

Internal Audit of Student Information Systems

For Fort Bend Independent School District

Submitted by:
Gibson Consulting Group, Inc.

Report Overview

One critical administrative function of the Fort Bend Independent School District (ISD) is to collect and report student information. Fort Bend ISD educates over 70,000 students, and it gathers information on each student in a variety of ways including demographic information such as age and ethnicity; academic performance such as course schedules and grades; and daily activities such as attendance and disciplinary matters.

Teachers and administrators use the information amassed to track the academic progress of each student to ensure that appropriate educational services are provided timely and effectively. The district also submits this information to the Texas Education Agency (TEA) to assess public school students on what they have learned and to maintain accountability for Texas school districts and their respective schools.

TEA also uses this information to determine the funding that the district will receive based on the attendance of students each day in Fort Bend ISD classrooms.

At the request of the Fort Bend ISD Board of Trustees, Gibson Consulting Group, Inc. (Gibson) conducted a review of the district's student information system as part of the 2014 Internal Audit Plan. Our review covered policies and procedures governing the collection, processing, maintenance, and reporting of student information during the 2014 and 2013 school years. We also reviewed operations and controls related to the district's primary student information system, *Skyward*.

We concluded overall that the district has adopted policies and procedures that comply in every material respect to standards established by TEA for collecting and reporting student information. The *Skyward* information system functions effectively to support the objectives of the district in managing student information. We also determined that the Enterprise Application Support, Training, and Reporting department (EASTR), with primary responsibility within the district for managing *Skyward*, has developed a thorough program of procedures and tools to support the student information system.

Fort Bend ISD provides extensive training to school-based staff on a wide range of topics germane to the management of student information. Each school level (i.e., elementary, middle, and high) is allocated sufficient staff – data entry clerks, attendance clerks, registrars, and counselors – to carry out daily responsibilities.

The following report details the district's systems and processes for student information, describes the methods we used to review each area, and presents our findings and recommendations for improvement in these systems and processes. We noted exceptions with respect to compliance with established policies and procedures in the following areas:

- In some classrooms, teachers are not taking attendance completely or in a timely manner. The *Skyward* system supports the taking of attendance through electronic, paperless means; however, each teacher must log into the system daily at pre-established times to call the roll for

the classroom and to positively identify those students in attendance and those absent. This is not occurring in all cases.

- Improvements needed in the *Skyward* system, as well as the network that supports the system, were identified.
- Information maintained in *Skyward* for disciplinary actions, particularly truancy matters, does not accurately reflect the actions taken by the district's Truancy Office.
- Documentation exceptions were noted in several areas. While not impacting the overall accuracy and completeness of Fort Bend ISD student information, these exceptions need to be reviewed and corrected. Future training sessions with school-based and program staff should emphasize the importance of consistency in documenting attendance, discipline, leavers, and student services.

Areas of Review

Gibson Consulting Group, Inc. was engaged by the Fort Bend ISD to conduct an internal audit of the district's student information system. The purpose of this project was to review the policies, procedures, and systems used by Fort Bend ISD to collect and report information related to student demographics and activity, including attendance, standardized state tests, disciplinary actions, and other student-related data. This is our report of the audit procedures performed and the findings and recommendations of our review.

The specific areas of our review were:

- **Policies and Procedures.** We reviewed the district's policies for collecting and managing student information in accordance with applicable state and TEA regulations. We also reviewed the procedures in place within Fort Bend ISD to record and report student information internally and to TEA.
 - The Texas Education Code, Section 42.006 requires that all school districts participate in the Public Education Information Management System (PEIMS). The purpose of PEIMS is to provide useful, accurate, and timely information on student demographics, student academic performance, personnel, and school district finances. This information is used by the TEA, the legislature, and other agencies to adequately oversee and evaluate the public education system.
- **Training.** We reviewed the programs in place in Fort Bend ISD for training teachers and staff regarding the compliance requirements of the district with respect to student information, as well as the systems and procedures developed for staff to follow as part of their daily responsibilities.
- **Information Systems.** We reviewed the computer systems maintained by the district to facilitate the collection and management of student information. We also reviewed computer system controls in place within *Skyward*, the district's primary student information system. These controls include system access, back-up of data files, updates, and system security.
- **Primary Areas of Student Information.** We reviewed the primary functional aspects of the student information system, including:
 - **PEIMS Reporting** – policies and procedures for validating and submitting student data through PEIMS pursuant to TEA regulations.
 - **Attendance** – policies and procedures for taking daily attendance at each school and class, as appropriate.
 - **Leavers** – documentation maintained as support for Fort Bend ISD students who move to other Fort Bend ISD schools, other Texas public schools, or who leave the Texas public school system.

- **Discipline** – documentation maintained to support the reasons for actions taken in response to student violation of school rules.
- **Special Programs** – documentation maintained to support the coding of students who participate in various special programs or who are classified with certain educational needs that require additional services. These include limited English proficiency, gifted and talented programs, career and technical education, immigrant or migrant status, pregnancy, and classification as Title I (i.e., economically disadvantaged, homeless, or other reasons).

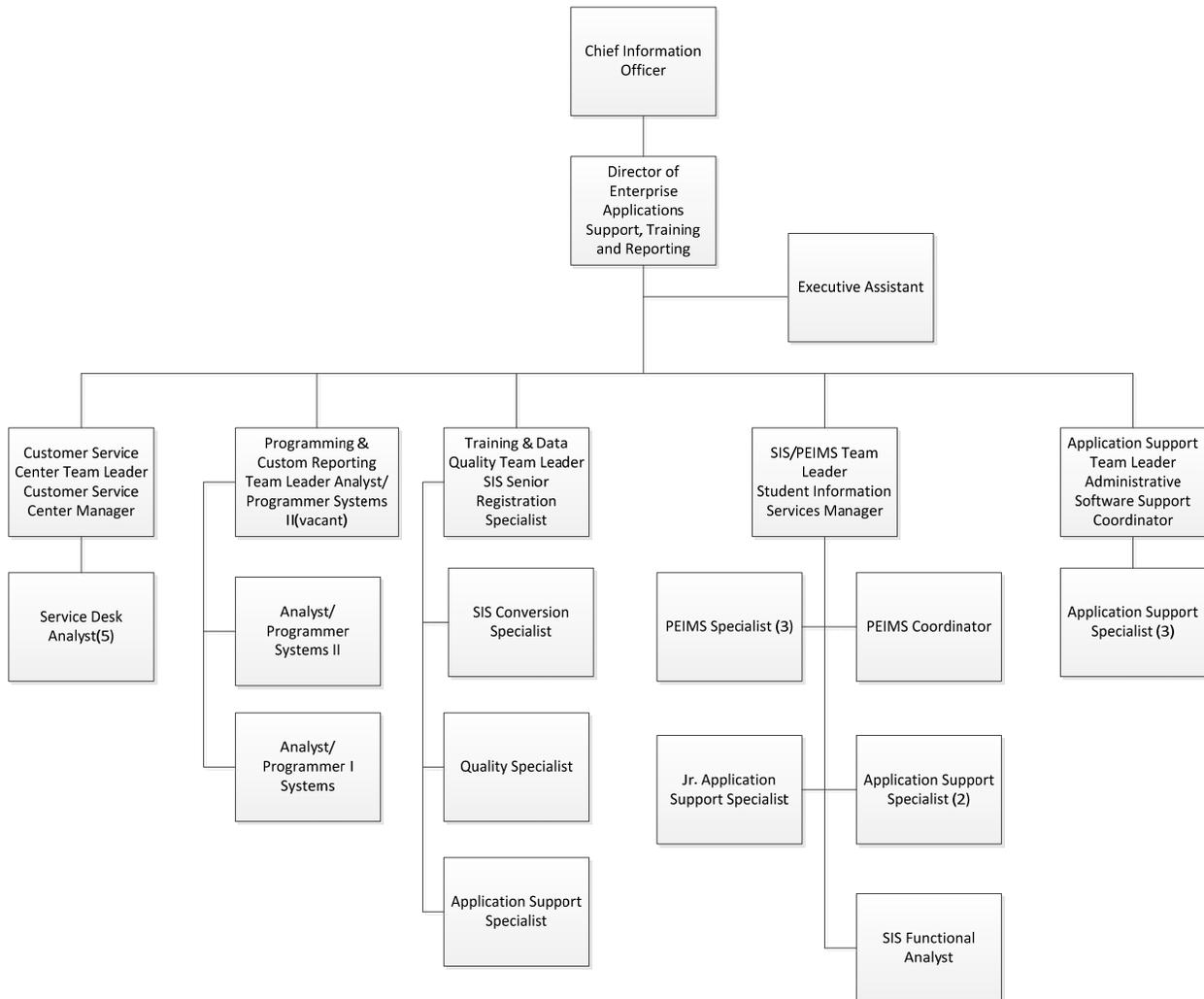
We discuss these objectives in further detail in this report, along with our findings and recommendations related to each area.

Organization

Management of student information for a school district the size of Fort Bend ISD with over 70,000 students requires specialized systems and processes. Many district staff members within the central office and at each school are tasked with gathering, validating, and reporting student information. The primary responsibility for maintaining the student information computer systems rests with the EASTR group within the district's Technology department. EASTR coordinates with school-based staff to gather student information through enrollment, attendance, and other daily activities during which student information is entered or updated within the *Skyward* system. The functions of *Skyward* are discussed in greater detail later in this report.

As its name implies, the department also provides training to school-based staff and works with other Fort Bend ISD employees to validate and report student information through PEIMS. The organizational chart for EASTR is shown in Figure 1.

Figure 1. EASTR Organizational Chart



Source: Enterprise Application Support, Training and Reporting

The department employs 16 staff members who support the *Skyward* system and who work with school-based staff to maintain student information. In addition to central office staff, each school has dedicated staff to manage student information. The staff positions that are allocated to each school and their primary responsibilities with respect to student information are shown in Table 1. Each of these employees has duties in addition to their responsibilities for maintaining student information.

Table 1. Responsibilities of School-Based Staff

School Type	Positions	Primary Responsibility	Total Staff
Elementary School	Attendance (ADA) Clerk	<ul style="list-style-type: none"> Process and maintain student attendance records. Also assist in enrollment and withdrawal of students updating demographic data. 	45
Middle School	Attendance (ADA) Clerk	<ul style="list-style-type: none"> Process and maintain student attendance records. 	14
	Data Entry Clerk	<ul style="list-style-type: none"> Process and maintain, both in <i>Skyward</i> and other external information systems, a wide range of student information including master schedules, teacher records, attendance, grades, transfers/withdrawals, and demographic data files. 	14
High School	Attendance (ADA) Clerk	<ul style="list-style-type: none"> Process and maintain student attendance records. 	14
	Data Entry Clerk	<ul style="list-style-type: none"> Process and maintain, both in <i>Skyward</i> and other external information systems, a wide range of student information including master schedules, teacher records, attendance, grades, and demographic data files. 	11
	Registrar	<ul style="list-style-type: none"> Responsible for all student and teacher records Oversee registration, withdrawal and transfers of students Determine student eligibility Process student transfers Support data analysis needs of campus Maintain records for grade point average determination and transcripts 	14
	Assistant Registrar	<ul style="list-style-type: none"> Assist the Registrar in performing his/her duties as assigned 	11

School Type	Positions	Primary Responsibility	Total Staff
Total Overall Staff			123

Source: Fort Bend ISD Enterprise Applications Support, Training, and Reporting

The Application Development and Maintenance group within the Technology department supports other Fort Bend ISD information systems that use student information from *Skyward*. As discussed in further detail below, certain student information, specifically data related to students who qualify for free or reduced meals, is entered into *Skyward* from other information systems. The Application Development and Maintenance group oversees the software and databases that facilitate the transfer of this information.

In addition to the groups discussed above, each of the following departments has responsibilities for validating student information that relates to special programs and services.

- Child Nutrition
- Gifted and Talented Education
- Career and Technical Education
- Limited English Proficiency (LEP/ESL/BIL) Education
- Truancy Office
- Student Support Services (At-Risk, Homeless, etc.)
- Special Education
- Testing
- Curriculum and Instruction

The remainder of this report is organized into the following sections:

- **Student Information System Technical Environment**
- **Attendance and Eligibility**
- **Leavers**
- **Discipline**
- **Special Program Areas**

Student Information System Technical Environment

Fort Bend ISD uses the Student Management Suite developed by Skyward, Inc. This student information management system (*Skyward*) is one of two preferred vendors for student information systems by TEA. Fort Bend ISD is on the latest *Skyward* software release of 05.14.02.00.03-10.2. The application and related databases are hosted in a data center in Mequon, Wisconsin by a related company, ISCorp.

Fort Bend ISD student information production system and database files are backed-up nightly to ISCorp servers in Wisconsin. Backup data are duplicated and stored locally in Wisconsin on disk to facilitate rapid data restores in the event of a problem. Data are also replicated by ISCorp to the other ISCorp data center so that they can be used for disaster recovery between the two facilities. As an additional security measure, data are copied to tape each day. Tapes are encrypted and sent to an offsite tape vaulting service each business day. The Fort Bend ISD *Skyward* databases are backed up each day, Monday through Saturday, with an incremental backup, and a full system backup is performed on Sunday.

In order to provide for recovery of *Skyward* systems and data in the event that a significant disaster renders one site inoperable for an extended period of time, ISCorp replicates the nightly backup data for *Skyward* customers between the Dallas and Mequon datacenters. Mequon replicates to Dallas and Dallas replicates to Mequon. Each site is preconfigured with the necessary recovery systems to perform the restoration of the databases, recovery of other key functions, and to take over operations in the event of a disaster.

Fort Bend ISD Staff and SIS Data

There are multiple departments, groups, and individuals at both the district and campus levels involved in collecting, validating, and reporting student information at Fort Bend ISD. The EASTR group of the district's Technology department supports the student information system and PEIMS-related activities at the district level. In addition to the EASTR group, the Application Development and Maintenance group maintains a local, special-purpose SQL database containing a sub-set of Skyward system records for integration with other district applications. In addition to these technology groups, individuals in several other district departments, such as Career and Technical Education, Gifted and Talented Education, Child Nutrition, and Student Services groups, have access to the system for reporting purposes only. Access for data entry and updates is limited to campus-based staff.

Connectivity/Vulnerability Issues

The system network is shown in detail in Appendix 2 and includes the main components of the *Skyward* system as it is configured for Fort Bend ISD. The connection to the hosted *Skyward* system and databases are provided by a single internet provider at Fort Bend ISD. Although there are two 1GBps connection to the ISCorp data center, a technical problem with Fort Bend ISD's internet provider would cause Fort Bend ISD to lose connection to the *Skyward*-hosted application and databases until the connection was restored by the internet provider.

Skyward uses Fort Bend ISD's Lightweight Directory Access Protocol (LDAP) service to authenticate most of Fort Bend ISD's *Skyward* users. Since this is the primary means of authenticating users, a technical problem with Fort Bend ISD's single internet provider would disrupt not only users that are inside the district network, but also those users connecting from home or other non-Fort Bend ISD locations.

In order to address these potential issues, Fort Bend ISD is in the planning stage in implementing redundant services with another internet provider and create replicated LDAP service in ISCorp's data center. These changes will allow Fort Bend ISD to continue to access *Skyward*'s Wisconsin-based systems from outside the Fort Bend ISD network even when Fort Bend ISD's LDAP service is not accessible.

Recommendation 1: *The district should continue the efforts to add redundant internet connectivity to address the vulnerability inherent in a single internet connection provider.*

Management Response 1: *The District supports the recommendation to add redundant internet connectivity to address the vulnerability inherent in a single internet connection provider. The Information Technology Services group will research, design, and implement a cost effective solution to provide redundant connectivity (multiple paths to the Internet) to reduce business interruptions.*

Data Connections to Student Information Systems

Since *Skyward* maintains all Fort Bend ISD student information, it is also the data source for other student-related information systems in Fort Bend ISD, such as those in Transportation and Child Nutrition. In order to effectively connect and extract data from *Skyward* to other Fort Bend ISD systems, the Application Development and Maintenance group created a local database in Fort Bend ISD servers that has the necessary tables from *Skyward* to accommodate the data needs of other Fort Bend ISD applications. Fort Bend ISD does not use the local database for any PEIMS or state reporting purposes. All required PEIMS reports or other state or federal reports are generated directly with live production data using the current version of the *Skyward*-hosted application system in Wisconsin. This local database is refreshed nightly with updated information from *Skyward*.

The applications that use information from the local database are presented graphically in Appendix 3. Child Nutrition's WebSMARTT and Transportation's Transfinder systems are the only two systems that not only receive data from *Skyward*, but that also send revised data back to *Skyward*. In addition to uploads from Transportation and Child Nutrition, LDAP and Human Resources data from the district's enterprise resource planning system is uploaded nightly to keep user access information current in *Skyward*.

In addition to the nightly extract from *Skyward* to update the Fort Bend ISD local database, extracts of specific data are provided to certain external vendors with which Fort Bend ISD has agreements, such as with Rank One, Naviance, and Edgenuity. These systems utilize Fort Bend ISD student information data to provide other services to teachers and staff such as college preparation and instructional support.

Certain other vendors, such as PCG, SuccessEd and School Messenger, have direct open database connectivity (ODBC) access to *Skyward* for the purpose of extracting student information. Because ODBC cannot limit the vendor's access to data at the granular level, we believe that this method is less secure than if Fort Bend ISD extracted the data from *Skyward* and provided it directly to them.

Recommendation 2: *Fort Bend ISD should consider replacing the ODBC connection and provide the data to these vendors by extracting the data and submitting it through secure file transfer.*

Management Response 2: *The District understands this recommendation. Currently, an ODBC connection is our only option for PCG and SuccessEd. We will discuss this recommendation with our vendors and develop a plan for increased security for future data exchange.*

SIS System User Input Control Issues

Student information systems should incorporate controls that are designed to detect and prevent erroneous data entry. These controls function by encoding the operating rules that govern student information management and screening data entries that fall outside of expected parameters, such as a student's birthday that is inconsistent with the recorded grade level.

We noted that the *Skyward* system allows entry or update of certain data fields where user input is not validated and data rules are not developed and enforced. Examples of validation that would be appropriate are:

- Birth Country – For birth country, the system will accept blanks and country names typed in by the user. This means, for example, that Korea and Kyrgyzstan will be shown as different countries from South Korea and Kyrgyzstan. The birth country could also be Kansas or Paris.
- Certain "Date" fields are not validated to ensure that the input is a date. The system will accept "212" as a valid year.
- Correlation of disciplinary actions with disciplinary offenses; date validation for truancy citations within the ranges allowed for enforcement.
- Student status may indicate active, but student may have a withdrawal date.
- Blank student address when parent address is recorded.
- Recording absences or changing absent codes after a certain time limit.

Fort Bend ISD staff is aware of many of these limitations of the *Skyward* system and are taking steps to improve input controls and to review data for potential errors that result from the absence of data entry validation. These weaknesses require staff to spend additional hours to verify and clean data, and there is risk that errors will remain and go undetected.

Recommendation 3: Fort Bend ISD should work with its Skyward vendor to improve data entry validation controls. The district should evaluate the rules applicable to student data and develop special purpose reports to detect and correct errors.

Management Response 3: The District supports the recommendation and will continue to work with Skyward to improve data entry validation controls. We will continue to evaluate the rules applicable to student data, develop additional special purpose reports, and train campus staff in using these reports at monthly Learning Community meetings.

User Access Issues

The EASTR group is responsible for managing user access to the Skyward system. Fort Bend ISD uses LDAP services to manage the access to all of the district's information technology resources. Deactivation of a user from LDAP service prevents access to all district resources. Using LDAP to control access to all resources eliminates the problem of keeping user rights in sync among different information technology systems when each system has its own authentication protocol.

We noted areas of concern with respect to managing users' rights to the Skyward system. The first area of concern is the use of a security setting that allows users to skip the LDAP authentication protocol when accessing Skyward. At the time of our review, we noted over 30 users whose profile allowed them to skip LDAP authentication. We notified the EASTR group and most of those users' profiles were corrected.

For the remaining users (fewer than 10), the "Skip LDAP" flag was still necessary because these users had been assigned duplicate employee identification numbers by Human Resources. These employees cannot be authenticated through LDAP and must have unique user identifications and passwords specific to Skyward.

Recommendation 4: The EASTR group should continue to evaluate and revise the access rights of users of Skyward who require the "skip LDAP" flag. The users with this flag should be periodically reviewed to ensure that all users still require this exception.

Management Response 4: The District supports the recommendation to continue to evaluate and revise the access rights of users of Skyward who require the "skip LDAP" flag. Staff members with duplicate employee ID's will be resolved by the Human Resources group. All Skyward users with the "skip LDAP" flag will be monitored monthly by senior level EASTR staff to ensure that all users still require this exception.

A second area of concern arises with users that have more than one job role or serve more than one location. The Human Resources Department maintains control of each employee's job role and location. When an employee's position requires access to Skyward, the system automatically establishes security settings in accordance with that role and location. If an employee needs access to multiple locations, or

because of multiple responsibilities needs access to the system beyond his/her normal job duties, these rights are determined on a case-by-case basis.

An issue arises in validating the security access of the employee over time as his/her job duties change. This is particularly problematic since those additional roles and access rights may relate to responsibilities that are not tracked closely by Human Resources or communicated timely to EASTR.

We noted that four of five users with multiple roles that we reviewed no longer required the security access rights that had been assigned to them. The EASTR group corrected the security settings for these employees. EASTR group should periodically check all the users with multiple roles and locations to ensure their access levels are commensurate with their current job responsibilities. The district should also examine the level of documentation and approvals needed to authorize *Skyward* access rights beyond those typically assigned to other employees with similar positions.

Recommendation 5: *The EASTR group should continue to evaluate the access roles and security settings of all users to determine that multiple roles and rights to data of multiple locations are still appropriate.*

Management Response 5: *The District supports the recommendation that the EASTR group should continue to evaluate the access roles and security settings of all Skyward users to determine that multiple roles and rights to data of multiple locations are still appropriate. These security roles will be reviewed annually to align with District staff responsibility. In addition, the EASTR group will work closely with the Human Resources group to assure that processes are put in place to assign multiple locations to staff as appropriate in the PeopleSoft HCM system, so that manual maintenance is reduced.*

Attendance and Eligibility

Texas school districts are required to submit student attendance data through PEIMS. TEA published the Student Attendance Accounting Handbook (SAAH, or the “*Handbook*”) to guide school districts in complying with regulations for periodically reporting attendance data, as well as other student information.

Our review of the attendance recording and reporting function was developed using standards contained in the TEA *Handbook*. The review addressed the following requirements specified therein:

- Foundation School Program (FSP) eligibility requirements of all students
- Minimum standards for all attendance accounting systems
- Documentation requirements for attendance audit purposes
- Responsibilities of all district personnel involved in student attendance accounting

In order to address these areas, we documented the policies and procedures in place at Fort Bend ISD for taking attendance and documenting the eligibility status of each student. We reviewed procedures to validate student data at the end of each six-week period (i.e., each regular school year is comprised of six six-week periods), as well as for each PEIMS submission (i.e., generally, there are three PEIMS submissions of student-related data, along with re-submissions annually).

We analyzed all Fort Bend ISD student data for certain errors or irregularities, such as:

- Students outside normal age ranges for each grade
- Students in Pre-Kindergarten met eligibility requirements
- Days without any absences
- Absences on the first day of class
- PK students with full-day eligibility
- Absences that are not ultimately coded
- Teachers who did not take attendance or recorded attendance after the required time (generally 10 a.m.)
- Although not related to attendance, we also analyzed student data for:
 - Teacher Referral records (TR) not recorded to valid action codes
 - Access issues: terminated employees with access, non-employee access and super-user status

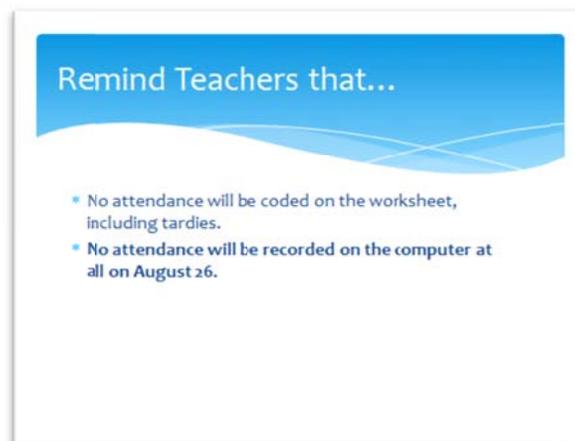
First Class Day Procedures

According to state law, attendance is required to be taken every class day, and for secondary schools every class period. However on the first day of school, teachers are required to determine which students on their roster are present. Those students on the class roster, who are not present, are considered “No Show” and are dropped from enrollment. The district must follow-up on these “No Show” students to determine the reason for leaving the district and to code the reason accordingly.

Students who return to school after the first class day are re-enrolled. However, no student is shown as absent on the first class day.

In our testing, we noted that 31 students were reported “Absent” on August 26, 2013, the first day of the 2014 school year. These errors occurred despite the efforts of the EASTR group to train school-based staff regarding the first class day procedures. The slide in the Figure 2 below is included in the training provided to each attendance clerk.

Figure 2. First Day of Class Training Program



Source: Enterprise Application Support, Training and Reporting

We determined that this error does not have any impact on funding, as the first class day is not counted for purposes of FSP calculations. This error type does suggest the need for continued training of school staff and/or communication with teachers at the beginning of each school year.

We selected six schools for detailed testing of First Class Day procedures (i.e., two each for elementary, middle, and high school levels). The first day of school for Fort Bend ISD was August 26, 2013. We reviewed each school’s documentation including:

- original roster with notations; signed and dated by the teacher;
- the “No Show” report for the first class day that agrees with the totals from the rosters;
- re-run roster – Enrollment Report; and

- In/Out reconciliation spreadsheet.

The above documentation for four of the schools was reviewed without exceptions. For the other two schools, we noted exceptions in the documentation.

Schiff Elementary:

- The teachers for two classrooms did not sign and date the First Day Enrollment worksheets to indicate that the students present were accounted for.
- The reconciliation (i.e., In/Out Reconciliation Spreadsheet) was not prepared. Worksheets were retained for the first day; however, the reconciliation in the format specified by the district was not available.
- The number of students reported as “Present” on the first class day differed from the worksheets prepared and signed by the teachers.
- We noted that teachers completed enrollment worksheets for the other days of the first week of school, which is not required because attendance is taken in *Skyward*. In our review of these documents, we noted that reported attendance in *Skyward* for the second class day (i.e., August 27, 2013) also did not agree with the written attendance worksheets. For Grade 1, attendance was reported for 146 students and the written worksheets totaled 144.

Crockett Middle:

- The teachers for two classrooms did not sign and date the First Day Enrollment worksheets to indicate that the students present were accounted for.
- The reconciliation (i.e., In/Out Reconciliation Spreadsheet) was not prepared. Worksheets were retained for the first day; however, the reconciliation in the format specified by the district was not available.

The EASTR department has developed a thorough training program, including detailed instructions for staff at each school level to follow in taking attendance on the first class day. The training includes detailed explanations of the forms to be used, enrollment procedures, reports to be reviewed, and the documentation to be retained. The training includes emphasis that no attendance (absences) is to be taken on the first class day.

The errors noted at Schiff Elementary were due in large part to the inexperience of the attendance clerk who began her employment at Fort Bend ISD approximately two weeks prior to the start of school. Management of EASTR were aware of the issues arising at Schiff Elementary, and during the first week, representatives of the group went to the school to assist the clerk in completing enrollment-related documentation and in validating *Skyward* data for the school’s student body.

For these reasons, the exceptions noted for the First Class Day documentation do not indicate weaknesses in the procedures or specific gaps in training.

Recommendation 6: *As training for this area is updated for presentation in the future, these issues arising at Schiff Elementary and Crockett Middle should be considered to ensure that the school-based staff district-wide is fully informed of the responsibilities for documenting first day “No Shows” and taking attendance.*

Management Response 6: *The District supports the recommendation to ensure that the school-based staff district-wide is fully informed of the responsibilities for documenting first day “No Shows” and taking attendance. The Department of School Leadership will ensure that campus administrators designate appropriate campus staff as “back-up” for key campus positions for beginning of the year processes in the case of vacancies, leaves of absence, or last minute hires. Additionally, the Department of School Leadership will ensure campus administrators oversee the timely completion of those tasks that directly impact the ability to accurately complete first day counts including completion of the master schedule, new student enrollment, and fully scheduling students into classes. The EASTR group will continue to provide training to new staff as well as “back-up” designees.*

Six-Week Reporting

TEA guidelines incorporated in the *Handbook* require that at the end of each six-week reporting period, campus-level and district-level reports should be generated and reviewed by the principal and superintendent, respectively, to ensure accuracy of the underlying data. The *Handbook* indicates that the principal at a minimum should:

- scrutinize regular attendance totals and special program attendance totals based on approximate membership;
- investigate all data totals that have an exceptionally high value or a value of zero; and
- compare current-year totals to prior-year totals to detect unreasonable fluctuations.

The district has developed procedures to support this review requirement known as the “Oaths & Affidavits” (O&A) system. In addition to facilitating the review by the superintendent and school principals, the O&A system also supported the documentation of review and approval by other district employees, including school-based staff (i.e., data entry clerks, attendance clerks, registrars, and counselors) and central office staff (i.e., special program coordinators, athletic managers, and financial supervisors).

This system was in effect through the date of our review; however, it is being updated and re-branded as Data Integrity Affirmation. The new system will be implemented during PEIMS Summer Submission 3.

The O&A process has some weaknesses, which we have discussed in further detail below. Because the O&A system has been updated, no recommendations are proposed for the weaknesses in the system. These issues should be considered as the updated data validation process is implemented.

Report Inconsistencies

Reports for each six-week period are run at different times by each campus and for the district as a whole. Because changes are made in the underlying data between the data of the various reports, we noted numerous differences in total attendance between and among the reports.

For testing of the six-week reporting and PEIMS submission reporting procedures, we reviewed the reports for seven schools – three elementary and two each for middle and high schools. Our reviews were also spread throughout the 2013 school year. The results of the testing are detailed below:

Table 2. Review of Six-Week Reports

School	Type	Period	Issues noted
Burton	Elementary	1 st	<ul style="list-style-type: none"> ▪ <i>Daily Register, Principal's Summary and District Summary</i> totals do not agree ¹ ▪ No principal O&A ▪ Three early childhood education students (EE) had eligibility code of "1" indicating full-time student
Colony Bend	Elementary	2 nd	<ul style="list-style-type: none"> ▪ Principal initially signed O&A on 11/20/2012 as PEIMS Administrator; later (1/18/2013) signed as Principal ▪ District-level report differs from campus reports by one student (3rd Grade) ¹
Blue Ridge	Elementary	3 rd	<ul style="list-style-type: none"> ▪ Principal signed O&A twice (1/16/2013 and 2/4/2013) ▪ <i>Daily Register, Principal's Summary and District Summary</i> totals do not agree ¹
Sugar Land	Middle	4 th	<ul style="list-style-type: none"> ▪ <i>Daily Register, Principal's Summary and District Summary</i> totals do not agree ¹
Bowie	Middle	5 th	<ul style="list-style-type: none"> ▪ Principal's Report at the time of the close of the six-week period was not in Audit File. A <i>Principal's Report</i> run on 6/12/13 was included; however Principal's O&A was dated 4/30/13 ▪ <i>Daily Register and District Summary</i> totals do not agree ¹
Clements	High	6 th	<ul style="list-style-type: none"> ▪ Two versions of <i>Daily Register and Principal's Report</i> were filed in Audit Box and it is unclear which report was approved by the Principal
Marshall	High	3 rd	<ul style="list-style-type: none"> ▪ <i>Daily Register, Principal's Summary and District Summary</i> totals do not agree ¹

¹ See Appendix 1 for the summary of totals from each report.

In addition to approvals by school-based staff on six-week reports and PEIMS submissions, Fort Bend ISD policy also requires that other district officials review *Skyward* reports to validate the underlying student information, specifically attendance, leaver, discipline, At-risk, Title I, and Special Program area data. These requirements are formally documented in the *PEIMS Data Review – Staff Responsibility Grid* as

part of the district’s policies and procedures. We reviewed the sign-offs recorded for the 2013 school year and noted that certain officials had not signed his/her O&A as required.

The following positions are required to sign an O&A for each six-week period and for each PEIMS submission (i.e., generally the fall, summer submissions, and re-submissions):

- Bilingual Coordinator
- ESL Coordinator
- Title I Coordinator
- Student Support Services Coordinator
- Chief of Police
- Gifted and Talented Director
- Career and Technical Education Coordinators
- Career and Technical Education Administrator

We noted that not all positions had signed the O&A for each six-week period and PEIMS submission, or re-submission, as indicated in the matrix. Missing O&A included:

Table 3. Positions’ Missing O&A

Title/Position	Explanation
Title I Coordinator	Second, fourth, and sixth six-weeks; the Title I coordinator signed-off twice for the fifth six-week period, the date of one which indicates that it should have been for the fourth six-week period.
Gifted and Talented Coordinator	No sign-offs for any six-week reporting periods; however, O&A noted for the fall and summer PEIMS submissions.
Police	No reviews indicated for police department contacts or Chief of Police for six-week reports of Student Restraint
Career and Technical Administrator	No O&A for the second six-week period
ESL/Bilingual Coordinator	No O&A for the Summer Submission (i.e., 2013)
Superintendent (or designee)	No sign-off for the Summer Submission; no indication of the review of six-week reports by the superintendent or designee of district-level reports per the Handbook.

Source: Oaths & Affidavits report from EASTR Department.

Student Absence Pending Resolution

When a teacher records a student as absent, the *Skyward* system assigns a temporary code (“W” or Web Absent) for that day or period. When the student provides documentation as evidence of the reason for the absence, the “W” code will be changed to an “E” indicating an excused absence. Other codes (M, R,

O, etc.) are used for excused absences that are counted as present for funding purposes. Appropriate supporting documentation is also required for these types of excused absences.

If a valid excuse is not received, the absence code will be changed to a “U” indicating unexcused absence. The frequency of unexcused absences within a given period is the basis for truancy actions. All absences should ultimately be re-coded when resolved.

We reviewed the student attendance data to determine that absences have not been resolved. The following table indicates the current number of “W” codes for the period.

Recommendation 7: *The district should run reports periodically for all schools with “W” coded absences that have not be resolved. The staff at each school should review these lists and clear all instances.*

Management Response 7: *The District supports this recommendation and already has documented procedures in place for campuses to review daily the “Principal’s Dashboard” which displays this data. At the beginning of each school year, the Department of School Leadership will communicate to campus administrators the importance of accurate attendance recording and reporting. The monitoring of this data will continue to be a part of the rebranded O&A system.*

Table 4. Students with “W” Attendance Records, By School Level

School Type	Number
High Schools	12
Middle Schools	105
Elementary Schools	305
Summer Schools	1,097
Total	1,519

Source: Skyward Information System, EASTR

Other Attendance Issues

Attendance at Fort Bend ISD schools is taken around 10 a.m. daily across the district. Elementary school teachers are required to take attendance daily in the first period. This period is called the significant period for purposes of determining average daily attendance which is used for Foundation School Program (FSP) funding. Secondary teachers are generally required to take attendance at the beginning of each period, and the second or third period (i.e., the period in which 10 a.m. falls) is considered the significant period for middle and high schools, respectively.

Attendance is taken by recording absences online in *Skyward*; teachers do not record anything for students who are present except for on the first class day. All teachers and long-term substitutes have a unique user name and password to log into the *Skyward* system for this purpose. It is important that teachers log into *Skyward* daily even if all students are present in order to provide evidence that attendance was taken. In accordance with TEA rules, attendance should represent a “snapshot” of the students present at a given time each day. Fort Bend ISD teachers are instructed to take class roll each

day at the established time (generally 10 a.m. or at the beginning of the class period in which 10 a.m. falls) and given a window of 15 minutes to complete the task online. The *Skyward* system maintains logs of all teachers logging in and taking attendance. These records make it possible to determine whether teachers are, in fact, taking the roll daily.

According to the *Handbook*, district personnel must create the original documentation of attendance at the time of attendance. Each district must establish a point in time that its campuses will take roll (i.e., a snapshot, e.g., 10:00 a.m.). The selected time may vary by campus, but cannot be changed during the school year. Documentation for attendance cannot be created after the fact, and any documentation not created at the time of attendance is not acceptable for TEA to support average daily attendance calculations.

The *Handbook* further specifies that electronic systems, i.e., paperless, such as *Skyward* must provide “positive confirmation for 100% of attendance.” In the event that all students are in attendance on a given day, the teacher must “submit ‘All Present’ rather than showing no one absent.”

If a teacher does not log onto *Skyward* to positively confirm the attendance in his/her class, or does not log in within a reasonable period after the official “time of attendance,” then the district does not have original documentation to support the attendance data submitted through PEIMS. TEA can retain 100% of the district’s FSP allotment for the inappropriately documented attendance for the school year for which records have not been maintained.

We queried the *Skyward* system to determine whether teachers were complying with the requirement for taking attendance. Due to the structure of the data files and time constraints, we were not able to perform this analysis for all schools; however, we selected two schools at each level (elementary and secondary) in order to determine whether a pervasive problem exists.

Table 5. Teachers Not Taking Attendance, Selected Schools, 2013-2014 School Year

School	Total Teachers	Teachers with at least 1 Day of Missing Attendance	Number of Days 20% or More of Teachers Did Not Take Attendance	Number of Teachers Who Did Not Take Attendance 20 or More Days	Average Daily Percentage Missing Attendance
Blue Ridge	35	34	6	7	9.4%
Arizona Fleming	39	39	12	7	10.4%
Quail Valley	50	49	15	31	26.9%
Lake Olympia	45	34	6	9	10.6%
Willowridge	106	62	5	32	13.7%
Bush	129	97	5	23	9.5%

Source: Enterprise Application Support, Training and Reporting Group

The following table provides information regarding the frequency of late entry by all teachers at every school at Fort Bend ISD. The table indicates the number of teachers that have recorded attendance late at least 10 percent of the days in the current school year, and the number that have been late over 25 percent of the days.

Table 6. Teachers Taking Attendance after 12:00 Noon Daily, 2013-2014 School Year

School Level	Number of Teachers with Late Attendance Entry		Total Number of Teachers
	Over 10% of days	Over 25% of days	
Elementary	113	34	1,644
Middle	104	34	1,044
High	260	128	747
Totals	477	196	3,435

Source: Enterprise Application Support, Training and Reporting Group

Recommendation 8: The district should take the following steps to address the issues arising with respect to attendance taking:

- Complete the analysis of teachers who did not take attendance (see Table 5) for the remaining schools, as well as the actual attendance (i.e., number of students per class) of each class where attendance was not taken.
- Determine the attendance (number of students) in those classes where attendance was after the time allotted for attendance (i.e., 12:00 Noon).
- Calculate the overall impact on Average Daily Attendance (ADA) and the total potential effect on funding.
- Consult legal advisors regarding the appropriate approach in submitting future PEIMS attendance reports, for example PEIMS Submission 3 this summer. Also, consider the approach to working with TEA to resolve potential errors in prior period submissions.

Management Response 8: The District supports the recommendation that an analysis be completed district-wide to determine the extent and potential impact of teachers not taking attendance and taking attendance late. Once the analysis is complete, the District will determine an appropriate course of action.

Leavers

Texas school districts must account for all students that have enrolled in that district. Any student, who leaves a particular school, must be tracked to determine where the student went and why. Typically, students leave a particular school as promotion to a higher-level school (i.e., go from elementary to middle school within the same district) or move among schools of the same level (i.e., move from one district high school to another). Students may also leave a school to enroll at another Texas public school.

These types of transfers are known generally as moves. A student is considered to “leave” the district when he/she discontinues attendance at a Fort Bend ISD school for any reason other than those described above. For these students, Fort Bend ISD must record a reason (i.e., “leaver” code) for the student leaving the district. The codes used correspond to the reasons why a student may leave. For example, a student who leaves the district to be home schooled will be coded as “60.”

TEA provides detailed guidance regarding the documentation required when documenting leavers. The agency also performs analyses of enrollment data for all Texas school systems to track the status of all students who have attended any public or charter school.

The *Skyward* system maintains accountability for all Fort Bend ISD students and alerts school-based staff to follow-up on any students who discontinue attendance in Fort Bend ISD schools – either by being classified as “No Show” on the first day of class each year or when attendance records indicate persistent absence. Most students who leave notify the school and provide exit documentation for the reason for leaving.

We performed tests of the documentation supporting the leavers reported in *Skyward* for the 2013 school year. We selected a non-statistical sample of leavers across the district and reviewed documentation for all leaver codes used in 2013. The results are summarized below.

Table 7. Summary of Leaver Code Review

Description	Number
Documentation is complete and fully supports the reported leaver code.	29
Documentation is incomplete or the leaver is coded incorrectly, but the error does not lower the campus dropout rate.	5
Documentation does not support the reported code and the error does lower the campus dropout rate.	1
Withdrawal information does not include leaver code documentation for the student (i.e., incomplete, invalid, or not found).	0
Total	35

Source: Leaver code documentation maintained at each campus.

For the majority of items reviewed, the documentation maintained on campus was outstanding.

We noted that certain forms used to document the reason for leavers were insufficiently completed or signed. School staff should review each leaver folder at the end of the process to ensure that all forms are completed, all appropriate school staff have reviewed and initialed the forms, and the parent or guardian has signed.

Some campuses included the license or identification card of the parent who signed the leaver form. This practice helps to ensure that a valid parent or guardian has provided the documentation of the reason for the student leaving the district.

Recommendation 9: *The district should review the documentation required for each leaver code and provide a checklist to campus staff to ensure that the correct forms are used, that the forms filled out completely and that all school officials have signed the forms as required.*

Management Response 9: *The District supports this recommendation, and the EASTR group will continue to provide the required documentation for leaver codes from Appendix D of the PEIMS Data Standards. The EASTR group will also create a checklist for campus staff to ensure that the correct forms are used. The Department of School Leadership will work closely with campus administrators to ensure compliance and oversight.*

Discipline

A school district may take a variety of actions in the event that a student fails to comply with district policies. Various codes are used to denote the type of incident and its disposition. These are determined by the appropriate Fort Bend ISD official and recorded in *Skyward*.

Disciplinary actions may include: in-school suspensions (ISS), out-of-school suspensions (OSS), referral to district alternative education programs (DAEP), and county-administered juvenile justice alternative education programs (JJAEP).

We selected a non-statistical sample of incidents documented in *Skyward* for disciplinary action and reviewed documentation supporting the coding. Of the sample of 20 incidents, five were insufficiently documented for the coding entered. Documentation largely consisted of print-outs from the *Skyward* system.

Recommendation 10: *School-based staff should be trained further to ensure that all documentation for disciplinary action is maintained and available for review.*

Management Response 10: *The District supports this recommendation. The Department of Student Affairs in conjunction with the Legal Department will continue to provide annual training regarding discipline decision making and documentation. The EASTR group will continue to provide annual discipline data entry training emphasizing proper electronic documentation. The Department of School Leadership will work closely with campus administrators to ensure compliance and oversight.*

Fort Bend ISD utilizes a database separate from *Skyward* to track absences that result in truancy actions. Attendance information is downloaded from *Skyward* to the truancy database weekly. Algorithms have been developed to identify students with absence patterns that require truancy action – typically three or more unexcused absences within a four week period or 10 or more unexcused absences within a six month period. The database tracks warning letters, referrals to the truancy diversion program, and formal citations or complaints.

Fort Bend ISD also follows formal procedures for absences that result in response by the district’s truancy officers. The district generally follows an escalation process for truancy that includes warning letters, the truancy diversion program, and formal citations or complaints for truancy.

The Attendance Officer in the Department of Student Affairs sends reports to the school-based staff for entry of truancy actions in *Skyward*. There are significant differences between the data maintained in the truancy database, which is the true record of truancy actions, and *Skyward*.

The table below presents these differences in the truancy-related records, only regarding “truancy letter” codes from *Skyward* and the truancy database. Two schools from each level (elementary and secondary) were compiled in order to show the extent of the differences in data sources. Similar differences exist for each school.

Table 8. Truancy Database and Skyward Discipline Record Differences, 2012–13 School Year

School	Number of Incidents from Truancy Database Regarding Truancy Letter	Number of Incidents from Skyward Discipline Module Regarding Truancy Letter
Barrington Place	50	None
Rosa Parks	101	4
Quail Valley	86	33
Macario Garcia	134	34
Willowridge	1,261	92
Stephen F Austin	549	750

Source: Truancy Database and Skyward

District attendance officials indicated that when a citation is issued for truancy, the case goes to the Fort Bend County Truancy Court. Many cases filed in the last 18 months have been dismissed by the court due to issues arising at Fort Bend ISD. These issues include failure to file the complaint within 10 days of the truancy, data changes made in *Skyward* that invalidate the truancy, and withdrawal of the student prior to the case being adjudicated. In the 2013 and 2014, the Attendance Officer reported to us the following dismissals of cases.

Table 9. Dismissal of Truancy Cases, 2013 and 2014

Period	Failure to File within 10 days	Data Change in <i>Skyward</i>	Student Withdrawal
2013 School Year	182	202	10
2014 School Year, to date	114	170	104

Source: Attendance Office, Department of Student Affairs

In order to avoid clogging the court with cases that will be dismissed, the Attendance Officers communicate with the school-based staff prior to issuing a truancy citation; however, the number of cases dismissed in 2014 indicates that the coordination between the Attendance Office and the schools needs improvement.

Recommendation 11: *The coordination between the Truancy Office and campus staff should be improved to ensure that truancy incidents are appropriately documented in Skyward. The district should explore ways in which actions in the Truancy database can be uploaded to Skyward directly to improve the reconciliation of the two systems.*

Management Response 11: *The District supports the recommendation that the coordination between the Truancy Office and campus staff be improved to ensure that truancy incidents are appropriately documented in Skyward. The Department of Student Affairs will address the expectations of consistent data entry for truancy incidents as part of their annual discipline training. The District will explore ways*

in which actions in the Truancy database can be uploaded to Skyward directly to improve the reconciliation of the two systems. The Department of Student Affairs will develop a method to monitor the consistency between the Truancy system and Skyward.

Special Program Areas

In addition to data related to attendance and eligibility for FSP funding, the *Skyward* system maintains information for each student with regard to special services and participation in certain education programs. We reviewed the codes assigned to students that relate to the following areas:

- Limited English Proficiency (LEP)
 - Bilingual (BIL) program participation
 - English as a Second Language (ESL) program participation
- At-Risk Students
- Title I Eligibility
- Immigrant status
- Migrant status
- Career and Technical Education program (CTE)
- Gifted and Talented education program (GT)
- Pregnancy-related services

For each of these program areas, we discussed with the program coordinators for each area, the processes for identifying students that qualify for services under these programs. The *Handbook* provides guidance for the procedures for enrollment and withdrawal of students in these programs, as well as the documentation required for determining eligibility.

For each area, we selected students from the *Skyward* system to review supporting documentation for the coding of students during the 2013 and 2014 school years. Except as otherwise noted below, the information maintained in campus files was sufficient to support the coding in *Skyward* and the information submitted through PEIMS.

Limited English Proficiency

Students with limited proficiency in English are classified as Limited English Proficient or LEP. Before each student is classified as LEP, certain forms (e.g., the home language survey) are completed and signed by the school administrators and parents; assessments of English reading, writing, and speaking ability are administered; and the school Limited Proficiency Advisory Committee (LPAC) must complete its assessment and recommendation.

If the student's functional language is Spanish, he/she may receive bilingual instruction in the elementary grades. For students with proficiency in languages other than English or Spanish, *English as a Second Language* (ESL) instruction is provided. Parents may also opt to have their child receive no LEP-

related language education support. All students classified as LEP will also have some code associated with bilingual or ESL services.

We selected a non-statistical sample of students in 2013 and 2014 classified as LEP and reviewed supporting documentation for LEP status and educational services (i.e., ESL or BIL). Seven exceptions (out of 60 students) were noted.

For three students, the school files were missing documentation such as the home language survey and/or the parent authorization form. Four students were listed as receiving ESL Pull-out instruction (i.e., Code “3”), but according to Fort Bend ISD staff, only ESL Content services are provided to those students.

In addition to documentation or coding exceptions, we also noted that the total count of LEP students district-wide as reported in *Skyward* is in error. Each six-week period, central office staff performs a reconciliation of LEP/ESL/BIL students in all schools with the records maintained in *Skyward*. This reconciliation is prepared by taking rolls of all LEP students in each class at every school district-wide and by comparing the totals to the *Skyward Oaths & Affidavits Summary Report*.

At the time of the most recent reconciliation (i.e., on April 4, 2014), the Oaths & Affidavits Summary Report showed 11,004 LEP students district-wide, while the compilation of rolls at each school totaled only 10,953. According to the Lead Coordinator for the Program for English Language Learners, the difference of 51 students – which is less than one student per campus – has been significantly reduced from differences of several hundred students in prior years.

Recommendation 12: *The LEP Coordinator should continue to reconcile the students classified as LEP/ESL/BIL in Skyward with those identified by individual teachers at each school. The goal of this effort should be to identify all differences and the related source.*

Management Response 12: *The District supports this recommendation. By working with an identified contact at each campus, the ELL Coordinator will continue to reconcile the students classified as LEP/ESL/BIL in Skyward with those identified by individual teachers at each school. The ELL Coordinator will provide training at appropriate monthly Learning Communities facilitated by the EASTR group. This data will be monitored by the ELL Coordinator and campus staff every six weeks through the rebranded O&A process.*

Gifted and Talented Education

Students that qualify for GT educational services take advanced courses taught by teachers certified to teach GT courses. We selected a non-statistical sample of students coded for GT in 2013 and 2014 and reviewed their course schedules for GT courses and documentation of approval for eligibility. Of the 20 students tested, two students were in courses taught by teachers for which no documentation of GT certification was available. For one of these courses, the primary teacher was on extended leave and the

school's Associate Principal was listed as the teacher of record. The class was actually being taught by substitutes for whom the GT certification status was unknown.

Career and Technical Education

For students that elect to take CTE courses, the state provides additional funding for the contact hours and an additional amount for each student taking a coherent sequence of CTE courses (i.e., two or more related CTE courses). The codes assigned for CTE participation in Fort Bend ISD are:

- 0 – No CTE course-work
- 1 – One CTE course or no coherent sequence of CTE course-work
- 2 – Coherent sequence of CTE courses and 2 or more CTE courses completed or in progress
- 3 – Fire Fighter Academy participation

We selected 35 students coded as CTE in 2013 and 2014 and reviewed the supporting documentation. Of the students tested, five students were miscoded.

Migrant/Immigrant

Additional funding is available to provide services for migrant and immigrant students. Migrant and immigrant students are two separate classifications of students based on the students' country of origin and status.

Fort Bend ISD has one family with four children classified as migrant students. We noted that one additional student in our sample was coded as migrant incorrectly.

We noted a total of 685 students that are coded with immigrant status that according to other *Skyward* records were born in the United States (i.e., 82) or have been educated in the United States for over three years (i.e., 603). Conversely, we noted students that were born outside the United States and educated for fewer than three years here that are not coded as immigrants. We did not perform this search for all such students, however, due to the size and structure of the data files.

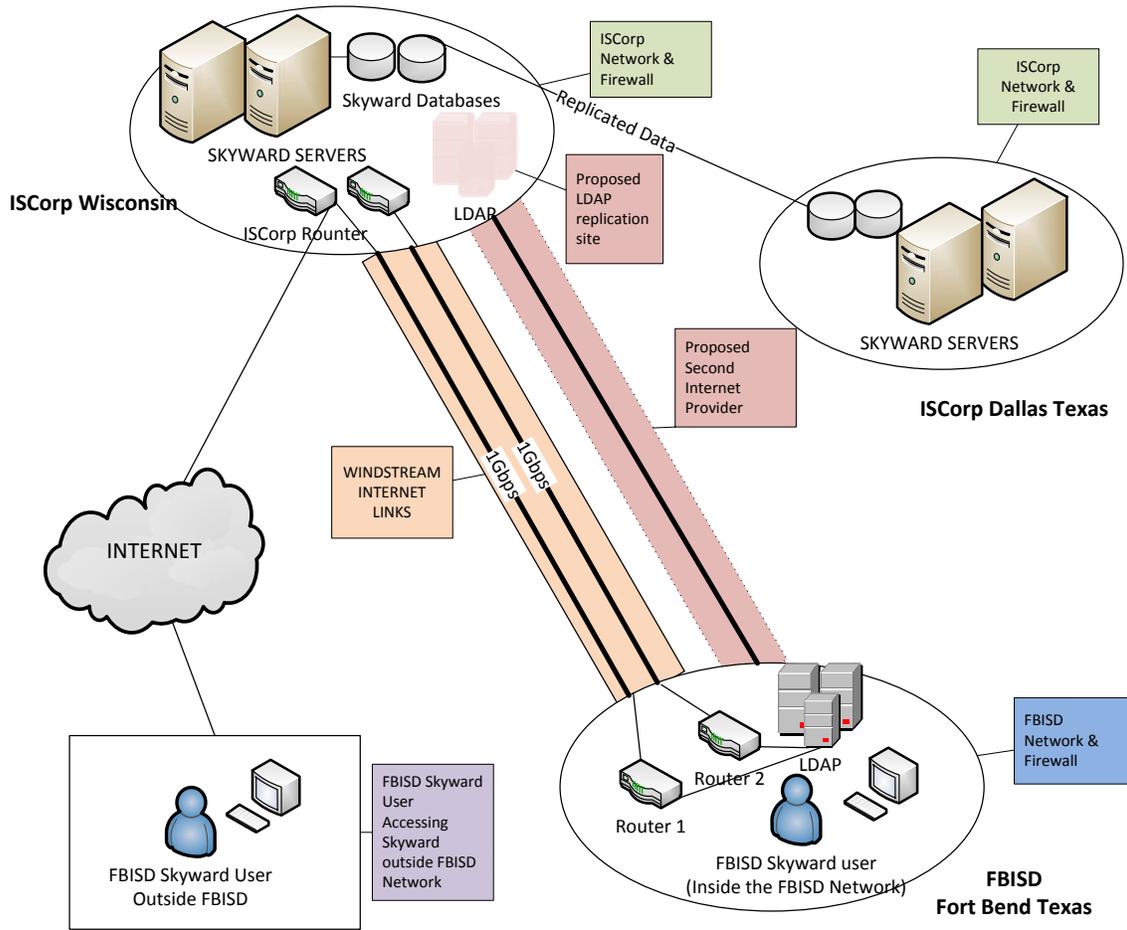
Recommendation 13: *The district should review the files for students eligible for special services (GT, CTE, Immigrant, Migrant, etc.) to determine that adequate documentation for coding in Skyward is available. The district should also consider running periodic reports to screen students whose demographic data is inconsistent with coding.*

Management Response 13: *The District supports this recommendation. By working with an identified contact at each campus, the Special Program Administrators will continue to reconcile the students enrolled in special programs with those coded as such in Skyward. Special Program Administrators will provide training to appropriate campus staff. This data will be monitored by the Special Program Administrators and campus staff every six weeks through the rebranded O&A process.*

Appendix 1. Fort Bend ISD Six-week Report Review

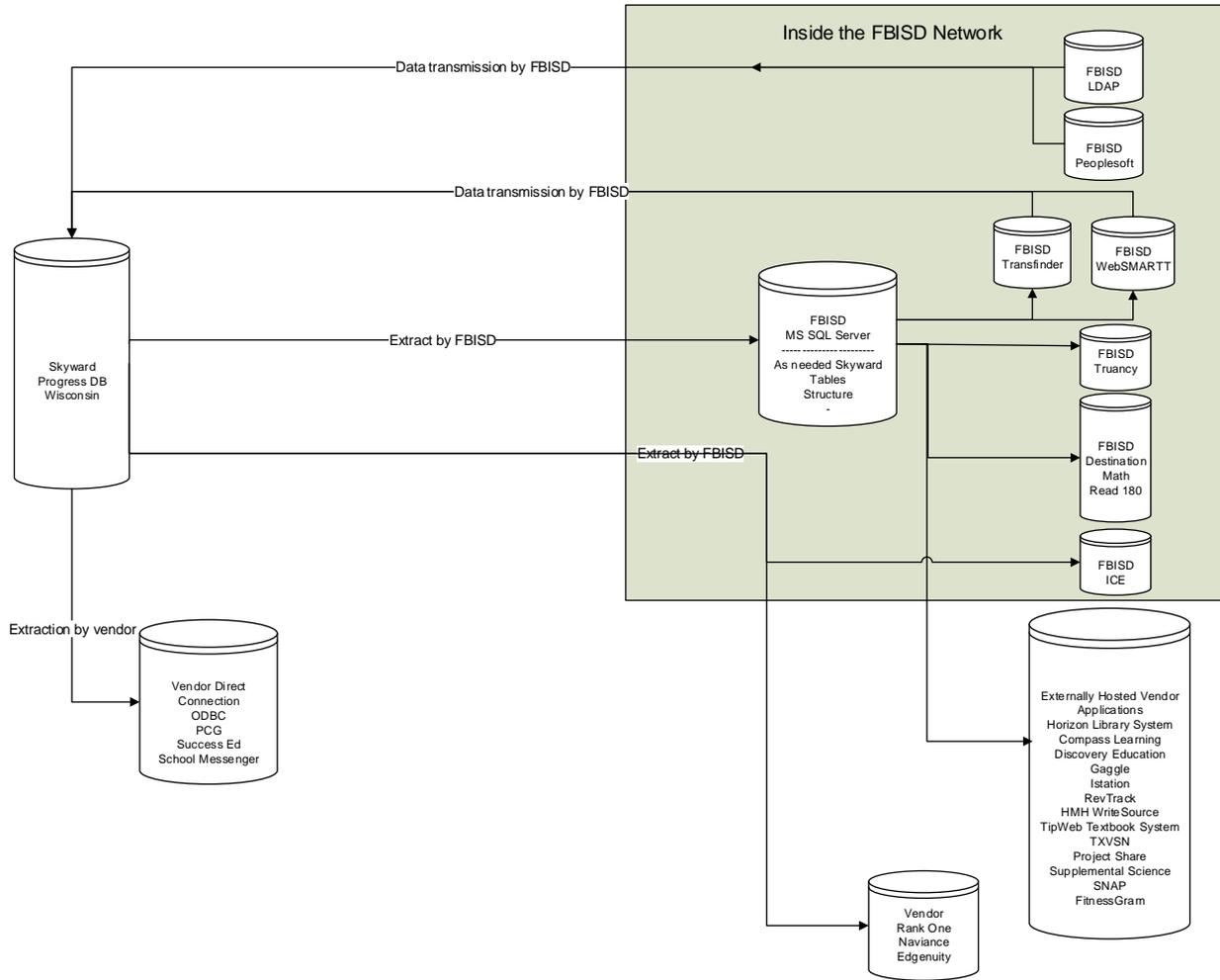
Fort Bend Independent School District												
Student Information System Audit												
Six-week Report Review												
Appendix 1												
Six-Week Period	School No.	School	Report and Run Date	Grade Levels								
				EE	PK	KG	1	2	3	4	5	
First	134	Burton	Per Daily Register -- 10/17/2012	87	0	3372	3351	3361	3292	3988	4263	
			Per Principal's Six-week Report -- 10/9/2012	87	0	3373	3353	3363	3292	3988	4263	
			Per District Summary (Principal's six-week report) -- 10/12/2012	87	0	3372	3351	3663	3292	3988	4263	
				EE	PK	KG	1	2	3	4	5	
Second	117	Colony Bend	Per Daily Register -- 11/20/2012	0	0	1641	2537	2607	1970	2462	2369	
			Per Principal's Six-week Report -- 11/20/2012	0	0	1641	2537	2607	1970	2462	2369	
			Per District Summary (Principal's six-week report) -- 1/18/2013	0	0	1641	2537	2607	1969	2462	2369	
				EE	PK	KG	1	2	3	4	5	6
Third	108	Blue Ridge	Per Daily Register -- 1/11/2013	0	193.5	1904	2028	2164	1793	1871	2017	1685
			Per Principal's Six-week Report -- 1/11/2013		193.5	1925	2028	2165	1793	1871	2014	1685
			Per District Summary (Principal's six-week report) -- 1/08/2013	0	193.5	1925	2028	2164	1793	1871	2014	1685
				6	7	8						
Fourth	43	Sugar Land M.S.	Per Daily Register (3-8-13)	12953	13398	13351						
			Per Principal's Six-week Report (2-25-13)	12955	13400	13349						
			Per District Summary (from Principal's Six-week Report tied to District summary) (3/3/13)	12953	13398	13351						
				6	7	8						
Fifth	54	James Bowie M.S.	Daily Register -- run 4/22/13	10526	8594	9065						
			Daily Register -- re-run 6/12/13	10521	8594	9064						
			Principal's Report -- run 6/12/13	10521	8594	9064						
			District Summary (Principal's Report of Six-weeks) 5/1/13	10525	8594	9065						
				9	10	11	12					
Sixth	4	Clements H.S.	Daily Register 6/7/13	22552	19412	19370	22005					
			Principal's Report 6/7/13	22552	19412	19370	22005					
			District Summary 6/12/13	22552	19412	19370	22005					
				9	10	11	12					
Third	12	Marshall	Daily Register (1/9/13)	7226	6736	6885	6008					
			Principal's Report (1/9/13)	7226	6736	6885	6008					
			District Summary (1/22/13)	7225	6735	6886	6005					

Appendix 2. Fort Bend ISD Skyward System Main Components Configuration



Source: Fort Bend ISD Technology Department

Appendix 3. Applications that Exchange Data with Fort Bend ISD’s Student Information System



Source: Fort Bend ISD Technology Department