient mastery to apply learning in other classes or the real world. The other effect is even more sobering: because of the test prep employed, the validity of the measuring instrument (the test) is now wrong. What was a measure of what kids know now becomes a measure of other things—ability to pay attention to the test prep lessons, to understand how specific items work and how to best guess if you don't know the answer, and so on. The scores you get don't reflect what kids actually know or can do.[5]
- **It doesn't work**. NCLB research has shown that gains were **absent** in ELA and only modest in 4th and 8th grade math, and they didn't last.[6]

Intensive test prep is misplaced effort. Instead, teachers need clear definitions of mastery for all content areas that specify what a child should know or be able to do to demonstrate mastery. Once those are in place, they need formative assessments and benchmark exams—short, diagnostic assessments that let them gauge progress toward mastery and adapt instructional practices accordingly to provide more support, reteaching, or enrichment as the results dictate. Additionally, one of the measures shown to increase scores without test prep is more teaching. If the time devoted to test prep were instead devoted to more instruction in all the content areas, scores would also improve. Students would get 4-6 more weeks of learning each year that would expand their knowledge base and vocabulary and help them do better across all metrics—not just the test.

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[1] https://www.chalkbeat.org/2018/1/19/21104211/why-one-harvard-professor-calls-american-schools-focus-on-testing-a-charade.

[2] Blazar, D., & Pollard, C. (2017). Does Test Preparation Mean Low-Quality Instruction? Educational Researcher, 46(8), 420–433.

[3] Willis, Judy. Bad for the brain: Goodbye to unsustainable education models. In Edutopia. San Rafael, CA: The George Lucas Educational Foundation. June 2012.

[4] McTighe, J. Beware of the Test Prep Trap. https://jaymctighe.com/wp-content/uploads/2011/04/Beware-of-Test-Prep-.pdf . March 1, 2017.

[5] https://www.chalkbeat.org/2018/1/19/21104211/why-one-harvard-professor-calls-american-schools-focus-on-testing-a-charade.

[6] ibid.

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Exhibit H.4: Explanation of Bloom's Revised Taxonomy

Cognitive Type	Definition/Example
Remember	Locating or recalling knowledge in long-term memory that is consistent with presented material (e.g., Recognize or recall the dates of important events in U.S. History).
Understand	Construct meaning from instructional messages, including oral, written, and graphic communication.
Apply	Carry out or use a procedure in a given situation independently (without teacher direction or assistance).
Analyze	Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.
Evaluate	Making judgments based on criteria and standards.
Create	Develop a new product or point of view.

Exhibit H.5: Explanation of Webb's Depth of Knowledge Framework

DOK-1: Recall and Reproduction: Tasks require recall of facts or rote application of simple procedures (copying, computing, defining, and recognizing).
DOK-2: Skills and Concepts: A student must make some decisions about his or her approach. Tasks require more than one mental step (comparing, organizing, summarizing, predicting, and estimating).
DOK-3: Strategic Thinking: Students must use planning and evidence, and thinking is more abstract. A task has multiple valid responses, where students must justify their choices (solving non-routine problems, designing an experiment, or analyzing characteristics of a genre).
DOK-4: Extended Thinking: Requires the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another (designing a survey and interpreting the results, analyzing multiple texts to extract themes, original writing, problem-based learning).

Exhibit H.6: Explanation of the SAMR Model

Level	Definition	Examples	Functional Change
Substitution	Computer technology is used to perform the same task as was done before the use of computers.	Students print out a worksheet, finish it, pass it in.	No functional change in teaching and learning. There may be times when this is appropriate, with no real gain to be had from computer technology. One needs to decide use based on other possible benefits. Tends to be teacher-centric, with teacher guiding all aspects of the lesson.
Augmentation	Computer technology offers an effective tool to perform common tasks.	Students take a quiz using a Google Form instead of using paper and pencil.	There is some functional benefit in that paper is saved, and students/ teacher receive immediate feedback on student mastery of material. This level starts to move along the teacher- to student-centric continuum. Immediate feedback may encourage more engagement in learning.

Level	Definition	Examples	Functional Change
Modification	This is the first step over the line between traditional and transformed classroom work. Common classroom tasks are accomplished through use of technology.	Students are asked to write an essay around the theme "And This I Believe…" Students make an audio recording, along with an original musical soundtrack. The recording is played in front of an authentic audience (e.g., parents, college admission counselors).	There is significant functional change in the classroom. While all are learning similar writing/publication skills, the authentic audience gives students personal stakes in the quality of their work. Computer technology is necessary for this, allowing peer and teacher feedback, easy rewriting, and audio recording. Questions about writing skills increasingly come from students themselves.
Redefinition	Computer technology allows for new tasks that were previously inconceivable.	Class is asked to create a documentary that answers an essential question related to important concepts. Teams of students are responsible for different subtopics and are expected to gather information from outside sources. Class collaborates on a final product.	Common classroom tasks and technology support student-centered learning. Collaboration and technology both are necessary as students learn concepts and skills supporting important concepts. Collaboration is necessary as students are tasked with development of a high-quality real-world product. Questions and discussion are increasingly student-generated.

Taken from https://sites.google.com/a/msad60.org/technology-is-learning/samr-model [Accessed May 18, 2022].

Appendix I: Number and Percentage of Emergent Bilingual Students Enrolled at Each Campus

The following table depicts the number and percentages of EB students enrolled in each school according to the 2024-25 PEIMS fall collection report. Campuses with an asterisk are Focus and Measure schools as reported by the district. Schools are listed in order of the PEIMS report.

Schools	Total Enrollment	EB/ESL Enrollment	% EB Students	% Econ Disadvantaged
High Schools				
1	2165	268	12%	44%
2*	1242	351	28%	79%
4	2641	224	8%	18%
5*	1850	397	21%	61%
6	2848	180	6%	29%
7	2655	328	12%	37%
8*	2312	414	18%	59%
11*	2428	541	22%	67%
12*	1698	230	14%	72%
13	3114	241	8%	38%
16	2816	128	5%	22%
18	1028	161	16%	63%
Middle Schools				
41	1254	229	18%	55%
42*	933	222	24%	81%
43*	936	301	32%	64%
44	1002	66	7%	43%
45	1270	168	13%	28%
46*	806	310	38%	91%
47*	765	290	38%	79%
48*	1078	260	24%	67%
49	1443	293	20%	39%
50	1365	166	12%	22%
51	1504	104	7%	12%
52	1383	224	16%	36%
53	1268	318	25%	69%
54	1473	163	11%	36%
55	1760	185	11%	42%

Schools	Total Enrollment	EB/ESL Enrollment	% EB Students	% Econ Disadvantaged
Elementary Schools				
101	536	215	40%	81%
102	340	79	23%	51%
109	337	191	57%	96%
110	425	105	25%	60%
111	584	57	10%	58%
112*	675	147	22%	71%
114	462	239	52%	83%
115*	434	48	11%	75%
116*	432	248	57%	97%
117	526	156	30%	41%
119	577	102	18%	52%
120	698	236	34%	35%
121	802	106	13%	54%
122	249	13	5%	82%
123	541	112	21%	41%
125	639	65	10%	31%
126	574	159	28%	33%
127	424	162	38%	61%
128	653	163	25%	17%
129	513	308	60%	80%
130	793	222	28%	21%
131	338	25	7%	83%
132	506	112	22%	43%
133	462	240	52%	79%
134	668	230	34%	77%
135	667	162	24%	12%
136	716	275	38%	42%
137	1035	128	12%	19%
138	824	242	29%	62%
139*	857	430	50%	83%
140	591	295	50%	57%
141	410	127	31%	69%
142	714	48	7%	20%
143	648	309	48%	81%
144*	517	272	53%	84%
145	811	168	21%	41%
146*	648	90	14%	71%
147	743	187	25%	12%
148	811	107	13%	37%
149	901	280	31%	65%

Schools	Total Enrollment	EB/ESL Enrollment	% EB Students	% Econ Disadvantaged
150*	1245	384	31%	72%
151	924	299	32%	23%
152	1053	188	18%	11%
153	891	91	10%	20%
154	1253	218	17%	36%
155	782	209	27%	68%
156	1118	401	36%	26%
158	410	205	50%	94%
160	752	183	24%	22%
161*	218	13	6%	84%
162	722	112	16%	22%
163*	567	52	9%	81%
164*	460	129	28%	83%
Data Source: 2024-25 PEIMS Fall Submission Report				

Appendix J: Gifted and Talented Students Compared to Economically Disadvantaged by Campus

Level	Campus ID	# GT	% GT	% EcoDis
HS	1	287	13%	44%
HS	2	15	1%	79%
HS	4	428	16%	18%
HS	5	68	4%	61%
HS	6	370	13%	29%
HS	7	191	7%	37%
HS	8	45	2%	59%
HS	11	19	1%	67%
HS	12	15	1%	72%
HS	13	163	5%	38%
HS	16	235	8%	22%
HS	18	9	1%	63%
Academy	38	2	1%	66%
MS	41	39	3%	55%
MS	42	12	2%	81%
MS	43	29	3%	64%
MS	44	478	48%	43%
MS	45	84	7%	28%
MS	46	5	1%	91%
MS	47	21	3%	79%
MS	48	16	1%	67%
MS	49	69	5%	39%
MS	50	221	16%	22v
MS	51	395	26%	12%
MS	52	40	3%	36%
MS	53	37	3%	69%
MS	54	78	5%	36%
MS	55	55	3%	42%
ES	101	6	1%	81%
ES	102	42	12%	51%
ES	109	9	3%	96%
ES	110	15	4%	60%
ES	111	12	2%	58%
ES	112	21	3%	71%
ES	114	10	2%	83%
ES	115	10	2%	75%
ES	116	7	2%	97%
ES	117	22	4%	41%
ES	119	26	5%	52%
ES	120	48	7%	35%

Level	Campus ID	# GT	% GT	% EcoDis
ES	121	25	3%	54%
ES	122	1	0%	82%
ES	123	49	9%	41%
ES	125	10	2%	31%
ES	126	43	7%	33%
ES	127	17	4%	61%
ES	128	116	18%	17%
ES	129	14	3%	80%
ES	130	103	13%	21%
ES	131	13	4%	83%
ES	132	40	8%	43%
ES	133	6	1%	79%
ES	134	13	2%	77%
ES	135	155	23%	12%
ES	136	38	5%	42%
ES	137	65	6%	19%
ES	138	17	2%	62%
ES	139	17	2%	83%
ES	140	16	3%	57%
ES	141	12	3%	69%
ES	142	35	5%	20%
ES	143	11	2%	81%
ES	144	5	1%	84%
ES	145	47	6%	41%
ES	146	17	3%	71%
ES	147	158	21%	12%
ES	148	38	5%	37%
ES	149	27	3%	65%
ES	150	14	1%	72%
ES	151	106	11%	23%
ES	152	236	22%	11%
ES	153	51	6%	20%
ES	154	69	6%	36%
ES	155	12	2%	68%
ES	156	90	8%	26%
ES	160	108	14%	22%
ES	162	35	5%	22%
ES	163	3	1%	81%
ES	164	8	2%	83%

Data Source: PEIMS Snapshot - October 2024

Appendix K: Research Snapshot – Targeted Approaches for Success

Targeted Approaches for Success

The efficacy of intervening early and aggressively to close learning gaps for children of color and students in poverty is clear. What may not be so clear is how to intervene. What is going to offer the best chance of actually realizing the goal of improved achievement for these marginalized students? Research that's been around for decades offers four solid recommendations:

Universal High Quality PreK: Multiple studies have concluded that very early intervention can prevent negative outcomes for low-income students. Attendance at a centers-based preschool was linked to higher emerging literacy scores for advantaged and disadvantaged students alike.[1] But studies also showed that students of color attend preschool at lower rates than white students and when they do attend, have less ability to attend high quality preschool programs.[2] Many are serviced through Head Start, which is a funding source rather than a specific intervention strategy and so produces uneven results. Attending a high-quality PreK program affords these students more opportunity to catch up to their peers. There is even some research showing that it is better to delay kindergarten enrollment in favor of attending at least one year of PreK, even if the student qualifies for kindergarten enrollment by age.[1]

Focus on Early Literacy: Reading is a lynchpin skill. As students move up the grades, more and more of their learning is reading-dependent. A gap in reading skills, if not addressed early, can have a negative academic impact on the rest of a student's education. Research shows that grade 1 reading ability is highly predictive of grade 11 reading ability[3], so the very earliest years of school—PreK and Kindergarten—are a critical span for developing early literacy skills. Explicitly teaching decoding and comprehension skills, including writing activities, and utilizing literary and informational texts to increase knowledge and vocabulary prepares children for later learning. Ensuring that all students achieve competency in reading should be the primary focus of districts wishing to close gaps and improve performance.

Treat Everyone Like They're gifted: A piece of research from the 1980s took students who had been passed over for the GT program using traditional identifiers and sought to identify those who were potentially gifted. They used a battery of identifying techniques, including peer interviews: "Who tells the best stories?" "Who always knows the answers?" "Who is really good at building things?" Once they identified this group of potentially gifted kids, they spent the rest of the year treating them like they were gifted: lots of choice, going deep on topics that interested them, a variety of ways to demonstrate learning, emphasis on critical thinking. And they offered lots support in areas where the students' skills were still emerging, mainly verbal and writing help. At the end of the year, 40% of the group went on to be identified as gifted using the traditional identifiers—a phenomenal proportion. As a side benefit, the racial and ethnic makeup of the group reflected the racial and ethnic makeup of the school without the need to manipulate selection.[4] This is the power of student-centered learning.

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Targeted Approaches for Success (continued)

Sustain Interventions Over Time: Additional research concluded that intensive intervention sustained over a lengthy time frame resulted in sustained intellectual growth.[1] In other words, the interventions can't be a one-and-done model. They must be carefully applied throughout PreK and the primary grades to ensure that the progress made "sticks." There is evidence that short term interventions—just in PreK or Kindergarten, for example—have positive long-term effects on things like income, family stability, good jobs, stable housing, likelihood of attending college, and so on.[5] These are not inconsiderable things, to be sure. But those short term interventions did not produce lasting academic benefit in terms of test scores; performance gaps resumed after a brief interval. Only long-term application of interventions produces long-term academic improvement.

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[1] Gandara, P. Lost Opportunities: The Difficult Journey to Higher Education for Underrepresented Minority Students. UC-Davis, 2000 https://www.nap.edu/read/10186/chapter/10#236

[2] Rothwell, J. Black and Hispanic kids get lower quality PreK. The Brookings Institution. June 2016 https://www.brookings.edu/blog/social-mobility-memos/2016/06/29/black-and-hispanic-kids-get-lower-quality-pre-k/

[3] Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. Developmental Psychology, 33(6), 934–945.

[4] https://curriculumsolutions.net/blog/2020/10/01/the-power-of-potential/

[5] https://curriculumsolutions.net/blog/2020/03/01/the-300000-kindergarten-teacher/

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Appendix L: Research Snapshot – Ending Economic Isolation in Schools

Ending Economic Isolation in Schools

Economic isolation in schools occurs when one or more school buildings in a district ends up with high proportions of students in poverty, defined as students eligible for Free and Reduced Lunch (FRL).

This can occur for several reasons, but a prevalent one is the policy of the neighborhood school. This policy holds that children are better served by schools in their neighborhood, often citing shorter bus rides and the ability to attend school with one's neighbors as benefits or defaulting to parent choice. All things being equal, this might be true, but many communities are home to areas, sometimes large areas, of economic disadvantage. These neighborhoods become the catchment areas for the local schools, and as such have a larger than average number of socioeconomically disadvantaged students. What happens then is that districts may have schools that are 70% or more in poverty and schools that are only 40% or less in poverty. Sometimes whole districts are comprised of only poor neighborhoods, often located close to districts comprised of only affluent neighborhoods. Since these areas of economic disadvantage have lower property values, schools in these neighborhoods can have hundreds of thousands of dollars less funding per school than schools in more affluent areas. The integration of the school is directly dependent on the economic integration of the neighborhood in which the school operates.

This isolation matters; research supporting the benefits of socioeconomic integration of schools goes back more than 50 years. Social and economic disadvantage depresses student performance; concentrating students with these disadvantages in economically homogenous schools depresses it further.[1] This concentration impacts a host of issues: teacher recruitment and retention, access to resources such as computers or tablets, access to programs and college preparatory coursework, access to counselors, nurses, social workers, psychologists and other support personnel. Students in schools with 25% or less FRL have a 91% chance of graduating, while those in schools with 75% FRL have only a 68% chance of graduating.[2] Concentrating economically disadvantaged students in homogenous schools also amounts to a *de facto* racial segregation because, statistically, students of color are more likely to be poor than White students. As of 2018, 16% of all children in the U.S. were in poverty, but of those children, 9% were White, 11% were Asian, 30% were Black, 24% were Hispanic, and 29% were Native American or Alaskan Islanders.[3] This situation allows policy makers to accept or ignore this segregation in schools because the factors causing it are accidents of economics rather than explicitly racial. The harms, however, persist because economic disadvantage is bound up in a confluence of systemic and institutional factors and is therefore extremely difficult to fix.

What can be fixed, however, is the economic isolation of schools. By spreading economically disadvantaged students across schools rather than concentrating them in a few buildings, districts can confer benefits on all of their students. Research shows that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings lead to improved cognitive skills, including creativity, critical thinking and problem solving, and increased

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Ending Economic Isolation in Schools (continued)

motivation to learn. Students from economically integrated schools have higher test scores and show more growth in test scores over time than students in economically segregated schools. Integrated students are less likely to drop out of high school and 68% more likely to attend a four-year college. Economically integrated schools also help reduce achievement gaps between racial and ethnic groups, which are an area of concern for many districts. This integration also provides a host of "soft skills" benefits as well: greater comfort with diversity, more flexible thinking, enhanced leadership skills, and improved intellectual self-confidence, among others.[4]

This kind of dramatic change is likely to produce more reaction among district constituents. With extensive preparation and education surrounding the benefits to all students of ending economic isolation and an unwavering commitment to equity that prioritizes the needs of the most vulnerable students, districts may find it possible to enact such policies and improve learning for all students in the process.

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[1] Rothstein, R. The Racial Achievement Gap, Segregated Schools and Segregated Neighborhoods: A Constitutional Insult. (2015) *Race and Social Problems*, Vol 7. https://link.springer.com/article/10.1007/s12552-014-9134-1

[2] *Isolated and Segregated: A New Look at the Income Divide in Our Nation's Schooling System*. Center for American Progress. May 2017. https://www.americanprogress.org/issues/education-k-12/reports/2017/05/31/433014/isolated-and-segregated/

[3] Child Poverty in America: National Fact Sheet. 2018. Childrensdefense.org. https://www.childrensdefense.org/wp-content/uploads/2019/09/Child-Poverty- in-America-2018_National-Fact-Sheet.pdf

[4] The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms. April 2019. The Century Foundation. https://tcf.org/content/facts/the- benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/

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Appendix M: Percentage of High School Students in Extra Curricular and Co-Curricular Activities by Groups

	# Campuses Underrepresented	# Campuses Overrepresented	Average % Participation For All Campuses
Art			
Asian	2	0	22%
African American	1	1	30%
Hispanic	1	3	30%
White	0	1	11%
Economically Disadvantaged	0	4	56%
Athletics			
Asian	5	0	15%
African American	0	9	42%
Hispanic	4	0	25%
White	0	2	14%
Economically Disadvantaged	0	0	51%
Cheerleading			
Asian	9	0	6%
African American	1	9	56%
Hispanic	7	3	16%
White	1	4	17%
Economically Disadvantaged	4	1	43%
Debate			
Asian	1	5	28%
African American	2	2	31%
Hispanic	6	0	17%
White	0	1	9%
Economically Disadvantaged	5	2	45%
Drama			
Asian	5	0	18%
African American	0	6	40%
Hispanic	4	1	24%
White	0	1	15%
Economically Disadvantaged	0	3	54%

	# Campuses Underrepresented	# Campuses Overrepresented	Average % Participation For All Campuses
Drill Team/Dance			
Asian	2	2	23%
African American	0	7	43%
Hispanic	3	0	22%
White	1	0	9%
Economically Disadvantaged	0	4	55%
Leadership			
Asian	3	5	25%
African American	3	3	34%
Hispanic	5	1	20%
White	1	3	14%
Economically Disadvantaged	5	0	44%
Music			
Asian	1	3	28%
African American	5	0	28%
Hispanic	1	1	29%
White	0	0	11%
Economically Disadvantaged	6	0	47%
ROTC			
Asian	4	0	21%
African American	4	1	26%
Hispanic	1	3	35%
White	0	1	13%
Economically Disadvantaged	0	6	53%
Yearbook/Journalism			
Asian	4	0	17%
African American	0	3	37%
Hispanic	0	2	30%
White	0	1	12%
Economically Disadvantaged	0	3	56%

Appendix N: Alignment Analysis Fort Bend ISD Assessments to Texas Essential Knowledge and Skills in Content, Context, and Cognitive Type

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade English Language Arts DLA – Fall		
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: **Standard – 5.8A (Supporting Standard)** Infer multiple themes within in a text using text evidence. **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: **Standard – 5.7C (Readiness Stand)** Use text evidence to support an appropriate response.		
STAAR Released Questions **2022 – Poetry** **"Assembly"** 15. Read lines 20 through 22 from the poem "Assembly". How do these lines support the theme of the poem? **2022 – Drama** **"Creative Clutter"** 5. What is the main theme of the story? This standard has been tested twice from 2022 to 2024.	**DLA Item #1** **Part A** **Which sentence describes the theme of the short story?** A. Knowing your neighbors is important to the life that you live. B. Taking a chance can allow you to be brave. C. Everyone has big cracks in their life. D. Mistakes help us to become stronger. **Part B (5.7C)** **Which sentence from the text best supports the answer to Part A?** A. I try to match the pieces, but this bowl will never look the same again. (Paragraph 7) B. When I'm finished, the bowl looks completely different. (Paragraph 16) C. "The bowl is stronger like this too." (Paragraph 18) D. "Besides, this is a simple repair. Come. I'll show you." (Paragraph 11)	**Content: Aligned** Both the test item and the standard require students to infer the theme of a passage using text evidence. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item incorporates a new item type for STAAR and assesses the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Aligned** While the assessment question asks students to select a sentence that best describes the theme, students still have to infer the theme to select the correct answer.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade English Language Arts DLA – Fall (Cont.)		
	DLA Item #5 **Which line(s) best supports the theme of the poem?** A. Did you hear about the rose that grew from a crack, in the concrete (lines 1-20) B. Proving nature's laws wrong it learned to walk, without having feet (lines 3-4) C. Long live the rose that grew from concrete (line 7) D. When no one else even cared! (line 8)	**Content: Partially Aligned** The standard and question ask students to use text evidence to support theme; however, the standard also asks students to infer the theme. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item incorporates a new item type for STAAR and assesses the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Not Aligned** While the assessment question asks students to select a sentence that best describes the theme, students still have to infer the theme to select the correct answer.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to: **5.10A** Explain the author's purpose and message within a text.		
STAAR Released Items **2023 – Fiction** **"The Camping Trip"** 3. Which sentence best supports the author's message about staying positive after receiving bad news? **2022 – Information** **"Rock and Soul"** 30. What is the most likely reason the author wrote the selection? **2024 – Poetry** **"The World Is at My Fingertips"** 13. What is the most likely reason the poet includes the details in lines 21 through 28 of the poem "The World Is at My Fingertips"? **2024 – Argumentative** **"Fashion Forward"** 6. What is the most likely reason that the author included the information in paragraph 6? This standard has been tested four times from 2022 to 2024.	**DLA Item #3** **Why did the author write this selection?** A. To suggest that we should all be good neighbors and support one another. B. To inform the reader of the practice, Kintsugi, a Japanese art. C. To remind the reader that you can come out of broken things stronger. D. To encourage the reader to handle porcelain things carefully.	**Content: Aligned** Both the standard and the questions require students to analyze why the author made a choice, specifically in this question, why did the author write the selection. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item approaches the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Aligned** The standard requires students to explain the author's purpose and message within a text. The question requires the student to select the author's purpose and message; however, the student must use critical inquiry to select a choice.

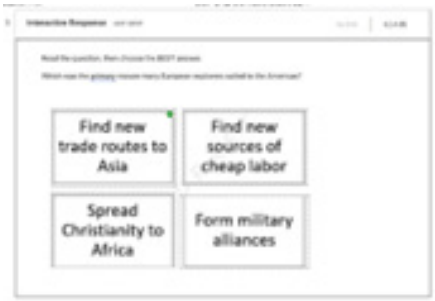
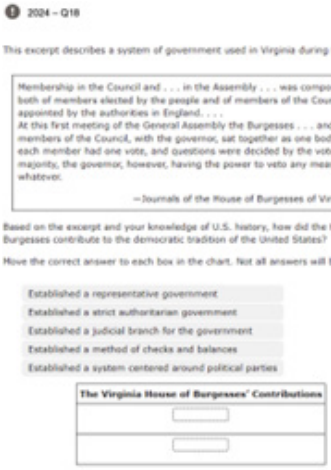
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade English Language Arts DLA – Fall (Cont.)		
	DLA Item #6 **Read line 8 if the poem, "The Rose That Grew from Concrete."** *When no else even cared!* **The poet includes this line most likely to—** A. Emphasize to the reader that even in a tough environment, you can grow and thrive. B. Remind the reader that roses are the strongest types of flowers and to care about roses. C. Assure the reader that picking the rose out of the concrete can save it. D. Remember that tough things happen to everyone and everything.	**Content: Aligned** Both the standard and the question require students to analyze why the author made a choice, specifically in this question, why did the author include a specific line. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item approaches the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Aligned** The standard requires students to explain the author's purpose and message within a text. The question requires the student think critically about why the author chose to include certain details in the poem.
	DLA Item #8 **Which statements express ideas found in BOTH "Cracks of Gold" and "The Rose That Grew from Concrete"?** **Select two correct answers.** A. Difficult things can make us stronger in the end. B. Tough things are a way in life. C. Time heals all wounds. D. There is beauty in overcoming trials.	**Content: Aligned** The standard requires students to analyze a written text for author's purpose, this question asks students to identify ideas expressed in two different selections which requires students to analyze the meaning each author intended to convey in each passage. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item approaches the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Aligned** The standard requires students to explain the author's purpose and message within a text. The question asks the student to select ideas presented in both passages, which requires the student to analyze the message and make connections across texts.

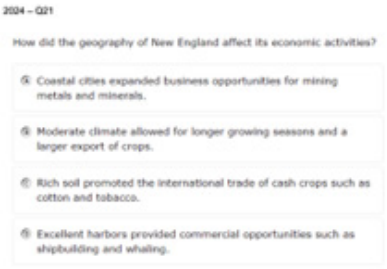
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to: **5.10D** Describe how the author's use of imagery, literal and figurative language such a simile and metaphor, and sound devices achieves specific purposes.		
STAAR Released Questions **2022 – Poetry** **"Assembly"** 16. What is the most likely reason the poet describes the kids as "hyenas in human skin" in line 5 of the poem "Assembly"? **2022 – Drama** **"Creative Clutter"** 2. Read this sentence from line 17. *Dwayne walks into his bedroom and sees Bryson's things scattered like dropped popcorn in a movie theater.* What is the most likely reason the playwright uses a simile in this line? **2024 – Argumentative** **"Fashion Forward"** 2. Read this sentence from paragraph 5. *This has the added benefit of opening up new frontiers for fashion designers.* What is the most likely reason the author describes new biodegradable fibers this way? This standard has been tested three times from 2022 to 2024.	**DLA Item #2** **Read the excerpt from the selection below, then answer the question.** [12] In their apartment, Mr. Sato spreads the broken pieces out like a jigsaw puzzle. "In Japan, where we come from, there is a beautiful way of mending things. Cracks are not something to hide. You'll see." **The author uses this paragraph to suggest that—** A. Broken things can turn out to be something beautiful. B. Broken things need to be thrown away. C. Jigsaw puzzles are meant to be found anywhere and everywhere. D. You have to try out each piece to make sure they fit.	**Content: Aligned** Both the standard and the question reference the use of figurative language to determine the author's purpose, and the student must analyze why the author compared the broken pieces to a jigsaw puzzle. **Context: Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item approaches the standard in a similar format. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Aligned** Both the standard and the question require the student to analyze the reason the author made certain choices in their writing.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade English Language Arts DLA – Fall (Cont.)		
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to: **5.10F (Supporting Standard)** Examine how the author's use of language contributes to the voice.		
STAAR Released Questions 2023 – Informational "Putting the Pieces Together" 6. Read the sentences from paragraph 10 of the selection. *It is exciting to pick up that final piece and fit it into place.* *It is no wonder that jigsaw puzzles have been entertaining people of all ages for so many years*. How do these sentences contribute to the author's voice in the selection? This standard has only been tested one time between 2022 and 2024.	**DLA Item #7** **Which word best describes the feeling that the poet creates in the poem?** A. Confident. B. Confused. C. Concerned. D. Determined.	**Content: Not Aligned** The content in the standard is how the author's use of language contributes to the voice, while the question asks students to select a word that describes the feeling or mood of the poem. **Context: Not Aligned** The standard does not explicitly state how students will show mastery of the standard. The DLA assessment item assesses the standard in a similar format as STAAR. All STAAR questions for the last three years have been multiple-choice. **Cognitive Type: Not Aligned** The standard requires students to analyze authors' choices and how they influence and communicate meaning, while the question asks students to select a word to describe a feeling the poet created.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: **5.11D (Supporting Standard)** Edit drafts using standard English conventions, including: **(iv)** adjectives, including their comparative and superlative forms.		
This standard has not been tested on STAAR for the last three years.	**DLA Item #10** **What change, if any, should be make in sentence 8?** A. Change cleanest to most clean. B. Change cleanest to clean. C. Change cleanest to cleaner. D. Make no change.	**Content: Aligned** The standard requires the student to make an edit within a text, specifically the questions address the correct use of comparative adjectives that are identified in the standard. **Context: Not Aligned** This question cannot be analyzed for context alignment because it has not been assessed in the last three years on STAAR. **Cognitive Type: Aligned** Both the question and the standard require students to make edits in written text.
Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: **5.11D (Supporting Standard)** Edit drafts using standard English conventions, including: **(vii)** subordinating conjunctions to form complex sentences.		
This standard has not been tested on STAAR for the last three years.	**DLA Item #9** **What change, if any, will BEST connect the ideas in sentence 2 and 3?** A. Connect the sentences with so. B. Connect the sentences with when. C. Connect the sentences with while. D. Make no change.	**Content: Aligned** The standard requires the student to make an edit within a text, specifically the question addresses the correct use of subordinating conjunctions identified in the standard. **Context: Not Aligned** This question cannot be analyzed for context alignment because it has not been assessed in the last three years on STAAR. **Cognitive Type: Aligned** Both the question and the standard require students to make edits in written text.

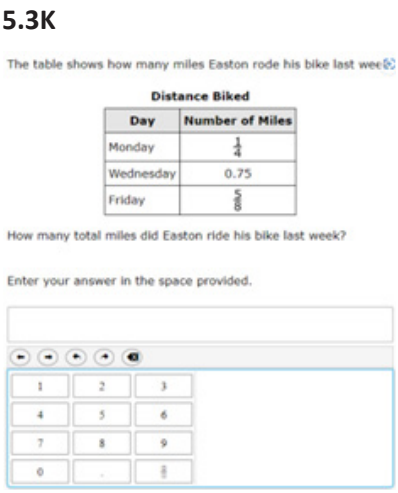
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade Spanish Language Arts		
The assessment for SLAR mirrors ELAR in alignment. Both assessments have a constructed response and compare themes in two passages.		
7th Grade English Language Arts – Spring DLA 2		
Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre specific characteristics and craft to compose multiple texts that are meaningful. The student is expected to: **7.11C (Readiness Standard)** Compose multi-paragraph argumentative texts using genre specific characteristics and craft.		
STAAR Released Questions 2024 – Informational **"A Different Approach to Budgeting"** 27. Read the selection "A Different Approach to Budgeting." Based on the information in the selection, write a response to the following: Should student be involved in deciding how money is spent in their schools or communities through participatory budgeting? Why or Why not? Write a well-organized argumentative essay that uses specific evidence from the selection to support your answer. This standard has been tested once in the last three years.	Read the short story "The Party" and article "Herd Behavior." Based on information in both selections, write a response to the following: Argue whether or not the actions of the narrator in "The Party" can be viewed as an example of herd behavior. Write a well-organized argumentative essay/composition that uses specific evidence from both selections to support your answer.	**Content: Aligned** The standard and the question require students to write an argumentative essay. **Context: Aligned** The standards and the question require students to create a written text. **Cognitive Type: Aligned** The DLA assessment task is a higher level of rigor than the STAAR assessment item because students are required to analyze information from two texts to support their writing.

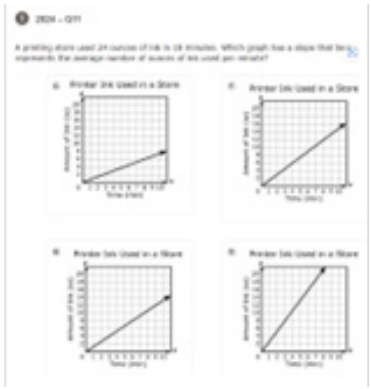
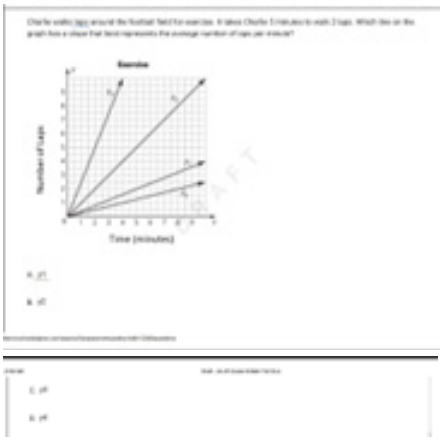
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
8th Grade U.S. History		
Standard – 8.2A (Readiness Standard) **(2) History**. History. The student understands the causes of exploration and colonization eras. **8.2(A)** Identify reasons for English, Spanish, and French exploration and colonization of North America.		
STAAR Released Assessment Item – #21, 2024 19 Why did European explorers search for the Northwest Passage? A To find the legendary Seven Cities of Gold B To discover new technology for crossing the Atlantic Ocean C To find the legendary waters of the Fountain of Youth D To discover a new sea route to Asia **This was tested three times in the years 2022-2024.**	**DLA Item #3** 	**Content: Aligned** The STAAR item and the Unit assessment item are identical. **Context: Aligned** The STAAR item and the Unit assessment item are identical. **Cognition Type: Aligned** The STAAR item and the Unit assessment item are identical.
Standard –8.3A (Readiness Standard) **(3) History**. The student understands the foundations of representative government in the United States. **8.3(A)** Explain the reasons for the growth of representative government and institutions during the colonial period.		
STAAR Released Assessment Item – #18, 2024  **This was tested six times in the years 2022-2024**.	**DLA Item #5** 	**Content: Aligned** The STAAR item and the Unit assessment item both cover the reasons for representative government. **Context: Aligned** The STAAR item and the district assessment are both technology enhanced item types. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item both assess students on the growth of representative government.

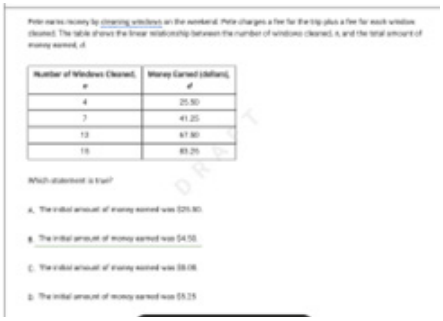
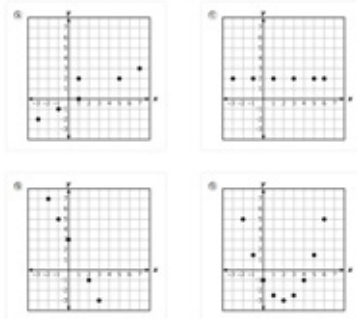
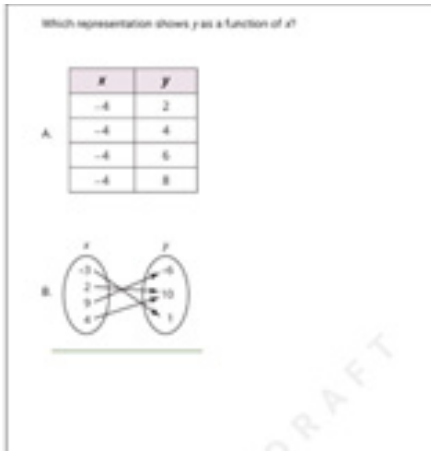
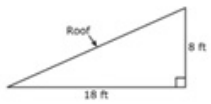
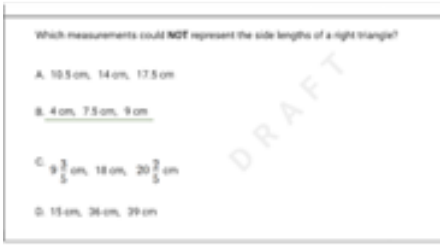
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
8th Grade U.S. History (Cont.)		
Standard – 8.11A (Readiness Standard) **(11) Geography**. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. **8.11(A)** Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.		
STAAR Released Assessment Item – #18, 2024  2024 – Q21 How did the geography of New England affect its economic activities? F Coastal cities expanded business opportunities for mining metals and minerals. G Moderate climate allowed for longer growing seasons and a larger export of crops. H Rich soil promoted the international trade of cash crops such as cotton and tobacco. J Excellent harbors provided commercial opportunities such as shipbuilding and whaling. **This was tested four times in the years 2022-2024.**	**DLA Item #6** 	**Content: Aligned** The STAAR item and the Unit assessment item both cover the geography of the 13 colonies. **Context: Aligned** The STAAR item is a lower DOK than that on the district assessment, which better prepares students for what they will see on STAAR. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item both assess students on the economic effects of the geography of the 13 colonies.
Standard – 8.4A (Readiness Standard) **(4) History**. The student understands significant political and economic issues of the revolutionary and Constitutional eras. **8.4(A)** Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.		
STAAR Released Assessment Item – #7, 2023  2023 – Q7 *Correct Answer (Correct answers include references to any two:	**DLA Item #9** 	**Content: Aligned** The STAAR item and the Unit assessment item both cover causes of the American Revolution. **Context: Aligned** The STAAR item is a lower DOK than the question on the district assessment, which better prepares students for what they will see on STAAR. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item both assess students over the growth of representative government.

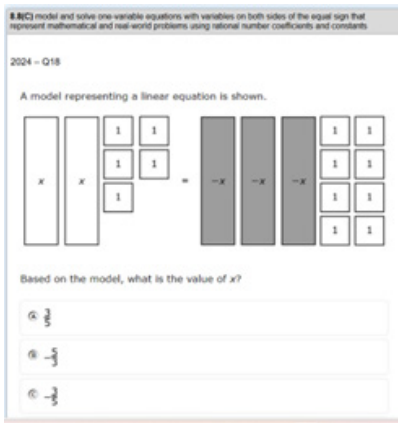
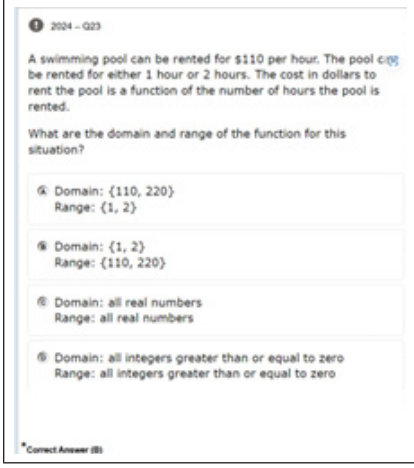
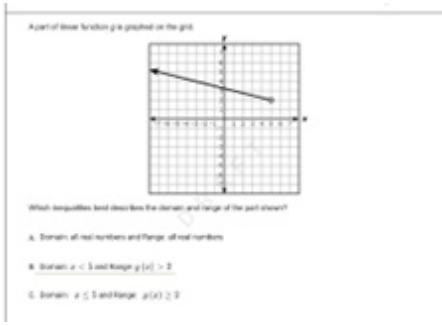
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
U.S. History		
Standard – US.18(B) (Readiness Standard) **(18) Government**. The student understands changes over time in the role of government. The student is expected to: **(B)** Explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001.		
STAAR Released Assessment Item – #56, 2021  2021 – Q56 56 Which question is associated with the passage of the Espionage and Sedition Acts during World War I? F Should industries be allowed to prohibit workers from joining unions? G Can the government require citizens to purchase war bonds? H At what age should citizens be required to enlist in a branch of the military? J Can the government limit the constitutional rights of citizens during wartime? **This was tested six times in the years 2022-2024.**	**DLA Item #1**  	**Content: Aligned** The STAAR item and the Unit assessment item both cover causes of the Espionage and Sedition Acts. **Context: Aligned** The STAAR item is the same DOK level as the Unit assessment, which should prepare students for STAAR. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item both assess students over Espionage and Sedition Acts.
US.13(A) (Readiness Standard) **(13) Geography**. The student understands the causes and effects of migration and immigration on American society. **(A)** Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the great migration, and the rust belt to the sun belt.		
STAAR Released Assessment Item – #13, 2014 31 Which pull factor contributed to the Great Migration? A The availability of land grants for homesteaders B Economic opportunities in industrialized cities C Better soil conditions in previously uncultivated areas D The lower cost of living in urban areas **This was tested six times in the years 2022-2024.**	**DLA Item #4**  	**Content: Aligned** The STAAR item and the Unit assessment item both cover causes of the American Revolution. **Context: Aligned** The STAAR item is a lower DOK than that on the district assessment, which better prepares students for what they will see on STAAR. **Cognitive: Aligned** The STAAR item and the Unit assessment item both assess students over the growth of representative government.

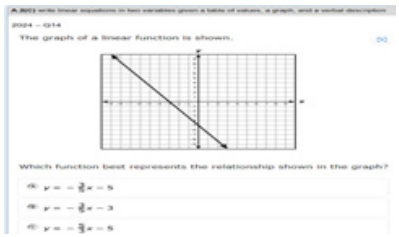
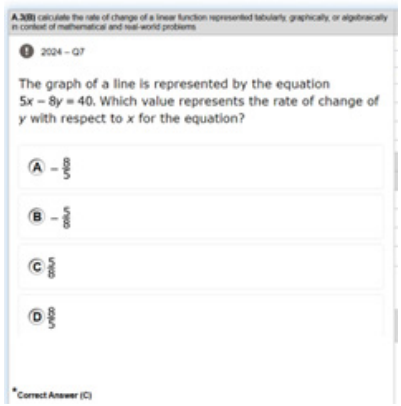
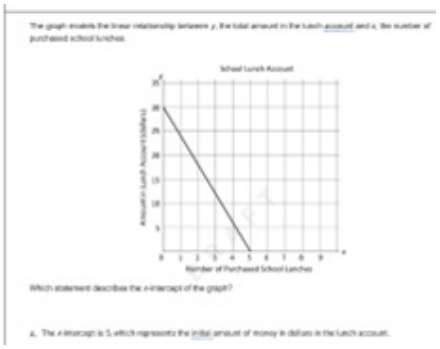
Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
U.S. History (Cont.)		
Standard – US.4(F) (Readiness Standard) **(4) History**. The student understands the emergence of the United States as a world power between 1898 and 1920. **(F)** Explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power.		
STAAR Released Assessment Item – #38, 2018  38 The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. —George Washington, *Farewell Address, 1796* Which group followed the advice given in this address? F Expansionists during the Spanish-American War G Isolationists regarding the Treaty of Versailles after World War I H Hawks in Congress during the Vietnam War J Civil libertarians in Congress after the start of the War on Terror **This was tested seven times in the years 2022-2024.**	**DLA Item #7**  Selected Response The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. —George Washington, Farewell Address, 1796 Which group followed the advice given in this address? A. Expansionists during the Spanish-American War B. Isolationists who opposed the League of Nations after World War I C. Hawks in Congress during the Vietnam War D. Civil libertarians in Congress after the start of the War on Terror	**Content: Aligned** The STAAR item and the Unit assessment item are identical. **Context: Aligned** The STAAR item and the Unit assessment item are identical. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item are identical.
US.15(C) (Supporting Standard) **(C) Economics**. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. **(C)** Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, Open Door Policy, Dollar Diplomacy influenced immigration quotas.		
STAAR Released Assessment Item – #15, 2024  This excerpt about the Chinese Exclusion Act is from an Arizona newspaper article published in the early 1900s. One of the big questions which is agitating this country at the present time is the Chinese exclusion act and the effect its rigid enforcement has . . . on American commerce. . . . The cry for more liberal immigration laws for the Chinese comes wholly from the manufacturers. —"*The Chinese Exclusion Act,*" The Bisbee Daily Review, *June 30, 1905* Based on the excerpt and your knowledge of U.S. history, how did the Chinese Exclusion Act affect the U.S. economy? G Companies lobbied to be able to hire non-Chinese workers. H Some industries criticized the loss of Chinese workers. J Some industries had a reduced desire to impose tariffs on Chinese goods. K Companies were prohibited from trading Chinese goods. **This was tested six times in the years 2022-2024.**	**DLA Item #9**  Selected Response This excerpt about the Chinese Exclusion Act is from an Arizona newspaper article published in the early 1900s. One of the big questions which is agitating this country at the present time is the Chinese exclusion act and the effect its rigid enforcement has . . . on American commerce. . . . The cry for more liberal immigration laws for the Chinese comes wholly from the manufacturers. —"The Chinese Exclusion Act," The Bisbee Daily Review, June 30, 1905 Based on the excerpt and your knowledge of U.S. history, how did the Chinese Exclusion Act affect the U.S. economy? A. Companies lobbied to be able to hire non-Chinese workers. B. Some industries criticized the loss of Chinese workers. C. Some industries had a reduced desire to impose tariffs on Chinese goods. D. Companies were prohibited from trading Chinese goods.	**Content: Aligned** The STAAR item and the Unit assessment item are identical. **Context: Aligned** The STAAR item and the Unit assessment item are identical. **Cognitive Type: Aligned** The STAAR item and the Unit assessment item are identical.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
5th Grade Mathematics		
Standard – 5.2 (Numbers and Operations) STAAR – The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. **5.2B** Compare and order two decimals to thousandths and represent comparison using the symbols. **5.3 (Numbers and Operations)** The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations to solve problems with efficiency and accuracy. **5.3K** Add and subtract positive rational numbers fluently. **Standard – 5.4 (Algebraic Reasoning)** The student applies mathematical process standards to develop concepts of expressions and equations. **5.4F** Simplify numerical expressions that do not involve exponents, including up to two levels of grouping.		
5.2B A group of numbers is shown. 4.76 4.8 4.753 4.801 The numbers should be listed from least to greatest. Which number should be listed third? A. 4.76 B. 4.8 C. 4.753 D. 4.801	**Which two comparisons are true?** Select **TWO** correct answers. A. 15.6 < 15.05 B. 104.08 > 104.8 C. 3.907 > 3.097 D. 0.7 = 0.07 E. 74.093 < 74.09 F. 3.06 = 3.060	**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned** Students are asked to understand and apply knowledge.
5.3K 		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned** Students are asked to understand and apply knowledge.
5.4F 		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned** Students are asked to understand and apply knowledge.

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
8th Grade Mathematics		
8.2 (Numbers and Operation) The student applies mathematical process standards to represent and use real numbers in a variety of forms. **8.2D** Order a set of real numbers arising from mathematical and real world contexts. **8.4 Proportionally –** The student applies mathematical process standards to explain proportional and non-proportional relationships involving slope. **8.4C** Use data from a table to determine the rate of change or slope and y-intercept in mathematical and real-world problems. **8.5 Proportionality –** The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of function. **8.5G** Identify functions using sets of ordered pairs, tables, mappings, and graphs. **8.7** Expressions, equations, and relationships, the student applies mathematical process standards to use geometry to solve problems. **8.7C** Use the Pythagorean theorem and its converse to solve problems. **8.8** Expressions, equations, and relationships. The applies mathematical process standards to use one-variable equations or inequalities in problem situations. **8.8C** Model and solve one-variables on both side of equation sign that represent mathematical and real world problems using rational numbers coefficients and constants.		
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned** Students are asked to understand and apply knowledge.
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
2024 – Q15 An artist started with some paint bottles. The artist buys the same number of additional bottles each week. The table shows the linear relationship between x, the number of weeks, and y, the number of bottles that the artist has. **Paint Bottles** Number of Weeks, x / Number of Bottles, y: 4 / 25; 7 / 34; 12 / 49; 15 / 58 How many bottles did the artist have at the start? Ⓐ 3 Ⓑ 9 Ⓒ 13 Ⓓ 15		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**
2024 – Q3 Which graph does NOT represent y as a function of x?  Correct Answer (A)		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**
8.7(C) use the Pythagorean Theorem and its converse to solve problems 2024 – Q19 The diagram represents a side view of a roof in the shape of a right triangle.  Which measurement is closest to the length of the roof in feet? Ⓐ 5.1 ft Ⓑ 16.1 ft Ⓒ 26.0 ft Ⓓ 19.7 ft		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
8th Grade Mathematics (Cont.)		
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**
Algebra I		
Standards – Algebra I **A.2A** Determine the domain and range of a linear function in mathematical problems, determine reasonable domain and range values for real world situations, both continuous and discrete and represent domain and range using inequalities. **A.2C** Write the equations in two variables given a table of values, graphs, and a verbal description. **A.3B** Calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real world problems. **A.5A** Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides.		
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**

Texas Essential Knowledge and Skills (TEKS)	Assessment Item from District Learning Assessment (DLA)	Congruency
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**
		**Content: Aligned** **Context: Aligned** **Cognitive Type: Aligned**

Appendix O: Research Snapshot – Poverty and Academic Performance

Poverty and Academic Performance

A major predictor of academic performance is a child's socioeconomic status. The lower a child's SES, the more likely they are to perform poorly in school and on standardized tests. Children in poverty face significant challenges:

Reduced access to health care and health screenings. This can result in certain conditions being overlooked or illnesses and infections lasting longer. Students may be chronically absent or function poorly in school because of illness or underlying conditions. **Food insecurity**. Hungry children don't learn well; the body and the mind pull all resources toward the need for self-preservation, leaving no energy for higher cognitive function. **Housing insecurity**. Financial stress often makes the cost of housing a major issue. Even if children do not move, the threat of moving can cause significant anxiety. **Weakened family units**. While all children can experience this, it is particularly damaging to the economically disadvantaged because it directly impacts available financial resources. **Higher exposure to violence**. This can be a result of the neighborhood environment, or specifically contained in the student's home, or a result of discriminatory law enforcement practices. **Increased mental health issues**. Parents *and children* experiencing poverty have higher rates of depression and anxiety. **Trauma**. All children are vulnerable to trauma, but children in poverty are vulnerable in multiple ways at once. One of the major effects of trauma is that it shuts down higher cognitive function as a way to protect the self from further emotional or physical assault. The body and mind are held in survival mode until the threat passes.[1] Income level is also a predictor of lexile level, or the number of words a child knows. The higher the income, the more words a child can understand. This gap widens until a child enters a formal educational setting, and only closes with effective, continuous intervention.[2]

This is a short list of what children in poverty bring with them when they arrive in the classroom. Without appropriate understanding and intervention, educational success becomes a function of zip code or bank balance. A significant intervention that directly impacts the likelihood of academic success is the way in which districts distribute students of poverty across schools.

A study from Clemson University concluded that placement in a high-poverty school (defined as 75% FRL or more) reduced academic performance for all students in the schools, even those whose individual SES was middle class. Additionally, placement of economically disadvantaged students in a low-poverty school (24% or less FRL) resulted in economically disadvantaged students outperforming middle class students in high poverty schools. *The practice of clustering high concentrations of economically disadvantaged students in schools is, in and of itself, a major factor in suppressing academic performance.* This effect was ameliorated by distributing the percentage of low-SES students across buildings so that no one building had more than 50% FRL. The best results were obtained by also insuring that student populations were racially balanced, with each school having a minimum of 25% White students.[3]

Another piece of research measured academic resilience (the ability to perform at a high level despite SES factors) among economically disadvantaged math students participating in the TIMSS test. Three of the factors that promoted resilience were: **1. Teachers' beliefs that students can do well in mathematics** (as

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Poverty and Academic Performance (continued)

perceived by the student); **2. School's percentage of economically disadvantaged students** (resilience occurred more often when the overall percentage of students in poverty was below 25%); **3. School's emphasis on academic success** (perceived by students as "high"). Finding two affirms the Clemson research; the other two factors were **relational**. The student's perception of the teacher's belief in their abilities and the school's emphasis on being academically successful resulted in academic resilience for the economically disadvantaged child.[4]

Multiple studies have demonstrated that teachers who hold high expectations for their students and are intentional about building relationships with them see better academic results. Zaretta Hammond calls this *rapport* and deems it critical to academic success. Children in poverty often arrive in classrooms with brains primed for flight or fight; only rapport, which encompasses trust, affirmation, allyship, and validation, can bring those minds into a state ready for learning.[5]

Research demonstrates that the intellectual capacity of children in poverty is intact, though it may be suppressed by external factors, including all the situations resulting from poverty, but also by poorly designed programs and poorly delivered instruction (see **Intellectual Fluidity**). While poverty creates more obstacles to learning, those obstacles can be overcome with high quality interventions enacted as early as possible and delivered effectively; deliberate decisions to balance the percentages of FRL and White students in district schools; high expectations for all students; and intentional rapport building by teachers to affirm and validate student ability. Neither zip code nor bank balance has to determine a child's destiny.

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Appendix P: Research Snapshot – Poverty and Equity

Poverty and Equity

Poverty and race are so intersectional that it is nearly impossible to talk about one without the other. Poverty affects more children of color than it does White and Asian children. While the percentage of children living in poverty for 2018 was 18%, poverty percentages broken out by race are considerably different . For White and Asian children, poverty rates are below the national average at 11%. For Hispanic, Native American, and Black children, poverty rates are above the national average (26%, 31%, and 32%, respectively). Black and Native American children experience poverty at nearly triple the rates of White children.[1] Nationwide, in schools with the highest poverty, 50% or more of students are Black or Hispanic. In schools with the lowest poverty, Black and Hispanic students typically make up only 11% of students. If a school is high-poverty, it is extremely likely to have a majority of students who are People of Color.

Poverty is a situation, not an identity, or a mindset, or a culture. Nobody celebrates or memorializes poverty; they survive it. To frame poverty as a culture is to imply that those in poverty have a perverse liking for it or they would work harder to overcome it, in effect demonizing them for being poor. It also misdirects efforts toward changing the "mindset" of poverty rather than changing conditions that disproportionately affect the most economically disadvantaged people, such as a lack of access to quality healthcare, housing, nutrition, education, political power, clean water and air, and other basic needs that are taken for granted by people not experiencing poverty. In particular, self-proclaimed "expert" Ruby Payne has done a fair amount of damage with this narrative. It's worth noting that her "research" was actually personal observation and anecdote, and her "framework" espouses the most blatant negative stereotypes about poverty while shoring up the privileges of the wealthy.[2] This view of poverty makes an unsubstantiated assumption that poverty is a constant experienced by those who prefer not to work; however, research on poverty demonstrates that :

- **Most people in poverty have jobs**, but these jobs do not pay enough to lift them out of poverty. Poverty statistics also include children, people with disabilities, retired people, and people in school, which skew unemployment figures. Only about 5-6% of people in poverty are truly unemployed.[3]
- **Poverty is fluid**. People move in and out of poverty depending on a variety of circumstances. The incidence of poverty differs by race. Nationally, one in three White children will be poor for at least one year of their childhood but three in four Black children will be poor for at least one year of their childhood.[4]
- **Persistent poverty** is poverty that lasts for 50% or more of a person's childhood. In the U.S., 1 in 10 children will experience persistent poverty.[5] This type of poverty is often difficult to escape even with government assistance. Some assistance programs are designed so that when a person gets a good job, the level of assistance drops so sharply that they are no better off with the good job than without and sometimes are actually worse off than before. In this way, the system keeps people from escaping it and then blames them for being in the system in the first place.

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Poverty and Equity (continued)

The economic situation a child is born into is a powerful predictor of his or her opportunities in school and in life unless districts take steps to ensure equity and proper support for these vulnerable students and families.

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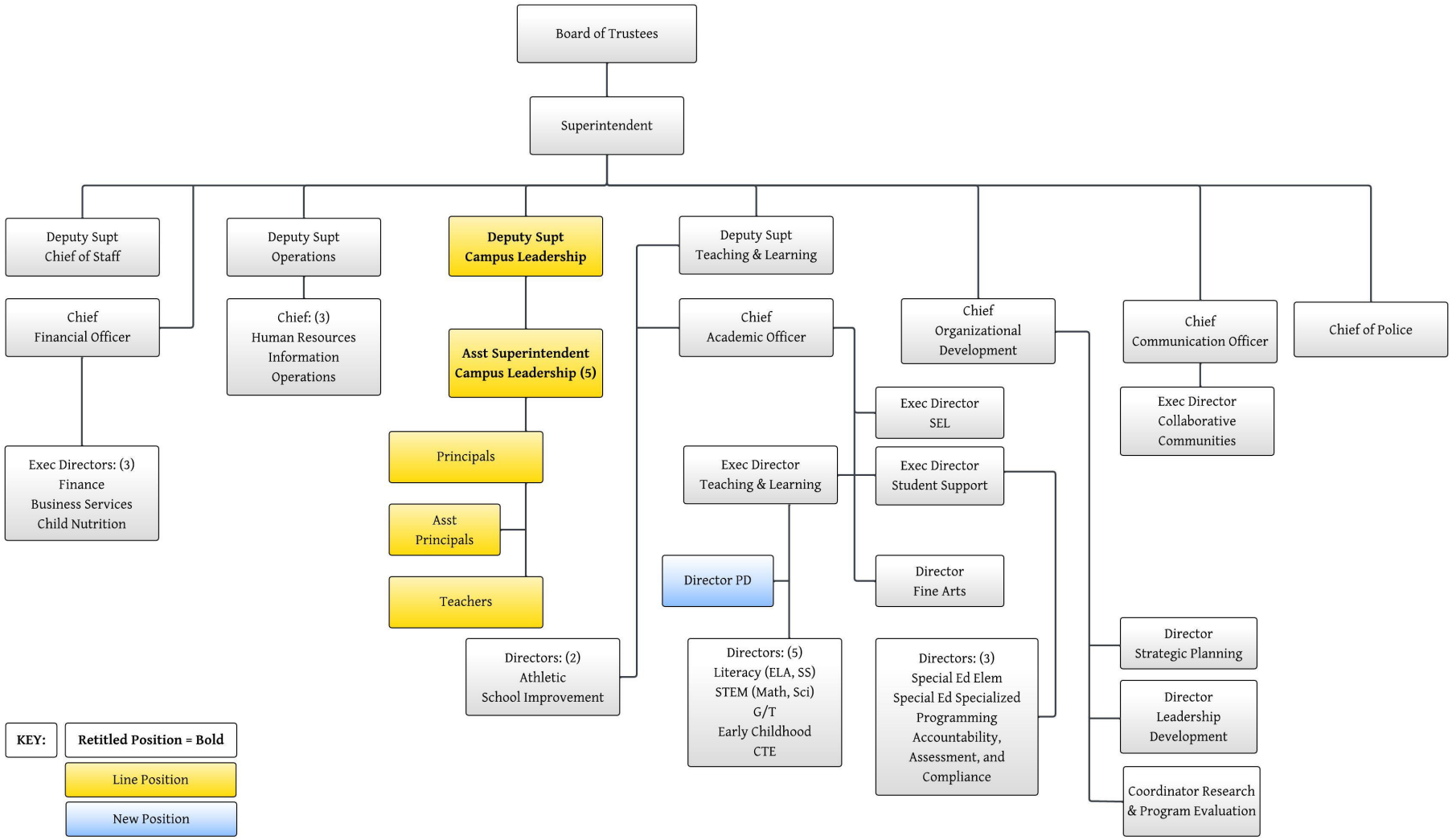
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Appendix Q: Recommended Superintendent's Executive Leadership Organizational Chart



Appendix R: Research Snapshot – Awareness and Accountability for Teachers

Awareness + Accountability = Teacher Change

Nothing in public education has as much impact on student success as the classroom teacher. One study found that in one year, the most effective teachers could boost the scores of their low-achieving students an average of 39 percentile points compared to similar low-achieving students who had ineffective teachers.[1] So districts wanting to make an impact on equity issues are smart to focus their efforts on the professional development of their teachers. Unfortunately, a frustrating fact of professional development is that programs don't often result in meaningful changes in teacher practices. Part of the problem is professional development's reliance on an ineffective model of teacher change in which the training makes teachers aware of a problem or practice, assuming that awareness will lead to changes in their classroom practices. Research going back decades shows that—at least in the classroom—this is not the case. If districts want to see change, they must require teachers and administrators to implement changes and then hold them accountable for doing so. While awareness of a problem or a strategy to ameliorate a problem is an important step in achieving equity, if awareness is the only goal, change will not occur. It is only by making the meaningful changes (and seeing the outcomes) that beliefs and attitudes change to match the new paradigm and the new practice becomes institutionalized.[2]

The pioneer of this research, Thomas Guskey, noted that his model of teacher change debunked the psychological beliefs at the time (the 1980s), which held that getting people aware and enthused about something would lead to changes in practice and, therefore, changes in learning outcomes. Although Guskey's research was nearly 40 years ago, many districts still operate on this flawed model. Guskey also noted that "student learning outcomes" was broadly construed to mean not just improved cognitive results and achievement but also affective variables such as student motivation for learning, student involvement in class, and student attitudes toward school, themselves, their teachers, and other students.

Guskey noted a few other important things in his research:

- Most teachers want to be better at what they do;
- Most teachers are looking for concrete, applicable strategies;[3]
- Teacher change is slow and incremental and resists the radical;
- Teachers need regular feedback on student learning outcomes; and
- There must be continued support and follow-up after professional development.[4]

Other change theorists from the field of family therapy point out that disequilibrium—a disruption of some sort such as a review or an audit of a system that produces chaos—can create a sense of urgency and offer leverage for change.[5]

The implications for equity are this: the design of professional development for teachers and other staff must include concrete practices that can be applied in classrooms and monitored by building leaders. And there must be a requirement that teachers implement those practices, with accountability

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Awareness + Accountability = Teacher Change (continued)

measures if they do not. Administration should assume positive intent and seek to build a culture of growth that both holds high expectations for staff and comes alongside them to coach them to greater capacity, but also refuses to tolerate inequitable behaviors and practices. Teachers should have ample feedback on student outcomes of various types so they can measure the success of what they are doing, and ample opportunity to talk through what they are experiencing as they implement new practices.

We have to require change to enact change, or as Fr. Richard Rohr put it, "We don't think ourselves into new ways of living, we live ourselves into new ways of thinking."

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Appendix S: Research Snapshot – Investing in the Primary Grades

Investing in the Primary Grades

The earliest grades of any school system represent an unparalleled opportunity for districts to have lasting impact not just on academics, but also the post-educational lives and successes of their students. This opportunity is so great, that it's not an overstatement to recommend that districts wishing to maximize their resources should focus a substantial portion of them toward grades PK-3. This is where we need the most experienced teachers and the smallest class sizes, and the most focused interventions. The payoff for such an investment is substantial.

The first opportunity offered by the primary grades is that of aggressive intervention. Achievement gaps are smaller in the primary grades, offering educators a chance get children up to the level of their peers more quickly.[1] Failure to do so results in the gaps becoming increasingly larger and harder to fix. This opportunity to aggressively address gaps is one reason why class sizes should be smaller and primary teachers highly competent. It's also where classroom aides should be deployed wherever possible, to increase the capacity for individual attention. Beginning in Kindergarten, the early grades also offer the chance to screen for dyslexia. Estimates of dyslexia rates range between 1-2 for every 10 children. Dyslexia often manifests as "reading problems" in the early grades, a vague descriptor but one which should be regarded as the proverbial canary in the coalmine. The sooner it's identified the faster the student can begin receiving targeted help and the less likely s/he is to fall behind.[2]

Another opportunity investing in the lowest grade levels offers is the long-term effect those investments have on students—effects that impact their employment, their earning potential, their higher education, even their health as adults. Two separate studies looked at early childhood education programs which were designed to either increase IQ scores or increase test scores. In the IQ program, a 3 and 4 year old preschool focused on hands-on engaging activities and real-world experiences as well as helping parents understand how to support their learners. In the test score program, the study was on how class size and teacher experience impacted test scores for Kindergarteners. Interestingly, both studies reached similar conclusions: the effect of both was to raise test scores and IQ scores, but the results faded by about age 8, at which point the students in the programs looked about like their peers. From an academic standpoint, both programs were a failure. But: later researchers—who were economists, not educators—followed the participants in the study into their adult lives and found some startling effects: students had better jobs and higher wages, lived in better neighborhoods, were more likely to have attended college, had more stable families and marriages, and even had better overall health.[3,4]

In the case of the IQ program, the students attended for 2 hours a day, 5 days a week for 42 weeks a year when they were 3 and 4 years old. One economist estimated that the return on investment for this type of public policy initiative was 13% for every dollar spent. The full report notes that another positive effect was in the area dubbed "personality skills:" the reduction of antisocial, aggressive behaviors.[5] In the test score program, the only variables that had measurable effects were class size and the experience level of the teacher, which is important because those are two variables that are easy to control.

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Investing in the Primary Grades (continued)

The primary grades offer the biggest bang for the buck available in education. Nowhere else will the deployment of resources offer this degree of opportunity, this level of return, or this type of lasting benefit for students.

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