

Notice of Special Called Meeting
The Board of Trustees
Fort Bend Independent School District

Monday, August 30, 2021

Notice is hereby given that a Board of Trustees Special Called Meeting will be held on Monday, August 30, 2021, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. Members of the public may view the live stream of the meeting at following address:

<https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also register to address the Board at the following address:

<https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Agenda%20Review%20Address%20Form%201-12-21.pdf>. Requests to address the Board must be submitted no later than 11:00 a.m. on the day of the meeting and identify the agenda item. It is the Board of Trustees' intent that a quorum of the Board of Trustees will be physically present at this location, although one or more Trustees may participate by video conference. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Organization/649>.

1. Call to order at 6:00 PM with announcement by the chair as to the presence of a quorum, that the meeting has been duly called and that notice of the meeting has been posted for the time and manner required by law
2. Pledge of Allegiance
3. Silent Invocation
4. Recognitions 4
5. Public Comment
6. Information 6
 - A. 2020-21 Summative CIP/DIP Review/HB3 Outcome Goals 7
 - B. COVID-19 Update 115
7. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student
 - A. Section 551.074: Personnel Matters
 1. Deliberate Assigning to the Board Hearing Officer the DGBA Level Three Grievance of Employee Bridgette Nickerson Boyd
 2. Deliberate Assigning to the Board Hearing Officer the DGBA Level Three Grievance of Employee Ann Gibbs
 - B. Section 551.0821: Personally Identifiable Information about a Public School Student
 1. Deliberate Assigning to a Board Hearing Officer the FNG Level Three Grievance regarding D.R.
 2. Deliberate Approval of Resolution Agreement in TEA Docket No. 211-SE-0621
8. Reconvene in Open Session

9. Consider Action on Closed Session Items	
10. Board Members' Report	
A. Activity Report	
B. Special Reports	
11. Consent Agenda	
<i>All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.</i>	
A. Board Governance	
1. Consider Approval of Previous Meeting Minutes	116
2. Consider Approval of Endorsement of candidates to Represent Region IV as Director on the Texas Association of School Boards (TASB) Board of Directors.	130
12. Board Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success	
A. Consider Approval of all certified T-TESS Appraisers, current and future for the 2021-22 school year.	136
13. Board Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school	
A. Consider Approval of the Memorandum of Understanding with the Fort Bend Regional Council (FBRC) on Substance Abuse, Inc.	139
B. Consider Approval of Appointing School Boundary Oversight Committee (SBOC) Members	144
14. Board Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion	
A. Consider Approval of Resolution for Additional Leave for Employees with COVID-19	146
15. Scalable Systems	
A. Consider Approval of Interlocal Participation Agreement with JP Morgan Chase and the City of Forth Worth.	149
B. Consider Approval of Purchases Exceeding \$50,000. Specifically for:	150
1. Consider Approval for Purchase of Ice Cream, Frozen Novelty Products, and Frozen Beverages	151
2. Consider Approval of Purchase of Data Center Parts, Preventive Services, Maintenance and Support.	153
3. Consider Approval of Purchase of eLearning Access and Support Services	155
4. Consider Approval of Purchase of Audio Visual Equipment: Flat Panel Displays	157
5. Consider Approval of Purchase of Kronos Timekeeping and Attendance System	162
6. Consider Approval of Purchase of Maintenance, Repair and Operations (MRO) Supplies and Related Services	164
16. Action	
17. Review Future Board Meeting Agenda Items	166

- 18. Adjournment
 - 19. Review
-

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

- Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.
- Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
- Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.
- Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a robust Collaborative Community at every school.
- Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

For: Fort Bend ISD Board of Trustees
Date: August 30, 2021
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Two Clements High School students earn automatic qualification to the 2022 National Speech & Debate Association National Tournament
- Austin High School student receives top honor from the National Society of High School Scholars
- Fort Bend ISD athletes receive the FBISD Scholar Champion Award
- Director of Athletics selected as the 2021 Emerging Industry Leader Award
- Assistant Director of Fine Arts received the Texas Choral Directors Association's, Texas Choral Excellence Award

Summary

During the 2021 National Speech & Debate Association National Tournament, students, Aizaz Bokhari, 11th grade and Akaash Kolluri, 10th grade, from Clements High School, received an automatic qualification to participate in the 2022 tournament. Only a small percentage of non-graduating students receive an automatic qualification. These students finished in the top 14. To receive this exceptional achievement depends on the number of schools competing, the number of students competing, advancing after multiple preliminary rounds, as well as winning numerous "elimination rounds. Special thank you to Coach, Renita Johnson.

Chelsey Gregorek, senior at Austin High School received national honor for superior academic achievement from the National Society of High School Scholars. The Society recognizes top scholars who have demonstrated outstanding leadership, scholarship and community commitment.

Fort Bend ISD Athletics Department highlights athletes from specific in-season sports throughout the school year with the Scholar Champion of the Month recognition. These athletes distinguish themselves academically, exemplify the love of athletics, show leadership in helping improve team morale, and bring integrity to themselves, their team, and their school.

April 2021 – Track & Field

- Mfoniso Andrew, Elkins High School; Coached by Ben Still
- Marco Jonsson, Dulles High School; Coached by Reginald Ervin

May 2021 – Softball & Baseball

- Lauren Hatch, Kempner High School; Coached by Javier Valdez
- Brandon Epps, Dulles High School; Coached by Matt Warren

Dena Scott, Director of Athletics, received the 2021 Emerging Industry Leader Award presented by the National Sports Safety and Security Conference & Exhibition, for being an up-and-coming professional who has demonstrated outstanding leadership in addressing safety and security issues. In addition to the enhanced safety and security of their venue, the recipient's contributions have set an example for others to follow.

Gene Holkup, Assistant Director of Fine Arts, received the Texas Choral Excellence Award from the Texas Choral Directors Association for his contribution to choral music in Texas, mentorship and inspiration to colleagues and students, and his continued advocacy for the future of choral singing.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Veronica V. Sopher
Chief Communications Officer

**For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Agenda Review/Regular Meeting
Comparison**

Summary

Staff revised, added, removed, or moved the following agenda items following the initial release on August 12, 2021. A brief explanation is included:

Items Removed Following the Initial Release on August 12, 2021.

- **11A: Review Possible Approval of the Removal of Uncollectible Property Tax Accounts.**

Items Added Following the Initial Release on August 12, 2021.

- **A. Section 551.074: Personnel Matters**
 - **A.1: Deliberate Assigning Level Three Employee Grievance Appeals to a Board Hearing Officer or a Future Board Meeting – BOYD**
 - **A.2: Deliberate Assigning Level Three Employee Grievance Appeals to a Board Hearing Officer or a Future Board Meeting – GIBBS**
- **B. Section 551.0821: Personally Identifiable Information about a Public School Student**
 - **B.1: Deliberate Assigning Parent Grievance Appeal to a Board Hearing Officer or to a Future Board Meeting – V.W.**
 - **B.2: <Potential SPED ITEM>**

For: Fort Bend ISD Board of Trustees
Date: August 30, 2021
Action: Presentation Summative Reports: DIP, CIP, HB3 Student Outcome Goals
References: Board Policy BQA Legal and Local
Department: Human Resources - Organizational Transformation

Recommendation

Administration will present the summative report on the 2020-21 District and Campus Improvement Plans along with the annual report on the House Bill 3 Student Outcome Goals.

Summary

Annually, the Board of Trustees approves performance objectives for District and Campus Improvement Plans. Improvement planning in the 2020-21 school year was delayed due to the stand up of school in dual learning environments. For this reason, in January 2021, the Board of Trustees approved the 2020-21 District and Campus Improvement Plan performance objectives. Following approval, staff provided formative updates on progress of defined strategies in February, March, and June.

Additionally, in May 2021, the Board of Trustees approved House Bill 3 Student Outcome Goals. These student outcome goals define annual targets for student performance in Literacy, Mathematics, and College and Career Readiness. The HB3 Student Outcome goal plan includes a Board monitoring calendar. As part of the reporting calendar, administration included a summative report on the District and Campus Improvement Plans along with HB 3 Student Outcome Goals.

The summative report will provide an overview of progress towards defined metrics for performance objectives articulated in the District Improvement Plan, an overview of student achievement for the HB 3 Student Outcome Goals and a preview of 2021-22 improvement planning. Summary data files for the DIP and House Bill 3 Goals are provided for review.

The House Bill 3 Board Outcome Goal Summative Data includes progress data for three Board Outcome Goals related to Literacy, Numeracy, and College, Career, and Military Readiness and the defined progress measures for each goal.

As staff compiled data for the summative report, a data calculation error was identified as it relates to the Early Childhood Progress Measure 1 for literacy. In the initial data file, staff miscalculated the percentages for the PreK students who were are “on track” in Reading as 43%. The correct percentage for the initial 2020 data point should be 81%. The chart below shows the corrected data for Progress Measure 1 along with updated data projections.

Early Childhood Literacy Progress Measure 1.1

The percent of PreK students that score "on track" in Reading will increase from CIRCLE 78% to 85% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
81%	78%	82%	84%	85%
ACTUAL 2021	79%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	80%	77%	89%	70%	83%	N/A	87%	N/A	79%	N/A	80%	N/A	N/A
ACTUAL 2021	77%	77%	83%	67%	82%	N/A	81%	N/A	77%	N/A	80%	N/A	N/A
2022	80%	80%	85%	70%	85%	N/A	90%	N/A	80%	N/A	82%	N/A	N/A
2023	82%	82%	86%	72%	87%	N/A	92%	N/A	82%	N/A	84%	N/A	N/A
2024	82%	82%	88%	74%	90%	N/A	94%	N/A	84%	N/A	85%	N/A	N/A

Comprehensive data files for the District Improvement Plan and House Bill 3 Student Outcome Goals are attached for review. These files will serve as the foundation for the August 30 presentation.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Gwyn Touchet
Chief Human Resources & Organizational Transformation Officer

FBIISD
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COMMITTED TO
E★cellence

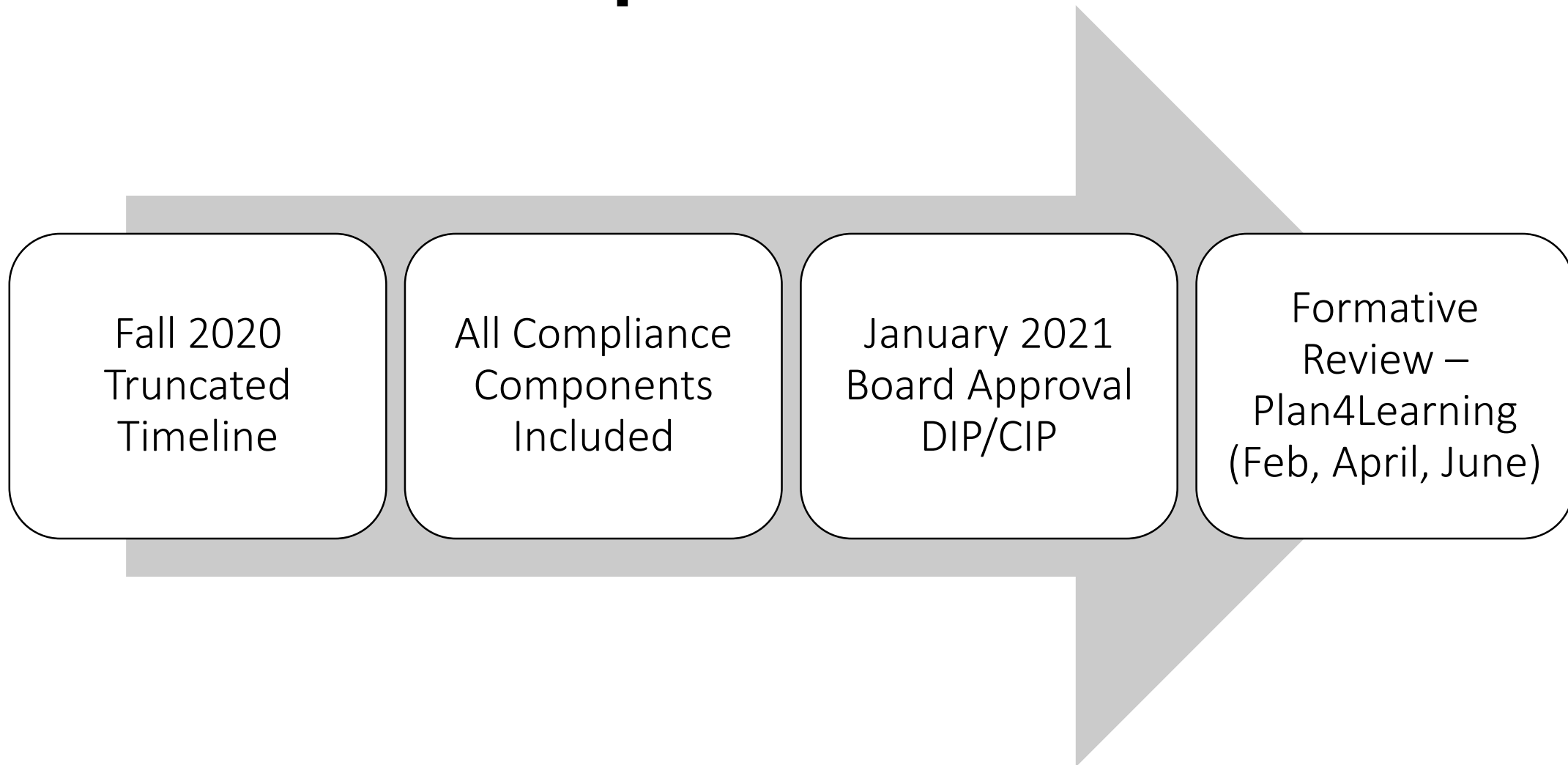
**District and Campus
Improvement Plans**

August 30, 2021

Overview

- Timeline 2020-21 DIP & CIP
- DIP Summative Report
- CIP Summative Report
- Process Improvement
- DIP & CIP Development 2021- 22
- HB 3 Student Outcomes Goals

2020 – 21 Development Timeline



2020 – 21 DIP Summary

- District Resources shifted to support Pandemic Response
- Significant Progress
 - Goal 4 Collaborative Communities
 - Goal 5 Strategic Path Forward
- Areas of Improvement
 - Goal 1, 2, and 3 Student Academic Performance

***Note:** Data Interruptions impact evaluation of performance objectives tied to student growth due to the lack of data availability from TEA*

Goal and Performance Objectives

- Each performance objective is evaluated by:
 - Assessing patterns and trends in the evidence
 - Using multiple forms of evidence
- Each objective is evaluated by the metrics associated with each
- Metrics are coded as Met, Not Met, data not available, or baseline data.

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Data Not Available (DNA)	Not Met (NM)	MET	Baseline Data (BD)
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Goal 1 Focus for Improvement:

**Address Low Academic
Performance**

**Focus on learning gaps,
especially in Math**

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Growth in student literacy performance for Reading/ELA (14 metrics)	6	5	3	
2: Growth in student literacy performance for Writing (5 metrics)	2	2	1	
3: Growth in student Mathematics Performance (14 metrics)	7	7		15
4: Growth in student Science and Social Studies performance (3 metrics)		3		
5: Progress toward achieving equitable access to a safe, challenging and engaging learning environment (4 metrics)	1		3	
6: Recruit, develop and retain professional staff through Title I, Special Education and English Learner services (5 metrics)		2	1	2

Growth in Literary Performance

Performance Objectives 1 and 2 – Reading and Writing

30% of the district ELA classes met the 3 alignment targets during CST Walks

Circle Assessments and Ren360 for ELA did not increase % met for PreK as expected.

STAAR did not increase % met for Elementary and Middle as expected; High showed an increase in % met. 16

TSIA Reading 8 out of 9 campuses and Writing 3 out of 9 campuses maintained or increased % of students who met benchmark.

PSAT Reading and Writing Grades 8/9: 7 Middle Schools and 5 High Schools maintained or increased % of students who met benchmark

PSAT/NMSQT Reading and Writing Grades 10/11: All high schools maintained or increased % of students who met benchmark, except for 2 on 10th grade PSAT.

Growth in Math Performance

Performance Objective 3 – Mathematics

37% of district Math classes met the 3 alignment targets during CST Walks

Circle Assessments and Ren360 for Math did not increase % met in PreK as expected.

STAAR for math did not increase % met as expected.

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TSAI Math 6 High Schools showed an increase in the % of students who met benchmark

PSAT Math 8/9: 5 Middle Schools and 5 High Schools maintained or increased % of students who met benchmark

PSAT/NMSQT Math 10/11: All high schools maintained or increased % of students who met benchmark, except for 1 that did not show an increase on 10th grade PSAT.

Growth in Science/Social Studies Performance

Performance Objective 4 – Science/Social Studies

24% of district Science classes met the 3 alignment targets during CST Walks

39% of district Social Studies classes met the alignment targets during the CST Walks

STAAR for Science and Social Studies did not increase % met as expected.

Equity/Recruit Develop and Retain Staff

Performance Objectives 5 and 6 –proportionality of program access, discipline, attendance, and staffing

The district showed improvement in proportionality of student groups participating in CCMR programs.

The district showed a decrease overall in ISS incidents of African American, Hispanic, and students served with special education services.

OSS and DAEP showed a decrease for the African American population, but not Hispanic.

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Student Attendance rates have shown improvement or a maintained 95% across most groups, except for SPED, that showed decreases all grade levels.

Staffing was difficult to maintain as there were many pivots and shifts for teachers as well as students.

Goal 2: Fort Bend
 ISD will ensure
 students own and
 are responsible for
 their learning,
 behavior, and
 progress through
 the FBISD
 curriculum.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Utilize positive behavioral interventions and supports (PBIS) to improve student-owned behavior and the culture and climate of the campus for students and staff. (3 metrics)			3	20
2: Develop a framework for social emotional learning, and mental health programs and implement student safety and wellness programs to support healthy and productive lifestyles. (6 metrics)	2	2		2

Goal 2 Focus for Improvement:

Address and improve participation in Before/After School activities.

Focus Wellness support on campuses.

PBIS, Social and Emotional Learning and Support

Performance Objectives 1 and 2 – Safety and Support of students

Percentage of ISS, OSS, and DAEP placements has decreased across all grade levels and student groups.

Threat Assessments were down drastically due to so many students learning from home and the academic pivots that kept numerous students and staff at home.

Counselor and Social Worker campus support was tracked and provided baseline data to monitor services moving forward.

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Facilitate student choice through diverse programming and differentiated student learning experiences. (5 metrics)		2	3	23
2: Evaluate the effectiveness of instruction for the various learning models: online instruction, face-to-face instruction, distance learning, and concurrent teaching. (5 metrics)			3	2

Goal 3 Focus for Improvement:

Address and improve participation in student leadership and enrichment opportunities.

Increase PreK enrollment and literacy supports.

Student Choice and Online Learning

Performance Objectives 1-5 – Collaborative and Successful Learning Environment

Enrichment Programs and PreK did not see an increase as many families and campuses chose not to participate

Enrollment in PTECH and ECHS increased enrollment.

GT enrollment stayed consistent

Online classes had larger numbers of students who failed classes at the end of term 2. 12% more for both elementary and secondary.

The district increased device employment, including hotspots, as well as additional bandwidth to support the use of technology.

99% of students accessed Schoology.

Goal 4: Fort Bend
 ISD will develop
 students' social-
 emotional,
 academic, literacy,
 language, and life
 skills in a safe and
 secure Collaborative
 Community at
 every school.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Implement a system to engage and increase family engagement and collaborative school and community partnerships. (1 metric)			1	26
2: Create a system to engage families in supporting and increasing literacy. (1 metric)			1	

Goal 4 Focus for Improvement:

Continue and extend collaborative community programs to more campuses to support students, families, and the community.

Family and Community Support

Performance Objectives 1-2 – Community Outreach Programs

Revamped website to include resources that support key work priorities including family engagement.

Offered 2,500 parent training classes – both face to face and online to reach more parents.

Extended food and supplies distribution services.

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Extended mentoring programs to engage more children.

Facilitated multiple book drives and donation collections from the community to help build student's at-home personal libraries.

Utilized Parent Educators in District committees to present on family engagement work

Goal 5: Fort Bend
 ISD will develop an
 organizational culture
 that embraces care,
 respect, safety,
 and inclusion.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Assess the organizational culture and utilize the information to develop action items to improve the organizational culture.. (1 metric)			1	

Goal 5 Focus for Improvement:

Maintain and improve structures in place to address systemic change and pivots throughout the school year.

Enhance stakeholder feedback opportunities and expand employee wellness efforts.

Organizational Culture

Performance Objective 1 – Strategic Path Forward

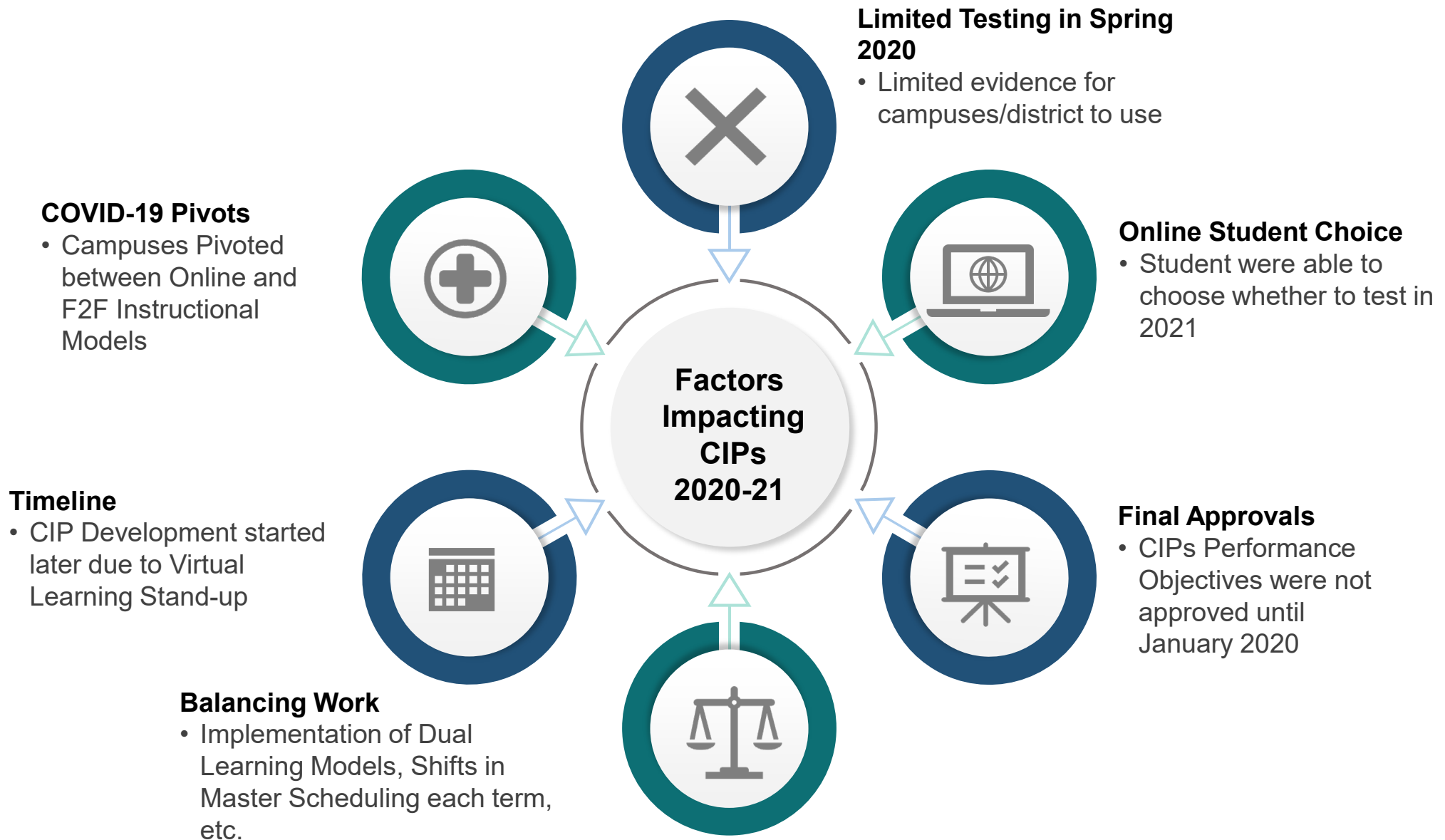
Work Streams for 2020-21 Stand Up focused on managing the consistent academic pivots, as well as create a structure for transitioning back to standard operating procedures.

Back to School Plan 2021-22 that included clear plans, strategies, and resources for campuses to use in preparation for any situation for the upcoming year.

ESSR Funding plan was created using the strategic budgeting process and supports critical priorities to address student achievement gaps.

Grading Transition work stream facilitated transitions among grading periods including the development of the 2021-22 master schedule.

Stakeholder Feedback processes were included such as Office Hours with Dr Dupre, staff focus groups to drive planning efforts, and comprehensive stakeholder input to drive school calendar development.



CIP Goals and Progress Reporting Measures

- Goal 1 Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.
- Goal 2 Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
- Goal 3 Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.
- Goal 4 Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.
- Goal 5 Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Self-Assessed Progress Towards Meeting Performance Objectives

No Progress Made

Some Progress

Significant Progress

Met

Exceeded

Examples of Performance Objectives 2020-21

"By June 2021, (Campus) K-5 students will achieve a year's growth through strong classroom instruction targeting student ownership and communication protocols to provide students structured opportunities to discuss content and engage in learning."

34

"By June 2021, students will be provided opportunities to participate in AP, Dual Credit, SAT/ACT examinations and test prep"

"(Campus) staff will consistently utilize technology within both learning models (face-to-face and online) to ensure activities/assignments are equitable for all students."

CIP Summative Report for 2020-21

Self-Assessed Progress Towards Meeting Performance Objectives	Percent of Performance Objectives & Progress				
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
No Progress Made	0%	0%	4%	0%	0%
Some Progress	26%	29%	28%	18%	17%
Significant Progress	42%	27%	24%	17%	20%
Met	27%	39%	34%	51%	45%
Exceeded	5%	6%	10%	13%	17%

DIP/CIP Summation

- Student performance data was greatly affected by COVID-19. Many gaps in learning developed through the academic pivots at the end of the 2019-20 school year and throughout the 2020-21 school year.
- Smaller numbers of students on campuses impacted discipline and proportionality of students in programs.
- Students' participation and involvement in activities outside of academics also suffered as many families and schools chose not to participate.
- Community involvement and outreach met goals and continued to show improvement in supporting the community through the Pandemic.
- The DIP Summative report supported a strong needs assessment for the development of 2021-22 DIP.

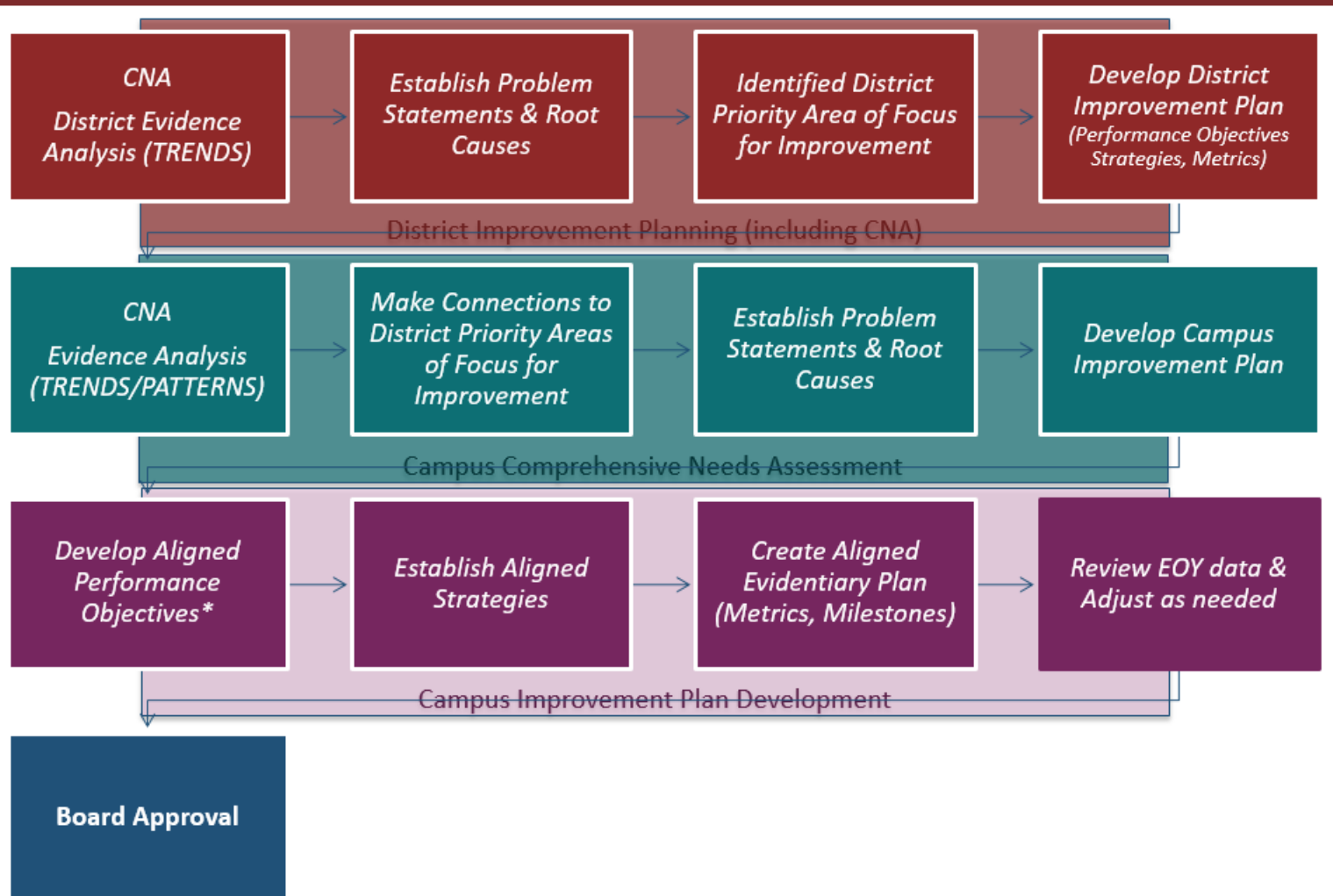
Process Improvement

- **Alignment**
 - Areas of focus and Performance Objectives on the District and Campus Improvement plans

- **Formative Evidence Review Cycles**
 - Campus/District Departments reviewed data on established cycles
 - Lacking comprehensive formative reviews or progress monitoring

- **Continuous Improvement**
 - Revision of strategies/support base on formative review

2021 – 22 Improvement Planning Process

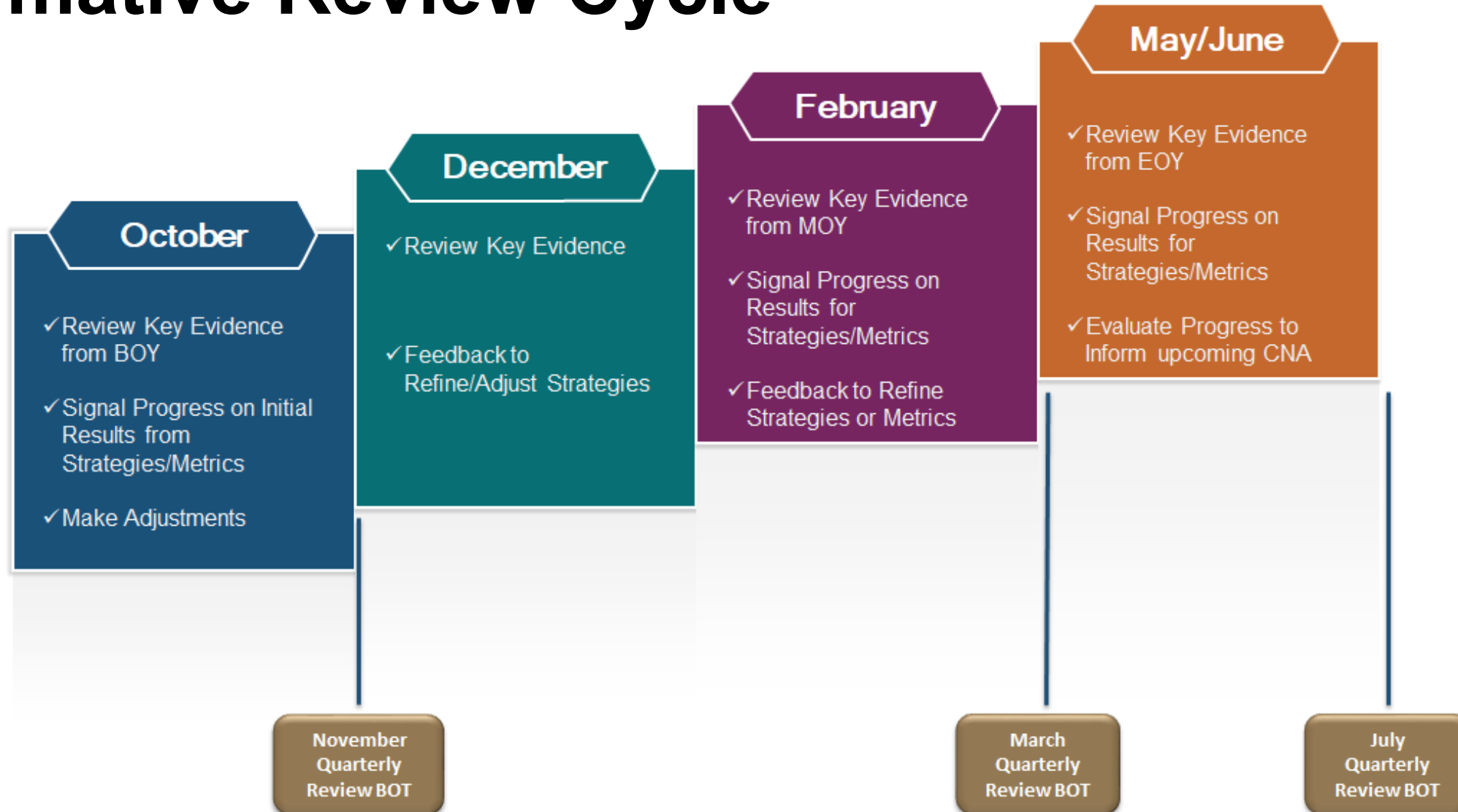


Comprehensive Needs Assessment

- District identified Problem Statements based on patterns/trends in evidence
- Completed a Root Cause analysis
- Identified District Areas of Focus
- DIP for 2021-2022 school year will address identified areas
- Campuses signal initial relationship to District Areas of Focus and align CIPs

Category	District Priorities and Areas of Focus
Demographics	• Systems for Analysis of Evidence
	• Attendance
Student Learning & Progress	• Development of instructional practices to cultivate student ownership of learning and behavior
	• Closing gaps in performance for all student groups
	• Literacy performance
	• Mathematics performance
	• Social Studies performance
Student Readiness	• Science performance
	• Students meeting College, Career and Military Readiness Indicators (CCMR)
Engaged, Well-Rounded Students	• PK Enrollment & Kindergarten Readiness
	• Student participation in extracurricular activities and school/learning (Behavioral Engagement) 39
	• Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)
Community Engagement	• Student engagement in programming and differentiated learning opportunities
	• Community partnerships
Professional Learning & Quality Staff	• Quality staff – retention and development
	• Recruiting and Placement of Staff (teachers, leaders)
Safety and Wellbeing	• Disproportionality in discipline and threat assessments
	• Mental Health Supports
	• Social Emotional Learning and Emotional Engagement
	• Student Health and Safety
Culture	• Employee Wellness
	• Stakeholder Feedback Processes

Formative Review Cycle



2021 – 22 DIP/CIP Next Steps

- August
 - Establish Metrics

- September
 - Finalize Strategies
 - Establish Data Cycles & Schedule Formative Evidence Review
 - **Board of Trustee Approval of Performance Objectives**

HB3 Goals Update

House Bill 3 Plan Components

- 5-year District Board Student Outcome Goals
 - Early literacy/reading
 - Mathematics
 - College, career, and military readiness (CCMR) 42
- Yearly Targets
- Closing the Gap Student Group Yearly Targets
- Progress Measures
- School Board Monitoring Calendar
 - Progress Measure Updates
 - Annual Reporting

Board Adopted Goals and Plan

Board Outcome Goal													
Early Childhood Literacy Board Outcome Goal 1													
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 70% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
56% (2019)	56%			60%			64%			70%			
Closing the Gaps Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
2021	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
2022	44%	45%	71%	55%	76%	67%	66%	32%	38%	52%	52%	60%	55%
2023	50%	50%	74%	58%	78%	70%	70%	34%	40%	54%	55%	63%	60%
2024	57%	57%	80%	61%	80%	75%	75%	36%	42%	56%	60%	66%	65%

Board Outcome Goal	5 – year Outcome Goal Literacy; mathematics; college, career, military readiness (CCMR)
Yearly Target Goals	Define yearly progress to achieve the 5 – year goal
Closing the Gaps Yearly Targets	Outlines yearly targets for each student group

Board Goal 1

Early Childhood Literacy Board Outcome Goal 1				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 62% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
56% (2019)	56%	57%	59%	62%
2021 ACTUAL	49%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
2021	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
ACTUAL 2021	Data Not Currently Available												
2022	41%	43%	69%	53%	76%	66%	63%	32%	38%	52%	51%	50%	52%
2023	45%	47%	71%	55%	78%	68%	65%	34%	41%	54%	54%	60%	55%
2024	49%	51%	74%	58%	80%	71%	68%	36%	45%	56%	58%	63%	58%

Early Childhood Literacy Progress Measure 1				
The percent of PreK students that score "on track" in Reading will increase from CIRCLE 78% to 84% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
81%	78%	82%	84%	85%
ACTUAL 2021	79%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	80%	77%	89%	70%	83%	N/A	87%	N/A	79%	N/A	80%	N/A	N/A
ACTUAL 2021	77%	77%	83%	67%	82%	N/A	81%	N/A	77%	N/A	80%	N/A	N/A
2022	80%	80%	85%	70%	85%	N/A	90%	N/A	80%	N/A	82%	N/A	N/A
2023	82%	82%	86%	72%	87%	N/A	92%	N/A	82%	N/A	84%	N/A	N/A
2024	82%	82%	88%	74%	90%	N/A	94%	N/A	84%	N/A	85%	N/A	N/A

	Updated Progress Measure Targets
RED	New Percentages

Early Childhood Literacy Progress Measure 1.2				
The percent of Kindergarten students that score "At/Above Benchmark" on REN360 Early Literacy Screener will increase from 79% to 86% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
79%	79%	82%	84%	86%
ACTUAL 2021	76%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	65%	83%	76%	85%	100%	78%	48%	*	N/A	67%	N/A	N/A
2021	67%	65%	83%	76%	85%	100%	78%	48%	49%	N/A	67%	N/A	N/A
ACTUAL 2021	70%	66%	81%	*	85%	*	75%	63%	77%	N/A	84%	N/A	N/A
2022	71%	69%	85%	79%	87%	100%	80%	50%	53%	N/A	70%	N/A	N/A
2023	75%	73%	87%	82%	89%	100%	82%	52%	57%	N/A	73%	N/A	N/A
2024	79%	77%	89%	85%	91%	100%	84%	54%	61%	N/A	77%	N/A	N/A

Early Childhood Literacy Progress Measure 1.3

The percent of 1st and 2nd grade students that score "At/Above Benchmark" on REN360 Early Literacy Screener will increase from 66% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	66%	68%	71%	73%
ACTUAL 2021	56%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	53%	47%	68%	67%	79%	76%	72%	34%	45%	N/A	56%	N/A	N/A
2021	53%	47%	68%	67%	79%	76%	72%	36%	49%	N/A	60%	N/A	N/A
ACTUAL 2021	46%	40%	58%	48%	75%	*	59%	25%	39%	N/A	50%	N/A	N/A
2022	57%	51%	70%	70%	81%	77%	73%	38%	53%	N/A	64%	N/A	N/A
2023	61%	55%	72%	73%	83%	78%	74%	40%	57%	N/A	68%	N/A	N/A
2024	65%	59%	74%	74%	85%	79%	75%	42%	61%	N/A	72%	N/A	N/A

Board Goal 2

Early Childhood Math Board Outcome Goal 2													
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% to 64% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
58% (2019)	56%			58%			61%			64%			
2021 ACTUAL	40%												
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	41%	42%	70%	55%	81%	60%	62%	34%	39%	56%	56%	60%	52%
2021	39%	40%	68%	53%	79%	58%	60%	31%	36%	54%	54%	58%	50%
ACTUAL 2021	Data Not Currently Available												
2022	43%	44%	70%	55%	81%	60%	62%	33%	40%	56%	58%	60%	52%
2023	48%	49%	72%	56%	83%	62%	65%	35%	45%	58%	63%	63%	55%
2024	54%	55%	75%	59%	85%	65%	68%	37%	51%	60%	69%	67%	59%

Early Childhood Math Progress Measure 2.1

The percent of PreK students that score on track or above in math on the CIRCLE assessment will increase from 68% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	71%	75%	79%	83%
ACTUAL 2021	89%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	70%	57%	70%	*	74%	*	*	*	*	*	*	*	*
2021	72%	60%	78%	72%	79%	72%	72%	N/A	65%	N/A	62%	N/A	N/A
2021 ACTUAL	90%	84%	88%	*	94%	*	86%	N/A	88%	N/A	91%	N/A	N/A
2022	75%	63%	80%	75%	83%	75%	75%	N/A	70%	N/A	65%	N/A	N/A
2023	79%	67%	84%	79%	87%	79%	79%	N/A	74%	N/A	69%	N/A	N/A
2024	83%	71%	87%	83%	90%	83%	83%	N/A	80%	N/A	75%	N/A	N/A

Early Childhood Math Progress Measure 2.3

The percent of 1st and 2nd grade students that are projected to Meet State Standards on the end of year Ren360 assessment will increase from 50% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
50%	53%	55%	60%	65%
2021 ACTUAL	42%			

Closing the Gaps Student Groups Yearly Targets

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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	32%	53%	55%	68%	54%	58%	24%	29%	N/A	44%	N/A	N/A
2021	34%	36%	55%	57%	70%	56%	60%	27%	33%	N/A	48%	N/A	N/A
2021 Actual	26%	27%	46%	44%	64%	*	43%	20%	27%	N/A	40%	N/A	N/A
2022	39%	41%	57%	59%	72%	58%	62%	30%	38%	N/A	53%	N/A	N/A
2023	45%	47%	60%	62%	75%	61%	65%	33%	45%	N/A	59%	N/A	N/A
2024	51%	52%	65%	66%	79%	65%	69%	37%	51%	N/A	65%	N/A	N/A

Board Goal 3

CCMR Board Outcome Goal 3

The percent of students meeting the TEA criteria for College, Career, and Military Readiness will increase from 70% to 73% by 2024

Yearly Target Goals

2020	2021 (2020 grads)	2022 (2021 grads)	2023 (2022 grads)	2024 (2023 grads)
70% (2019)	70%	70%	71%	73%
2021 ACTUAL	66%			

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Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2021	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
ACTUAL 2021	47%	51%	81%	*	89%	*	70%	57%	49%	47%	*	70%	46%
2022	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2023	56%	60%	85%	60%	92%	*	73%	55%	58%	46%	44%	73%	51%
2024	58%	62%	87%	62%	94%	*	75%	57%	56%	48%	46%	75%	53%

CCMR Progress Measure 3.1

The percent of students who meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC,) will increase from 62% to 65% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
62%	62%	62%	64%	65%
ACTUAL 2021	60%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2021	44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2021 ACTUAL	41%	43%	76%	*	86%	*	67%	39%	43%	*	27%	65%	40%
2022	44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2023	45%	49%	77%	44%	89%	*	61%	12%	46%	*	31%	*	*
2024	46%	51%	79%	46%	92%	*	63%	14%	48%	*	33%	*	*

CCMR Progress Measure 3.2

The percent of students who meet the TEA indicator for CTE Coherent Coursework Aligned with Industry-Based Certifications* will increase from 22% to 25% by August 2024.

Yearly Target Goals

2020 (2019 Grads)	2021 (2019 Grads - auto code)	2022 (2020 Grads - auto code)	2023 (2021 Grads - auto code)	2024 (2022 Grads - auto code)
22%	22%	23%	24%	25%
ACTUAL 2021	15%			

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Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
2021	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
2021 ACTUAL	11%	14%	24%	13%	16%	50%	8%	10%	11%	*	12%	*	*
2022	29%	25%	23%	17%	23%	*	19%	31%	24%	*	17%	*	*
2023	29%	26%	24%	18%	24%	*	20%	32%	25%	*	18%	*	*
2024	30%	27%	26%	18%	24%	*	22%	33%	26%	*	19%	*	*

Board Monitoring Calendar

Formative reviews HB3
Progress Measures:

- November 2021
- March 2022
- July 2022

School Board Monitoring Calendar				
Month	Progress Measure Assessment Dates	Goal / Progress Measure	Evaluations / Other Business	Trainings
August			Summative Report on 2020-21 DIP/CIP Performance Objectives - <i>Public Presentation</i> Summative Report on Board Student Outcome Goals - <i>Public Presentation</i>	Begin TASB eXceptional Governance (XG) Board Development Training Series
September	Circle BOY - PM 1.1, 2.1 REN BOY - PM 1.2, 1.3, 2.3 TxKEA BOY - PM 2.2		Summative Report on 2020-21 TEA State Accountability - <i>Public Presentation</i> Conduct 2020-21 Annual Superintendent Summative Evaluation Approve 2021-22 DIP/CIP Performance Objectives Adopt 2021- 22 Superintendent Evaluation Instrument	
October		Goal 1: Progress Measure 1.1, 1.2, 1.3 - <i>Written BOT Update</i> Goal 2: Progress Measures 2.1, 2.2, 2.3 - <i>Written BOT Update</i> Goal 3: Progress Measure 3.1, 3.2 - <i>Written BOT Update</i>		54
November			Quarterly Review of 2021- 22 DIP/CIP Performance Objectives - <i>Public Presentation</i> Conduct Superintendent's 2021 - 22 Quarterly Formative Appraisal	
December				
January	Circle MOY - PM 1.1, 2.1 REN MOY - PM 1.2, 1.3, 2.3 TxKEA MOY - PM 2.2		TAPR Report - <i>Public Presentation</i>	
February		Goal 1: Progress Measure 1.1, 1.2, 1.3 - <i>Written BOT Update</i> Goal 2: Progress Measure 2.1, 2.2, 2.3 - <i>Written BOT Update</i> Goal 3: Progress Measure 3.1, 3.2 - <i>Written BOT Update</i>		
March			Quarterly Review of 2021 - 22 DIP/DIP Performance Objectives - <i>Public Presentation</i> Conduct Superintendent's 2021 - 22 Quarterly Formative Appraisal	
April				
May	Circle EOY - PM 1.1, 2.1 REN EOY - PM 1.2, 1.3, 2.3 TxKEA EOY - PM 2.2			
June		Goal 1: Progress Measures 1.1, 1.2, 1.3 - <i>Written BOT Update</i> Goal 2: Progress Measures 2.1, 2.2, 2.3 - <i>Written BOT Update</i> Goal 3: Progress Measure 3.1, 3.2 - <i>Written BOT Update</i>		
July			Quarterly Review of 2021 - 22 DIP/CIP Performance Objectives - <i>Public Presentation</i> Conduct Superintendent's 2021-22 Quarterly Formative Appraisal	

Note: this School Board Monitoring Calendar may be edited based on availability of data or Scheduled Board Meeting adjustments

District Improvement Plan Data File 2020-21



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2020-21 DIP Summative Statement

During the 2020-21 school year, the district continued to gather data and stay focused on goals and priorities despite numerous setbacks. Considerable progress was made toward Goals 4 and 5, where Goals 1-3 illustrated areas of needed growth alongside areas of progress. Lack of data from state assessments affected our evaluation for some goals, including student growth and achievement. There are two ways that it affected our evaluation of performance objectives: interrupted data for comparative results from year to year and lack of data for yearly achievement.

Goal 1 has a mix of successes, improvement opportunities, and lack of data for evaluation. Many of FBISDs data streams were interrupted due to COVID-19 and consequent pivots to online learning. As all students took assessments at home in the first quarter and many throughout the entire year, the data may be skewed in some instances. Additionally, some of the data sources normally used to provide a more varied and complete picture of student growth have not yet been released.

Goal 2 illustrates FBISDs commitment to Social and Emotional learning with gains around attendance and lessening the disproportionality of discipline referrals across student groups. This data was impacted by the number of students who selected the face to face learning model, as fewer students were on campuses. Before and after school programs did not show gains as many families and campuses chose not to extend or offer these programs this school year.

Goal 3 proved to be a struggle as the focus was inclusion during a year where separation was necessitated. Performance objectives around increasing Pre-K enrollment and extracurricular participation were difficult to achieve.

Goal 4 showed increased performance, across the board, as the district was able to continue to engage families and support students in dual learning environments. Increasing mentoring and family engagement was impactful and helped the district maneuver through the COVID year.

Goal 5 was met; numerous systems and structures were put in place for COVID related issues, as well as for the defined district pathway moving forward.

While some data is inconclusive, there is enough data, anecdotal as well as numeric, that allowed the district to create a Comprehensive Needs Assessment to inform the DIP plan for 2021-22.

Each Performance Objective has an overview page that notes the status of each metric. They are noted as:

Data Not Available (DNA)

Not Met (NM)

MET

Baseline Data (BD)

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Growth in student literacy performance for Reading/ELA (14 metrics)	6	5	3	
2: Growth in student literacy performance for Writing (5 metrics)	2	2	1	
3: Growth in student Mathematics Performance (14 metrics)	7	7		
4: Growth in student Science and Social Studies performance (3 metrics)		3		
5: Progress toward achieving equitable access to a safe, challenging, and engaging learning environment (4 metrics)	1		3	
6: Recruit, develop and retain professional staff through Title I, Special Education and English Learner services (5 metrics)		2	1	2

Performance Objective 1: By June 2021, each school in FBISD will demonstrate growth in student literacy performance for Reading/ELA on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

Data Source(s) - Expected Metrics and Milestones for the District:

1. Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading

Data Not Available – Accountability data is set to be released August 27.

2. Increase the percentage of Title I students demonstrating growth (SGP) from initial data point to EOY on REN360 Reading.

Not Met

Demonstrating growth at SGP means that students met the District standard of an SGP of 35 or higher. A student with an SPG of 35 showed greater proficiency on the reading assessment than 35% of their academic peers.

Students who reach the SGP of 35 are making adequate progress. Academic peers are determined based on a series of historical assessment performance and normed nationally.

The chart below compares the percentage of Title I students who met SPG in reading by EOY 2021 on REN 360 as indicated by the Student Growth Percentile (SGP) for 2019 and 2021. The comparative data does not include the year 2019-20 as there was no end of year data point.

For the 2020-21 school year, all students K-10 were administered REN 360 Reading or Early Literacy. The only level that showed an increase in percentage points was High School.

District Title I ELA Growth (REN360)			
Level	% Title I Students who met District SPG at 2019 EOY (REN360) Grades 1 - 12	% Title I Students who met District SPG at 2021 EOY (REN360) Grades K - 12	Increase Percentage Points
District Title	*56%	*47%	-9
Elementary	58%	46%	-12
Middle	52%*	**48%	-4
High	44%*	**48%	4
Data Source: REN 360 Custom Report			

*District is a summary of Title I campuses

**Middle and High Schools tested a subgroup of students that were not on target to pass STAAR the 2018-2019 school year. To pinpoint learning gaps due to COVID, all students were tested at Middle and High for 2020-2021 school year. The number of students tested increased.

Data Source(s) - Expected Metrics and Milestones for each School:

- 1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of ELA instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).**

Not Met

CST walks restarted in January 2021. The chart below provides the percent of campuses meeting the established percentage for CST walks at each level that met alignment metrics for ELA.

The Rigor target encompasses the depth of knowledge of the lesson observed in the classroom walk-through, as this relates to the appropriate level any taught standard requires. The Scope and Sequence refers to the pacing of the content, as well as the pacing of the lesson. The Instructional Model also relates to whether the observed classroom utilized the research-based lesson framework associated with the content.

As scope and sequence was impacted in many classrooms due to the pandemic, there are fewer schools meeting all three metrics than expected. According to the District Strategic Plan Milestones, the target was for 75% of classrooms to have met all three alignment targets.

In 2019-20, 44% of campuses met all three alignment targets in ELA, while in 2020-21, 30% met all three alignments.

2020 – 21 Campus ELA Instructional Alignment				
Level	% Campuses met - Rigor Target (70%)	% Campuses met Scope and Sequence Target (85%)	% Campuses met Instructional model/lesson framework Target (75%)	% Campuses met all three alignment targets (75%)
District	72%	44%	74%	30%
Elementary	79%	55%	81%	38%
Middle	67%	7%	60%	7%
High	50%	43%	64%	25%
Data Source: 2020-2021 CST Walks				

- 2. Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.**

Not Met

The target for reading performance was at least 70% of the students performing at or above grade level performance.

63% of FBISD Elementary campuses had kindergarten and first grade students achieving at or above grade level performance on the end of the term report card. The chart below provides individual grade level performance.

Kindergarten/1 st Grade Reading level on End of Term Report Card			
Level	% Students at or Above Grade Level (Term 1)	% Students at or Above Grade Level (Term 2)	Met 70%
Kindergarten	**	65%	No
First Grade	65.3%	47%	No
Data Source: Skyward			

**Reading Level data is not captured at Term 1 for Kinder.

3. Increase the percentage of students demonstrating growth (SGP) in reading from initial data point to EOY on the universal screener (REN360).

Not Met

The chart below indicates the percentage of campuses that experienced growth in ELA from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the growth measure. No increases in percentages were noted at any level. See Data Source 2, page 5, for further context of REN scores.

Campus ELA Growth (REN360)			
Level	% Students who met District SPG at 2019 EOY (REN360) Grades 1 - 12	% Students who met District SPG at 2021 EOY (REN360) Grades K - 12	Increase Percentage Points
District	60%	51%	-9%
Elementary	60%	46%	-14%
Middle	61%	55%**	-6%
High	59%	57%**	-2%
Data Source: REN 360 Custom Report			

**Middle and High Schools tested a subgroup of students that were not on target to pass STAAR the 2018-2019 school year. To pinpoint learning gaps due to COVID, all students were tested at Middle and High for 2020-2021 school year. The number of students tested increased.

4. Maintain or increase the percentage of Texas Success Initiative Assessment (TSIA)-ready students in reading.

Met

Ten High School campuses maintained or increased the percentage of students who were TSIA ready. Two campuses saw a decline and one High School did not have data to report as students qualify for college readiness using other avenues such as PSAT.

Campus TSIA Ready Students - Reading Comparison					
	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Tested Students Who Met Benchmark	# Students Tested	% Tested Students Who Met Benchmark	
District	1161	34%	1017	37%	3
Austin HS	36	47%	61	56%	9
Bush HS	159	42%	102	36%	-6
Clements HS	**	**	**	**	-
Dulles HS	**	**	105	29%	-

Elkins HS	**	**	55	60%	-
Hightower HS	448	36%	187	36%	0
Kempner HS	120	31%	107	36%	5
Marshall HS	138	33%	122	41%	8
Progressive HS	69	19%	22	27%	8
Ridge Point HS	25	24%	62	44%	20
Travis HS	54	31%	97	36%	5
Willowridge HS	110	27%	97	24%	-3
Percent of Campuses that maintained or increased % TSIA ready students				83%	
Data Source: The College Board TSIA District Data Report					

** Numbers masked for groups smaller than 5 to protect student privacy

5. Increase the percentage of students meeting college ready benchmarks for reading on PSAT 8/9 and NMSQT.

Met

Seven Middle Schools and five High School campuses maintained or increased the percentage of 8th and 9th grade students who were PSAT ready. Nine of eleven maintained or increased the percentage of 10th grade students and all High Schools showed an increased percentage of 11th grade students. The numbers of students taking the PSAT/NMSQT for the 2020-21 school year decreased by roughly 50%.

Campus PSAT 8/9 Ready Students - Reading & Writing Comparison					
	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Tested Students Who Met Benchmark	# Students Tested	% Tested Students Who Met Benchmark	
District	12113	62%	6237	67%	5
Baines MS	408	75%	255	65%	-10
Bowie MS	430	73%	248	67%	-6
Crockett MS	329	52%	148	47%	-5
Dulles MS	500	65%	223	61%	-3
First Colony MS	356	75%	255	82%	7
Fort Settlement MS	488	90%	297	94%	4
Garcia MS	426	70%	231	77%	7
Hodges Bend MS	346	38%	149	41%	3
Lake Olympia MS	425	35%	167	34%	-1
McAuliffe MS	275	21%	100	25%	4
Missouri City MS	300	29%	127	26%	-3
Quail Valley MS	375	71%	197	79%	8
Sartartia MS	425	85%	255	85%	0
Sugar Land MS	411	54%	139	52%	-2
Thornton MS	362	71%	287	68%	-3
Austin HS	537	77%	291	79%	2
Bush HS	630	45%	243	42%	-3
Clements HS	589	86%	345	90%	4

Dulles HS	615	74%	348	74%	0
Elkins HS	612	72%	360	77%	5
Hightower HS	549	42%	216	40%	-2
Kempner HS	482	59%	228	57%	-2
Marshall HS	375	28%	162	29%	1
Ridge Point HS	826	67%	502	79%	12
Travis HS	717	74%	321	83%	9
Willowridge HS	325	25%	143	22%	-3
Percent of Campuses that maintained or increased % PSAT ready students				54%	
Data Source: The College Board TSIA District Data Report					

Campuses 10th Grade PSAT English Reading and Writing Benchmarks					
Campus	2019-20		2020-21		Increase/Decrease in Percentage Points
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	
District	5706	61%	2757	72%	11%
Austin HS	542	74%	282	79%	5%
Bush HS	548	45%	272	40%	-5%
Clements HS	613	85%	334	91%	6%
Dulles HS	620	68%	258	85%	17%
Elkins HS	576	74%	350	81%	7%
Hightower HS	456	41%	158	39%	-2%
Kempner HS	438	58%	215	66%	8%
Marshall HS	275	19%	114	38%	19%
Ridge Point HS	696	68%	456	77%	9%
Travis HS	679	67%	279	86%	19%
Willowridge HS	263	19%	39	26%	7%
Percent of Campuses that maintained or increased % PSAT ready students				82%	
Data Source: The College Board PSAT District Data Report					

Campuses 11th Grade PSAT/NMSQT English Benchmark					
Campus	2019-20		2020-2021		Increase/Decrease in Percentage Points
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	
District	5531	63%	3085	74%	11%
Austin HS	522	78%	319	83%	5%
Bush HS	533	48%	190	55%	7%
Clements HS	597	87%	418	90%	3%
Dulles HS	614	73%	397	77%	4%
Elkins HS	571	70%	341	82%	12%

Hightower HS	406	42%	204	58%	16%
Kempner HS	481	60%	224	68%	8%
Marshall HS	244	18%	125	26%	8%
Ridge Point HS	648	69%	406	81%	12%
Travis HS	654	67%	353	78%	11%
Willowridge HS	261	20%	108	26%	6%
Percent of Campuses that maintained or increased % PSAT ready students				100%	
Data Source: The College Board PSAT District Data Report					

6. Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments.

Met

The CIRCLE assessment is administered in Pre-Kindergarten to FBISD students. CIRCLE data monitors progress and growth of literacy development for students in PreK. The data includes bilingual and monolingual assessments from BOY to MOY. The comparative data does not include the year 2019-20 as there was no end of year data point.

CIRCLE Assessment ELA Growth (PreK)							
	2018-19			2020-21			
# Students Proficient in Literacy Development at BOY	% Students Proficient in Literacy Development at BOY	# Students Proficient in Literacy Development at EOY	% Students Proficient in Literacy Development at EOY	% Students Proficient in Literacy Development at BOY	# Students Proficient in Literacy Development at EOY	% Students Proficient in Literacy Development at EOY	Percentage Point of Change
714	61%	908	78%	69%	1018	79%	1%
Data Source: CLI Engage data report							

7. Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

Data Not Available – Accountability data is set to be released August 27.

8. Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

Not Met

The chart below is a summary of spring Reading STAAR. Reading STAAR is administered in Elementary and Middle School only. The Elementary summary includes English and Spanish data. High School data includes English I and English II EOC scores. High School also differs as it reports Reading and Writing together as one score. EOC STAAR data encompasses Writing Spring administration of all students; it is not restricted to first time testers. Only High School increased the percentage of students achieving Meets or Above.

Campus ELA Achievement (STAAR) Reading (English and Spanish)			
Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR Reading (English and Spanish)	Percent of Students who achieved Meet and Above on 2020-21 STAAR Reading (English and Spanish)	Increase Percentage Points
District	59%	56%*	-3%
Elementary	56%	51%	-5%
Middle	56%	51%	-5%
Data Sources: OnPoint Data Suite; District TAPR			

Campus (HS) ELA Achievement English I and II EOC			
Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR EOC	Percent of Students who achieved Meet and Above on 2020-21 STAAR EOC	Increase Percentage Points
High School	62%	65%	+3%
Data Sources: OnPoint Data Suite; District TAPR			

9. Increase the percentage of English Learners (EL) who increase a performance level on TELPAS--Composite Score. (EL Growth Measure)

Data Not Available - As the data for the end of year performance was not collected because of COVID, there is no data for a comparison from 2019-20 to 2020-21 to note students' increase or decrease.

10. Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

Comparative Data Not Available - Students did not take the EOY in the 2019-20 school year. Student groups also were not reported in 2018-2019 as a part of the custom report provided by REN.

The chart below indicates the percentage of campuses that experienced growth within the EL student group for reading from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the growth measure.

Campus Reading Growth EL Students REN 360 (Reading)		
Level	# Campuses that improved percentage of EL students (Met SGP)	% Campuses that improved percentage of EL students (Met SGP)
District	31	40%
Elementary	21	40%
Middle	5	33%
High	5	45%
Data Source: REN 360 Custom Report		

11. Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

Comparative Data Not Available - Students did not take the EOY in the 2019-20 school year. Student groups also were not reported in 2018-2019 as a part of the custom report provided by REN.

The chart below indicates the number of campuses that experienced growth within the special education student group for reading from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the growth measure.

Campus Reading Growth SPED Students REN 360 (Reading)		
Level	# Campuses that improved percentage of SPED students (Met SGP)	% Campuses that improved percentage of SPED students (Met SGP)
District	17	22%
Elementary	12	23%
Middle	2	13%
High	3	27%
Data Source: REN 360 Custom Report		

12. Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability.

Data Not Available – Accountability data is set to be released August 27.

Performance Objective 2: By June 2020, each school in FBISD will demonstrate growth in student literacy performance for writing on the evaluation metrics and milestones, as reflected in district, state and federal/national data reports.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Increase the percentage of students who are Texas Student Success Initiative ready for ELA - Essay.

Not Met

Three High School campuses maintained or increased the percentage of students who were TSIA ready. Seven campuses saw a decline and three High Schools did not have data to report as students qualify for college readiness using other avenues such as PSAT.

Campus TSIA Ready Students - Writing Comparison					
	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Tested Students Who Met Benchmark	# Students Tested	% Tested Students Who Met Benchmark	
District	1062	64%	629	58%	-6
Austin HS	9	78%	42	76%	-2
Bush HS	144	77%	57	56%	-21
Clements HS	**	**	**	**	**
Dulles HS	**	**	60	67%	-
Elkins HS	**	**	50	52%	-
Hightower HS	420	65%	109	62%	-3
Kempner HS	118	78%	69	78%	0
Marshall HS	122	48%	70	57%	9
Progressive HS	68	40%	10	60%	20
Ridge Point HS	24	63%	48	35%	-28
Travis HS	53	68%	67	45%	-23
Willowridge HS	103	56%	47	43%	-13
Percent of Campuses that maintained or increased % TSIA ready students				30%	
Data Source: The College Board TSIA District Data Report					

** Numbers masked for groups smaller than 5 to protect student privacy

2. Increase the percentage of English Learner (EL) students who improve at least one performance level on TELPAS-Composite.

Data Not Available - TEA did not provide comparable data from last year to this year. As the data for the end of year performance was not collected because of COVID, there is no data for a comparison from 2019-20 to 2020-21 to note students' increase or decrease.

3. Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th/7th/English I/English II] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

Not Met

The chart below a summary of spring Writing STAAR. The Elementary summary includes English and Spanish data. EOC STAAR data encompasses Writing Spring administration of all students; it is not restricted to first time testers. High School data includes English I and English II EOC scores. High School also differs as it reports Reading and Writing together as one score. Only High School increased the percentage of students achieving Meets or Above.

Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR Writing	Percent of Students who achieved Meet and Above on 2020-21 STAAR Writing	Increase Percentage points
District	47%	39%	-8%
Elementary	43%	37%	-6%
Middle	51%	41%	-10%

Data Source: OnPoint Data Suite

Campus (HS) ELA Achievement English I and II EOC			
Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR EOC	Percent of Students who achieved Meet and Above on 2020-21 STAAR EOC	Increase Percentage Points
High School	62%	65%	+3%

Data Source: OnPoint Data Suite

4. Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Data Not Available – Accountability data is set to be released August 27.

5. Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT.

Met

Seven Middle Schools and five High School campuses maintained or increased the percentage of 8th and 9th grade students who were PSAT ready. Nine of eleven maintained or increased the percentage of 10th grade students and all High Schools showed an increased percentage of 11th grade students. The numbers of students taking the PSAT/NMSQT for the 2020-21 school year decreased by roughly 50%.

Campus PSAT 8/9 Ready Students - Reading & Writing Comparison					
Campus	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Who Met Benchmark	# Students Tested	% Who Met Benchmark	
District	12113	62%	6237	67%	5
Baines MS	408	75%	255	65%	-10
Bowie MS	430	73%	248	67%	-6
Crockett MS	329	52%	148	47%	-5
Dulles MS	500	65%	223	61%	-3
First Colony MS	356	75%	255	82%	7
Fort Settlement MS	488	90%	297	94%	4
Garcia MS	426	70%	231	77%	7
Hodges Bend MS	346	38%	149	41%	3
Lake Olympia MS	425	35%	167	34%	-1
McAuliffe MS	275	21%	100	25%	4
Missouri City MS	300	29%	127	26%	-3
Quail Valley MS	375	71%	197	79%	8
Sartartia MS	425	85%	255	85%	0
Sugar Land MS	411	54%	139	52%	-2
Thornton MS	362	71%	287	68%	-3
Austin HS	537	77%	291	79%	2
Bush HS	630	45%	243	42%	-3
Clements HS	589	86%	345	90%	4
Dulles HS	615	74%	348	74%	0
Elkins HS	612	72%	360	77%	5
Hightower HS	549	42%	216	40%	-2
Kempner HS	482	59%	228	57%	-2
Marshall HS	375	28%	162	29%	1
Ridge Point HS	826	67%	502	79%	12
Travis HS	717	74%	321	83%	9
Willowridge HS	325	25%	143	22%	-3
Percent of Campuses that maintained or increased % PSAT ready students				54%	
Data Source: The College Board PSAT District Data Report					

Campuses 10th Grade PSAT English Reading and Writing Benchmarks					
Campus	2019-20		2020-21		Increase/ Decrease in Percentage Points
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	
District	5706	61%	2757	72%	11%
Austin HS	542	74%	282	79%	5%
Bush HS	548	45%	272	40%	-5%
Clements HS	613	85%	334	91%	6%
Dulles HS	620	68%	258	85%	17%
Elkins HS	576	74%	350	81%	7%
Hightower HS	456	41%	158	39%	-2%
Kempner HS	438	58%	215	66%	8%
Marshall HS	275	19%	114	38%	19%
Ridge Point HS	696	68%	456	77%	9%
Travis HS	679	67%	279	86%	19%
Willowridge HS	263	19%	39	26%	7%
Percent of Campuses that maintained or increased % PSAT ready students				82%	
Data Source: The College Board PSAT District Data Report					

Campuses 11th Grade PSAT/NMSQT English Benchmark					
Campus	2019-20		2020-2021		Increase/ Decrease in Percentage Points
	# Tested	% Met Benchmark	# Tested	% Met Benchmark	
District	5531	63%	3085	74%	11%
Austin HS	522	78%	319	83%	5%
Bush HS	533	48%	190	55%	7%
Clements HS	597	87%	418	90%	3%
Dulles HS	614	73%	397	77%	4%
Elkins HS	571	70%	341	82%	12%
Hightower HS	406	42%	204	58%	16%
Kempner HS	481	60%	224	68%	8%
Marshall HS	244	18%	125	26%	8%
Ridge Point HS	648	69%	406	81%	12%
Travis HS	654	67%	353	78%	11%
Willowridge HS	261	20%	108	26%	6%
Percent of Campuses that maintained or increased % PSAT ready students				100%	
Data Source: The College Board PSAT District Data Report					

Performance Objective 3: By June 2021, each school in FBISD will demonstrate growth in student mathematics performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

Data Source(s) - Expected Metrics and Milestones for the District:

1. Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth) --ESSA Goal

Data Not Available – Accountability data is set to be released August 27.

2. Increase the percentage of Title I students demonstrating growth (SGP) from initial data point to EOY on REN360 Mathematics.

Not Met

Demonstrating growth at SGP means that students met the District standard of an SGP of 35 or higher. A student with an SPG of 35 showed greater proficiency on the math assessment than 35% of their academic peers. **Students who reach the SGP of 35 are making adequate progress.** Academic peers are determined based on a series of historical assessment performance and normed nationally.

The chart below compares the percentage of Title I students who met SPG in math by EOY 2021 on REN 360 as indicated by the Student Growth Percentile (SGP) for 2019 and 2021. The comparative data does not include the year 2019-20 as there was no end of year data point.

For the 2020-21 school year, all students K-10 were administered REN 360 Math. The only level that showed an increase in percentage points was High School.

District Title I Math Growth (REN360)			
Level	% Title I Students who met District SPG at 2019 EOY (REN360) Grades 1 - 12	% Title I Students who met District SPG at 2021 EOY (REN360) Grades K - 12	Percentage Point Increase
District (Title I Campuses)	55%*	38%*	-17%
Elementary	57%	37%	-20%
Middle	53%	41%**	-12%
High	44%	43%**	+1%
Data Source: REN 360 Custom Report			

*District is a summary of Title I campuses

**Middle and High Schools tested a subgroup of students that were not on target to pass STAAR the 2018-2019 school year. To pinpoint learning gaps due to COVID, all students were tested at Middle and High for 2020-2021 school year. The number of students tested increased.

Data Source(s) - Expected Metrics and Milestones for each School:

- 1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of mathematics instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).**

Not Met

CST walks restarted in January 2021. The chart below provides the percent of campuses meeting the established percentage for CST walks at each level that met alignment metrics for mathematics.

The Rigor target encompasses the depth of knowledge of the lesson observed in the classroom walk-through, as this relates to the appropriate level any taught standard requires. The Scope and Sequence refers to the pacing of the content, as well as the pacing of the lesson. The Instructional Model also relates to whether the observed classroom utilized the research-based lesson framework associated with the content.

As scope and sequence was impacted in many classrooms due to the pandemic, there are fewer schools meeting all three metrics than expected. According to the District Strategic Plan Milestones, the target was for 75% of classrooms to have met all three alignment targets.

In 2019-20, 42% of campuses met all three alignment targets in Math, while in 2020-21, 37% met all three alignments.

Campus Math Instructional Alignment				
Level	% Campuses met - Rigor Target (70%)	% Campuses met Scope and Sequence Target (85%)	% Campuses met Instructional model/lesson framework Target (75%)	% Campuses met all three alignment targets (75%)
District	77%	49%	73%	37%
Elementary	79%	56%	79%	52%
Middle	67%	27%	40%	27%
High	79%	43%	100%	0%
Data Source: 2020-2021 CST Walks				

- 2. Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360).**

Not Met

The chart below indicates the percentage of campuses that experienced growth for math from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the measure. See Data Source 2, page 17, for further context of REN scores.

Campus Math Growth (REN360)			
Level	% Students who met District SPG at 2019 EOY (REN360) Grades 1 - 12	% Students who met District SPG at 2021 EOY (REN360) Grades K - 12	Percentage Point Increase
District	60%	51%	-9%
Elementary	61%	46%	-15%
Middle	60%	55%**	-5%
High	55%	57%**	+2%
Data Source: REN 360 Custom Report			

**Middle and High Schools tested a subgroup of students that were not on target to pass STAAR the 2018-2019 school year. To pinpoint learning gaps due to COVID, all students were tested at Middle and High for 2020-2021 school year. The number of students tested increased.

3. Increase the percentage of Texas Success Initiative Assessment (TSIA) -ready students in mathematics.

Not Met

Six High School campuses maintained or increased the percentage of students who were TSIA ready. Three campuses saw a decline and three High Schools did not have data to report as students qualify for college readiness using other avenues such as PSAT.

Campus TSIA Ready Students - Math Comparison					
	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Tested Students Who Met Benchmark	# Students Tested	% Tested Students Who Met Benchmark	
District	1153	26%	1191	30%	4
Austin HS	38	63%	86	72%	9
Bush HS	209	34%	135	35%	1
Clements HS	**	**	**	**	-
Dulles HS	**	**	162	28%	-
Elkins HS	**	**	57	44%	-
Hightower HS	416	24%	200	17%	-7
Kempner HS	167	24%	141	24%	0
Marshall HS	48	19%	120	38%	19
Progressive HS	65	11%	6	17%	6
Ridge Point HS	34	38%	75	35%	-3
Travis HS	67	19%	111	23%	4
Willowridge HS	107	21%	98	15%	-6
Percent of Campuses that maintained or increased % PSAT ready students				67%	
Data Source: The College Board TSIA District Data Report					

** Numbers masked for groups smaller than 5 to protect student privacy

4. Increase the percentage of students meeting college-ready for mathematics on PSAT 8/9 and NMSQT. [HS]

Not Met

Six Middle Schools and five High Schools maintained or increased the percentage of 8th and 9th grade students who were college ready in mathematics through the PSAT. Ten out of eleven High Schools increased percentages of 10th graders and all High School increased percentages at 11th grade. The numbers of students taking the PSAT/NMSQT for the 2020-21 school year decreased by roughly 50%.

Campus PSAT 8/9 Ready Students - Math Comparison					
	2019-20		2020-21		Increase in Percentage Points
	# Students Tested	% Who Met Benchmark	# Students Tested	% Who Met Benchmark	
District	12,113	48%	6241	51%	3
Baines MS	408	47%	255	51%	4
Bowie MS	430	56%	248	52%	-4
Crockett MS	329	40%	148	32%	-8
Dulles MS	500	48%	223	45%	-3
First Colony MS	356	57%	255	66%	9
Fort Settlement MS	488	77%	297	79%	2
Garcia MS	426	58%	231	58%	0
Hodges Bend MS	346	26%	149	19%	-7
Lake Olympia MS	425	17%	167	16%	-1
McAuliffe MS	275	13%	100	11%	-2
Missouri City MS	300	19%	127	9%	-10
Quail Valley MS	375	58%	197	73%	15
Sartartia MS	425	74%	255	66%	-9
Sugar Land MS	411	42%	139	42%	0
Thornton MS	362	54%	287	42%	-12
Austin HS	537	67%	291	63%	-4
Bush HS	630	34%	243	28%	-6
Clements HS	589	79%	345	79%	0
Dulles HS	615	67%	348	64%	-3
Elkins HS	612	59%	360	61%	3
Hightower HS	549	31%	216	23%	-8
Kempner HS	482	43%	228	36%	-7
Marshall HS	375	14%	162	15%	1
Ridge Point HS	826	51%	502	56%	5
Travis HS	717	58%	321	70%	12
Willowridge HS	325	14%	143	11%	-3
Percent of Campuses that maintained or increased % PSAT ready students				42%	
Data Source: The College Board PSAT District Data Report					

Campuses 10th Grade PSAT/NMSQT Math Benchmark					
	2019-20		2020-21		Increase/ Decrease in Percentage Points
Campus	# Tested	% Who Met Benchmark	# Tested	% Who Met Benchmark	
District	5706	42%	2757	52%	10%
Austin HS	542	57%	282	58%	1%
Bush HS	548	23%	272	16%	-7%
Clements HS	613	72%	334	79%	7%
Dulles HS	620	52%	258	74%	22%
Elkins HS	576	57%	350	61%	4%
Hightower HS	456	17%	158	25%	8%
Kempner HS	438	34%	215	39%	5%
Marshall HS	275	4%	114	11%	7%
Ridge Point HS	696	45%	456	52%	7%
Travis HS	679	41%	279	62%	21%
Willowridge HS	263	5%	39	10%	5%
Percent of Campuses that maintained or increased % PSAT ready students				91%	
Data Source: The College Board PSAT District Data Report					

Campuses 11th Grade PSAT/NMSQT Math Increase					
	2019-20		2020-21		Increase/ Decrease in Percentage Points
Campus	# Tested	% Who Met Benchmark	# Tested	% Who Met Benchmark	
District	5531	43%	3085	55%	12%
Austin HS	522	56%	319	63%	7%
Bush HS	533	24%	190	28%	4%
Clements HS	597	76%	418	85%	9%
Dulles HS	614	55%	397	63%	8%
Elkins HS	571	52%	341	68%	16%
Hightower HS	406	23%	204	32%	9%
Kempner HS	481	41%	224	48%	7%
Marshall HS	244	5%	125	10%	5%
Ridge Point HS	648	48%	406	56%	8%
Travis HS	654	40%	353	55%	15%
Willowridge HS	261	5%	108	11%	6%
Percent of Campuses that maintained or increased % PSAT ready students				100%	
Data Source: The College Board PSAT District Data Report					

5. Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments.

Not Met

The CIRCLE assessment is administered in Pre-Kindergarten to FBISD students. 13 of the 28 (46%) monolingual and 5 of the 7 (71%) bilingual campuses experienced increased proficiency percentages in math development from the beginning of the school year to the end of the school year administration.

CIRCLE Assessment Math Growth (PreK) Proficiency in Math Development								
2019-20				2020-21				% In-crease
# Students Prof at BOY	% Students Prof at BOY	# Students Prof at EOY	% Students Prof at EOY	# Students Prof at BOY	% Students Prof at BOY	# Students Prof at EOY	% Students Prof at EOY	
941	81%	1041	89%	1034	86%	1162	89%	0%
Data Source: CLI Engage data report								

6. Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

Data Not Available – Accountability data is set to be released August 27.

7. Increase the percentage of students achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Not Met

The chart below shows a summary of spring Mathematics STAAR. The Elementary summary includes English and Spanish data. The District summary report for 2020-21 is currently not available. EOC STAAR data encompasses Algebra I Spring administration of all students; it is not restricted to first time testers. EOC STAAR data encompasses Writing Spring administration of all students; it is not restricted to first time testers.

Level	% Students who achieved Meet and Above on 2018-19 STAAR Mathematics	% Students who achieved Meet and Above on 2020-21 STAAR Mathematics	Increase Percentage points
District	60%	41%*	-19%
Elementary	59%	46%	-13%
Middle	56%	35%	-21%
High	67%	43%	-24%
Data Source: OnPoint Data Suite; District TAPR			

8. Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

Data Not Available – Accountability data is set to be released August 27.

9. Increase the percentage of Special Education students who demonstrate growth or move a level on STAAR/STAAR ALT 2 Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

Data Not Available – Accountability data is set to be released August 27.

10. Increase the percentage of English Learners (EL) who demonstrate growth on REN360 mathematics.

Comparative Data Not Available - Students did not take the EOY in the 2019-20 school year. Student groups also were not reported in 2018-2019 as a part of the custom report provided by REN.

The chart below indicates the percentage of campuses that experienced growth within the EL student group for mathematics from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the measure.

Campus Math Growth EL Students REN 360 (Math)		
Level	# Campuses that improved percentage of students (Met SGP)	% Campuses that improved percentage of students (Met SGP)
District	21	41%
Elementary	17	33%
Middle	4	27%
High	0	0%
Data Source: REN 360 Custom Report		

11. Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

Comparative Data Not Available - Students did not take the EOY in the 2019-20 school year. Student groups also were not reported in 2018-2019 as a part of the custom report provided by REN.

The chart below indicates the percentage of campuses that experienced growth within the special education student group for reading from the Middle of the Year (MOY) to End of Year (EOY) on REN 360 using the Student Growth Percentage (SGP) as the growth measure.

Campus Math Growth SPED Students REN 360 (Math)		
Level	# Campuses that improved percentage of students (Met SGP)	% Campuses that improved percentage of students (Met SGP)
District	22	28%
Elementary	15	29%
Middle	3	20%
High	4	36%
Data Source: REN 360 Custom Report		

12. Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Data Not Available – Accountability data is set to be released August 27.

Performance Objective 4: By June 2020, each school in FBISD will demonstrate growth in science and social studies performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

Data Source(s) - Expected Metrics and Milestones for each School:

- 1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of social studies and science instruction to the curriculum (pacing, Depth of Knowledge, and instructional model) --Social Studies, Science**

CST walks restarted in January 2021. The chart below provides the percent of campuses meeting the established percentage for CST walks at each level that met alignment metrics for Science and Social Studies.

The Rigor target encompasses the depth of knowledge of the lesson observed in the classroom walk-through, as this relates to the appropriate level any taught standard requires. The Scope and Sequence refers to the pacing of the content, as well as the pacing of the lesson. The Instructional model also relates to whether the observed classroom utilized the research-based lesson framework associated with the content.

As scope and sequence was impacted in many classrooms due to the pandemic, there are fewer schools meeting all three metrics than expected. According to the District Strategic Plan Milestones, the target was for 75% of classrooms to have met all three alignment targets.

In 2019-20, 38% of Science and Social Studies classrooms met all three alignment targets, while in 2020-21, 24% of Science and 39% of Social Studies classrooms classes met all three alignments.

Not Met

Campus Science Instructional Alignment				
Level	% Campuses met - Rigor Target (70%)	% Campuses met Scope and Sequence Target (85%)	% Campuses met Instructional model/lesson framework Target (75%)	% Campuses met all three alignment targets (75%)
District	70%	56%	49%	24%
Elementary	80%	81%	81%	62%
Middle	53%	7%	53%	7%
High	54%	23%	54%	15%
Data Source: 2020-2021 CST Walks				

Campus Social Studies Instructional Alignment				
Level	% Campuses met - Rigor Target (70%)	% Campuses met Scope and Sequence Target (85%)	% Campuses met Instructional model/lesson framework Target (75%)	% Campuses met all three alignment targets (75%)
District	53%	56%	60%	39%
Elementary	71%	74%	74%	57%
Middle	13%	33%	40%	13%
High	38%	23%	38%	23%
Data Source: 2020-2021 CST Walks				

2. Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Not Met

The chart below shows a summary of spring Science STAAR. EOC STAAR data encompasses Biology Spring administration of all students; it is not restricted to first time testers. No level showed an increased percentage of students achieving Meets or Above.

Campus Achievement STAAR (Social Studies)			
Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR Science	Percent of Students who achieved Meet and Above on 2020-21 STAAR Science	Increase Percentage Points
District	62%	39%	-23%
Elementary	52%	33%	-19%
Middle	58%	45%	-13%
High	72%	62%	-10%

Source: OnPoint Data Suite; TAPR

3. Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Not Met

The chart below is a summary of spring Social Studies STAAR. EOC STAAR data encompasses US History Spring administration all students; it is not restricted to first time testers. No level showed an increased percentage of students achieving Meets or Above.

Campus Achievement STAAR (Social Studies)			
Level	Percent of Students who achieved Meet and Above on 2018-19 STAAR Social Studies	Percent of Students who achieved Meet and Above on 2020-21 STAAR Social Studies	Increase Percentage points
District	66%	59%*	-7%
Middle	47%	31%	-16%
High	83%	76%	-7%

Source: OnPoint Data Suite; TAPR

Performance Objective 5: By June 2020, each school in FBISD will demonstrate progress toward achieving equitable access to a safe, challenging, and engaging learning environment as demonstrated on the expected results measures reflected in district, state, and federal/national data reports.

Data Source(s) - Expected Metrics and Milestones for the District:

1. Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, Career and Technical Education and Title I.

Data Not Available - The scheduled release of this data is in November.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Increase the percentage of proportionality (ethnicity) in College, Career and Military Readiness programs, including Pre-Advanced Placement, Advanced Placement, Dual Credit, Career and Technical Education, AVID and Gifted and Talented courses/services as evidenced by the ratio of campus enrollment compared to the indicated courses/services enrollment.

Met

Six out of Eight student groups showed an increase in the proportionality enrolled in CCMR programs.

District Data for CCMR, including Pre-AP, AP, Dual Credit, CTE, AVID, and GT			
Group	2019-20 Proportionality Rate	2020-21 Proportionality Rate	Improvement
Asian	1.19	1.18	-0.01
African American	0.94	0.95	0.01
Hispanic	0.88	0.87	-0.01
White	1.01	1.01	0
Other	0.88	0.92	0.04
Economically Disadvantaged	0.86	0.87	0.01
English Language Learners	0.45	0.49	0.04
Special Education	0.49	0.51	0.02

Data Sources: FBISD Student Information System - Skyward

2. Decrease disproportionality (African American, Hispanic, Special Education) in discipline data (ISS, OSS, DAEP--mandatory and discretionary) as it relates to campus enrollment ratios as compared to the demographic ratios of discipline data for the campus.

Met

TEA holds districts accountable for discipline disproportionality in two program areas (1) Data Validation Monitoring (DVM) and (2) Results Driven Accountability (RDA) specific to Special Education programming. The risk ratio formulas for the two programs are different and the information listed below is for each program.

Under **Data Validation Monitoring (DVM)**, the risk ratio formula to determine disproportionality is calculated by the number of students assigned discretionary or mandatory DAEP placements divided by the total number of students

in that sub-population. For example, African American students that were assigned discretionary DAEP placements divided by the total number of African American students enrolled in FBISD. Discipline evaluation denotes an anomaly and is designed to be an annual review of data that shows progress on the anomalous data, such as having a higher portion of African American students with discipline referrals than other groups.

As indicated in the chart below, there was a decrease in disproportionate discipline actions for African American and Hispanic students from 2019-20 to 2020-21.

Classroom Removals by Ethnicity							
Group	2019-20			2020-21			Decrease
	ISS Actions	ISS %	Risk Ratio	ISS Actions	ISS %	Risk Ratio	
Hispanic	1,305	3.89%	1.03	379	1.36%	1.10	-0.07
African American	2,527	7.21%	1.91	712	2.30%	1.85	-0.06
SPED	977	6.52	1.72	344	2.41%	1.94	-0.32
	OSS Actions	OSS %	Risk Ratio	OSS Actions	OSS %	Risk Ratio	
Hispanic	626	2.11%	0.96	221	0.87%	1.12	+0.16
African American	1451	4.59%	2.10	403	1.44%	1.86	-0.24
SPED	705	4.84%	2.21	230	1.79%	2.32	+0.11
	DAEP Actions	DAEP %	Risk Ratio	DAEP Actions	DAEP %	Risk Ratio	
Hispanic	183	0.80%	1.19	68	0.31%	1.58	+0.78
African American	301	1.26%	1.87	65	0.29%	1.47	-0.4
SPED	104	1.08	1.61	25	0.26%	1.32	-0.29
Data Source: OnData Suite							

Under **Results Driven Accountability (RDA)**, the risk ratio calculation is a different formula and assists TEA in identifying districts that discipline students served with special education services from any racial or ethnic group at markedly higher rates than their peers who are also served with special education services. The established risk ratio threshold is 2.5 and the TEA has identified Fort Bend ISD as significantly disproportionate due to African American students served with special education services having a risk ratio higher than 2.5 in the area of Out of School Suspension (OSS).

The data below indicates the risk ratio for ISS, OSS, and DAEP from 2019-20 to 2020-21 remained the same or decreased for African American students served with special education services.

RDA Risk Ratio Determinations for African American Students Served with Special Education Services				
	2019-20		2020-21	
ISS	2.4		ISS	2.4
OSS	3.2		OSS	2.5
DAEP	**		DAEP	**
Data Source: Skyward				

** Numbers masked for groups smaller than 5 to protect student privacy

3. Increase the percentage of students who achieve at least one CCMR indicator as defined for state accountability.

Not Met

The district did not show any increases across ethnicities for the CCMR indicator, except Pacific Islander.

Closing the Gaps Student Groups Progress Measure Targets			
Group	2019-20	2020-21	Increase
All	71%	66%	-5%
African American	58%	47%	-9%
Hispanic	57%	51%	-6%
White	83%	81%	-2%
American Indian	69%	44%	-25%
Asian	91%	89%	-3%
Pacific Islander	50%	71%	21%
Two or more races	77%	70%	-7%
SPED	58%	57%	-1%
Eco Dis	58%	49%	-9%
EL	41%	34%	-7%

4. Increase attendance rates, as reported in PEIMS for the year. [Maintain if the student group is at least 95%.]

Met

Attendance data for the 2020-2021 school year showed that most of the campuses and populations maintained or increased their attendance. The populations that did show a decrease ranged from 93.71% to 94.66%, the lowest relating to the attendance numbers of EL students in High School.

Two Year Attendance Rate Comparison by Student Groups												
Attend ance	Asian		Increase or Maintain 95%	Black or African American		Increase or Maintain 95%	Hispanic		Increase or Maintain 95%	White		Increase or Maintain 95%
	19-20	20-21		19-20	20-21		19-20	20-21		19-20	20-21	
High	97.28 %	98.79 %	Yes	96.22%	95.08%	Yes	95.21%	94.36%	No	96.03%	95.03%	Maintain
Middle	98.77 %	99.00 %	Yes	98.04%	96.53%	Yes	97.44%	95.40%	Maintain	97.22%	96.30%	Maintain
Elementary	97.36 %	97.34 %	Maintain	97.88%	94.86%	No	97.11%	94.66%	No	96.82%	95.10%	Maintain

Two Year Attendance Rate Comparison by Student Groups												
Attend ance	Economically Disadvantaged		Increase or Maintain 95%	English Language Learners		Increase or Maintain 95%	Special Education		Increase or Maintain 95%	All Students		Increase or Maintain 95%
	19-20	20-21		19-20	20-21		19-20	20-21		19-20	20-21	
High	95.77 %	95.66 %	Maintain	93.25%	93.71%	Yes	93.50%	93.42%	No	95.57%	95.87%	Yes
Middle	97.76 %	96.33 %	Maintain	97.81%	95.45%	Maintain	96.99%	94.96%	No	97.68%	96.71%	Maintain
Elementary	96.82 %	95.35 %	Maintain	97.14%	96.03%	Maintain	96.82%	93.78%	No	97.14%	95.33%	Maintain

Data Source: OnPoint Data Suite

Performance Objective 6: By June 2021, the District will recruit, develop, and retain professional staff to meet the needs of students served through Title I, Special Education, and English Learner services.

Data Source(s) - Expected Metrics and Milestones for the District:

1. **Decrease the number of Special Education classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.**

Not Met

Elementary showed a decrease of the number of SPED classrooms that did not have a certified teacher, but Middle and High showed increases.

2020-21 SPED Classroom Vacancies Exceeding 30 Days				
	2019-20		2020-21	
	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2
Elementary	26	28	9	22
Middle	6	7	1	12
High	6	8	6	10
Data Sources: FBISD Employee Information System – People Soft				

2. **Establish benchmark for the number of vacant teacher positions serving as teacher of record in Special Education during the first 30 days of each semester.**

Baseline Data

According to baseline data,

- the first 30 days (August 12- Sept 12) of the 2020/2021 school year, FBISD had 28 special education teacher vacancies.
- the first 30 days of the Second Semester (Jan 7 – Feb 7) for the 2020/2021 school year, FBISD had 28 special education teacher vacancies.

Data Source: FBISD Employee Information System – People Soft

3. **Increase the percentage of English Learner teachers who are certified/endorsed.**

Met

The district showed an overall increase of EL certified teachers at Elementary and Middle School. High School maintained their number and Bilingual showed a decrease.

English Learner Teachers - with Bilingual & ESL Certs								
	Position Type	2019-20			2020-21			% Increase in Number of Teachers with Certification
		# EL Teachers	# EL Teachers with Bilingual or ESL Certification	% EL Teachers with Bilingual or ESL Certification	# EL Teachers	# EL Teachers with Bilingual or ESL Certification	% EL Teachers with Bilingual or ESL Certification	
ES	Bilingual	148	147	99%	143	139	97%	-2%
	ESL	1499	1165	78%	1531	1231	80%	3%
MS	ESL	183	151	83%	187	157	84%	1%
HS	ESL	203	152	75%	226	169	75%	0%
District		2033	1615	79%	2087	1696	81%	2%

Data Sources: FBISD Employee Information System – People Soft

4. Decrease the number of Title I classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.

Not Met

2020-21 Title I Classroom Vacancies Exceeding 30 Days				
	2019-20		2020-21	
	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2
Elementary	49	71	29	74
Middle	3	16	2	18
High	11	17	8	14

Data Sources: FBISD Employee Information System – People Soft

5. Establish benchmark for the number of vacant teacher positions serving as teacher of record in Title I during the first 30 days of each semester.

Baseline Data

According to baseline data,

- the first 30 days (August 12- Sept 12) of the 2020/2021 school year, FBISD had 43 teacher vacancies at Title I campuses including intervention positions
- the first 30 days of the Second Semester (Jan 7 – Feb 7) for the 2020/2021 school year, FBISD had 63 FTE teacher vacancies (including intervention positions) at Title I campuses.

Data Source: FBISD Employee Information System – People Soft

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Utilize positive behavioral interventions and supports (PBIS) to improve student- owned behavior and the culture and climate of the campus for students and staff. (3 metrics)			3	
2: Develop a framework for social emotional learning, and mental health programs and implement student safety and wellness programs to support healthy and productive lifestyles. (6 metrics)	2	2		2

Performance Objective 1: By June 2020, each school in FBISD will utilize positive behavioral interventions and supports (PBIS) to improve student-owned behavior and the culture and climate of the campus for students and staff as measured on the Evaluation Metrics and Milestones.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Reduce the percentage of ISS, OSS, and DAEP (mandatory and discretionary) actions. [Report by All Students and Student Groups.]

Met

Methodology for discipline percentages is based on the total number of occurrences for the appropriate student group, divided by the number of ISS, OSS or DAEP referrals. The numbers of occurrences per student group was affected by COVID as students were not on campuses for T4 2019-20 or T1 for 2020-21. Also, all students did not return face to face, which continued to impact numbers during T2-T4 for 2020-21.

All student groups saw a decrease in ISS and OSS numbers.

FBISD ISS, OSS, DAEP Referrals																	
	All Students														Decrease in %		
	2019-20							2020-21							ISS	OSS	DAEP
	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %			
ES	35349	457	1.3%	166	0.5%	0	0%	35427	102	0.3%	40	0.1%	1	0%	-1.01	-0.4	0
MS	16953	2047	12.1%	830	4.9%	18	0.1%	19070	466	2.4%	262	1.4%	16	0.08%	-9.7	-3.5	-0.02
HS	24729	1986	8.0%	1341	5.4%	31	0.1%	26182	433	1.6%	323	1.2%	142	0.5%	-6.4	-4.2	0.4
District	78520	4663	5.9%	2398	3.1%	49	0.1%	80679	1001	1.2%	625	0.77%	159	0.2%	-4.7	-2.3	0.09

FBISD ISS, OSS, DAEP Referrals																	
	Special Education Students														Decrease in %		
	2019-20							2020-21							ISS	OSS	DAEP
	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %			
ES	4567	108	2.4%	91	2.0%	0	0%	4868	37	0.8%	20	0.4%	0	0%	-1.6	-1.9	0
MS	1757	355	20.2%	230	13.1%	4	0.2%	2238	102	4.6%	70	3.1%	5	0.2%	-15.6	-10	0
HS	2136	351	16.4%	317	14.8%	4	0.2%	2535	93	3.7%	83	3.3%	20	0.8%	-12.7	-11.5	0.6
District	8627	843	9.8%	651	7.5%	8	0.1%	9641	232	2.4%	173	1.8%	25	0.3%	-7.4	-5.7	0.2

FBISD ISS, OSS, DAEP Referrals																	
	ELL Students														Decrease in %		
	2019-20							2020-21									
	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	ISS	OSS	DAE P
ES	8815	47	0.5%	17	0.2%	0	0.0%	6078	6	0.09%	3	0.04%	0	0%	-0.4	-0.1	0
MS	1928	310	16.1%	115	6.0%	3	0.2%	2301	63	2.7%	48	2.1%	8	0.3%	-13.4	-3.9	0.1
HS	1747	202	11.6%	110	6.3%	1	0.1%	1901	40	2.1%	26	1.4%	13	0.7%	-9.5	-4.9	0.6
District	12664	569	4.5%	246	1.9%	4	0.0%	10280	109	1.1%	77	0.7%	21	0.2%	-3.4	-1.2	0.2

FBISD ISS, OSS, DAEP Referrals																	
	504 Students														Decrease in %		
	2019-20							2020-21									
	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	ISS	OSS	DAE P
ES	1445	60	4.2%	21	1.5%	0	0.0%	1206	12	1%	3	0.2%	0	0%	-3.2	-1.3	0
MS	1326	254	19.2%	86	6.5%	1	0.1%	1513	68	4.5%	34	2.2%	3	0.2%	-14.7	-4.3	0.1
HS	1612	237	14.7%	152	9.4%	2	0.1%	1874	47	2.5%	29	1.5%	18	1%	-11.7	-7.9	0.9
District	4518	582	12.9%	266	5.9%	3	0.1%	4593	127	2.8%	66	1.4%	21	0.5%	-10.1	-4.5	0.4

FBISD ISS, OSS, DAEP Referrals																	
	Asian Students														Decrease in %		
	2019-20							2020-21									
	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	ISS	OSS	DAE P
ES	9463	33	0.3%	4	0.0%	0	0.0%	9734	6	0.06%	2	0.02%	0	0%	-0.2	0.06	0.02
MS	4351	84	1.9%	36	0.8%	2	0.0%	4972	14	0.3%	10	0.2%	0	0%	-1.6	-0.6	0
HS	6630	131	2.0%	54	0.8%	0	0.0%	6794	21	0.3%	20	0.3%	8	0.1%	-1.7	-0.5	0.1
District	20890	257	1.2%	97	0.5%	2	0.0%	21500	41	0.2%	32	0.1%	8	0.03%	-1	-0.4	0.03

FBISD ISS, OSS, DAEP Referrals																	
	African American Students														Decrease in %		
	2019-20							2020-21									
	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	ISS	OSS	DAE P
ES	8981	279	3.1%	106	1.2%	0	0%	9127	52	0.6%	24	0.3%	1	0.01%	-2.5	-0.9	0.3
MS	4828	1056	21.9%	482	10.0%	10	0.2%	5466	246	4.5%	124	2.3%	8	0.1%	-17.4	-7.7	-0.1
HS	7291	1041	14.3%	809	11.1%	19	0.3%	7834	218	2.8%	175	2.2%	56	0.7%	-11.5	-8.9	0.4
District	21516	2464	11.5%	1426	6.6%	29	0.1%	22427	516	2.3%	323	1.4%	65	0.3%	-9.2	-5.2	0.2

FBISD ISS, OSS, DAEP Referrals																	
	Hispanic Students														Decrease in %		
	2019-20							2020-21									
	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	Enr #	ISS #	ISS %	OSS #	OSS %	DAE P #	DAE P %	ISS	OSS	DAE P
ES	9589	73	0.8%	32	0.3%	0	0%	9590	26	0.3%	9	0.09%	0	0%	-0.5	-0.3	0
MS	9589	73	0.8%	225	4.9%	5	0.1%	5043	131	2.6%	86	1.7%	4	0.07%	1.8	-3.2	-0.03
HS	4570	598	13.1%	334	5.3%	7	0.1%	6860	136	2%	92	1.3%	63	0.9%	-11.1	-4	0.8
District	6295	550	8.7%	610	2.9%	12	0.1%	21493	293	1.4%	187	0.9%	67	0.3%	-7.7	-2	-2

FBISD ISS, OSS, DAEP Referrals																	
	White Students														Decrease in %		
	2019-20							2020-21							ISS	OSS	DAEP
	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %	Enr #	ISS #	ISS %	OSS #	OSS %	DAEP #	DAEP %			
ES	5657	57	1.0%	13	0.2%	0	0%	5272	10	0.2%	4	0.07%	0	0%	-0.8	-0.2	0
MS	2579	199	7.7%	62	2.4%	0	0%	2823	50	1.7%	29	1%	3	0.1%	-6	-1.4	0.1
HS	3743	199	5.3%	98	2.6%	4	0.1%	3837	43	1.1%	25	0.7%	13	0.3%	-4.2	-1.9	0.2
District	12193	469	3.8%	182	1.5%	4	0%	11932	103	0.9%	58	0.5%	16	0.1%	-2.9	-1	0.1

Data Source: OnPoint Data Suite

2. Increase attendance rate. [Maintain if 95% or higher.]

Met

Attendance data for the 2020-2021 school year showed that most of the campuses and populations maintained or increased their attendance. The populations that did show a decrease ranged from 93.71% to 94.66%, the lowest relating to the attendance numbers of EL students in High School.

Two Year Attendance Rate Comparison by Student Groups												
Attendance	Asian		Increase or Maintain 95%	Black or African American		Increase or Maintain 95%	Hispanic		Increase or Maintain 95%	White		Increase or Maintain 95%
	19-20	20-21		19-20	20-21		19-20	20-21		19-20	20-21	
High Schools	97.28%	98.79%	Yes	96.22%	95.08%	Yes	95.21%	94.36%	No	96.03%	95.03%	Maintain
Middle Schools	98.77%	99.00%	Yes	98.04%	96.53%	Yes	97.44%	95.40%	Maintain	97.22%	96.30%	Maintain
Elementary Schools	97.36%	97.34%	Maintain	97.88%	94.86%	No	97.11%	94.66%	No	96.82%	95.10%	Maintain

Two Year Attendance Rate Comparison by Student Groups												
Attendance	Economically Disadvantaged		Increase or Maintain 95%	English Language Learners		Increase or Maintain 95%	Special Education		Increase or Maintain 95%	All Students		Increase or Maintain 95%
	19-20	20-21		19-20	20-21		19-20	20-21		19-20	20-21	
High Schools	95.77%	95.66%	Maintain	93.25%	93.71%	Yes	93.50%	93.42%	No	95.57%	95.87%	Yes
Middle Schools	97.76%	96.33%	Maintain	97.81%	95.45%	Maintain	96.99%	94.96%	No	97.68%	96.71%	Maintain
Elementary Schools	96.82%	95.35%	Maintain	97.14%	96.03%	Maintain	96.82%	93.78%	No	97.14%	95.33%	Maintain

Data Source: OnPoint Data Suite

3. Monitor the number of requests for threat assessments.

Met

FBISD had a total for 56 threats during the 2020-21 school year. The chart below provides a breakdown of how each threat was reported. With the Online instruction and fewer students on campuses, the data shows a stark decrease. While this is positive, it is also due to the circumstances and does not paint an accurate picture of where the district is in terms of managing these types of threat assessments.

Threat Assessment Comparison		
Type of Threat	Number of Threats 2019-20	Number of Threats 2020-21
Serious	40	11
Serious -Terroristic threat	0	4
Substantive Serious	0	2
Terroristic Threat	0	1
Transient	147	31
Very serious	37	4
Very serious -Terroristic Threat	0	3
Total	224	56
Data Source: FBISD Threat Assessment Division: Campus Student Threat Assessment Logs		

Performance Objective 2: By June 2020, each school in FBISD will develop a framework for social emotional learning, and mental health programs and implement student safety and wellness programs to support healthy and productive lifestyles as demonstrated through Evaluation Metrics and Milestones.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Increase the number of campuses scoring Gold on Wellness Self-Assessment

Not Met

The School Health Advisory Committee (SHAC) developed the Wellness Self-Assessment to monitor the implementation of the FBISD Wellness Policy FFA Local. The Wellness Self-Assessment allows campuses to rate themselves on the community and culture of wellness they provide for students. Gold means the campus fulfilled 85% of the Wellness Plan requirements. Silver is 70%-84%, and Bronze is 50%-69%. Many campuses had a drop due to the pandemic and their ability not to host events, before/after school clubs, etc.

Wellness Assessment – Percentage of Campuses at Gold			
Level	2019-20	2020-21	Percentage Point Change
Elementary Schools	94%	93%	-1%
Middle Schools	93%	100%	7%
High Schools	82%	43%	-39%
Data Source: Wellness Self-Assessment			

2. Increase the number of campuses that offer a before and/or after school physical activity club.

Not Met

During the 2020-21 school year, 42 Elementary campuses offered a before and/or after school physical activity club. 8 campuses offered a club in 2020-21 but did not offer one in 2019-20; 20 campuses offered a club in 2019-20 but did not in 2020-21. Due to the COVID-19 Pandemic many campuses limited or did not allow before or after school activities.

ELEMENTARY - Number of Before/After School Activities and/or Clubs		
Campus	2019-20	2020-21
ANNE SULLIVAN	1	1
ARIZONA FLEMING	1	1
AUSTIN PARKWAY	0	1
BARBARA JORDAN	0	0
BARRINGTON PLACE	0	0
BLUE RIDGE	1	0
BRAZOS BEND	1	0
BRIARGATE	1	0
CAROLYN AND VERNON MADDEN	1	1
COLONY BEND	1	1
COLONY MEADOWS	1	0
COMMONWEALTH	0	1

CORNERSTONE	0	1
DONALD LEONETTI	1	0
DR. LYNN ARMSTRONG	1	0
E.A. JONES	0	1
EARLY LITERACY CENTER-RME	1	0
EDGAR GLOVER	1	1
FOSTER DULLES	1	1
HERITAGE ROSE	1	1
HIGHLANDS	1	0
HUNTERS GLEN	1	1
JAMES C. NEILL	0	0
JAMES PATTERSON	0	1
JAN SCHIFF	0	0
JUAN SEGUIN	1	1
LAKEVIEW	1	1
LANTERN LANE	1	0
LEXINGTON CREEK	1	0
LULA BELLE GOODMAN	1	0
MALALA YOUSAFZAI ELEM	1	0
MARY AUSTIN HOLLEY	1	0
MEADOWS	1	0
MISSION BEND	1	1
MISSION GLEN	1	0
MISSION WEST	1	1
OAKLAND	0	1
OYSTER CREEK	1	0
PALMER	1	0
PECAN GROVE	0	0
QUAIL VALLEY	1	1
RIDGEGATE	0	1
RIDGEMONT	1	1
RITA DRABEK	1	0
ROSA PARKS	1	1
SCANLAN OAKS	1	1
SETTLERS WAY	1	0
SIENNA CROSSING	0	0
SUGAR MILL	1	0
TOWNWEST	0	1
WALKER STATION	1	1
WALTER BURTON	0	0
Elementary School Totals	37	25
Data Source: Social Emotional & Comprehensive Health Division		

During the 2020-21 school year, 10 Middle School campuses offered a before and/or after school physical activity club. 2 campuses offered a club in 2019-2020 but did not in 2020-2021. Due to the COVID-19 Pandemic many campuses limited or did not allow before or after school activities.

MIDDLE - Number of Before/After School Activities and/or Clubs		
Campus	2019-20	2020-21
BILLY BAINES MIDDLE SCHOOL	1	1
CHRISTA MCAULIFE MIDDLE SCHOOL	1	1
DAVID CROCKETT MIDDLE SCHOOL	1	1
DULLES MIDDLE SCHOOL	1	1
FIRST COLONY MIDDLE SCHOOL	0	0
FORT SETTLEMENT MIDDLE SCHOOL	1	1
HODGES BEND MIDDLE SCHOOL	1	1
JAMES BOWIE MIDDLE SCHOOL	1	1
LAKE OLYMPIA MIDDLE SCHOOL	0	0
MACARIO GARCIA MIDDLE SCHOOL	1	0
MISSOURI CITY MIDDLE SCHOOL	0	0
QUAIL VALLEY MIDDLE SCHOOL	1	1
RONALD THORNTON MIDDLE SCHOOL	1	1
SARTARTIA MIDDLE SCHOOL	1	1
SUGAR LAND MIDDLE SCHOOL	1	0
Middle School Totals	12	10
Data Source: Social Emotional & Comprehensive Health Division		

HIGH - Number of Before/After School Activities and/or Clubs		
Campus	2019-20	2020-21
ELKINS HIGH SCHOOL	0	1
GEORGE BUSH HIGH SCHOOL	1	1
I.H. KEMPNER HIGH SCHOOL	0	0
JAMES REESE CAREER & TECH CTR	N/A	N/A
JOHN FOSTER DULLES HIGH SCHOOL	0	0
L. V. HIGHTOWER HIGH SCHOOL	1	0
RIDGE POINT HIGH SCHOOL	1	1
STEPHEN F AUSTIN HIGH SCHOOL	1	0
THURGOOD MARSHALL HIGH SCHOOL	1	1
WILLIAM B TRAVIS HIGH SCHOOL	1	1
WILLIAM P CLEMENTS HIGH SCHOOL	1	1
WILLOWRIDGE HIGH SCHOOL	1	1
High School Totals	8	7
Data Source: Social Emotional & Comprehensive Health Division		

3. Monitor data on counselor needs assessment conducted with students.

Baseline Data

Counselor interactions with students have not been previously tracked. **The data tracking was instituted at the beginning of the 2020-21 school year as a pilot and to further complete our alignment with the Texas School Counseling Model.** Campuses were encouraged to participate in this pilot year to obtain feedback prior to full implementation. Refinement of the tracking capability and category consistency was conducted throughout the year for full implementation in the 2021-22 school year. Counselors utilized the Secondary Student Needs Assessment Survey results after completion in October of 2020. This led secondary school counselors, in conjunction with the district’s mental health counselors and social workers, to review the results for their campus and connected with students to provide support. The complete assessment focuses on all school counseling domains: academic, social/emotional, as well as college, career, and military readiness. The Needs Assessment data shown below focuses only on mental health responses and shows interactions with students for the first and second semesters of the school year.

Counselor Visits with Students 2020-21 School Year			
Campus	First Semester	Second Semester	2020-21 Total Visits
Dulles High School	62	511	573
Willowridge High School	1278	873	2151
Clements High School	168	73	241
Kempner High School	48	57	105
Elkins High School	50	32	82
Austin High School	71	71	142
Hightower High School	49	20	69
JJAEP	8	0	8
Bush High School	1026	1212	2238
Marshall High School	96	128	224
Travis High School	166	558	724
Ridge Point High School	223	549	772
Ferndell Henry Center for Learning	3	19	22
Dulles Middle School	277	515	792
Missouri City Middle School	634	1731	2365
Sugar Land Middle School	278	193	471
Quail Valley Middle School	181	173	354
First Colony Middle School	584	1284	1868
McAuliffe Middle School	301	170	471
Hodges Bend Middle School	517	379	896
Lake Olympia Middle School	762	1150	1912
Garcia Middle School	661	266	927
Sartartia Middle School	43	40	83
Fort Settlement Middle School	104	49	153
Baines Middle School	34	10	44
Crockett Middle School	1006	1342	2348

Bowie Middle School	1364	2935	4299
Thornton Middle School	339	655	994
Total Visits	10333	14995	25328
Data Source: Skyward			

4. Decrease risky behaviors as assessed on the Pride Survey.

Data Not Available - Pride Survey was not administered in the 2020-21 school year. It is schedule to be administered during the 2021-22 school year.

5. Establish baseline data on requests for support to Mental Health Counselors and Coordinator of Mental Health & Social Work Services.

Baseline Data

The Behavioral Health and Wellness Department tracks the types of support provided to campuses by Social Workers and Behavioral Health Facilitators. During the 2019-20 school year, support personnel came together under the new department to collect baseline data. Due to the pandemic, we have continued to monitor in order to create a baseline as the data is impacted by COVID.

Social Work Campus Support for 2020-21					
Month	Student Contacts	Parent Contacts	Campus Consultations	Campus Crisis Supports	Home Visits
August 2020	392	602	741	0	11
September	462	1022	1118	2	63
October	871	991	1278	19	63
November	729	1094	889	9	83
December	667	1097	1036	4	65
Fall 2020 Totals	3,121	4,806	5,062	34	285
January 2021	968	797	1,266	23	62
February	560	494	792	12	46
March	825	409	823	15	28
April	1,002	867	1,376	26	86
May	1,241	786	983	28	29
Spring 2021 Totals	4,596	3,353	5,240	104	251
20-21 Totals	7,717	8,159	10,302	138	536

Monthly Overview of Mental Health Referrals and Support		
Month	District Mental Health Counselors	
	# of Referrals	# of Students Seen
August 2020	9	5
September	24	38
October	40	31
November	31	43
December	18	54
Fall 2020 Totals	122	171
January 2021	27	54
February	18	57
March	17	65
April	36	64
May	3	62
Spring 2021 Totals	101	302
20-21 Totals	223	473

Data Source: Social Emotional & Comprehensive Health division

6. Monitor data tracked through Campus Visit Support App.

Data Not Available - Data not tracked through application for the 2020-21 school year. New system was developed by Social Emotional & Comprehensive Health division coordinators to gather more useful data as shown in tables above.

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Facilitate student choice through diverse programming and differentiated student learning experiences. (5 metrics)		2	2	1
2: Evaluate the effectiveness of instruction for the various learning models: online instruction, face-to-face instruction, distance learning, and concurrent teaching. (5 metrics)			3	2

Performance Objective 1: By June 2020, each school in FBISD will facilitate student choice through diverse programming and differentiated student learning experiences as demonstrated through the Evaluation Metrics and Milestones.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Increase the percentage of students engaged in enrichment and/or leadership opportunities.

Not Met

Enrichment and leadership opportunities are measured in two ways: by student participation and by campus participation. This is decided based on the program and goals associated with that program. As with many other programs that called for students to meet as a group, many campuses and students chose not to participate during the pandemic. The only increase was in Middle School: one participating campus in 2019-20 to three campuses. In order to monitor and improve program participation, the programs below were chosen to monitor and assess during the 2020-21 school year.

Student Leadership & Enrichment Programs Enrollment			
Program	2019-20 Campus Participation	2020-21 Campus Participation	Increase in Campus Participation
Elementary			
UIL A+	10	10	0
Destination Imagination	27	14	-13
National Honor Society	51	51	0
Student Council	51	51	0
Spelling Bee	49	37	-12
Middle			
Destination Imagination	14	11	-3
Spelling Bee	1	3	2
High			
Destination Imagination	1	1	0

Middle School Student Participation			
Program	2019-20 Student Participation	2020-21 Student Participation	Increase in Percentage of students
National Honor Society	601	564	-6
PALs	185	182	-2
Student Council	286	236	-17

High School Student Participation			
Program	2019-20 Student Participation	2020-21 Student Participation	Increase in Percentage of students
Academic Decathlon	99	94	-5
National Honor Society	994	672	-32
PALs	183	165	-10
Speech & Debate	432	390	-10
Student Council	1052	802	-24
UIL Academics	210	156	-26
UIL Robotics	119	68	-43

Data Source: FBISD Social-Emotional Learning and Enrichment Programs Department

2. Increase the enrollment at ECHS (MHS) and P-TECH (HHS, WHS) by student groups.

Met

There were enrollment increases for African American and Hispanic populations; other populations did not show an increase or showed small increases, less than 5 students.

P Tech and ECHS Enrollment Increase									
Ethnicity/ Race	P Tech (Hightower HS)			ECHS (Thurgood Marshall HS)			P Tech (Willowridge HS)		
	2019-20	2020-21	Increase in enrollment	2019-20	2020-21	Increase in enrollment	2019-20	2020-21	Increase in enrollment
Total	86	187	101	99	198	99	84	143	59
African America	54	114	60	66	123	57	38	65	27
Hispanic	23	47	24	27	64	37	42	70	28
White	**	**	**	**	**	**	**	**	**
American Indian	**	**	**	**	**	**	**	**	**
Asian	9	20	11	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**	**

Data Source: Skyward

** Numbers masked for groups smaller than 5 to protect student privacy

3. Increase PK enrollment. [Elementary]

Not Met

Due to the global pandemic, enrollment for PK was lower than anticipated for the 2020-21 school year.

Pre-Kindergarten Enrollment Comparison 2019 - 21					
	18-19	19-20	20-21	Percent Change from 2018-19 to 2020-21	Percent Change from 2019-20 to 2020-21
District	1428	1874	1498	4%	-20%

4. Evaluate proportionality in the GT program by student groups.

Baseline Data

The District GT identification rate has remained 7.5% over the last two years. Asian student proportionality rate is high and constant over the last two years at 2.35. All other student populations saw nearly constant rates. Proportionality approaching 1.0 is best and the further away from 1.0 indicates the degree of over or under representation.

GT – All Students						
	2019-20		% Served	2020-21		% Served
	Total Served	Total Enrolled		Total Served	Total Enrolled	
District	5310	71190	7.5%	5363	75204	7.1%

GT Students - Asian										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	3346	63%	19058	26.8%	2.4%	3422	64%	20525	27.2%	4.5%

GT Students – Black or African American										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	376	7.1%	19621	27.6%	0.3%	395	7.4%	20613	27.4%	0.5%

GT Students – Hispanic										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	386	7.3%	18622	26.2%	0.3%	395	7.4%	19804	26%	0.5%

GT Students – White										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	937	17.6%	11088	15.6%	1.1%	876	16.3%	11189	14.9%	1.2%

GT Students – Other										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	265	5.0%	2801	3.9%	1.3%	275	5.1%	3073	4.1%	0.4%

GT Students – Economically Disadvantaged										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	533	10.0%	31827	44.7%	0.2%	643	12%	32806	44%	0.9%

GT Students – English Language Learners										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	116	2.2%	10269	14.4%	0.2%	222	4.2%	12766	17%	0.3%

GT Students – Special Education										
	2019-20					2020-21				
	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled	# Served	% of Total Served	# Enrolled	% of Total Enrolled	% Served/ % Enrolled
District	97	1.8%	7853	11.0%	0.2%	92	1.7%	8493	11.3%	0.1%

Data Source: OnPoint Data Suite

5. Increase district compliance with the state GT plan in at least five of the nine out-of-compliance standards.

Met

In the initial assessment, FBISD was not in compliance with the 9 standards in the chart below. At the end of the 2020-21 school year, the district is in compliance with 5 out of the 9 standards.

GT Standard	Compliance
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	Yes
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	Yes
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	No
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.	Yes
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.	No
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).	Yes
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	Yes
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.	No
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	No

Performance Objective 2: By June 2021, the District will evaluate the effectiveness of instruction for the various learning models: online instruction, face-to-face instruction, distance learning, and concurrent teaching.

Data Source(s) - Expected Metrics and Milestones for each School:

1. Establish baseline alignment data (learning framework) through classroom walkthroughs in all learning models, beginning in second semester.

Baseline Data

Both face to face and online classes showed a similar amount of evidence of alignment to standards, scope and sequence, and instructional framework. Using authentic student work, progress monitoring, and feedback showed a larger gap, where face to face was 20-30% higher than online, with the largest gaps for progress monitoring and feedback. Goal setting was rarely observed in either model.

2. Evaluate student achievement data (i.e. academic grades) by learning model (face to face vs. online).

Baseline Data

The failure rate of students in Elementary Schools showed less than a 1% difference. Secondary students' failure rates were 6% higher in the face to face environment, than online.

FBISD Elementary Schools			
Face to Face		Online	
Final F2F % -A	40.1%	Final Online% -A	52.4%
Final F2F % -B	38.4%	Final Online% -B	30.6%
Final F2F % -C	18.1%	Final Online% -C	13.1%
Final F2F % -F	3.5%	Final Online% -F	3.8%

FBISD Secondary Schools			
Face to Face		Online	
Final-F2F%-A	39.0%	Final-Online%-A	50.6%
Final-F2F%-B	30.5%	Final-Online%-B	25.5%
Final-F2F%-C	2.2%	Final-Online%-C	1.7%
Final-F2F%-F	26.9%	Final-Online%-F	21.1%

Data Source: Skyward

3. Increase percentage of devices deployed and in utilization.

Met

The district has issued a total of 42,220 devices to support learning during the 2020-21 school year.

FBISD Deployed Devices 2020-21	
Device	Number of Devices
*Hotspots	4,019
Laptops/iPads	38,201
Data Source: FBISD Information Technology Services	

** Hotspots are checked out 1 per family. Number does not note how many students consistently used the hotspots.*

4. Increase percentage of student access and use per Schoology data.

Met

Schoology Login data showed an increase in student use throughout the 2020-21 school year.

Schoology Access 2019-20				
SCHOOLGY LOGIN DATA	8/30/2020	9/27/2020	10/11/2020	3/3/2021
Students Enrolled in FBISD	76,525	76,396	76,571	77,221
Number of Students Accessed	74,020	75,674	75,716	76,361
% of Students Accessed	96.7%	99.1%	98.9%	98.9%
Data Source: Schoology Platform				

5. Increase utilization of bandwidth to ensure consistent user experience.

Met

In response to the pandemic and the ensuing demand for additional bandwidth to support online instruction, the district incrementally upgraded its internet circuit. Based on online application demands for bandwidth, the internet bandwidth was upgrade from 6 Gigabytes to 10 Gigabytes initially, then from 10 Gigabytes to 20 Gigabytes, and finally from 20 Gigabytes to 30 Gigabytes.

The bandwidth was increased incrementally to respond to present needs and with the understanding district funds are limited and prioritized based on needs. In anticipation of ongoing bandwidth demand and in preparation for the upcoming school year, the district is currently on-track to upgrade the internet circuit from 30 Gigabytes to 40 Gigabytes.

Data Source: FBISD Information Technology Services

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: By June 2021, each school in FBISD will implement a system to engage and increase family engagement and collaborative school and community partnerships as demonstrated through the Evaluation Metrics and Milestones. (5 metrics)			1	
2: By June 2021, the District will create a system to engage families in supporting and increasing literacy. (5 metrics)			1	

Performance Objective 1: By June 2021, each school in FBISD will implement a system to engage and increase family engagement and collaborative school and community partnerships as demonstrated through the Evaluation Metrics and Milestones.

Data Source(s) - Expected Metrics and Milestones for District:

1. Increase or maintain the number of campuses and students impacted by stakeholder engagement, collaboration, and support.

Met

Collaborative communities have worked to increase their impact by offering more programs and resources to campuses. Among the efforts are:

- A website revamp to include resources that support key work priorities including family engagement.
- Offering 2,500 parent training classes.
- Extending food and supplies distribution services.
- Extending mentoring programs to engage more children.

Food Distribution			
Aug 2020 – May 2021	5208 families	12,151 adults	11,507 children

Shared Dreams Services		
Service/Program	Recipient	Total
Providing clothing, food, shoes, toiletries	Students	5,688
Providing school supply kits	Campuses	12,881
Holiday Cheer Initiative (gift and food items)	Students/Community Children	150
Shared Harvest Holiday Meals	Students	102

Collaborative Communities Mentoring Programs		
Mentoring Initiative	Campus	Mentee Number
All-In District Mentoring	Blue Ridge Elem	44
Community partner to student	Armstrong Elem	8
Community partner to student	Burton Elem	11
Community partner to student	Hunters Glen Elem	9
Community partner to student	Quail Valley Elem	7
Community partner to student	Heritage Rose Elem	16
Community partner to student	Briargate Elem	59
Peer-to-Peer	Willowridge High School	13
Peer-to-Peer	Elkins High School	16
	Total	183

Performance Objective 2: By June 2021, the District will create a system to engage families in supporting and increasing literacy.

- 1. Increase or maintain the percentage of families/parents engaged in meaningful activities at Title I campuses that build family capacity.**

Met

In September 2020, Collaborative Communities hired a director to help oversee Title 1 Parent Educators. To date, the department has increased the level of support provided to Parent Educators through a series ongoing meetings and follow-ups. Parent Educators are paraprofessionals that coordinate and implement family engagement initiatives, classes, etc. on Title 1 campuses.

Several non-traditional, innovative strategies have been implemented to build capacity of the Parent Educators including:

- Prioritizing family engagement as one of the key four priorities of Collaborative Communities.
- Utilizing Parent Educators to help lead and collaborate with campus staff for virtual mentoring efforts on campuses and align with family engagement goals
- Utilizing Parent Educators in District committees (e.g., SHAC Sub-Committee on Community and Family Engagement) to present on family engagement work
- Receiving State approval to conduct Parent Educator classes virtually to increase family engagement efforts especially for parents who may be unable to attend during a workday

Collaborative Communities has supported multiple book drives and donation collections from the community to help build student’s at-home personal libraries. The department has additional book drives in progress which will leverage District staff, interfaith and community partners during the month of April with the goal of collecting at least 500 more books. In addition, the team is working in collaboration with the district’s grant office to identify and apply for literacy grants.

Collaborative Communities Book Drive and Donation Efforts		
Book Initiative	Campus	Number of books collected
Addie’s Book Day	Burton Elem	1128
Addie’s Community Initiative	Glover Elem	267
Ismaili Center / Barbara Bush Foundation	TBD	490
Girl Scouts of America	Armstrong, Blue Ridge, Burton, Dulles, Fleming, Goodman, Hodges, Lantern Lane and Townewest Elementaries	96

Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Performance Objectives	Evaluation			
	DNA	NM	MET	BD
1: Assess the organizational culture and utilize the information to develop action items to improve the organizational culture. (1 metric)			1	

Performance Objective 1: By June 2021, the District will assess the organizational culture and utilize the information to develop action items to improve the organizational culture.

Met

Data Source(s) - Expected Metrics and Milestones for District:

- Goal 5 focuses on improving the organizational culture through defined action items. Priority work for the 2020-21 school year emphasized the development of a strategic path forward for FBISD. Efforts to define the strategic path forward were accomplished through the following avenues:
 - 2020-21 End of Year team established the criteria for end of year activities to ensure that critical milestones for students were achieved, including awards assemblies and graduation.
 - Grading Transition work stream facilitated transitions among grading periods, including the development of the 2021-22 master schedule.
 - Back to School Plan 2021-22 design team established the health and safety protocols, staffing supports, professional learning, and student/parent handbook for the launch of the school year
 - ESSR Funding plan was created using the strategic budgeting process and supports critical priorities to address student achievement gaps.
 - Stakeholder Feedback processes were included such as Office Hours with Dr Dupre, staff focus groups to drive planning efforts, and comprehensive stakeholder input to drive school calendar development.

Each of these priorities shaped the strategic pathway forward for FBISD to launch the 2021-22 school year.

Early Childhood Literacy Board Outcome Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 62% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56% (2019)	56%	57%	59%	62%
2021 ACTUAL	49%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
2021	39%	41%	68%	52%	75%	65%	62%	30%	36%	51%	49%	57%	50%
ACTUAL 2021	Data Not Currently Available												
2022	41%	43%	69%	53%	76%	66%	63%	32%	38%	52%	51%	50%	52%
2023	45%	47%	71%	55%	78%	68%	65%	34%	41%	54%	54%	60%	55%
2024	49%	51%	74%	58%	80%	71%	68%	36%	45%	56%	58%	63%	58%

Early Childhood Literacy Progress Measure 1.1				
The percent of PreK students that score "on track" in Reading will increase from CIRCLE 78% to 85% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
81%	78%	82%	84%	85%
ACTUAL 2021	79%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	80%	77%	89%	70%	83%	N/A	87%	N/A	79%	N/A	80%	N/A	N/A
ACTUAL 2021	77%	77%	83%	67%	82%	N/A	81%	N/A	77%	N/A	80%	N/A	N/A
2022	80%	80%	85%	70%	85%	N/A	90%	N/A	80%	N/A	82%	N/A	N/A
2023	82%	82%	86%	72%	87%	N/A	92%	N/A	82%	N/A	84%	N/A	N/A
2024	82%	82%	88%	74%	90%	N/A	94%	N/A	84%	N/A	85%	N/A	N/A

	Updated Progress Measure Targets
RED	2020 Actual Data

Early Childhood Literacy Progress Measure 1.2				
The percent of Kindergarten students that score "At/Above Benchmark" on REN360 Early Literacy Screener will increase from 79% to 86% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
79%	79%	82%	84%	86%
ACTUAL 2021	76%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	65%	83%	76%	85%	100%	78%	48%	*	N/A	67%	N/A	N/A
2021	67%	65%	83%	76%	85%	100%	78%	48%	49%	N/A	67%	N/A	N/A
ACTUAL 2021	70%	66%	81%	*	85%	*	75%	63%	77%	N/A	84%	N/A	N/A
2022	71%	69%	85%	79%	87%	100%	80%	50%	53%	N/A	70%	N/A	N/A
2023	75%	73%	87%	82%	89%	100%	82%	52%	57%	N/A	73%	N/A	N/A
2024	79%	77%	89%	85%	91%	100%	84%	54%	61%	N/A	77%	N/A	N/A

Early Childhood Literacy Progress Measure 1.3				
The percent of 1st and 2nd grade students that score "At/Above Benchmark" on REN360 Early Literacy Screener will increase from 66% to 73% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
66%	66%	68%	71%	73%
ACTUAL 2021	56%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	53%	47%	68%	67%	79%	76%	72%	34%	45%	N/A	56%	N/A	N/A
2021	53%	47%	68%	67%	79%	76%	72%	36%	49%	N/A	60%	N/A	N/A
ACTUAL 2021	46%	40%	58%	48%	75%	*	59%	25%	39%	N/A	50%	N/A	N/A
2022	57%	51%	70%	70%	81%	77%	73%	38%	53%	N/A	64%	N/A	N/A
2023	61%	55%	72%	73%	83%	78%	74%	40%	57%	N/A	68%	N/A	N/A
2024	65%	59%	74%	74%	85%	79%	75%	42%	61%	N/A	72%	N/A	N/A

Early Childhood Math Board Outcome Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58% (2019)	56%	58%	61%	64%
2021 ACTUAL	40%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	41%	42%	70%	55%	81%	60%	62%	34%	39%	56%	56%	60%	52%
2021	39%	40%	68%	53%	79%	58%	60%	31%	36%	54%	54%	58%	50%
ACTUAL 2021	Data Not Currently Available												
2022	43%	44%	70%	55%	81%	60%	62%	33%	40%	56%	58%	60%	52%
2023	48%	49%	72%	56%	83%	62%	65%	35%	45%	58%	63%	63%	55%
2024	54%	55%	75%	59%	85%	65%	68%	37%	51%	60%	69%	67%	59%

Early Childhood Math Progress Measure 2.1				
The percent of PreK students that score on track or above in math on the CIRCLE assessment will increase from 68% to 83% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
68%	71%	75%	79%	83%
ACTUAL 2021	89%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	70%	57%	70%	*	74%	*	*	*	*	*	*	*	*
2021	72%	60%	78%	72%	79%	72%	72%	30%	65%	N/A	62%	N/A	N/A
2021 ACTUAL	90%	84%	88%	*	94%	*	86%	81%	88%	N/A	91%	N/A	N/A
2022	75%	63%	80%	75%	83%	75%	75%	33%	70%	N/A	65%	N/A	N/A
2023	79%	67%	84%	79%	87%	79%	79%	37%	74%	N/A	69%	N/A	N/A
2024	83%	71%	87%	83%	90%	83%	83%	43%	80%	N/A	75%	N/A	N/A

Early Childhood Math Progress Measure 2.2				
The percent of K students that score on grade level or above in math on TxKea will increase from 73% to 80% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
no Kinder math screener	no Kinder math screener	73%	76%	80%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020													
2021													
2022	70%	60%	78%	72%	79%	72%	72%	30%	63%	N/A	62%	N/A	N/A
2023	73%	63%	81%	75%	81%	75%	75%	33%	66%	N/A	66%	N/A	N/A
2024	79%	69%	84%	79%	85%	78%	79%	37%	72%	N/A	72%	N/A	N/A

Early Childhood Math Progress Measure 2.3				
The percent of 1st and 2nd grade students that are projected to Meet State Standards on the end of year Ren360 assessment will increase from 50% to 65% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
50%	53%	55%	60%	65%
2021 ACTUAL	42%			

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	32%	53%	55%	68%	54%	58%	24%	29%	N/A	44%	N/A	N/A
2021	34%	36%	55%	57%	70%	56%	60%	27%	33%	N/A	48%	N/A	N/A
2021 Actual	26%	27%	46%	44%	64%	*	43%	20%	27%	N/A	40%	N/A	N/A
2022	39%	41%	57%	59%	72%	58%	62%	30%	38%	N/A	53%	N/A	N/A
2023	45%	47%	60%	62%	75%	61%	65%	33%	45%	N/A	59%	N/A	N/A
2024	51%	52%	65%	66%	79%	65%	69%	37%	51%	N/A	65%	N/A	N/A

CCMR Board Outcome Goal 3

The percent of students meeting the TEA criteria for College, Career, and Military Readiness will increase from 70% to 73% by 2024

Yearly Target Goals

2020	2021 (2020 grads)	2022 (2021 grads)	2023 (2022 grads)	2024 (2023 grads)
70% (2019)	70%	70%	71%	73%
2021 ACTUAL	66%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2021	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
ACTUAL 2021	47%	51%	81%	*	89%	*	70%	57%	49%	*	34%	70%	46%
2022	56%	59%	84%	59%	91%	*	72%	55%	57%	45%	44%	72%	50%
2023	57%	60%	85%	60%	91%	*	73%	55%	58%	46%	44%	73%	51%
2024	59%	63%	87%	62%	92%	*	75%	57%	56%	48%	46%	75%	53%

CCMR Progress Measure 3.1

The percent of students who meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC,) will increase from 62% to 65% by August 2024.

Yearly Target Goals

2020 (2019 grads)	2021 (2020 grads)	2022 (2021 grads)	2023 (2022 grads)	2024 (2023 grads)
62%	62%	62%	64%	65%
ACTUAL 2021	60%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2021	44%	48%	76%	44%	88%	*	60%	12%	46%	*	31%	*	*
2021 ACTUAL	41%	43%	76%	*	86%	*	67%	39%	43%	*	27%	65%	40%
2022	47%	51%	77%	46%	89%	*	61%	12%	46%	*	31%	*	*
2023	48%	52%	80%	47%	92%	*	64%	13%	46%	*	31%	*	*
2024	49%	54%	80%	48%	92%	*	65%	14%	48%	*	33%	*	*

CCMR Progress Measure 3.2

The percent of students who meet the TEA indicator for CTE Coherent Coursework Aligned with Industry-Based Certifications* will increase from 22% to 25% by August 2024.

Yearly Target Goals

2020 (2019 Grads)	2021 (2019 Grads - auto code)	2022 (2020 Grads - auto code)	2023 (2021 Grads - auto code)	2024 (2022 Grads - auto code)
22%	22%	23%	24%	25%
ACTUAL 2021	15%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
2021	26%	22%	20%	13%	21%	*	17%	30%	23%	*	16%	*	*
2021 ACTUAL	11%	14%	24%	13%	16%	50%	8%	10%	11%	*	12%	*	*
2022	29%	25%	23%	17%	23%	*	19%	31%	24%	*	17%	*	*
2023	29%	26%	24%	18%	24%	*	20%	32%	25%	*	18%	*	*
2024	30%	27%	26%	18%	24%	*	22%	33%	26%	*	19%	*	*

*Information: Data for CTE reports is now being auto-calculated at the State Level and is two-years in arrears. Previously, the District data was self-calculated and reported based on all students who were enrolled at any time during the year. State calculations are based on the final submissions for a school year. Actual numbers for the 2021 data set is auto-calculated and is based on the graduating class of 2019 per the state summary report.

For: Fort Bend ISD Board of Trustees
Date: August 30, 2021
Information: District COVID Update
References: Board Governance
Department: Academic Affairs

Summary

The Administration will provide a brief COVID-19 update.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consider and Approve: Minutes
of Previous Meetings
Reference: Board Policy BE (Local)
Department: Office of the Superintendent

Recommendation

Consideration and possible approval of minutes of the following Fort Bend ISD Board of Trustee meetings:

- July 12, 2021: Called Meeting and Agenda Review
- July 19, 2021: Regular Business Meeting

Summary

Board Policy BE (Local) states, “Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.”

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Garrett Rosier
Recording Secretary

Minutes
Board of Trustees
Special Called Meeting for Team Training
July 12, 2021

A Board of Trustees Special Called Meeting was held on Monday, July 12, 2021, beginning at 5:30 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. It was the Board of Trustees' intent that a quorum of the Board of Trustees would be physically present at this location, although one or more Trustees may have participated by video conference. The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Organization/649>.

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

Mr. Jim Rice, Vice President
Dr. Shirley Rose-Gilliam, Secretary
Mrs. Judy Dae
Mrs. Kristen Davison Malone (via video conference)
Mrs. Angie Hanan
Ms. Denetta Williams (via video conference) (logged in at 5:35 p.m.)

School Officials Present

Diana Sayavedra, Acting Superintendent of Schools
Garrett Rosier, Recording Secretary

Others Present

Rick Morris, Board Counsel
Dr. Cathy Minberg, Center for the Reform of School Systems (arrived at 5:50 p.m.)

1. Meeting Called to Order

President Rosenthal called the meeting to order at 5:31 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law.

Prior to beginning the Board Team Training portion of the agenda, President Rosenthal announced that the Board would take their dinner in the Superintendent's Conference Room. President Rosenthal reminded all Trustees not to discuss posted agenda items during dinner. The doors to the Board Room remained open so that any attending community members had access to the public meeting.

The Board's dinner began at 5:32 p.m.

The Board returned from dinner at 6:04 p.m.

2. Board Team Training

The Board engaged in team training activities.

The Board of Trustees agreed upon “Engage, Motivate, and Educate All Students to become Empowered Learners” as the District’s new Mission by consensus.

The Board of Trustees agreed upon “Create the Extraordinary...” as the District’s new Vision by consensus.

3. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 8:33 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Board of Trustees
Regular Business Meeting
July 19, 2021

A Board of Trustees Regular Business Meeting was held on Monday, July 19, 2021, beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address: <https://www.fortbendisd.com/July19LIVESTREAM>. Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting. It was the Board of Trustees' intent that a quorum of the Board of Trustees would be physically present at this location, although one or more Trustees may have participated by video conference. The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Organization/649>. This meeting was recorded as required by law and the recording is available to the public at:

- Part 1: <https://www.youtube.com/watch?v=t94IibGV-iM&t=84s>
- Part 2: <https://www.youtube.com/watch?v=s1YZH-Jd8Ko&t=5s>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams (via video conference)

School Officials Present

- Diana Sayavedra, Acting Superintendent of Schools
- Anthony Indelicato, Ed.D., Interim Chief of Schools / Chief of Staff and Collaborative Communities
- Beth Martinez, Chief Academic Officer
- Veronica Sopher, Chief Communications Officer
- Bryan Guinn, Chief Financial Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- Gwyn Touchet, Chief Human Resources and Organizational Transformation Officer
- David Rider, Chief of FBISD Police Department
- Garrett Rosier, Recording Secretary

Others Present

- Rick Morris, Board Counsel
- Staff and Employees

1-3. Meeting Called to Order, Pledges of Allegiance, Silent Invocation

President Rosenthal called the meeting to order at 6:01 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law. Mr. Rosenthal then asked the audience to join the Board in the Pledges of Allegiance led by Mr. Aman Chaudhary, a senior at Hightower High School. Finally, Mr. Rosenthal asked the Board and audience to remain standing for the Silent Invocation.

4. Recognitions

The Administration recommended that the Board recognize:

Hightower High School Senior Aman Chaudhary who was declared the UIL 5A Lincoln-Douglas Debate state runner-up.

Quail Valley Middle School students competed in the Houston Round of the World Scholar's Cup (WSC) academic competition. The team earned a combined 129 medals and each team qualified to compete at the World Scholar's Cup Global completion in Shanghai. Special thank you to their coach, Jeanette Morales

Team 1 – 16 individual and team medals

- Khushi Kawedia
- Zhuohan Liu
- Lana Nguyen

Team 2 – earned a First-Place team trophy in the Junior Division and 14 individual and team medals

- Jason Gasper
- Krishna Harish
- Sonia Modi

Team 3 – earned 11 individual and team medals

- Neesa Kolla
- Anza Rizvi
- Manvi Vatani

Team 4 – earned 10 individual and team medals

- Aashna Gurajala
- Meenakshi Tupper
- Wendy Wu

Team 5 – earned 3 trophies and 6 medals

- Meenakshi Sivanandam

Two Fort Bend ISD Junior Achievement teams participated in the National Student Leadership Summit being selected as the only two finalists in Texas.

Team – Dulicious Co. from Dulles High School, was mentored by Lyondell Basell and placed third overall and were the only Houston region team to place in the top three, two years in a row.

Dulicious Co. also won the Delta Social Impact Special Award which considers sustainability and social impact. They also ranked amongst the top five teams in the country for the Ernst & young Innovation Award.

- Sophia Zhao
- Aagna Patel
- Bonnie Ho
- Hannah Chu
- Sahaar Khoja

Team – Simply Co. from Clements High School, ranked in the top five in the country for the New York Stock Exchange/ICE Best Financial Performance Award. The team’s founder/CEO, Michelle Wang, won the Jim Sweeney Award for Entrepreneurial Excellence.

- Michelle Wang
- Safa Chowdhry
- Michelle Chen
- Owen Zhang
- Jingzhou Zhang

In a joint effort between the Fort Bend ISD Grants and Transportation Departments, the Transportation Department has been awarded a Texas PTA Grant in the amount of \$288,000 which will help supplement the cost of the additional CNG eco-friendly buses.

5. Audience Items

Ms. Wang addressed the Trustees regarding ESSER Funds.

Mr. Sekharan addressed the Trustees regarding the use of District facilities.

Ms. Zhan addressed the Trustees regarding parent concerns.

Ms. Cole addressed the Trustees regarding the Sugar Land 95.

Mr. Rubbico addressed the Trustees regarding the use of District facilities.

Congressman Olson addressed the Trustees regarding the Sugar Land 95.

6. Information

A. Board Governance

1. Elementary and Secondary School Emergency Relief Fund Allocation Update

Dr. Pilar Westbrook, Executive Director of Social-Emotional Learning and Comprehensive Health, Ms. Melissa Hubbard, Executive Director of Teaching and Learning, and Ms. Kelly Schlacks, Executive Director of Finance provided an update on the allocation of Elementary and Secondary School Emergency Relief funds, status of survey responses from community feedback on the required continuity plan, and the planned use of funds for the 2021-22 school year and beyond.

Mrs. Hanan requested that the Administration provide the Trustees with the results of the state testing window and a timeline of the testing administration plan.

Mrs. Hanan requested that the Administration create and distribute a simplified ESSER Survey flowchart explaining what interventions will look like.

Mrs. Hanan requested that the Administration provide the Trustees more information on the protocols campuses use to notify parents of scheduling issues.

Mrs. Hanan requested that the Administration consider employing retired teachers as highly-qualified tutors while increasing the hourly rate for tutors to become more competitive with other districts.

Mrs. Davison Malone requested that the Administration provide the Trustees with more information on how the District plans to utilize retired teachers.

Mrs. Davison Malone requested that the Administration consider utilizing local facilities and other after-school locations to receive tutorial services.

Mrs. Davison Malone requested that the Administration provide the Trustees with an intervention implementation roll-out plan and associated timeline.

Mrs. Davison Malone requested that the Administration provide the Trustees with an Information Technology intervention implementation plan roll-out timeframe.

Mrs. Dae requested that the Administration provide the Trustees with more information regarding what principals of overutilized schools are doing to ensure social distancing measures are being followed.

Dr. Rose-Gilliam requested that the Administration provide the Trustees with an update on the Summer Bridge Program to outline how it went, the number of students participated, and the amount of growth experienced by each student.

Mrs. Hanan requested that the Administration provide parents with communication on what instruction during a student's quarantine looks like and a protocol that asks if the student needs a laptop, if the student needs internet access, etc.

Mrs. Davison Malone requested that the Administration provide the Trustees with the number of COVID cases, both student and staff, recorded during summer programming.

Before proceeding to the second Information Item, President Rosenthal announced that the Board would take a short break. The break began at 8:39 p.m.

The Trustees returned from the break at 8:51 p.m.

B. Board Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum

1. Career and Technical Education Center Budget and Staffing Update

Ms. Meredith Watassek, Director of Career and Technical Education provided an update on budget expenditures, industry certifications, instructional resources, extended learning

and competition opportunities, and programmatic expenditures for the 2021-22 school year.

Mrs. Hanan requested that the Administration provide the Trustees with disaggregated data from the CTE student engagement survey.

Mrs. Davison Malone requested that the Administration provide the Trustees with the number of middle school counselors who participated in the high-school counselor liaison program during the 2019-20 school year.

Mrs. Davison Malone requested that the Administration confirm that CCMR Outcome Bonuses are \$5,000 for each socio-economic disadvantaged student, \$3,000 for each non-socio-economic disadvantaged student, and \$2,000 for each special education student.

Ms. Williams requested that the Administration provide the Trustees with the names of the eight middle schools which offer the Fundamentals of Computer Science class.

Mrs. Dae requested that the Administration provide the Trustees with the two-year computer science implementation plan and flowchart.

Mrs. Hanan requested that the Administration provide the Trustees more information regarding beginning seventh grade CTE courses at next year's CTE Program update.

7. Convene in Closed Session

The Trustees convened in closed session at 10:06 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: Section 551.071 – Personnel Matters; and Section 551.0821 – Personally Identifiable Information about a Public-School Student.

A. Section 551.074 – Personnel matters

1. Deliberate Director of Talent Operations and Total Rewards Recommendation

2. Deliberate Elementary School Principal Recommendation

3. Deliberate Hearing Officer's Recommendation Regarding the Level III FNG Grievance Appeal of Larry George

B. Section 551.0821 – Personally Identifiable Information about a Public-School Student

1. Deliberate Hearing Officer's Recommendation Regarding the Level III FNG Student Grievance Appeal of T. G.

8. Reconvene in Open Session

The Trustees reconvened in open session at 12:04 a.m. on Tuesday, July 19, 2021.

9. Consider Action on Closed Session Items

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees appoint Stephanie Tolbirt to the position of Director of Talent Operations and Total Rewards. MOTION CARRIED. Ayes 6 – Noes 1.

MOTION was made by Mrs. Hanan and SECONDED by Mr. Rice that the Board of Trustees appoint She’Nee Young to the position of Principal of Arizona Fleming Elementary School. MOTION CARRIED. Ayes 7 – Noes 0.

MOTION was made by Dr. Rose-Gilliam and SECONDED by Mr. Rice that the Board of Trustees accept the hearing officer’s recommendation concerning the Level III FNG student grievance appeal of T. G. MOTION CARRIED. Ayes 6 – Noes 1.

MOTION was made by Mr. Rosenthal and SECONDED by Mr. Rice that the Board of Trustees accept the hearing officer’s recommendation concerning the Level III FNG grievance appeal of Larry George. MOTION CARRIED. Ayes 6 – Noes 1.

10. Board Members' Report

A. Activity Report

Dr. Rose-Gilliam reported that the Trustees had attended and/or participated in the following activities since the June 14, 2021 Regular Board Meeting: TASB Summer Leadership Institute; Two Special Called Meetings for Board Team Training; Meeting to Discuss Tax Swaps; Meeting to Discuss AP Science Labs; Meeting to Discuss Fine Arts; Bond Oversight Committee Meeting; Telfair Town Hall Meeting; Policy Committee Meetings; and Regular Board Meeting.

B. Special Reports

None.

Prior to the motion to accept the Consent Agenda, Mrs. Dae pulled Consent Agenda Item 11C1a, Mrs. Hanan pulled Consent Agenda Item 11D1, and Ms. Williams pulled Consent Agenda Item 11C1b from the Consent Agenda for further discussion.

11. Consent Agenda

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees approve the Consent Agenda in its entirety with the exception of 11C1a, 11C1b, and 11D1 as presented. MOTION CARRIED. Ayes 7 – Noes 0.

A. Board Governance

1. Consider Approval of Previous Meeting Minutes

- a. June 7, 2021: Called Meeting and Agenda Review
- b. June 14, 2021: Regular Business Meeting

c. June 28, 2021: Special Called Meeting for Board Team Training

B. Board Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum

1. Consider Approval of Residential and Day-Treatment Service Providers for the 2022-22 School Year

The Administration requested Board approval of authorizing the Acting Superintendent or her designee to execute agreements with the authorized residential and day treatment service providers listed in the table below as needed for the 2021-22 school year.

Residential Treatment Service Providers	Day Treatment Service Providers
Avondale House	Avondale House
Bayes Achievement Center	Harris County Department of Education
Devereux Foundation-League City	Monarch School and Institute
Shiloh Treatment Center, Inc.	Providence Treatment Center
The Texas Hill Country School	River Oakes Academy
Whispering Hills Achievement Center	Shiloh Treatment Center, Inc.

C. Scalable Systems

1. Consider Approval of Purchases Exceeding \$50,000: Specifically for:

c. Consider Approval of the Purchase of Radio Equipment, Related Items, and Services

The Administration requested Board approval for the continued purchase of radio equipment, related items, and services from HCI in an amount not to exceed \$526,000 through July 2026, and authorization for the Acting Superintendent to negotiate and execute the agreements. Vendor: HCI. Fund Source: General Fund.

d. Consider Approval of the Purchase of Diesel and Unleaded Fuel for the Hodges Bend Bus Terminal, Lake Olympia Bus Terminal, and the Police and Facilities Complex

The Administration requested Board approval for the continued purchase of diesel and unleaded fuel under a cooperative contract with Omnia Partners in an amount not to exceed \$6,480,000 through December 2024, and authorization for the Acting Superintendent to negotiate and execute the agreements.

Vendors: Mansfield Oil Company, Petroleum Traders Corporation, and Pinnacle Petroleum. Fund Source: General Fund.

D. 2018 Bond Program

2. Consider Approval of a Project Budget for Exterior LED Lighting Upgrades; Consider Approval of a Professional Services Agreement with Huitt-Zollars; and Consider Approval of the Utilization of Bond 2018 Contingency Funds

The Administration requested Board approval of a project budget for Exterior LED Lighting Upgrades (PKG052) for a total amount of \$4,759,790, approval of a Professional Services Agreement with Huitt-Zollars for a not-to-exceed amount of \$300,000, utilization of Bond 2018 Contingency funds, and authorization for the Acting Superintendent to negotiate and execute or terminate the agreement.

Staff requested utilization of \$4,759,790 from the Bond 2018 program contingency for this purpose.

Package Number	Description	Revised Project Budget
PKG052	Exterior LED Lighting Upgrades	\$4,759,790

3. Consider Approval of a \$400,000 Budget Transfer from Bond 2018 Package 019, Exterior Envelope, to Package 014, Mercer Complex to Fund Additional Exterior Envelope Work at Mercer Stadium; Consider Approval of Revised Project Budgets for Package 019 and Package 014

The Administration requested Board approval of a budget transfer of \$400,000 from Bond 2018 PKG019, Exterior Envelope (PKG019), to PKG014, Mercer Complex (PKG014), to fund additional exterior envelope work at Mercer Stadium, and approval of a revised project budget for both PKG014 and for PKG019.

Staff requested utilization of \$400,000 from PKG019 for the additional exterior envelope work required at Mercer Stadium under PKG014. The revised Project Budgets are shown below for reference.

Package Number	Description	Revised Project Budget
PKG014	Renovations of Mercer Complex and Don Cook Natatorium	\$12,773,750

Package Number	Description	Revised Project Budget
PKG019	Exterior Envelope	\$13,938,449

4. Consider Approval of a \$600,000 Budget Transfer from 2018 Bond Package 027, Roofing Replacements at Multiple Campuses in Central Zone, to 2018 Bond Package 026, Roofing Replacements at Multiple Campuses in East Zone to Fund Additional Roofing Work; Consider Approval of a Revised Project Budget for Package 027 and Package 026

The Administration requested Board approval of a budget transfer of \$600,000 from Bond 2018 PKG027, Roofing Replacements at Multiple Campuses in Central Zone (PKG027), to PKG026, Roofing Replacements at Multiple Campuses in East Zone (PKG026), to fund additional roofing work needed at multiple campuses, and approval of a revised project budget for both PKG026 and for PKG027.

Staff requested utilization of \$600,000 from PKG027 for the additional roof work required under PKG026.

Package Number	Description	Revised Project Budget
PKG026	Roofing Replacements at Multiple Campuses in East Zone	\$19,271,852

Package Number	Description	Revised Project Budget
PKG027	Roofing Replacements at Multiple Campuses in Central Zone	\$32,742,268

5. Consider Approval of Using the 2018 Bond Program Contingency as Proposed

The Administration requested Board approval of using the 2018 Bond Program Contingency as proposed. The table below includes projects that recommended for approval and reflects the program contingency balance as of April 2021.

Description	Budget (Shortage)/Surplus
Cumulative Program Contingency as of April, 2021	\$5,311,705.57
Contributions	
PKG004 Meadows ES	\$1,000,000.00
PKG011 Extended Day Suite & SPED	\$700,000.00
PKG012 Restrooms-CLOSE OUT	\$2,203,786.76
PKG039 Building Security-CLOSE OUT	\$259,085.77
PKG040 Sartartia MS Gym	\$500,000.00
PKG041 Water Softeners-CLOSE OUT	\$384,629.00
Contribution Sub-Total	\$5,047,501.53
Uses	
PKG052 Lighting Upgrades	(\$4,759,790.00)
Use Sub-Total	(\$4,759,790.00)
Net Proposed Activity July 2021	\$287,711.53
Cumulative Bond Program Contingency as of July 19, 2021	\$5,599,417.10

12 Action

11C1a. Consider Approval of the Purchase of Instructional Resources for Pre-Kindergarten through Twelfth Grade Program Areas

The Administration requested Board approval of purchasing instructional resources from additional vendors, and authorization for the Acting Superintendent to negotiate and execute the contracts through September 2022. The purpose of this proposed action is to add recommended vendors to the list of previously approved vendors; the originally approved length of commitment and authorized expenditure amount does not change. Expenditures will not exceed the total \$15,000,000 authorized by the Board in 2017, of which \$2,442,217 remains. Vendors: CommonLit, Inc., AKJ Wholesale, LLC, GraceNotes, LLC, Steps to Literacy, Carson Dellosa Publishing, Abrakadoodle Houston Southwest, Ceramic Store of Houston, LLC, Big Books of George, LTD., Lab Resources, Inc., Pacific Learning, Rhithm, Inc., MT Library Services, Inc. (dba) Junior Guild Library, Early Childhood, LLC (dba) Discount School Supply, KickUp, Inc., The Confidence Group, Marco Products, Inc., Museum of Science ,Read Naturally, Inc., Thimble.io, JASON Learning (The JASON Project), Project Lead the Way, Inc., Oticon, Inc., National Educational Systems, Inc., Nearpod, Inc., No Tears Learning, Inc. (dba) Learning Without Tears, Liminex, Inc. (Pear Deck). Fund Sources: General Fund, Title Funds, Instructional Allotment (IMA Funds) Campus Activity Funds, CTE Funds, and Instructional Materials Funds.

MOTION was made by Mr. Rice and Seconded by Mrs. Hanan that the Board of Trustees approve Consent Agenda 11C1a as presented. Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

11C1b. Consider Approval of the Purchase of After School Enrichment Services and Related Items

The Administration requested Board approval for the continued purchase of after school enrichment services and related items from multiple vendors, and authorization for the Acting Superintendent to negotiate and execute the agreements through April 2024. Vendors: Launch Dance Works, Abrakadoodle Houston Southwest, Snapology Cypress Woodlands, iCode Sugar Land, Building Brains, Inc., and Funtastik Labs. Fund Source: Enterprise Fund.

MOTION was made by Mr. Rice and Seconded by Mrs. Hanan that the Board of Trustees approve Consent Agenda 11C1b as presented. Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

11D1. Consider Approval of a Professional Services Agreement with Pfluger Architects for the Design of a New Field House at Clements High School

The Administration requested Board approval of a Professional Services Agreement with Pfluger Architects under PKG035.2 for the design of a new Field House at Clements High School for a not-to-exceed amount of \$630,000, and authorization for the Acting Superintendent to negotiate and execute or terminate the contract.

Staff requested utilization of \$853,649 from 2018 Bond PKG035 to execute the design for the new Field House.

Package Number	Description	Project Budget
PKG035.2	Clements Field House	\$853,649

MOTION was made by Mr. Rice and Seconded by Dr. Rose-Gilliam that the Board of Trustees approve Consent Agenda 11D1 as presented.

Mrs. Hanan requested that the Administration provide the Trustees the 2018 Condition Index.

Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

A. Board Governance

1. Consider Endorsement of a Candidate to Represent Region IV, Position C, as a Director on the Texas Association of School Boards, Board of Directors

The Board considered endorsement of Friendswood ISD's Tony Hopkins to represent Region IV, Position C on the TASB Board of Directors.

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees approve Action Item 12A1 as presented. Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

2. Consider Approval of the Naming of Fort Bend ISD's Official and Alternate Voting Delegates for TASB's Annual Delegate Assembly

The Board considered naming an Official and an Alternate Voting Delegate for TASB's Annual Delegate Assembly.

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees approve Action Item 12A2 as presented.

Mr. Rice withdrew the MOTION by consensus.

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees approve Action Item 12A2 as presented with the proviso of nominating Dr. Shirley Rose-Gilliam to serve as the Delegate and Mrs. Angie Hanan to serve as the Alternate. Ayes 7 – Noes 0.

13. Review Future Board Meeting Agenda Items

Ms. Sayavedra reviewed a list of future Board Meeting agenda items and workshop topics.

14. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 12:40 a.m. on Tuesday, July 20, 2021.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consideration and Approval:
Region IV, Positions A and B
TASB Director Endorsement
Department: Board of Trustees

The Board will consider endorsement of Klein ISD Trustee Georgan Reitmeier for Region IV, Position A and Alief ISD Trustee Darlene Breaux for Region IV, Position B on the Texas Association of School Boards Board of Directors.



TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

TODAY'S DATE: 6/23/2021 _____

NAME: Georgan Reitmeier

ADDRESS: [REDACTED]

CITY: Klein ZIP: [REDACTED]

BUSINESS PHONE: [REDACTED] RESIDENCE PHONE: [REDACTED]

CELL PHONE: [REDACTED] FAX NUMBER (if applicable): _____

We communicate with our Board members primarily via e-mail and the Internet. Please list your preferred active email address.

E-MAIL: [REDACTED]

SCHOOL DISTRICT: Klein ISD

LOCAL TERM EXPIRES: 11/2023 YEARS ON BOARD: 16
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

Yes X No _____

- BOARD POSITIONS HELD/DATES: 2007 Secretary; 2008 President; 2009 Vice President; 2010 President 2019 President
- President 2015-16 - Gulf Coast Association of School Boards, Board of Directors 2013 to present
- TASB Director 4/16 to present

OCCUPATION: Director of Keep Pace Early Childhood Intervention in Klein ISD (1987-2001) and Harris County Department of Education (2001-2004) – Retired 2004; Reading Specialist in Oklahoma- 5 years

CURRENT EMPLOYER: Retired Educator

EDUCATION-HIGH SCHOOL: Altus High School (OK) COLLEGE: Oklahoma State University

OTHER EDUCATION: DEGREES: BS Elementary Education MS Reading Specialist

- HOBBIES/SPECIAL INTERESTS: Mentoring weekly in a Title I Elementary School
- Conducting tours for 3rd graders at the local art museum (The Pearl) as part of the museum guild
- Group leader Bible Study Fellowship
- Serve weekly in Faithbridge Children's Special Education Ministry
- Mentor young professional women
- Serve on Klein Unite for Understanding Committee
- Klein Strategic Planning Committee
- Workout 6 days a week

- Attend games and concerts for my three Houston grandchildren

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (Offices held and dates):

- Gulf Coast Association of School Boards – President 2015-16
- Lone Star Investment Pool 2011 – 2016
- Donald R. Collins – Outstanding Educator 2015
- AAUW Outstanding Woman Educator 2013
- Master Trustee, Leadership TASB Class of 2009
- Outstanding Service Award –Harris County Department of Education 2004
- Klein Education Foundation Director – 2015 to present
- Oklahoma State University College of Education Associates President 2002; Elected to OSU Education Hall of Fame 2001
- Women’s Business Forum – President 2001; selected for Woman of Excellence Award, Federation of Professional Women 2001
- Texas Association of ECI Directors- Chairperson 1998-2000
- Cypress Woodlands Junior Forum – founding member & president (1988); Gala Honoree 2009; Named endowed scholarship for high school students
- Junior Guild Service Organization (HS Students) – Honorary Member - present
- Barbara Bush Library, Friend of Library (conduct tours) 2009-present
- The Centrum Arts League
- P.E.O. Philanthropic education organization supporting higher education for women – Chaplain 2008, Recording Secretary 2009
- Junior League of North Harris and Montgomery Counties
- Delta Kappa Gamma – Education Organization
- Klein Retired Teachers Association
- Daughters of the American Revolution
- Chi Omega Alumnae Association of North Houston – past president 1988-92.

Before employment in Houston – Volunteer positions:

- 1976 Greenwood Elementary Carnival Chairperson 5 years
- 1987 Klein District Volunteer Coordinator
- 1988 Initiated Project After Prom in 3 high schools – 2 years chair
- 1990 Co-President with husband, Klein Forest HS football and baseball booster clubs



GEORGAN REITMEIER

Trustee

Email: [REDACTED]
Twitter: [REDACTED]

Biography

In 2005, Georgan Reitmeier was elected to the Klein ISD Board of Trustees. She and her husband [REDACTED] have lived in the district for more than 40 years. Their two children graduated from Klein Forest High School.

Georgan has been involved with the Klein ISD for 30 years, serving more than 15 years as a parent volunteer, and 15 years as the program director with the Early Childhood Intervention (ECI) Keep Pace program. She retired as the director of the ECI Keep Pace program for the Harris County Department of Education. She is serving her second term as a director on the Texas Association of School Boards where she serves on the Legislative Committee and previously served as chairman of the Resolutions Committee. She is past president and currently on the board of directors for the Gulf Coast Area Association of School Boards. Additionally, she is on the steering committee for Go Public Gulf Coast. Ms. Reitmeier earned Master Trustee certification from Leadership TASB [Texas Association of School Boards].

As a volunteer, she served as the district coordinator of Klein ISD volunteers and president of two booster clubs at Klein Forest High School. Georgan volunteers as a mentor at McDougale Elementary and is serving on the Literacy Squad with Bridging for Tomorrow with students at Klenk Elementary. Georgan earned both a Master of Science and a Bachelor of Science in education from Oklahoma State University.



TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

TODAY'S DATE:6/6/2021

NAME: Darlene Breaux

ADDRESS: [REDACTED]

CITY: [REDACTED] ZIP: [REDACTED]

BUSINESS PHONE: [REDACTED] RESIDENCE PHONE: [REDACTED]

CELL PHONE: [REDACTED] FAX NUMBER (if applicable): _____

We communicate with our Board members primarily via e-mail and the Internet. Please list your preferred active email address.

E-MAIL [REDACTED]

SCHOOL DISTRICT: Alief ISD

LOCAL TERM EXPIRES: 10/2021 YEARS ON BOARD: 3.5
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

Yes X No _____

BOARD POSITIONS HELD/DATES: Vice-President and Chair of the Policy Committee

OCCUPATION: Educational Researcher

CURRENT EMPLOYER: Harris County Department of Education Dates:5/2016 - Current

EDUCATION-HIGH SCHOOL: Parkersburg, High School COLLEGE: TSU/UH-Clear Lake/ACU

OTHER EDUCATION: _____ DEGREES: BA, M.Ed. and Ed.D.

HOBBIES/SPECIAL INTERESTS:Traveling, camping, watching movies, music

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (Offices held and dates): Vice-President, Alief ISD Board 2017-present, LTASB (postponed due to COVID) will resume this fall, Houston reVision Board 2021-present, Leadership ISD Fellow 2018-2019, Texas Education Policy Institute (TEPI) Fellow 2017-2018, former Alief YMCA Board Member, Current memberships: International Dyslexia Association,, American Education Research Association (AERA), Houston Area Alliance of Black School Educators (HAABSE life member, Texas Council of Women School Executives (TCWSE), Texas Caucus of Black School Board Members (TCBSBM),

ADDITIONAL COMMENTS (Use reverse side if additional space is required.): _____

Please attach a short bio and include a current picture in jpeg format.

Additional Comments: (Use reverse side if additional space is required.)



Dr. Darlene Breaux is seen as a visionary leader driven by educational policy, research, and the science behind learning. Dr. Breaux was featured in the Texas School Business magazine as a ***Thought Leader and Innovator in Education.***

She is currently the Director of the Research and Evaluation Institute at Harris County Department of Education. She serves the Alief community as the vice-president of the Alief ISD School Board Trustee and Chair of the Policy Committee. Her tireless work as an advocate for all students has earned her the honor of being named HAABSE and TABSE School Board Member of the Year.

Darlene is a powerful motivational speaker that has engaged audiences at a national level. She is known for her genuine openness and ability to develop collaborative relationships with all stakeholders to ensure improved student outcomes.

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consideration and Approval: 2021 – 22
T-TESS Appraisers
References: Board Policy DNA (Legal and Local)
Department: Human Resources - Organizational Transformation

Recommendation

Consideration and possible approval of all certified T-TESS Appraisers, current and future, who serve in an administrative capacity as teacher appraisers for the 2021-22 school year to include those who maintain the position of instructional officer, instructional supervisor, principal, assistant principal, dean, and substitute administrator.

Summary

The Texas Teacher Evaluation and Support System (T-TESS) requires all appraisers to successfully complete appraisal training and pass a certification exam prior to conducting formal observations. Upon conclusion of the three-day training, appraisers must successfully complete the online certification test on an annual basis to assume the role of certified appraisers.

Appraisers assess teaching proficiency and ensure teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

Upon approval by the Board of Trustees, Administration will validate and verify all current and future appraisers as meeting all the requirements set forth in Chapter 150- Commissioner’s Rules concerning Educator Appraisal.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Gwyn Touchet
Chief Human Resources & Organizational Transformation Officer

2021- 2022 T-TESS Campus Appraisers

Assistant Principal

Adams, Ronnie	Delesbore, Sharon	Jones, Sheri	Raza, Usama
Agina, Tiffany	East, Timothy	Khade, Shweta	Reese, Shannon
Alexopoulos, Alexia	Eiland, Deanna	Khan, Meraj	Riggs, Nadia
Alvarez, Dionna	Elissetche, Gilberto	Kirkpatrick, Cynthia	Roach, Stefanie
Arana, Clementine	Emery, Sheila	Kirkpatrick, James	Rogers, Dawn
Bakus, Susan	Ercanbrack, Lisa	La Fleur, Dawn	Rutledge, Lori
Bassett, Damien	Farooq, Aneela	Land, Quentin	Salinas, Hilda
Bates, Ricardo	Feemster, Dianna	Lemons, Keenan	Schultz, Patrick
Bathe, Theresa	Feges, Timothy*	Lewis, Carlos	Schulz, Joe
Benavides, Walter	Fields, Shannon	Loll, Kayla	Scott, Nekiva
Bennett, Elainea	Fletcher, Danica	Long, George	Sells, Britney
Bennett, Michael	Foulds, Gregory	Long, Lisa	Simpson, Christina
Blackmer, Cindel	Gaines, Ricardo	Loomis, Brittany	Skinner, Lita
Blake, Sasha	Glasper, Lynn	Lowe, Theodus	Smith, Jerrold
Boler, Megan	Goodwin, Luster	Lyons-Irving, Dakita	Snyder, Cindy
Border, Courtney	Granger, Gregory	Machado, Anagha	Squires, Heather
Bowie, Kimsheka	Gray, Robin	Mallory, Tammi	Steen, Jamila
Braucht, Katherine	Gray, Shannon	Mangum, Ashley	Stevenson, Henry
Briceno, Felipa	Guerra, Elizabeth	Mayfield-Hasker, Misty	Stewart, Christina
Brown, Sarah	Haas, Raymond	Mccabe, Matthew	Strutton, Jason
Brown, Terrick	Harvey, Hannah	Mcdowell, Stephanie	Sweeney, Carla
Burke, Deede	Hawkins, Constance	Mcmullen, Jana*	Swilley, Jason*
Burton, Samuel	Haynes, Amber	Miles-Essone, Jeannie	Taylor, Ashli
Byrd, Kevin	Hefferin, Charlene	Milner, Matthew	Taylor, Matthew
Calhoun, Jorhon	Hitchcock, Brad	Morrow, Kevin	Thomas, Marion
Camacho, Maryjo	Hodge, Troy	Moss, Danielle	Thompson, Ashley
Campbell, Tania	Holmes, Felicia	Nnamani, Chinasa	Walter, Suni
Cardenas, Marcos	Isaac, Natacha	Ogle, Karissa	Washington, Laronda*
Carrington, Felecia	Issac, Kellie	Ojukwu, Adaun*	Watson, Patrick
Cheek, Sandra	Jackson, Mylana	Orlin, David	Wells, Paul
Chenier, Gwendolen	Jedkins, Rontreall	Parra, Mariolga	Wilcox, Emily*
Clayton, Stephanie	Johnson, Adam*	Patel, Milli	Williams, Alexandria
Cousin, Lawrence	Johnson, Lester	Pike, Michael	Williams, Tiffany
Croft, Michele	Johnson, Rafeal	Pope, Derryk	Williams-Jackson, Tonichia
Crowley, Deborah*	Johnson, Sara	Prudhomme, Alexis	Wilson, Blake
Cuillier, Joseph*	Johnson, Sherree	Pyles, Sonni	Woodard, Anetria
Daniel, Geordie	Johnson, Tonisha	Qazi, Shazia	Woodard, Stephanie
Davis, Chad	Jones, Desmond	Ramsey, Timothy	Yim, Anthony

Associate Principal

Austin, Latoya
 Baker, Tara
 Brewer, Elizabeth
 Brigham, Deandria
 Campbell, Philip
 Craft, Hykeem
 Harris, Mateba

Holland, Alfred
 Johnson, Kimberly
 Johnson, Sunday
 Lovetinsky, Kyle
 Macdonald, Mario
 Martin, Monika
 Masculino, Mharbe

Mcloughlin, Walter
 Montelongo, Lori
 Rich, Tracey
 Richmond, Candace
 Salinas, Sylvia
 Smith, Erik
 Thomas, Nancy

Walker, Tamera
 Washington, Joey
 Williams,
 Christopher
 Williams, Shannon
 Yelvington, Michael

Dean

Benavides, Heather
 Bostick, Benjamin
 Burton, Derrick
 Clemons, Shawndreka

Dowd, Mary
 Green, Mary
 Jenkins, Nicole
 Johnson, Sheryl

Jones, Sparkle
 Medina, Angela
 Parsad, Ann-Marie
 Phillips, Lashonda

Pierce, Efrem
 Towns, Adrienne
 Waters, Latonya

Instructional Officer

Huerta Mendoza, Yvette
 Senegal, Venitra

Principal

Anderson Griffin, Kyella
 Anthony, Lakisha
 Bogle, Latecha
 Bolden, Felicia
 Bolding, Melissa
 Brogan, Leonard
 Brooks, Brandi
 Brown, Reginald
 Brown, Stacy
 Bruhn, Kari
 Charles, Kimberly
 Church, Cozette
 Clark, Courtney
 Clay, Kellie
 Collins, Cory
 Cortez, Rachel
 Craig, Lori
 Curtis, Tonya
 De Flora, Lucretia
 Diaz, Framy

Dickey, Courtney
 Dow, Angela
 Durham, Kristi
 Edmond, Erika
 Emery, Daniel
 Erdie, Julia
 Evans, Sonya
 Fickel, Keith
 Garrett, Latoya
 Garza, Gabriella
 Geis, Jaimie
 Hamilton, Tasha
 Hayden, Terence
 Hoeffken, Lori
 Hopkins, Christina
 Hummel, Nancy
 Jackson, Danielle
 James, Felicia
 Jones, Lisa
 Kargbo, Kathryn

Kent, Amber
 Kowrach, Justin
 Laberge, Sarah
 Langston, Lisa
 Leiva, Carlo
 Lemon, Trevor
 Macklin, Audrey
 Marsters, April
 Mc Clanahan, Alena
 Muceus, Courtney
 Murphy, Margaret
 Nichols, Jacob
 Oglesby, Cholly
 Olson, Deanna
 Patton, Carla
 Pena, Jorge
 Petru, Jennifer
 Riha, Ruth
 Rivas, Marta
 Roberson, Andre

Roberson, Veronica
 Roberts, Nikki
 Rosier, Rachel
 Sanchez, Nancy
 Sanford, Laureen
 Schwinger, Joy
 Shillingburg, James
 Stewart, Corey
 Uwaga-Sanders, Ogechi
 Viado, Stephanie
 Wallace, Angela
 Ward, Cynthia
 Wells, Fidel
 Whisonant, Donna
 Williams, Elizabeth
 Williams, Jennifer
 Williams, Lavanta
 Yaffie, David
 Young, She Nee

Substitutes

Blake, Yvette*
 Brown, Theron*
 Cobos, Irma

Dyson, Cassandra
 Eidson, Mary Ellen*
 Falgoust, Rhonda*

Lancaster, Rebecca*
 Mccune-Padron, Lisa
 Vaden, Sonya*

*Pending T-TESS Certification Verification for the 2021-2022 School Year

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consideration and Approval:
Memorandum of Understanding
with Fort Bend Regional Council
on Substance Abuse, Inc.
References: Board Policy FFEB (Legal)
District Goal 4
Department: Chief of Schools / Student
Affairs

Recommendation

Consideration and possible approval of the Memorandum of Understanding with the Fort Bend Regional Council (FBRC) on Substance Abuse, Inc., from September 1, 2021, through August 31, 2024.

Rationale

To combat substance abuse in schools with current evidence-based education and prevention curricula, Fort Bend ISD (FBISD) seeks to provide these services to students in participating schools by collaborating with FBRC.

Summary

FBRC is a non-profit agency funded by the Texas Department of State Health Services and the United Way to provide prevention, education, and treatment services to those seeking assistance in Fort Bend County and surrounding areas. FBRC's mission is to prevent and reduce substance abuse among youth and young adults by building healthy family, school, and community environments. Since 1991, FBRC has formed a long-standing collaboration with FBISD to provide prevention specialists trained to deliver prevention curricula at the campus level. FBRC's goal is to assist FBISD staff in reducing the incidences of substance and alcohol abuse by providing National Registry of Evidence-based Programs and Practices (NREPP) prevention curricula. All services are delivered at no charge to the district and participating students. Terms of the agreement are listed below.

- FBRC will provide:
 - Botvin's Life Skills Training Program and CBSG-Youth Connection Guide
 - Advocate opportunities for students in the FBISD Student Leadership Program
 - Staff in the form of trained Prevention Specialists for teaching and for program referrals, as appropriate

- Availability to attend and to provide District staff development as requested
- Prevention Specialists available to provide parent trainings as requested.
- FBISD will provide:
 - Access to campuses receiving prevention education and services
 - Space to conduct services
 - Guidance and communication on District policies and specific site requirements

FBRC has successfully served thousands of Fort Bend ISD students and their families over the past 30 years. Through strong partnership, we can continue to utilize the organization's local and national access to education, training, and treatment opportunities that will help to reduce substance abuse among students in our District.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Beth Martinez
Chief Academic Officer

MEMORANDUM OF UNDERSTANDING
FORT BEND REGIONAL COUNCIL ON SUBSTANCE ABUSE, INC.
AND
FORT BEND INDEPENDENT SCHOOL DISTRICT
September 1, 2021 to August 31, 2024

The Fort Bend Regional Council on Substance Abuse, Inc. (FBRC) is seeking to provide Fort Bend Independent School District (FBISD) students in selected schools with the services of a Prevention Specialist, who will conduct evidence-based substance use prevention activities for each selected campus.

FBRC is a non-profit agency funded by the Department of State Health Services and the United Way to provide prevention, education and treatment services to anyone seeking assistance in Fort Bend County and the surrounding area.

FBRC offers prevention programs on school campuses because this agency's primary population is the youth of Fort Bend County. FBRC and FBISD are also the founding partners in this community's Fort Bend Community Prevention Coalition. The mission of this coalition is to prevent and reduce substance abuse among youth and young adults by building healthy family, school and community environments.

Communication and collaboration between FBRC and the school district is vital to the success of all programs. Therefore, this document will serve to define the school based programs that FBRC provides to FBISD students. FBRC staff will administer National Registry of Evidence-based Programs and Practices (NREPP) prevention curricula to selected FBISD campuses. These programs include:

Botvin's Life Skills Training Program, a nationally recognized substance abuse and violence prevention curriculum proven to reduce risk factors and increase protective factors among youth. It is endorsed by the Center for Substance Abuse Prevention as effective in the prevention of alcohol, tobacco and other drug use. This program is universal in nature and may be provided to all youth. The structure of this prevention series is eight 45-minute sessions conducted either on a weekly or a bi-weekly basis. FBRC Prevention Specialists will meet with elementary and/or middle school students until the series concludes. Through this agreement FBRC counselors will provide prevention education skills training, tobacco prevention presentations, alternative activities and information throughout the district.

The Curriculum Based Support Group Program (CBSG) also known as "Youth Connection" is a nationally recognized program designed to increase resiliency and reduce risk factors among children and youth ages 4-17 who are identified as being at elevated risk for substance use, or delinquency and violence (e.g., they are living in adverse family situations, displaying observable gaps in coping and social skills, or displaying early indicators of antisocial attitudes and behaviors).

Based on cognitive-behavioral and competence-enhancement models of prevention, the CBSG Program teaches essential life skills and offers emotional support to help children and youth cope with difficult family situations; resist peer pressure; set and achieve goals; refuse alcohol, tobacco, and other drugs; and reduce antisocial attitudes and rebellious behavior. Delivered in 10 or 12, 45-minute group sessions, the curriculum addresses topics such as self-concept, feelings, goal setting, healthy choices, friends, peer pressure, life challenges, family problems and includes making a commitment to stay drug free.

Through the use of curriculum-based support groups students elevate self-esteem, learn resistance skills, stress management, conflict resolution and communication skills. Evaluations indicate that participants show improved grades, attendance, family relationships and pride in their ability to refuse drugs and alcohol. Through this agreement, FBRC Prevention Specialists will provide The Curriculum Based Support Group Education Series- Youth Connection to students at selected campuses once each week or tailored to the individual school's schedule.

FORT BEND ISD STUDENT LEADERSHIP PROGRAM: Members of the Leadership 102 cohort will serve the FBRC as advocates in promoting the destructive consequences of using alcohol, tobacco and other drugs. The structure of the project(s) will be mutually agreed upon annually by the Student Leadership Program staff, Leadership 102 students, and FBRC staff.

FBRC's goal is to assist the FBISD staff in reducing the incidence of alcohol and drug use within the district through the use of Botvin's Life Skills Training Program and CBSG-Youth Connection. This continues a long-standing and valuable partnership between FBRC and Fort Bend ISD. Since 1991 the community partnership between FBISD and FBRC has reached thousands of students and families.

FBRC will provide the following:

Dedicated and trained Prevention Specialists to provide education and referral as appropriate;

Staff oversight by the Prevention Program Director and Chief Operating Officer;

FBRC staff will follow school procedures as outlined by the school principal and will notify the school principal or his designee when absent.

FBRC staff will keep current and accurate records regarding student contact.

FBRC staff will be available to attend district procedural and staff development meetings as requested. Prevention Specialists are available to provide district in-service and parent trainings as requested.

FBISD will provide:

Access to appropriately authorized FBRC staff with access to campuses receiving prevention education where students will be served. Access may also include introductions to school personnel and FBISD ID badges. Introduce and orient FBRC staff to FBISD staff vital to the success of the program.

Assistance to FBRC staff in identifying appropriate program participants;

Appropriate group/classroom space to conduct services;

Guidance and communication related to school district policies and specific site requirements;

Additional Terms and Conditions:

Term and Termination: This document shall serve as a community partnership agreement between FBISD and FBRC beginning September 1, 2021 and will remain valid until August 31, 2024 unless revoked by either party before that time. This agreement may be terminated at will by FBISD or by FBRC with ten (10) days notice to the other party. All services provided by FBRC to FBISD are at no cost to the district or any participating student. Services are contingent upon FBRCs available funding.

Contractor Certification: FBRC shall complete the "Contractor Certification" regarding the criminal history for covered employees, attached as Exhibit A, and incorporated by reference herein. Covered employees are those who (1) will have direct contact with students (substantial opportunity for verbal or physical interaction with students who is not supervised by a certified educator or other professional district employee), and (2) will have continuing duties related to this Memorandum of Understanding.

Felony Conviction Notice: Texas Education Code 44.034(a), Notification of Criminal History states, a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony." Subsection (b) states "a school district may terminate a contract with a person or entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract." This notice is not required of a publicly-held corporation. If notice is required of Contractor, then Contractor shall complete a Felony Certification Form, attached hereto as Exhibit B and incorporated by reference herein.

Compliance with FBISD Policies: FBRC staff shall comply with all applicable FBISD policies while on FBISD property and/or when participating in activities with FBISD students.

Choice of Law and Mandatory Venue: This Memorandum of Understanding shall be governed by and construed in accordance with the laws and court decisions of the State of Texas. The obligations of the parties hereto shall be performable in Sugar Land, Texas, and if legal action is necessary to enforce same, venue shall lie in Fort Bend County, Texas.

Independent Contractor Status: FBRC shall be an independent contractor and, subject to the terms of this Memorandum of Understanding, shall have the sole right to supervise, manage, operate, control, and direct the performance of the services under this Memorandum of Understanding. The personnel, staff and consultants of FBRC are employees of FBRC and shall not, for any purpose, be considered employees or agents of the district. A FBRC staff member will be unable to perform any school duties not entirely and specifically related to the services described herein. Nothing contained in this Memorandum of Understanding shall be deemed or construed to create a partnership or joint venture to create the relationship of an employer-employee or of a principal agent or to otherwise create a liability for the district whatsoever with respect to the liabilities and obligations of FBRC or any other party.

Confidentiality; Data Protection: FBRC and each of the FBRC's staff members must agree to abide by the confidentiality provisions surrounding the use and dissemination of student educational records and information as contained in the federal *Family Educational Rights & Privacy Act (FERPA)*. FBRC also agrees that he/she may be held professionally and personally liable for violation of FERPA. Subject to the Texas Public Information Act (TPIA) and any similar legal requirements which may require FBISD to release documents and other information, neither party shall disclose any confidential information obtained from the other party without such party's prior written approval. As applicable, FBRC shall maintain and process all information it receives in compliance with all applicable data protection/privacy laws and regulations and FBISD policies. FBRC acknowledges that FBISD is subject to the TPIA. As such, upon receipt of a request under the TPIA, FBISD is required to comply with the requirements of the TPIA. In the event that the request involves documentation that FBRC has clearly marked as confidential and/or proprietary, FBISD will provide FBRC with the required notices under the TPIA. FBRC acknowledges that it has the responsibility to brief the Texas Attorney General's Office on why the documents identified as confidential and/or proprietary fall within an exception to public disclosure.

Permission Forms: FBRC shall not allow any student to participate in the programs described herein without a signed permission form from a student's parent or legal guardian.

Immunities: Nothing in this Memorandum of Understanding waives or alters any immunities provided to FBISD, its officers, employees, or agents under state of Texas or federal law.

Entire Agreement: This Memorandum of Understanding, together with Exhibits A and B, constitutes the final, complete, and exclusive embodiment of the entire agreement and understanding between FBRC and FBISD and supersedes and preempts any prior or contemporaneous understandings, agreements, or representations by or between the parties, whether written or oral. Any amendment to this Memorandum of Understanding shall be set forth in writing, dated, and signed by both parties to this Service Memorandum of Understanding.



John Robson, Chief Operating Officer
Fort Bend Regional Council on Substance Abuse, Inc.

6-23-21

Date signed

Dave Rosenthal, President
Fort Bend Independent School District
Board of Trustees

Date signed

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consideration and Approval:
School Boundary Oversight
Committee Membership
References: Board Policy: FC (Local)
District Goal 4
Department: Assistant Superintendent
Department of School
Leadership

Recommendation

Consideration and possible approval of appointing Manish Desai as a member of the School Boundary Oversight Committee representing the community member position for the Austin High School feeder pattern.

Consideration and possible approval of appointing Monica Willis as a member of the School Boundary Oversight Committee representing the middle school parent position for the Kempner High School feeder pattern.

Consideration and possible approval of appointing Crissy Roper as a member of the School Boundary Oversight Committee representing the elementary school parent position for the Hightower High School feeder pattern.

Consideration and possible approval of appointing Jamena Giddens as a member of the School Boundary Oversight Committee representing the middle school parent position for the Willowridge High School feeder pattern.

Consideration and possible approval of appointing Delores Collins as a member of the School Boundary Oversight Committee representing the community member position for the Willowridge High School feeder pattern.

Summary

Following Board Policy FC (Local) and corresponding procedures, staff is recommending five alternate members to serve as School Boundary Oversight Committee members.

Five SBOC members originally appointed from the AHS, KHS, HHS, and WHS feeder patterns have resigned from the committee. Therefore, staff is recommending the appointment of Manish Desai, Monica Willis, Crissy Roper, Jamena Giddens, and Delores Collins to replace these members. Staff has verified that all five candidates reside in the feeder pattern they are representing, explained the expectations of SBOC

member and secured their commitment, and verified these candidates are in the original approved pool from which committee members can be selected for recommendation to the Board.

Upon approval, staff will provide an orientation for the newest SBOC committee members, so they are prepared to engage in boundary work this fall.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Kwabena Mensah
Assistant Superintendent
Department of School Leadership

For:	Fort Bend ISD Board of Trustees
Date:	August 23, 2021
Action:	Consideration and Approval Resolution for Additional Leave for Employees with COVID-19
References:	Board Policy DEC (Local) District Goal 5
Department:	Human Resources

Recommendation

Consideration and possible adoption of a Resolution authorizing additional leave benefits for employees who are required to isolate due to COVID-19.

Summary

In 2020, the federal Families First Coronavirus Response Act (FFCRA) provided District employees with up to 80 hours (or 10 days) of emergency paid sick leave (EPSL) for specified reasons related to COVID-19. This leave provision enabled employees who are not able to work from home to receive compensation during their isolation period.

FFCRA leave expired on December 31, 2020. On December 14, 2020, the Board of Trustees (Board) adopted a resolution extending leave through the end of the 2020-2021 school year to protect staff who, if required to isolate, will have to use accumulated personal leave if they are unable to perform their job remotely.

In this Resolution, the Board acknowledges that a need exists to add additional sick leave days for employees, who are required to isolate because of a positive test for COVID-19. An isolation period will likely be longer than the regular sick leave benefit of five (5) days. This resolution would provide additional sick leave not to exceed five (5) days, for a total of ten (10) days. This additional leave benefit helps to ensure the continuity of the district's instructional program and serves the public purpose of protecting the health and safety of students and staff, complying with health and safety protocols, maintaining morale, and reducing employee turnover.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Gwyn Touchet
Chief Human Resources Officer

Glenda Johnson
Executive Director
Human Resources Talent Experience

**RESOLUTION
OF FORT BEND INDEPENDENT SCHOOL DISTRICT**

**Authorizing Additional Leave For
Certain Employees With COVID-19**

WHEREAS, in 2020, the federal Families First Coronavirus Response Act (FFCRA) required the Fort Bend Independent School District to provide employees with up to 80 hours (or 10 days) of emergency paid sick leave for specified reasons related to COVID-19; and

WHEREAS, while the provisions of the FFCRA expired on December 31, 2020, the Board of Trustees (Board) extended this paid sick leave through the end of the 2020-21 school year;

WHEREAS, the Board acknowledges that confirmed cases and hospitalizations of the COVID-19 Delta variant are increasing;

WHEREAS, the Board acknowledges that as confirmed cases and hospitalizations of the COVID-19 Delta variant are increasing, there is the likelihood that an employee may be required to isolate because the employee has tested positive for COVID-19, and

WHEREAS, District employees are given five (5) days local sick leave and isolation periods could extend up to ten (10) days, the Board finds that providing additional sick leave not to exceed five (5) days demonstrates the district's expectation that an employee will comply with the district's health and safety protocols, and

WHEREAS, the Board further finds that providing an additional sick leave not to exceed five (5) days serves the public purpose of protecting the health and safety of students and staff, maintaining morale, and reducing employee turnover.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Fort Bend Independent School District authorizes providing employees who are required to isolated due to a positive test for COVID-19 during the 2021-2022 school year additional sick leave not to exceed five (5) days.

ADOPTED THIS ____ DAY OF AUGUST 2021.

FORT BEND INDEPENDENT SCHOOL DISTRICT

By:

DAVE ROSENTHAL, President
Board of Trustees

Attest: _____
SHIRLEY ROSE GILLIAM, Secretary
Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Review: City of Fort Worth and JP Morgan Chase Bank Interlocal Participation Agreement
References: Board Policy CH (Legal)
Department: Business and Finance

Recommendation

Consideration and possible approval of an Interlocal Participation Agreement (Agreement) with JP Morgan Chase and the City of Fort Worth, and authorization for the Acting Superintendent to negotiate and Board President to execute all agreements and/or revisions thereof.

Summary

Fort Bend ISD implemented a purchasing card (P-Card) program through JP Morgan Chase in 2011 to expedite District-wide purchases. There are currently 288 cards issued across the District. The P-Cards are utilized for travel reservations, entry fees, and the purchase of miscellaneous supplies. The District receives a rebate based upon the volume of usage. The approval of this Agreement would allow the District to receive greater rebates because the District's purchases will be considered in conjunction with the City of Fort Worth and other participating entity purchases.

This Agreement would begin upon signature and would automatically renew unless terminated by either party. The contract is for an initial two-year term with two additional two-year renewal options. Termination may be with or without cause upon 30 days' prior written notice or if the District ceases to participate in at least one of the available programs.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

Brenda Essenburg
Executive Director of Business Services

For: Fort Bend ISD Board of Trustees
Date: August 23, 2021
Action: Consideration and Approval
Purchase in Excess of \$50,000
References: Board Policy CH (Local)
Board Goal 1
Department: Chief Financial Officer

Recommendation

According to Policy CH (Local), purchases that cost or aggregate to a cost of \$50,000 or greater shall require Board approval.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

Oscar Perez
Chief Operations Officer

BOT Meeting:	August 23, 2021
Solicitation No.:	22-001AB – Choice Partners Cooperative
References:	District Goal Scalable Systems
Description:	<p>Ice Cream, Frozen Novelty Products and Frozen Beverages</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of ice cream, frozen novelty products, and frozen beverages from Southern Ice Cream, BlueBonnet Ice Cream, Champion Concessions, LLC (dba Dippin Dots), and Trident Beverages, through a cooperative contract with Choice Partners in an amount not-to-exceed \$990,000, and authorization for the Acting Superintendent to negotiate and execute the agreements through August 2023.</p> <p><u>Summary</u></p> <p>The Fort Bend ISD Child Nutrition Department is seeking approval for the procurement of ice cream, frozen novelty products, and frozen beverages under a cooperative contract with the Choice Partners. This contract will allow for the procurement of frozen goods needed for the preparation and service of breakfast, lunch, dinner, snacks, catered events, and concessions when required.</p> <p>On June 19, 2017, Fort Bend ISD issued a solicitation for the purpose of acquiring ice cream and related products. As a result, Southern Ice Cream and Champion Concessions, LLC (dba Dippin Dots) were awarded. The Child Nutrition Department has utilized these vendors over the last four years and has been satisfied with the goods and services they provide. We seek to continue this partnership with these vendors utilizing the Choice Partners purchasing cooperative, as the previously awarded contracts are set to expire on September 17, 2021.</p> <p>Due to the size of the purchasing cooperative agreements, members are able to leverage cost, thus receiving better pricing compared to the previous Fort Bend ISD RFP pricing. Additionally, with the change in general grocery providers earlier this year to Gordon Food Service, we will require a new vendor for frozen beverages. Gordon Food Service does not provide the frozen beverages for the Trident drink machines in operation throughout the District. We recommend utilizing Trident Beverages as the provider of frozen beverages under a Choice Partners purchasing contract.</p> <p>The Choice Partners cooperative purchasing contracts will allow the District to fulfill its ice cream, frozen novelty products, and frozen beverage needs efficiently and effectively, and complies with school district bidding requirements. Renewal options are available through August 2023.</p>

	<p>Should the contracts not renew for the full term, staff will return to the Board to request authorization to utilize the new cooperative contract, an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$11,975 for these goods. However, in 2018-19, pre-pandemic expenditures were \$301,989 annually. Expenditures will not exceed \$990,000 through August 2023 and funding is included in the budget. The estimated expenditures include \$335,000 annually for the Child Nutrition Department, \$115,000 annually for CTE and other departments, and a 10% contingency. The contingency is calculated to cover any unexpected losses or to fulfill orders for increased utilization.</p>
Requested By:	Bryan Guinn, Chief Financial Officer Matthew Antignolo, Director of Child Nutrition
Vendor:	Southern Ice Cream BlueBonnet Ice Cream Champion Concessions, LLC. dba Dippin Dots Trident Beverages
Budget Sources:	Federal Funds General Fund
Amount:	Not to Exceed - \$990,000 through August 2023 Other Supporting Information
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through August 20, 2023
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	August 23, 2021
Solicitation No.:	21-085LJ Department of Information Resources (DIR), Central Texas Purchasing Alliance and Sourcewell Purchasing Cooperative
References:	District Goal Scalable Systems
Description:	<p>Data Center Parts, Preventive Services, Maintenance and Support</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval of the purchase of data center parts, preventive services, maintenance, and support from Bud Griffin Customer Support, Inc., Cummins Southern Plains, and Porter Burgess Company (dba Flair Data Systems) under cooperative contracts with the Department of Information Resources (DIR), Central Texas Purchasing Alliance, and Sourcewell Purchasing Cooperatives in an amount not to exceed \$236,400, and authorization for the Acting Superintendent to negotiate and execute the agreements through April 2024.</p> <p><u>Summary</u></p> <p>The current service contracts for data center parts, preventive services, maintenance, and support are expiring at various times between September and December 2021. These contracts currently cover all preventive services and support for data center systems. If preventive maintenance on the data center systems is not preserved, the systems will experience degradation in performance and over time, will diminish the operational life of the systems. As the infrastructure experiences degradation, this will impact daily District digital operations. These contracts cover systems such as uninterruptable power supplies, which require battery replacement in order to ensure consistent and reliable performance. Other data center systems that require maintenance include the data center generators, heating, ventilation, and air conditioning systems, electrical repairs, data center cleaning, and equipment failures.</p> <p>Historically, the annual expenditure amount for data center parts, preventive services, maintenance, and support has been less than \$50,000; therefore, Board approval has not been required. The current data center infrastructure is approaching five years since its last upgrade, so the amount for parts, preventive services, maintenance, and support has steadily increased.</p> <p>The DIR, Central Texas Purchasing Alliance, and Sourcewell Purchasing cooperative purchasing contracts will allow the District to leverage established discounts with manufacturers and vendors and quickly acquire parts and preventive maintenance for services which require immediate attention in support of the data center operations.</p>

	<p>The three cooperative contracts comply with school district bidding requirements and renewal options are available through April 2024. Should any contract not renew for the full term, staff will return to the Board to request authorization to utilize the new contract, an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures year to date in 2020-21 are \$76,736 for these services. Expenditures will not exceed \$236,400 through April 30, 2024, which includes a 20 percent contingency. The 20 percent contingency covers major failures discovered during maintenance checks, annual price increases during the renewal process, and the pricing of parts since they tend to fluctuate. Funding is included in the budget.</p>
Requested By:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendors:	Bud Griffin Customer Support, Inc. Cummins Southern Plains Porter Burgess Company dba Flair Data Systems
Budget Sources:	General Fund
Amount:	Not to Exceed - \$236,400 through April 30, 2024
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through April 2024
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	August 23, 2021
Solicitation No.:	21-092CT The Interlocal Purchasing System (TIPS) Cooperative
References:	District Goal Scalable Systems
Description:	<p>eLearning Access and Support Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of eLearning access and support services from PowerSchool under a cooperative contract with The Interlocal Purchasing System (TIPS) cooperative in an amount not-to-exceed \$341,319, and authorization for the Acting Superintendent to negotiate and execute the agreements through May 31, 2026.</p> <p><u>Summary</u></p> <p>For the past eight years, the Information Technology and Human Resources Departments have been utilizing Power School’s learning management software services to provide content and properly track course completion for all District staff members. Historically, the annual expenditure amount for this service has been less than \$50,000, and the need for Board approval has not been required. Due to a four percent increase, the annual renewal will now exceed the \$50,000 threshold, making it necessary to seek Board’s approval for this purchase.</p> <p>The Fort Bend ISD Human Resources Department intends to use eLearning access, support, and services as its staff learning management system for the continued creation of courses, course self-enrollment, course consumption, and the tracking of course completion. Embedded within the eLearning program is the course management platform of Schoology, which integrates with the District’s performance management module and student assessment systems. eLearning will continue to fulfill the business need for tracking staff development and continuing education credits.</p> <p>This software will allow the District to comply with local and state government codes which require each District to provide school employees with training that includes, but is not limited to: annual training, child abuse detection, cybersecurity, and mandated reporting obligations.</p> <p>TIPS purchasing contracts will allow the District to continue providing eLearning access and support services to support the completion of various training courses and mandatory annual staff training for Fort Bend ISD staff and complies with school district bidding requirements. Contract renewal options are available through May 31, 2026.</p>

	<p>Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize the new cooperative contract, an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$33,407 which covers the months of January – August. Expenditures will not exceed \$341,319. The 15 percent contingency would allow for staff growth, as pricing is based on a per-learner dollar amount. Funding is included in the budget.</p>
Requested By:	<p>Long Pham, Chief Information Officer Gwyn Touchet, Chief of Human Resources and Organizational Transformation Bryan Guinn, Chief Financial Officer</p>
Vendor:	PowerSchool
Budget Sources:	General Fund
Amount:	Not to Exceed - \$341,319 through May 31, 2026
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of “no bid” responses received:	N/A
Length of commitment:	Through May 31, 2026
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	August 23, 2021
Solicitation No.:	RFP 21-057AB
References:	District Goal Scalable Systems
Description:	<p>Audio Visual Equipment: Interactive Flat Panel Displays</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of interactive flat panel displays from Piraino Consulting in an amount not to exceed \$26,500,000 over a five-year period, and authorization for the Acting Superintendent to negotiate and execute the agreements through August 31, 2026.</p> <p><u>Summary</u></p> <p>On February 28, 2021, Fort Bend ISD issued RFP 21-057AB soliciting proposals for interactive flat panel displays, supporting devices, and accessories to refresh classrooms and instructional spaces as part of the 2018 Bond. The Fort Bend ISD Educational Technology Master Plan and Technology Infrastructure Master Plan include projection systems to support teaching and learning. Interactive flat panel displays, supporting devices, and accessories will replace the current mounted projectors.</p> <p>Over the past few years, District instructional practice has evolved to better meet the needs of students and staff. Classrooms need more than a standard projection device. The interactive flat panel displays and the software included with them will better support program area instructional models across the various modalities because they offer more options for interactive and engaging instruction with multiple users while using multiple platforms (including Schoology, Office 365, and many digital resources).</p> <p>The mobile, interactive flat panels will help overcome limitations like limited display range and visual quality, poor audio, need for recalibration, and other issues related to current classroom projection devices. Staff training will be provided to support the implementation. Teachers in Fort Bend ISD will be well-equipped to continue providing innovative, TEKS-based instruction for students.</p> <p>The evaluation team for this solicitation was composed of Fort Bend ISD staff members from multiple departments and campuses including Information Technology, Project Management Office, Teaching and Learning, and Teacher Development. Teachers from all grade levels also participated in the process. Piraino Consulting provides the best overall value to the District for this purchase.</p> <p><u>Background</u></p> <p>Expenditures will not exceed \$26,500,000 through August 31, 2026 funding and is included in the budget.</p>

Requested By:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendors:	Piraino Consulting
Budget Sources:	Bond Funds General Fund Federal Funds
Amount:	Not to Exceed - \$26,500,000 through August 31, 2026
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	0
Number of vendors contacted by FBISD Notification System:	419
Number of vendors downloaded the solicitation:	91
Number of responses received:	18
Number of "no bid" responses received:	5
Length of commitment:	Through August 31, 2026
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

Evaluation Summary

RFP 21-057AB - Audio Visual Equipment: Interactive Flat Panel Display

Vendor	Purchase Price (20 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship With the District or Similar Sized District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Total Score (100 pts. max)	Proposers Ranking
Piraino Consulting, Inc.	13.40	4.78	21.71	24.28	5.00	6.55	Pass	10.00	85.73	1
Avinext	12.86	4.94	21.72	24.28	3.00	6.33	Pass	10.00	83.13	2
DATA PROJECTIONS, INC.	16.25	4.92	19.16	19.38	4.33	8.13	Pass	10.00	82.17	3
GTS Technology Solutions	14.80	2.90	20.11	18.10	3.33	7.40	Pass	10.00	76.64	15
CCS Presentation Systems	11.55	4.98	21.72	24.28	3.33	5.68	Pass	5.00	76.54	5
Procomputing	14.82	4.92	16.03	18.95	3.67	7.31	Pass	10.00	75.69	6
Troxell Communications	16.33	2.40	16.75	18.05	3.67	8.17	Fail	10.00	75.36	7
MCA Communications Inc	11.62	2.37	21.72	24.28	3.67	5.70	Fail	5.00	74.36	8
Prime Systems	18.21	3.83	13.82	15.20	3.00	9.11	Pass	10.00	73.17	9
Riverside Technologies, Inc.	20.00	3.90	11.23	11.10	3.00	10.00	Pass	10.00	69.23	10
Virtucom, Inc.	19.12	2.17	13.10	11.90	2.67	9.56	Pass	10.00	68.52	11
Ockers Company	18.78	4.98	10.04	11.41	3.00	9.39	Pass	10.00	67.60	12
IVCi, LLC	18.69	2.97	14.22	12.10	1.00	9.34	Pass	5.00	63.33	13
Galaxy Next Generation	19.35	2.63	8.39	9.88	3.00	9.53	Pass	10.00	62.79	14
United Data Technologies, Inc. (UDT)	14.00	1.65	11.64	12.08	3.00	6.70	Pass	10.00	59.07	15
VISUAL AV LLC	9.40	4.98	12.60	19.33	2.00	4.68	Pass	5.00	57.99	16
CDWG	18.20	2.93	11.60	11.41	3.33	9.10	Pass	1.00	57.57	17
Stargel Office Solutions	9.80	0.00	10.38	13.32	2.67	4.43	Pass	5.00	45.60	18

RFP 21-057AB
Audio Visual Equipment: Interactive Flat Panel Displays

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <p>Offer a fair reasonable price for items to be procured by Fort Bend ISD.</p>	20 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <p>Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services.</p>	5 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Service capabilities, report capabilities training, on-going maintenance, and technical support • Demonstrates competence: experience, etc. • Configuration and installation, integration, testing, implementation, • Vendor's products should be new and be of the highest quality 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Vendor able to provide products that meet the minimum spec requirement. • Vendor agrees to the terms and conditions. • Vendor able to provide all request in the scope of work. 	25 points
5	<p>Vendor's Past Relationship with the District</p> <p>Worked with FBISD and/or a District of a similar size.</p>	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <p>Warranty, setup fee; maintenance or other fees</p>	10 points
7	<p>Insurance Requirements: A copy of the Certificate of Liability Insurance and Waiver of Subrogation should be in your proposal.</p>	Pass/Fail
8	<p>Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.</p>	10 points
	TOTAL	100 points

BOT Meeting:	August 23, 2021
Solicitation No.:	21-091LJ OMNIA Partners Purchasing Cooperative
References:	District Goal Scalable Systems
Description:	<p>Kronos Timekeeping and Attendance System</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of the Kronos Timekeeping System from Kronos, Inc., under a cooperative contract with OMNIA Partners in an amount not-to-exceed \$842,223, and authorization for the Acting Superintendent to negotiate and execute the agreements through March 2025.</p> <p><u>Summary</u></p> <p>In 2018, the Board approved the purchase of new replacement timekeeping clocks and the renewal of our current Kronos electronic timekeeping system. The current agreement expires on October 31, 2021. The Fort Bend ISD Information Technology and Human Resources Departments are seeking approval for the continued procurement of the Kronos Time and Attendance System under a cooperative contract with the OMNIA Partner Purchasing Cooperative.</p> <p>The District has used the Kronos Time and Attendance system as its timekeeping application since 2006. Presently, there are 158 Kronos clocks installed across the District which allows employees to properly manage their time electronically.</p> <p>The OMNIA cooperative contract offers the District Kronos' Workforce Dimensions, which is a software as a service solution. This solution allows the Payroll Department to integrate, automate, and streamline the electronic timekeeping payroll process while providing in-depth reporting and accuracy confirmation. The annual licensing fees ensure software support and technical assistance for the timekeeping clocks.</p> <p>As part of this contract, the Payroll Department plans to purchase the Accruals module. This module will assist with tracking compensatory time for paraprofessional employees, eliminate paper timesheets, and ensure employee time is being tracked consistently and accurately. The need to move to electronic timekeeping for paraprofessionals was identified during the Gibson audit and this purchase will satisfy their recommendation.</p> <p>Currently, the District plans to purchase between 15-20 spare Kronos clocks annually for lifecycle replacements, or due to mechanical failure. These clocks will be paid for through the General Fund. Having spare clocks on hand aides in the ability to expeditiously replace failed clocks so the District can maintain accurate timekeeping reporting.</p>

	<p>Clocks for new schools that are planned for completion through 2025 will be purchased with bond funds.</p> <p>The OMNIA Partner Purchasing cooperative will allow the District to efficiently purchase timekeeping clocks, the Accruals module, and the renewal of our current Kronos Workforce Dimensions software and complies with school district bidding requirements. Renewal options are available through March 31, 2025. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize a new cooperative contract, an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$106,787 for these services. Expenditures will not exceed \$842,223, through March 31, 2025, which includes a 15 percent contingency. The increase in expenditures includes clock equipment purchases, the four percent annual license fee increase, and the purchase of the Accruals module. The 15 percent contingency included will cover additional costs associated with licenses purchased for new non-exempt employees. Funding is included in the budget.</p>
Requested By:	<p>Long Pham, Chief Information Officer Gwyn Touchet, Chief Human Resources and Organizational Transformation Bryan Guinn, Chief Financial Officer</p>
Vendor:	Kronos Incorporated
Budget Sources:	<p>General Fund Bond Funds</p>
Amount:	Not to Exceed - \$842,223 through March 31, 2025
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through March 31, 2025
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	August 23, 2021
Solicitation No.:	21-087AR Omnia Partners
References:	District Goal Scalable Systems
Description:	<p>Maintenance, Repair and Operations (MRO) Supplies & Related Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of maintenance and operations supplies from Grainger, Lowe’s Home Improvement, and Fastenal Company under a cooperative contract with the Omnia Partners cooperative in an amount not-to-exceed \$2,640,000, and authorization for the Acting Superintendent to negotiate and execute the agreements through March 2025.</p> <p><u>Summary</u></p> <p>In 2017, the Board approved the procurement of maintenance, repair, and operating supplies and equipment through the BuyBoard Purchasing Cooperative for District-wide use. The Fort Bend ISD Facilities Department is seeking approval for the continued procurement of maintenance repair and operations supplies under a cooperative contract with Omnia Partners Cooperative, in order to take advantage of deeper discounts than provided through the BuyBoard cooperative.</p> <p>The Fort Bend ISD Facilities Department uses these vendors to purchase goods, tools, and emergency supplies as needed to support daily operations.</p> <p>Campuses will also have access to these vendors to complete school projects such as theatre props, gardening projects, and repairs to the agriculture barns. Lowe’s and Grainger are also used to stock supplies for potential disasters during Hurricane season.</p> <p>The Omnia Partners cooperative purchasing contract will allow the District to procure maintenance and operations supplies to meet the District's needs and complies with school district bidding requirements. Continuing this partnership with these vendors allows same-day product pick-up, sourcing of specialty items, and exclusive discounts on purchased products for the District. Renewal options are available through March 2025. Should the contracts not renew for the full term, staff will return to the Board to request authorization to utilize a new cooperative contract, an alternate cooperative contract, or an alternate procurement method at that time.</p>

	<p><u>Background</u></p> <p>Expenditures in 2020-21 were \$595,929. Expenditures will not exceed \$2,640,000 through March 30, 2025, which includes a 10 percent contingency.</p>
Requested By:	Oscar Perez, Chief Operations Officer Bryan Guinn, Chief Financial Officer
Vendor:	Grainger Lowe's Home Improvement Fastenal Company
Budget Sources:	General Fund Special Revenue Funds (Activity Funds)
Amount:	Not to Exceed - \$2,640,000 through March 2025
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through March 2025
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

For: Fort Bend ISD Board of Trustees
Date: August 30, 2021
Action: Information and Discussion

Summary

As of the date this agenda was prepared, the following meetings are planned, along with the tentative agenda items listed (in addition to routine agenda items).

September 2021

- Information Items
 - Special Populations Update
 - Summative Report on 2020-21 TEA State Accountability

- Consideration and Possible Action
 - Tax Rate Adoption (M&O and I&S)
 - Budget Amendment
 - Tax Roll Resolution
 - Review and Approve: Fiscal & Budgetary Strategy, Continuing Disclosure Strategy and Investment Strategy
 - Adopt 2021-22 DIP/CIP Performance Objectives
 - Class Size Exception Waiver
 - Resolution Identify Brokers/Dealers

October 2021

- Information Items
 - Progress Measures Update (BMC)
 - Discipline Disproportionality Report

- Consideration and Possible Action
 - Bil/ESL Waiver
 - Board Recap of Continuing Education