

Notice of Public Budget Hearing
The Board of Trustees
Fort Bend Independent School District

Monday, September 20, 2021

Notice is hereby given that a Board of Trustees Public Budget Hearing will be held on Monday, September 20, 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 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 4:30 p.m. on the day of the meeting. 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 via 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. Invocation
4. Recognitions 3
5. Audience Items
6. Information 5
 - A. COVID-19 Update 6
 - B. Special Programs Update 24
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 Director of Talent Experience Recommendations.
 2. Deliberate Assigning to the Board Hearing Officer the DGBA Level Three Grievance of Employee Elicia Farrar
 3. Deliberate Assigning to the Board Hearing Officer the DGBA Level Three Grievance of Employee Dorethea Long Walker
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

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.

A. Board Governance

- 1. Consider Approval of the District's Fiscal and Budgetary Strategy. 167
- 2. Consider Approval of a Resolution for the District's Investment Strategy and Authorization of Investment Brokers for the District. 218
- 3. Consider Approval of Underwriters to be utilized by the District in connection with Future Bond Debt issued. 221
- 4. Consider Approval of the Adoption of the 2021 Ad Valorem Tax Rate 223
- 5. Consider Approval of the 2021 Tax Year Tax Roll 227
- 6. Consider Approval of the General Fund Budget Amendment for Fiscal Year 2021-22. 229

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 for Class Size Waivers 232
- 2. Consider Approval of Agreement with Edison Lofts and Fueling Brains 235

C. Scalable Systems 250

- 1. Consider Approval of Purchases Exceeding \$50,000, Specifically for: 251
 - a. Consider Approval of Purchase of Athletic Audio Visual Equipment 252
 - b. Consider Approval of Purchase of Bindery Print Services. 256
 - c. Consider Approval of Purchase of Microsoft Premier. 262
 - d. Consider Approval of Purchase of Fleet Maintenance and Repair Service. 264
 - e. Consider Approval of Purchase of Trailer Service and Trucking Rentals. 266
 - f. Consider Approval of Purchase of Apple Products and Related Services. 268

12. Action

13. Review Future Board Meeting Agenda Items 270

14. Adjournment

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: September 20, 2021
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Student from Oyster Creek Elementary for leading the Pledges of Allegiance
- Child Nutrition Department for being recognized by the Texas Department of Agriculture (TDA) Spring Farm Fresh Challenge
- Fort Bend ISD Destination Imagination Teams for placing at the Global Finals

Summary

Martin Nguyen, fifth grade student at Oyster Creek Elementary, was selected by his school principal to lead the Pledges of Allegiance. Martin exhibits many Profile of a Graduate attributes. He is a leader among his peers, and excels academically.

The Fort Bend ISD Child Nutrition Department was recognized by the Texas Department of Agriculture (TDA) for their achievements in the Spring Farm Fresh Challenge. The department was commended for their commitment to building wholesome learning environments and teaching children about healthy lifestyles using Texas agriculture.

Three Fort Bend ISD Destination Imagination teams earned high achievement at this year's Global Finals competing against teams from around the world.

DI Dominators won third place in the Secondary Engineering Challenge.

- Lakshmi Nekkanti – Team Manager
- Naina Nekkanti – SMS
- Sadhana Suresh – CSE
- Sharvesh Suresh – CHS
- Neev Pratap – QVMS
- Ryan Abraham – QVMS

RaDicals won second place in the Secondary Service Learning Challenge and received the prestigious Renaissance Award.

- Jigisha Doshi – Team Manager
- Saachi Jain – CHS
- Shreia Sunderamoorthi – DHS
- Anshumi Jhaveri – DHS
- Raina Patel – DHS
- Ronil Shah – DHS

- Eshaan Khade – DHS

Trailblazers won first place in the Elementary Technical Challenge, earned the highest score in the Fast Flex Technical Challenge, and received the prestigious Renaissance Award.

- Beena Hemkar, Team Manager
- Aarav Mehta – CSE
- Advika Asthana – ASE
- Amarisa Onosode – ASE
- Jay Gurnani – CSE
- Ridhi Venna – ASE
- Rishaan Chanana – CSE
- Vivaan Joshi – CSE

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Veronica V. Sopher
Chief Communications Officer

**For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Agenda Review/Regular Meeting
Comparison**

Summary

Staff revised, added, removed, or moved the following agenda items following the initial release on September 10, 2021. A brief explanation is included:

Items Revised Following the Initial Release on September 10, 2021.

- **11. Consent Agenda**
 - **A.1.F: Consider Approval of the General Fund Budget Amendment for Fiscal Year 2021-22.** Based on the anticipated revenue shortfall due to enrollment, the budget amendment for the encumbrance roll that totaled \$4.5M has been removed from the amendment. The only expenditure increase is due to the addition of a TRS surcharge for retirees that was passed as part of the 87th session. The state did not provide funding to offset the \$300,000 increase in cost.

Items Added Following the Initial Release on September 10, 2021.

- **Information**
 - **Special Programs Update**
- **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 – Elicia Farrar**
 - **A.2: Deliberate Assigning Level Three Employee Grievance Appeals to a Board Hearing Officer or a Future Board Meeting – Dorethea Long Walker**

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Information: District COVID Update
References: Board Governance
Department: Academic Affairs

Summary

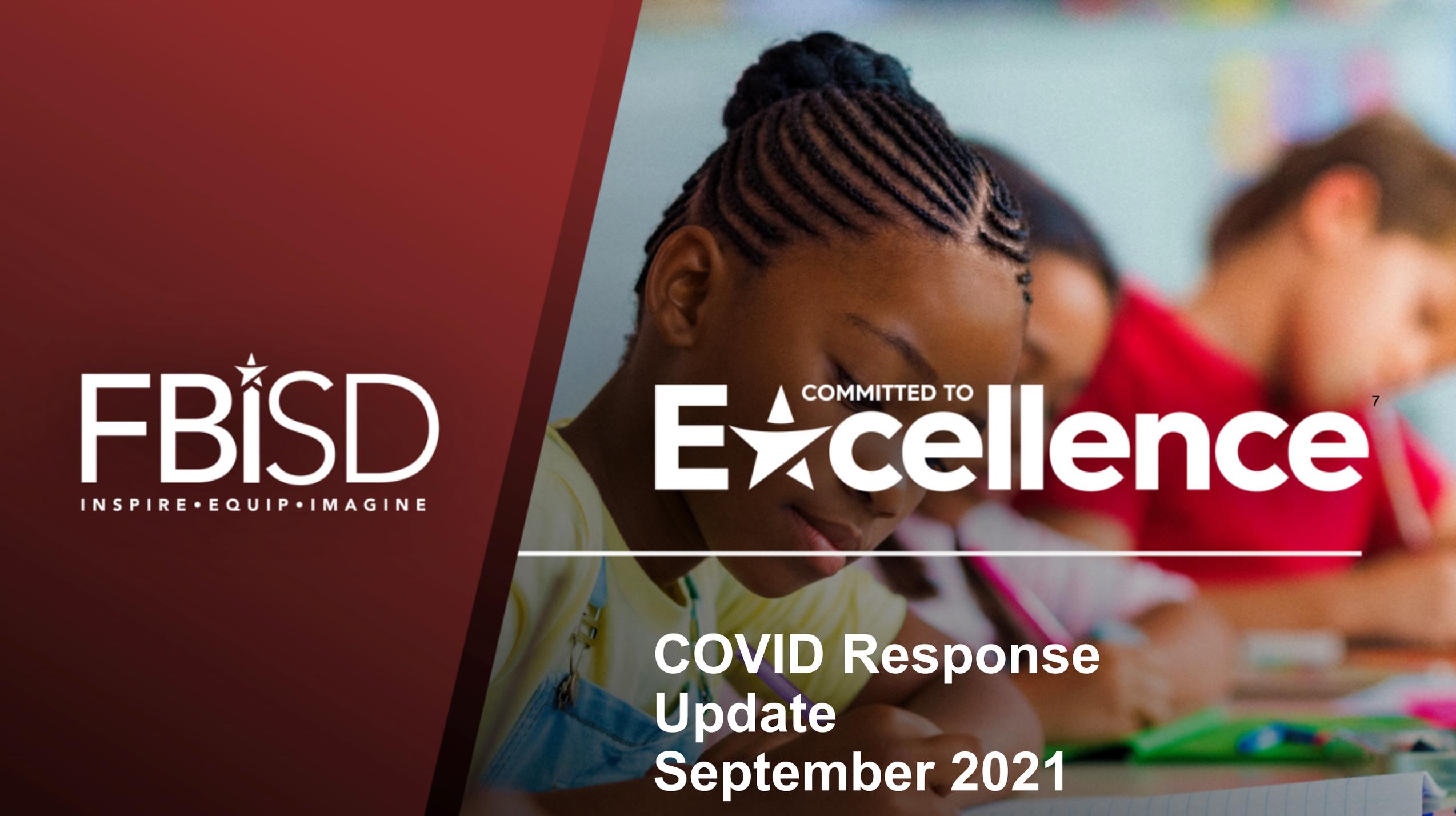
The Administration will provide an update about the District's COVID-19 mitigation efforts, current data, data review process, staff rapid testing, and vaccination efforts. The update will include information about the Remote Conferencing for students in isolation or quarantine.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Beth Martinez
Chief Academic Officer



FBISD
INSPIRE • EQUIP • IMAGINE

COMMITTED TO
E★**cellence**

**COVID Response
Update
September 2021**

Discussion Points

COVID-19 Response

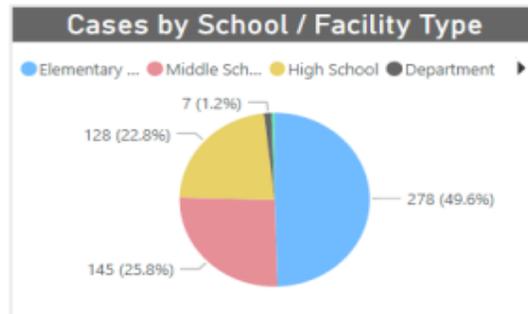
Remote
Conferencing Launch

COVID-19 Response

COVID-19 Status

TOTAL ACTIVE POSITIVE CASES

| Active Positive Cases | | |
|-----------------------|------------|---------|
| Staff | 561 | Student |
| 75 | | 486 |



| Cumulative Cases Since 08/11/2021 | | |
|-----------------------------------|-------------|---------|
| Staff | 3940 | Student |
| 419 | | 3521 |

Cases reported from 8/30/2021 to 09/09/2021
Refreshed everyday at 10:00 PM CT

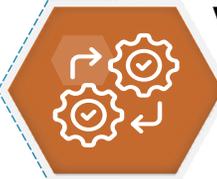
| Filter by Campus Type | | |
|-----------------------|-------------------|-------------|
| Department | Elementary School | High School |

| Campus / Facility | Total Staff | Positive Case - Instructional Staff | Positive Case - Non Instructional Staff | Total Student | Positive Case - Students | Self-reported Positive test % |
|---------------------|--------------|-------------------------------------|---|---------------|--------------------------|-------------------------------|
| Pecan Grove ES | 91 | 2 | 1 | 738 | 14 | 2.05% |
| Jordan ES | 79 | 2 | 1 | 488 | 8 | 1.94% |
| Police Department | 236 | 0 | 4 | 0 | 0 | 1.69% |
| Scanlan Oaks ES | 95 | 0 | 0 | 900 | 15 | 1.51% |
| Austin Parkway ES | 74 | 1 | 0 | 619 | 9 | 1.44% |
| Barrington Place ES | 74 | 1 | 0 | 482 | 7 | 1.44% |
| Bowie MS | 39 | 1 | 0 | 1562 | 19 | 1.23% |
| Armstrong ES | 74 | 0 | 0 | 442 | 6 | 1.16% |
| Lantern Lane ES | 88 | 2 | 0 | 432 | 4 | 1.15% |
| Sienna Crossing ES | 102 | 2 | 0 | 945 | 10 | 1.15% |
| Parks ES | 89 | 2 | 0 | 621 | 6 | 1.13% |
| Schiff ES | 97 | 1 | 0 | 837 | 9 | 1.07% |
| Leonetti ES | 110 | 1 | 0 | 1012 | 11 | 1.07% |
| Total | 12493 | 55 | 20 | 77058 | 486 | 0.63% |

| Filter by Campus | | | | | | |
|------------------|-------------------------------|-------|-----------------------|--------------|-----------|-------------------|
| Administration | Administration Superintendent | Annex | Aquatic Train. Center | Armstrong ES | Austin HS | Austin Parkway ES |

SAMPLE

COVID Mitigation and Contact Tracing Update



Vaccinations

- Reactivation of vaccination Saturdays with FB County
- COVID Update Educational Webinar hosted by FB County & TX Children's Hospital System ETA Fall 2021



District Staff to Support Contact Tracing

- 1 Coordinator of Contact Tracing
- 4 Health Specialists



Campus Contact Tracing Push In Support

- Campuses Continue to lead their campus contact tracing
- Staff temp agency rotated supporting High Case # CT
- Admin. Sub Support Through entry in Culture Survey/ED



COVID Testing

- Phase 1 Available for FBISD Employees
- Clinic Entrance
- Contracted Services/Funding Opportunities



Mitigation

- PPE
- Self-Check
- Mitigation Signage



Communications

- Automation is in development for the positive (currently occurring), close contact ETA 9/14, classroom/standard activities, and campus ETA 9/24 emails about cases
- Future Close Contact Callout system automation



Campus Clinic Support

- Nurse temp support to fill vacancies and those out ill

Phase 1

- *Fort Bend County Saturday Events throughout district*
- *The Ridgemont Family Clinic M-F, 8:00 a.m. – 4:00 p.m.*
- *COVID-19 education webinar with Fort Bend County and Texas Children’s Hospital*
- *Assess demand and data to trigger Phase 2*

Phase 2

- *Continue with Phase 1*
- *Add weekly Wellness Wednesdays at central District location with Texas Vaccine Institute*
- *Assess demand and data to trigger Phase 3 or move back to Phase 1*

Phase 3

- *Continue with Phase 1/2*
- *Add Kelsey Seybold FBISD Saturday Events at their select clinics*
- *Assess demand and data to move between Phase 3 or move back to Phase 1*

Rapid Testing

Where

James Reese Career and Technology Center



When

Monday – Friday, 6 a.m. – 10 a.m.



Who

FBISD Employees – close contacts and/or symptomatic

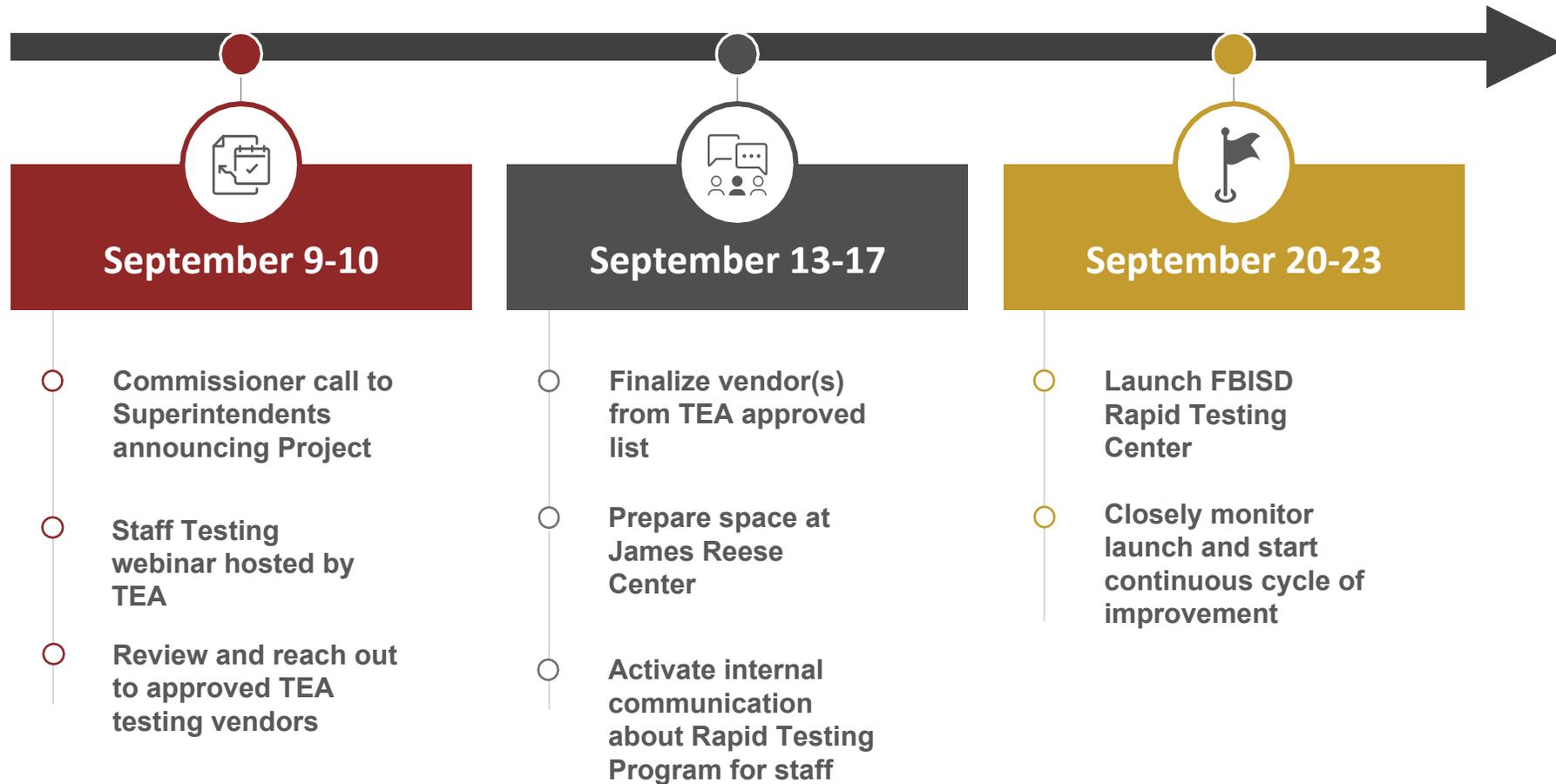


Projected Opening

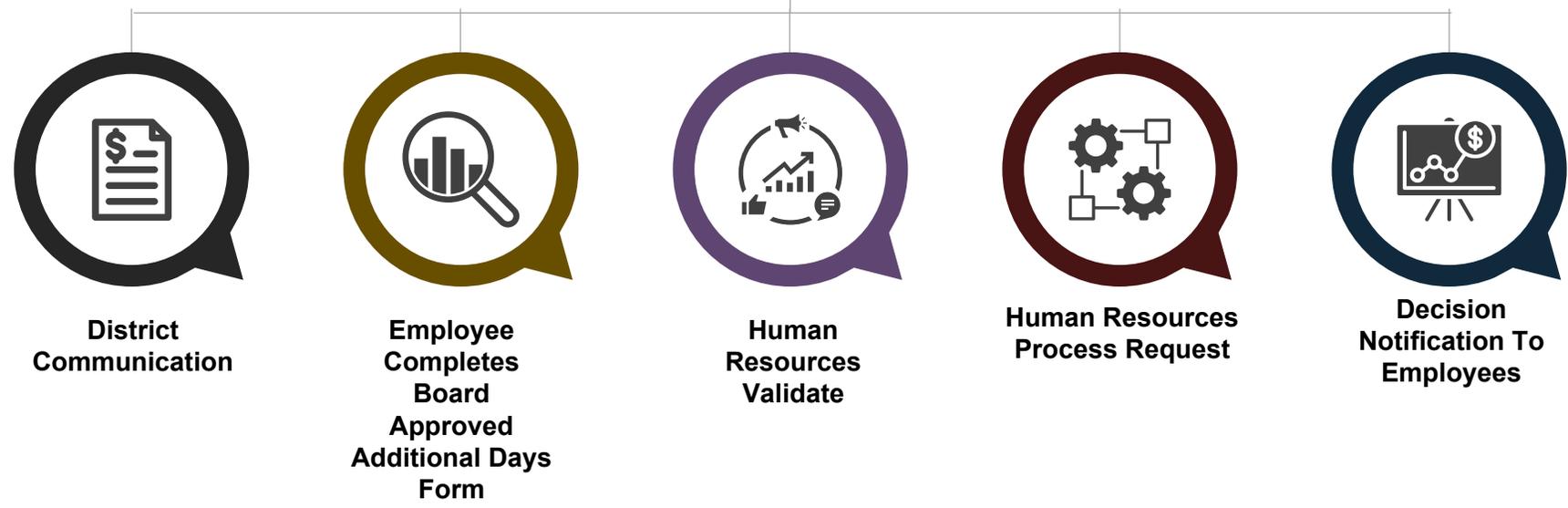
September 22



New TEA K-12 COVID-19 Testing Project



Board Resolution Implementation



Board Resolution Implementation

Vaccinated, Exposed/Close Contact/No Symptoms

An employee who is **fully vaccinated** and meets the close contact threshold with an individual who has tested positive for COVID-19:

- Employee will continue to report to work
- Employee will access district rapid testing within 24 hours of receiving confirmation of close contact and on the fifth day from exposure to the COVID-19 positive individual
- If the employee is notified of close contact on the fifth day, the district rapid test should be performed within 24 hours. For example, an employee who tests positive at a non-district test site may enter the positive case later than the first day which would result in the close contacts being notified later than 24 hours and if over a weekend could be longer. If the rapid test result is negative, employee will continue to work.
- Employees are strongly encouraged to wear a mask until after the negative test on the fifth day.

Should the employee test positive for COVID-19 ten additional local sick leave days (the Board approved Additional Days) will be available for the employee.

Unvaccinated, Exposed/Close Contact/No Symptoms

An employee who is **not fully vaccinated** and who meet the close contact threshold with a COVID-19 positive individual:

- Employee will access district rapid test within 24 hours of receiving confirmation of close contact
- Employee will be required to quarantine through day 5 from exposure to the COVID-19 positive individual.

Employee will be required to take a district rapid test on day 5. If the rapid test result on day 5 is negative, employee shall return to work. Following the negative rapid test on day 5, employee will be required to take a rapid test every other day. Specifically, employee will be required to take a district rapid test within the first 24 hours, on day 5, on day 7, on day 9. Employees are strongly encouraged to wear a mask when reporting to work on day 6 through day 10.

During the isolation and/or quarantine period an employee is eligible for the Board approved additional days.

Instructional and Business Continuity

Instructional and Business Continuity

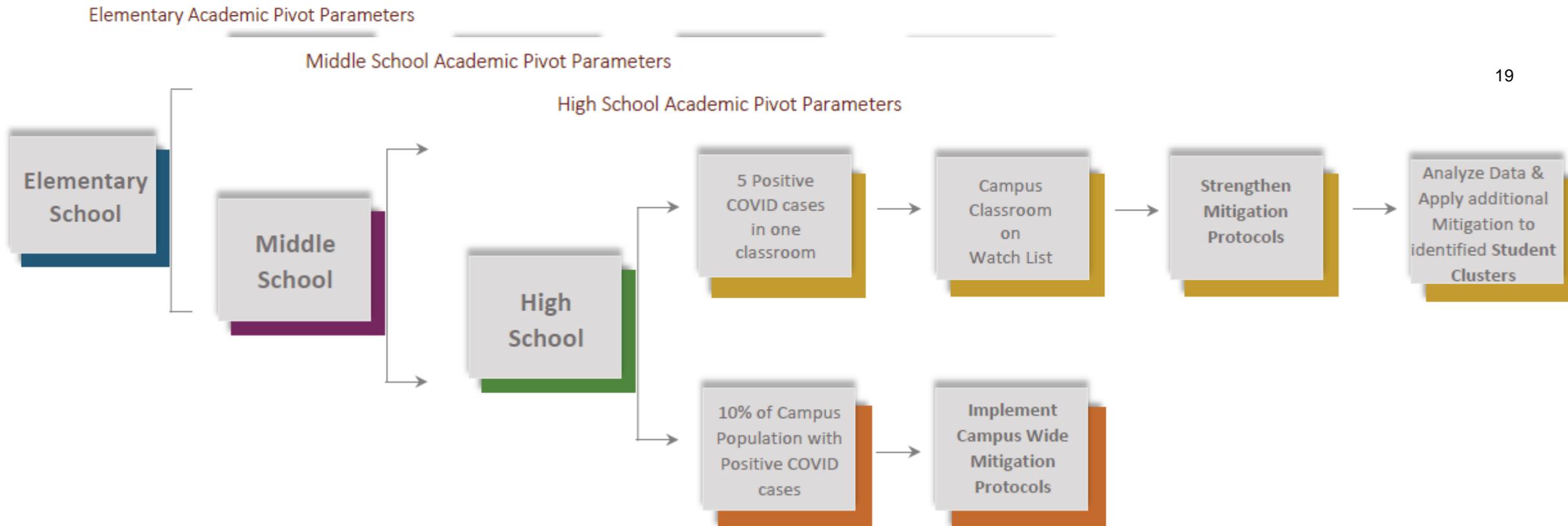
| COVID Response Signal | Academic Disruption Scenario | Instructional Setting | Location |
|--|--|---|--|
| Teacher Quarantine | Face-to-Face Instruction – students engage in F2F instruction | <ul style="list-style-type: none"> Students receive face-to-face instruction from a substitute teacher Aligned to scope and sequence | Students are in the F2F classroom |
| Individual COVID positive student in isolation or close contact recommended quarantine* | Remote Conferencing – temporary remote learning experience to maintain instructional continuity Remote Conferencing Guidelines | <ul style="list-style-type: none"> Synchronous online instruction provided by District Remote Conference Teacher Online meeting schedule Aligned to scope and sequence Instruction online via Teams & Schoology Maximum of 20 days for the school year per student; beyond 20 days requires student participation TEA waiver. | Student(s) are remote online Utilize Appendix A – Remote Conferencing Communication Structures |
| Incident Command Structure data analysis | Academic Pivot – temporary shift to online learning (classroom) due to the impact of the pandemic & business continuity | <ul style="list-style-type: none"> Teacher of Record provides online instruction via Teams using synchronous instruction aligned to F2F bell schedule Teacher of Record will provide instruction from home | Students and Teacher are remote online |

*In an instance of a student coming in close contact with a confirmed positive case, the parent may determine if the student will quarantine.

Instructional Continuity

Academic Pivot Parameters

- Classroom academic pivots are determined through analysis of data within the Incident Command Structure
- Data is submitted by parents in the Wellness Screener (positive case) and campuses through ICS form (exposure/close contact)
- Focus on strengthening mitigation protocols first



Instructional Continuity

**Monday,
Aug. 30**

- Training for District Remote Conferencing Teachers

**Tuesday,
Aug. 31**

- Elementary Principal PLC
- Secondary Principal PLC
- Feedback

**Thursday,
Sept. 2**

- ADA Clerk & Specialist Training
- District wide Remote Conference Overview: principals & families
- Activate Remote Conference Website

**Friday,
Sept. 3**

- Remote Conference eligible families receive initial communication
- Skyward form opens
- Automated secondary communication with schedule & Teams link
- Remote Conference guidelines to campus leaders

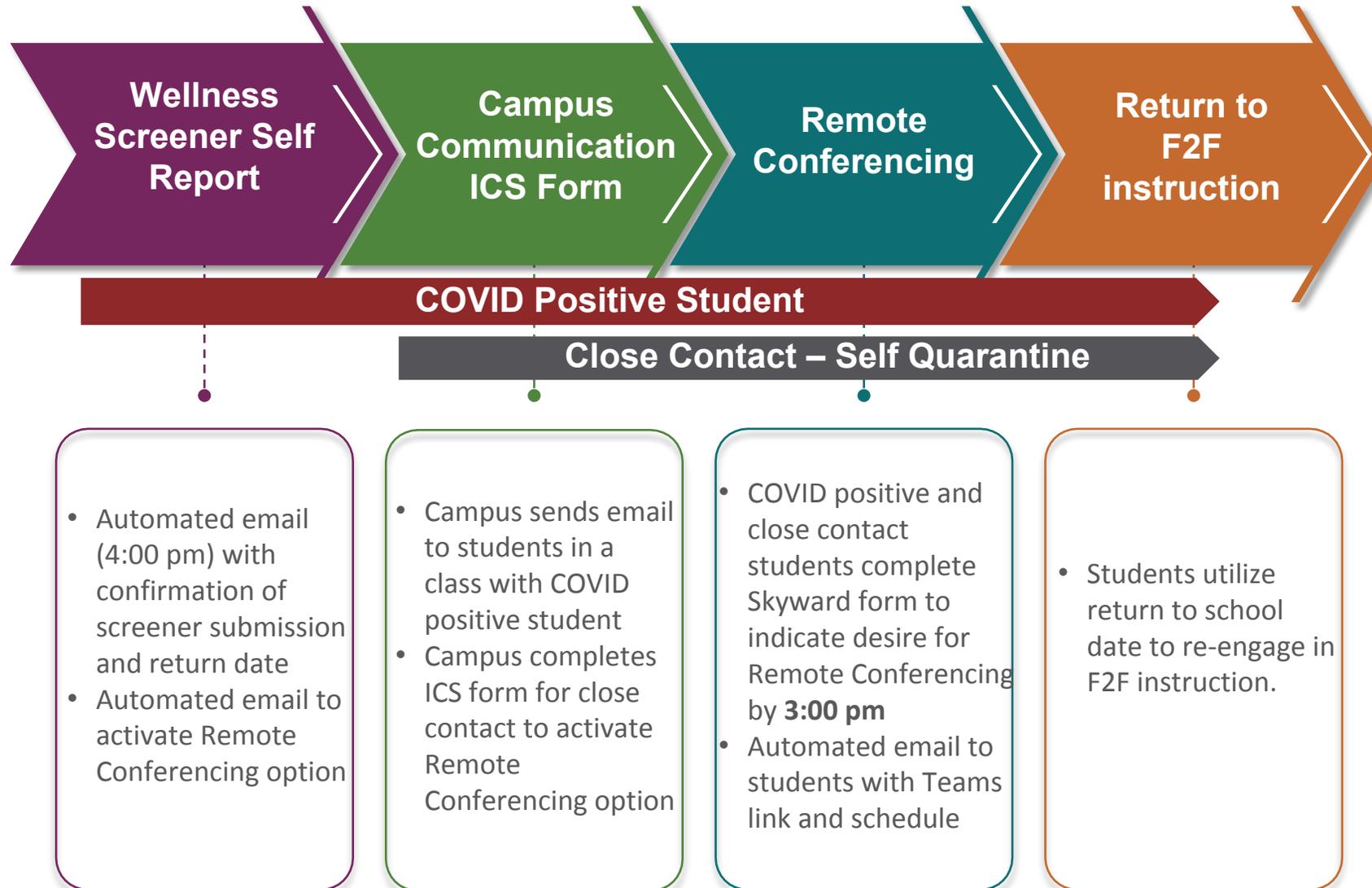
**Tuesday,
Sept. 7**

- Launch Remote Conferencing for eligible students
- Ongoing automated communication for eligible students (Wellness Screener & ICS form)

Remote Conferencing Supports

- Training for District Remote Conferencing Teachers, Teaching & Learning staff, & ADA Clerks
- Communication systems and website resources
- Guidelines and tools provided to campus leaders

Instructional Continuity – Communication Systems



- Staffing Shortages
 - » Teachers/Substitutes
 - » Nurses
 - » Bus Drivers
- Data Tracking
 - » Staff Rapid Testing
 - » Student Quarantine
 - Remote Conferencing
 - F2F

Questions?

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Information: Special Programs
Update
References: Board Goal 1
Department: Academic Affairs

Summary

The Administration will provide an update on the Special Education, Gifted and Talented, and Language Learner programs. The information will include demographic information, progress updates, identified gaps or challenges related to the pandemic, and future plans.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Beth Martinez
Chief Academic Officer

The background of the slide is a photograph of a classroom. In the foreground, a young Black girl with her hair in braids is focused on writing in a notebook. Other students are visible in the background, some looking towards the camera and others looking down at their work. The lighting is bright and natural, suggesting a daytime classroom setting.

COMMITTED TO
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Board Presentation

Special Programs Update

September 13, 2021

Agenda

Special Education

- Demographics
- Monitoring/Accountability
- Highlights
- Impacts of the Pandemic

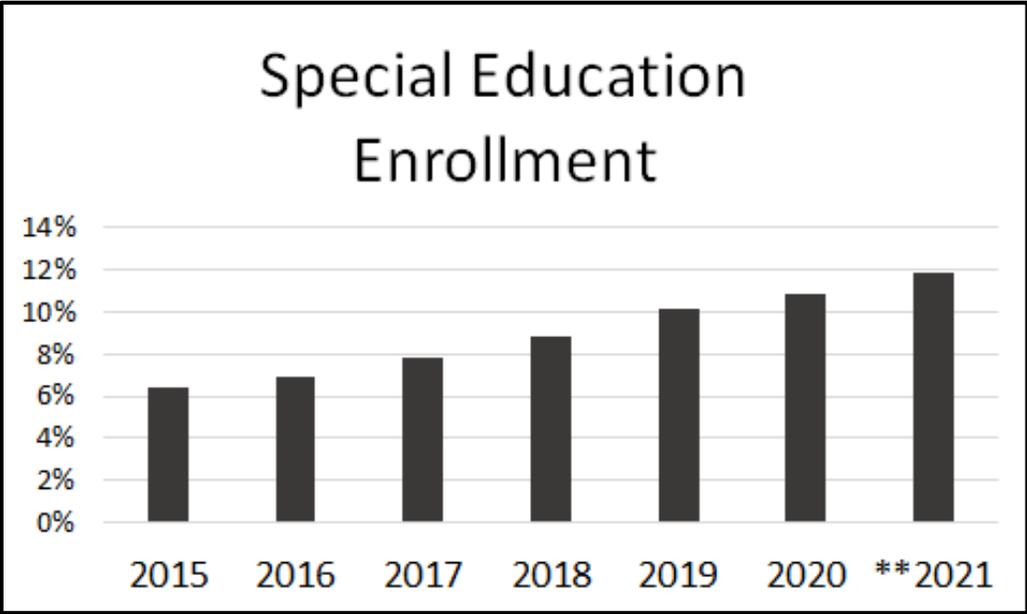
English Learner Program

- Programming
- Student Progress

Gifted and Talented

- Programming
- 5-Year Plan
- Impact of the Pandemic

Demographics



| Special Education Eligibility | 2015 | 2020 |
|-------------------------------|------|------|
| Learning Disability | 18% | 27% |
| Autism | 20% | 21% |
| Speech Impaired | 13% | 14% |
| Other Health Impaired | 21% | 14% |
| Intellectual Disability | 15% | 11% |
| Emotional Disturbance | 7% | 9% |

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** Estimated Fall 2021

Monitoring and Accountability

TEA Results Driven Accountability

- 2020 DL – 2 - Needs Assistance
- Strengths
 - STAAR 3-8, EOC
 - Graduation rate
 - LRE, Ages 6-21
- Areas of Concern
 - Disproportionality in Discipline
 - Least Restrictive Environment, Ages 3-5

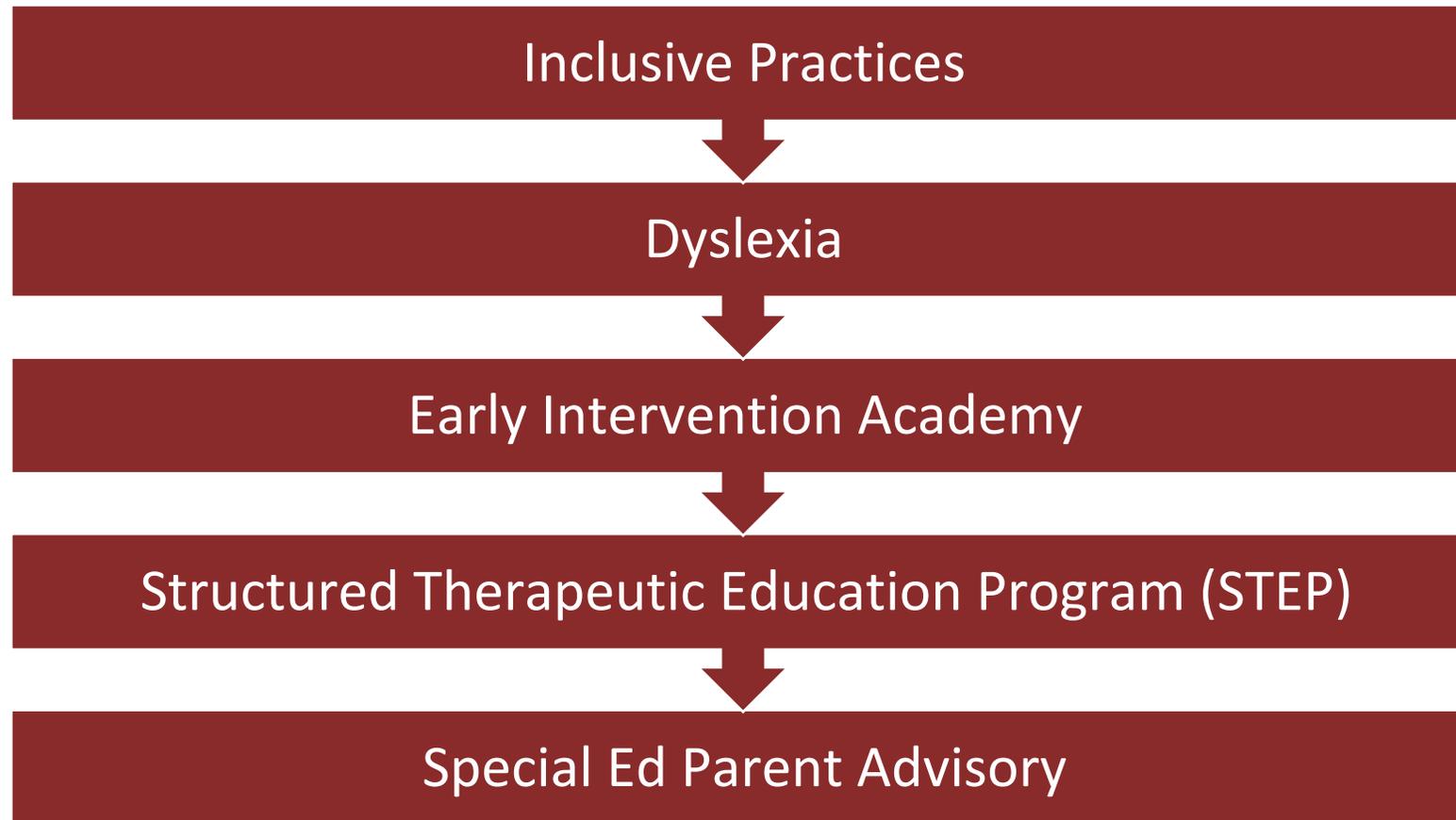
TEA Monitoring

- Strengths
 - Policies and Procedures
 - State Assessment Determinations
 - Evaluation Safeguards
- Areas of Concern
 - Annual ARD Dates
 - Surrogate Parent Requirements
 - IEP Development

Internal Audits

- Gibson Audit 2018
- Special Ed Department Continuous Improvement Activities

Program Highlights



Impact of the Pandemic

Student Achievement

Child Find/ARDs

Implementation of Services

Looking Ahead

Quality Services

- ESYS
- Co-Teach Relaunch
- Programming Improvement
- Progress Monitoring

Compliance

- Compensatory Services
- RDA – Discipline, LRE 3-5 yr olds
- ARD and IEPs

Staffing

- Retain and Recruit Quality Staff
- Professional Development, Materials

English Learner Programming

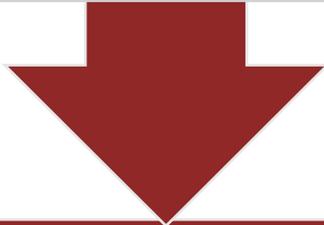
2020-21

Transitional bilingual/early exit program

English as a Second Language (ESL)

Sheltered English

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2021-22

Dual Language Immersion –
One-Way Bilingual Program
(PreK & K)

Transitional bilingual early
exit program (1st – 5th)

English as a Second
Language (ESL)

Sheltered English

English Learner Programming

FBISD Student Enrollment By Program

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------|---------|----------|----------|----------|----------|
| Total Students | 74,146 | 75,275 ↑ | 76,122 ↑ | 77,756 ↑ | 76,735 ↓ |
| Total Bilingual ELs | 2,880 | 2,763 ↓ | 2,622 ↓ | 2,576 ↓ | 2,292 ↓ |
| Total ESL ELs | 8,462 | 8,502 ↑ | 9,005 ↑ | 9,440 ↑ | 10,280 ↑ |
| Total Non-Program ELs | 620 | 602 ↓ | 446 ↓ | 352 ↓ | 368 ↑ |
| Total ELs | 11,962 | 11,867 ↓ | 12,073 ↑ | 12,368 ↑ | 12,940 ↑ |

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Enrollment Highlights

- Increase in the total ESL population, which represents our largest English learner group
- Significant decrease in non-program ELs as a result of increased programming
- 51% of program students are Hispanic; 35% of program students are Asian

EL Student Progress

Student Data Information



- Increase in the percent of students “At/Above Benchmark” for Ren360 Reading higher than MoY 2019.
- Larger percentage of EL students not meeting Student Growth Percentile in Reading and Math when compared to the District.
- TELPAS 2019 data indicates 56% of K-2 and 40% of 3-12 ELs progressed at least one proficiency level.

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Student/Teacher Support



- Staffing allocations to build capacity in all teachers of ELs
- Job embedded professional learning for Bilingual teachers and teachers obtaining ESL Supplemental Certification
- District level PLCs for Secondary ESL teachers
- Secondary EL Tutorials
- Specialized resources purchased for ESL and Bilingual students

EL Programming: Looking Ahead

Identified
Resources

Family &
Community
Engagement

Curriculum
Supports

Dual Language long range plan

Campus
staffing models

District English Learner Advisory
Committee

Gifted & Talented Programming

| Ethnicity Race | 2018-19 | | 2019-20 | | 2020-21 | |
|--|-----------------------------|--------------------------------|-----------------------------|--------------------------------|-----------------------------|--------------------------------|
| | Percentage of GT Population | Percentage of FBISD Population | Percentage of GT Population | Percentage of FBISD Population | Percentage of GT Population | Percentage of FBISD Population |
| Asian | 62 | 26 | 63 | 27 | 63 | 27 |
| Black or African American | 7 | 27 | 7 | 27 | 8 | 28 |
| Hispanic Latino | 7 | 27 | 7 | 27 | 7 | 26 |
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or more races | 4 | 3 | 5 | 3 | 5 | 4 |
| White | 19 | 16 | 18 | 16 | 17 | 15 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 |
| GT Representation of FBISD enrollment | 6.80 | | 6.80 | | 6.88 | |

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GT 5-Year Plan Year 2

Grows

- District → Community Communication
- GT Mentorship Enrollment
- Innovation Hour Pilot
- GT/Mentorship Virtual Showcases
- Accelerated Model Program (AMP) Buildout

Grows

- Texas Performance Standards Project (TPSP) –High School Level
- Innovation Hour High School Pilot

Impact of the Pandemic

Testing/Identification

- Face-to-Face Testing
- Testing Timeline
- Vistas 1st Grade 2020-21 Class

Pilot Delays

- GT-Specific Secondary Courses
- Accelerated Model Program (AMP)

Looking Forward





Any Questions?



MEMORANDUM
Chief Academic Officer

TO: Diana Sayavedra
Acting Superintendent of Schools

FROM: Beth Martinez
Chief Academic Officer

DATE: August 5, 2021

RE: **Special Programs Update**

Executive Summary

The purpose of this memo is to provide the Board an update on the Special Education, Gifted and Talented, and English Learner programs provided in Fort Bend ISD. District Goal 3 indicates that the District will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success. The implementation of these special programs offers the support for students with diverse needs to be successful in school. Each of these programs is required to adhere to federal and state guidelines specific to the program while ensuring a robust experience for students.

District Demographic Information

Fort Bend ISD is the eighth largest District in Texas with a total 2020-21 student enrollment of approximately 77,000. Additionally, it is considered to be “the most ethnically diverse county in America” according to Dr. Stephen Klineberg from the Kinder Institute for Urban Research at Rice University. The following table provides data on the percentage of students in each student race and ethnicity category and the change that has occurred since 1992.

| FBISD Demographic Data | | |
|-------------------------------|-------------|-------------|
| | 1992 | 2021 |
| White | 45.71% | 14.78% ↓ |
| Hispanic | 14.42% | 26.41% ↑ |
| Black/African American | 28.56% | 27.52% ↓ |
| Asian | 11.25% | 27.24% ↑ |

**The table above only has four student ethnicity groups because it is comparative to 1992 when the state only officially reported these specific ethnicities.*

The District reports special population identification information to the TEA via October PEIMS snapshot which is the last Friday in October each year and is the official date the TEA requires data from each District. The table below provides an overview of the most recent snapshot data regarding the special populations.

| FBISD Special Population Data | |
|-------------------------------|--------------|
| | October 2020 |
| Special Education | 10.9% |
| Gifted and Talented | 6.9% |
| English Learners | 16.86% |

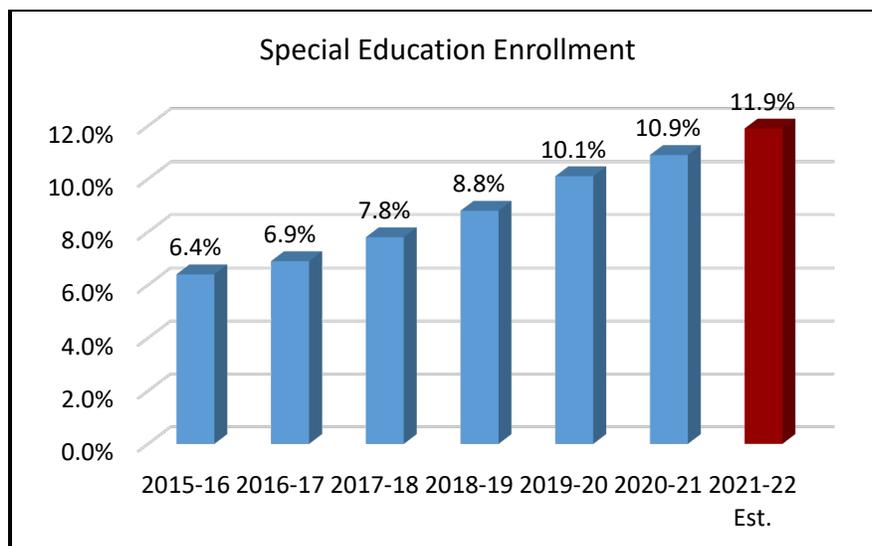
The information provided in this memo includes demographics, compliance requirements as appropriate, programming highlights, student progress updates, identified gaps and/or challenges related to the pandemic, and future plans for each program. Specific information related to race and ethnicity for each program will be found in this memo where appropriate as well as documents found in the Appendix.

Special Education

Demographics

Child Find/Special Education Enrollment

All children with disabilities residing in the District, who are in need of special education and related services, including children with disabilities attending private schools, must be identified, located, and evaluated. School Districts have an obligation for early childhood and school age identification. This process is called “Child Find” and is the beginning step in the special education process for a child with a disability. Before a child can receive special education and related services for the first time, a full and individual initial evaluation of the child must be conducted to determine if the child has a disability and is eligible for special education services. Informed parent consent must be obtained before this evaluation may be conducted. The table below provides information on students served with special education services over the last seven years in Fort Bend ISD. The 2021-22 data will be finalized after the PEIMS Fall snapshot.



In reviewing the data related to identification of special education students, it is important to note the Texas Education Agency (TEA) is under a corrective action plan with the United States Department of Education due to a failure to ensure Child Find for students suspected of having a disability and need for special education. Due to the TEA corrective action plan, the FBISD Department of Special Education revised the Child Find process during the 2016-17 school year and as a result, the percentage of students

served with special education services has increased to approximately 10.9% as of October 2020. The department anticipates an increase of approximately 1% per year continuing for the next two years and then begin to level out at approximately 14% during the 2023-24 school year.

In the 2017-18 school year, students with Autism (AU) and Intellectual Disabilities (ID) were more prevalent than students identified as Learning Disabled (LD). As a result of the revised Child Find procedures, the District has seen a significant increase in eligibility for students in the area of LD, now surpassing AU and ID which has remained about the same, with a slight decrease in eligibility of Intellectual Disability (ID). The increase in the area of LD can also be contributed to students qualifying for special education services with Dyslexia along with other Specific Learning Disabilities. This identification process has enabled the District to better serve students with Dyslexia through special education services. The TEA monitors each district’s special education identification and disaggregates the data by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. The table below provides information regarding the District’s special identification by race/ethnicity.

| Percent of Special Education by Race/Ethnicity | |
|---|------------------------------------|
| Race/Ethnicity | Percent of English Learners |
| Hispanic/Latino | 30% |
| American Indian or Alaskan Native | Less than 1% |
| Asian | 13% |
| Black or African American | 36% |
| Native Hawaiian or Other Pacific Islander | Less than 1% |
| White | 16% |
| Two or More Races | 3% |

Source: OnPoint Data Suite retrieved on 5/18/21

The TEA Results Driven Accountability process includes indicators to ensure districts identification of students for special education from any racial or ethnic group is not markedly higher than their peers. Fort Bend ISD is well within the required risk ratios for all groups regarding special education identification. Additional information can be found in the Appendix 2.

Special Education Expenditures

As indicated, the District has experienced exponential special education growth since the 2015-16 school year. The data below summarizes special education expenditures per special education pupil. Except for the year 2019-20, the per-pupil expenditures remained fairly constant despite increases in the number of students served with services. The data from the 2019-20 school year and most likely the 2020-21 school year will be impacted by the pandemic. Specifically, during the 2019-20 school year, expenditures were impacted as many students did not participate in the Extended School Year Services (ESYS) special education program because it was all virtual. In addition, there were limited opportunities for professional development, conferences/travel and costs and utilization of consultants as so many students participated in online instruction. Financials from the 2020-21 school year will not be finalized until sometime in the fall of 2021. Overall, the District will continue to balance the challenges of increased enrollment growth on quality of services.

| School Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| % of Special Education Students | 6.4% | 6.9% | 7.8% | 8.8% | 10.1% |
| Special Education Per Pupil Expenditures | \$16,871 | \$16,942 | \$16,798 | \$16,708 | \$15,690 |

Special Education Staffing

Special Education Teachers are required to have content certification in addition to their special education certification. Due to a shortage of special education teachers across the state, Fort Bend ISD has struggled to find quality, certified special education teachers. The table below provides an update on the number of special education teachers who require the special education and content certification.

| # Special Education Teachers requiring Content and Special Ed Certification | Fully Certified Teachers as Required | Certified through HOUSSE (TEA approved alternative) | Teachers – only have special education, not fully certified |
|---|--------------------------------------|---|---|
| 678 | 490 | 152 | 36 |
| | 73% | 22% | 5% |

- Due to the shortage of available certified staff, the Administration has allowed teachers to be hired in the area of Behavior Support Services (BSS) and some other hard –to- fill special education programs. In these situations, parents are notified if their child is assigned for more than 30 consecutive instructional days to an inappropriately certified teacher, or an uncertified teacher.
- In these situations, the Department of Special Education works with the campus on strategies to ensure students receive quality instruction
- Additional supports are also provided to these teachers in an effort for the teachers to obtain at least one content certification. Should a teacher not attain the necessary certification to serve in the role, the Department of Special Education works with HR to place the teacher in a position in which they are appropriately certified

In addition to the challenges of recruiting and retaining qualified certified special education teachers, due to changes in the areas of Child Find across the state, all Districts are struggling to recruit and retain quality evaluation staff (Licensed Specialists in School Psychology, Speech Language Pathologists, and Diagnosticians). The table below provides an update as of June 23, 2021, of the approved positions and the number of vacancies. The department anticipates filling all vacancies. If the positions are not filled, the department will contract with an approved vendor to support the identified needs of the program.

| <i>Position Title</i> | <i># Positions</i> | <i># Vacancies</i> |
|---|--------------------|--------------------|
| <i>Educational Diagnostician</i> | 59 | 2 |
| <i>Licensed Specialist School Psychology (LSSP)</i> | 53.5 | 2 |
| <i>Speech Language Pathologist (SLP)</i> | 61.4 | 3 |

The department has taken the following steps the department has taken to increase the number of qualified staff:

- Increased stipends for teachers in low-incidence classrooms with high behavioral needs
- Implemented a sign on bonus for Licensed Specialists in School Psychology, Speech Language Pathologists, and Diagnosticians
- Increased focus on caseload numbers for resource/inclusion teachers to keep caseload responsibilities at or below 25 students by increasing staffing allocations to campuses
- Attempts have been made to change the model of the Campus Compliance Coordinator /ARD Facilitator role to reduce the demand on staff that has created challenges with supporting teachers through the ARD process regarding workload/time management constraints. While this also has been a challenge due to the budgetary implications of hiring additional ARD facilitation staff, we have recently acquired positions for ARD Facilitators at the high school level and have developed a system of support for campuses with fewer numbers to help with support with campuses with higher needs. This will go into effect for the 2021-22 school year.

Results-Driven Accountability

The TEA Results Driven Accountability (RDA) system reports annually on the performance of school Districts in selected program areas (Special education, bilingual education/English as a second language, and other special populations). The TEA 2020 RDA determination for the District is a 2 – Needs Assistance, which requires the District to engage in continuous improvement activities and submit a strategic support plan (SSP) to TEA. The Needs Assistance was due to two specific indicators in the area of special education programming. The first indicator is specific to disproportionate Out of School Suspension (OSS) for students served with special education services and the second indicator targets the Least Restrictive Environment (LRE) for students, ages 3-5, served with special education services. The District submitted the SSP on February 1 as required. Copies of the RDA report for the District and Special Education can be found in the Appendix 1 and 2. Additional information regarding the disproportionate discipline of students receiving special education services will be provided during a future board meeting.

The Department of Special Education created a Special Education Report Card beginning in the 2016-17 school year to assist campuses and District level staff with data analysis and continuous improvement. The report card was designed to reflect progress towards the state accountability program for special populations called Performance Based Monitoring and Analysis System (PBMAS). In 2019-20, PBMAS was changed to the Results-Driven Accountability (RDA) system. In addition to the state required indicators, the report card includes REN data and other disproportionality data to assist with continuous improvement. As we move into the 2021-22 school year, the report card will be modified again to fully reflect the new RDA indicators which have additional areas addressed, including English Learners, students with Dyslexia, and Other Special Programs.

The special education report card is produced each nine weeks and is the capstone of the Campus Support Plan (CSP) process. The CSP process is intended to provide an opportunity for campuses to meet with the members from the Department of Special Education to review data and discuss campus needs and how the department can best support campuses. The CSP provides a detailed plan to support improvement

and is in alignment with campus and District planning processes and documents. A Special Education District and campus report card from the end of the third nine-weeks and accompanying campus support plan are available in the Appendix 3-5 for review.

Texas Education Agency Monitoring Process for Special Education

In addition to the annual RDA determinations to Districts, the TEA is accountable to monitor Districts to ensure compliance with federal and state regulations and to improve services and results for students with disabilities. In 2013, the TEA conducted on site monitoring in Fort Bend ISD due to special education compliance issues. At that time, the TEA identified several concerns with the special education program to include Least Restrictive Environment (LRE), Special Education Identification rate for African Americans, and Special Education discipline rates. In 2015, in response to the audit, the District created a comprehensive plan to formulate a redesign of the special education program. Since then, improvements have been made in all areas.

In 2019-20, TEA revised their monitoring process to ensure all districts are monitored every six years in a scheduled cycle. The TEA established RDA performance levels determined for each district will trigger differentiated levels of monitoring and enforcement by the agency to improve results-driven outcomes for students. The cyclical review process is a new process developed by the state as part of the Corrective Action Plan provided to the Office of Special Education Programming (OSEP).

The TEA conducted a special education cyclical audit of Fort Bend ISD special education programs in the fall of 2020. The TEA identified strengths and considerations regarding special education services. Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the TEA identified the following for Fort Bend ISD:

Strengths

- District policies and practices were deemed to follow federal and state requirements and are linked to the TEA Legal Framework as required
- ARD committees addressed state assessment results, provided appropriate data to support state assessment recommendation and testing accommodations
- Required comprehensive Notice of Proposal for Evaluation that includes documentation of provision of Procedural Safeguards was provided for special education evaluations

Considerations

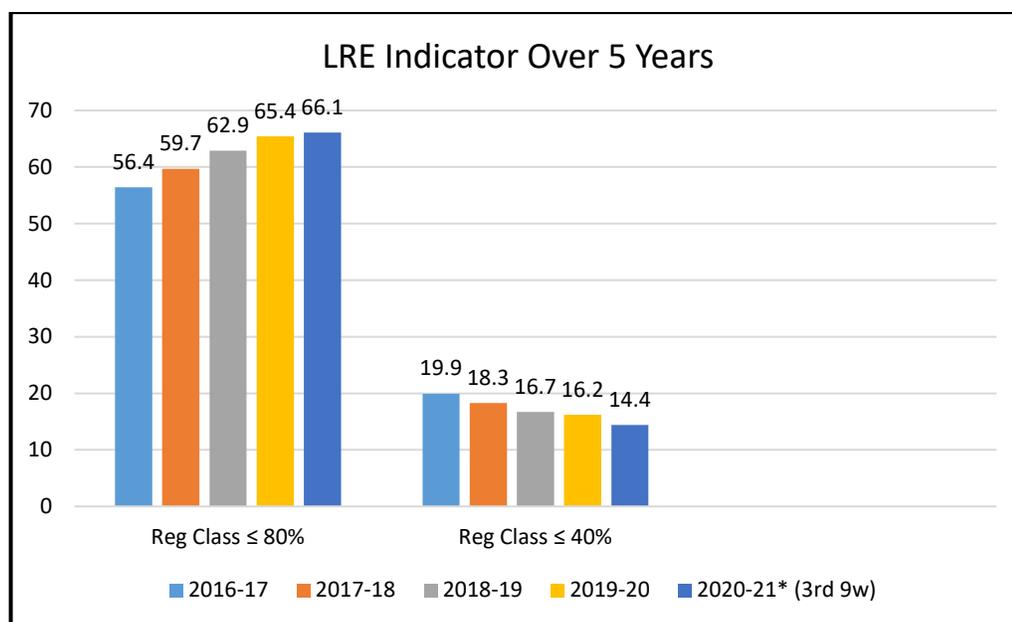
- Continue continuous improvement efforts to ensure Annual ARDs are held within one calendar year of the previous ARD
- Increase additional guidance and staff training related to the requirements of Surrogate and Foster parent in certain special education situations
- Consider reviewing guidance and providing staff training related to IEP present levels of academic and functional performance (PLAAFP)

A copy of the 2020-21 TEA Cyclical Monitoring Report for Fort Bend ISD can be found in Appendix 6. In addition to the TEA audit process, as part of Fort Bend ISD's internal audit program to support continuous improvement, a Gibson Audit was completed in June 2018. The Department of Special Education has implemented most of the Gibson audit recommendations for improvement and continues to engage in continuous improvement activities.

Programming Highlights

Inclusive Practices

Beginning in the 2016-17 school year, FBISD made a commitment to improving inclusive practices in the District. Since that time, along with the addition of almost 4,000 students receiving special education services and increases in staff to provide services, the District has made gains in the area of inclusion practices. Least Restrictive Environment (LRE) data is measured in two ways, (1) the percentage of students, ages 6-21, served with special education services in the general education setting for 80% or more of their day and (2) the percentage of students, ages 6-21, served in the general education setting less than 40% of the day. The table below indicates growth in both LRE indicators.



The Collaborative Teaching (Co-Teach) model was reintroduced during the 2016-17 school year with an emphasis on ensuring that each campus scheduled at least one co-teach class and provided for a common planning time for these partnerships. The Co-Teach model was initially implemented at every campus without an implementation plan that consisted of a pilot phase, expansion, and appropriate change management procedures. Currently, most campuses have maintained multiple sections of co-teach, however, the efficacy of these partnerships has not advanced as the District planned. Data indicates that while LRE numbers have improved (there are fewer students receiving services in the Resource setting overall), the true co-teach model is not in effect consistently throughout the District requiring the Department of Special Education to make changes to the implementation process. The changes will include reduced co-teach classes across the District and a relaunch with specific Co-Teach pilot campuses at each level. This process will be monitored and adjusted with input and feedback from the staff at the pilot campuses with the expectation of a new District-wide rollout to follow with the overall goal to of each campus offering an effective Co-Teach model.

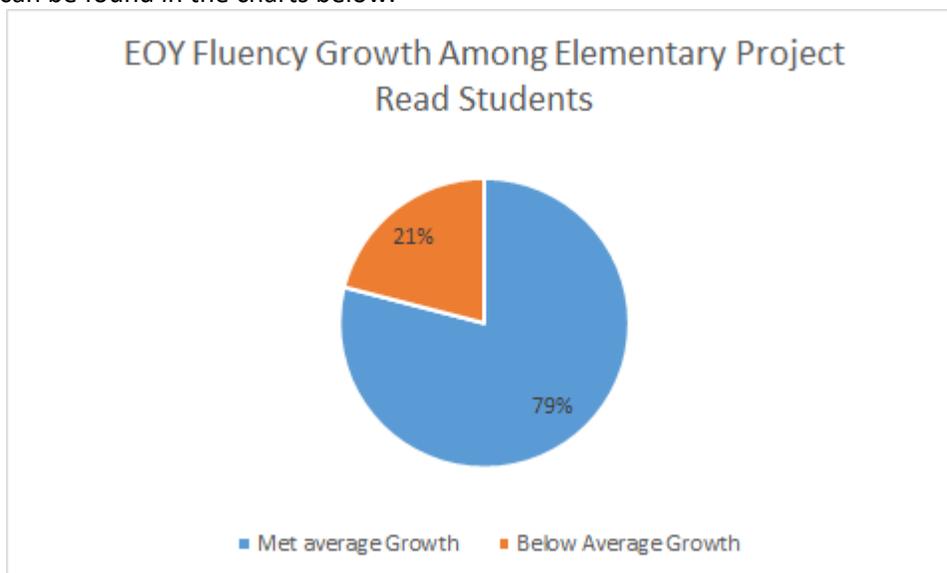
Special Education and Dyslexia

The number of students who have been identified as eligible for special education services with the qualifying eligibility of Dyslexia has steadily increased in the last four years as well. During the 2017-18 school year, the Department of Special Education implemented proactive changes for students suspected of having Dyslexia and began evaluating students identified as having Dyslexia under the Special Education process instead of Section 504. As a part of this initiative, the department also increased the number of

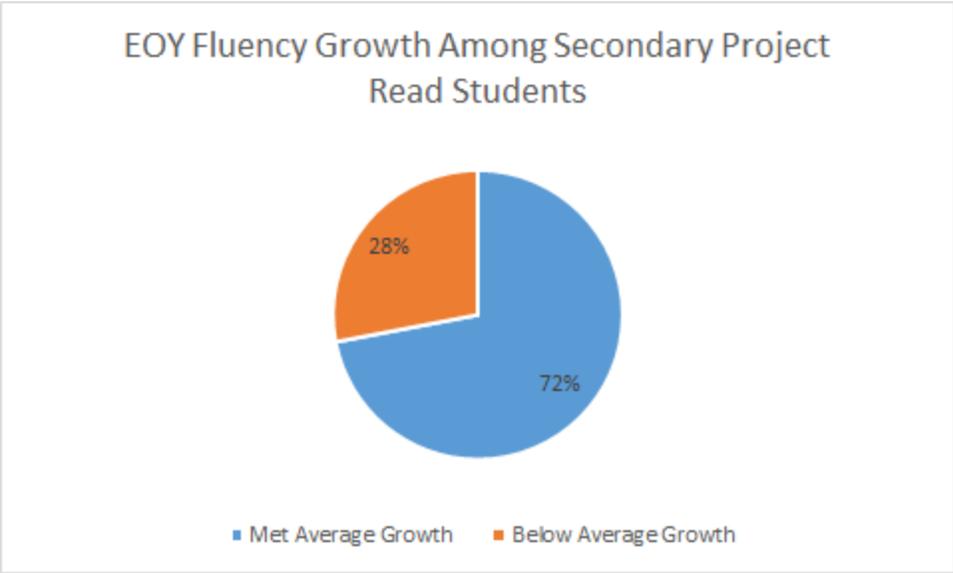
Special Education teachers on campuses with the specific goal of providing individualized services for students with Dyslexia through an Orton Gillingham based program in the special education setting. This program, Project Read, is a multi-sensory program which encompasses Phonics or Linguistics instruction, Reading Comprehension and Written Expression specifically geared toward students with Dyslexia. Teachers are trained in all three components of the program, and each campus has at least one Special Education teacher fully trained in the implementation of the program.

Students receiving special education services with Dyslexia can access their Dyslexia services through either the Section 504 general education program (Neuhaus/Reading By Design) or through the special education program (Project Read). Both programs utilize the Orton Gillingham methodology which is the standard for Dyslexia intervention. Over the past three years, the department has seen a gradual increase in the number of students with Dyslexia receiving special education services with Project Read. During the 2020-21 school year, 940 students received Project Read intervention. Of those students, 529 students received 17 weeks of intervention in the fall semester. The spring semester data will be finalized in June 2021. The Department of Special Education utilizes the DIBELS assessment to progress monitor students participating in the Project Reading program.

According to the National Center on Assessment and Accountability for Special Education, students receiving special education services should have an average growth in elementary of .03 to 2 words per week, depending on their grade level. Outcomes on the students who received a full year of intervention can be found in the charts below.



- 420 elementary students are represented in the graph who received PR for a total of 17 weeks, January through June 2021
- Out of the 79% of students who met the minimal average growth, 44% increased their fluency by two words per week



- 196 secondary students are represented in the graph who received PR for a total of 17 weeks, January through June 2020
- Of the 72% of students who met minimal average growth, 71% increased their fluency by one word per week

Early Intervention Academy (EIA)

Autism Spectrum Disorders continue to be one of the primary disabilities served through special education in FBISD. Furthermore, studies show children with Autism and developmental delays have improved outcomes when they have access to an early childhood program with a structured curriculum that is comprehensive and includes a skill-based approach as well as targeted behavioral interventions. The EIA is a full-day preschool program for students with disabilities along with non-disabled, age-appropriate role models following the early childhood educational philosophy. The application-based academy began in the 2018-19 school year with four three-year-old classrooms and has added a cohort each year since then.

The primary goal of the EIA is to increase access to intensive behavioral intervention and therapies in a non-traditional school setting for young students with developmental disabilities. To accomplish this goal the EIA Program uses a blend of educational and therapy services within the context of a developmentally appropriate early childhood curriculum.

Services Provided:

- Applied Behavior Analysis (ABA) intervention up to 20 hours/week
- Integrated Related Services (OT, Speech, Music Therapy)
- Structured, explicit social skills instruction throughout the day
- Family outreach, training and coaching services

EIA Student Demographics:

| 5- year olds (2 teachers) | 4-year olds (4 teachers) | 3-year olds (4 teachers) |
|---|---|---|
| <ul style="list-style-type: none"> • 14 total students (all students with disabilities and attended EIA 2019-20) | <ul style="list-style-type: none"> • 36 total students (31 students with disabilities; 3 non-disabled) | <ul style="list-style-type: none"> • 33 total students (31 students with disabilities; 2 non-disabled) |

Currently, students are enrolled from all eleven high school feeder patterns. Overall, students served within the EIA this school year have made progress; however, the pandemic impacted student programming. Most EIA students received services in a face-to-face format and online was available based on ARD committee decisions and parent choice. The three-year old children were most impacted by the pandemic as there was a delay in the initial special education evaluation process which caused a delay in their eligibility and access to the program. Detailed information on student progress can be found in the Appendix 7.

The goal of the EIA is to enable students with disabilities to acquire the skills necessary to be successful in a general education setting when they transition to kindergarten. During the 2020-21 school year, 17 students transitioned to kindergarten from the EIA. Of these 17 students, 13 transitioned back to their home campus to attend kindergarten in the general education setting for all or most of the school day. One student transitioned to a special program and three students withdrew from the District.

Structured Therapeutic Educational Program (STEP)

The STEP program is a new program for the 2020-21 school year. The STEP serves a diverse population of students ages 5-21 who require direct and specialized services from all campuses throughout FBISD. It is a full-day self-contained centralized behavior program that provides a structured therapeutic environment while supporting students in academics, social emotional, and behavior interventions. The program is designed to serve students receiving special education services as well as general education students who are referred for testing and require additional behavioral support during the special education evaluation period.

On August 18, 2020, STEP opened with four students. To date, the program has 13 students on the roster (1 general education and 12 special education, with one special education student pending ARD). The following has transpired since the opening date:

- Two students left the STEP program for an Out of District facility due to behavior challenges that could not be met at STEP
- Three students successfully transitioned back to their home campus, with three additional 8th grade students scheduled to return for the 2021-22 school year

Most of the students arrive at STEP with 2:1 support (2 adults supporting 1 student), and in some cases, 3:1 support. Overall, the data indicates students have made progress with the STEP services including decreases in the level of adult support, hallway and classroom elopement, and aggressive behaviors. The program has received five students from Out of District Placements allowing these students to be served within the District and closer to their home school. In addition, the STEP has serviced 10 students in lieu of an Out of District Placement.

Special Education Parent Advisory Committee (SEPAC)

The SEPAC was formed in the 2015-16 school year to increase family engagement across all grades and special education programs. The SEPAC mission is to advocate for the support, respect and understanding of all children with disabilities in Fort Bend ISD, including the following:

- Advocate for an innovative and inclusive educational environment where children with disabilities are provided with the resources necessary to reach their optimum potential.
- Advise Fort Bend ISD on the operation and development of special education programs, parent and teacher training needs, and help develop policy.
- Create a network of parents and caregivers of children with special needs to provide support and facilitate effective communication between parents, students and the school District.

During the 2020-21 school year, the Special Education Parent Advisory Committee continued meeting and providing support and training to parents of students receiving special education services even throughout the pandemic interruption. Highlights include:

- Re-establishment of the monthly Parent Newsletter
- Improved special education website with ongoing and updated parent training opportunities, resources, and parent support
- Ongoing parent training for parents new to special education along with updated training for all parents of students receiving services

Impact of Pandemic

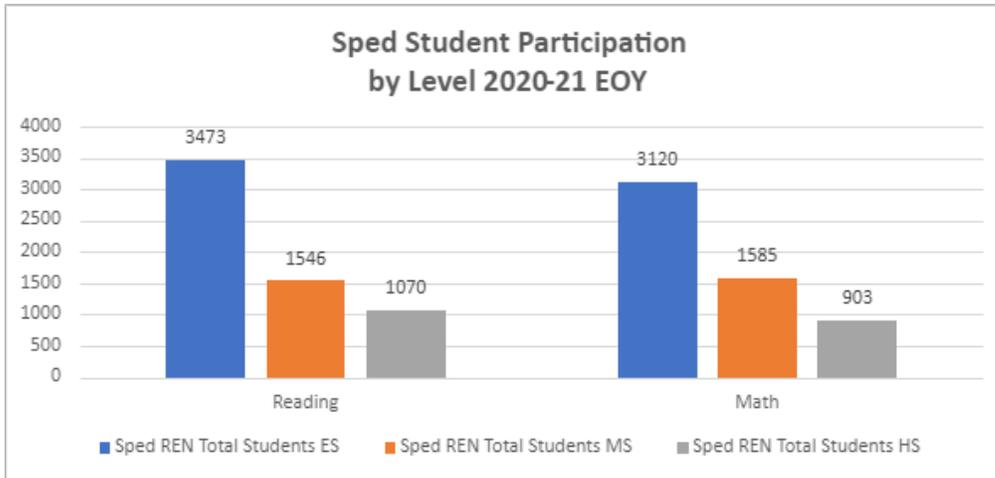
Student Achievement

In the fall of 2020, students began the school year online due to the pandemic. Students receiving special education services for whom online instruction was not appropriate and/or who were not able to receive all their special education services in the online environment were recommended for the Special Education Extended Face-to-Face Model (EFFM). The Special Education Department developed considerations to use in the decision-making process for students participating online and those who required face-to-face instruction. The purpose of this program was to prepare students for the return to school with an appropriate and effective provision of services in order to provide a Free and Appropriate Public Education (FAPE).

As of Term 4, approximately 62% of students served with special education services were receiving instruction in a face-to-face model and 38% were receiving instruction online. Overall, the majority of students served with special education services received instruction face-to-face the majority of the year. In addition, in January the TEA released provisions for districts regarding returning students from online to face-to-face based on certain criteria (failures, attendance, etc.). For students served with special education services, ultimately an ARD meeting was held to consider the TEA provisions and make final determinations. As a result, approximately 200 students returned to the face-to-face instructional model during the spring.

Campus staff has been and continues to assess student achievement data to determine student progress or regression that has occurred as a result of the pandemic. District-wide, campuses use REN360 data and are determining progress/regression for students served with special education services based on a comparison of MOY data from 2019-20 and EOY data from 2020-21 school years.

The following chart indicates the number of students receiving special education services at each level who participated in the EOY 2021 assessment. The total amount of students who participated at EOY in the reading assessment was 6089; math participation was 5608, which is approximately 70% of the total special education enrollment at October snapshot. The chart below provides additional detail by grade level. The reasoning for the low participation may be related to online learning and challenges with assessing students, particularly students receiving special education services in the virtual setting.



Performance Level Comparison 2020 MOY to 2021 EOY

Staff compared MOY 2020 data to EOY 2021 data to better understand performance in each area. There was no EOY assessment conducted in 2019-20 school year which is the reason MOY 2020 was used to compare. The data below shows the percentage of students receiving sped services who scored at or above benchmark in reading and math at MOY 2019-20 and at EOY 2020-21 school year. Please note this is not a growth measure but simply is a snapshot of the students who took the test at that time.

**Performance Level Comparison At/Above Benchmark - SpEd
2020 MOY to 2021 EOY**

| | Reading | | | Math | | |
|--------------------------------|-----------|-----------|----------------|-----------|-----------|----------------|
| | 19-20 MOY | 20-21 EOY | Percent Change | 19-20 MOY | 20-21 EOY | Percent Change |
| Elementary School Level | 33% | 33% | 0% | 50% | 43% | -7% |
| Middle School Level | 13% | 14% | +1% | 26% | 26% | 0% |
| High School Level | 8% | 11% | +3% | 18% | 25% | +7% |
| Overall District | 24% | 24% | 0% | 38% | 36% | -2% |

- Reading data indicates the percentage of elementary students who met the benchmark in MOY 2020 and in EOY 2021 is the same, with slight increases in 2021 for middle school and high school students
- Math data indicates the percentage of elementary students who met the benchmark in EOY 2021 was less than the prior year, there was no change at middle school, and an overall increase at the high school level

Student Growth Profile (SGP) Comparison from BOY 2020 to EOY 2021

Student Growth Profile (SGP) indicates the percentage of students receiving special education services who met the adequate growth threshold (35%). This means that students who demonstrated at least 35% growth from their previous data point met SGP. SGP is based on the two most recent data points and reflects a percentage of expected growth based on similar-performing student grouping.

In the first quarter of the 2021-22 school year, the SGP will better demonstrate growth percentages as the reportable data will be based upon 2020-21 MOY and EOY reliable data.

**SGP Comparison by Level- SpEd
2020-21 BOY to EOY**

| | Reading | | | Math | | |
|--------------------------------|---------|-------|---------|-------|-------|---------|
| | 20-21 | 20-21 | Percent | 20-21 | 20-21 | Percent |
| | BOY | EOY | Change | BOY | EOY | Change |
| Elementary School Level | 68% | 37% | -31% | 62% | 43% | -19% |
| Middle School Level | 52% | 47% | -5% | 56% | 51% | -5% |
| High School Level | 58% | 49% | -9% | 55% | 52% | -3% |
| Overall District | 62% | 41% | -21% | 59% | 48% | -11% |

STAAR 2021 Data

There was no STAAR test for the 2019-20 school year. The data below represents STAAR data for the 2020-21 school year. It is important to note students participating in instruction in the online environment were required to return face-to-face to take the STAAR test. This may have resulted in fewer students participating in the STAAR for this school year. If a student did not participate, the student is considered as a Did Not Meet for accountability purposes. The data below shows that in the area of reading at the elementary and middle school level, there was a drop in the percentage of students receiving special education services who scored at the “meets” and “masters” levels. At the high school level, however, the District saw an increase in students receiving special education services performing at these levels. In the area of math, there was a decrease in students receiving special education services across the board at the “meets” and “masters” performance level.

When comparing students receiving special education services to all students in the District who participated in the STAAR test, the percent change is relatively consistent.

| Student Groups | | Reading | | | | | | | | | | | |
|-------------------|----------|--------------|-------|----------|------------|-------|----------|-------|-------|----------|---------|-------|----------|
| | | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change |
| Special Education | Elem | 60% | 63% | 3% | 40% | 37% | -3% | 26% | 22% | -4% | 10% | 9% | -1% |
| All Students | Elem | 20% | 25% | 5% | 80% | 75% | -5% | 56% | 51% | -5% | 36% | 32% | -4% |
| Special Education | MS | 71% | 70% | -1% | 29% | 30% | 1% | 25% | 22% | -3% | 8% | 8% | 0% |
| All Students | MS | 20% | 26% | 6% | 80% | 74% | -6% | 57% | 51% | -6% | 34% | 29% | -5% |
| Special Education | HS | 76% | 73% | -3% | 24% | 27% | 3% | 20% | 26% | 6% | 5% | 6% | 1% |
| All Students | HS | 25% | 23% | -2% | 75% | 77% | 2% | 63% | 66% | 3% | 19% | 21% | 2% |
| Special Education | District | 68% | 68% | 0% | 32% | 32% | 0% | 24% | 23% | -1% | 8% | 8% | 0% |
| All Students | District | 22% | 25% | 3% | 78% | 75% | -3% | 58% | 56% | -2% | 30% | 27% | -3% |

| Student Groups | | Mathematics | | | | | | | | | | | |
|-------------------|----------|--------------|-------|----------|------------|-------|----------|-------|-------|----------|---------|-------|----------|
| | | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change | 18-19 | 20-21 | % Change |
| Special Education | Elem | 60% | 66% | 6% | 40% | 34% | -6% | 31% | 23% | -8% | 13% | 8% | -5% |
| All Students | Elem | 19% | 31% | 12% | 81% | 69% | -12% | 59% | 46% | -13% | 40% | 28% | -12% |
| Special Education | MS | 66% | 74% | 8% | 34% | 26% | -8% | 26% | 19% | -7% | 9% | 8% | -1% |
| All Students | MS | 16% | 31% | 15% | 84% | 69% | -15% | 61% | 43% | -18% | 33% | 24% | -9% |
| Special Education | HS | 66% | 73% | 7% | 34% | 27% | -7% | 22% | 17% | -5% | 9% | 7% | -2% |
| All Students | HS | 22% | 39% | 17% | 78% | 61% | -17% | 54% | 26% | -28% | 28% | 11% | -17% |
| Special Education | District | 63% | 70% | 7% | 37% | 30% | -7% | 28% | 21% | -7% | 11% | 8% | -3% |
| All Students | District | 18% | 32% | 14% | 82% | 68% | -14% | 59% | 42% | -17% | 35% | 24% | -11% |

Special Education Evaluation/Identification Services (Child Find)

In the spring of 2020, special education evaluation staff received training on how to conduct initial evaluations during the pandemic. Evaluators completed all portions of the evaluations except for the face-to-face component of the evaluations and put the remainder of the evaluation on hold. In July 2020, a plan was developed to allow face-to-face testing to resume. Safety protocols and PPE procedures were implemented, and staff were able to complete those evaluations that were pending the face-to-face direct testing. In mid-August 2020, once all evaluations staff were back on contract, direct face-to-face testing resumed on campuses.

The impact of the pandemic on special education evaluations include delays in the completion of the evaluation and subsequent initial ARDs and specialized services. Additionally, staffing has also been impacted as many evaluation staff members were approved to work from home on accommodations which impacted the face-to-face evaluations.

As of June 4, 2021:

- All of the remaining initial evaluations from the 2019-2020 school year have been completed except for 11 school aged students
- 1,434 Initial evaluations have been completed for school age children between the dates of March 8, 2020 – June 4, 2021 with 332 initial referrals in progress with the goal for these to be completed and ARDs held prior to snapshot date in October 2021
- 285 Initial evaluations have been completed for students under five years old who are not in school from March 2020 through May 1, 2021 with an additional 156 initial referrals in progress with the goal for these to be completed and ARDs held prior to snapshot date in October 2021

Moving forward, the evaluation staff will continue to obtain informed consent and evaluate students within both learning platforms following all current procedures. The evaluations will continue to be monitored and reviewed, and adjustments will be made as needed on an ongoing basis for the remainder

of the school year. To process and conduct evaluations as quickly as possible, summer testing will be completed depending on availability of students and staff.

Compensatory Services

The District is required to consider and provide as appropriate compensatory services for any initial evaluation or initial ARD meeting that is out of timeline. Evaluation staff have received training to assist in determining compensatory services. Once compensatory services are considered and agreed upon by the ARD committee, those services are monitored and tracked for completion by campus and District staff. Due to the pandemic, compensatory services are also being considered for students receiving special education services based on data demonstrating regression of skills that have not been recouped by December of 2020. ARD meetings to address these gaps and proposed compensatory services began in early spring 2021 with services being delivered either immediately or during the summer depending on individual student needs. ARD meetings to address compensatory needs will continue to be held throughout the end of the school year and into the summer as needed.

As of June 4, 2021:

- 627 ARD meetings have been held where compensatory services were considered either due to a delayed initial evaluation, delayed initial ARD, or combination of both (initial FIE and initial ARD)
- Out of the 627 ARD meetings, 261 students are receiving compensatory services as deemed appropriate by the ARD committee
- 467 ARD meetings have been held to consider compensatory services for current students receiving special education services as a result of the pandemic, final compensatory services from these ARDs are still being summarized
- The majority of ARD meetings needed to consider compensatory services for students were held by the end of the year. Additional ARDs may be required at the beginning of the school year for any students whose ARD was not able to be completed prior to June 4, 2021

Extended School Year Services (ESYS)

Extended School Year Services (ESYS) is an Individualized Education Program for children with disabilities that are provided to some students beyond the regular school year. ESYS must be considered and addressed at the student’s annual ARD meeting. The need for ESYS must be discussed on an individual basis by the child’s ARD committee from formal and/or informal evaluations provided by the assessment team, special education staff and/ or the parents. The documentation must demonstrate that in one or more critical areas addressed in the current IEP goals and objectives, the child has exhibited, or may be expected to exhibit, severe or substantial regression in critical skill area(s) that cannot be recouped within a reasonable period. In considering students with disabilities for ESYS, FBISD does not limit ESYS to categories of disabilities or unilaterally limit the type, amount, or duration of ESYS. The Department of Special Education establishes a general timeframe for ESYS each year; however, the ARD Committee determines the ESYS timeframe to meet the individual needs of the student. The table below provides information regarding the percentage of students with disabilities participating in ESYS over the last five years. The summer 2021 data is based on the first session of ESYS only.

| Sped Students | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------------|---------|---------|---------|---------|---------|
| Total in attendance at ESYS | 547 | 560 | 559 | 238 | 408* |

| Sped Students | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Total Students as of Snapshot | 5,101 | 5,907 | 6,714 | 7,868 | 8,348 |
| % ESYS | 10.7% | 9.5% | 8.3% | 3.0% | 4.9% |

The ESYS information noted above indicates a decline in the percentages of students being served in the ESYS Program over the last five years. The Department of Special Education recognizes the pandemic impacted summer 2020 and 2021 student enrollment. However, in addition to the decrease in attendance, challenges with transportation, appropriate ARD paperwork, and quality programming are also identified concerns and have prompted the need to study this issue more thoroughly and develop a plan for improvement.

Looking Ahead

The Department of Special Education is poised to address the implications of the pandemic in the 2021-22 school year with the goal of closing gaps in student academic progress, re-establishing programming priorities and improvements, and improve overall compliance and implementation of special education services. The following list outlines targeted focus areas which are included as measurable objectives within the Campus, District, and Departmental plans, as appropriate:

- Students receiving special education services who receive Out of School Suspension disproportionate to their peers
- Least Restrictive Environment (LRE) for all students served with special education services, but particularly students ages 3-5
- Compliance items related to ARDs, initial evaluation timelines, and overall implementation of special education services
- Extended School Year Services (ESYS) programming
- Implementation of compensatory services
- Co-Teach Model Relaunch – pilot programs in 2021-22 to be expanded in 2022-23 school year
- Progress monitoring and case management
- Integration of PD with student ownership of learning and behavior in all programs as well as increased PD opportunities to ensure all stakeholders are informed of special education requirements
- Hiring and retaining quality special education staff

English Learners

Demographics

Language instruction educational programs (LIEPs) are designed to meet the cognitive, linguistic, and affective needs of English Learners (ELs). There are two main approaches to LIEPs. An English as a Second Language, or ESL, approach focuses on instruction in English as the primary way for ELs to acquire language and achieve high academic standards. A bilingual approach, on the other hand, focuses on instruction in the student's primary language (L1) to support acquisition of the second language (L2) and to promote high academic achievement.

The Texas Education Agency (TEA) has two approved models of ESL programming: (1) ESL/content-based and (2) ESL/pull-out. There are four approved models of bilingual programming: (1) transitional early exit, (2) transitional late exit, (3) dual language immersion one-way, and (4) dual language immersion two-way.

During the 2020-21 school year Fort Bend ISD offered the following LIEPs to eligible English learners:

- Transitional bilingual/early exit program model^[1] (for Spanish)
- English as a second language (ESL) pull-out program model; and
- Sheltered English^[2]

A **transitional bilingual/early exit** program model is one “in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area.” This is the current model of bilingual programming offered in the District. FBISD offers bilingual programming to qualifying students in English and the primary language of Spanish. Since the goal of early-exit is for program participants to use their primary language as a resource while acquiring full proficiency in English, this model has been “criticized as subtractive and assimilationist in nature, systematically leading to loss of the child’s primary language skills and diminishing of the child’s multicultural perspectives and competences” (Kennedy, 2019) thus Fort Bend ISD has built a phased in plan to discontinue the transitional bilingual/early exit model and begin implementation of dual language immersion.

The bilingual Spanish program is available, through a centralized model, in the elementary grades, Pre-kindergarten through 5th grade. Currently, the bilingual program is offered at 12 elementary campuses throughout the District: Armstrong, Ridgemont Early Literacy Center, Fleming, Goodman, Heritage Rose, Holley, Jones, Mission West, Ridgeway, Ridgemont, Rosa Parks and Townewest. Students are provided with instruction in literacy and academic content through the medium of their primary language (Spanish) to ensure that they develop strong foundational knowledge and skills which can later be transferred to the other language (English). Bilingual program students use Spanish as a resource while acquiring full proficiency in English. The District Bilingual Framework articulates the grade level and content area that will be taught in Spanish or English. The table found in Appendix provides information on the elementary campuses that send qualifying students to bilingual campuses to support the centralized model used in the District.

An **ESL/pull-out** program model is “an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school.” This is the predominant model of ESL programming in FBISD at both the elementary and secondary level. At the elementary level,

^[1] Policy EHBE was revised in May 2020 to allow for the District’s shift from a transitional early exit bilingual program model to a dual language immersion/one-way program model in 2021-22. A dual language immersion/one-way program model refers to a “bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students’ primary language as well as English, with at least half of the instruction delivered in the students’ primary language for the duration of the program.” A one-way model serves one student population—English learners whose primary language is the one utilized in addition to English. This program model is considered “additive and enriching, providing opportunities for English learners to acquire English at no cost to development of their primary language with the added benefit of retaining a strong sense of bilingual and bicultural identity” (Kennedy, 2019).

^[2] When a Local Education Agency (LEA) does not have the appropriately certified teachers to fulfill the requirements of the LEA’s required English as a second language (ESL) program [TAC 89.1205(c); 89.1210(d)], the LEA must provide an alternative language program. Sheltered Instruction is a program model where English learners receive their English language arts and reading (ELAR) instruction by a teacher(s) who is/are sheltered instruction trained.

the ESL-certified language arts/reading teacher provides English language development through linguistically accommodated academic content instruction. The elementary ESL support teacher may push into classrooms with English learners to provide collaborative instruction. At the secondary level, both ESL-certified English teachers and ESL teachers provide English language development through linguistically accommodated academic content instruction.

ESL programming is offered at every school in the Fort Bend ISD. Teachers serving in the ESL pull-out and Sheltered English models ensure that there is equitable access to the curriculum for all students by implementing linguistic accommodations as needed during both instruction and assessment. The FBISD curriculum has embedded English learner supports that are grounded on the English Language Proficiency Standards (ELPS) as well as best practices related to sheltered instruction. Sample curriculum components include key vocabulary (Tier 1, 2, and 3 terms, Spanish cognates, and vocabulary exemplars based on Marzano’s work), language objectives aligned to the content objectives (learning intentions and success criteria that include language intentions), and instructional delivery with embedded EL supports (such as differentiated sentence stems).

Program Participation

FBISD offers bilingual Spanish programming to English learners with recommendation from the language proficiency assessment committee (LPAC) in grades prekindergarten through fifth. The District offers English as a Second Language (ESL) programming to English learners with LPAC recommendation in grades pre-kindergarten through twelfth. Parental approval is required for participation in these language programs. Identified ELs whose parents choose to deny language program services are non-program ELs, or parent denials. Below is a table that shows student enrollment in the two programs for English learners.

FBISD Student Enrollment By Program

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------|---------|----------|----------|----------|---------|
| Total Students | 74,146 | 75,275 ↑ | 76,122 ↑ | 77,756 ↑ | 76,735↓ |
| Total Bilingual ELs | 2,880 | 2,763 ↓ | 2,622 ↓ | 2,576 ↓ | 2,292↓ |
| Total ESL ELs | 8,462 | 8,502 ↑ | 9,005↑ | 9,440↑ | 10,280↑ |
| Total Non-Program ELs | 620 | 602↓ | 446↓ | 352↓ | 368↑ |
| Total ELs | 11,962 | 11,867 ↓ | 12,073↑ | 12,368 ↑ | 12,940↑ |

The table shows a steady increase in the English learner student population over the years. In addition, there is a decrease in the number of non-program ELs. This indicates that more students who are eligible for, and would benefit from, language program services are receiving them. Currently, the District serves 12,940 ELs in grades Pre-Kindergarten through 12. English learners represent 16.86% of the overall student population in FBISD. The District values this diversity and considers it to be an asset to the Fort Bend community at-large. The table below provides information on the race and ethnicity composition of the students identified as English learners in Fort Bend ISD.

| Percent of English Learners by Race/Ethnicity | |
|---|-----------------------------|
| Race/Ethnicity | Percent of English Learners |
| Asian | 35% |
| American Indian or Alaskan Native | 0% |
| Black or African American | 6% |
| Hispanic/Latino | 51% |
| Native Hawaiian or Other Pacific Islander | 0% |
| Two or More Races | 1% |
| White | 7% |

Academic Performance

Academic progress can be measured in several ways. This update focuses on examining English learner student performance and growth as measured by results from the Ren360 diagnostic assessment. This update will focus on Ren360 data since STAAR data is not available for the 2020-21 school year until later in June.

Performance Level Data Comparison for English Learners

A Performance Level is communicated through the analysis of student scores and grouping students into one of four levels on the Ren360 Reading and Math assessments. The levels and criteria for each level are listed below:

- At/Above Benchmark=At/above 40th percentile
- On Watch = 25th to 39th percentile
- Intervention = 10th to 24th percentile
- Urgent Intervention = Below 10th percentile

Performance Level Data Comparison MOY 19-20 vs EOY 20-21

The table below provides information related to the Performance Level percentages of English learners by campus level (and program) for the Ren360 Reading and Math assessment. This data represents comparative data between the 2019-20 MOY data and the 2020-21 EOY data.

**Performance Level Comparison At/Above Benchmark
2020 MOY to 2021 EOY**

| | Reading | | | Math | | |
|---------------------------------------|-----------|-----------|----------------|-----------|-----------|----------------|
| | 19-20 MOY | 20-21 EOY | Percent Change | 19-20 MOY | 20-21 EOY | Percent Change |
| ESL Elementary Level | 59% | 63% | 4% | 79% | 75% | -4% |
| Bilingual Elementary Level | 29% | 48% | 19% | 73% | 62% | -11% |
| English Learner Elementary Level* | 52% | 59% | 7% | 77% | 71% | -6% |
| District Elementary Level | 69% | 68% | -1% | 83% | 76% | -7% |
| English Learner Middle School Level | 8% | 13% | 5% | 40% | 42% | 2% |
| District Middle School Level | 49% | 49% | 0% | 70% | 68% | -2% |
| English Learner High School Level | 2% | 6% | 4% | 31% | 42% | 11% |
| District High School Level | 37% | 43% | 6% | 61% | 71% | 10% |
| Overall District English Learner Pop. | 39% | 45% | 6% | 66% | 62% | -4% |
| Overall District | 57% | 57% | 0% | 75% | 72% | -3% |

*Note: English Learner includes both ESL and Bilingual program students

An analysis of the table above indicates that between the MOY administration last year and the EOY administration this year, the District has more English learners meeting the “At/Above Benchmark” performance level in Reading when compared to Math. In addition, ELs overall demonstrated a larger percent change in Reading when compared with the District overall.

Upon review of campus data, the following was observed:

- Thirty-eight elementary campuses experienced an increase in ELs meeting “At/Above Benchmark” in Reading and seven elementary campuses experienced an increase of in ELs meeting “At/Above Benchmark” in Math
- Fourteen middle school campuses experienced an increase in ELs meeting “At/Above Benchmark” in Reading and eight middle school campuses experienced an increase in ELs meeting “At/Above Benchmark” in Math
- Nine high school campuses experienced an increase in ELs meeting “At/Above Benchmark” in Reading and ten high school campuses experienced an increase in ELs meeting “At/Above Benchmark” in Math

Performance Level Data Comparison BOY 20-21 vs EOY 20-21

The Multilingual Programs Department also analyzed the difference in Performance Level percentages by comparing the percent of students that were “At/Above Benchmark” at the beginning of the year (BOY) this year and the percentage of students that were “At/Above Benchmark” at the end of the year (EOY) for the 2020-21 school year.

**Performance Level Comparison At/Above Benchmark
2021 BOY to EOY**

| | Reading | | | Math | | |
|---------------------------------------|-----------|-----------|----------------|-----------|-----------|----------------|
| | 20-21 BOY | 20-21 EOY | Percent Change | 20-21 BOY | 20-21 EOY | Percent Change |
| ESL Elementary Level | 72% | 63% | -9% | 83% | 75% | -8% |
| Bilingual Elementary Level | 53% | 48% | -5% | 74% | 62% | -12% |
| English Learner Elementary Level* | 68% | 59% | -9% | 83% | 71% | -12% |
| District Elementary Level | 76% | 68% | -8% | 82% | 76% | -6% |
| English Learner Middle School Level | 14% | 13% | -1% | 50% | 42% | -8% |
| District Middle School Level | 53% | 49% | -4% | 72% | 68% | -4% |
| English Learner High School Level | 7% | 6% | -1% | 46% | 42% | -4% |
| District High School Level | 48% | 43% | -5% | 76% | 71% | -5% |
| Overall District English Learner Pop. | 52% | 45% | -7% | 70% | 62% | -8% |
| Overall District | 63% | 57% | -6% | 78% | 72% | -6% |

*Note: English Learner includes both ESL and Bilingual program students

An analysis of the table above indicates that between the BOY administration this year and the EOY administration, the District has less English learners meeting the “At/Above Benchmark” performance level.

Upon review of campus data, the following was observed:

- Forty-eight elementary campuses experienced a decrease in ELs meeting “At/Above Benchmark” in Reading and forty-three elementary campuses experienced a decrease of in ELs meeting “At/Above Benchmark” in Math

- Nine middle school campuses experienced a decrease in ELs meeting “At/Above Benchmark” in Reading and thirteen middle school campuses experienced a decrease in ELs meeting “At/Above Benchmark” in Math
- Eight high school campuses experienced a decrease in ELs meeting “At/Above Benchmark” in Reading and eight high school campuses experienced a decrease in ELs meeting “At/Above Benchmark” in Math

Student Growth Percentile (SGP)

The Student Growth Percentile (SGP) is a metric that is available when the student has two data points that can be analyzed to account for growth. The SGP score compares a student’s growth from one period to another with that of his or her academic peers nationwide. As the campuses and District analyze SGP, adequate growth is defined as an SGP score of 35 or higher.

The table below provides an overview of the District level SGP rates for English learners at elementary, middle, and high schools by test. The values represent the percent of students that met an SGP score of 35 or higher.

**SGP Comparison By Campus
2020 MOY to 2021 EOY**

| | Reading | | | Math | | |
|---------------------------------------|-----------|-----------|----------------|-----------|-----------|----------------|
| | 19-20 MOY | 20-21 EOY | Percent Change | 19-20 MOY | 20-21 EOY | Percent Change |
| ESL Elementary Level | 65% | 42% | -23% | 66% | 40% | -26% |
| Bilingual Elementary Level | 67% | 46% | -21% | 67% | 44% | -23% |
| English Learner Elementary Level* | 66% | 43% | -23% | 66% | 41% | -25% |
| District Elementary Level | 67% | 46% | -21% | 67% | 44% | -23% |
| English Learner Middle School Level | 60% | 50% | -10% | 57% | 48% | -9% |
| District Middle School Level | 60% | 55% | -5% | 60% | 54% | -6% |
| English Learner High School Level | 54% | 46% | -8% | 58% | 53% | -5% |
| District High School Level | 60% | 57% | -3% | 59% | 59% | 0% |
| Overall District English Learner Pop. | 63% | 45% | -18% | 63% | 43% | -20% |
| Overall District | 63% | 51% | -12% | 64% | 50% | -14% |

*Note: English Learner includes both ESL and Bilingual program students

This data shows a decrease in English learners meeting the SGP at all grade levels with the largest decrease at the elementary level. The trend mirrors that of the overall district. It is also important to keep in mind that the student group that took the Ren360 at the secondary level is different than last year which does impact the data.

STAAR 2021 Data

There was no STAAR test for the 2019-20 school year. The data below represents STAAR data for the 2020-21 school year. As indicated earlier in this report, students participating in instruction in the online environment were required to return face-to-face to take the STAAR test. This may have resulted in fewer students participating in the STAAR for this school year. If a student did not participate, the student is considered as a Did Not Meet for accountability purposes.

These data show that in the area of reading at the elementary level, there was a drop in the percentage of English learners who scored at the “approaches” level. Additionally, there was a drop in the percentage of

bilingual program ELs who scored at the “meets” level and ESL program ELs who scored at the “masters” level. At the middle school level, there was a drop in percentage of English learners who scored at the “approaches” and “meets” levels. At the high school level, however, the District saw an increase in English learners at the “approaches” and “meets” levels. In the area of math, there was a decrease in English learner performance at all levels at the “approaches”, “meets” and “masters” performance level.

Reading STAAR Scores Comparison 2018-19 to 2020-21

| Student Groups | | Reading | | | | | | | | | | | |
|-----------------|----------|--------------|-------|----------------|------------|-------|----------------|-------|-------|----------------|---------|-------|----------------|
| | | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change |
| English Learner | Elem | 34% | 38% | 4% | 66% | 62% | -4% | 32% | 32% | 0% | 14% | 15% | 1% |
| Bilingual | Elem | 40% | 47% | 7% | 60% | 53% | -7% | 25% | 21% | -4% | 10% | 10% | 0% |
| ESL | Elem | 30% | 33% | 3% | 70% | 67% | -3% | 36% | 37% | 1% | 17% | 16% | -1% |
| All Students | Elem | 20% | 25% | 5% | 80% | 75% | -5% | 56% | 51% | -5% | 36% | 32% | -4% |
| English Learner | MS | 55% | 56% | 1% | 45% | 44% | -1% | 17% | 16% | -1% | 5% | 6% | 1% |
| ESL | MS | 53% | 55% | 2% | 47% | 45% | -2% | 17% | 17% | 0% | 5% | 6% | 1% |
| All Students | MS | 20% | 26% | 6% | 80% | 74% | -6% | 57% | 51% | -6% | 34% | 29% | -5% |
| English Learner | HS | 72% | 69% | -3% | 28% | 31% | 3% | 14% | 16% | 2% | 1% | 1% | 0% |
| ESL | HS | 72% | 69% | -3% | 28% | 31% | 3% | 13% | 16% | 3% | 1% | 1% | 0% |
| All Students | HS | 25% | 23% | -2% | 75% | 77% | 2% | 63% | 66% | 3% | 19% | 21% | 2% |
| English Learner | District | 48% | 49% | 1% | 52% | 51% | -1% | 24% | 24% | 0% | 9% | 9% | 0% |
| Bilingual | District | 40% | 47% | 7% | 60% | 53% | -7% | 25% | 21% | -4% | 10% | 10% | 0% |
| ESL | District | 49% | 49% | 0% | 51% | 51% | 0% | 23% | 25% | 2% | 8% | 9% | 1% |
| All Students | District | 22% | 25% | 3% | 78% | 75% | -3% | 58% | 56% | -2% | 30% | 27% | -3% |

Math STAAR Scores Comparison 2018-19 to 2020-21

| Student Groups | | Mathematics | | | | | | | | | | | |
|-----------------|----------|--------------|-------|----------------|------------|-------|----------------|-------|-------|----------------|---------|-------|----------------|
| | | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change |
| English Learner | Elem | 26% | 41% | 15% | 74% | 59% | -15% | 43% | 32% | -11% | 22% | 15% | -7% |
| Bilingual | Elem | 26% | 50% | 24% | 74% | 50% | -24% | 41% | 22% | -19% | 20% | 10% | -10% |
| ESL | Elem | 24% | 36% | 12% | 76% | 64% | -12% | 46% | 37% | -9% | 23% | 18% | -5% |
| All Students | Elem | 19% | 31% | 12% | 81% | 69% | -12% | 59% | 46% | -13% | 40% | 28% | -12% |
| English Learner | MS | 36% | 58% | 22% | 64% | 42% | -22% | 30% | 16% | -14% | 9% | 6% | -3% |
| ESL | MS | 34% | 58% | 24% | 66% | 42% | -24% | 30% | 16% | -14% | 9% | 6% | -3% |
| All Students | MS | 16% | 31% | 15% | 84% | 69% | -15% | 61% | 43% | -18% | 33% | 24% | -9% |
| English Learner | HS | 40% | 56% | 16% | 60% | 44% | -16% | 32% | 14% | -18% | 16% | 6% | -10% |
| ESL | HS | 38% | 56% | 18% | 62% | 44% | -18% | 31% | 15% | -16% | 15% | 7% | -8% |
| All Students | HS | 22% | 39% | 17% | 78% | 61% | -17% | 54% | 26% | -28% | 28% | 11% | -17% |
| English Learner | District | 31% | 48% | 17% | 69% | 52% | -17% | 38% | 25% | -13% | 17% | 11% | -6% |
| Bilingual | District | 26% | 50% | 24% | 74% | 50% | -24% | 41% | 22% | -19% | 20% | 10% | -10% |
| ESL | District | 30% | 46% | 16% | 70% | 54% | -16% | 38% | 26% | -12% | 16% | 12% | -4% |
| All Students | District | 18% | 32% | 14% | 82% | 68% | -14% | 59% | 42% | -17% | 35% | 24% | -11% |

TELPAS (Texas English Language Proficiency Assessment System)

The TELPAS assessment is a state-based assessment that is administered annually to assess the English language proficiency of students who have been identified as English learners (ELs) in four language domains – listening, speaking, reading, and writing. TELPAS evaluates the progress that each EL makes in becoming proficient in the use of academic English. Each student that participates in TELPAS receives a report with results that indicate the proficiency rating of the student – Beginning, Intermediate, Advanced, and Advanced High. The goal is to have student grow and progress through the proficiency ratings until they meet the exit criteria established by the state and can be reclassified.

During the spring 2020, the District submitted a request from the Board to waive the TELPAS requirements due to COVID and the inability to gather authentic student writing samples once the students and teachers were asked to remain at home for the remainders of the school year. Therefore, the District does not have TELPAS data from last year.

Throughout the comprehensive needs assessment process for the District Improvement Plan, the Multilingual Department has analyzed the TELPAS data from previous years, included the spring of 2019. The chart below provides information on the percentage of English learners that are in each proficiency level for TELPAS, along with the percent of students that progressed one proficiency level and the percent of students that progressed one or more proficiency levels in the spring 2019.

| TELPAS – Spring 2019 (FBISD) | | | | | | |
|-------------------------------------|-------------------------|------------|------------|--------------|---|---|
| Grades | TELPAS Composite | | | | Yearly Progress in TELPAS Composite Rating | |
| | BEG | INT | ADV | ADV H | Progressed One Proficiency Level | Progressed One or More Proficiency Level |
| K-2 | 12% | 32% | 34% | 22% | 51% | 56% |
| 3-12 | 2% | 24% | 46% | 27% | 38% | 40% |

| TELPAS – Spring 2019 (Texas) | | | | | | |
|-------------------------------------|-------------------------|------------|------------|--------------|---|---|
| Grades | TELPAS Composite | | | | Yearly Progress in TELPAS Composite Rating | |
| | BEG | INT | ADV | ADV H | Progressed One Proficiency Level | Progressed One or More Proficiency Level |
| K-2 | 22% | 40% | 27% | 11% | 42% | 49% |
| 3-12 | 4% | 33% | 44% | 18% | 30% | 31% |

Upon review of data through the needs assessment process, one trend that was evident was the large percent of students that the District has within the Advanced and Advanced High proficiency levels and the lack of growth within those two groups, which then impacts the students’ ability to exit the program. Our efforts in designing the District Improvement Plan and subsequent department plans will have strategies to address this trend.

Students will be participating in the TELPAS assessment for the spring 2021 and the District will have additional data points to compare with the spring 2019 data.

Programming Focus or Highlights

The Multilingual Programs Department has been engaged in targeted and focused work over the past school year. Below is a sampling of some of the accomplishments and celebrations from the 2020-21 school year.

- Continuation of targeted professional learning and support of bilingual program teachers in preparation for the implementation of the one-way dual language immersion program model in PK and K
- Creation of the Elementary Bilingual Specialist position to support building capacity of bilingual program teachers aligned to the program model and language allocation framework
- Introduction of the Bilingual Program Parent Learning Series to empower and educate bilingual program parents
- Shift of the title and role of the Elementary ESL Support Teacher to Elementary English Learner Specialist to signal the importance of building capacity of all teachers of ELs

- Piloting of student-friendly proficiency level descriptors (PLDs) to support student ownership of language learning
- Cross-campus PLCs for MS and HS ESL Teachers to improve learning outcomes for secondary English learners
- Implementation of the ESL Structured Support Plan (a 3-pronged approach that includes: coaching support, asynchronous professional learning opportunities and synchronous professional learning opportunities) to support non-ESL certified and ESL certified teachers of ELs
- Creation of the Newcomer Specialist position to address the needs of this specific student population
- Collaboration with campus and District level staff to identify and develop key strategies to address EL dropout prevention
- District EL Compliance team created systems and structures to ensure campus compliance with District and state guidelines to identify and serve ELs
- District Translator collaborated with departments to ensure that District messaging was timely and accessible to the families of our diverse student population

Staffing

The implementation of language programming for students requires staffing that can support the instructional needs of language learners and the compliance aspects of ensuring fidelity of implementation according to state and federal requirements. The Multilingual Department works with campus leaders to define campus allocations to support Bilingual and ESL programs. The table below provides details on the staffing allocations by program area for each campus.

| Program | EL Staffing Allocations |
|-----------------------------|---|
| Bilingual Program | <ul style="list-style-type: none"> • Bilingual Aide (1 per campus) • ELL Compliance Aide (1 per campus) • Elementary Bilingual Specialist (1 per campus) • Elementary English Learner Specialist (1 per campus) |
| ESL Program – Elementary | <ul style="list-style-type: none"> • ELL Compliance Aide* • Elementary English Learner Specialist (1 per campus) |
| EL Staffing – Middle School | <ul style="list-style-type: none"> • ELL Compliance Aide* • MS ESL Teacher(s) based upon EL student criteria (15:1 class size, B/I English language proficiency, less than 3 years in US schools) • Secondary English Learner Specialist (CMMS, BMS) |
| EL Staffing – High School | <ul style="list-style-type: none"> • ELL Compliance Aide* • HS ESL Teacher(s) based upon EL student criteria (15:1 class size, B/I English language proficiency, less than 3 years in US schools) • Secondary English Learner Specialist (DHS) |

*ELL Compliance Aides are allocated based upon number of EL files (active, PD, M1, M2). Campuses may be allocated 0, .5, or 1 FTE based upon the EL data.

The state defines an expectation regarding highly qualified staff as it relates to serving English learners. In Fort Bend ISD, due to our ESL pull-out program model, any teacher that provides ELA instruction to English learners should have their ESL certification. The District implemented a change to the job description for newly hired teachers ELA designated teachers in the 2016-17 school year. Newly hired ELA teachers that do not have their ESL certification are provided with an ESL Contract Addendum which requires that they obtain their certification during their first year in the district. The District has utilized the waiver provided

by the state to report the number of ELA teachers currently serving ESL program students that do not have the ESL certification. Below is a chart of how many teachers we have had on a TEA waiver since 2016-17.

| Number of Teachers Requiring an ESL TEA Waiver | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
| ESL Waivers | 14 | 40 | 158 | 138 | 139 |

Teachers on an ESL TEA Waiver and ESL Contract Addendum must engage in job embedded training and coaching. The teachers on an ESL Contract Addendum must take and pass the ESL certification test prior to a deadline established with Human Resources. If the teacher does not take or pass the ESL certification, they may be placed on the non-renewal list or the campus must place them into a teaching position that does not require the ESL certification. The large difference in numbers between 2017-18 and 2018-19 may be attributed to additional guidance provided by TEA on reporting teachers on the ESL Waiver and our shift in ESL programming at the elementary level.

Impact of Pandemic

The effects of the pandemic on the academic achievement and social emotional well-being of English learners will be felt for years to come. Below are some of the response strategies initiated by the District to counter the adverse effects.

- The Elementary ESL Support Teacher has shifted to that of an English Learner Specialist, to build capacity in all classroom teachers who serve English learners. This shift in role allows for more ELs to be served effectively during Tier 1 instruction
- Comprehensive professional learning for teachers of ELs including coaching support, synchronous professional learning opportunities, and asynchronous professional learning
- Secondary English Learner (EL) Tutorials via an online delivery model to provide Newcomer ELs with targeted content and language support in preparation for the end-of-course (EOC) exams.
- Specialized resources purchased for elementary campuses to provide access to Spanish texts at various reading levels; Learning A-Z, Raz Kids, and MyOn
- Specialized resources purchased for secondary ESL students to support digital access, Saddleback
- District level PLCs conducted to support planning instruction and strategies to support ELs

In addition to the above-mentioned strategies to support academic achievement, the Multilingual Department also enhanced efforts related to communication and resources for parents and families of English learners. Some of the work is outlined below.

- Updated Multilingual Programs Department website
- Newcomer Parent videos
- Bilingual Program Parent Learning Series
- Department Newsletter for Parents of English Learners
- Check and Connect Social Worker and Monitor and Newcomer Specialist outreach to parents

Some of the challenges that the District has experienced this year include several items that the department is working to resolve.

- The hiring of elementary teachers and secondary ELA teachers that do not have the ESL supplemental certification. The District has incorporated an ESL Contract Addendum for these teachers and created a job embedded coaching and training plan to support the teachers with obtaining their certification during the school year.

- During the pandemic some of the job roles placed on campus to support ELs, such as EL Compliance Aides and EL Specialists, have been utilized in other capacities to support instructional continuity.
- Lack of consistent and strategic scheduling of secondary English learners, specifically Newcomers based on previous student academic achievement and language proficiency.

This school year, the students and parents had the option to select their method of instruction as online or face-to-face learning environment. As of May 20, 2021, the District has approximately 64% of bilingual students and 51% of ESL students in the face-to-face environment. As part of the efforts to support ELs, the provision provided by TEA to requests students come back to the face-to-face learning was used. The District had 386 ELs return to the face-to-face learning environment, which equates to about 34% of the students within the TEA provision group.

Looking Ahead

The Multilingual Programs Department is committed to refining current practices, and establishing new practices, needed to ensure that English learners in FBISD are achieving at high levels academically as well as acquiring English language proficiency. The Department has identified categories for the work as well as action steps needed during the 2021-22 school year and beyond. The five categories were adapted from the Texas Education Agency’s *Dual Language Immersion (DLI)* and *ESL Program Implementation Rubrics*. The categories are as follows: (1) program model design, (2) staffing and professional development, (3) instructional design: lesson planning and curriculum, (4) instructional design: methods and resources, and (5) family and community engagement.

The table below summarizes the work that the Department will engage in during the 2021-2022 school year and beyond aligned to the categories outlined in the rubric.

| Category | Description of Work/Activity |
|---------------------------------------|---|
| Program Model Design | <ul style="list-style-type: none"> • District English Learner Advisory Committee to ensure the District’s LIEPs are aligned with current research and data • Implement one-way dual language immersion programming at all PK/K bilingual campuses • Incorporate the Seal of Biliteracy acknowledgement for graduation |
| Staffing & PD | <ul style="list-style-type: none"> • Training for English learner as teacher leaders to support all teachers of ELs • Create and allocate Secondary English Learner Specialist positions to build EL teacher capacity at the secondary level • Develop capacity in school counselors to adequately design student schedules based on student needs • Create and communicate EL Report Cards with campus leaders to ensure data-driven discussions and goals specific to ELs |
| Instructional Design: LP & Curriculum | <ul style="list-style-type: none"> • Engage in continuous refinement of the FBISD curriculum to include embedded English learner supports that support bilingual Spanish and ESL programming • Create teacher and student formative assessment tools that specifically address English language development to support student ownership of content and language |

| Category | Description of Work/Activity |
|---|--|
| | <ul style="list-style-type: none"> • Create structures to allow for within-campus and cross-campus professional learning communities (PLCs) that allow teachers of ELs to collaboratively plan learning experiences that are linguistically accommodated |
| Instructional Design: Methods & Resources | <ul style="list-style-type: none"> • Collaborate with District and campus stakeholders to ensure that there is equitable access to resources (that are culturally responsive, balanced, and unbiased) for bilingual and ESL program students • Support campus instructional leaders with tools to support the monitoring and feedback of teachers consistently applying practices aligned to second language acquisition methodology |
| Family & Community Engagement | <ul style="list-style-type: none"> • Collaborate with District and campus leaders to expand opportunities to engage parents, families, and communities on behalf of English learners • Establish a District English Learner Advisory Committee to engage and inform stakeholders • Continue monthly Newsletters and parent trainings to support the home-school connection specific to families of ELs |

In the long term, the Multilingual Department is working toward implementation of the two-way dual language immersion program in the District. As the District moves forward with this plan, a stakeholder advisory committee will be formed to make decisions that impact the languages incorporated in the programs as well as campuses that would be eligible for this expanded program.

Gifted and Talented

Demographics

The Administration acknowledges inequities within the GT identification process. Although every campus has identified GT students in 2020-21, FBISD does not meet TEA’s 5% recommended standard for most of its campuses. As a trend, African American, Hispanic, and Economically Disadvantaged populations are underrepresented. Of these three populations, Economically Disadvantaged has the lowest overall representation. White and Asian populations, although not meeting the 5% percent standard at all campuses, trend towards a higher level of identification for gifted services. Campus- and District-specific data can be found in the Appendix.

The following strategies have been implemented to address the concerns and make improvements in this process:

- Disaggregation of this data to determine root causes by the GT Task Force Service Implementation and Program Expansion Subcommittee
- Proposition of solutions to identified causes and integration of solutions into the GT five-year plan
- Reimagining of the GT VISTAS program on Title I campuses including the development of a VISTAS-specific curriculum, job-embedded professional development, profile of a VISTAS teacher, and direct District support

- Use of a universal screener for all 2nd grade students which was implemented during the 2018-19 school year; and,
- Establishment of local norms which began during the 2019-20 school year

The use of universal screening and local norms are the most effective research-based methods of addressing these inequities. However, the impact of these interventions will not be immediate. In addition, the data included in the Appendix does not include the secondary GT identification information. The secondary school issues stem from elementary identification as most students are identified as GT during the elementary years. Secondary students can be tested for GT identification but since the secondary program is open enrollment for PAP/AP, most students do not consider GT referrals. As the GT Department makes enhancements to the GT secondary program, GT identification rates in those grade levels will increase.

Academic Performance

Performance Level Data Comparison MOY 19-20 vs EOY 20-21

The table below provides information related to the Performance Level percentages of students identified for Gifted and Talented Services by campus level (and program) for the Ren360 Reading and Math assessment for the middle of the year. This data represents comparative data between the 2019-20 MOY data and the 2020-21 EOY data.

**Performance Level Comparison At/Above Benchmark
2020 MOY to 2021 EOY**

| | Reading | | | Math | | |
|--|-----------|-----------|----------------|-----------|-----------|----------------|
| | 19-20 MOY | 20-21 EOY | Percent Change | 19-20 MOY | 20-21 EOY | Percent Change |
| Gifted and Talented Elementary Level | 99% | 98% | -1% | 100% | 99% | -1% |
| District Elementary Level | 69% | 68% | -1% | 83% | 76% | -9% |
| Gifted and Talented Middle School Level | 97% | 95% | -2% | 99% | 99% | 0% |
| District Middle School Level | 49% | 49% | 0% | 70% | 68% | -2% |
| Gifted and Talented High School Level | 94% | 93% | -1% | 100% | 98% | -2% |
| District High School Level | 37% | 43% | 6% | 61% | 71% | 10% |
| Overall District Gifted and Talented Students | 97% | 96% | -1% | 100% | 99% | -1% |
| Overall District | 57% | 57% | 0% | 75% | 72% | -3% |

When analyzing the Performance Level data for each level and comparing MOY and EOY data from the 2019-20 school year and the 2020-21 school year, the GT Department discovered that the overall District percentages for all performance levels remained consistent for math and reading when comparing last year and this years' MOY data.

Performance Level Data Comparison BOY 20-21 vs EOY 20-21

The GT Department also analyzed the difference in Performance Level percentages by comparing the percent of students that were At/Above Benchmark at the beginning of the year (BOY) this year and the percentage of students that were At/Above Benchmark at the middle of the year (MOY).

**Performance Level Comparison At/Above Benchmark
2021 BOY to EOY**

| | Reading | | | Math | | |
|--|-----------|-----------|----------------|-----------|-----------|----------------|
| | 20-21 BOY | 20-21 EOY | Percent Change | 20-21 BOY | 20-21 EOY | Percent Change |
| Gifted and Talented Elementary Level | 98% | 98% | 0% | 99% | 99% | 0% |
| District Elementary Level | 76% | 68% | -6% | 82% | 76% | -6% |
| Gifted and Talented Middle School Level | 95% | 95% | 0% | 100% | 99% | -1% |
| District Middle School Level | 53% | 49% | -4% | 72% | 68% | -4% |
| Gifted and Talented High School Level | 95% | 93% | -2% | 99% | 98% | -1% |
| District High School Level | 48% | 43% | -5% | 76% | 71% | -5% |
| Overall District Gifted and Talented Students | 96% | 96% | 0% | 99% | 99% | 0% |
| Overall District | 63% | 57% | -7% | 78% | 72% | -6% |

An analysis of the table above indicates that between the BOY administration this year and the EOY administration, GT Students had very close to same number of students meeting the “At/Above Benchmark” performance level.

Student Growth Percentile (SGP)

The Student Growth Percentile (SGP) is a metric that is available when the student has two data points that can be analyzed to account for growth. The SGP score compares a student’s growth from one period to another with that of his or her academic peers nationwide. As the campuses and District analyze SGP, adequate growth is defined as an SGP score of 35 or higher.

The table below provides an overview of the District level SGP rates for students receiving gifted services at elementary, middle, and high schools by test. The values represent the percent of students that met an SGP score of 35 or higher.

**SGP Comparison by Campus
2020 MOY to 2021 EOY**

| | Reading | | | Math | | |
|--|-----------|-----------|----------------|-----------|-----------|----------------|
| | 19-20 MOY | 20-21 EOY | Percent Change | 19-20 MOY | 20-21 EOY | Percent Change |
| Gifted and Talented Elementary Level | 75% | 66% | -9% | 79% | 61% | -18% |
| District Elementary Level | 69% | 46% | -23% | 83% | 44% | -39% |
| Gifted and Talented Middle School Level | 68% | 64% | -4% | 72% | 70% | -2% |
| District Middle School Level | 49% | 55% | 6% | 70% | 54% | -16% |
| Gifted and Talented High School Level | 70% | 70% | 0% | 72% | 73% | 1% |
| District High School Level | 37% | 57% | 20% | 61% | 59% | -2% |
| Overall District Gifted and Talented Students | 71% | 66% | -5% | 75% | 67% | -8% |
| Overall District | 57% | 51% | -6% | 75% | 50% | -15% |

These data show a decrease in students meeting the SGP at the elementary level, although the elementary GT population showed less lack of growth compared to the district. Upon review of campus SGP data, all elementary campuses showed a decrease in the percent of students meeting adequate SGP.

The District data also shows a slight increase in the percent of students making adequate growth in secondary reading; however, the testing group is different. It is also important to keep in mind that the student group that took the Ren360 at the secondary level is different from last year which does impact the data.

STAAR 2021 Data

As reported earlier, students participating in instruction in the online environment were required to return face-to-face to take the STAAR test. This may have resulted in fewer students participating in the STAAR for this school year. If a student did not participate, the student is considered as a Did Not Meet for accountability purposes.

These data show that in the area of reading at the elementary and middle school level, there was a drop in the percentage of GT students who scored at the “meets,” and “masters” levels. At the high school level, however, the District saw an increase in GT students at these levels. In the area of math, there was a decrease in gifted and talented performance at all levels at the “meets” and “masters” performance level.

| STAAR Scores Comparison 2018-19 to 2020-21 | | | | | | | | | | | | |
|---|--------------|-------|----------------|------------|-------|----------------|-------|-------|----------------|---------|-------|----------------|
| Reading | | | | | | | | | | | | |
| | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change |
| Gifted and Talented Elementary Level | 0% | 1% | 1% | 100% | 99% | -1% | 98% | 95% | -3% | 90% | 82% | -8% |
| District Elementary Level | 20% | 25% | 5% | 80% | 75% | -5% | 56% | 51% | -5% | 36% | 32% | -4% |
| Gifted and Talented Middle School Level | 0% | 1% | 1% | 100% | 99% | -1% | 98% | 95% | -3% | 85% | 77% | -8% |
| District Middle School Level | 20% | 26% | 6% | 80% | 74% | -6% | 57% | 51% | -6% | 34% | 29% | -5% |
| Gifted and Talented High School Level | 0% | 0% | 0% | 100% | 100% | 0% | 100% | 100% | 0% | 71% | 76% | 5% |
| District High School Level | 25% | 23% | -2% | 75% | 77% | 2% | 63% | 66% | 3% | 19% | 21% | 2% |
| Overall District Gifted and Talented Students | 0% | 1% | 1% | 100% | 99% | -1% | 98% | 97% | -1% | 83% | 79% | -4% |
| Overall District | 22% | 25% | 3% | 78% | 75% | -3% | 58% | 56% | -2% | 30% | 27% | -3% |

| STAAR Scores Comparison 2018-19 to 2020-21 | | | | | | | | | | | | |
|---|--------------|-------|----------------|------------|-------|----------------|-------|-------|----------------|---------|-------|----------------|
| Mathematics | | | | | | | | | | | | |
| | Did Not Meet | | | Approaches | | | Meets | | | Masters | | |
| | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change | 18-19 | 20-21 | Percent Change |
| Gifted and Talented Elementary Level | 0% | 0% | 0% | 100% | 100% | 0% | 10% | 97% | -3% | 97% | 86% | -11% |
| District Elementary Level | 19% | 31% | 12% | 81% | 69% | -12% | 59% | 46% | -13% | 40% | 28% | -12% |
| Gifted and Talented Middle School Level | 0% | 0% | 0% | 100% | 100% | 0% | 99% | 95% | -4% | 90% | 79% | -11% |
| District Middle School Level | 16% | 31% | 15% | 84% | 69% | -15% | 61% | 43% | -18% | 33% | 24% | -9% |
| Gifted and Talented High School Level | 0% | 6% | 6% | 100% | 94% | -6% | 80% | 72% | -8% | 70% | 39% | -31% |
| District High School Level | 22% | 39% | 17% | 78% | 61% | -17% | 54% | 26% | -28% | 28% | 11% | -17% |
| Overall District Gifted and Talented Students | -4% | 0% | 0% | 0% | 100% | 100% | 0% | 99% | 96% | -3% | 93% | 82% |
| Overall District | -3% | 18% | 32% | 14% | 82% | 68% | 14% | 59% | 42% | 17% | 35% | 24% |

GT Five-Year Plan

The GT Task Force was created in 2017 after analyzing feedback from the FBISD Board of Trustees Listening Tours, GT parent meetings, and surveys. The GT Task Force is comprised of parents, GT students, teachers, campus administrators, counselors, and District administrators from various instructional departments. In 2017-18, the FBISD GT Task Force began utilizing the *Texas State Plan for the Education of Gifted/Talented Students* in order to determine key areas in need of improvement. The Texas State Plan defines five components of accountable and exemplary Gifted and Talented Programming. The defined components include:

- Service Fidelity
- Student Assessment
- Curriculum & Instruction
- Professional Learning
- Family & Community Involvement

Using the Texas State Plan as a rubric, the GT Task Force assessed the 2017-18 FBISD Gifted and Talented program, mapping multiple ideas with these components to determine gaps and prepare a list of recommendations for improvement. In 2018-19, these recommendations guided the Task Force to create goals, strategies, and metrics to develop an initial Planning Framework. Topics chosen by the Task Force members for the Planning Framework included early identification of GT students, elementary instructional practices, middle school instructional practices, GT parent resources, and student resources. The GT Task Force compiled these chosen topics into three areas of focus: (1) Structures, (2) Support & Services, and (3) Monitoring & Feedback. Once compiled in task maps, Task Force members provided feedback on the various tasks and determined completion times. This feedback facilitated the Task Force

proposal of a formal five-year plan to complete all the identified tasks. This five-year plan was shared with the FBISD Board of Trustees in June 2019.

The GT five-year plan (visit <https://www.fortbendisd.com/Page/131444> for an overview) defines actions that support implementation of a GT program that meets the TEA-defined program accountability standards and includes refinement of programming to reach exemplary implementation for standards as defined in the *Texas State Plan for the Education of Gifted/Talented Student*. The GT Department revisits this five-year plan each quarter to update progress and build out tasks to better track their progress. This progress is also shared in the Gifted and Talented Quarterly Report that is distributed to the FBISD GT community and shared on the Gifted and Talented News FBISD Webpage (<https://www.fortbendisd.com/Page/120749>), and provided to the Board through a weekly Board Update.

Programming Highlights

- *Innovation Hour Pilot.* Innovation Hour was piloted at grades 2, 6, and 9 at ten campuses in 2020-21: Arizona Fleming, Blue Ridge, Cornerstone, Lexington Creek, Malala, Patterson, Walker Station, Garcia, Quail Valley Middle School, and Clements. Elementary and middle school pilots lead to students determining their own passion projects and presenting to their peers. The pilot at the high school level was not successful this year.
- *GT Learning Plan Pilot.* The GT Learning Plan was piloted at eleven campuses in 2020-21: Burton, Cornerstone, Heritage Rose, Jones, Jordan, Neill, Scanlan Oaks, Crockett, Fort Settlement, Austin and Bush. Based on feedback from the 2019-20 District-wide rollout of the GT Learning Plans, this smaller pilot group was selected to allow targeted support in implementing the GT Learning Plans with fidelity. Campuses received targeted support from Department members, resulting in a more successful implementation of the Learning Plans in 2020-21.
- *GT Mentorship Enrollment.* Enrollment in GT Mentorship Program has increased. The GT Department invited 25 students to participate in the 2020-21 GT Mentorship Program. The program ended the school year with 22 graduating seniors sharing their research projects at the GT Mentorship Showcase on May 12, 2021. The GT Department has 25 invited rising seniors to participate in the 2021-22 GT Mentorship Class. Based on the uniqueness of this class, the GT Department evaluated both local and mentor-based resources this year and determined that 25 students is the current practical enrollment maximum without investing in additional District personnel.
- *Enhanced Communication Structures.* This year, the GT Department has continued to enhance its communication with stakeholders. The Department has maintained its distribution of the Monthly GT Newsletters detailing Department events as well as GT Specific opportunities (available here: <https://www.fortbendisd.com/Page/120749>). The Department began to distribute Quarterly GT Program Reports, sharing the work of the GT Task Force Subcommittees, progress made on the GT Five-Year Plan as well as providing updates on the Innovation Hour and GT Learning Plan Pilots. The GT Department has also worked to buildout a robust GT webpage on FBISD (www.fortbendisd.com/GT) that shares not only information about testing and identification, but also helpful resources for FBISD GT Families.
- *Accelerated Model Program.* The GT Task Force Acceleration Subcommittee has developed a plan for implementing an Accelerated Model Program (AMP). This program is designed to meet the needs of those students who are ready and motivated to move through content at a faster pace. Based on the work of this subcommittee in 2020-21, The Year One AMP Pilot, a campus capacity-building year, will begin in 2021-22.

Impact of Pandemic

As of Term 4, approximately 30% of students identified as GT were in a face-to-face model and 70% were receiving instruction online. Overall, the majority of students identified as received instruction online the majority of the year. In addition, only five students identified as GT returned to a face-to-face model as a result of the TEA provision. The pandemic had an impact on key components of the GT program. The information below summarizes the impact:

- *Identification/Testing Process.* The pandemic impacted the total number of students who tested for GT services this year. After working with the publisher of the CogAT test, the GT current identification tool, it was determined that this test could only be administered face-to-face. If a child was not receiving face-to-face instruction in fall 2020, their parent or guardian was required to bring them to the home campus to complete the universal screener. Because of safety concerns, each campus had parents choose not to bring their child for testing. This limitation impacted not only the total number of referrals for GT testing, which decreased about 50% for the 2020-21 school year, but also the number of students who participated in the second grade Universal Screener. In the past, all FBISD second grade students completed the Universal Screener, which is implemented to find those students who may not be referred for GT testing. The GT Department knows that most campuses did not have all second-grade students complete the universal screener because of this pandemic-induced testing limitation.
- *Identification/Testing Timeline.* Traditionally, fall testing is completed by December and results are sent to parents in February. In the fall 2020, many students were still online learners and parents were given the opportunity to delay in-person testing until second semester. This flexible delay impacted the traditional testing schedule and reporting dates. Rather than reporting results in February, results for referred students were sent to parents on April 1, 2021, and results from the universal screener were sent on April 8, 2021. The one exception to this delay was kindergarten results. The state requires kindergarten GT services to begin on March 1. Therefore, parents of kindergarten students received their notifications of services by March 1, 2021; however, Kindergarten GT profiles and supporting documentation were sent to parents by April 8, 2021.
- *First Grade Vistas Talent Pool program for the 2020-21 school year.* Traditionally, all Title 1 kindergarten students are screened in the spring for inclusion in the Vistas Talent Pool in first grade. This screening usually takes place in April and May. FBISD had moved to virtual instruction in March 2020 so Title 1 kindergarten students were not screened for the Vistas Talent Pool program for enrollment in the fall of 2020; therefore, there was no first grade Vistas program in Title 1 campuses in 2020-21. This lack of screening was addressed this year. All kindergarten and first grade Title 1 students were screened for their respective Vistas Talent Pools (first and second grade) that will begin in the fall of 2021-22.
- *Key Items on the Five-year GT Task Maps.* As developed, the instructional piece of the Accelerated Model Program (AMP) was scheduled to pilot in the fall of 2020-21. Based on the impact of the pandemic, this AMP roll-out has been adjusted to add an additional capacity-building year as Year One of the AMP pilot. This additional year is intended to work with campus stakeholders, including parents and students, to better understand and prepare for the implementation of the new program in FBISD's new normal.

Looking Ahead

The GT Department is looking forward to continuing its work on the Five-Year GT Task Maps, moving closer to exemplary on criteria outlined on the Texas State Plan for the Education of Gifted and Talented Students. The GT Department's projects for 2021-22 include:

- *The Year One Pilot of Accelerated Model Programming (AMP)*. As mentioned above, this year will be spent building stakeholder capacity on pilot campuses. This capacity includes an understanding of the various logistics of AMP including identification, course scheduling, staffing, curriculum training, and communication plans for sharing AMP with campus stake
- *Implementation of Vistas Talent Pool Curriculum Supports*. Each FBISD Title 1 campus has a Vistas Talent Pool. Students with higher capabilities are identified in kindergarten to participate in the Vista Talent Pool in first grade. The Vistas Talent Pool provides early enrichment opportunities for those students whose talents must be nurtured for those talents to fully develop. Presently, instruction to support this opportunity has varied based on the experience level of the Talent Pool teacher. To assure equal access to quality opportunities to develop student's talents, the GT Department will be inserting specific supports into the FBISD curriculum to address the needs of these students. Vistas Talent Pool teachers will also receive targeted training on the implementation of these supports.
- *Reinstitution of GT Family Series*. During the pandemic, the GT Department pivoted our GT Family Series opportunities. In 2019-20 the Department facilitated monthly events to bring the FBISD GT community together. This year, the GT Department implemented a Monthly Family Challenge Series in which families were provided with predetermined materials and a creative building challenge. Families were given two weeks to complete the challenge and share their results on social media. This opportunity was well-received, but the GT Department also wants to bring our GT community together again in 2021-22. The GT Department plans to reinstate the GT Family Series once safe to do so as well as continue the GT Family Challenge Series.
- *Enhanced Communication Structures between Campuses and the GT Community*. In 2020-21, the GT Department enhanced communications from the District; however, the Department has received feedback that communication from campuses can be inconsistent. The GT Department will be implementing a plan in 2021-22 to enhance this flow of information from campus to community. This plan includes the building out of Gifted and Talented pages on campus webpages, the inclusion of GT information in campus newsletters, and targeted communications from campus Champions of Gifted Serves (COGS).
- *Although the five-year GT plan did not include plans for an elementary or high school GT Academy, the GT Task Force will embark on a design Phase of Elementary and High School Gifted Academies*. In Fall 2021, the GT Task Force will create a GT Academy subcommittee. This subcommittee will begin the research and design process for the development of elementary and high school gifted academies and include stakeholder feedback to determine interest in additional academies.
- The Gifted and Talented Program is undergoing an internal Gibson audit. The audit is projected to be completed in the summer of 2021. The findings of the audit will be reviewed and if appropriate, adjusted will be made to the GT Five year plan. In addition, BOT policy EHBB is in need of revision and has been on hold until pending the Gibson audit findings.

Conclusion

Based on the data provided in this program summary, each program leader has understanding that the pandemic has had an impact on the growth of students in these programs over the course of this year and program adjustments and plans are underway to support students in minimizing these gaps. Some of the programming available for this summer include:

- Special Education Extended Year Services (ESYS)
- Bilingual and ESL Elementary Summer School Program
- ESL Secondary Summer School for Middle School and High School Newcomers

- Summer Course Offering for Original Credit to support acceleration.

As the District works through the District Improvement Planning process for next year, the comprehensive needs assessment is revealing specific issues related to these program areas that will be addressed through the development of departmental plans and targeted strategies to support improvement.

Appendix (See Attached Document for Appendices 1-9)

Appendix to July 19, 2021 Special Programs Update BOT Memo

- 1) TEA 2020 Results Driven Accountability Report
- 2) TEA 2020 Results Driven Accountability Special Education Report Evaluating Significant Disproportionality
- 3) FBISD Special Education District Report Card – End of 3rd nine weeks
- 4) FBISD Special Education DCMS Campus Report Card – End of 3rd nine weeks
- 5) FBISD 20-21 Campus Support Plan DCMS_3rd Nine Weeks
- 6) TEA 2020-21 Cyclical Monitoring Report
- 7) Early Intervention Academy Student Progress
- 8) 21-22 BIL Elementary Feeder Schools
- 9) GT Demographics



2020 Results Driven Accountability

District Report

County-District Number: 079907

District Name: FORT BEND ISD

Region: 04

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II – Post-Secondary Readiness (Indicators 9-10)

Domain III – Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II – Post-Secondary Readiness (Indicators 4-5)

Domain III – Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II – Post-Secondary Readiness (Indicators 6-7)

Domain III – Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

1. BE STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | * | * | * | No Data |
| (ii) Reading | 2020 | 70.0 - 100 | * | * | * | No Data |
| (iii) Science | 2020 | 65.0 - 100 | * | * | * | No Data |
| (iv) Social Studies | 2020 | 65.0 - 100 | * | * | * | No Data |
| (v) Writing | 2020 | 70.0 - 100 | * | * | * | No Data |

2. ESL STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | * | * | * | No Data |
| (ii) Reading | 2020 | 70.0 - 100 | * | * | * | No Data |
| (iii) Science | 2020 | 65.0 - 100 | * | * | * | No Data |
| (iv) Social Studies | 2020 | 65.0 - 100 | * | * | * | No Data |
| (v) Writing | 2020 | 70.0 - 100 | * | * | * | No Data |

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|---------------------|------|---------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | . | * | * | * | Report Only |
| (ii) Reading | 2020 | . | * | * | * | Report Only |
| (iii) Science | 2020 | . | * | * | * | Report Only |
| (iv) Social Studies | 2020 | . | * | * | * | Report Only |
| (v) Writing | 2020 | . | * | * | * | Report Only |

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|---------|------|---------------|------|--------|--------|----------------------|
| Reading | 2020 | . | * | * | * | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|----------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 4,287 | 4,413 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 4,540 | 4,701 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 1,560 | 1,653 | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 631 | 760 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 1,575 | 1,692 | |

6. EL STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Algebra I</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| <i>(ii) Biology</i> | 2020 | 75.0 - 100 | * | * | * | No Data |
| <i>(iii) U.S. History</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| <i>(iv) English I and II</i> | 2020 | 60.0 - 100 | * | * | * | No Data |

7. TELPAS Reading Beginning Proficiency Level Rate

| | State Rate | Rate | Beginning | Tested | Performance Level |
|------|---------------|------|-----------|--------|----------------------|
| 2020 | 9.4 | 7.7 | 316 | 4,125 | Report Only |

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

| | PL 0 Cut Points | Rate | BEG./INT. | Tested | Performance Level |
|------|--------------------|------|-----------|--------|----------------------|
| 2020 | 0 - 19.4 | * | * | * | No Data |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: *079907*
 District Name: *FORT BEND ISD*

Region: *04*

| 9. EL Graduation Rate | | | | | |
|-----------------------|--------------------|------|-----------|-------|----------------------|
| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
| 2020 | 80.0 - 100 | 82.2 | 389 | 473 | 0 |
| 2019 | | | 340 | 401 | |
| 2018 | | | 268 | 330 | |

| 10. EL Annual Dropout Rate (Grades 7-12) | | | | | |
|--|--------------------|------|----------|--------|----------------------|
| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
| 2020 | 0 - 1.8 | 2.4 | 76 | 3,129 | 1 |
| 2019 | | | 66 | 2,810 | |
| 2018 | | | 46 | 2,646 | |

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: *079907*
 District Name: *FORT BEND ISD*

Region: *04*

| 11. EL Dyslexia Representation (Ages 6-21) | | | | | | | |
|--|------|------------|----------------------|------|----------|----------|-------------------|
| | | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
| | 2020 | -1.4 | 0.1 | | | | Report Only |
| <i>EL Students</i> | | | | 3.2 | 322 | 10,218 | |
| <i>All Students</i> | | | | 3.1 | 2,189 | 71,498 | |

2020 Results Driven Accountability

OSP Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

1. OSP STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|---------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Mathematics | 2020 | 70.0 - 100 | * | * | * | No Data |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |
| (ii) Reading | 2020 | 70.0 - 100 | * | * | * | No Data |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |
| (iii) Science | 2020 | 65.0 - 100 | * | * | * | No Data |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |
| (iv) Social Studies | 2020 | 65.0 - 100 | * | * | * | No Data |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |
| (v) Writing | 2020 | 70.0 - 100 | * | * | * | No Data |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|-------------|------|---------------|------|--------|--------|----------------------|
| Reading | 2020 | . | * | * | * | Report Only |
| Foster Care | | | * | * | * | |
| Homeless | | | * | * | * | |
| Military | | | * | * | * | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. OSP STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Algebra I</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| <i>Foster Care</i> | | | * | * | * | |
| <i>Homeless</i> | | | * | * | * | |
| <i>Military</i> | | | * | * | * | |
| <i>(ii) Biology</i> | 2020 | 75.0 - 100 | * | * | * | No Data |
| <i>Foster Care</i> | | | * | * | * | |
| <i>Homeless</i> | | | * | * | * | |
| <i>Military</i> | | | * | * | * | |
| <i>(iii) U.S. History</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| <i>Foster Care</i> | | | * | * | * | |
| <i>Homeless</i> | | | * | * | * | |
| <i>Military</i> | | | * | * | * | |
| <i>(iv) English I and II</i> | 2020 | 60.0 - 100 | * | * | * | No Data |
| <i>Foster Care</i> | | | * | * | * | |
| <i>Homeless</i> | | | * | * | * | |
| <i>Military</i> | | | * | * | * | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain II

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

| 4. OSP Graduation Rate | | | | | |
|------------------------|--------------------|------|-----------|-------|----------------------|
| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
| 2020 | 80.0 - 100 | 80.2 | 271 | 338 | 0 |
| <i>Foster Care</i> | | * | * | * | |
| <i>Homeless</i> | | * | * | * | |
| <i>Military</i> | | * | * | * | |

| 5. OSP Annual Dropout Rate (Grades 7-12) | | | | | |
|--|--------------------|------|----------|--------|----------------------|
| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
| 2020 | 0 - 1.8 | 3.0 | 34 | 1,132 | 1 |
| <i>Foster Care</i> | | * | * | * | |
| <i>Homeless</i> | | * | * | * | |
| <i>Military</i> | | * | * | * | |

2020 Results Driven Accountability

OSP Domain III

County-District Number: *079907*
 District Name: *FORT BEND ISD*

Region: *04*

6. OSP Dyslexia Representation (Ages 6-21)

| | | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
|---------------------|--|------------|----------------------|------|----------|----------|-------------------|
| 2020 | | -0.4 | 2.3 | | | | Report Only |
| <i>OSP Students</i> | | | | 5.4 | 74 | 1,377 | |
| <i>Foster Care</i> | | | | 2.4 | 7 | 291 | |
| <i>Homeless</i> | | | | 5.9 | 36 | 608 | |
| <i>Military</i> | | | | 6.7 | 33 | 492 | |
| <i>All Students</i> | | | | 3.1 | 2,189 | 71,498 | |

2020 Results Driven Accountability

SPED Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

1. SPED STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|----------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 1,689 | 3,277 | |
| | 2018 | | | 1,426 | 2,821 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 1,587 | 3,292 | |
| | 2018 | | | 1,327 | 2,699 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 495 | 1,107 | |
| | 2018 | | | 447 | 995 | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 217 | 518 | |
| | 2018 | | | 184 | 475 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 379 | 1,058 | |
| | 2018 | | | 318 | 935 | |

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate

| | | State Rate | Rate | Passed | Tested | Performance Level |
|----------------|------|---------------|------|--------|--------|----------------------|
| <i>Reading</i> | 2020 | . | * | * | * | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
 An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability SPED Domain I

County-District Number: 079907
District Name: FORT BEND ISD

Region: 04

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|----------------------------|------|--------------------|------|--------|--------|----------------------|
| <i>(i) Mathematics</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 115 | 126 | |
| | 2018 | | | 74 | 88 | |
| <i>(ii) Reading</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 110 | 129 | |
| | 2018 | | | 73 | 92 | |
| <i>(iii) Science</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 28 | 31 | |
| | 2018 | | | * | * | |
| <i>(iv) Social Studies</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | * | * | |
| | 2018 | | | 8 | 11 | |
| <i>(v) Writing</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 31 | 40 | |
| | 2018 | | | 27 | 34 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

| 4. SPED STAAR EOC Passing Rate | | | | | | |
|--------------------------------|------|--------------------|------|--------|--------|----------------------|
| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
| <i>(i) Algebra I</i> | 2020 | 65.0 - 100 | * | * | * | No Data |
| | 2019 | | | 320 | 674 | |
| | 2018 | | | 259 | 557 | |
| <i>(ii) Biology</i> | 2020 | 75.0 - 100 | * | * | * | No Data |
| | 2019 | | | 398 | 644 | |
| | 2018 | | | 308 | 510 | |
| <i>(iii) U.S. History</i> | 2020 | 70.0 - 100 | * | * | * | No Data |
| | 2019 | | | 277 | 438 | |
| | 2018 | | | 271 | 448 | |
| <i>(iv) English I and II</i> | 2020 | 60.0 - 100 | * | * | * | No Data |
| | 2019 | | | 443 | 1,376 | |
| | 2018 | | | 362 | 1,137 | |

| 5. SPED STAAR Alternate 2 Participation Rate | | | | | | |
|--|------|---------------|------|--------------------|-----------------------|----------------------|
| | | State Rate | Rate | STAAR Alternate | Document Submitted | Performance Level |
| <i>(i) Mathematics</i> | 2020 | . | * | * | * | Report Only |
| <i>(ii) Reading</i> | 2020 | . | * | * | * | Report Only |
| <i>(iii) Science</i> | 2020 | . | * | * | * | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability SPED Domain II

County-District Number: 079907
District Name: FORT BEND ISD

Region: 04

6. SPED Graduation Rate

| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
|------|--------------------|------|-----------|-------|----------------------|
| 2020 | 80.0 - 100 | 76.0 | 346 | 455 | 0 RI |
| 2019 | | 70.6 | 221 | 313 | |
| 2018 | | | 271 | 368 | |

7. SPED Annual Dropout Rate (Grades 7-12)

| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
|------|--------------------|------|----------|--------|----------------------|
| 2020 | 0 - 1.8 | 1.8 | 60 | 3,362 | 0 |
| 2019 | | | 42 | 2,916 | |
| 2018 | | | 42 | 2,737 | |

2020 Results Driven Accountability

SPED Domain III

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

8. SPED Dyslexia Representation (Ages 6-21)

| | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
|----------------------|------------|----------------------|------|----------|----------|-------------------|
| 2020 | 6.3 | 11.7 | | | | Report Only |
| <i>SPED Students</i> | | | 14.8 | 1,072 | 7,250 | |
| <i>All Students</i> | | | 3.1 | 2,189 | 71,498 | |

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

| | PL 0 Cut Points | Rate | Settings RECP | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 30.0 - 100 | 19.8 | * | * | 2 |
| 2019 | | | * | * | |
| 2018 | | | 128 | 550 | |

10. SPED Regular Class ≥80% Rate (Ages 6-21)

| | PL 0 Cut Points | Rate | Settings ≥80% | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 70.0 - 100 | 64.8 | * | * | 1 |
| 2019 | | | * | * | |

11. SPED Regular Class <40% Rate (Ages 6-21)

| | PL 0 Cut Points | Rate | Settings <40% | SPED Students | Performance Level |
|------|-----------------|------|---------------|---------------|-------------------|
| 2020 | 0 - 10.0 | 16.6 | * | * | 1 |
| 2019 | | | * | * | |
| 2018 | | | 1,005 | 5,269 | |

12. SPED Separate Settings Rate (Ages 6-21)

| | State Rate | Rate | Separate Settings | SPED Students | Performance Level |
|------|------------|------|-------------------|---------------|-------------------|
| 2020 | 0.3 | * | * | * | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
 An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

| 13. SPED Representation (Ages 3-21) | | |
|-------------------------------------|---------------|--------------|
| | SPED Students | All Students |
| 2020 | 7,857 | 77,728 |

| 14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) | | | | | |
|--|------------|------|-----------------|---------------|-------------------|
| | State Rate | Rate | SPED OSS/EXP≤10 | SPED Students | Performance Level |
| 2020 | 6.3 | 6.3 | * | * | Report Only |

| (iv) African American (AFR AM) | | | | | | |
|--------------------------------|-----------|------------|------|-----------------|---------------|--------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP≤10 | SPED Students | Performance Level |
| 2020 | >2.5 | 2.9 | | | | <i>SD (Year 3)</i> |
| <i>AFR AM</i> | | | 10.8 | * | * | |
| <i>All Other</i> | | | 3.7 | * | * | |
| 2019 | | 2.8 | | | | |
| 2018 | | 3.1 | | | | |

| 15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21) | | | | | |
|--|------------|------|-----------------|---------------|-------------------|
| | State Rate | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| 2020 | 0.4 | * | * | * | Report Only |

| 16. SPED ISS ≤10 Days Rate (Ages 3-21) | | | | | |
|--|------------|------|-------------|---------------|-------------------|
| | State Rate | Rate | SPED ISS≤10 | SPED Students | Performance Level |
| 2020 | 10.8 | 7.6 | * | * | Report Only |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
 An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

| 17. SPED ISS >10 Days Rate (Ages 3-21) | | | | | |
|--|------------|------|-------------|---------------|-------------------|
| | State Rate | Rate | SPED ISS>10 | SPED Students | Performance Level |
| 2020 | 0.9 | * | * | * | Report Only |

| 18. SPED Total Disciplinary Removals Rate (Ages 3-21) | | | | | |
|---|-----------------|------|---------------|---------------|-------------------|
| | PL 0 Cut Points | Rate | SPED Removals | SPED Students | Performance Level |
| 2020 | 0 - 19.0 | 26.1 | * | * | 1 |
| 2019 | | | * | * | |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
| 2020 | >2.5 | 2.6 | | | | SD (Year 1) |
| <i>AFR AM</i> | | | 42.5 | * | * | |
| <i>All Other</i> | | | 16.5 | * | * | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
 An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability Summary

County-District Number: 079907
District Name: FORT BEND ISD

Region: 04

Performance Level Summary by Each Program Area

| 2020 Performance Level Counts | | | | | | | | | |
|-------------------------------|-----------------|------------|------------|------------|------------|--------------|---------|----------------|--------------|
| | 0, 0 SA, 0RI | 1, 1 SA | 2, 2 SA | 3, 3 SA | 4, 4 SA | NA, NA SA | No Data | Report Only | SD, SD RP |
| <i>BE/ESL/EL</i> | 1 | 1 | | | | | 20 | 8 | |
| <i>OSP</i> | 1 | 1 | | | | | 9 | 2 | |
| <i>SPED</i> | 5 | 3 | 2 | | | | 14 | 10 | 2 |

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

| Indicator | Performance Level |
|---|-------------------|
| <i>State Performance Plan (SPP) Compliance Indicators</i> | 2 |
| <i>Valid, Reliable, and Timely Data</i> | 0 |
| <i>Status of Uncorrected Noncompliance</i> | 0 |
| <i>Financial Audits</i> | 0 |

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907

District Name: FORT BEND ISD

Region: 04

Significant Disproportionality Indicators

| |
|--|
| 1. SPED Regular Class <40% Rate (Ages 6-21) |
| 2. SPED Separate Settings Rate (Ages 6-21) |
| 3. SPED Representation (Ages 3-21) |
| <i>(i) Hispanic/Latino</i> |
| <i>(ii) American Indian or Alaska Native</i> |
| <i>(iii) Asian</i> |
| <i>(iv) African American</i> |
| <i>(v) Native Hawaiian or Other Pacific Islander</i> |
| <i>(vi) White</i> |
| <i>(vii) Two or More Races</i> |
| 4. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) |
| 5. SPED OSS and Expulsion >10 Days Rate (Ages 3-21) |
| 6. SPED ISS ≤10 Days Rate (Ages 3-21) |
| 7. SPED ISS >10 Days Rate (Ages 3-21) |
| 8. SPED Total Disciplinary Removals Rate (Ages 3-21) |

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

1. SPED Regular Class <40% Rate (Ages 6-21)

| | |
|-------------------------|----------------------|
| <u>Settings <40%</u> | <u>SPED Students</u> |
| 1,193 | 7,166 |

(i) Hispanic/Latino (HISP)

| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 0.7 | | | | |
| <i>HISP</i> | | | 12.8 | 274 | 2,148 | |
| <i>All Other</i> | | | 18.3 | 919 | 5,018 | |

(ii) American Indian or Alaska Native (AI/AN)

| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 1.5 | | | | |
| <i>AI/AN</i> | | | 25.0 | 8 | 32 | |
| <i>All Other</i> | | | 16.6 | 1,185 | 7,134 | |

(iii) Asian

| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 1.5 | | | | |
| <i>Asian</i> | | | 24.0 | 213 | 887 | |
| <i>All Other</i> | | | 15.6 | 980 | 6,279 | |

(iv) African American (AFR AM)

| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 1.3 | | | | |
| <i>AFR AM</i> | | | 19.3 | 508 | 2,632 | |
| <i>All Other</i> | | | 15.1 | 685 | 4,534 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

1. SPED Regular Class <40% Rate (Ages 6-21)

| | |
|-------------------------|----------------------|
| <u>Settings <40%</u> | <u>SPED Students</u> |
| 1,193 | 7,166 |

| (v) Native Hawaiian or Other Pacific Islander (NH/OPI) | | | | | | |
|--|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
| | >2.5 | 2.3 | | | | |
| NH/OPI | | | 37.5 | 3 | 8 | |
| All Other | | | 16.6 | 1,190 | 7,158 | |

| (vi) White | | | | | | |
|------------|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
| | >2.5 | 0.7 | | | | |
| White | | | 12.5 | 152 | 1,220 | |
| All Other | | | 17.5 | 1,041 | 5,946 | |

| (vii) Two or More Races (TWO/+) | | | | | | |
|---------------------------------|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Settings <40% | SPED Students | Performance Level |
| | >2.5 | 0.9 | | | | |
| TWO/+ | | | 14.6 | 35 | 239 | |
| All Other | | | 16.7 | 1,158 | 6,927 | |

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 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

2. SPED Separate Settings Rate (Ages 6-21)

| | |
|--------------------------|----------------------|
| <u>Separate Settings</u> | <u>SPED Students</u> |
| 21 | 7,158 |

| (i) Hispanic/Latino | | | | | | |
|---------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
| | >2.5 | 0.1 | | | | |
| <i>HISP</i> | | | 0.0 | 1 | 2,147 | |
| <i>All Other</i> | | | 0.4 | 20 | 5,011 | |

| (ii) American Indian or Alaska Native | | | | | | |
|---------------------------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>AI/AN</i> | | | 0.0 | 0 | 32 | |
| <i>All Other</i> | | | 0.3 | 21 | 7,126 | |

| (iii) Asian | | | | | | |
|------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
| | >2.5 | 1.2 | | | | |
| <i>Asian</i> | | | 0.3 | 3 | 886 | |
| <i>All Other</i> | | | 0.3 | 18 | 6,272 | |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
| | >2.5 | 0.9 | | | | |
| <i>AFR AM</i> | | | 0.3 | 7 | 2,631 | |
| <i>All Other</i> | | | 0.3 | 14 | 4,527 | |

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 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

2. SPED Separate Settings Rate (Ages 6-21)

| | |
|--------------------------|----------------------|
| <u>Separate Settings</u> | <u>SPED Students</u> |
| 21 | 7,158 |

(v) Native Hawaiian or Other Pacific Islander

| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
|------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | >2.5 | 0.0 | | | | |
| <i>NH/OPI</i> | | | 0.0 | 0 | 8 | |
| <i>All Other</i> | | | 0.3 | 21 | 7,150 | |

(vi) White

| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
|------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | >2.5 | 3.7 | | | | |
| <i>White</i> | | | 0.7 | 9 | 1,217 | |
| <i>All Other</i> | | | 0.2 | 12 | 5,941 | |

(vii) Two or More Races

| | Threshold | Risk Ratio | Rate | Separate Settings | SPED Students | Performance Level |
|------------------|-----------|------------|------|-------------------|---------------|-------------------|
| | >2.5 | 1.5 | | | | |
| <i>TWO/+</i> | | | 0.4 | 1 | 237 | |
| <i>All Other</i> | | | 0.3 | 20 | 6,921 | |

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 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (i) Hispanic/Latino | | | | | | |
|---------------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 1.2 | | | | |
| <i>HISP</i> | | | 11.2 | 2,322 | 20,708 | |
| <i>All Other</i> | | | 9.7 | 5,535 | 57,020 | |

| (a) Intellectual Disabilities (ID) | | | | | | |
|------------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 1.2 | | | | |
| <i>HISP</i> | | | 12.9 | 299 | 2,322 | |
| <i>All Other</i> | | | 11.0 | 609 | 5,535 | |

| (b) Specific Learning Disabilities (LD) | | | | | | |
|---|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 1.3 | | | | |
| <i>HISP</i> | | | 29.2 | 679 | 2,322 | |
| <i>All Other</i> | | | 22.2 | 1,227 | 5,535 | |

| (c) Emotional Disturbance (ED) | | | | | | |
|--------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 0.8 | | | | |
| <i>HISP</i> | | | 7.2 | 167 | 2,322 | |
| <i>All Other</i> | | | 9.3 | 512 | 5,535 | |

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 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(i) Hispanic/Latino (Cont.)

(d) Speech/Language Impairments (SPEECH)

| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
|------------------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 1.2 | | | | |
| <i>HISP</i> | | | 17.3 | 402 | 2,322 | |
| <i>All Other</i> | | | 14.7 | 812 | 5,535 | |

(e) Other Health Impairments (OHI)

| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
|------------------|-----------|------------|------|-----|-------|-------------------|
| | >2.5 | 0.9 | | | | |
| <i>HISP</i> | | | 14.1 | 327 | 2,322 | |
| <i>All Other</i> | | | 15.6 | 862 | 5,535 | |

(f) Autism

| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
|------------------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 0.6 | | | | |
| <i>HISP</i> | | | 14.9 | 347 | 2,322 | |
| <i>All Other</i> | | | 23.6 | 1,305 | 5,535 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (ii) American Indian or Alaska Native | | | | | | |
|---------------------------------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 1.3 | | | | |
| AI/AN | | | 13.3 | 39 | 294 | |
| All Other | | | 10.1 | 7,818 | 77,434 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 0.9 | | | | |
| AI/AN | | | 10.3 | 4 | 39 | |
| All Other | | | 11.6 | 904 | 7,818 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 0.6 | | | | |
| AI/AN | | | 15.4 | 6 | 39 | |
| All Other | | | 24.3 | 1,900 | 7,818 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 0.3 | | | | |
| AI/AN | | | 2.6 | 1 | 39 | |
| All Other | | | 8.7 | 678 | 7,818 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(ii) American Indian or Alaska Native (Cont.)

(d) Speech/Language Impairments

| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
|-----------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 1.5 | | | | |
| AI/AN | | | 23.1 | 9 | 39 | |
| All Other | | | 15.4 | 1,205 | 7,818 | |

(e) Other Health Impairments

| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
|-----------|-----------|------------|------|-------|-------|-------------------|
| | >2.5 | 0.8 | | | | |
| AI/AN | | | 12.8 | 5 | 39 | |
| All Other | | | 15.1 | 1,184 | 7,818 | |

(f) Autism

| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
|-----------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 1.5 | | | | |
| AI/AN | | | 30.8 | 12 | 39 | |
| All Other | | | 21.0 | 1,640 | 7,818 | |

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 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (iii) Asian | | | | | | |
|------------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 0.4 | | | | |
| <i>Asian</i> | | | 5.0 | 1,038 | 20,610 | |
| <i>All Other</i> | | | 11.9 | 6,819 | 57,118 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 1.0 | | | | |
| <i>Asian</i> | | | 11.5 | 119 | 1,038 | |
| <i>All Other</i> | | | 11.6 | 789 | 6,819 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 0.5 | | | | |
| <i>Asian</i> | | | 12.1 | 126 | 1,038 | |
| <i>All Other</i> | | | 26.1 | 1,780 | 6,819 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 0.4 | | | | |
| <i>Asian</i> | | | 3.4 | 35 | 1,038 | |
| <i>All Other</i> | | | 9.4 | 644 | 6,819 | |

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 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(iii) Asian (Cont.)

(d) Speech/Language Impairments

| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
|------------------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 1.2 | | | | |
| <i>Asian</i> | | | 17.9 | 186 | 1,038 | |
| <i>All Other</i> | | | 15.1 | 1,028 | 6,819 | |

(e) Other Health Impairments

| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
|------------------|-----------|------------|------|-------|-------|-------------------|
| | >2.5 | 0.5 | | | | |
| <i>Asian</i> | | | 8.4 | 87 | 1,038 | |
| <i>All Other</i> | | | 16.2 | 1,102 | 6,819 | |

(f) Autism

| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
|------------------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 2.3 | | | | |
| <i>Asian</i> | | | 41.2 | 428 | 1,038 | |
| <i>All Other</i> | | | 17.9 | 1,224 | 6,819 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

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If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 1.5 | | | | |
| AFR AM | | | 13.4 | 2,831 | 21,115 | |
| All Other | | | 8.9 | 5,026 | 56,613 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 1.3 | | | | |
| AFR AM | | | 13.7 | 388 | 2,831 | |
| All Other | | | 10.3 | 520 | 5,026 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 1.1 | | | | |
| AFR AM | | | 26.1 | 738 | 2,831 | |
| All Other | | | 23.2 | 1,168 | 5,026 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 1.6 | | | | |
| AFR AM | | | 11.4 | 322 | 2,831 | |
| All Other | | | 7.1 | 357 | 5,026 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

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If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(iv) African American (Cont.)

(d) Speech/Language Impairments

| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
|-----------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 0.5 | | | | |
| AFR AM | | | 9.5 | 269 | 2,831 | |
| All Other | | | 18.8 | 945 | 5,026 | |

(e) Other Health Impairments

| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
|-----------|-----------|------------|------|-----|-------|-------------------|
| | >2.5 | 1.4 | | | | |
| AFR AM | | | 18.3 | 517 | 2,831 | |
| All Other | | | 13.4 | 672 | 5,026 | |

(f) Autism

| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
|-----------|-----------|------------|------|--------|-------|-------------------|
| | >2.5 | 0.8 | | | | |
| AFR AM | | | 17.9 | 508 | 2,831 | |
| All Other | | | 22.8 | 1,144 | 5,026 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 0.7 | | | | |
| NH/OPI | | | 7.4 | 8 | 108 | |
| All Other | | | 10.1 | 7,849 | 77,620 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 1.1 | | | | |
| NH/OPI | | | 12.5 | 1 | 8 | |
| All Other | | | 11.6 | 907 | 7,849 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 0.5 | | | | |
| NH/OPI | | | 12.5 | 1 | 8 | |
| All Other | | | 24.3 | 1,905 | 7,849 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 0.0 | | | | |
| NH/OPI | | | 0.0 | 0 | 8 | |
| All Other | | | 8.7 | 679 | 7,849 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(v) Native Hawaiian or Other Pacific Islander (Cont.)

| (d) Speech/Language Impairments | | | | | | |
|---------------------------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
| | >2.5 | 0.0 | | | | |
| NH/OPI | | | 0.0 | 0 | 8 | |
| All Other | | | 15.5 | 1,214 | 7,849 | |

| (e) Other Health Impairments | | | | | | |
|------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
| | >2.5 | 2.5 | | | | |
| NH/OPI | | | 37.5 | 3 | 8 | |
| All Other | | | 15.1 | 1,186 | 7,849 | |

| (f) Autism | | | | | | |
|------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
| | >2.5 | 1.8 | | | | |
| NH/OPI | | | 37.5 | 3 | 8 | |
| All Other | | | 21.0 | 1,649 | 7,849 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (vi) White | | | | | | |
|------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 1.1 | | | | |
| White | | | 11.0 | 1,343 | 12,229 | |
| All Other | | | 9.9 | 6,514 | 65,499 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 0.5 | | | | |
| White | | | 5.8 | 78 | 1,343 | |
| All Other | | | 12.7 | 830 | 6,514 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 0.9 | | | | |
| White | | | 22.4 | 301 | 1,343 | |
| All Other | | | 24.6 | 1,605 | 6,514 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 1.1 | | | | |
| White | | | 9.1 | 122 | 1,343 | |
| All Other | | | 8.6 | 557 | 6,514 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(vi) White (Cont.)

| (d) Speech/Language Impairments | | | | | | |
|---------------------------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
| | >2.5 | 1.6 | | | | |
| White | | | 22.1 | 297 | 1,343 | |
| All Other | | | 14.1 | 917 | 6,514 | |

| (e) Other Health Impairments | | | | | | |
|------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
| | >2.5 | 1.0 | | | | |
| White | | | 15.6 | 210 | 1,343 | |
| All Other | | | 15.0 | 979 | 6,514 | |

| (f) Autism | | | | | | |
|------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
| | >2.5 | 1.0 | | | | |
| White | | | 21.4 | 287 | 1,343 | |
| All Other | | | 21.0 | 1,365 | 6,514 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|-------|----------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED | Students | Performance Level |
| | >2.5 | 1.0 | | | | |
| TWO/+ | | | 10.4 | 276 | 2,664 | |
| All Other | | | 10.1 | 7,581 | 75,064 | |

| (a) Intellectual Disabilities | | | | | | |
|-------------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ID | SPED | Performance Level |
| | >2.5 | 0.6 | | | | |
| TWO/+ | | | 6.9 | 19 | 276 | |
| All Other | | | 11.7 | 889 | 7,581 | |

| (b) Specific Learning Disabilities | | | | | | |
|------------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | LD | SPED | Performance Level |
| | >2.5 | 0.8 | | | | |
| TWO/+ | | | 19.9 | 55 | 276 | |
| All Other | | | 24.4 | 1,851 | 7,581 | |

| (c) Emotional Disturbance | | | | | | |
|---------------------------|-----------|------------|------|-----|-------|-------------------|
| | Threshold | Risk Ratio | Rate | ED | SPED | Performance Level |
| | >2.5 | 1.4 | | | | |
| TWO/+ | | | 11.6 | 32 | 276 | |
| All Other | | | 8.5 | 647 | 7,581 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
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 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

3. SPED Representation (Ages 3-21)

| | |
|----------------------|---------------------|
| <u>SPED Students</u> | <u>All Students</u> |
| 7,857 | 77,728 |

(vii) Two or More Races (Cont.)

| (d) Speech/Language Impairments | | | | | | |
|---------------------------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | SPEECH | SPED | Performance Level |
| | >2.5 | 1.2 | | | | |
| TWO/+ | | | 18.5 | 51 | 276 | |
| All Other | | | 15.3 | 1,163 | 7,581 | |

| (e) Other Health Impairments | | | | | | |
|------------------------------|-----------|------------|------|-------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | OHI | SPED | Performance Level |
| | >2.5 | 1.0 | | | | |
| TWO/+ | | | 14.5 | 40 | 276 | |
| All Other | | | 15.2 | 1,149 | 7,581 | |

| (f) Autism | | | | | | |
|------------|-----------|------------|------|--------|-------|-------------------|
| | Threshold | Risk Ratio | Rate | Autism | SPED | Performance Level |
| | >2.5 | 1.2 | | | | |
| TWO/+ | | | 24.3 | 67 | 276 | |
| All Other | | | 20.9 | 1,585 | 7,581 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

4. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

SPED OSS/EXP ≤10

529

SPED Students

8,359

| (i) Hispanic/Latino | | | | | | |
|---------------------|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.7 | | | | |
| HISP | | | 4.9 | 122 | 2,471 | |
| All Other | | | 6.9 | 407 | 5,888 | |

| (ii) American Indian or Alaska Native | | | | | | |
|---------------------------------------|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.5 | | | | |
| AI/AN | | | 2.9 | 1 | 34 | |
| All Other | | | 6.3 | 528 | 8,325 | |

| (iii) Asian | | | | | | |
|-------------|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.2 | | | | |
| Asian | | | 1.2 | 12 | 1,041 | |
| All Other | | | 7.1 | 517 | 7,318 | |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|------------------|---------------|--------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 2.9 | | | | SD (Year 3) |
| AFR AM | | | 10.8 | 332 | 3,079 | |
| All Other | | | 3.7 | 197 | 5,280 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

4. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

SPED OSS/EXP ≤10

529

SPED Students

8,359

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 3.5 | | | | |
| NH/OPI | | | 22.2 | 2 | 9 | |
| All Other | | | 6.3 | 527 | 8,350 | |

| (vi) White | | | | | | |
|------------|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.4 | | | | |
| White | | | 3.1 | 45 | 1,449 | |
| All Other | | | 7.0 | 484 | 6,910 | |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|------------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.9 | | | | |
| TWO/+ | | | 5.4 | 15 | 276 | |
| All Other | | | 6.4 | 514 | 8,083 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

5. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

SPED OSS/EXP>10

11

SPED Students

8,359

| (i) Hispanic/Latino | | | | | | |
|----------------------------|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 0.9 | | | | |
| <i>HISP</i> | | | 0.1 | 3 | 2,471 | |
| <i>All Other</i> | | | 0.1 | 8 | 5,888 | |

| (ii) American Indian or Alaska Native | | | | | | |
|--|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 24.5 | | | | |
| <i>AI/AN</i> | | | 2.9 | 1 | 34 | |
| <i>All Other</i> | | | 0.1 | 10 | 8,325 | |

| (iii) Asian | | | | | | |
|--------------------|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>Asian</i> | | | 0.0 | 0 | 1,041 | |
| <i>All Other</i> | | | 0.2 | 11 | 7,318 | |

| (iv) African American | | | | | | |
|------------------------------|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 3.0 | | | | |
| <i>AFR AM</i> | | | 0.2 | 7 | 3,079 | |
| <i>All Other</i> | | | 0.1 | 4 | 5,280 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

5. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

| | |
|---------------------------|----------------------|
| <u>SPED OSS/EXP>10</u> | <u>SPED Students</u> |
| 11 | 8,359 |

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>NH/OPI</i> | | | 0.0 | 0 | 9 | |
| <i>All Other</i> | | | 0.1 | 11 | 8,350 | |

| (vi) White | | | | | | |
|------------------|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>White</i> | | | 0.0 | 0 | 1,449 | |
| <i>All Other</i> | | | 0.2 | 11 | 6,910 | |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|-----------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED OSS/EXP>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>TWO/+</i> | | | 0.0 | 0 | 276 | |
| <i>All Other</i> | | | 0.1 | 11 | 8,083 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

6. SPED ISS ≤10 Days Rate (Ages 3-21)

| | |
|---------------------|----------------------|
| <u>SPED ISS ≤10</u> | <u>SPED Students</u> |
| 635 | 8,359 |

| (i) Hispanic/Latino | | | | | | |
|---------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.7 | | | | |
| <i>HISP</i> | | | 6.1 | 151 | 2,471 | |
| <i>All Other</i> | | | 8.2 | 484 | 5,888 | |

| (ii) American Indian or Alaska Native | | | | | | |
|---------------------------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 1.2 | | | | |
| <i>AI/AN</i> | | | 8.8 | 3 | 34 | |
| <i>All Other</i> | | | 7.6 | 632 | 8,325 | |

| (iii) Asian | | | | | | |
|------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.3 | | | | |
| <i>Asian</i> | | | 2.1 | 22 | 1,041 | |
| <i>All Other</i> | | | 8.4 | 613 | 7,318 | |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 2.2 | | | | |
| <i>AFR AM</i> | | | 11.5 | 354 | 3,079 | |
| <i>All Other</i> | | | 5.3 | 281 | 5,280 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

6. SPED ISS ≤10 Days Rate (Ages 3-21)

| | |
|---------------------|----------------------|
| <u>SPED ISS ≤10</u> | <u>SPED Students</u> |
| 635 | 8,359 |

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 1.5 | | | | |
| <i>NH/OPI</i> | | | 11.1 | 1 | 9 | |
| <i>All Other</i> | | | 7.6 | 634 | 8,350 | |

| (vi) White | | | | | | |
|------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 0.7 | | | | |
| <i>White</i> | | | 5.4 | 78 | 1,449 | |
| <i>All Other</i> | | | 8.1 | 557 | 6,910 | |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|--------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS ≤10 | SPED Students | Performance Level |
| | >2.5 | 1.3 | | | | |
| <i>TWO/+</i> | | | 9.4 | 26 | 276 | |
| <i>All Other</i> | | | 7.5 | 609 | 8,083 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

7. SPED ISS >10 Days Rate (Ages 3-21)

SPED ISS>10

17

SPED Students

8,359

| (i) Hispanic/Latino | | | | | | |
|---------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 1.3 | | | | |
| <i>HISP</i> | | | 0.2 | 6 | 2,471 | |
| <i>All Other</i> | | | 0.2 | 11 | 5,888 | |

| (ii) American Indian or Alaska Native | | | | | | |
|---------------------------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>AI/AN</i> | | | 0.0 | 0 | 34 | |
| <i>All Other</i> | | | 0.2 | 17 | 8,325 | |

| (iii) Asian | | | | | | |
|------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>Asian</i> | | | 0.0 | 0 | 1,041 | |
| <i>All Other</i> | | | 0.2 | 17 | 7,318 | |

| (iv) African American | | | | | | |
|-----------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 1.2 | | | | |
| <i>AFR AM</i> | | | 0.2 | 7 | 3,079 | |
| <i>All Other</i> | | | 0.2 | 10 | 5,280 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.

If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

7. SPED ISS >10 Days Rate (Ages 3-21)

| | |
|-----------------------|----------------------|
| <u>SPED ISS>10</u> | <u>SPED Students</u> |
| 17 | 8,359 |

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>NH/OPI</i> | | | 0.0 | 0 | 9 | |
| <i>All Other</i> | | | 0.2 | 17 | 8,350 | |

| (vi) White | | | | | | |
|------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 1.5 | | | | |
| <i>White</i> | | | 0.3 | 4 | 1,449 | |
| <i>All Other</i> | | | 0.2 | 13 | 6,910 | |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|-------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED ISS>10 | SPED Students | Performance Level |
| | >2.5 | 0.0 | | | | |
| <i>TWO/+</i> | | | 0.0 | 0 | 276 | |
| <i>All Other</i> | | | 0.2 | 17 | 8,083 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).
 Districts designated as SD (YEAR 1) or SD (YEAR 2) in the Performance Level (PL) column are only for information and planning purposes.
 If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.
 If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

8. SPED Total Disciplinary Removals Rate (Ages 3-21)

| | |
|----------------------|----------------------|
| <u>SPED Removals</u> | <u>SPED Students</u> |
| 2,179 | 8,359 |

(i) Hispanic/Latino

| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 0.7 | | | | |
| <i>HISP</i> | | | 19.1 | 472 | 2,471 | |
| <i>All Other</i> | | | 29.0 | 1,707 | 5,888 | |

(ii) American Indian or Alaska Native

| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 2.5 | | | | |
| <i>AI/AN</i> | | | 64.7 | 22 | 34 | |
| <i>All Other</i> | | | 25.9 | 2,157 | 8,325 | |

(iii) Asian

| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 0.2 | | | | |
| <i>Asian</i> | | | 4.8 | 50 | 1,041 | |
| <i>All Other</i> | | | 29.1 | 2,129 | 7,318 | |

(iv) African American

| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | >2.5 | 2.6 | | | | SD (Year 1) |
| <i>AFR AM</i> | | | 42.5 | 1,310 | 3,079 | |
| <i>All Other</i> | | | 16.5 | 869 | 5,280 | |

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

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If a district's risk ratio did not exceed the established SD threshold or a district did not meet minimum size requirement for the applicable SD indicator, then the PL column is blank for that indicator.

If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

2020 Results Driven Accountability

Special Education Indicators Evaluating Significant Disproportionality

County-District Number: 079907
 District Name: FORT BEND ISD

Region: 04

8. SPED Total Disciplinary Removals Rate (Ages 3-21)

| | |
|----------------------|----------------------|
| <u>SPED Removals</u> | <u>SPED Students</u> |
| 2,179 | 8,359 |

| (v) Native Hawaiian or Other Pacific Islander | | | | | | |
|---|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
| | >2.5 | 1.7 | | | | |
| <i>NH/OPI</i> | | | 44.4 | 4 | 9 | |
| <i>All Other</i> | | | 26.0 | 2,175 | 8,350 | |

| (vi) White | | | | | | |
|------------------|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
| | >2.5 | 0.6 | | | | |
| <i>White</i> | | | 17.2 | 249 | 1,449 | |
| <i>All Other</i> | | | 27.9 | 1,930 | 6,910 | |

| (vii) Two or More Races | | | | | | |
|-------------------------|-----------|------------|------|---------------|---------------|-------------------|
| | Threshold | Risk Ratio | Rate | SPED Removals | SPED Students | Performance Level |
| | >2.5 | 1.0 | | | | |
| <i>TWO/+</i> | | | 26.1 | 72 | 276 | |
| <i>All Other</i> | | | 26.1 | 2,107 | 8,083 | |

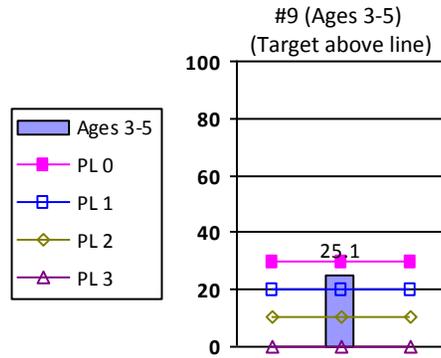
Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

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If a district's SD risk ratio was calculated using the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

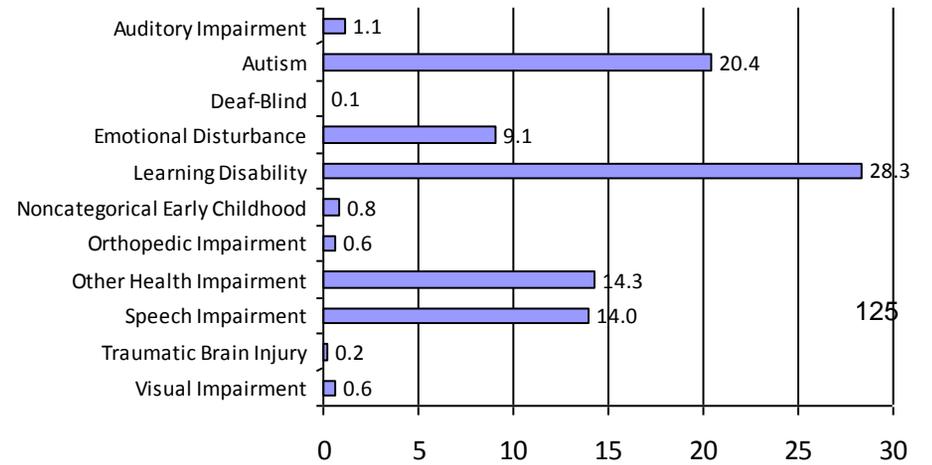
SPED Indicator #9: Regular Early Childhood Program Rate*



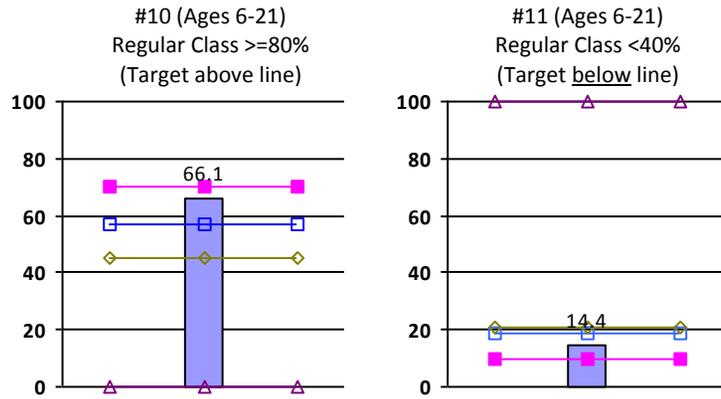
SPED Indicator #13: SPED Representation*

District SPED Percent: 12.2

Percentage of SPED Population by Primary Disability

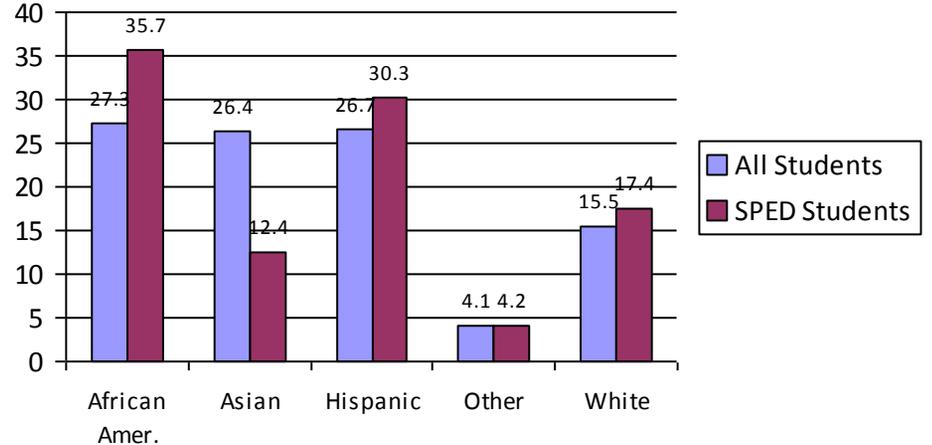


SPED Indicators #10 and #11: SPED Regular Class Rates*



SPED African American Representation*

Percentage of Population by Ethnicity

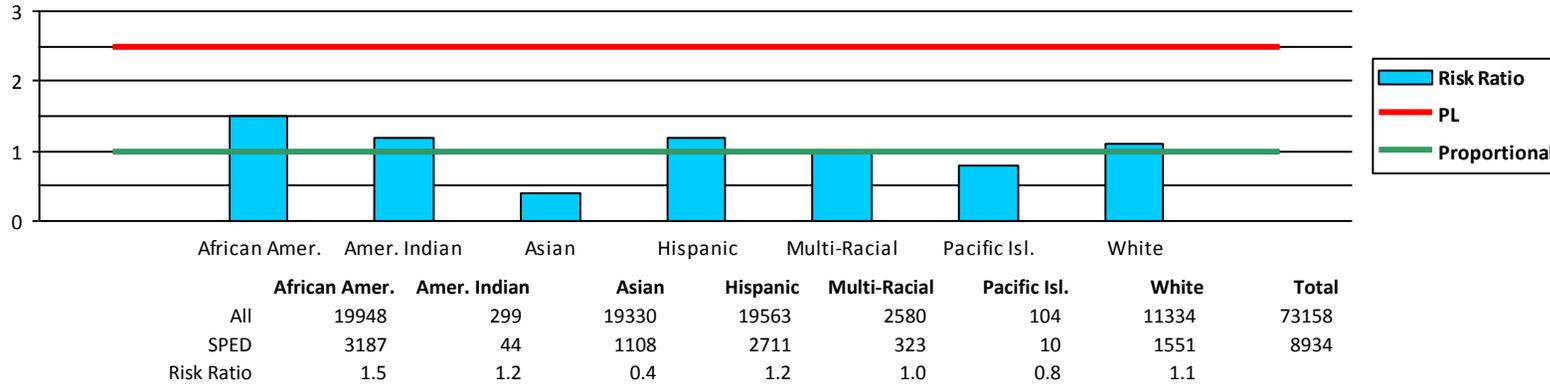


| Indicator | Performance Levels | | | |
|-----------|--------------------|--------------|--------------|---------------|
| | PL0 | PL1 | PL2 | PL3 |
| 9 | 30.0 - 100.0% | 20.0 - 29.9% | 10.1 - 19.9% | 0.0 - 10.0% |
| 10 | 70.0 - 100.0% | 57.0 - 69.9% | 45.1 - 56.9% | 0.0 - 45.0% |
| 11 | 0.0 - 10.0% | 10.1 - 18.9% | 19.0 - 20.9% | 21.0 - 100.0% |

* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

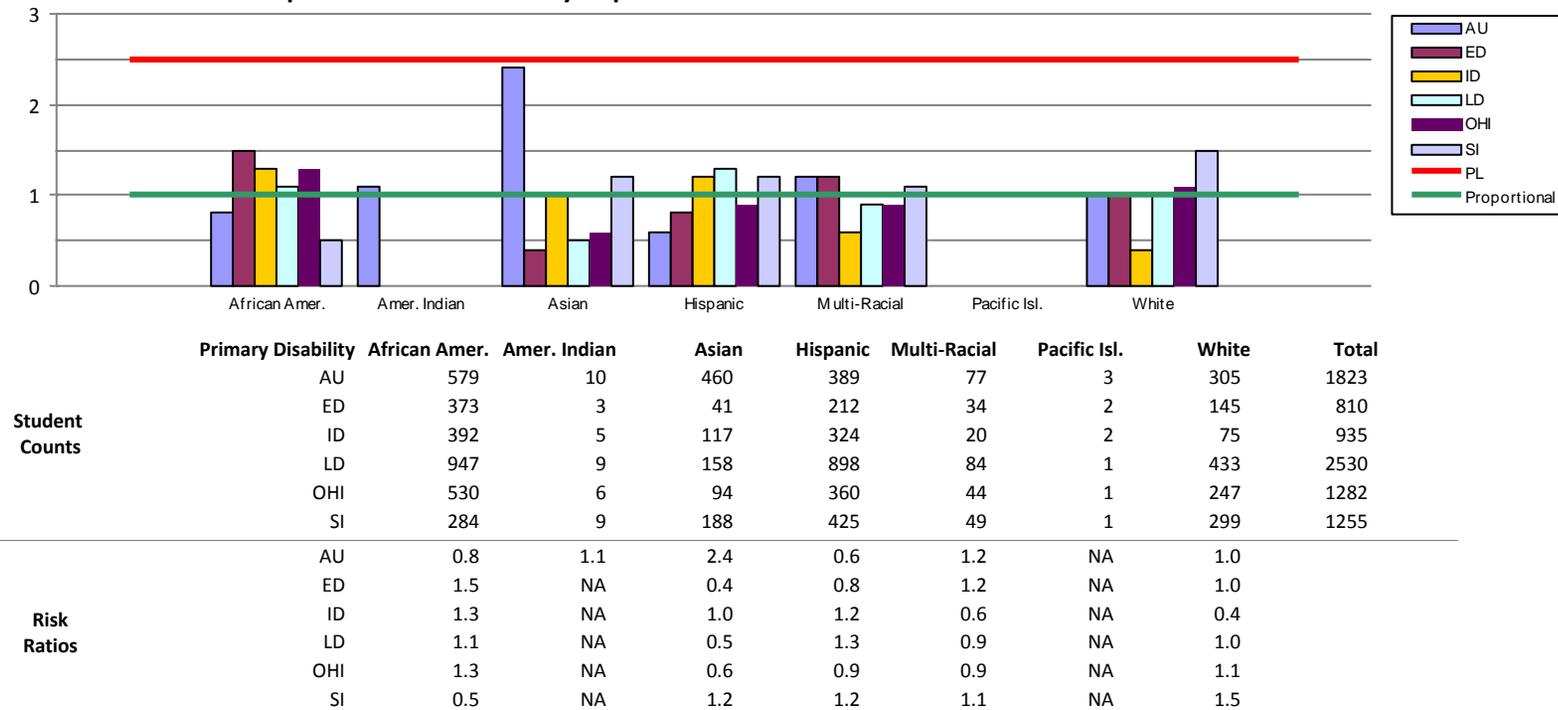
Special Education Department District Report

SPED Indicator #13: SPED Representation - Racial/Ethnic Representation Risk Ratios*



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SPED Indicator #13: SPED Representation - Disability Representation Risk Ratios*

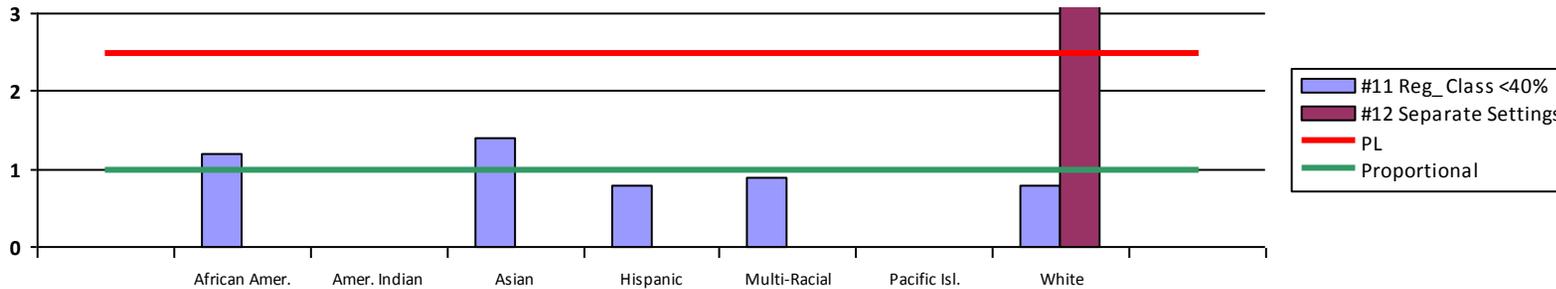


Note: Racial/ethnic group Minimum Size Requirement (MSR) for Risk Ratios is 10, MSR for comparison group is 30. If a group does not meet the MSR, or either group size is 0, the Risk Ratio is NA.

* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

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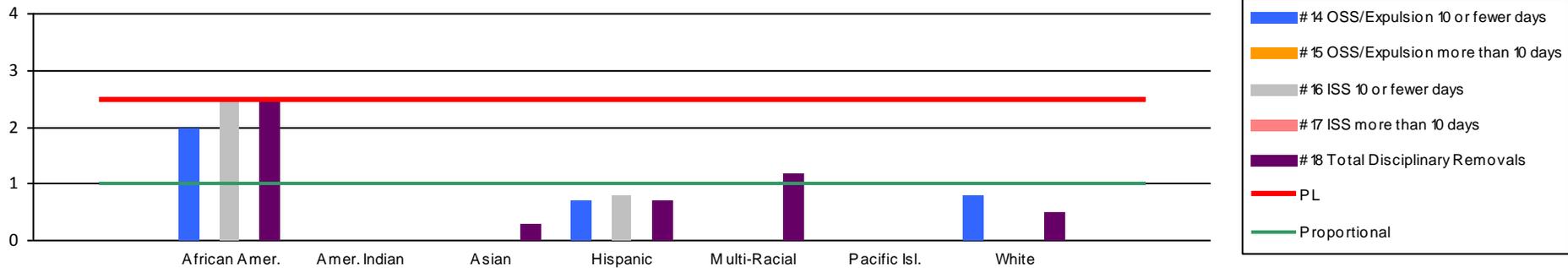
SPED Indicator #11, #12: SPED Reg. Class < 40%, SPED Separate Settings - Racial/Ethnic Placement Risk Ratios*



| | African Amer. | Amer. Indian | Asian | Hispanic | Multi-Racial | Pacific Isl. | White | Total |
|-----------------------|---------------|--------------|-------|----------|--------------|--------------|-------|-------|
| #11 Reg. Class <40% | 455 | 6 | 187 | 295 | 37 | 4 | 157 | 1141 |
| Risk Ratio | 1.2 | NA | 1.4 | 0.8 | 0.9 | NA | 0.8 | |
| #12 Separate Settings | 5 | 0 | 3 | 3 | 1 | 0 | 10 | 22 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | 4.0 | |

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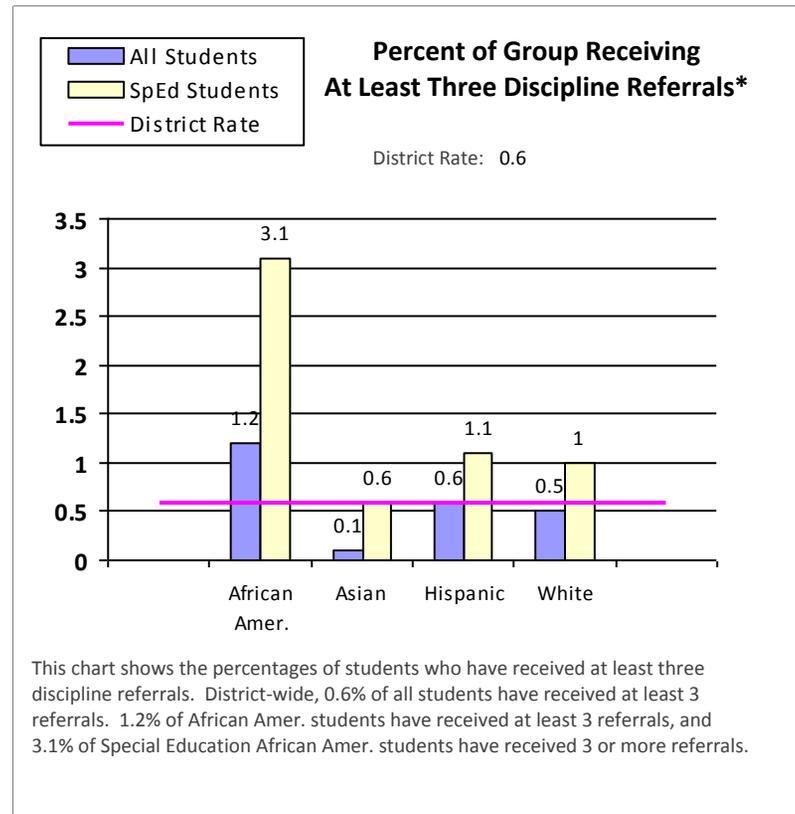
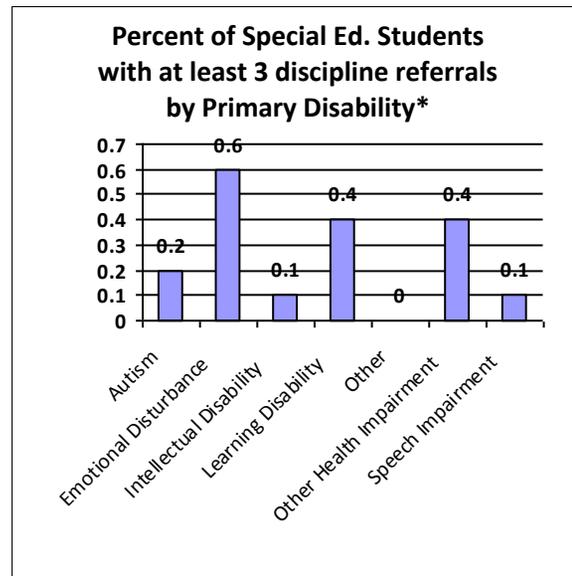
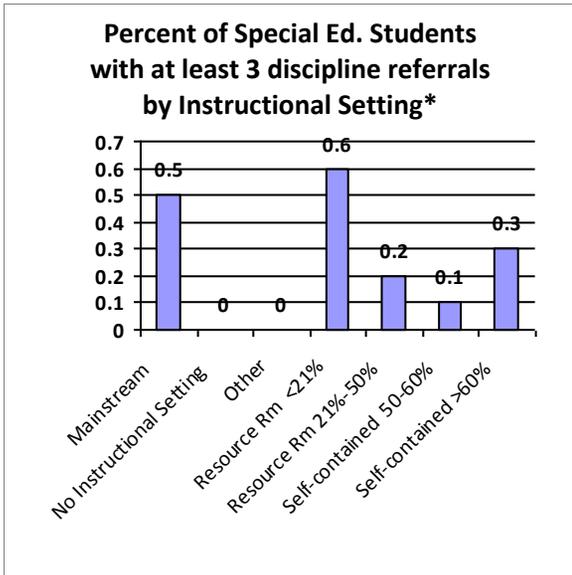
SPED Indicators #14 to #18: Discipline Representation Risk Ratios*



| | African Amer. | Amer. Indian | Asian | Hispanic | Multi-Racial | Pacific Isl. | White | Total |
|-------------------------------------|---------------|--------------|-------|----------|--------------|--------------|-------|-------|
| #14 OSS/Expulsion 10 or fewer days | 50 | 0 | 5 | 23 | 3 | 0 | 14 | 95 |
| Risk Ratio | 2.0 | NA | NA | 0.7 | NA | NA | 0.8 | |
| #15 OSS/Expulsion more than 10 days | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |
| #16 ISS 10 or fewer days | 72 | 0 | 5 | 32 | 6 | 0 | 8 | 123 |
| Risk Ratio | 2.5 | NA | NA | 0.8 | NA | NA | NA | |
| #17 ISS more than 10 days | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |
| #18 Total Disciplinary Removals | 167 | 0 | 12 | 67 | 12 | 0 | 28 | 286 |
| Risk Ratio | 2.5 | NA | 0.3 | 0.7 | 1.2 | NA | 0.5 | |

* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Special Education Department District Report

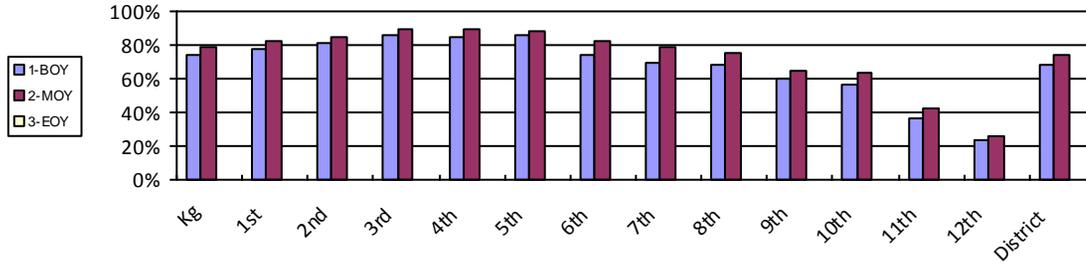


* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Special Education Department District Report

Renaissance STAR SpEd Student Participation†*

ELA - Percent of SpEd Students Participating in Early Literacy, Reading, or Both



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|----------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren |
| Kg | 227/305 | 74.4% | 309/390 | 79.2% | | |
| 1st | 330/426 | 77.5% | 393/478 | 82.2% | | |
| 2nd | 471/582 | 80.9% | 570/675 | 84.4% | | |
| 3rd | 616/715 | 86.2% | 688/772 | 89.1% | | |
| 4th | 631/743 | 84.9% | 708/796 | 88.9% | | |
| 5th | 660/770 | 85.7% | 689/786 | 87.7% | | |
| 6th | 508/683 | 74.4% | 602/726 | 82.9% | | 129 |
| 7th | 479/695 | 68.9% | 552/703 | 78.5% | | |
| 8th | 435/639 | 68.1% | 489/651 | 75.1% | | |
| 9th | 388/651 | 59.6% | 437/672 | 65.0% | | |
| 10th | 346/614 | 56.4% | 385/607 | 63.4% | | |
| 11th | 188/523 | 35.9% | 215/505 | 42.6% | | |
| 12th | 133/570 | 23.3% | 154/584 | 26.4% | | |
| District | 5185/7611 | 68.1% | 5882/7955 | 73.9% | | |

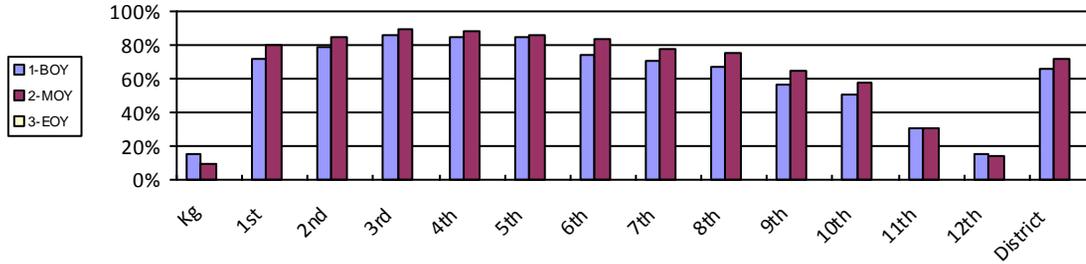
†Participation for Campus/District based on 1st - 12th grade students.

* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Special Education Department District Report

Renaissance STAR SpEd Student Participation - Continued^{†*}

Math - Percent of SpEd Students Participating



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|----------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren |
| Kg | 45/305 | 14.8% | 39/390 | 10.0% | | |
| 1st | 307/426 | 72.1% | 384/478 | 80.3% | | |
| 2nd | 461/582 | 79.2% | 570/675 | 84.4% | | |
| 3rd | 610/715 | 85.3% | 688/772 | 89.1% | | |
| 4th | 629/743 | 84.7% | 705/796 | 88.6% | | |
| 5th | 650/770 | 84.4% | 676/786 | 86.0% | | |
| 6th | 503/683 | 73.6% | 603/726 | 83.1% | | 130 |
| 7th | 489/695 | 70.4% | 544/703 | 77.4% | | |
| 8th | 429/639 | 67.1% | 490/651 | 75.3% | | |
| 9th | 369/651 | 56.7% | 431/672 | 64.1% | | |
| 10th | 313/614 | 51.0% | 352/607 | 58.0% | | |
| 11th | 161/523 | 30.8% | 157/505 | 31.1% | | |
| 12th | 88/570 | 15.4% | 81/584 | 13.9% | | |
| District | 5009/7611 | 65.8% | 5681/7955 | 71.4% | | |

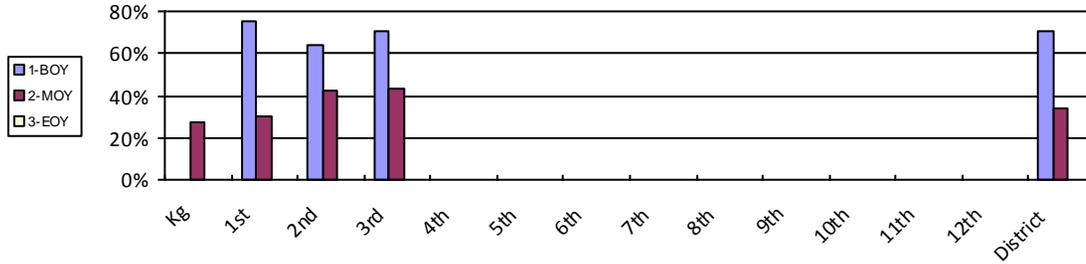
[†]Participation for Campus/District based on 1st - 12th grade students.

* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Special Education Department District Report

Renaissance STAR Student Growth Percentile (SGP) Results*

Early Literacy - Percent of SpEd Students Meeting Minimum SGP



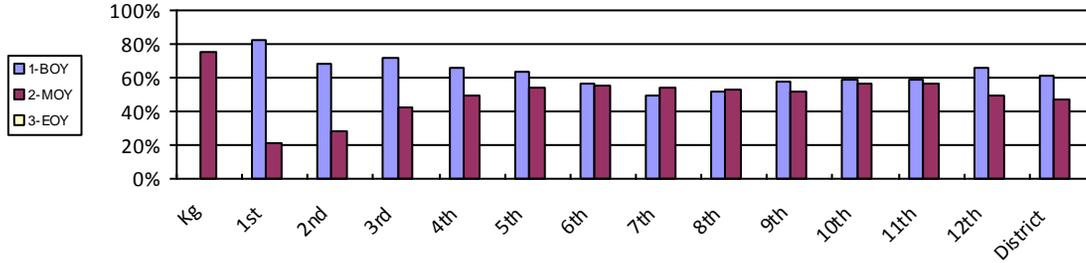
| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|----------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| Kg | | | 271 | 27.7% | | |
| 1st | 196 | 75.0% | 221 | 29.9% | | |
| 2nd | 116 | 63.8% | 162 | 42.0% | | |
| 3rd | 107 | 71.0% | 115 | 43.5% | | |
| 4th | | | | | | |
| 5th | | | | | | |
| 6th | | | | | 131 | |
| 7th | | | | | | |
| 8th | | | | | | |
| 9th | | | | | | |
| 10th | | | | | | |
| 11th | | | | | | |
| 12th | | | | | | |
| District | 419 | 70.9% | 769 | 33.7% | | |

* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Special Education Department District Report

Renaissance STAR Student Growth Percentile (SGP) Results - Continued*

Reading - Percent of SpEd Students Meeting Minimum SGP



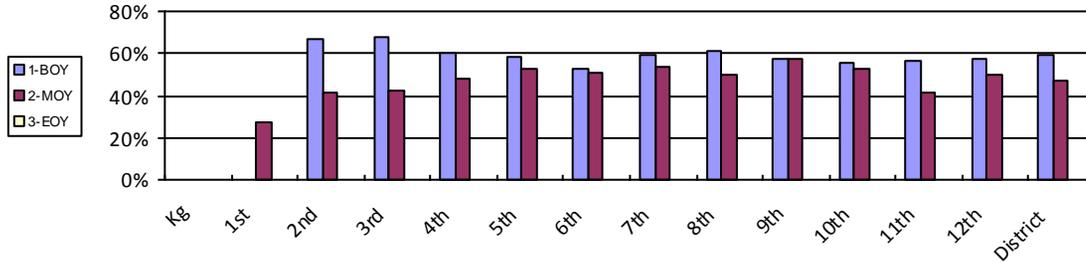
| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|----------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| Kg | | | 16 | 75.0% | | |
| 1st | 199 | 82.9% | 329 | 21.3% | | |
| 2nd | 257 | 67.7% | 489 | 28.2% | | |
| 3rd | 292 | 71.6% | 608 | 41.8% | | |
| 4th | 304 | 66.1% | 618 | 49.4% | | |
| 5th | 359 | 63.2% | 618 | 54.0% | | |
| 6th | 404 | 56.2% | 482 | 55.0% | | 132 |
| 7th | 395 | 49.9% | 446 | 53.8% | | |
| 8th | 358 | 52.0% | 395 | 53.2% | | |
| 9th | 301 | 57.1% | 306 | 51.3% | | |
| 10th | 258 | 59.3% | 283 | 56.9% | | |
| 11th | 144 | 58.3% | 136 | 55.9% | | |
| 12th | 61 | 65.6% | 80 | 50.0% | | |
| District | 3332 | 61.1% | 4806 | 47.1% | | |

* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Special Education Department District Report

Renaissance STAR Student Growth Percentile (SGP) Results - Continued*

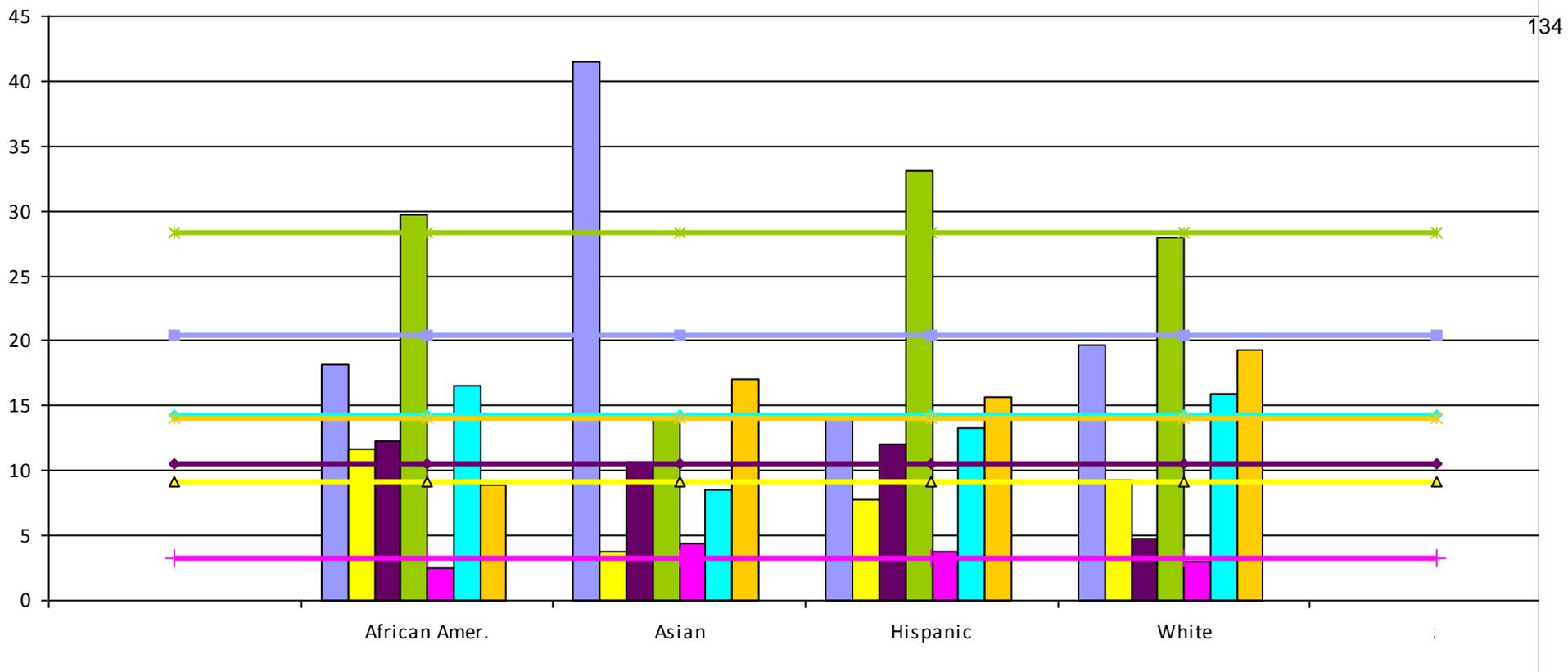
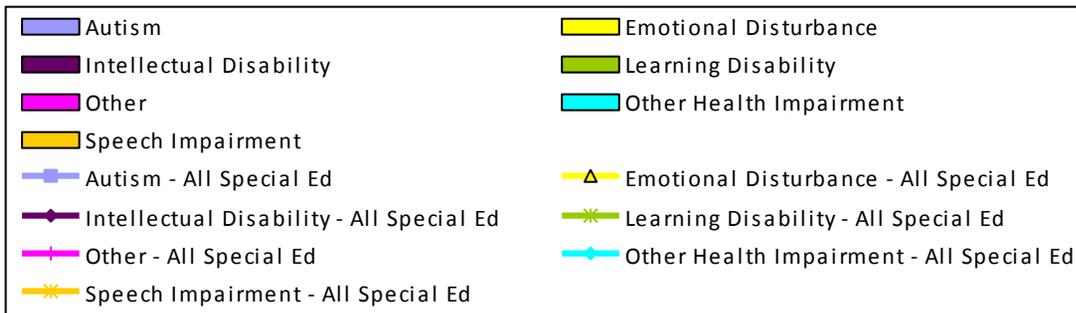
Math - Percent of SpEd Students Meeting Minimum SGP



| Kg | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|----------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| 1st | | | 338 | 27.5% | | |
| 2nd | 243 | 66.7% | 506 | 41.3% | | |
| 3rd | 317 | 67.8% | 624 | 42.5% | | |
| 4th | 351 | 60.7% | 639 | 47.6% | | |
| 5th | 390 | 57.9% | 627 | 52.5% | | |
| 6th | 416 | 53.1% | 499 | 50.5% | 133 | |
| 7th | 426 | 59.6% | 454 | 53.5% | | |
| 8th | 339 | 60.8% | 406 | 50.2% | | |
| 9th | 273 | 57.5% | 298 | 57.0% | | |
| 10th | 230 | 55.7% | 245 | 52.2% | | |
| 11th | 89 | 56.2% | 96 | 41.7% | | |
| 12th | 35 | 57.1% | 44 | 50.0% | | |
| District | 3109 | 59.6% | 4776 | 47.3% | | |

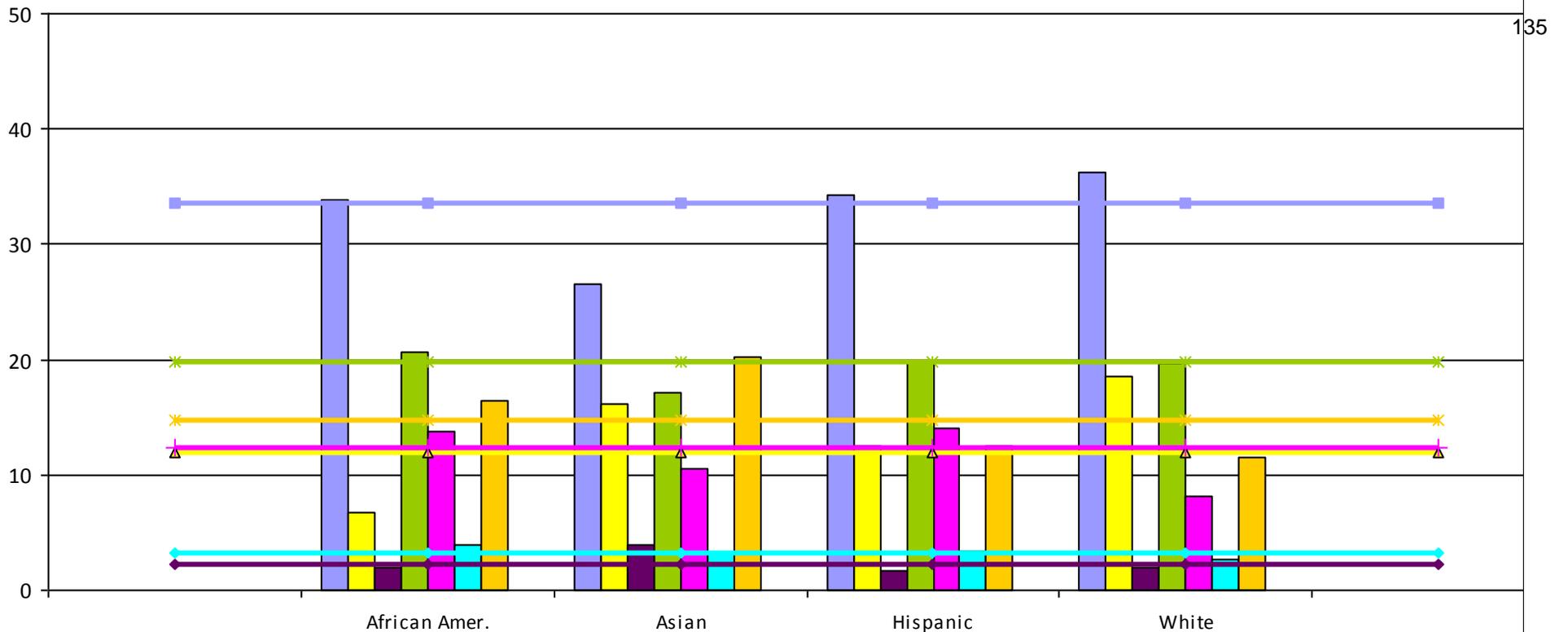
* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Special Education Percentage of Primary Disability by Ethnicity*



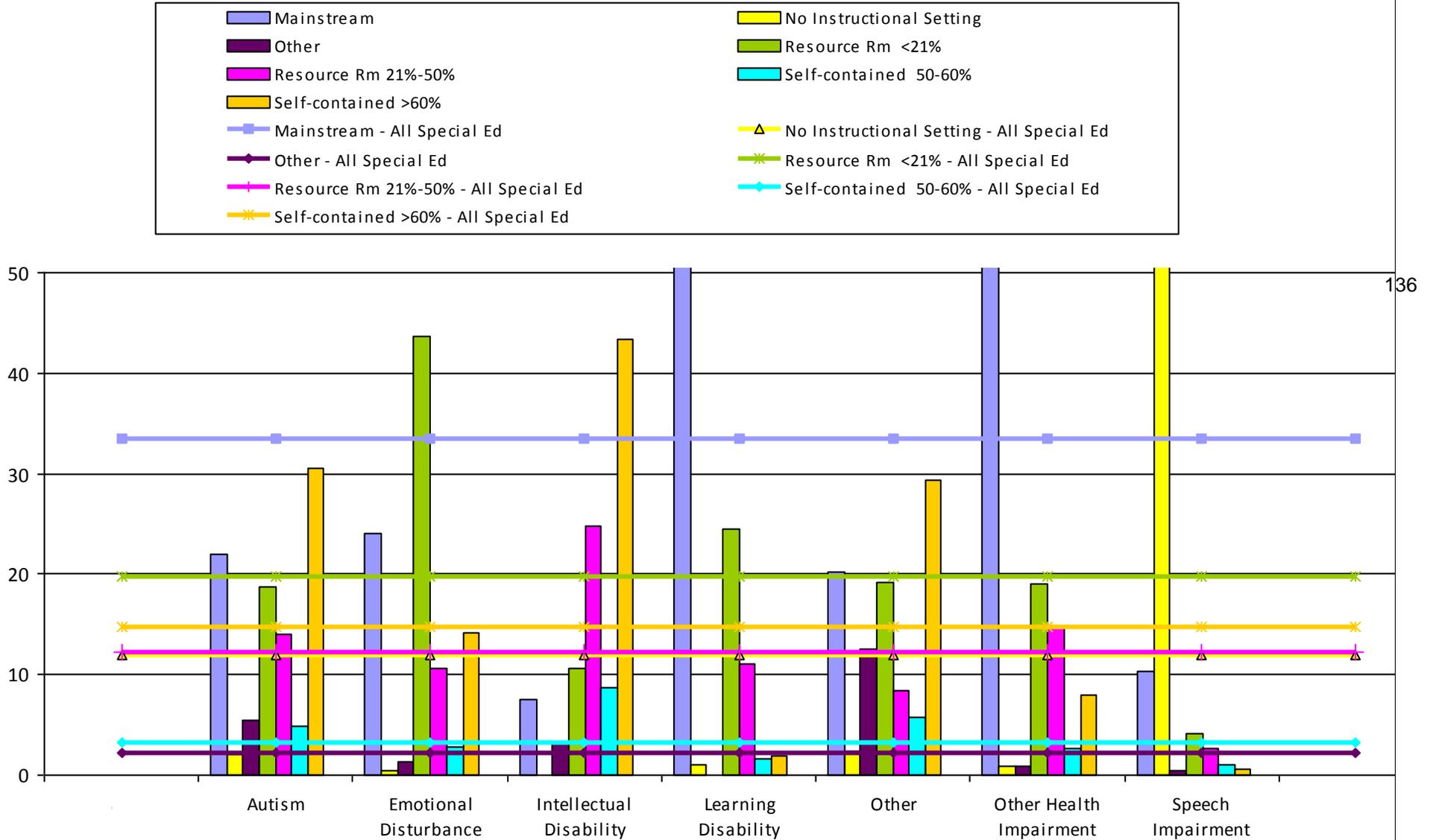
* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Special Education Percentage of Ethnicity by Instructional Arrangement*



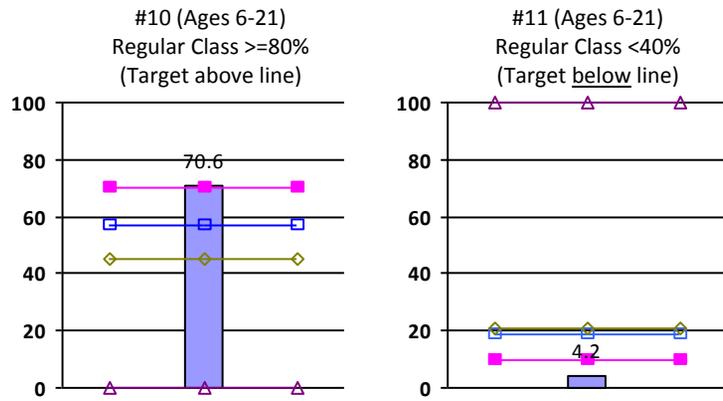
* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Special Education Percentage of Special Ed. Student Primary Disabilities by Instructional Arrangement*



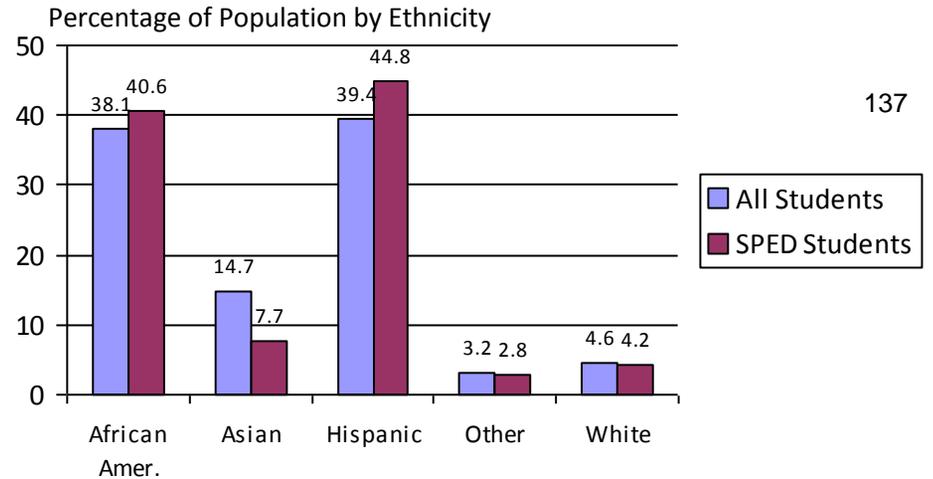
* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

SPED Indicators #10 and #11: SPED Regular Class Rates*

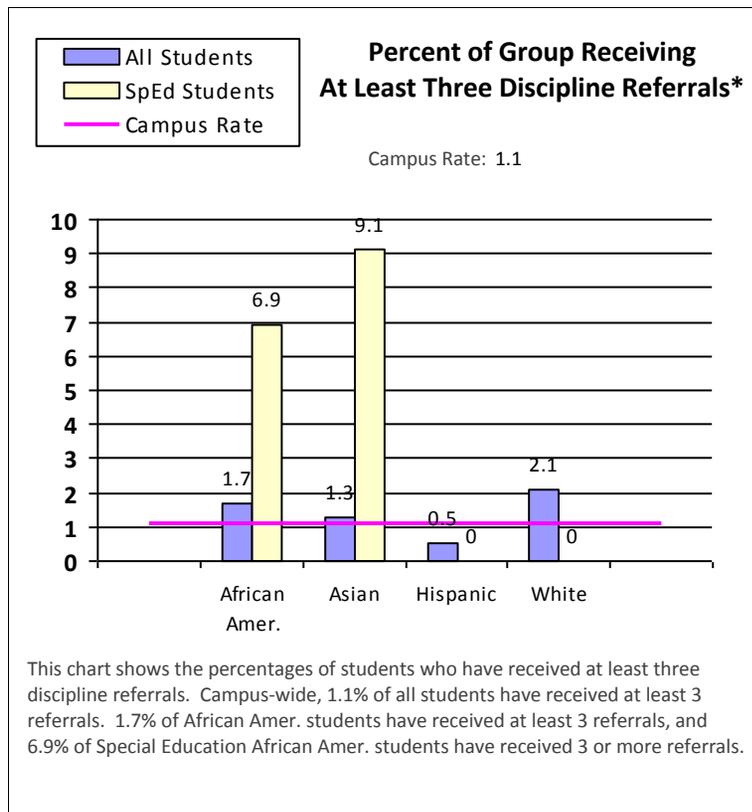


| Indicator | Performance Levels | | | |
|-----------|--------------------|--------------|--------------|---------------|
| | PL0 | PL1 | PL2 | PL3 |
| 9 | 30.0 - 100.0% | 20.0 - 29.9% | 10.1 - 19.9% | 0.0 - 10.0% |
| 10 | 70.0 - 100.0% | 57.0 - 69.9% | 45.1 - 56.9% | 0.0 - 45.0% |
| 11 | 0.0 - 10.0% | 10.1 - 18.9% | 19.0 - 20.9% | 21.0 - 100.0% |

SPED African American Representation*

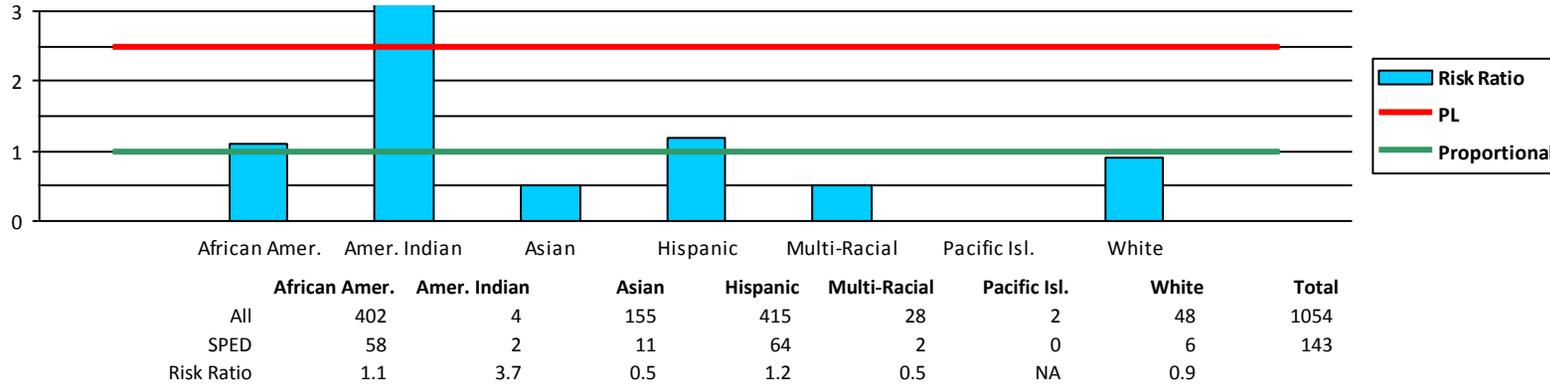


* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.



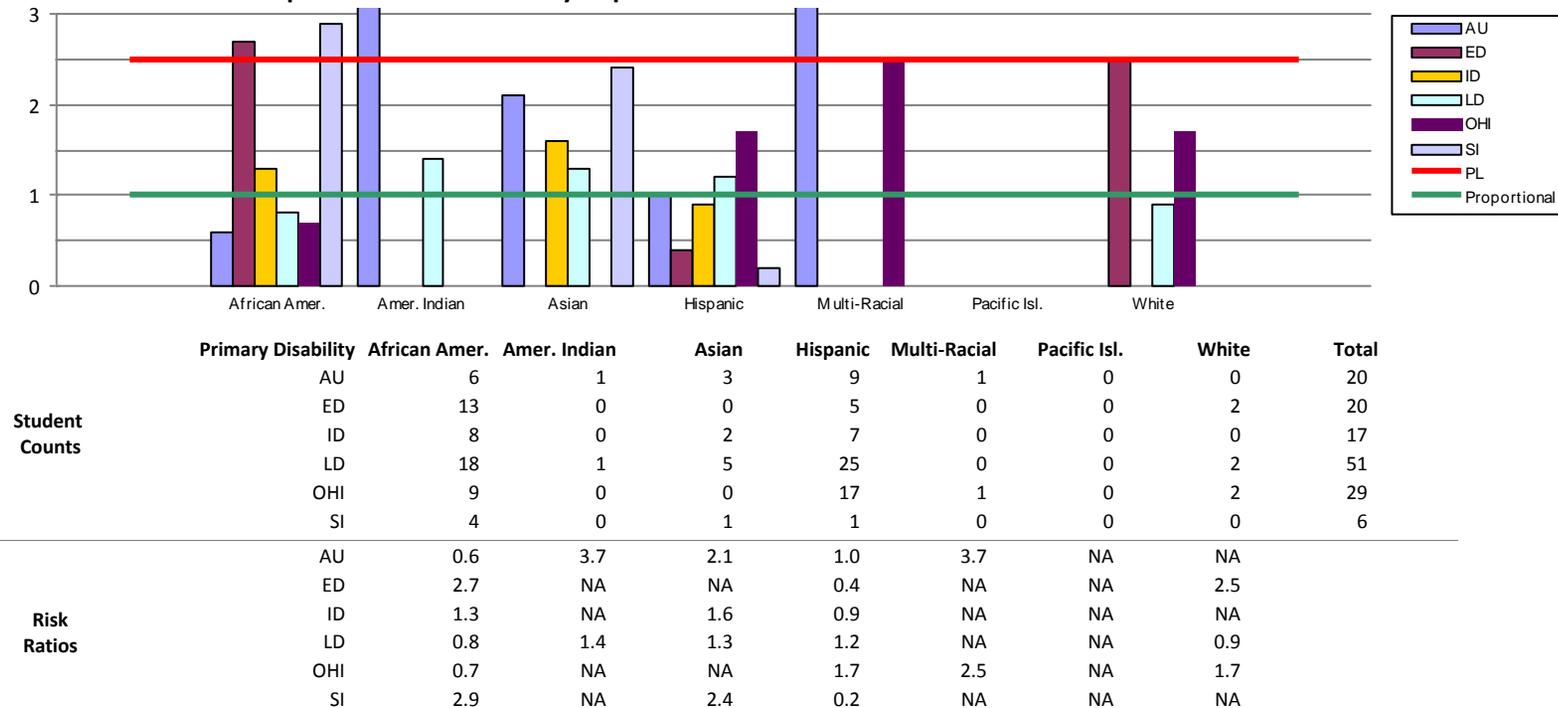
* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

SPED Indicator #13: SPED Representation - Racial/Ethnic Representation Risk Ratios*



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SPED Indicator #13: SPED Representation - Disability Representation Risk Ratios*



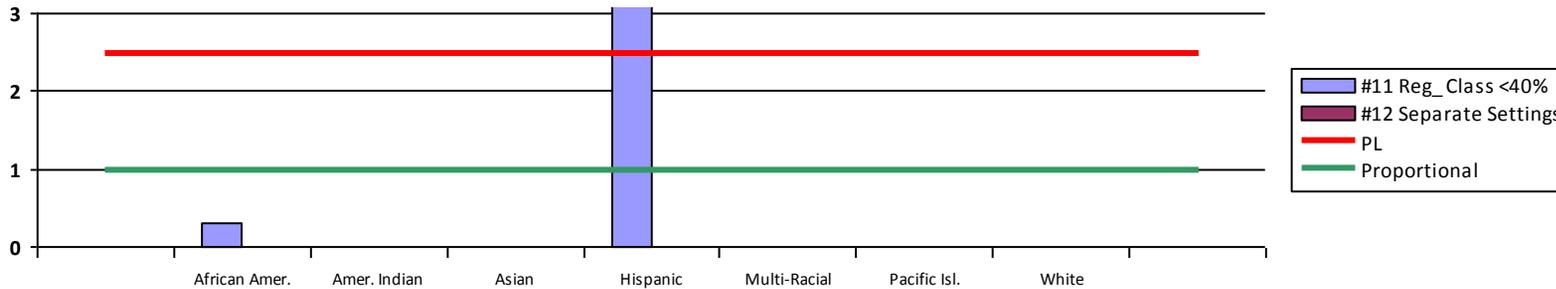
Note: Racial/ethnic group Minimum Size Requirement (MSR) for Risk Ratios is 0, MSR for comparison group is 0. If a group does not meet the MSR, or either group size is 0, the Risk Ratio is NA.

* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Special Education Report Card 2020-21
 End of Third Nine-Weeks - 3/12/2021
 David Crockett Middle School



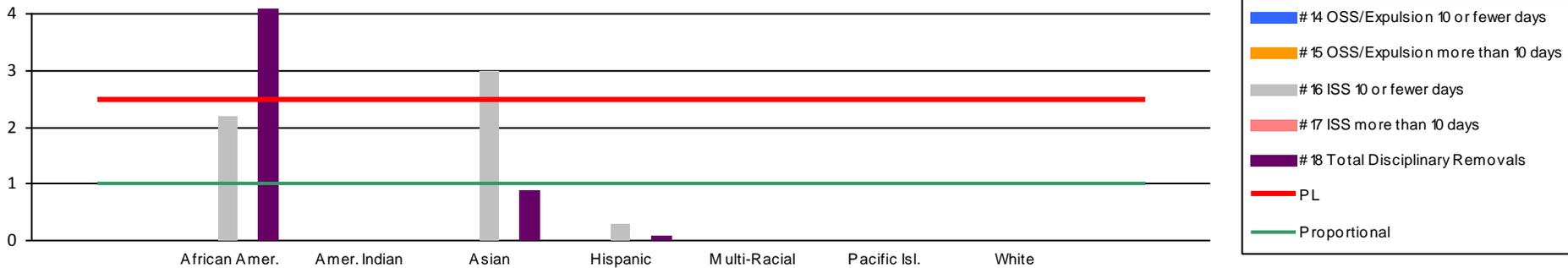
SPED Indicator #11, #12: SPED Reg. Class < 40%, SPED Separate Settings - Racial/Ethnic Placement Risk Ratios*



| | African Amer. | Amer. Indian | Asian | Hispanic | Multi-Racial | Pacific Isl. | White | Total |
|-----------------------|---------------|--------------|-------|----------|--------------|--------------|-------|-------|
| #11 Reg. Class <40% | 1 | 0 | 0 | 5 | 0 | 0 | 0 | 6 |
| Risk Ratio | 0.3 | NA | NA | 6.2 | NA | NA | NA | |
| #12 Separate Settings | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |

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SPED Indicators #14 to #18: Discipline Representation Risk Ratios*

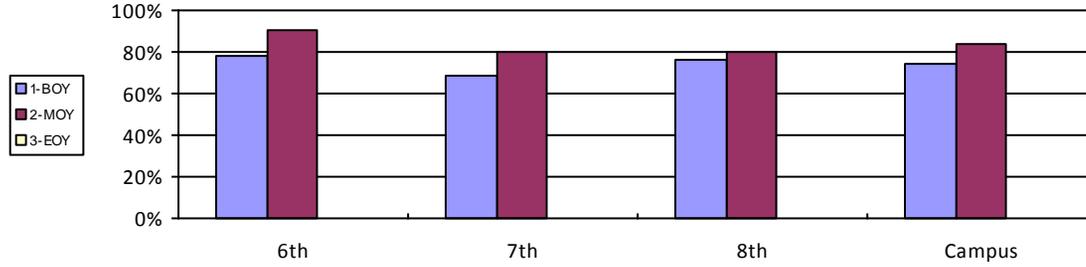


| | African Amer. | Amer. Indian | Asian | Hispanic | Multi-Racial | Pacific Isl. | White | Total |
|-------------------------------------|---------------|--------------|-------|----------|--------------|--------------|-------|-------|
| #14 OSS/Expulsion 10 or fewer days | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |
| #15 OSS/Expulsion more than 10 days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |
| #16 ISS 10 or fewer days | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 5 |
| Risk Ratio | 2.2 | NA | 3.0 | 0.3 | NA | NA | NA | |
| #17 ISS more than 10 days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Risk Ratio | NA | NA | NA | NA | NA | NA | NA | |
| #18 Total Disciplinary Removals | 13 | 0 | 1 | 1 | 0 | 0 | 0 | 15 |
| Risk Ratio | 9.5 | NA | 0.9 | 0.1 | NA | NA | NA | |

* Source: Skyward, all students in district at any time since 8/17/2020, retrieved 3/21/2021.

Renaissance STAR SpEd Student Participation†*

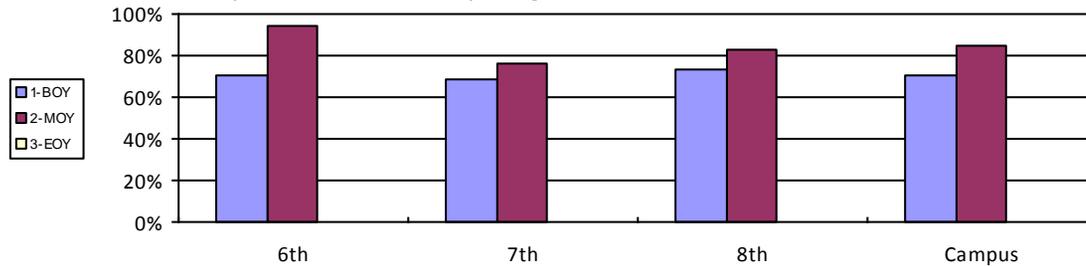
ELA - Percent of SpEd Students Participating in Early Literacy, Reading, or Both



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|--------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren |
| 6th | 40/51 | 78.4% | 48/53 | 90.6% | | |
| 7th | 35/51 | 68.6% | 41/51 | 80.4% | | |
| 8th | 26/34 | 76.5% | 28/35 | 80.0% | | |
| Campus | 101/136 | 74.3% | 117/139 | 84.2% | | |

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Math - Percent of SpEd Students Participating



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|--------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren | #Took/ #Enroll | % Took Ren |
| 6th | 36/51 | 70.6% | 50/53 | 94.3% | | |
| 7th | 35/51 | 68.6% | 39/51 | 76.5% | | |
| 8th | 25/34 | 73.5% | 29/35 | 82.9% | | |
| Campus | 96/136 | 70.6% | 118/139 | 84.9% | | |

†Participation for Campus/District based on 1st - 12th grade students.

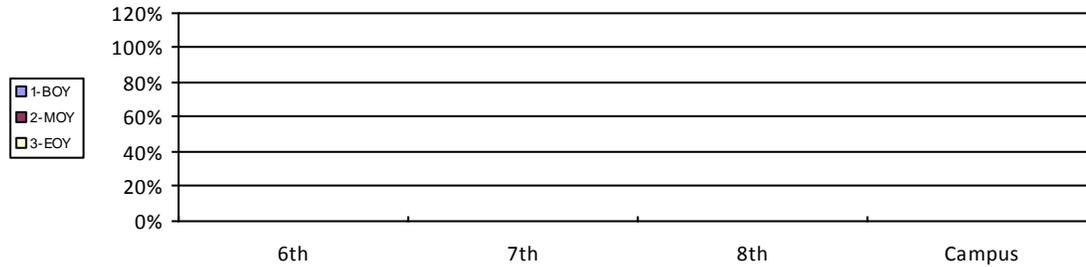
* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

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 End of Third Nine-Weeks - 3/12/2021
 David Crockett Middle School



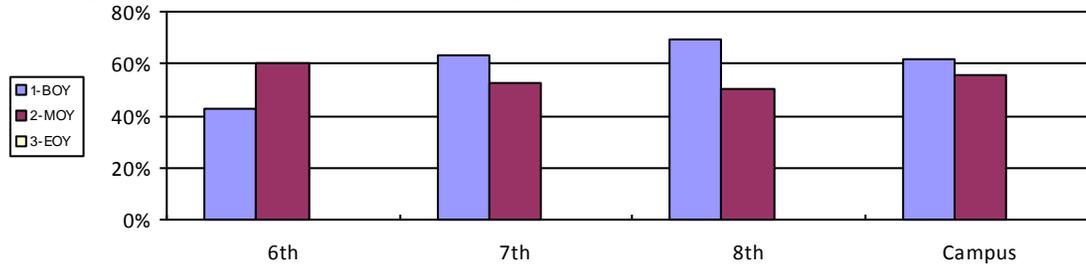
Renaissance STAR Student Growth Percentile (SGP) Results*

Early Literacy - Percent of SpEd Students Meeting Minimum SGP



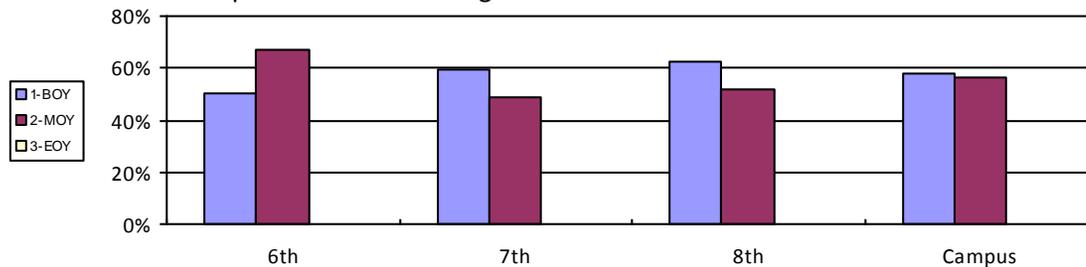
| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|--------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| 6th | | | | | | |
| 7th | | | | | | |
| 8th | | | | | | |
| Campus | | | | | | |

Reading - Percent of SpEd Students Meeting Minimum SGP



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|--------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| 6th | 7 | 42.9% | 43 | 60.5% | | |
| 7th | 19 | 63.2% | 36 | 52.8% | | |
| 8th | 13 | 69.2% | 22 | 50.0% | | |
| Campus | 39 | 61.5% | 101 | 55.4% | | |

Math - Percent of SpEd Students Meeting Minimum SGP



| | Fall (BOY) | | Winter (MOY) | | Spring (EOY) | |
|--------|------------|---------------|--------------|---------------|--------------|---------------|
| | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP | # with SGP | % Met Min SGP |
| 6th | 8 | 50.0% | 42 | 66.7% | | |
| 7th | 27 | 59.3% | 35 | 48.6% | | |
| 8th | 8 | 62.5% | 27 | 51.9% | | |
| Campus | 43 | 58.1% | 104 | 56.7% | | |

* Source: Parent Portal data from REN extract files, Fall-Winter as of 2/25/2021.

Campus: David Crockett Middle School

| Meeting Date | Participants |
|--------------|--|
| 4/5/21 | Tonya Curtis; Elizabeth Brewer; Michelle Castellanos; Ashley Moore; Brian Tolston; Nikki Singleton |

Priority I: Student Progress

| Current Data Review | |
|---------------------|---|
| 1. | 3 rd 9wks Sped Report Card: <ul style="list-style-type: none"> ➤ LRE: No concerns. PL0 for students in gen ed and self-contained settings. ➤ Ren Data MOY: <u>Participation</u> - Approx 80-90% for ELA and math. <u>SGP</u> - Approx 50-60% for reading and math. |
| 2. | Alternative Assessment Data: No concerns at this time. |
| 3. | Failure Report: <ul style="list-style-type: none"> ➤ As of 3/11/21, 157 failures in core content primarily for F2F students. |
| 4. | Campus Input: <ul style="list-style-type: none"> ➤ SGP reviewed compared boy and eoy to measure growth and need for support. Struggling students invited for aces; ela uses deeper dive to target skill deficits; math uses common assmnts and learning progressions ➤ F2F: 1st 60min tier I instruction, last 30m focused support; OL: 30min focused supports; Edgenuity used by all students for assignment repair ➤ Parent contact for OL: e-blast most teachers; advisory used for term repair; grade level counselor and administrator contact as follow up ➤ Casemgr meets with team to discuss strategies and collaborates with gen ed tchr. |

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Student Progress goal: Decrease failures for students in sped.

| | Action Plan to Address Student Progress Goal | Person(s) Responsible | Timeline |
|----|---|--|------------|
| 1. | Train case managers system to proactively review student progress and target plan of support. | Campus Admin; Resource/ICS Manger/Specialist | April 2021 |

| CSP Date | Updates on Student Progress Goal |
|----------|----------------------------------|
| | I. |

Priority 2: Discipline & Disproportionality

| Current Data Review | |
|---------------------|---|
| 1. | 3 rd 9 wks Sped Report Card: <ul style="list-style-type: none"> ➤ Representation: Overrepresentation for AA and Hispanic population. ➤ Discipline: Overrepresentation of AA and Asian population discipline referrals and disciplinary removals. |
| 2. | PBIS Discipline data: February <ul style="list-style-type: none"> ➤ Top behaviors: disruptive behavior, insubordination, misbehavior; classroom hallway ➤ Disproportionality: slight underrepresentation for Asian population; proportionate for all other populations |
| 3. | Benchmarks of Quality: Plan to schedule BOQ by April 15 with PBIS Facilitator. |
| 4. | Campus Input: school based strategies conferences vs suspensions |

Discipline and Disproportionality Goal: Conduct deeper dive of sped discipline to drive training and supports for campus staff.

| | Action Plan to Address Discipline/Disproportionality Goal | Person(s) Responsible | Timeline |
|----|---|---|--|
| 1. | Conduct root cause analysis to address overrepresentation of sped population. | Campus Admin; PBIS Facilitator; BSS Manger/Specialist | By end of 1 st 9wks for 21-22 SY. |

| CSP Date | Updates on Discipline/Disproportionality Goal |
|----------|---|
| | 1. |

Priority 3: Compliance and Program Specific Support

| Current Data Review | |
|---------------------|--|
| 1. | <p>Compliance Information:</p> <ul style="list-style-type: none"> ➤ Implementation of the IEP; ARD Compliance; IEP progress reports: ARD Facilitator and Dept head conduct random spot checks and ensure paperwork is completed every 9wks and follow up with Asst. Principal with concerns. |
| 2. | <p>Program Specific Information:</p> <ul style="list-style-type: none"> ➤ BSS: BSS teacher (Hartman) transitioning F2F and needs support with implementation of instruction (content knowledge). ➤ Resource/ICS: No concerns at this time. ➤ SAILS: No concerns at this time. |

| Action Plan to Address Compliance and Program Specific Support | | Person(s) Responsible | Timeline |
|--|--|--|--------------------|
| 1. | Follow up with principal regarding access to Success ed; provide job aid to run reports. | Asst Dir Eval & Compliance | April |
| 2. | Provide documentation training for specific sped staff. | Campus Admin; Resource/ICS Manger/Specialist | By end of 20-21 SY |
| 3. | Train Ard Facilitator to implement audit system for compliance every 9wks. | Asst Dir Eval & Compliance | By end of 20-21 SY |
| 4. | Provide guidance to BSS teacher on implementation of instruction. | BSS Manger/Specialist | By end of 20-21 SY |

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| CSP Date | Updates on Compliance and Program Specific Support |
|----------|--|
| | 1. |

Questions/Concerns/Comments



Cycle 1 Group 3
Dates: October 2020 - December 2020

Texas Education Agency 2020-2021 CYCLICAL MONITORING REPORT

Local Education Agency (LEA) Name: Fort Bend Independent School District (ISD)
CDN: 079907

| | | |
|--|---|--|
| LEA Compliant <input type="checkbox"/> | Non-Compliance Identified <input checked="" type="checkbox"/> | Corrective Actions Completed: Not Applicable |
|--|---|--|

INTRODUCTION

The Texas Education Agency (TEA) would like to extend appreciation to Fort Bend ISD for their efforts, attention, and time committed to the completion of the review process.

The TEA has developed a monitoring approach that reviews compliance-based indicators while also looking for best practices. In commitment to the approach, the cyclical monitoring report will provide the results of the LEA’s compliance review related to the Individuals with Disabilities Education Act (IDEA) and federal and state statutes, a summary of data related to Results-Driven Accountability (RDA), State Performance Plan (SPP), Significant Disproportionality (SD), and dyslexia program evaluation will recommend targeted technical assistance and support for LEAs related to special education, and highlight best practices of LEAs that demonstrate success.

CYCLICAL MONITORING

The TEA conducts cyclical reviews of all LEAs statewide over six years. The purpose of cyclical monitoring is to support positive outcomes for students with disabilities and to determine compliance with special education regulations and dyslexia program regulations.

LEAs are required to submit artifacts and/or sources of evidence for compliance and promising practices review in the following areas:

- Child Find/Evaluation/FAPE
- IEP Development
- IEP Content
- IEP Implementation
- State Assessment
- Properly Constituted ARD Committees
- Transition

2020–2021 CYCLICAL REVIEW COMPLIANCE SUMMARY

On December 18, 2020, the TEA conducted a policy review of Fort Bend ISD. On December 18, 2020, the TEA conducted a comprehensive desk review of Fort Bend ISD. The total number of files reviewed for the Fort Bend ISD comprehensive desk review was 24. The review found overall that 15 files out of 24 files were compliant. An overview of the policy review and student file review for Fort Bend ISD are organized in the chart below by indicating the number of compliant findings within the reviewed file submissions related to the compliance area. Itemized details of these findings are in the appendix.

| Compliance Area | Policy Review (# compliant of # reviewed) | Student File Review (# compliant of # reviewed) |
|----------------------------|--|--|
| Child Find/Evaluation/FAPE | 18 of 18 | 22 of 24 |
| IEP Development | 5 of 5 | 23 of 24 |
| IEP Content | 3 of 3 | 24 of 24 |
| IEP Implementation | 21 of 21 | 23 of 24 |
| Properly Constituted ARD | 8 of 8 | 18 of 24 |
| State Assessment | 4 of 4 | 24 of 24 |
| Transition | 6 of 6 | 8 of 8 |

2020-2021 RESIDENTIAL FACILITY INFORMATION

Fort Bend ISD (079907) identified 19 Residential Facilities (RFs) based on the RF Tracker Submission for 2019-2020. The chart below identifies the RFs which were included in the cyclical review.

| RF Name | RF Number | Grade Level(s) |
|-----------------------------------|-----------|----------------|
| Legacy Youth | 262008 | PK-12 |
| Silver Linings Residential | 261500 | PK-12 |
| NWAOZURU | 261240 | PK-12 |
| Amazing Grace Healthcare Services | 261792 | PK-12 |

DATA SUMMARY OF RESULTS-DRIVEN ACCOUNTABILITY, STATE PERFORMANCE PLAN INDICATORS, AND SIGNIFICANT DISPROPORTIONALITY

The following supplemental data may be used to support development of the Strategic Support Plan (SSP) for continuous improvement and/or a Corrective Action Plan (CAP) if noncompliance is identified.

| Year | Results-Driven | SPP Indicators 11, 12, 13 | Significant |
|------|----------------|---------------------------|-------------|
|------|----------------|---------------------------|-------------|

| | Accountability (RDA) Determination Level | Compliance* | Disproportionality |
|-------------|---|-----------------------|---------------------------|
| 2020 | DL 2—Needs Assistance | NONCOMPLIANCE: SPP 12 | SD Year 3 |

*Indicator 11: Child Find
 Indicator 12: Early Childhood Transition
 Indicator 13: Secondary Transition

2020-2021 COVID-19 IMPACT NARRATIVE SUBMISSION

In the 2020-2021 academic year, Local Education Agencies (LEAs) had an opportunity to share the practices incorporated to support Child Find and FAPE for students being served by special education during the COVID-19 pandemic by completing the COVID 19 Impact Narrative.

Fort Bend ISD submitted a COVID-19 Impact Narrative as a supplement to their Cyclical Review:

Yes* No

* If yes, 2020-2021 COVID-19 Impact Narrative is attached following the Appendix of this report.

2020-2021 CYCLICAL REVIEW PARENT, TEACHER, ADMINISTRATOR INTERVIEWS/SURVEY

Staff and Family Surveys

On December 18, 2020, the TEA Review and Support team received 2750 surveys during the comprehensive desk review.

Survey participants were as follows: 363 administrators, 1374 general education teachers, 316 special education teachers, 150 evaluation staff and 547 parents/family/caregivers. The Review and Support surveys focused on the following review areas:

- 74% of respondents feel they receive sufficient communication from their school such as weekly updates/emails/newsletters to stay connected.
- Majority of respondents reported that the best way their school/district provides information (trainings, online trainings, support groups and other available resources) concerning special education services are through email, notices sent home and the school website.
- Majority of respondents reported feeling comfortable attending special education information sessions or trainings if offered at the school campus.
- Over 50% of respondents reported having a clear understanding of special education services and supports.

- Majority of respondents reported wanting to learn more about Child Find and Evaluation and ARD Support networks and the School, Family, and Community Engagement network.
- Respondents reported the following trainings as most effective:
 - Prescriptive teaching
 - Intensive programs of instruction design and documentation
 - Sheltered instruction.
- Over 40% of respondents agreed or somewhat agreed that there are frequent opportunities to collaborate and plan with related service providers.
- Respondents noted that they have endured the following obstacles during their students' special education programming and services:
 - Timely updates on student progress
 - Assuring students receive accommodations and/or modifications as outlined in the IEP.
 - Knowledge of available services and programming
- Over 80% of respondents reported that they either agree or strongly agree that they understand the importance of including the student's interests/life goals in the transition process.
- 57% of respondents reported that during COVID school closures/remote learning they were aware of an Emergency Contingency Plan effective for students' progress.
- During the COVID school closures/remote learning students with moderate to severe disabilities were supported through:
 - Teachers providing supports needed for students to be successful.
 - Teachers making regular contact with students and parents to meet emotional and academic needs.
 - Teachers modifying work.
- During COVID school closures/remote learning, respondents reported the following professional development needs to specifically address the needs of students with disabilities:
 - How to teach virtually
 - How to use virtual platforms
 - How to engage students and assess levels of engagement
- During COVID school closures/remote learning, respondents reported the following strategies used by the district for remote learning did not work well for students with disabilities:
 - Shared device per family
 - Online submission of assignments
 - Learning Management System (LMS) platform such as Schoology, Canvas, or Google Classroom
- Over 60% of respondents reported that during COVID school closures/remote learning, school staff worked with parents/guardians in addressing severe behavior and work refusal.
- 56% of respondents reported that for the 2020-2021 school year they opted for an in-person learning model.
- 37% of respondents reported that they found remote learning to be somewhat effective.

This survey was approved by the Texas Education Agency's data governance board. Participation in this survey was both voluntary and anonymous. No data was collected identifying a name so that individual responses cannot be linked to any respondent. Participants were given the option to stop the survey at any time.

Strengths

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following strengths for Fort Bend ISD:

- All monitored special education policies and practices follow federal and state requirements and are linked to the Legal Framework.
- The ARD committee addresses state assessment results, provides appropriate data to support state assessment recommendation and testing accommodations.
- Comprehensive Notice of Proposal for Evaluation that includes documentation of provision of Procedural Safeguards.

Considerations

Based on results of the policy review and student file review, along with data collected from LEA staff and family surveys, the Review and Support team identified the following considerations for Fort Bend ISD:

- To support continuous improvement includes a consideration for the oversight related to Annual ARDs must be held within one calendar year of the previous ARD.
- Support continuous improvement to include reviewing guidance/procedures and staff training related to Surrogate and Foster parent.
- Consider reviewing guidance and providing staff training related to IEP present levels of academic and functional performance (PLAAPF)

Technical Assistance

As a result of monitoring, the TEA has identified the following technical assistance resources to support Fort Bend ISD engaging in **targeted** support as determined by the RDA performance level data and artifacts within the compliance review:

| Topic | Resource |
|---------------------------|--|
| Properly Constituted ARDs | https://childfindtx.tea.texas.gov/ARD_committee.html Provides resources and training on practicing collaborative Admission, Review and Dismissal (ARD) committee processes that lead to FAPE for students with disabilities. The Legal Framework: Admission, Review and Dismissal Committee Membership. |
| Evaluation | https://childfindtx.tea.texas.gov/ The Child Find, Evaluation and ARD Supports Network assists LEAs by providing resources and training that are aligned with implementing effective Child Find practices and conducting comprehensive |

| | |
|------------|---|
| | evaluations. |
| Transition | <p>https://www.air.org/topic/education/college-and-career-readiness American Institute for Research (AIR): College and Career Readiness: Readiness for postsecondary education is critical for students’ future success and ability to access career opportunities. Provides evidence-base interventions and supports to engage cross-sector stakeholders.</p> <p>www.transitionta.org National Technical Assistance Center on Transition (NTACT): A resource supported by the Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RS). Resources for transition planning, graduation, post- school success, and effective practices for transition.</p> |

Findings of Noncompliance

A finding is made when noncompliance is identified with the Review and Support report findings, SPP notification, and/or individualized education program (IEP) requirements. Noncompliance that is systemic in nature must be included in a comprehensive corrective action plan (CAP) with action steps to address each of the noncompliance findings. ***When noncompliance has been identified as part of this cyclical review, Fort Bend ISD will receive formal notification of noncompliance in addition to this report.***

The TEA Division of Special Education Monitoring will further advise the LEA on the corrective action process, if applicable.

The TEA follows procedures for the correction of noncompliance consistent with federal guidelines (OSEP Memo 09-02.)

Before the TEA can report that noncompliance has been corrected, it must first verify the LEA:

- Has corrected each individual case of noncompliance (Prong 1); and
- Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance) (Prong 2).

The TEA is required to monitor the completion of a corrective action plan if any noncompliance is discovered. The corrective action plan must be designed to correct any and all areas of noncompliance ***as soon as possible, but in no case later than one year from the date of notification.***

Corrective Action Plan (CAP)

The LEA will develop a CAP to address any items identified as noncompliance in this summary report. An approved form for the CAP can be accessed on the Review and Support website or in the resources located in Ascend Texas.

The LEA must submit the CAP in Ascend within 30 school days from the date of this report and/or formal notification of noncompliance. The TEA will review the CAP submitted by the LEA for approval. If the TEA determines that a revision(s) is necessary, the LEA will be required to revise and resubmit. The Review and Support team will contact the LEA to provide notification when the CAP has been approved.

Individual Correction

The educational agency has **60 school days** from the date of this summary report to correct all identified findings of noncompliance for individual students, unless noted otherwise in the report.

LEA ACTIONS

Timeline for Strategic Support Plan (SSP) and/or Corrective Action Plan (CAP) Below:

| Required Actions | Submission Due Date | Completion Due Date | Support Level | Communication Schedule |
|------------------|---------------------|---------------------|---------------|------------------------|
| SSP | 2/1/2021 | | Universal | 90 days |
| CAP | 3/22/2021 | 3/22/2022 | | 60 days |

For more information about cyclical monitoring and the Differentiated Monitoring and Support process, please visit the [Review and Support website](#)

**LEA may have previously identified corrective actions in addition to findings in this report.

REFERENCES

[Differentiated Monitoring and Support System](#)

[Review and Support General Supervision Monitoring Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Results-Driven Accountability Reports and Data](#)

[Results-Driven Accountability District Reports](#)

[Results-Driven Accountability Manual](#)

APPENDIX

Child Find/Evaluation

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|-------------------|--|--|---|
| SE11 | | TAC §74.28 (f)(3) | Specifically, 2 student files lacked evidence of an estimated timeframe for the completion of the Dyslexia evaluation. | <p>Individual—Yes</p> <p>Convene ARD committee meeting for student whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance | <input checked="" type="checkbox"/> Yes |
| SE 2 | | TAC §74.28 (g)(1) | Specifically, 2 student files lack evidence that the | <p>Individual-Yes</p> <p>Convene ARD committee meeting for student</p> | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|---------------|------------------|---|---|--------------------------|
| | | | parent was provided a copy of Procedural Safeguards prior to the Dyslexia evaluation. | <p>whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic -Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance | |

Properly Constituted ARD

STUDENT FILE REVIEW

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|-------------------------|------------------|--|--|------------------------------|
| PCA2 | 34 CFR §300.322 (a)-(c) | TAC §89.1050 (d) | Specifically, 1 student file lacked evidence parent attended the ARD meeting and evidence of | <p>Individual—YES</p> <p>Convene ARD committee meeting for student whose records indicate noncompliance area to consider if student’s Free appropriate public education (FAPE) has been impacted, and if</p> | <input type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|--------------|------------------|---|---|---|---|
| | | | multiple attempts to obtain parent participation. | compensatory services are needed. Provide evidence of correction. Systemic—No | |
| PCA 12-15 | 34 CFR§300.30 | TAC §89.1047(a)(1) TEC §29.015(a) | Specifically, 2 student files lacked evidence foster parent agree to participate in making special education decisions for the student and completed training. Specifically, 2 student files lacked evidence the foster parent agreed to complete a training program before the next scheduled ARD committee meeting for the child but not later than the 90th day | Individual—Yes Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction Systemic—Yes <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance | <input checked="" type="checkbox"/> Yes |

| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|-------|-------------------|------------------|--|--|---|
| | | | after the date the foster parent begins acting as the parent for the purpose of making special education decisions. | | |
| PCA16 | 34 CFR 300.519(h) | | Specifically, 4 student files lacked evidence the LEA determined a surrogate parent was needed and assigned within 30 calendar days. | <p>Individual—Yes Convene ARD committee meetings for students whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction.</p> <p>Systemic—Yes</p> <ul style="list-style-type: none"> • Review and revise policies and procedures, including operating guidelines and practices addressing this issue. • Provide training on these procedures to the appropriate staff. • Develop processes that allow for self-monitoring this area of noncompliance | <input checked="" type="checkbox"/> Yes |

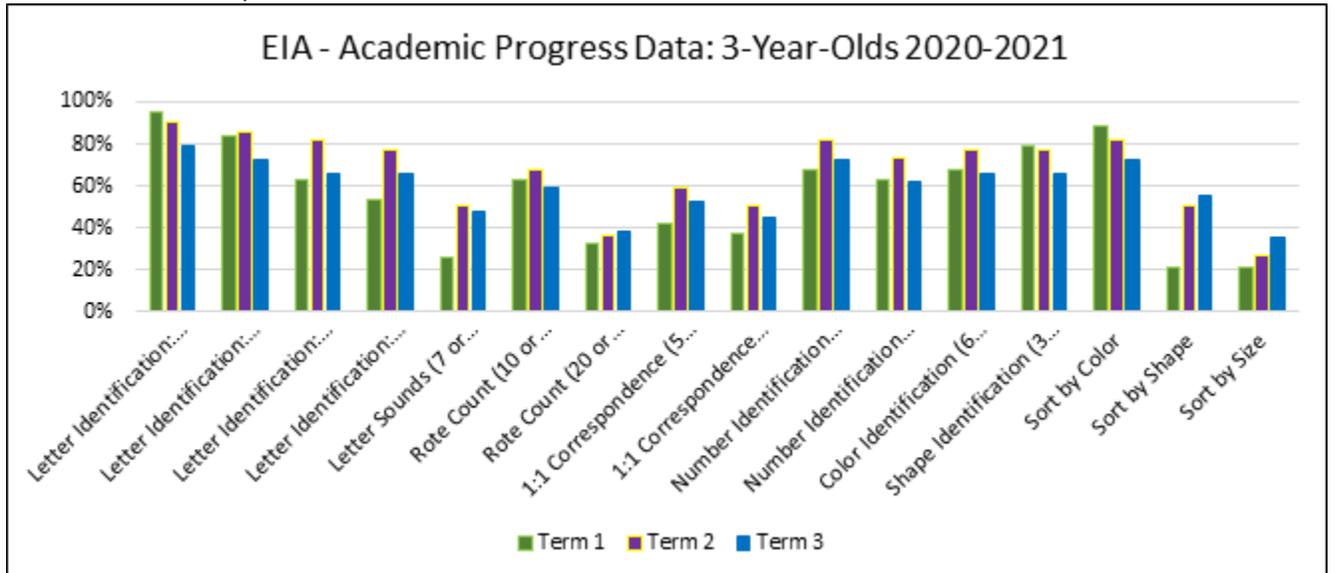
IEP Development

STUDENT FILE REVIEW

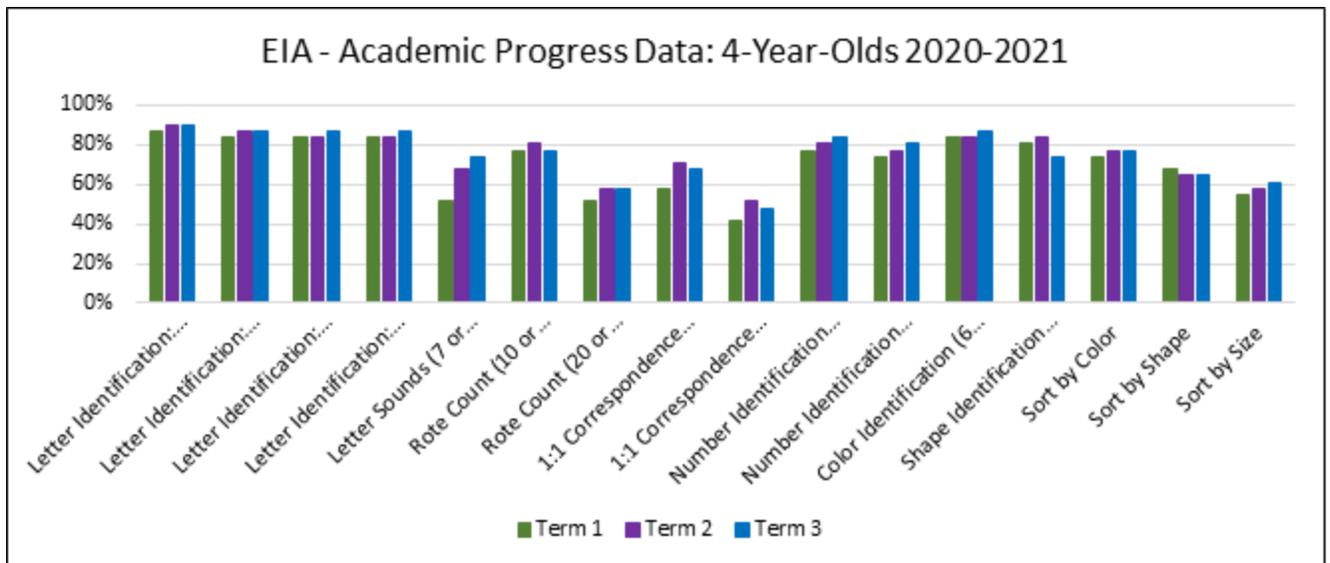
| Item | IDEA Citation | TEC/TAC Citation | Evidence of Findings | Required Actions | Must Be Addressed in CAP |
|------|------------------------|------------------|--|---|------------------------------|
| ID2 | 34 CFR § 300.320(a)(1) | | Specifically, 1 student file lacked evidence the PLAAFP describes the effect of the student's disability on involvement and progress in the general education environment. | <p>Individual—Yes</p> <p>Convene ARD committee meetings for student whose records indicate noncompliance in this area to consider if the student’s free, appropriate public education (FAPE) had been impacted and determine if compensatory services are needed. Provide evidence of correction</p> <p>Systemic—Not Applicable</p> <p>No Action Required</p> | <input type="checkbox"/> Yes |

EIA Student Progress

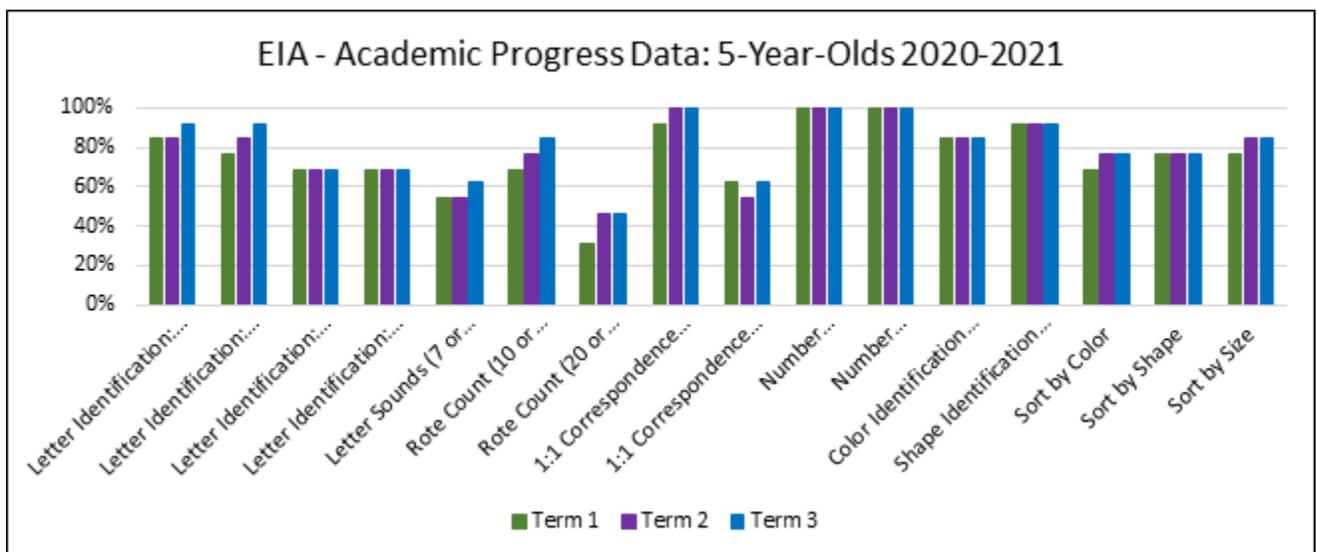
The tables below provide information on the academic progress of the students served at the EIA during the 2020-21 school year.



- Individually all 3 year old students made growth in at least 80% of the skills measured on the academic progress report
- The data in the chart shows some areas increasing some decreasing, and some go up and down. This is due to a steady increase in student enrollment throughout the school year. The pandemic caused a delay in many of these students initial evaluation in order to qualify them for the academy which impacted the amount of time to reach full enrollment.

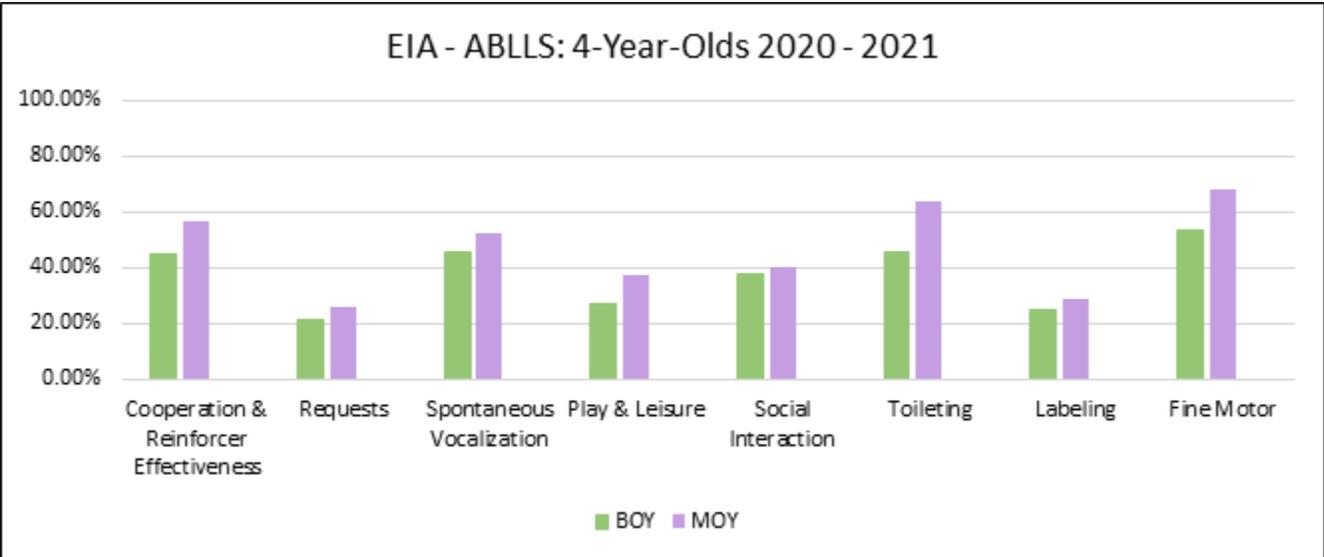
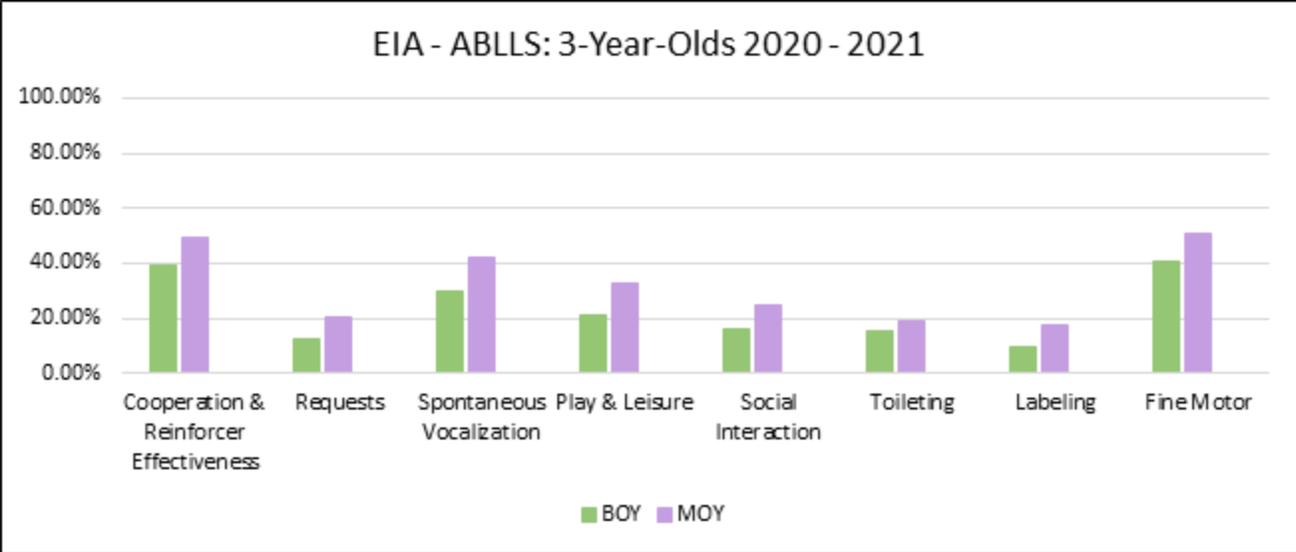


- Students had a steady increase or maintenance of skills in the majority of the skill areas
- 81% of the 4-year-olds can name at least 20 upper and at least 20 lower case letters
- 81% of the 4-year-olds can recognize one-digit numbers, 0-9

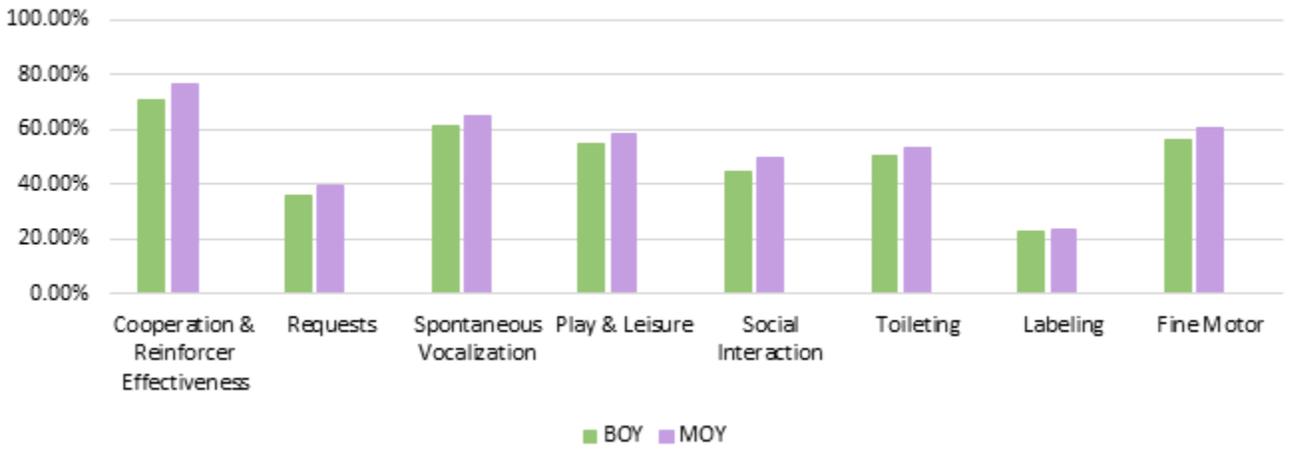


- Students had a steady increase or maintenance of skills in the majority of the skill areas
- 62% of 5-year-olds can name at least 20 upper and at least 20 lower case letters
 - 100% of 5-year-olds can recognize one-digit numbers, 0-9

The tables below provide information on the behavioral progress of the students served at the EIA during the 2020-21 school year. The *Assessment of Basic Language and Learning Skills (ABLLS)* is utilized to assess students on eight identified domains to include Cooperation & Reinforcer Effectiveness, Requests, Spontaneous Vocalization, Play & Leisure, Social Interaction, and Toileting, Labeling and Fine Motor.



EIA - ABLLS: 5-Year-Olds 2020 - 2021



2021-2022 BILINGUAL PROGRAM FEEDER SCHOOLS FOR K-5

Home campus must:

- Enroll the student
- Ensure EL identification process is complete
 - If Bilingual Program is recommended by the LPAC and parent approves recommendation, contact Bilingual Program Campus to make arrangements for student enrollment.

| Home Campus | Sends | To this program campus |
|--|---|--|
| Brazos Bend (BBE) Oyster Creek (OCE) Walker Station (WSE) Drabek (RDE) Cornerstone (CSE) | ➡ Bilingual program students | ➡ Arizona Fleming (AFE) |
| Austin Parkway (APE) Colony Bend (CBE) Colony Meadows (CME) Commonwealth (CWE) Highlands (HE) Lantern Lane (LLE) Palmer (PE) Quail Valley (QVE) Settlers Way (SWE) Sullivan (ASE) | ➡ Bilingual program students | ➡ Armstrong (AE) |
| Ridgemont (RME) *Blue Ridge (BRE) *Briargate (BGE) *For families that opt-in | ➡ K-1 Bilingual program students | ➡ Ridgemont Early Literacy Center (RME ELC) |
| Burton (WBE) Parks (RPE) | ➡ Bilingual program students | ➡ Goodman (LGE) |
| Sienna Crossing (SCE) Scanlan Oaks (SOE) Schiff (JSE) Leonetti (DLE) | ➡ Bilingual program students | ➡ Heritage Rose (HRE) |
| Madden (CVME) Mission Bend (MBE) Mission Glen (MGE) Malala (MYE) | ➡ Bilingual program students | ➡ Holley (MHE) |
| Dulles (DE) Lexington Creek (LCE) Glover (GE) Hunters Glen (HE) | ➡ Bilingual program students | ➡ EA Jones (EAJ) |

| Home Campus | Sends | To this program campus |
|--|--|--|
| Barbara Jordan (BJE) Oakland (OE) Neill (JNE) Patterson (JPE) Seguin (JSES) Pecan Grove (PGE) |  Bilingual program students |  Mission West (MWE) |
| Blue Ridge (BRE) Briargate (BGE) |  Bilingual program students |  Ridgegate (RGE) |
| Ridgemont (RME) |  2-5 Bilingual program students |  Ridgemont (RME) |
| Barrington Place (BPE) Lakeview (LVE) Meadows (ME) Sugarmill (SME) |  Bilingual program students |  Townewest (TWE) |

***Note: Only siblings of PK Bilingual HGE ELC students may be allowed to attend HGE ELC for Bilingual K and First**

***Note: AE, JE, GE, and HGE who will attend Kinder and First grade bilingual during the 2021-22 school year, and are siblings of PreK or ECSE program students from HGE ELC, have the option to attend the center.**

| Home Campus | Sends | To this program campus |
|---|---|--|
| *Armstrong (AE) *Jones (JE) *Glover (GE) *Hunters Glen (HGE) |  *K-1 Bilingual program students |  Hunters Glen Early Literacy Center (HGE ELC) |

Performance Level Comparison “At/Above Benchmark”: 2021 BoY to EoY: Campus Data for GT Students

Elementary School Campus Summary – the data below shows a comparison of the percent of students that meet the “At/Above Benchmark” at the BoY, EoY, and the difference between the percentages for Reading and Math. Title 1 campuses are bold under the Campus Name column.

| Campus Name | Reading | | | Math | | |
|------------------------------------|-----------|-----------|--------|-----------|-----------|--------|
| | 20-21 BOY | 20-21 EOY | Change | 20-21 BOY | 20-21 EOY | Change |
| ANNE MCCORMICK SULLIVAN E S | 100% | 100% | 0% | 100% | 100% | 0% |
| ARIZONA FLEMING E S | 100% | 100% | 0% | 100% | 92% | -8% |
| AUSTIN PARKWAY E S | 100% | 100% | 0% | 100% | 100% | 0% |
| BARBARA JORDAN E S | 100% | 83% | -17% | 100% | 100% | 0% |
| BARRINGTON PLACE E S | 100% | 100% | 0% | 100% | 100% | 0% |
| BLUE RIDGE E S | 0% | 0% | 0% | 100% | 100% | 0% |
| BRAZOS BEND E S | 100% | 94% | -6% | 100% | 100% | 0% |
| BRIARGATE E S | 67% | 67% | 0% | 100% | 67% | -23% |
| CAROLYN AND VERNON MADDEN E S | 95% | 100% | 5% | 100% | 100% | 0% |
| COLONY BEND E S | 100% | 96% | -4% | 100% | 100% | 0% |
| COLONY MEADOWS E S | 98% | 99% | 1% | 100% | 100% | 0% |
| COMMONWEALTH E S | 98% | 99% | 1% | 99% | 100% | 1% |
| CORNERSTONE E S | 99% | 99% | 0% | 100% | 100% | 0% |
| DONALD LEONETTI E S | 95% | 95% | 0% | 100% | 100% | 0% |
| DR LYNN ARMSTRONG E S | 100% | 75% | -25% | 100% | 100% | 0% |
| DULLES E S | 89% | 100% | 11% | 100% | 100% | 0% |
| E A JONES E S | 75% | 89% | 14% | 100% | 86% | -14% |
| EDGAR GLOVER JR E S | 100% | 85% | -15% | 100% | 100% | 0% |
| FBISD EARLY LITERACY CENTER | | 100% | | | 100% | |
| HERITAGE ROSE E S | 100% | 91% | -8% | 92% | 100% | 8% |
| HIGHLANDS E S | 100% | 100% | 0% | 100% | 100% | 0% |
| HUNTERS GLEN E S | 100% | 67% | -33% | 100% | 100% | 0% |
| JAMES C. NEILL E S | 97% | 97% | 3% | 97% | 100% | 3% |
| JAMES PATTERSON E S | 100% | 92% | -8% | 100% | 100% | -9% |
| JAN SCHIFF E S | 92% | 100% | 8% | 100% | 98% | -2% |
| JUAN SEGUIN E S | 100% | 100% | 0% | 100% | 100% | 0% |
| LAKEVIEW E S | 82% | 100% | 18% | 91% | 100% | 9% |
| LANTERN LANE E S | 100% | 100% | 0% | 88% | 100% | 12% |
| LEXINGTON CREEK E S | 100% | 100% | 0% | 100% | 100% | 0% |
| LULA BELLE GOODMAN E S | 100% | 100% | 0% | 100% | 100% | 0% |
| MALALA YOUSAFZAI E S | 100% | 100% | 0% | 98% | 100% | 2% |
| MARY AUSTIN HOLLEY E S | 92% | 100% | 0% | 100% | 100% | 0% |
| MEADOWS E S | 100% | 100% | 0% | 100% | 100% | 0% |

| Campus Name | Reading | | | Math | | |
|----------------------------------|--------------|--------------|--------|--------------|--------------|--------|
| | 20-21 BOY | 20-21 EOY | Change | 20-21 BOY | 20-21 EOY | Change |
| MISSION BEND E S | 80% | 78% | -2% | 100% | 100% | 0% |
| MISSION GLEN E S | 100% | 100% | 0% | 100% | 100% | 0% |
| MISSION WEST E S | 92% | 93% | 1% | 100% | 100% | 0% |
| OAKLAND E S | 100% | 100% | 0% | 100% | 96% | -4% |
| OYSTER CREEK E S | 95% | 100% | 5% | 100% | 100% | 0% |
| PALMER E S | 100% | 95% | 0% | 100% | 100% | 0% |
| PECAN GROVE E S | 100% | 100% | 0% | 100% | 100% | 0% |
| QUAIL VALLEY E S | 88% | 100% | 12% | 100% | 100% | 0% |
| RIDGEGATE E S | 50% | 80% | 30% | 100% | 100% | 0% |
| RIDGEMONT E S | 80% | 100% | 20% | 100% | 100% | 0% |
| RITA DRABEK E S | 100% | 95% | -5% | 100% | 100% | 0% |
| ROSA PARKS E S | 100% | 83% | -17% | 92% | 83% | -9% |
| SCANLAN OAKS E S | 99% | 100% | 1% | 97% | 100% | 3% |
| SETTLERS WAY E S | 100% | 100% | 0% | 100% | 100% | 0% |
| SIENNA CROSSING E S | 98% | 100% | 0% | 100% | 100% | 0% |
| SUGAR MILL E S | 100% | 100% | 0% | 92% | 100% | 8% |
| TOWNWEST E S | 88% | 100% | 12% | 100% | 86% | -14% |
| WALKER STATION E S | 100% | 100% | 0% | 100% | 100% | 0% |
| WALTER MOSES BURTON E S | 88% | 88% | 0% | 100% | 88% | 0% |
| Elementary District Level | 98% | 98% | 0% | 99% | 99% | 0% |

Middle School Campus Summary – the data below shows a comparison of the percent of students that meet the “At/Above Benchmark” at the BoY, EoY, and the difference between the percentages for Reading and Math. Title 1 campuses are bold under the Campus Name column.

| Campus Name | Reading | | | Math | | |
|-------------------------------------|-----------|-----------|--------|-----------|-----------|--------|
| | 20-21 BOY | 20-21 EOY | Change | 20-21 BOY | 20-21 MOY | Change |
| BILLY BAINES M S | 89% | 93% | 4% | 100% | 100% | 0% |
| CHRISTA MCAULIFFE M S | 67% | 80% | 13% | 100% | 80% | -20% |
| DAVID CROCKETT M S | 86% | 100% | 14% | 100% | 100% | 0% |
| DULLES M S | 93% | 95% | 2% | 100% | 100% | 0% |
| FIRST COLONY M S | 96% | 97% | 1% | 100% | 100% | 0% |
| FORT SETTLEMENT M S | 97% | 96% | -1% | 100% | 100% | 0% |
| HODGES BEND M S | 85% | 90% | 5% | 100% | 100% | 0% |
| JAMES BOWIE M S | 95% | 86% | -9% | 100% | 96% | -4% |
| LAKE OLYMPIA M S | 100% | 80% | -20% | 100% | 100% | 0% |
| MACARIO GARCIA M S | 93% | 98% | 5% | 100% | 96% | -4% |
| MISSOURI CITY M S | 60% | 71% | 11% | 100% | 100% | 0% |
| QUAIL VALLEY M S | 96% | 96% | 0% | 99% | 100% | 1% |
| RONALD THORNTON M S | 96% | 90% | -6% | 99% | 97% | -2% |
| SARTARTIA M S | 97% | 95% | -2% | 100% | 99% | -1% |
| SUGAR LAND M S | 100% | 97% | -3% | 97% | 100% | 3% |
| Middle School District Level | 95% | 95% | 0% | 100% | 99% | -1% |

High School Campus Summary – the data below shows a comparison of the percent of students that meet the “At/Above Benchmark” at the BoY, EoY, and the difference between the percentages for Reading and Math. Title 1 campuses are bold under the Campus Name column.

| Campus Name | Reading | | | Math | | |
|-----------------------------------|-----------|-----------|--------|-----------|-----------|--------|
| | 20-21 BOY | 20-21 EOY | Change | 20-21 BOY | 20-21 EOY | Change |
| CLEMENTS H S | 96% | 95% | -1% | 43% | 98% | 55% |
| DULLES H S | 97% | 96% | -1% | 67% | 99% | 32% |
| GEORGE BUSH H S | 82% | 78% | -5% | 36% | 100% | 64% |
| HIGHTOWER H S | 92% | 97% | 5% | 39% | 100% | 61% |
| KEMPNER H S | 90% | 100% | 10% | 48% | 100% | 52% |
| LAWRENCE E ELKINS H S | 97% | 90% | -7% | 55% | 98% | 43% |
| RIDGE POINT H S | 89% | 90% | 1% | 43% | 100% | 57% |
| STEPHEN F AUSTIN H S | 96% | 92% | -4% | 18% | 95% | 77% |
| THURGOOD MARSHALL H S | 100% | 83% | -17% | 43% | 100% | 57% |
| WILLIAM B TRAVIS H S | 92% | 90% | 2% | 94% | 96% | 2% |
| WILLOWRIDGE H S | 60% | 100% | 40% | 33% | 100% | 67% |
| High District School Level | 95% | 93% | -2% | 53% | 98% | 45% |

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval: Fiscal and Budgetary Strategy
References: Board Policy CH (Legal)
Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of the District’s Fiscal and Budgetary Strategy.

Summary

The Fiscal and Budgetary Strategy provides the framework for the District’s budgetary and financial processes. The document provides assurance to the various rating agencies that the District’s financial processes and procedures are sound. Best practice is to review the document annually.

The following changes are proposed.

| Page | Change | Rationale |
|-------------|---|---|
| 1 | Deleted vehicle replacement from Internal Service Funds and added Print Shop. | The District does not have a separate fund for vehicle replacement as those costs are typically included in a bond. Print Shop is accounted for as an Internal Service Fund. |
| 2 | Added Career and Technology Services to Enterprise Funds. | Revenues and expenditures for the automotive shop, salon, restaurant, and early education lab at the Reese Career and Technical Center are accounted for in an enterprise fund. |
| 2 | Deleted reference to the Employee Incentive Plan since that plan was terminated. | The Employee Incentive Plan was terminated and employees had the option to transfer balances to a 457(b) Deferred Compensation plan. |
| 11 | Added verbiage regarding operating reserves and strategies the District will use to replenish fund balance. | Clarifies strategies District would utilize to replenish fund balance as recommended by the Government Finance Officers Association (GFOA). |

Recommended by:

Diana Sayavedra
Acting Superintendent

Submitted by:

Bryan Guinn
Chief Financial Officer

The background of the slide is a photograph of a classroom. In the foreground, a young Black girl with her hair in braids is looking down, focused on writing in a notebook with a purple marker. Other students are visible in the background, some wearing red shirts, also appearing to be in a learning environment. The lighting is bright and natural.

COMMITTED TO
E★cellence

169

**Tax Rate, Budget
Amendment 1, and
Financial Update**

Overview

1 Strategy Documents

- Fiscal & Budgetary Strategy
- Investment Strategy
- Underwriters

2 Tax Rate Adoption and Tax Roll Approval

170

3 Budget Amendment 1

4 Enrollment and Financial Update

Strategy Documents Underwriters

&

171

Strategy Documents

Reviewed and considered by the Board on an annual basis

Fiscal and Budgetary Strategy

- Policy-level guidance on finance and budget related matters
- Stipulates 90-day fund balance requirement
- Includes disclosure strategy related to bond program
- Provides strategies for addressing budgetary shortfalls
- Changes are minor edits only

172

Investment Strategy

- Policy-level guidance on district investments
- PIFA requires board review of strategy on an annual basis
- Requires Board approval of brokers on an annual basis

Underwriters



Assist the District with issuance of debt



Provide updates throughout the year on market conditions



Previously approved vendors remain on the list



Two new underwriters added



Impact of SB19

173

Tax Rate Adoption

Tax Rate Adoption

- Proposed tax rate is \$1.2101
- All legal publication requirements met

| | 2020 Tax Year | 2021 Tax Year | Change |
|--------------------------|-----------------|-----------------|------------------|
| Operations & Maintenance | \$0.9502 | \$0.9201 | -\$0.9502 |
| Income & Sinking | \$0.2900 | \$0.2900 | -- |
| Total Rate | \$1.2402 | \$1.2101 | -\$0.0301 |

175

Tax Bill Impact for Average Residence

| | 2020 Tax Year | 2021 Tax Year | Proposed Change |
|----------------------------------|------------------|------------------|--------------------|
| Proposed Rate: \$1.2101 | | | |
| Avg. Market Value of Residences | \$293,879 | \$303,344 | 3.2% |
| Avg. Taxable Value of Residences | \$238,967 | \$248,053 | 3.8% |
| Total Tax Rate | \$1.2402 | \$1.2101 | -\$0.0301 |
| Annual Taxes on Avg Residence | \$2,963.67 | \$3,001.68 | 1.3% |
| Annual Increase in Taxes | | \$38.01 | |
| Monthly Increase in Taxes | | \$3.17 | |

176

Tax Roll Approval



Property tax code requires governing body approve appraisal roll



Certified roll received from Fort Bend County Central Appraisal District

177



Tax roll reflects growth of 6.08% over the prior year



Roll generates total taxes of \$561.6M

Budget Amendment 1

Budget Amendment Background

Fiscal and Budgetary Strategy provides framework for amending budget

Budget can be amended as needed based on new funding or changes to the existing budget

179

All amendments must be approved by Board

Common reasons for amending the budget:

- Receipt of additional revenue
- Annual encumbrance roll

Factors Impacting the 2021-22 Budget

Budget was adopted prior to conclusion of the 87th legislative session and receipt of ESSER funds

ESSER funds provided a net \$125M in relief to the General Fund

Funding for virtual learning passed during special session in September

Based on timing of receipt, some revenues booked to 2020-21; results in higher than anticipated fund balance

Annual encumbrance roll

180

Revenue Adjustments

| Adjustment Description | Amount |
|--|-----------------|
| ESSER: Disaster Pennies | -15.5M |
| ESSER: Reimbursement of prior expenditures | -23.5M |
| ESSER: Indirect costs | +4.7M |
| Subtotal: ESSER | -34.3M |
| Other: Fast growth allotment | -12.5M |
| Other: Insurance proceeds | -1.0M |
| Subtotal: Other | -13.5M |
| Total Revenue Adjustments | -\$47.8M |

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Expenditure Adjustments

| Adjustment Description | Amount |
|---|-----------------|
| ESSER: A/B block, interventionists, virtual learning, contact tracing | -15.1M |
| ESSER: ADA hold harmless | -4.8M |
| Subtotal: ESSER | -19.9M |
| Other: TRS retiree surcharge | +0.3M |
| Total Expenditure Adjustments | -\$19.6M |

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Impact of Amendment on Budget

No negative impact from proposed amendment

Revenue reductions offset by ESSER or receipt of revenues in prior year

Encumbrance roll will be re-evaluated based on anticipated expenditure adjustments and brought forward for future consideration

183

2021-22 Amended Budget

| (\$ Millions) | 2021 -22 <u>Adopted</u> | 2021 -22 <u>Amendment</u> | 2021 -22 <u>Amended</u> |
|-------------------------------|---|------------------------------|---|
| Operating Revenues | \$ 774.44 | \$ (47.80) | \$ 726.64 |
| Operating Expenditures | <u>780.82</u> | <u>(19.60)</u> | <u>761.22</u> |
| Other Sources/(Uses) | 2.50 | - | 2.50 |
| Use of Economic Stabilization | <u>-</u> | <u>-</u> | <u>-</u> |
| Surplus/(Deficit) | <u>(3.88)</u> | <u>(28.20)</u> | <u>(32.08)</u> |
| Fund Balance - Beginning | <u>227.93</u> | <u>-</u> | <u>227.93</u> |
| Use of Economic Stabilization | <u>-</u> | <u>-</u> | <u>-</u> |
| Fund Balance - Ending | <u>\$ 224.06</u> | <u>\$ -</u> | <u>\$ 195.86</u> |
| Fund Balance Reserve - % | 26% | | 24% |
| Fund Balance Reserve - Days |  94 Days | |  88 Days |

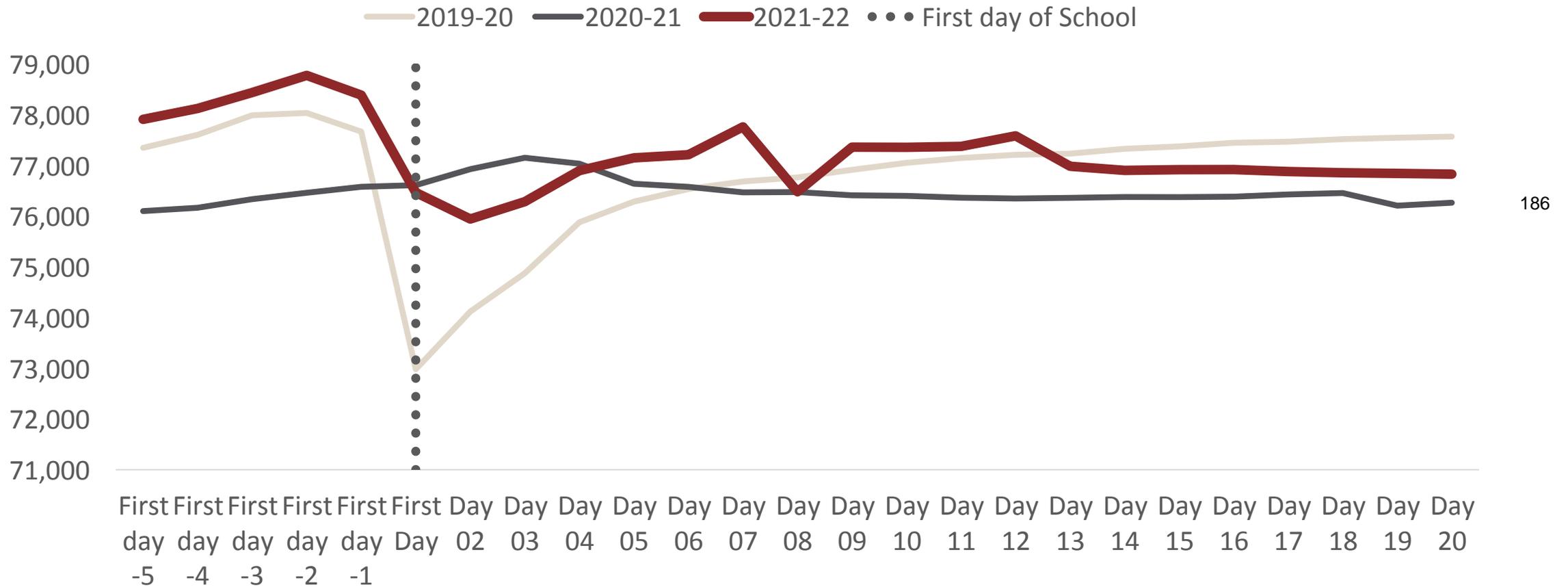
184

Enrollment & Update

Financial

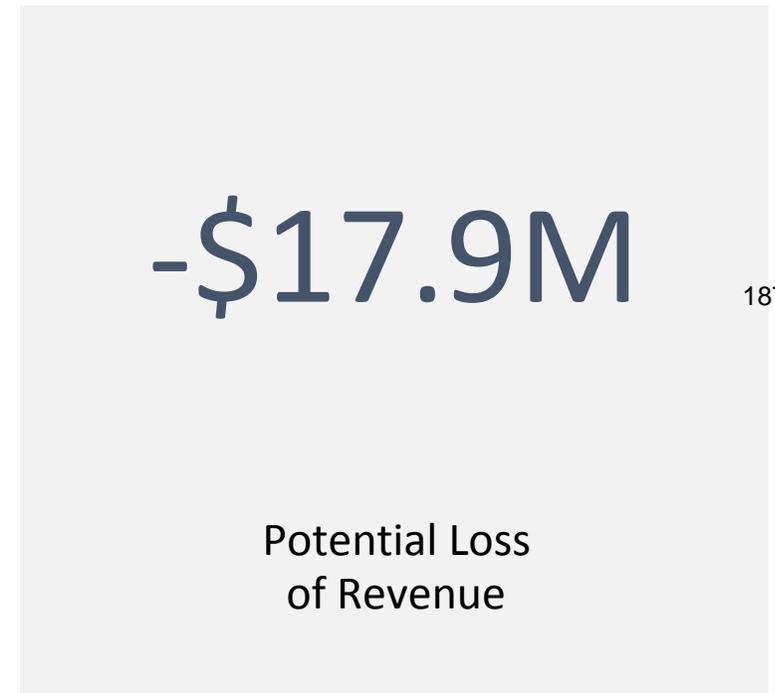
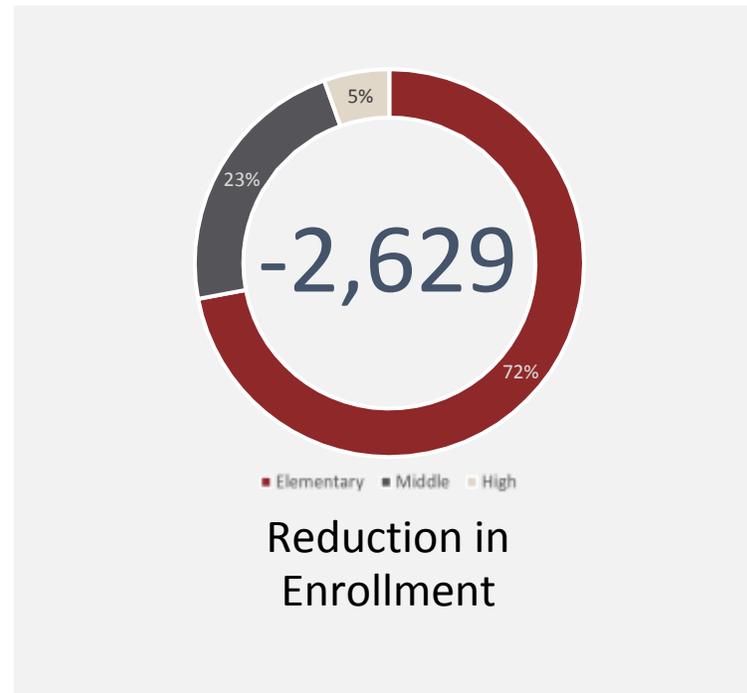
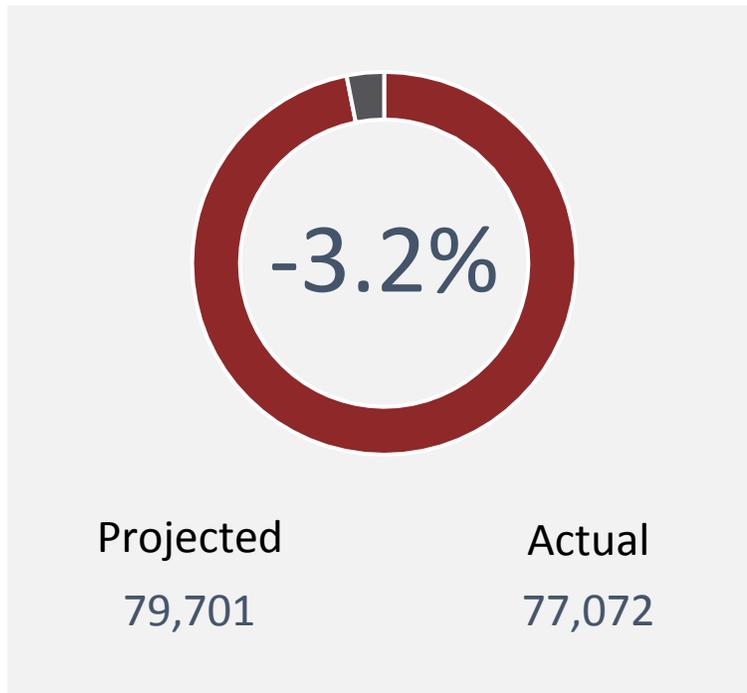
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Historic Enrollment Trends



Enrollment Update

Enrollment projections completed by PASA in January 2021



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- 70% of enrollment loss is occurring at the elementary level (1,838 students)

- Do not anticipate enrollment will materialize prior to PEIMS snapshot at the end of October

2021-22 Year-End Estimate

| (\$ Millions) | 2021 -22 Amended | 2021 -22 Enrollment Loss | 2021 -22 Estimate |
|-------------------------------|---|-----------------------------|---|
| Operating Revenues | \$ 726.64 | \$ (17.90) | \$ 708.74 |
| Operating Expenditures | 761.22 | - | 761.22 |
| Other Sources/(Uses) | 2.50 | - | 2.50 |
| Use of Economic Stabilization | - | - | - |
| Surplus/(Deficit) | <u>(32.08)</u> | <u>(17.90)</u> | <u>(49.98)</u> |
| Fund Balance - Beginning | <u>227.93</u> | <u>-</u> | <u>227.93</u> |
| Use of Economic Stabilization | <u>-</u> | <u>-</u> | <u>-</u> |
| Fund Balance - Ending | <u>\$ 195.86</u> | <u>\$ -</u> | <u>\$ 177.96</u> |
| Fund Balance Reserve - % | 24% | | 22% |
| Fund Balance Reserve - Days |  88 Days | |  79 Days |

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Potential Sources of Relief

State hold-harmless for enrollment loss

- Commissioner Morath signaled state is aware and reviewing options
- Rep. Huberty request for data (enrollment, teacher fill rates, HB4545)

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Use of ESSER funds to supplant

- Provides temporary relief to avoid fund balance falling below 90 days

Fiscal & Budgetary Strategy Actions in Progress

| | |
|-------------|---|
| In progress | Review all staffing levels |
| In progress | Freeze all new hire and vacant positions except those deemed to be a necessity to the instructional process or the safety of students |
| In progress | Review all planned capital expenditures |
| ✓ | Forego out-of-state staff development |
| In progress | Review of all planned staff development activities |
| TBD | Curtail after-hours facility usage |
| TBD | Forego extracurricular field trips |
| ✓ | Delay all non-essential spending or equipment replacement purchases |

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Questions?

I. PURPOSE

The Fort Bend Independent School District (the “District”) is committed to sound financial management through integrity, prudent stewardship, planning, accountability, full transparency, and open communication. The purpose of the Fiscal and Budgetary Strategy is to enable the District to achieve and maintain a stable long-term financial condition, provide guidelines for the day-to-day planning and operations of the District’s financial affairs, and communicate the District’s financial practices to stakeholders.

Fort Bend ISD’s general obligation bonds are currently rated at AA+ by Fitch and AA+ by Standard & Poor’s Investor Services. A high credit rating typically reduces the interest costs the District pays on the amounts borrowed. This in turn directly correlates to a lower tax rate on the outstanding debt of the District.

To help maintain the District’s creditworthiness, an established strategy of managing the District’s financial resources is essential and in the District’s best economic interest. The District shall take all practical precautions and proactive measures to avoid any financial decision that will negatively impact the credit ratings on existing or future debt issues.

The scope of the fiscal strategy encompasses accounting and financial reporting, internal controls, operating and capital budgeting, revenue management, investment and asset management, debt management, maintenance of fund balance, and forecasting. This is done to:

1. Demonstrate to Fort Bend ISD taxpayers, citizens, investment community, and bond rating agencies that the District is committed to a system of strong fiscal operations;
2. Provide precedents for future policy-makers and financial managers on common financial goals and strategies;
3. Fairly present and fully disclose the financial position of the District in conformity with generally accepted accounting principles (GAAP); and
4. Demonstrate compliance with finance-related legal and contractual issues in accordance with the Texas Education Code and other legal mandates.

This Fiscal and Budgetary Strategy shall be reviewed and updated as necessary, but not less than annually.

The Fort Bend Independent School District financial statements include the following fund types:

Governmental Funds:

General Fund accounts for the financial resources of the District and includes transactions as a result of revenues received primarily from local maintenance taxes, foundation entitlements, and other Foundation School Program resources,

Special Revenue Funds account for the proceeds of specific revenues that are legally restricted or committed to expenditure for specific purposes through federal, state, and local grant awards.

Debt Service Fund accounts for financial resources that are restricted, committed, or assigned to expenditure for principal and interest payments on the outstanding debt obligations of the District. These resources include Interest and Sinking Tax Revenues, which are considered restricted and for which a tax has been dedicated.

Capital Project Funds account for resources that are restricted, committed, or assigned to expenditures for capital outlay that include acquisition or construction of capital facilities and other capital assets that are financed through voter approved debt.

Proprietary Funds:

Internal Service Fund accounts for the activities of the District’s self-funded health, unemployment, technology, vehicle replacement and worker’s compensation accounts.

Enterprise Fund accounts for the activities of the District's Extended Day program. Operations that generate revenue from outside sources are typically accounted for as Enterprise funds. Facility rentals, advertising, and other non-traditional revenue sources will also be accounted for in an Enterprise fund.

Fiduciary Funds:

Trust and Agency Fund accounts for assets held by a school district in a trustee capacity or as an agent for student organizations and scholarship funds. Funds maintained by the District in a trustee capacity for the non-Teacher Retirement System (TRS) pension plan and employee incentive plan trust fund are also accounted for in the fiduciary funds.

Basis of Accounting and Basis of Budgeting - The District accounts and budgets for all **Governmental Funds** using the modified accrual basis of accounting. This basis means that revenue is recognized in the accounting period in which it becomes available and measurable, while expenditures are recognized in the accounting period in which they are incurred. Because the appropriated budget is used as the basis for control and comparison of budgeted and actual amounts, the basis for preparing the budget is the same as the basis of accounting. Governmental funds would include the District's general, special revenue, debt service, and capital projects funds.

The District's Internal Service Funds and Enterprise Funds, which function as **Proprietary Funds**, are accounted and budgeted for using the full-accrual basis of accounting. Under this method, revenues are recognized when they are earned and measurable, while expenses are recognized when they are incurred.

II. OPERATING BUDGET

The budgeting process is an essential element of the financial planning, control and evaluation process of the District. The legal basis for the budget process is established in the Texas Education Code sections 44.002 through 44.006 and local policy.

The operating budget is Fort Bend Independent School District's annual financial operating plan. The adopted annual budget shall include allocations for campuses, departments, and approved positions of the district.

Strategic Plan – The District Strategic Plan (DSP) provides a strategic focus for district operations and student achievement and is adopted annually by the Board of Trustees. Funding for District programs shall be based upon the objectives contained in the District Strategic Plan and further outlined by the identified targets for success.

Specifically, the DSP provides the following goals for the District:

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

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

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

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

Preparation – The Texas Education Code requires that the District budget be prepared by a date set by the State Board of Education, currently June 19th for districts that have a June 30th fiscal year end. The code further requires that the president of the Board of Trustees call a public meeting to discuss and adopt the budget and proposed tax rate. Notice under this subsection shall be published not earlier than the 30th day or later than the 10th day before the date of the hearing. Section 44.0041 of the Education Code, requires that, “concurrently with the publication of notice of the budget, a school district shall post a summary of the proposed budget on the school district's website. The budget summary must include: (1) information relating to per student and aggregate spending on (A)

Fort Bend Independent School District
Fiscal and Budgetary Strategy

instruction; (B) instructional support; (C) central administration; (D) district operations; (E) debt service; and (F) any other category designated by the commissioner; (2) a comparison to the previous year's actual spending.”

The Board of Trustees must adopt the prepared budget, inclusive of any amendments, no later than June 30th. The officially adopted District budget must be filed with the Texas Education Agency (TEA) through the Public Education Information Management System by the date prescribed annually by TEA.

1. **Proposed Budget** – A proposed budget shall be prepared by the Superintendent and Chief Financial Officer with participation of campus and department stakeholders within the provisions outlined in the District's strategic plan and federal and state mandated program guidelines.
 - a. The budget shall include four basic segments for review and evaluation:
 - i. Revenues
 - ii. Personnel Costs
 - iii. Operational Costs
 - iv. Capital and other non-project costs
 - b. The budget review process will include Board of Trustee participation and will allow for sufficient time for the Board to address the strategic plan and fiscal issues.
 - c. The proposed budget and all preliminary budgetary information will be available on the District's website for public view.
2. **Adoption** – Upon finalization of the proposed budget, the Board of Trustees will hold a public hearing, and subsequently adopt the final budget as amended. The budget will be effective for the fiscal year beginning July 1st.
3. **Tax Rate Adoption** – Not later than April 30th, the chief appraiser shall prepare and certify to the school district an estimate of the taxable value of property in that taxing unit. The District may adopt a tax rate, prior to the adoption of the budget, based upon this certified property estimate. The certified estimate shall be used in the calculation of the effective tax rate and the rollback tax rate of the District.

If the district elects to establish the tax rate after receiving the certified appraisal roll as defined by Section 26.01 of the Property Tax Code, typically July 25th, and the tax rate exceeds the rate proposed in the District's notice prepared for the budget hearing or the District's rollback rate as determined under Section 26.08 of the Property Tax Code, the District must publish a revised notice and hold another public meeting before adopting the tax rate.

Balanced Budget – The goal of the District is to balance the operating budget with current revenues, whereby current revenues would match and fund on-going expenditures. Unassigned fund balance in the general operating fund may be used for onetime non-recurring expenditures or capital needs.

Planning – The budget process will be coordinated so that major strategic issues are identified prior to the budget approval date. This will allow the Board of Trustees adequate time for consideration of appropriate decisions and analysis of the associated financial impacts.

Reporting – Written financial reports will be presented to the Board of Trustees on a monthly basis. In addition, the Administration will provide a quarterly report on financial outcomes at regularly scheduled meetings of the Board. These reports will enable the Board to understand the overall budget and financial status of the District. The reports shall include comparative financial statements, a budget amendment report, the investment report, tax collection report, and statement of cash flow.

Control and Accountability – Each campus and departmental administrator is responsible for the administration and oversight of their budget, which is controlled on an organizational basis. This includes accomplishing the targets adopted as part of the budget and monitoring each campus and departmental budget for compliance within approved spending limitations.

Budget Amendments – The District budget shall be amended as required. Budget amendments between fund and increases in expenditures require the approval of the Board of Trustees. The Board of Trustees may authorize an amendment to the budget for those items not included in the originally approved budget due to unforeseen circumstances.

III. REVENUE MANAGEMENT

The District will understand its revenue sources and enact consistent policies to provide assurances that the revenue base will materialize according to the budget. Revenues shall be estimated realistically and conservatively taking into account potential changes in law related to property valuation and state and federal funding.

Revenues shall be monitored as they are received and regularly compared to budgeted revenues; variances will be investigated as they are identified. Any abnormalities shall be included in the quarterly financial report and the budget shall be amended to appropriately reflect the change in anticipated revenue.

State Funding – The District shall ensure that the Weighted Average Daily Attendance (WADA) is maximized by accurately reporting student attendance and shall have processes in place to ensure that special program information is appropriately reflected in the information uploaded to the Public Education Information Management System (PEIMS). Information regarding property value, property tax collections, employee counts, and other information required by TEA for the purposes of state funding computation shall be reported within the prescribed timelines. The Board of Trustees authorized the superintendent to file waivers for missed days and low attendance days as needed. The Superintendent will inform the Board of any waivers submitted to TEA.

Property Tax Revenues – All real and business personal property located within the District shall be valued at 100% of fair market value for any given year based upon the current appraisal supplied by the Fort Bend County Appraisal District. Tax collections estimates utilized in the development of the budget will be based upon a prudent analysis of historical collection percentages and the current economic trends.

Current state funding guidelines penalize districts that adopt tax rates below the compressed tax rate. For budgeting purposes, the District will forecast the proposed property tax rate for maintenance and operations (M&O) the greater of the compressed rate, the compressed rate plus four cents (\$.04) or the voter approved rollback rate, not to exceed the current legal limit.

The District shall also consider the interest and sinking (I&S) tax rate in an amount to fund tax supported debt service that is due and payable for the corresponding calendar year period.

Interest Income – General, debt service, capital projects, food service, and internal service funds shall be invested individually in accordance with the Investment Strategy approved annually by the Board of Trustees. Interest earned from each investment account shall be credited to the fund from which the monies were provided.

User-Based Fees and Service Charges – For services associated with a user fee, such as building usage and instrument rental, the direct or indirect costs of that service will be offset by a fee where possible. The District shall update the usage fee schedule as required to ensure that fees provide adequate coverage for the cost of services.

Other Revenue – The District will pursue the full utilization of its assets to include trademarks of logos, rentals of facilities and real estate, and multiple forms of advertising. Advertising will include space on scoreboards, fences, gyms, buses, websites, etc.

Intergovernmental Revenues – The District shall carefully analyze grant opportunities to ensure that all grants comply with the overall District mission and strategic plan. All potential grants shall be examined for matching requirements, or other potential financial implications, prior to application to ensure that adequate funds are available from the general funds of the District.

Efforts should be made to ensure that grants are self-sustaining. However, it must be clearly understood that the operational requirements (on-going costs) set up as a result of a grant program could be discontinued once the terms and conditions of the program have been completed in the event that sufficient resources are not available in the District's general operating budget.

Collection of Delinquent Receivables - All Fort Bend ISD campuses, programs and departments will, to the extent practicable, require payment in advance. Aged balances (90 days +) owed to the District will be pursued for collections and can be submitted to a collection agency at the discretion of Administration according to written District guidelines.

IV. EXPENDITURE POLICIES

Appropriations – The budget for all funds shall be controlled at the organizational level. Budget managers are authorized to transfer funds included in their basic budget within fund, function, and program intent code without prior approval. Budget amendments between fund, function, and program intent code require administrative approval. Approval of the Board of Trustees is required for all budget amendments between fund and any increases to fund expenditures. The cumulative transfer of funds between functions District-wide will be included in the next amendment for board approval.

Staffing – The staffing guidelines of the District shall be administered jointly by Human Resources, Department of School Leadership (DOSL), Curriculum and Instruction, and Business and Finance using established staffing guidelines and a system of position control.

In addition to teaching units, staffing guidelines shall also provide guidance for appropriate levels of staffing in the administrative, counseling, nursing, art, music, physical education, and educational and clerical support at each campus. Staffing allocations shall be distributed based upon the total student population and with additional consideration for special education, bilingual and at-risk student programming.

Course schedules shall be carefully reviewed to ensure that instructional units are used to best meet the instructional needs of the District within the available resources. Based upon sufficient revenues, additional staff members may be allocated to campuses based upon input from the Superintendent, Chief Human Resources Officer, DOSL, Curriculum and Instruction, and Business and Finance to balance class loads or to address the unique needs of a particular campus. Adjustments for student enrollment in grades K-4 shall be done only after a careful analysis of historical attendance patterns and available classroom capacity.

To the extent possible, the payroll for all employees, substitutes and temporaries will be done via direct deposit.

Benefits – To ensure the long-term health of the District’s self-funded benefit programs, the budget shall be sufficient to provide for a fiscally sound health and worker’s compensation program along with other state and federally mandated benefits including Medicare and Teacher Retirement System above state minimum.

The District’s self-insured employee insurance program shall be funded by both District and employee contributions for employees and their supplemental dependents. The fund shall be evaluated annually by a third-party actuary to ensure that the premium structure is sufficient to meet the long-term needs of the District’s employees.

The plans shall be administered by a third-party plan administrator and shall be bid periodically to ensure that the network reimbursement rates and employee co-pays are comparable to those provided within the marketplace. The District shall seek to ensure that insurance services are provided in both a cost efficient and compassionate manner to ensure the success of the program.

The District’s self-insured worker’s compensation program shall be funded through the budget process to ensure that the program has sufficient assets to meet both short and long-term worker’s compensation claims. The district has established a comprehensive safety program to minimize the District’s claims exposure and shall ensure that the plan is evaluated annually by a third-party actuary to ensure that the funding for the plan is sufficient.

Ongoing Maintenance Repair and Replacement – Ongoing maintenance and repair costs are included within the departmental operating budgets. These costs are generally considered systematic repairs and are not capitalized for accounting purposes. They include such items such as athletic equipment, routine musical instrument repair, HVAC maintenance and repair, and other general routine maintenance.

Major Maintenance Repair and Replacement – Repair costs that exceed departmental operating budgets, are considered non-routine, and are due to a major breakdown or extensive damage. Each year, funds are included in designated fund balance in the General Fund to address unexpected maintenance costs caused by weather incidents or catastrophic failure. Additionally, the District typically has contingency within Capital Projects Funds that is available due to project cost savings and interest earnings. On a quarterly basis, the Business & Finance and Facilities Maintenance departments will evaluate expenditures made to date within the Facilities Maintenance department and determine if any are eligible for use of major maintenance or bond contingency funds. The final list of items identified will be included in the year-end budget amendment recommended to the Board of Trustees to reallocate the expenditures to the source of funding that is most appropriate for use.

Capital Projects – The District’s goal is to maintain its facilities and infrastructure in order to provide exemplary educational services for its students, meet the needs of a growing community, and to comply with all local, state, and federal regulations. The District shall regularly review building capacity, enrollment projections, and planned subdivision and other housing information for the purpose of determining the number and timing of future facilities. Capital project budgets shall be developed according to the projects approved by the voters. Excess capital project funds generated as a result of investment income and project savings may not be directed to other needs of the District without the specific approval of the Board of Trustees.

Technology – It is the policy of the District to plan and fund the maintenance and replacement of its computer network and other technology systems (infrastructure) through capital funding. These funds will be transferred to the technology internal service fund or maintained in a capital fund.

Ongoing replacement of computer devices (PCs, laptops, printers, etc.) will be funded through ongoing contributions from the general fund into the technology internal service fund. These ongoing contributions may include one-time transfers from the general fund. In some cases, administration may recommend replacement using bond funds. When using bond funds, the weighted average maturity of the bonds issued for technology will not exceed the weighted average economic life of the bond financed assets by more than 120%.

Accounts Payable – To the extent practical, all vendors doing business with the District must be able to accept payments electronically via ACH (automated clearing house).

V. BUDGET CONTINGENCY PLAN

This strategy is designed to establish general guidelines for managing revenue shortfalls resulting from local and state economic downturns that may adversely affect the District’s revenue stream.

Once a budgetary shortfall is projected, the Superintendent may take the necessary actions to offset any revenue shortfalls with a reduction in current expenses to include but not be limited to the following:

- ❖ Review all staffing levels;
- ❖ Freeze all new hire and vacant positions except those deemed to be a necessity to the instructional process or the safety of students;
- ❖ Review all planned capital expenditures;
- ❖ Forego out-of-state staff development;
- ❖ Review of all planned staff development activities;
- ❖ Curtail after-hours facility usage;
- ❖ Forego extracurricular field trips; and,
- ❖ Delay all non-essential spending or equipment replacement purchases.

If the above actions are insufficient to offset the revenue deficit and the shortfall continues to increase, the Superintendent shall develop an expenditure reduction plan for approval by the Board of Trustees that will further reduce operating expenses to balance the variance.

VI. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING

Accounting – The District is solely responsible for the recording and reporting of its financial affairs, both internally and externally. The Chief Financial Officer is responsible for establishing the structure for the District’s Chart of Accounts and for ensuring that procedures are in place to properly record financial transactions and report the District’s financial position. All financial reports shall be published on the District’s website.

Audit of Accounts – In accordance with Texas Education Code 44.008, the Board of Trustees shall cause the District’s accounts to be audited at the close of each fiscal year, currently June 30th, by an auditor holding a valid permit from the Texas State Board of Public Accountancy.

The auditor shall perform the audit in accordance with generally accepted governmental auditing standards published by the United States General Accounting Office, commonly referred to as the Yellow Book. The financial statements shall be prepared on a government-wide basis and shall be in conformity with all pronouncements of the Governmental Accounting Standards Board (GASB).

External Reporting - The audit shall be accepted and completed within 150 days of year end and filed with the Texas Education Agency (TEA), Municipal Securities Rulemaking Board (MSRB), and Federal Audit Clearinghouse. In addition, certain schedules required by the TEA to be completed electronically shall be submitted no later than this date along with the publication of schedules required by law in a locally published newspaper.

No later than February 28th of each year, and in accordance with TEA published guidelines, the audit shall be transmitted electronically into the Public Education Information Management System (PEIMS).

Internal Auditing and Reporting – In accordance with Texas Education Code Section 11.170, consultants serving as the internal auditor shall report directly to the Board of Trustees. The internal auditor shall conduct internal audits on a rotational basis in accordance with the audit plan adopted annually by the Board of Trustees. The reports shall be of sufficient detail to identify areas of needed improvement and potential lapses of internal control. The internal audit staff, in conjunction with the finance staff and any other appropriate department of the District, shall make recommendations for improvement and develop improved financial processes based upon the prepared reports.

Each departmental director or campus principal is responsible for ensuring that good internal controls are adhered to throughout their organization and that all Financial Services procedures and policies are implemented. The Financial Services Department will periodically review and update written internal control processes and procedures.

Internal Risk Assessment – Departmental managers in the business area shall perform on-going risk assessments of their area of supervision to ensure that internal controls and business practices are sufficient to protect the assets of the District and prevent fraudulent activity.

VII. ASSET MANAGEMENT

Cash Management and Investments - The Board of Trustees has formally approved a separate Investment Strategy for Fort Bend ISD that meets the requirements of the Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Local Government Code. This strategy is reviewed annually by the Board of Trustees and applies to all financial assets held by the District.

The District shall maintain a comprehensive cash management program to include the effective collection of all accounts receivable, prompt deposit of receipts to the District’s depository and payment of obligations, and the prudent investment of idle funds in accordance with the approved investment strategy.

The District’s investment program will be conducted in such a manner to accomplish the following listed in the order of priority:

1. Safety of principal
2. Liquidity and availability of cash to pay obligations when due
3. Receive the highest possible rate of return (yield) consistent with the District’s investment strategy

Fixed Assets – These assets will be reasonably safeguarded, properly accounted for, and prudently insured. For purposes of budgeting and accounting classification, the following criteria must be met in order for an item to be capitalized:

1. The expected useful life of the asset must be longer than one year, or extend the life of an identified existing asset by more than one year
2. The original cost of the asset must be at least \$5,000
3. The asset must be tangible

On-going repairs and general maintenance are not capitalized. In the event that improvements are made to an asset that extends its original life or makes the asset more valuable, the cost will be capitalized. The replacement of asset components will normally be expensed unless it is of a significant nature and meets all capitalization criteria.

Business and Finance will maintain the permanent records of the District's fixed asset inventory including description, cost, department of responsibility, date of acquisition, depreciation, and expected useful life. Periodically random sampling at the department or campus level will be performed to inventory fixed assets assigned to that department or campus. Responsibility for safeguarding the District's fixed assets lies with the department or campus supervisor whose department has been assigned the asset.

VIII. DEBT MANAGEMENT

Fort Bend ISD faces continuing capital infrastructure requirements and recognizes that the primary purpose of capital debt is to provide educational services designed to meet the demands of the twenty first century. Debt financing is a tool that shall be judiciously used within the District's legal, financial, and debt market capacities.

The use of debt financing to meet the continued student population growth must be evaluated according to projected student growth by area, long-term facility efficiency, facility equity across the District, and limitations on total debt imposed by Texas Education Code Section 45.0031. The District realizes that failure to meet the demands of student growth may inhibit its continued educational success, but also realizes that failure to manage outstanding debt and repayment schedules may have long-term detrimental effects on the District's financial condition.

The District may issue long-term debt in accordance with Texas Education Code Section 45.001 for the following:

1. The construction, acquisition, and equipment of school buildings in the District.
2. The acquisition of property or refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code.
3. The purchase of the necessary sites for school buildings.
4. The purchase of new school buses.

The District will ensure that its long-term debt is soundly financed by conservatively projecting growth in taxable valuations and anticipated interest rates. The District will not finance improvements or purchases over a period greater than its estimated useful life and will determine that the cost benefit of the facilities, renovations, and equipment supported by the debt will have a positive impact on the District's student population and community.

The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state, and other governments that overlap the District. The District shall assess financial alternatives to include new and innovative financing approaches, including whenever feasible categorical grants, or other types of aid to minimize voter approved debt.

General Obligation Bonds (GO) – General obligation bonds must be authorized by a majority of the voters in a District election for the issuance of debt. General obligation bonds may be used only to fund capital assets of the District and are not to be used to fund on-going operational needs. The District shall determine the amortization schedule that will best fit with the overall debt structure of the District at the time the new debt is issued.

The District's unlimited debt service ad valorem taxing authority shall back general obligation bonds and the District shall endeavor to maintain the best possible credit rating for each debt issue. Where possible, the District shall also seek the guarantee of the Permanent School Fund for all debt issued.

Revenue Anticipation Notes – The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Lease-Purchase Agreements – Lease-purchase obligations are a routine and appropriate means of financing capital equipment. However, lease obligations are repaid from the District’s maintenance and operations ad valorem tax and, therefore, have the greatest impact on budget flexibility. Therefore, efforts will be made to fund capital equipment directly through the budget process or with voter approved debt. Only the highest priority equipment purchases will be funded with lease obligations when it is determined that the cost benefit of such an arrangement is advantageous to the District.

Maintenance Tax Notes – The District may authorize the issuance of maintenance tax notes for the acquisition of personal public property, such as equipment. Maintenance tax notes are repaid from the District’s maintenance and operations ad valorem tax. Each issuance will be assessed to ensure the cost effectiveness and the repayment schedule will not exceed the useful life of the asset and that the District has sufficient capacity in future budgets to ensure that the issuance does not place undue burden on the operating budget.

Use of Reserve Funds – The District may authorize the use of reserve funds to potentially delay or eliminate a proposed project from a future bond issue. This may occur due to higher than anticipated fund balances in prior years, thus eliminating or reducing the need for debt proceeds or when the timing of the related capital improvement does not correspond with a planned bond issue. Funds used in such manner should be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Method of Sale – The District will thoroughly analyze the conditions in the bond market prior to determining the method of sale that will be used to market bonds. The District may utilize a competitive bidding process, negotiated bid or private placement. The District will publicly present the reasons for the selected method of sale prior to the sale date.

Competitive sales shall be awarded based upon the lowest offered True Interest Cost (TIC). The District’s Financial Advisor shall ensure that interest costs offered in a negotiated sale are in accordance with comparable market interest rates. In a negotiated sale, the District will rely on the recommendation of the Superintendent, Chief Financial Officer, and the contracted Financial Advisor in the selection of the underwriter(s). The contracted financial advisory firm may not serve in an underwriting capacity.

Following the bid award, the financial advisor shall prepare a post-sale summary and analysis that documents the pricing of the bonds relative to other similar transactions priced at or near the time of the District’s bond sale.

Private placement sales shall only be utilized when the sale must be structured for a single or limited number of purchasers, such as would be present in a Qualified Zone Academy Bond (QZAB) or Qualified School Construction Bond (QSCB) offering.

Debt Structuring – The District shall seek to repay its debt in an expeditious manner within the District’s overall financial objectives and will issue bonds with an average life of no more than thirty (30) years, not to exceed the useful life of the asset acquired. Pursuant to State law, the District can issue fixed rate, variable rate, or capital appreciation bonds. Market factors, such as the effects of legislative statutes, level of debt service fund balance, and the cost of early debt redemption will be given consideration during the structuring of long term debt instruments.

The District shall keep its variable rate exposure, to the extent not hedged or swapped to a fixed rate, at or below twenty-five percent (25%) of the total principal outstanding. If variable rate debt is used, the Chief Financial Officer will periodically, and no later than annually, determine whether it is appropriate to convert the debt to fixed interest rates.

The District issues commercial paper (which is variable rate debt by its nature) in blocks totaling up to \$150 million at a time. The District may exceed the 25% threshold, but only until that \$150 million of commercial paper is refunded by issuing fixed rate debt that would be expected to complete within a maximum time of six months.

Refunding and Restructuring Strategy – The District shall consider accelerated retirement and restructuring of its outstanding debt when financially advantageous or beneficial.

The Superintendent and Chief Financial Officer shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposal. The target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than three percent (3%) when a refunding is offered in conjunction with new debt. In the case of a standalone refunding, savings should be evaluated in conjunction with the call dates of the outstanding bonds and a higher net present value savings should generally be achieved.

Financing Team Members – The District shall conduct a Request for Proposal (RFP) to determine the District’s financial advisor and bond counsel when warranted. Generally, the District’s contracts with financial advisors and bond counsel shall be for a term of three years with the option to renew for two additional one year periods. In all cases, the District will attempt to ensure that the contractual terms align with voter approved debt.

All financing team members will be required to provide full and complete disclosure relative to any and all agreements with other financing team members and outside parties. No agreements will be permitted that will compromise a firm’s ability to provide independent advice that is solely in the best interest of the District or which could reasonably be perceived as a conflict of interest.

Markets – The District shall consider products and conditions in the bond market when meeting the District’s financing needs. When practical in its financing program, the District shall consider local and regional markets as well as retail and institutional investors.

Disclosure – Full disclosure of operating costs along with capital costs will be made to the bond rating agencies and other users of financial information. The District shall follow the Disclosure Strategy as outlined in Exhibit A of the Fiscal and Budgetary Strategy.

The District shall maintain information on its website so that interested persons have a convenient way to locate major financial reports and documents pertaining to the District’s finances and debt. The District will take responsibility for the accuracy of all financial information released.

The District shall prepare or cause to be prepared appropriate disclosures as required by the Securities and Exchange Commission Rule 15c2-12. District staff, with assistance of the financial advisor and bond counsel, will prepare the necessary materials for presentation to rating agencies and will aid in the production of the Preliminary Official Statements as required.

Federal Requirements – The District will maintain procedures to comply with arbitrage rebate and other Federal requirements in accordance with the Internal Revenue Code and applicable United States Treasury regulations.

Bond Reimbursement Resolution – The District may utilize reimbursements from bond proceeds as a tool to manage debt issues consistent with arbitrage requirements and project timing. In so doing, the District will utilize its general fund reserve cash balances to delay the bond issue until such time when the issuance and timing are favorable and beneficial to the District.

The District shall comply with Internal Revenue Service requirements that stipulate that the reimbursement occur the earlier of (i) eighteen (18) months after the capital item is placed in service or (ii) thirty-six (36) months from the date of the expenditure. The total outstanding bond reimbursements may not exceed the total amount of the District’s operational reserve fund.

Commercial Paper – In order to minimize the overall costs of borrowing, the District may issue short-term commercial paper as market conditions and cash flow needs for construction projects dictate. The maturity of the commercial paper should never exceed 270 days. The issuance of commercial paper can only be done for un-issued authorized voter approved debt. Any other issuance of commercial paper must have the approval of the Board of Trustees. The Board must be informed of any issuance of commercial paper.

Impact on Operating Budget – When considering any debt issuance, the potential impact of debt service and additional operating costs induced by new projects on the operating budget of the District, both short and long-term will be evaluated.

IX. FINANCIAL CONDITIONS, FUND BALANCE RESERVES, AND STABILITY RATIOS

Fort Bend ISD will maintain sufficient reserves in the ending fund balances to provide for a secure, healthy financial base for the District in the event of a natural disaster or other emergency, to allow for stability of District operations should revenues fall short of budgeted projections, and to provide available resources to implement budgeted expenditures without regard to actual timing of cash flows into the District.

Operational Coverage – The District’s goal is to maintain operating revenues that at least equal or exceed current operating expenditures. Unless advantageous to the District, deferrals, short-term loans, or one-time sources will be avoided as budget balancing techniques.

Operating Reserves – Due to the timing of the District’s fiscal year (July 1) and the receipt of maintenance and tax revenues (typically, December 31st), the District will strive to maintain an unassigned general fund balance equal to the greater of sixty (60) days or seventeen percent (17%) of net budgeted operating expenditures. Unassigned fund balance requirements will be calculated as part of the annual budget process.

In order to protect the district from a potential loss in state revenue, the district will commit at least thirty (30) days or eight and a third (8.33%) of net budgeted operating expenditures to a Reserve for Potential Loss of State Revenue.

In the event staff forecasts that operating reserves will fall below ninety (90) days due to unexpected revenue loss or any unforeseen large expenditures, staff shall prepare a budget amendment for Board consideration to utilize fund balance to cover the unexpected loss or expenditure. Board consideration of the budget amendment shall also include a plan for replenishing the operating reserves within a one to three-year period.

The Board of Trustees will report the government fund balances per Governmental Accounting Standards Board (GASB) Statement 54 definitions in the balance sheet as follows: non-spendable, restricted, committed, assigned, and unassigned. The Board will utilize funds in the following spending order: restricted, committed, assigned, and then unassigned.

Unassigned fund balance is the balance in excess of the optimum fund balance as defined by the Texas Education Agency and calculated annually in conjunction with the District’s annual audit or the cash requirements for two months operating expenditures. Usage of unassigned fund balance shall be approached with caution after careful review of both the optimum fund balance and the cash flow needs of the District for the upcoming three-year period.

The Board of Trustees may establish commitments of fund balance from time to time in order to meet specific District needs. The purpose of commitments must be approved by the Board resolution prior to the fiscal year end but the amount of the commitment may be determined subsequent to June 30th. Amendments or modifications of the committed fund balance must also be approved by formal action of the Board.

Liabilities and Receivables – Procedures will be followed to maximize discounts and reduce penalties offered by creditors. Current liabilities will be paid within thirty (30) days of receiving the invoice. Accounts Receivable procedures will target collection for a maximum of thirty (30) days of service. To the extent allowable by law, non-collectible accounts that are delinquent for more than one year are considered uncollectible and shall be written off. To the extent allowable by law, patrons that owe the district money will be precluded from receiving district services. This includes patrons with open balances from Facility Rentals. Balances owed to the District can be submitted to a collection agency at the discretion of administration. A collection agency could be used for the all outstanding balance collections including, but not limited to the following:

- a. Unpaid facility rental fees
- b. Overpayments to former employees
- c. Unpaid Child Nutrition balances

- d. Unpaid advertising fees
- e. Unpaid tuition for Extended Learning programs

Capital Projects Funds – All reasonable efforts will be made to expend all monies within the Capital Project Funds within thirty-six (36) months of receipt. The restricted, committed, and assigned fund balance will be invested and the income generated will offset increases in construction costs or other costs associated with the project. Any excess funds remaining after the completion of the approved projects may be reallocated by the Board of Trustees to other capital projects to offset the cost of future bond issues or when the timing of a capital improvement does not correspond with a planned bond issue. Restricted, committed, or assigned funds shall be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Debt Service Funds – Revenues within this fund are stable, based on property tax revenues. Balances are maintained to meet contingencies and to make certain that the next year’s debt service payments may be met in a timely manner. The fund balance should not fall below one month or 1/12th the annual debt service requirements in accordance with Internal Revenue Service guidelines. Fort Bend ISD has established an additional requirement that the current debt service requirement that would be covered by the restricted debt service fund balance, less the August debt payments and should be no less than twenty percent (20%) of the subsequent year’s debt service requirements.

Investment of Funds – The non-spendable, restricted, committed, assigned, and unassigned funds will be invested in accordance with the District’s approved investment strategy.

Ratio/Trend Analysis – Ratios and significant balances will be incorporated into the annual financial report. This information will provide users with meaningful data to identify major trends of the District’s financial condition through analytical procedures. The following ratios/balances will be used as key financial indicators:

- | | |
|---------------------------|---|
| 1. Fund Balance / Equity: | Assets less liabilities |
| 2. Working Capital | Current assets less current liabilities |
| 3. Current Ratio | Current assets divided by current liabilities |
| 4. Debt / Assessed Value | Debt divided by assessed value |
| 5. Debt Ratio | Current liabilities plus long-term liabilities / Total assets |

The District will develop minimum and maximum levels for the above ratios/balances by thoroughly analyzing District historical trends, projected growth and peer districts.

Special Situations - Changes in the state funding allocations, economic downturn, District programs or other unforeseen circumstances may from time to time produce situations that are not covered by this strategy. These situations may require modifications or exceptions to achieve strategy goals. Management flexibility is appropriate and necessary in such situations, provided specific authorization is received from the Board of Trustees.

X. OTHER FINANCIAL CONSIDERATIONS

Use of Unclaimed Lunch Credits - At the close of each fiscal year there are unpaid lunch balances as well as unclaimed lunch credits. The balances and credits are typically left by students who have left the district or graduated. Unpaid balances are charged to the General Fund as Federal statutes prevent the Child Nutrition Fund from absorbing these balances. At the close of each fiscal year, the unclaimed credits will be used to offset the unpaid balance amounts to avoid a negative financial impact to the General Fund. If a student or parent requests a refund of the credit after the amount has been used to offset the unpaid balances in the General Fund, a refund will be paid from the General Fund where the credits were used.

Designation of New Title I Campuses - The District is charged by the U.S. Department of Education and Texas Education Agency with deciding where to best utilize federal funding to have the greatest impact on student academic performance. Texas Education Agency allocates funding to the District based on a formula that includes district-wide poverty; therefore, designating additional campuses does not increase the federal funding received. The District follows all statutes and timelines when choosing to designate a campus as Title I. Aligned with current research and best practices, the District channels the majority of federal funds into the elementary level where it is most impactful.

The District planning process for reviewing campuses for Title I eligibility begins in March of each year. The District utilizes the February monthly report compiled by the Child Nutrition Department containing enrollment and free and reduced meal participation numbers to determine campuses that meet eligibility requirements. February data is used because it is the most recent period for which a full month of enrollment and free and reduced meal participation information is available.

A campus must be in an eligible attendance area, where the percentage of children from low income families is at least as high as the district-wide percentage of children from low income families, as referenced in 20 U.S.C. 6313(a)(2)(B). The district-wide percentage of low-income students from the Texas Academic Performance Report for the prior year is used to establish eligible attendance areas. Attendance areas that meet or exceed the district-wide percentage are considered for Title I designation.

The District chooses which campuses to serve, or allocate funding, within the structure of Federal statutes. If the funding is insufficient to serve all eligible school attendance areas, the District must:

- a. Rank the eligible attendance areas that exceed a 75% low income population based on February information compiled by the Child Nutrition Department, Section 1113 of Title I, Part A. Serve campuses that exceed 75% low income population first, in rank order, and without regard to grade spans (i.e. elementary or secondary schools) 20 U.S.C. 6313(a)(3).
 - i. If a campus exceeds a 75% low income population, the District can choose to not designate the campus as Title I and elect to provide supplemental funds from other state or local sources that equal or exceed the amount that would be provided to the campus under Title I.
 - ii. Allocate Title I funds based on the free and reduced numbers for each campus.
- b. Funds remaining after the allocation to campuses that exceed 75% low income population are allocated to existing Title I campuses that do not exceed the 75% low income population and meet the district threshold for being an eligible attendance area 20 U.S.C. 6313(a)(4). Allocation of remaining funds is done as follows:
 - i. Remaining eligible Elementary campuses are ranked using the February Free and Reduced Report information compiled by the Child Nutrition Department; campuses with a Free and Reduced percentage based on February data with a rate of 70% or greater receive Title I.
 - ii. Secondary campuses are not served until they have a low-income population greater than 75%, based on the District's decision to provide funding at the elementary level where it is most impactful.

EXHIBIT A

DISCLOSURE STRATEGY PURPOSE AND INTENT

It is the stated policy and objective of Fort Bend Independent School District (the “District”) to (i) ensure that the District’s financial disclosures are fair and accurate, and comply with all applicable securities laws, (ii) satisfy in a timely manner all contractual obligations undertaken pursuant to the District’s Continuing Disclosure Undertakings (as defined herein), and (iii) promote best practices relating to financial disclosures by the District.

The Board of Trustees has approved this Disclosure Strategy (referred to herein as the “Procedures”) as of the date set forth above for the purpose of establishing, maintaining, and evidencing compliance with internal procedures, promoting compliance with securities laws, documenting the process for preparing and reviewing Disclosure Documents, and assisting the District in complying with its Continuing Disclosure Undertakings.

It is the intention of the District to modify or amend these Procedures in the future in order to comply with any changes in legal or regulatory requirements to the extent such changes may apply to the District and its obligations, or improve the realization of the purpose and intent of these Procedures.

I. DEFINITIONS

Capitalized terms used in these Procedures shall have the meanings set forth below:

“*Auditor*” means the independent outside auditor retained by the District to conduct an annual audit of the District and prepare a report thereon.

“*Annual Report*” means the annual financial information and operating data required to be filed pursuant to the Continuing Disclosure Undertakings.

“*Annual Review*” means the annual evaluation of the Procedures that is performed by the DWG.

“*Periodic Training*” means periodic disclosure training for staff and officials of the District involved in preparing or approving the Disclosure Documents.

“*Audit Committee*” means the Audit Committee of the Board of Trustees.

“*Audited Financial Statements*” means the audited financial statements or comprehensive annual financial reports of the District.

“*Board of Trustees*” means the Board of Trustees of the District.

“*Bond Counsel*” means the attorney or law firm retained to provide an opinion regarding the validity of the bonds or other municipal securities described in the Offering Documents.

“*Continuing Disclosure Undertakings*” means the District’s contractual obligations relating to its outstanding securities entered into to permit the underwriters of such securities to comply with the Rule.

“*Continuing Disclosure Undertakings Master List*” means a current list of each Continuing Disclosure Undertaking of the District, identified by name of the issue covered and the CUSIP numbers associated therewith, for which the District remains obligated to advance funds to pay or support the municipal securities covered, together with a description of the tables and other matters required in the Annual Report for such Continuing Disclosure Undertaking, the date on or

before which the Annual Report and Audited Financial Statements must be filed, a description of information required in any notice of a failure to file the Annual Report and Audited Financial Statements, and a description of each event for which notice must be filed and whether the event must be filed in a timely manner or within ten business days of the occurrence of the event.

“Contributors” means those District staff members and officials involved in preparing or approving the Disclosure Documents or additional staff members assigned by the DWG Chair or identified to the DWG Chair by a director or manager of a department, or other unit of the District, to assist with the review or preparation of one or more sections of a Disclosure Document.

“Disclosure Document” means any of the District’s documents and materials prepared, issued, or distributed in connection with the District’s disclosure obligations under applicable federal securities laws or that could potentially subject the District to liability under applicable federal securities laws, and shall include, but not be limited to, the following: the Offering Documents; the Annual Report; any filing made by the District with EMMA pursuant to Continuing Disclosure Undertakings, including an Event Notice; any voluntary filing made by the District that is filed on EMMA; rating agency presentations; and any other document that is reviewed and approved in accordance with these Procedures.

“Disclosure Working Group” or *“DWG”* means the District’s Chief Financial Officer, Executive Director of Finance, Director of Finance, District Treasurer, and in-house General Counsel, or the designee of any of the foregoing.

“Disclosure Working Group Chair” or *“DWG Chair”* means the Chief Financial Officer (or the person acting in the capacity of the Chief Financial Officer), or a designee authorized by the Chief Financial Officer to act on his or her behalf.

“EMMA” means the Electronic Municipal Market Access system maintained by the MSRB.

“Event Notice” means a notice for any of the events listed in the Rule.

“Financial Advisor” means an individual or firm providing financial advice to the District, including a municipal advisor.

“Financial Obligation” means a: (A) debt obligation; (B) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (C) guarantee of (A) or (B). The term Financial Obligation does not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule. The terms used in the definition of Financial Obligation have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

“Financial Obligations Master List” means a list of the District’s existing Financial Obligations. The Financial Obligations Master List should include for each Financial Obligation listed such terms of the Financial Obligation as may be necessary to comply with the information reporting requirements of event (15) under the Rule and monitoring requirements of event (16) under the Rule. The Financial Obligations Master List should be updated on a continuing basis upon incurrence of each new Financial Obligation or modification of an existing Financial Obligation.

“Financing Group” means the members of the DWG, Bond Counsel, the Financial Advisor, the Underwriter, counsel to the Underwriter, and any other party engaged by the District to assist in the offer, placement, and sale of the bonds or municipal securities described in an Offering Document.

“MSRB” means the Municipal Securities Rulemaking Board.

“Offering Documents” means all preliminary and final official statements, offering memoranda and other materials prepared by or for the District, together with any amendments or supplements

thereto, for use in connection with the offering of notes, bonds, other municipal securities, or other obligations of the District subject to the antifraud provisions of federal securities law.

“*Required Date*” means the latest date or dates after the end of the District’s fiscal year when the Audited Financial Statements and Annual Report are required to be filed with the MSRB under the District’s Continuing Disclosure Undertakings, as identified by the Continuing Disclosure Undertakings Master List.

“*Rule*” means Securities and Exchange Commission Rule 15c2-12, adopted pursuant to the Securities Exchange Act of 1934, 17 CFR § 240.15c2-12, as amended from time to time.

“*Underwriter*” means the broker, dealer, or municipal securities dealer offering or placing the bonds or other municipal securities described in the Offering Documents to or with investors.

II. DISCLOSURE WORKING GROUP

A. DWG CHAIR RESPONSIBILITIES

The DWG Chair is responsible for oversight of compliance with these Procedures. The DWG Chair is the leader of the DWG.

The DWG Chair may designate staff or engage the Financial Advisor, Bond Counsel or other professional to assist in the execution of his or her responsibilities under these Procedures.

B. DWG RESPONSIBILITIES

The DWG is responsible for compliance with these Procedures and promoting compliance with federal securities laws.

The DWG shall meet (which meeting may be by phone or electronic means) not less than annually to fulfill its obligations under these Procedures. The DWG shall also meet (which meeting may be by phone or electronic means) prior to the posting of any Disclosure Document relating to the issuance of bonds. The DWG is encouraged to provide suggestions to improve these Procedures and the Disclosure Documents. The DWG may consult with Bond Counsel, the Financial Advisor, and the Auditor as necessary in connection with carrying out their obligations under these procedures.

Contributors, staff, and officials must cooperate with the DWG and provide the DWG with any information, assurances or certifications that it deems necessary to ensure that the Disclosure Documents are accurate and complete in all material respects.

III. DISCLOSURE PROCEDURES

A. PRIMARY DISCLOSURE

The following process will be used in connection with reviewing the form and content of Offering Documents and any supplements thereto.

1. DWG CHAIR

- The DWG Chair will coordinate with the members of the DWG to:
(i) ensure that all appropriate members of the DWG are included on the distribution lists of the Financing Group, (ii) assign portions of the Offering Documents, including appendices, to members of the DWG or Contributors with responsibility for the financial information or operating data described therein, and (iii) assign relevant portions of the Offering Document to Bond Counsel for review.

2. OFFERING DOCUMENT REVIEW PROCESS

- Unless the District has contracted with another party to provide such services, the Financial Advisor will prepare the initial draft of the Offering Document and appendices thereto for review by the DWG and Financing Group and manage the incorporation of comments to the Offering Document received from the DWG, Contributors and the Financing Group.
- The District Treasurer, with the assistance of the Financial Advisor, will be responsible for compiling the financial information and operating data contained in the tables in the Offering Document and assigning such information and operating data to the members of District's staff with responsibility for such financial information or operating data for review and comment.
- If the Offering Document will be a "final official statement" as defined in the Rule, the District Treasurer will be responsible for coordinating, with the assistance of the Financial Advisor, a review of the District's compliance with its Continuing Disclosure Undertakings for the past five years and reviewing the information regarding the same in the Offering Document. Such review shall include a review of the Continuing Disclosure Master List, the Financial Obligation Master List, and the District's filings with EMMA for the preceding five years to determine whether any failures to comply have occurred. The DWG will consider any identified failures to comply and may consult with Bond Counsel regarding whether the disclosure of any such failures is required in the Offering Document and the contents of any such disclosure. To the extent practicable, remedial filings with respect to any such failures to file shall be prepared and filed in accordance with these Procedures.
- The District's in-house General Counsel will review and, if necessary, consult with District staff and other consultants or attorneys regarding disclosures contained in the Offering Document related to litigation, ongoing investigations and other general legal matters.
- The Chief Financial Officer or his or her designee, with the assistance of the DWG, will be available to respond to diligence questions during the preparation of the Offering Documents.
- Bond Counsel will review and comment on disclosures related to the order or resolution authorizing the debt obligations, the description of the continuing disclosure undertaking, and federal income tax considerations contained in the Offering Document.
- The DWG will consult with Contributors and other appropriate District officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the Offering Documents.
- The DWG must approve the final version of an Offering Document prior to the approval or execution of the Offering Document by the DWG Chair or other District Official or the posting or distribution of the Offering Document when such approval or execution is not required. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Offering Document (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements

made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.

- Approval of an Offering Document shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the Offering Document. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy. In circumstances in which approval or execution by the District or a District official other than the DWG Chair is not required, the DWG Chair will authorize the distribution of the Offering Document.
- If requested by the Board of Trustees or any District official signing the Offering Document or approving its use, the DWG Chair will certify that (i) the Offering Document has been prepared in accordance with these Procedures and (ii) to the knowledge of the DWG and the DWG Chair, the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading. This process may occur with respect to: (1) posting or other distribution of (i) a preliminary Offering Document, and deeming final thereof, (ii) a final Offering Document, and (iii) any supplement or amendment to a preliminary or final Offering Document, and (2) execution of (i) any purchase agreement or (ii) closing document by an District official containing a representation, warranty, or certification that the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading.
- The DWG Chair will keep a record of the members of the DWG, the Financing Group, Contributors or other outside consultants that reviewed, drafted, approved or certified the Offering Document.

3. REPORT TO THE BOARD OF TRUSTEES

- Following each transaction pricing and the posting of the final official statement, the DWG will provide the Board of Trustees with a summary of the pricing, a copy of the final official statement containing the Continuing Disclosure Undertaking entered into in connection with such transaction, and a statement that the Offering Documents for the transaction were prepared in accordance with these Procedures.

B. CONTINUING DISCLOSURE

In connection with the issuance of municipal securities, the District has entered into (and in the future may enter into) a Continuing Disclosure Undertaking for the benefit of the holders and beneficial owners of the municipal securities of each such issuance, as required by the Underwriters in accordance with the Rule. The District is required to comply with these Continuing Disclosure Undertakings for so long as it remains obligated to advance funds to pay or support the municipal securities covered by the respective Continuing Disclosure Undertaking.

Under the Continuing Disclosure Undertakings, the District is obligated to provide (1) annual financial information consisting of (i) Audited Financial Statements and (ii) the Annual Report on or before the date specified in the Continuing Disclosure Undertaking, and notice of any failure to

provide such annual financial information, and (2) in a timely manner, notice of any of the events specified in the Continuing Disclosure Undertaking to the MSRB by means of the EMMA system.

The District Treasurer will maintain the Continuing Disclosure Undertakings Master List of the District.

1. AUDITED FINANCIAL STATEMENTS

- The Director of Finance will work with relevant officials of the District to assure that the engagement letter with the Auditor requires completion and delivery by the Auditor of the District's annual Audited Financial Statements with sufficient time to permit the presentation to and acceptance by the District of the Audited Financial Statements and for the DWG to review and incorporate data and other information provided therein into the Annual Report prior to the respective Required Date.
- The Financial Advisor will file the Audited Financial Statements with EMMA upon availability or together with the Annual Report, provided such filing occurs on or before the respective Required Date. The Director of Finance or his or her designee shall be responsible for confirming that such filings have been made.
- If the Audited Financial Statements are not available by the Required Date, the Director of Finance will (i) if required under the District's Continuing Disclosure Undertakings, arrange for the review by the DWG and filing of unaudited financial statements with such cautionary statements and disclaimers as may be appropriate on or before the Required Date or as soon as practicable thereafter, and (ii) coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Audited Financial Statements are not yet available and will not be filed by the Required Date. When the Audited Financial Statements become available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

2. ANNUAL REPORT

- The Director of Finance, with the assistance of the Financial Advisor, will schedule the preparation and drafting of the Annual Report with the DWG in time to file the Annual Report on or before the Required Date.
- The Director of Finance, with the assistance of the Financial Advisor, will assign drafting portions of the draft Annual Report, as appropriate, to DWG members and Contributors with responsibility for the financial information or operating data described therein.
- The DWG will review, comment on, and revise the initial and any subsequent drafts of the Annual Report; check, confirm and include or incorporate by reference, as appropriate, information contained in the Audited Financial Statements, and such other reports as required; and consult with appropriate staff and officials, the Auditor, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, regarding the disclosure in the Annual Report.
- The DWG must approve of the final version of the Annual Report. Before final approval, the DWG must determine that the material facts described

therein are consistent with those known to the DWG, and that the final version of the Annual Report (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.

- Prior to releasing the Annual Report, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Annual Report. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the Annual Report is not available by the Required Date, the Director of Finance shall coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Annual Report is not yet available and will not be filed by the Required Date. When the Annual Report becomes available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

3. EVENT NOTICES

In its Continuing Disclosure Undertakings, the District is obligated to file notices of certain events on EMMA in a timely manner (in certain undertakings within ten business days) after the occurrence of the event, as set forth in the Continuing Disclosure Undertakings Master List. While the list of required event notices required under the District's Continuing Disclosure Undertakings has varied with changes in the Rule, a copy of the events for which event notices are required under the District's most recent Continuing Disclosure Undertakings and reflecting the amendments to the Rule that became effective in 2019 is attached hereto as **Attachment #1**.

A. EVENT NOTICES – GENERAL

- Each member of the DWG is expected to have an understanding of the events listed in the Continuing Disclosure Undertakings, as described in the Continuing Disclosure Undertakings Master List.
- At all times a DWG member is required to notify the DWG Chair if he or she becomes aware of any event or potential for the occurrence of an event described in the Continuing Disclosure Undertakings Master List that may require the filing of an Event Notice.
- The DWG shall identify District departments responsible for information relating to the District's Continuing Disclosure Undertakings and Event Notices. The DWG shall require all departments in the District to promptly notify the DWG regarding the occurrence of any event or the potential occurrence of an event triggering a requirement to file an Event of Default.
- Upon notification of the occurrence of an event or potential occurrence of an event that may require filing of an Event Notice, the DWG Chair will confer with members of the DWG, as well as District staff, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, to determine whether an event

has occurred and, if necessary, draft or assign the drafting of the Event Notice in sufficient time to allow the District to meet its continuing disclosure obligations described in the Continuing Disclosure Undertakings Master List.

- The DWG Chair will provide the DWG with a draft of the Event Notice and the DWG will review, revise, and comment on initial and revised drafts of the Event Notice. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, Bond Counsel, the Financial Advisor and/or other outside consultants they deem necessary regarding the Event Notice.
- Before final approval, the DWG must determine that the material facts described in the Event Notice are consistent with those known to the DWG, and that the final version of the Event Notice (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Event Notice, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Event Notice. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the DWG becomes aware of an Event Notice that was not filed, the DWG Chair will follow the process described above to promptly file such Event Notice.

B. EVENT NOTICES – FINANCIAL OBLIGATIONS

Beginning February 27, 2019, in connection with any primary offering subject to the Rule, the District will be required to include in Continuing Disclosure Undertakings an agreement to file, not in excess of ten business days, an Event Notice for: (15) incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties. The terms used in events (15) and (16) shall have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

- Each member of the DWG is expected to have an understanding of new events (15) and (16) under the Rule.
- The DWG will, in consultation with Bond Counsel and the Financial Advisor, be responsible for: (i) identifying existing material Financial Obligations; (ii) tracking new material Financial Obligations, including amendments thereto; and (iii) monitoring Financial Obligations for events which may reflect financial difficulties.

- To assist in monitoring compliance with new events (15) and (16), the DWG Chair and the DWG will create the Financial Obligations Master List, with the assistance of the Financial Advisor, Bond Counsel, and other outside consultants, as the DWG Chair and DWG deem appropriate.
- The DWG Chair will maintain and update the Financial Obligations Master List, and upon approval of the DWG and the District, may retain a Financial Advisor or other outside consultants, as may be necessary, to effectively maintain and continuously update such Master List as well as to make all filings required to be made by the District under the Continuing Disclosure Undertakings.
- The DWG Chair shall review District agenda items in order to identify potential Financial Obligations (or a modification of an existing Financial Obligation) and shall follow-up with the individual responsible for the agenda item to determine if the item rises to the level of disclosure. For purposes of this section, at a minimum, items to be considered by the DWG as a potential “Financial Obligation” shall include, but are not limited to:
 1. A debt obligation;
 2. A derivative instrument entered into in connection with or pledged as security or a source of payment for, an existing or planned debt obligation;
 3. A guarantee of (1) or (2);
 4. A financing agreement, financing lease or energy savings performance contract where the District effectively borrows money at a rate of interest for the purchase of vehicles and equipment and pays back such borrowing over a number of years;
 5. A line of credit, credit agreement or commercial paper program; and
 6. Any other instrument that contains “debt-like” features or terms.
- The DWG shall review all potential Financial Obligations for materiality and recommend to the DWG chair whether filing is required. For purposes of this section, a determination as to the materiality of a potential Financial Obligation involves a determination as to whether a financial obligation or the terms of a financial obligation, if they affect security holders, would be important, to the total mix of information made available to a reasonable investor when making an investment decision.
- At all times the DWG members are required to notify the DWG Chair if they become aware of the occurrence or potential occurrence of events, amendments or new agreements, or other items that would constitute new events (15) and (16) under the Rule. If a DWG member provides such notice or the DWG Chair otherwise becomes aware of such actual or potential event, the DWG Chair will follow the steps under “Section IV(B)(3)(A) Event Notices – General” of these Procedures in determining whether an event has occurred and, if necessary, the drafting and filing of the Event Notice and related record-keeping.

C. VOLUNTARY FILINGS WITH EMMA

- If District staff or officials desire to file a voluntary disclosure filing on EMMA, the staff or officials must make a request to the DWG Chair describing the reason for providing a voluntary disclosure. The DWG Chair will coordinate with the DWG, Bond Counsel and the Financial Advisor to determine whether a voluntary filing is appropriate and, if so, draft or assign the drafting of the voluntary disclosure filing.
- The DWG Chair will provide the DWG with a draft of the voluntary filing and the DWG will review, revise, and comment on initial and revised drafts of the voluntary filing. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the voluntary filing.
- The DWG must approve of the final version of the voluntary filing. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the voluntary filing (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a voluntary filing shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the voluntary filing. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall file the voluntary filing with EMMA. The DWG Chair should retain the written sign-offs received from members of the DWG in accordance with the District's records retention policy.

D. RATING AGENCY PRESENTATIONS

- In the event officials of the District are to make a presentation to a rating agency relating to the rating of outstanding or proposed municipal securities, the DWG Chair will assign portions of the draft rating agency presentation to DWG members and Contributors with responsibility for the financial and other information to be provided therein and to Bond Counsel and the Financial Advisor, as appropriate.
- The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the rating agency presentation. The DWG will review, revise, and comment on initial and revised drafts of the rating agency presentation.
- The DWG must approve the final version of any rating agency presentation prior to delivery to a rating agency. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the rating agency presentation (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a rating agency presentation shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the rating agency presentation. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall provide the rating agency presentation to the rating agency. The DWG Chair should retain

the written sign-offs received from members of the DWG in the in accordance with the District's records retention policy.

IV. ANNUAL REVIEW OF PROCEDURES

- Each year the DWG will conduct the Annual Review. The purpose of the Annual Review is for the DWG to evaluate the design, operation and effectiveness of these Procedures.
- Following the Annual Review, the Procedures will be submitted to the Board of Trustees for review. If the DWG recommends any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG. Any amendments to the Procedures will be discussed with Bond Counsel.
- In addition to a recommendation to amend these Procedures made in the Annual Review, the DWG, the DWG Chair, and any official or staff involved in preparing or approving the Disclosure Documents may at any time recommend an amendment to the Procedures.
- Following receipt of the recommendation for an amendment, the DWG will convene a meeting (which may be by phone or electronic means) to discuss the proposed amendment and determine whether such amendment should be approved. Any amendments to the Procedures will be discussed with Bond Counsel. If the DWG recommends that the Board of Trustees make any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG.

V. PERIODIC TRAINING

- The District will provide Periodic Training for all staff and officials involved in preparing or approving the Disclosure Documents, including members of the DWG authorizing or participating in the preparation of or approval of any Offering Document for dissemination. The Periodic Training should be prepared by or with the assistance of Bond Counsel.
- The Periodic Training will generally include an overview of these Procedures, the disclosure obligations of the District under federal and state securities laws, and the responsibilities and potential liabilities of the staff and officials involved in preparing or approving the Disclosure Documents.
- All staff and officials involved in preparing or approving the Disclosure Documents are required to attend the Periodic Training or obtain comparable training approved by the DWG Chair.
- The DWG Chair will keep a record of those that attend the Periodic Training and maintain such record in accordance with these Procedures.

VI. INTERNAL USE ONLY

- These Procedures are intended for internal use only and are not intended to establish any duties in favor of or rights of any person other than the District.

Attachment #1

**Example Event Notice Requirements
(Reflecting Amendments to the Rule that Became Effective on February 27, 2019)**

Event Notices.

- (a) The District shall provide the following to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner not in excess of ten (10) business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:

- (1) Principal and interest payment delinquencies;
- (2) Non-payment related defaults, if material;
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (7) Modifications to rights of the holders of the Bonds, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership or similar event of the District;

Note to paragraph 12: For the purposes of the event identified in paragraph 12 of this section, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

Fort Bend Independent School District
Fiscal and Budgetary Strategy

- (14) Appointment of successor or additional paying agent/registrar or the change of name of a paying agent/registrar, if material;
- (15) Incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

Note to paragraphs (15) and (16): For purposes of the events identified in paragraphs (15) and (16) of this section and in the definition of Financial Obligation in Section 1.01, the District intends the words used in such paragraphs to have the meanings ascribed to them in SEC Release No. 34-83885 dated August 20, 2018 (the “2018 Release”) and any further written guidance provided by the SEC or its staff with respect to the amendments to the Rule effected by the 2018 Release.”

The District shall provide to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner, notice of a failure by the District to provide financial information and operating data (i.e. Annual Reports and Audited Financial Statements) in accordance with the requirements of the applicable Order. All documents provided to the MSRB should be accompanied by identifying information as prescribed by the MSRB.

Additionally, if the District changes its fiscal year, it must notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide its Annual Reports and Audited Financial Statements.

A RESOLUTION ADOPTING INVESTMENT STRATEGY

WHEREAS, the Public Funds Investment Act codified in Government Code Chapter 2256 governs local government investments; and

WHEREAS, the Public Funds Investment Act (Section 2256.005a), as amended, requires the Fort Bend Independent School District to adopt an investment policy and investment strategies by rule, order, ordinance or resolution governing the investments of funds under its control; and

WHEREAS, the Public Funds Investment Act (Section 2256.005e), requires the governing body to review and adopt that investment policy and investment strategies by rule, order, ordinance or resolution not less than annually, recording any changes made thereto; NOW, THEREFORE,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT THAT:

The District has complied with the requirements of the Public Funds Investment Act and the Investment Strategy, with the changes attached hereto, is hereby adopted as the Investment Strategy of the District effective September 20, 2021.

APPROVED and ADOPTED on the _____ day of _____ 2021

FORT BEND INDEPENDENT SCHOOL DISTRICT

Dave Rosenthal
President, Board of Trustees

ATTEST:

Dr. Shirley Rose-Gilliam
Secretary, Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval: Investment Strategy Resolution
References: Board Policy CH (Legal)
Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of a resolution for the District’s investment strategy and authorization of investment brokers for the District.

Summary

The Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Government Code, governs the rules and regulations regarding the District’s investment of funds. PFIA requires the Board to review the investment strategy at least annually. The District is required to invest its funds in accordance with PFIA and provide guidance to potential investors with respect to the types and amounts of allowable instruments. The Resolution approves the attached investment strategy that the Board first approved in September 2009. The Government Treasurer’s Organization of Texas (GTOT) recognized the investment strategy as a best practice in September 2020 for the fourth consecutive biannual period. The table below reflects the changes made to the Investment Strategy.

| Page | Change | Rationale |
|-------------|---------------------------|--|
| 3 | Training for New Officers | The purpose of the proposed change is to differentiate between ongoing training and new officer training. |
| 9 | Reporting | The purpose of this change is to add the reference to Board Policy CQ (Local) that allows electronic signatures for the investment report. |

PFIA also requires the District to obtain Board of Trustee approval of authorized brokers annually. Prior to purchasing government securities, the District takes quotes from a minimum of three brokers. The District has identified the following brokers/dealers as firms that provide competitive pricing and yield for prospective investments:

BOSC, Inc.
 FHN Financial

Hilltop Securities, Inc.

Mischler Financial Group (NEW)
Stifel, Nicolaus & Co., Inc.
Recommended by:

UBS Securities, LLC

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval: Approval of Underwriters
References: Board Policy CH (Legal)
Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of underwriters to be utilized by the District in connection with future bond debt issued.

Summary

Administration updates the list of underwriters the District can do business with annually. Underwriters are firms that market Fort Bend ISD debt to various types of investors. The number of underwriters will vary depending on the amount of the debt issuance. A future agenda item requesting authorization to issue debt, refund existing debt, as well as any future Board and voter approved authorized debt, would be presented to the Board when administration determines that the debt should be issued/refunded. The Administration has identified the following underwriters for use as Senior Manager or Co-Manager for the purpose of marketing debt issued by the District in negotiated transactions:

Bank of America Merrill Lynch
Blaylock Van, LLC (New)
Citicorp
Frost Bank
FHN Financial Capital Markets
Jefferies, LLC
J.P. Morgan Securities
Loop Capital Markets
Mesirow Financial
Morgan Stanley

Piper Sandler & Co.
Raymond James Financial, Inc.
RBC Capital Markets
Robert W. Baird & Co.
SAMCO Capital Markets
Samuel A. Ramirez & Co., Inc.
Siebert Cisneros Shank & Co., LLC
Stifel, Nicolaus & Company, Inc. (New)
UBS Financial Services Inc.
Wells Fargo Bank, N.A. (New)

Administration makes these recommendations based on the firm's performance on past transactions, the presentations made to the District during the year, and their suggestions on debt structure and innovation in order to minimize the costs to the District.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn

Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval: Adoption
of 2021 Ad Valorem Tax Rate
References: Board Policy CCG (Legal)
Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of a resolution adopting the combined Ad Valorem tax rate of \$1.2101 per \$100 of valuation for the Fort Bend Independent School District for the 2021 tax year. Section 5.002 of House Bill 3 (HB3) requires districts to compress their tax rates in compliance with the bill for the 2021 tax year. As a result of HB3, the ad valorem tax rate for 2021 tax year is lower than the rate adopted in tax year 2020. The proposed tax rate of \$1.2101 per \$100 of valuation represents the sum of a \$0.9201 rate for Maintenance and Operations (M&O) and a \$0.29 rate for the payment of bonds, referred to as Interest and Sinking (I&S).

Summary

In accordance with the Property Tax Code Section 26.05, the Board of Trustees must approve the tax rate of the District. The method of adoption of the tax rate must be written ordinance, resolution, or order. Before setting a tax rate, school districts are required to take action on several items. These items include publishing notices on the District's website and in newspapers distributed within the school district boundaries; conducting a public hearing regarding the District's budget and tax rate; and adopting a budget.

The District has complied with the requirements of the law and received certified property values on July 22, 2021. Therefore, Fort Bend ISD may now proceed with adoption of the tax rate for the 2021-22 fiscal year.

The Fort Bend Independent School District's proposed tax rate for the 2021 tax year is \$1.2101 per \$100 of valuation, which is the District's voter-approval tax rate. The 2021 total tax rate was calculated as required by law. This year's proposed tax rate does not exceed the District's no-new-revenue rate of \$1.2206, therefore, a motion to adopt an ordinance, resolution, or order setting the tax rate does not require the language about "tax increase" as stated in Tax Code Section 26.05(b).

Sample Motion:

"I move that the 2021 total tax rate of \$1.2101 be adopted, with \$0.9201 for maintenance and operations and \$0.29 for debt service."

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

FORT BEND INDEPENDENT SCHOOL DISTRICT

A RESOLUTION

A RESOLUTION ADOPTING A 2021 TAX RATE AND LEVYING SCHOOL DISTRICT AD VALOREM TAXES FOR THE FORT BEND INDEPENDENT SCHOOL DISTRICT FOR THE YEAR OF 2021-22, DIRECTING THE ASSESSMENT AND COLLECTION THEREOF:

Whereas, the Board of Trustees of Fort Bend Independent School District finds that the tax rate for the year 2021, hereinafter levied for all lawful expenses of the school district and the carrying out of the duties and responsibilities placed upon said school district by law must be levied to provide the revenue requirements of the budget for the ensuing year; and

Whereas, the Tax Collector of Fort Bend County has certified a tax collection rate of one hundred and forty hundredths (100.40) percent; and

Whereas, the Board of Trustees of Fort Bend Independent School District finds that all things prerequisite to the passing of this resolution, including all notices of hearings, consideration of budget and all other things have been done and performed; and

Whereas, the Board of Trustees of Fort Bend Independent School District further finds that the taxes for the year 2021, hereinafter levied therefore are necessary to pay all lawful expenses of the district and to carry out the duties and obligations placed upon said school district by law and to provide the required sinking fund on outstanding bonds of the school district and on bonds proposed to be issued for such purposes during the ensuing year; and,

Whereas, the 2021 no new revenue tax rate calculated as required by law is \$1.2206 per \$100 of valuation. The voter approval tax rate calculated as required by law is \$1.2102 per \$100 of valuation. *THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE*

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT THAT;

SECTION 1. For the further maintenance of public free schools in this school district and to pay the principal of and interest on outstanding bonds of the district during the ensuing year, and for all other lawful purposes, there is hereby levied and ordered to be assessed and collected for the year 2021, and for each year thereafter until it be otherwise provided and ordered, on all property situated within the limits of the boundaries of this school district, and not exempt from taxation by valid laws, an ad valorem tax at the rate of \$1.2101 (\$0.9201 to be used for maintenance and operations and \$0.29 to be used for payment of bonds) on the One Hundred (\$100) Dollars valuation of such property.

SECTION 2. This resolution shall become effective from and after its passage. Passed, adopted and ordered by the Board of Trustees, at a meeting at which a quorum was present with more than sixty percent of the trustees voting for and at which meeting this resolution, in written form, was before the Board at the time of its adoption on the 20th day of September 2021. The results of the 2021 tax rate vote are as follows:

Trustees Voting For:

- Dave Rosenthal, President
- Jim Rice, Vice President
- Shirley Rose-Gilliam, Secretary
- Judy Dae
- Kristen Davidson Malone
- Denetta Williams
- Angie Hanan

Trustees Voting Against:

- Dave Rosenthal, President
- Jim Rice, Vice President
- Shirley Rose-Gilliam, Secretary
- Judy Dae
- Kristen Davison Malone
- Denetta Williams
- Angie Hanan

APPROVED:

Dave Rosenthal, President
Fort Bend ISD Board of Trustees

ATTEST:

Shirley Rose-Gilliam, Secretary

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval:
Resolution - 2021 Tax Year Tax Roll
References: Board Policy CCG (Legal)
Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of a resolution approving the 2021 tax year tax roll, based on the certified 2021 values from the Fort Bend County Central Appraisal District.

Summary

The certified property values received from Fort Bend County Central Appraisal District on July 22, 2021 reflect an increase of approximately 6.08% in the total freeze-adjusted taxable property value for 2021. The Texas Tax Code §26.05(g) allows school districts to adopt a tax rate based on the preliminary certified tax roll received in April. Section 26.09(e) of the State Property Tax Code requires approval by the governing body of the appraisal roll each year with tax amounts entered to constitute the District's tax roll. The attached resolution provides information on the tax amounts due based on the 2021 appraisal roll.

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**FORT BEND INDEPENDENT SCHOOL DISTRICT
TAX ROLL RESOLUTION**

WHEREAS, Section 26.09(e) of the Property Tax Code requires approval by the governing body of the Fort Bend Independent School District of the appraisal roll with tax amounts entered by the assessor, for the year 2021 tax year, and

WHEREAS, such roll was presented to the Fort Bend Independent School District's Trustees on September 13, 2021, and appears in all things correct as under the applicable laws of Texas, and WHEREAS, said Trustees voted in open session to approve said roll,

IT IS HEREBY RESOLVED by the Trustees that the 2021 certified appraisal roll with amounts due totaling \$561,563,006 for the year 2021 tax year is approved and is the tax roll for the Fort Bend Independent School District for the 2021-22 school year.

Passed and adopted this 20th day of September, 2021.

Dave Rosenthal, President
Fort Bend ISD Board of Trustees

Shirley Rose-Gilliam, Secretary
Fort Bend ISD Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: September 13, 2021
Action: Consideration and Approval:
Budget Amendment
References: Board Governance
Department: Business and Finance

Recommendation

Consideration and possible approval of a General Fund budget amendment for fiscal year 2021-22.

Summary

When the 2021-22 budget was adopted in May, staff made the Board aware of several adjustments that would occur due to the receipt of ESSER funds. Adjustments were anticipated to both revenues and expenditures, and in addition to adjustments for ESSER, the budget amendment includes adjustments due to updated legislation and incorporates the encumbrance rollover that occurs each year.

The budget amendment recommended reduces revenues by \$47.8M and reduces expenditures by \$19.6M. Although the amendment reduces revenues, there is not a negative impact to the General Fund as the associated expenditures are being reclassified to the ESSER grant, or revenues were received in the prior year and offset the change. The amendment adjusts the budget based on legislative changes, the latest funding received from ESSER, and ensures compliance with Generally Accepted Governmental Accounting Principles.

ESSER Related Revenue Adjustments

There are several adjustments to General Fund revenues as a result of receiving ESSER funds listed below:

- Local and state revenues are being reduced by \$15.5M. The adjustment is for disaster pennies (\$6.2 million in local revenue and \$9.3 million in state revenue) that are not being assessed due to receipt of ESSER funds. Expenditures associated with the disaster pennies are being redirected to ESSER funds.
- The original budget included reimbursement of \$23.5M for prior COVID related expenditures from ESSER funds. However, the funds were booked in the 2020-21 fiscal year. Federal revenues in 2021-22 are being reduced by \$23.5M to account for the transaction that occurred last fiscal year and there is no negative impact on fund balance.
- Federal revenues are being increased by \$4.7M for indirect costs related to the administration of the ESSER grant funds. This adjustment partially offsets the \$23.5M reduction in federal revenues discussed above.

Other Revenue Adjustments

The adopted budget included funds from the fast growth allotment. HB1525 that was passed during the 87th legislative session resulted in a formula change that reduced the District's fast growth allotment by \$12.5M. This reduction was anticipated when the 2021-22 budget was adopted, and the adjustment does not negatively affect the budget.

The adopted budget included receipt of insurance proceeds from winter storm Uri of \$1.0M. These revenues were received in 2020-21 and resulted an increase in fund balance. The local revenue budget is being reduced by \$1.0M, but there is not a negative impact on fund balance.

The table below summarizes the adjustments to revenues by source (local, state, and federal):

| | Local | State | Federal | Total |
|-----------------------------|----------------|-----------------|-----------------|-----------------|
| Disaster pennies* | -\$6.2M | -\$9.3M | - | -\$15.5M |
| Reimburse prior COVID exps* | - | - | -23.5M | -23.5M |
| Indirect costs* | - | - | 4.7M | - |
| Fast growth allotment | - | -12.5M | - | - |
| Insurance proceeds | -1.0M | - | - | - |
| Grand Total | -\$7.2M | -\$21.8M | -\$18.8M | -\$47.8M |

* ESSER related adjustments

ESSER Expenditure Adjustments

The adopted budget included \$15.1M in expenditures that were funded with disaster pennies. With the receipt of ESSER funds, disaster pennies are not needed and the expenditures in the General Fund are being decreased by \$15.1 million and the costs shifted to ESSER III funds. The costs shifted to ESSER include positions related to implementation of a/b block schedule at three pilot campuses, itinerant interventionists, administrative staff for virtual learning, and contact tracing.

The District also received ESSER II funds and TEA announced it would use a portion of the funds to supplant state revenue in the 2020-21 school year for the average daily attendance hold harmless provision. Although the state is supplanting with the ESSER funds, the District will receive the full amount of the ESSER II funds. To keep the General Fund whole, the District will redirect salaries originally budgeted in the General Fund to ESSER II. The decrease includes \$4.2 million for interventionists and \$0.6 million for mental health counselors and a coordinator-contact tracing

Other Expenditure Adjustments

SB202 was passed during the 87th legislative session and requires school districts to absorb TRS surcharges for retirees. The budget was adopted prior to the close of the legislative session and does not include these costs. The budget is being adjusted by \$0.3M to account for the TRS surcharges.

Based on the recommended changes to revenues and expenditures, the table below summarizes the budget amendment by function for both revenues and expenditures:

| Fund | Function | Amount |
|---|-----------------------------------|-----------------------|
| 199 | 5711 – Local Revenues | (\$7,200,000) |
| 199 | 5811 – State Revenue | (21,800,000) |
| 199 | 5929 – Federal Revenues | (18,800,000) |
| | Total Revenue Decrease | (\$47,800,000) |
| Function - Expenditure Amendment | | |
| 199 | 11 – Instruction | \$(15,442,283) |
| 199 | 13 – Curriculum Development | (2,535,111) |
| 199 | 21 – Instructional Leadership | (306,535) |
| 199 | 33 – Health Services | (1,300,000) |
| | Total Expenditure Increase | \$(19,583,928) |

Recommended by:

Diana Sayavedra
Acting Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval: Class Size Exception Waiver
References: Board Policy EEB (Legal)
Texas Education Code (TEC) 25.112
District Goal 1
Department: School Leadership

Recommendation

Consideration and possible approval of a Texas Education Agency (TEA) Exception for Class Size Waiver in grades PreK-4 for elementary schools that exceed a teacher to student ratio of 22 students per classroom teacher (22:1).

Summary

For the 2021-22 school year, Administration is requesting an Exception for Class Size Waiver due to the District's continued pandemic response, which has impacted how we deliver instruction, has limited classroom space to account for social distancing, and the staffing allocations associated with the Virtual Learning Program and face-to face instruction.

Furthermore, now that the school year is underway, it has become increasingly challenging to find well-qualified teachers to hire. Upon approval of an Exception for Class Size Waivers, we will work with principals to ensure the District provides appropriate support to ensure a learning environment that is conducive to the highest levels of student achievement.

In addition, Administration will continue to monitor class sizes for our two comprehensive schools, Hunters Glen Elementary and Lantern Lane Elementary as well as any other school who may require special consideration in terms of additional staffing.

When projecting teacher staffing for 2021-22 school year, we used the PASA "moderate" growth projection to support the District's goal of beginning the year at the ratio of 22:1.

Note: Final recommendation will be provided to the Board in preparation for the September 20 Regular Board Meeting.

Recommended by:

Diana Sayavedra
Acting Superintendent

Submitted by:
Kwabena Mensah
Assistant Superintendent of Elementary Schools

| Campus Name | Exception Requested by Grade Level/Explanation | | | | | | Total Exception Requested for Campus |
|-------------------|--|---|---|---|---|---|--------------------------------------|
| | PK | K | 1 | 2 | 3 | 4 | |
| Blue Ridge | | 1 | | | | | 1 |
| | • 1 section in K with 1 @ 23 | | | | | | |
| Brazos Bend (VLP) | | 1 | 3 | 3 | 2 | 3 | 12 |
| | <ul style="list-style-type: none"> • 1 section in K with 1 @ 24 • 3 sections in 1st with 1 @ 23, 1 @ 30, 1 @ 33 • 3 sections in 2nd with 1 @ 27, 1 @ 33, 1 @ 35 • 2 sections in 3rd with 1 @ 28, 1 @ 32 • 3 sections in 4th with 1 @ 29, 1 @ 32, 1 @ 34 | | | | | | |
| Burton | | 1 | | | | | 1 |
| | • 1 section in K with 1 @ 23 | | | | | | |
| Colony Bend | | 1 | | | | | 1 |
| | • 1 section in K with 1 @ 23 | | | | | | |
| Colony Meadows | | | | | | 4 | 4 |
| | • 4 sections in 4th with 3 @ 23, 1 @ 24 | | | | | | |
| Commonwealth | | | | | 4 | 1 | 5 |
| | <ul style="list-style-type: none"> • 4 sections in 3rd with 1 @ 23, 1 @ 24, 2 @ 25 • 1 section in 4th with 1 @ 23 | | | | | | |
| Dulles | | | | | 1 | | 1 |
| | • 1 section in 3rd with 1 @ 24 | | | | | | |
| Glover | | | | 1 | | | 1 |
| | • 1 section in 2nd with 1 @ 23 | | | | | | |
| Goodman | | 2 | | | | | 2 |
| | • 2 sections in K Bilingual with 2 @ 25 | | | | | | |
| Holley | | | | | 1 | | 1 |
| | • 1 section in 3rd with 1 @ 23 | | | | | | |
| Jones | | | 1 | | | | 1 |
| | • 1 section in 1st Bilingual with 1 @ 23 | | | | | | |
| Lantern Lane | | 1 | | | | | 1 |
| | • 1 section in K with 1 @ 23 | | | | | | |
| Malala | | | | 7 | 4 | | 11 |
| | <ul style="list-style-type: none"> • 7 sections in 2nd with 2 @ 24, 2 @ 25, 3 @ 26 • 4 sections in 3rd with 1 @ 23, 2 @ 24, 1 @ 25 | | | | | | |
| Mission West | | 2 | | | | | 2 |
| | • 2 section2 in K with 2 @ 23 | | | | | | |

| Campus Name | Exception Requested by Grade Level/Explanation | | | | | | Total Exception Requested for Campus |
|-----------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| | | K | 1 | 2 | 3 | 4 | |
| Neil | | | | 7 | 1 | | 8 |
| | <ul style="list-style-type: none"> • 7 sections in 2nd with 7 @ 23 • 1 section in 3rd with 1 @ 23 | | | | | | |
| Oakland | 4 | 1 | 2 | | | 3 | 10 |
| | <ul style="list-style-type: none"> • 4 sections in K with 3 @ 23, 1 @ 24 • 1 section in 1st with 1 @ 23 • 2 sections in 2nd with 1 @ 23, 1 @ 24 • 3 sections in 4th with 1 @ 23, 2 @ 24 | | | | | | |
| Pecan Grove | | | | 1 | 3 | | 4 |
| | <ul style="list-style-type: none"> • 1 section in 2nd with 1 @ 23 • 3 section in 3rd with 3 @ 23 | | | | | | |
| Ridgemont | | | | | | 1 | 1 |
| | <ul style="list-style-type: none"> • 1 section in 4th with 1 @ 23 | | | | | | |
| Scanlan Oaks | 2 | 4 | | | | | 6 |
| | <ul style="list-style-type: none"> • 2 sections in K with 1 @ 23, 1 @ 24 • 4 sections in 1st with 3 @ 23, 1 @ 24 | | | | | | |
| Seguin | 1 | | | | | | 1 |
| | <ul style="list-style-type: none"> • 1 section in K with 1 @ 23 | | | | | | |
| Sugar Mill | 2 | | | | | | 2 |
| | <ul style="list-style-type: none"> • 2 sections in K with 1 @ 23, 1 @ 24 | | | | | | |
| Sullivan | | 2 | 2 | | 1 | | 5 |
| | <ul style="list-style-type: none"> • 2 sections in 1st with 2 @ 23 • 2 sections in 2nd with 2 @ 23 • 1 section in 3rd with 1 @ 23 | | | | | | |
| Townewest | 1 | | | | | | 1 |
| | <ul style="list-style-type: none"> • 1 section in K Bilingual with 1 @ 24 | | | | | | |
| Walker Station | | 1 | 1 | | | 2 | 4 |
| | <ul style="list-style-type: none"> • 1 section in 1st with 1 @ 24 • 1 section in 2nd with 1 @ 23 • 2 sections in 4th with 2 @ 23 | | | | | | |
| | | | | | | | |
| 23- (49) | 24 - (17) | 25 - (7) | 26 - (3) | 27 - (1) | 28 - (1) | 29 - (1) | Total - (86) |
| 30 - (1) | 32 - (2) | 33 - (2) | 34 - (1) | 35 - (1) | | | |
| | | | | | | | |
| | | | | | | | 9/10/2021 |

**For: Fort Bend ISD Board of Trustees Date:
September 20, 2021
Action: Approve: Early Childhood Public-Private
Partnerships 2021-22
References: Board Policy GK (Local)
District Goal 1 & 4
Department: Chief Academic Officer**

Recommendation

Consideration and possible approval of a Memorandum of Understanding initiating the district's first Public-Private Partnership to open *Fueling Brains Academy* for students in PreK-3 and PreK-4 for the 2021-22 school year.

Background

Fort Bend ISD will partner with Fueling Brains to operate the off-site facility within the Edison Lofts in the Briargate Community. Fueling Brains is an award-winning early brain development program focused on left-brain, right-brain, and movement activities that support the development of executive functions in children.

The Edison Lofts Apartment homes are located at 7215 W. Fuqua St in Missouri City, TX, and features 126 units of mixed-income rental housing for individuals and families. The Edison Lofts are part of a Fort Bend Houston Lifestyle Comprehensive Redevelopment Project for Greater East Fort Bend County residents that includes an early childhood program site.

Recommended by:

Diana Sayavedra
Acting Superintendent

Submitted by:

Beth Martinez
Chief Academic Officer

**MEMORANDUM OF UNDERSTANDING
BETWEEN
FORT BEND INDEPENDENT SCHOOL DISTRICT
AND
KIDS U US INC DBA FUELING BRAINS
ACADEMY**

**For the Delivery of Comprehensive Pre-K Educational services
FOR THE FORT BEND INDEPENDENT SCHOOL DISTRICT**

This Memorandum of Understanding (“MOU”) is entered into by and between the Fort Bend Independent School District (“FBISD” or “District”) and Fueling Brains (“FB”), a profit corporation, to provide comprehensive prekindergarten education services and resources to eligible children who are residents of the District and the surrounding area according to the terms and conditions set forth herein.

WHEREAS, the FB is an Early Childhood Center Operator and Education Provider fostering to progressively develop executive functions capacity in child brain development through establishing a facility for care, conducive educational environment and parent university services for eligible children;

WHEREAS, FB is presently holding two classrooms, to be considered an extension facility of FBISD, to serve not to exceed approximately 44 children, unless additional square footage is extended or available, within the geographic boundaries of FBISD and the surrounding area;

WHEREAS, FB wishes to offer its services and resources to the FBISD;

WHEREAS, the FBISD recognizes the benefits of the FB program for the educational child brain development and care of the community’s children; and

WHEREAS, the FBISD seeks to cooperate, whenever possible, with other community service agencies for the betterment of families and children in the FBISD;

NOW, THEREFORE, in consideration for the mutual promises and undertakings reflected in this MOU, the receipt and sufficiency of which are hereby acknowledged, FB and FBISD, intending to be legally bound, agree to the following:

1. **Term**. This MOU is effective on the date of approval by FBISD’s Board of Trustees and will continue in effect through the five years i.e., 2021-2026 school years. This MOU may be renewed for subsequent terms upon mutual written agreement of FB and FBISD.
2. **Termination**. Either party may terminate this MOU for failure to meet any obligations outlined in this agreement by giving forty-five (45) days advance written notice to the other party; in the event of termination, the effective date of termination will be the day after the end of the FBISD school year during which the 45-day period expires, or as otherwise mutually agreed to by the parties. The parties agree to cooperate upon termination of this

MOU to minimize disruption to students and parents. Upon termination of this MOU, FB shall be responsible for notifying affected parents.

3. **Rights and Responsibilities of FB.** FB Shall:

- a. Be responsible for Academy management and routine execution functions as a FBISD facility.
- b. Make available two classrooms for approximately 44 students of Pre-K 3 and Pre-K 4 in the vicinity of FBISD located at The Edison Center.
- c. Serve a maximum of twenty (22) students per classroom from 06:30 a.m. to 06:00 p.m. daily, according to FBISD's school calendars.
- d. Establish a conducive environment for Fueling Brains Approach necessary for Child Brain Development as per FB Curriculum. Research-based curriculum activities and assessment application system to picture progressive child brain development gives the added advantage in monitoring the executive functions i.e., inhibitory control, cognitive flexibility and working memory of the child brain development. However, the State guidelines for any other screening or assessment will be ensured by FB.
- e. Provide a safe and secure environment for students. FB will ensure availability of all facilities required under TEA guidelines, however, identification of requirements as per TEA will be the responsibility of FBISD. The facilities include but are not limited to Kitchen and nutrition safeties, play areas, environment safety, health safeties, corridors and conference rooms, etc.
- f. Make available appropriate furnishings for the classrooms.
- g. Provide internet and telephone services to all classrooms, as identified by FBISD.
- h. Ensure measures to address COVID-19 or other pandemic-related diseases, as identified by FBISD.
- i. Waive building use fees and utilities bills.
- j. Make available to students, breakfast and lunch served at times that are mutually agreeable to all concerned (i.e., Supervisor, Nutritionists, etc.).
- k. Make available and ensure student access to playground facilities and equipment, common areas, and restrooms, as per TEA guidelines and identified requirements of FBISD.
- l. Creation of a daily schedule allowing each teaching staff member planning time, as well as identification of instructional duties.
- m. Unless the student: teacher ratio increases, based on child care licensing standards, each classroom will be assigned one Lead teacher and one assistant teacher, provided by FBISD.
- n. Include instructional setting options consisting of bilingual, ESL, and/or general education, depending on the needs of the community, and curriculum and instruction plans consistent with FBISD's established curriculum and instruction plans and requirements.
- o. Assume full responsibility for all aspects of the Academy requirements, including, but not limited to: (1) increased ratio of attention from teacher to children (lesson delivery, academic progress, monitoring/safety, classroom safety); (2) safety inspection upon arrival/dismissal; (3) increased instructional support per classroom (joint planning/lesson delivery); (4) coordinated effort in health and well-being (hearing, vision, immunization, height, and weight); (5) strong parent engagement via Parent University; parents having the opportunity to extend classroom learning via activities

- at home including the FB app; (6) help to ease the transition from Pre-Kindergarten to Kindergarten for participating children and families; and (7) staff attendance at professional development trainings.
- p. Establish a procedure in collaboration with FBISD to collect registration information on potential eligible students enrolled with the Academy.
 - q. Assume full responsibility for ensuring that all applicable state and federal laws, regarding playground facilities and equipment are implemented and followed.
 - r. Provide developmentally appropriate curriculum and content area support for children, and staff assigned, in compliance with all applicable state and federal laws and applicable federal award requirements.
 - s. Provide all supplies, equipment, and products needed for the implementation of the FB Approach.
 - t. Conduct several assessments / screenings during the year, enter results in the FB data system / app and file results in the class and individual student's record.
 - u. Employ and assign a Director for the Academy that will assist the FB and FBISD in all duties and roles and responsibilities related to the collaboration between FB and FBISD under this MOU. Not limited to above duties and responsibilities, Director selection and performance will be in compliance to Minimum Standard State guidelines for Day care centers.
 - v. Director and teachers will adhere to the mission statements of FB and FBISD.
 - w. FBISD applicant teachers shall be screened by FB's Human Resources Department. FB reserves the right to request to be included in the interviews for Academy applicants who will be assigned to the Day Care Center. FB further reserves the right to, subject to applicable law, have FBISD immediately remove and replace any teacher working in a Day Care Center.
 - x. FB assumes full responsibility for the actions of its employees, contractors, and agents and shall remain solely responsible for their supervision, direction and control, payment of salary, workers' compensation, disability benefits, and other requirements and obligations. FB agrees that FBISD has no responsibility for any conduct of FB or FB's employees, contractors, or agents. FB further agrees that FB's employees, including, without limitation, are not entitled to receive employee benefits of any kind from FBISD. FB agrees that it and its employees are independent contractors, and while providing services under this MOU, are not employees of FBISD and have no authority to obligate or bind FBISD in any way to third parties without the express written permission of FBISD's designated title.
 - y. FB shall conduct required background checks in accordance with applicable law. FB must certify that for each covered employee of FB who will have direct contact with students, FB has obtained, as required by Texas Education Code Section 22.0834: (a) state criminal history record information from a law enforcement or criminal justice agency or a private entity that is a consumer reporting agency governed by the Fair Credit Reporting Act (15 U.S.C. Section 1681 et seq.) for each covered employee of FB employed before January 1, 2008; and (b) national criminal history record information for each employee of FB employed on or after January 1, 2008. FB will also obtain similar certifications of compliance with Texas Education Code Chapter 22's requirements from any subcontractors. Covered employees with disqualifying criminal history are prohibited from serving at the Center; FB and any subcontracting

- entity may not permit a covered employee to provide services at a school if the employee has been convicted of a felony or misdemeanor offense that would prevent a person from being employed under Tex. Educ. Code § 22.085(a) (i.e., Title 5 felony or an offense requiring registration as a sex offender and victim was under 18 years of age or was enrolled in a public school at the time the offense occurred).
- z. FB shall collaborate with FBISD for the evaluation of teachers and aides provided pursuant to this MOU.
 - aa. FB's staff shall comply with all applicable FBISD policies and procedures, including, without limitation, dress and grooming code, emergency procedures, etc.
 - bb. Timely provide FBISD with operating reports, on a schedule to be mutually agreed upon, in writing. Such reports shall include, but not be limited to, enrollment and attendance reports and food service reports/billing.
 - cc. Administer all assessments and screenings required by either applicable state or federal law, FBISD, and/or in accordance with the terms of this MOU, to students and provide assessment data to FBISD, with parental consent, if required, to be obtained by FB.
 - dd. FB's staff / teachers will supervise students at all times, including, without limitation:
 - (1) supervising and coordinating drop off and pick up of students, in the area(s) designated. Parents of students will provide transportation to and from the Center. FB shall have no obligation to provide transportation to and/or from Center to students who reside inside / outside the District.
 - (2) walking students to and from the cafeteria, playground areas, or to any other part of the Center.
 - (3) sit with and assist students with their breakfast and lunch meals.
 - (4) provide a safe and secure environment for students.
 - ee. Receive and address parental complaints or concerns in accordance with FB's policies. Fueling brains consider Parents as partners in child brain development and will provide access to application left, right and movement activities for child enhanced experience away from center. Complaints involving FBISD employees shall be addressed in accordance with FBISD policies.
 - ff. Take all measures for Child Care Center licensing as per the guidelines of Texas Health and Human Services. However, FBISD is also expected to follow State or LEA guidelines, as and when, required for finalization of collaboration agreement.

4. **Rights and Responsibilities of FBISD.** FBISD shall:

- a. Identifying and registering children for the Academy will be FBISD responsibility as well as parents notices and communication, in collaboration with FB. However, such a procedure will be mutually agreed upon by FBISD and FB.
- b. Provide Lead teacher and Assistant teacher for the two classrooms unless the student:teacher ratio increases, based on child care licensing standards or TEA guidelines.
- c. Assumes full responsibility for the actions of its employees, contractors, and agents and shall remain solely responsible for their payment of salary, workers' compensation, disability benefits, and other requirements and obligations. FBISD agrees that FB has no responsibility for any conduct of FBISD, except for terms mentioned in the MOU.
- d. FB shall provide daily supervision, direction and control of FBISD teachers, and FBISD will implement measures to ensure teachers are oriented and familiar with FB center policies and procedures., FBISD and FB shall collaborate regarding teacher performance concerns, however, FBISD retains final oversight and direction of FBISD

- employees, including, but not limited to, matters of employee discipline and/or termination.
- e. Identify minimum content area requirements or facilities in accordance and for compliance of TEA guidelines.
 - f. Take all reasonable steps for collaboration, coordination and provision of community services to the Center.
 - g. Provide transportation support for outdoor trips, as and when planned. However, trips will be planned in coordination by Director, Academy and FBISD representatives.
5. **Rights and Responsibilities of FBISD and FB.** FBISD and FB shall:
- a. Develop a joint co-branding and marketing public awareness plan which shall include information concerning both FBISD and FB Academy.
 - b. When FBISD conducts a meeting to discuss students' academic and /or behavioral performance, the appropriate representative (Director) will be invited to attend the meeting.
6. **High Needs Students.** The Academy is not equipped with facilities to support high need students. FBISD will screen the prospective students during the eligibility consideration process and determine an appropriate placement in other FBISD facilities, as required by law.
7. **Compliance with Laws.** FB shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, and regulations, including, if applicable, workers' compensation laws, minimum and maximum salary and wage statutes and regulations, prompt payment and licensing laws and regulations. For the entire duration of this MOU, FB shall maintain all required licenses, certifications, permits, and any other documentation necessary to perform this MOU and provide FBISD services and resources. When required or requested by FBISD, FB shall furnish FBISD with satisfactory proof of FB's compliance with this provision.
8. **Liability Insurance Requirements.** FB agrees to obtain and maintain in full force and effect, during the term of this MOU, the policies of insurance as required and FBISD agrees to maintain in full force and effect, during the term of this MOU, insurance policies as needed.
9. **FB Property.** In the event of loss, damage, or destruction of any property owned by or loaned by FB that is undisputed by FBISD and caused by FBISD or FBISD's representative, agent, employee, or contractor, FBISD shall pay to FB the full value of or the full cost of repair or replacement of such property, whichever is less, within thirty (30) days of FB's receipt of written notice of FB's determination of the amount due and processing by FBISD insurance agent.
10. **Confidentiality.** FB and FBISD agree to secure the confidentiality of all information and records in accordance with applicable federal and state laws, rules, and regulations. FB and FBISD understand that the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, governs the privacy and security of educational records and information

and agrees to abide by FERPA rules and regulations, as applicable. FB also acknowledges that FBISD is subject to the Texas Public Information Act, and FB waives any claim against and releases from liability FBISD, its officers, employees, agents, and attorneys with respect to disclosure of information provided under or in this MOU or otherwise created, assembled, maintained, or held by FB and determined by FBISD, the Attorney General of Texas, or a court of law to be subject to disclosure under the Texas Public Information Act.

11. **Equal Opportunity.** It is the policy of FB not to discriminate on the basis of race, color, National origin, gender, limited English proficiency or handicapping conditions in its programs. FBISD agrees not to discriminate against any employee or applicant for employment to be employed in the performance of this MOU, with respect to hire, tenure, terms, conditions and privileges of employment, or a matter directly or indirectly related to employment, because of age (except where based on a bona fide occupational qualification), sex (except where based on a bona fide occupational qualification) or race, color, religion, national origin, or ancestry. FB and FBISD further agree every subcontract entered into for the performance of this MOU shall contain a provision requiring non-discrimination in employment herein specified, binding upon each subcontractor. Breach of this covenant may be regarded as a material breach of the MOU.

12. **Indemnification.** FBISD and its trustees, officers, employees or agents shall have no liability or responsibility for any claim or cause or action of any person or group arising from (a) the use of the FB Location by FB and FB officers, volunteers, employees, contractors, agents, invitees, licensees, students, and visitors, or (b) FB's non-compliance with this MOU, or (c) any act, omission, or negligence of FB, or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, students, or visitors. **FB AGREES THAT FB SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS FBISD AND FBISD PAST, PRESENT, AND FUTURE TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS, DEMANDS, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING, WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS' FEES, OF ANY KIND OR NATURE ASSERTED BY ANY THIRD PARTY, OCCURRING OR IN ANY WAY INCIDENT TO, ARISING OUT OF, OR IN CONNECTION WITH ANY ACTS OF FB AND/OR THE FB'S EMPLOYEES, CONTRACTORS, AGENTS, STUDENTS AND PARENTS IN CONNECTION WITH THIS MOU.** FB's obligations under this clause shall survive termination or expiration of this MOU. **TO THE EXTENT ALLOWED BY LAW, FBISD AGREES THAT FBISD SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS FB AND FB'S PAST, PRESENT, AND FUTURE TRUSTEES, OFFICERS, AND EMPLOYEES, FROM AND AGAINST ALL CLAIMS, DEMANDS, CAUSES OF ACTION, DAMAGES, COSTS, AND EXPENSES, INCLUDING, WITHOUT LIMITATION, COURT COSTS AND REASONABLE ATTORNEYS' FEES, OF ANY KIND OR NATURE ASSERTED BY ANY THIRD PARTY, ARISING OUT OF, OR IN CONNECTION WITH ANY ACTS OF FBISD AND/OR FBISD'S EMPLOYEES, CONTRACTORS, AGENTS, IN CONNECTION WITH THIS MOU.** FBISD's obligations under this clause shall survive termination or expiration of this MOU.

13. **Right to Audit.** FBISD, upon written notice, shall have the right to audit Center records and accounts relating to this MOU. Records subject to audit shall include, but are not limited to, records which may have a bearing on matters of interest to FBISD in connection with FB's provision of services and shall be open to inspection and subject to audit and/or reproduction by FBISD or its authorized representative(s) to the extent necessary to adequately permit evaluation and verification of:

- (1) FB's compliance with this MOU,
- (2) compliance with applicable FBISD policies and procedures,
- (3) compliance with applicable laws, and/or
- (4) any other matters related to this MOU.

14. **Dispute Resolution.** In the event that logistical or other problems arise during the implementation of this MOU, the local representatives of FBISD and Director FB will attempt to resolve such matters. If, however, resolution is not achieved at this level, the matter may be referred to the next senior titles of FB and FBISD, who will work together to satisfactorily resolve the problem or concern.

15. **Notice.** All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered or sent by registered or certified mail, return receipt request, courier delivery, or receipted overnight mail, and shall be deemed received upon the earlier of (a) the date of delivery, if personally delivered, or (b) three (3) business days after the date of posting by the U.S. postal service, if mailed. All such notices or communications shall be addressed as follows:

If to FBISD: Carmela Levy-David
Assistant Superintendent for Early Childhood
16431 Lexington Blvd
Sugar Land, Texas 77479

With a copy to: Department of Legal Services
16431 Lexington Blvd
Sugar Land, Texas 77479

If to FB: Anil Karim
Co-Founder/CEO
8631 Pottinger Dr
Houston, TX 77083

With a copy to: Faisal Alimohd
Co-Founder/CFO
11438 Braeside Drive SW
Calgary, Alberta T2W4X8

Either party may change such address for notice for the party designated to receive such notice by giving advance written notice to the other party as provided in this paragraph.

16. **No Waiver of FBISD's Immunity.** The execution of this MOU and the performance by FBISD of any of its obligations hereunder are not, and are not intended to waive or relinquish, and FBISD shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to FBISD, its trustees, officers, employees, or agents under federal or Texas laws.
17. **No Third Party Beneficiaries.** Nothing in this MOU shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this MOU.
18. **Governing Law and Venue.** This MOU shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Fort Bend County, Texas.
19. **Entire Agreement.** This MOU and the attached and incorporated addendum or exhibit, if any, contain the entire agreement of the parties relative to the purpose(s) of the MOU and supersede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this MOU.
20. **Severability.** In the event that any one or more of the provisions contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
21. **Interpretation.** The parties agree that the normal rules of construction that require that any ambiguities in this MOU are to be construed against the drafter shall not be employed in the interpretation of this MOU.
22. **Changes and Amendments.** This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this MOU.
23. **Assignment.** Neither this MOU nor any rights, duties, or obligations under it shall be assignable by either Party without the prior written acknowledgment and authorization of the other Party. Any attempted assignment without prior written consent shall be void.
24. **No Waiver.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver, alteration, or modification of any of the provisions of

this MOU shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.

25. **Captions**. The captions herein are for convenience and identification purposes only, are not an integral part hereof, and are not to be considered in the interpretation of any part hereof.
26. **Counterparts**. This MOU may be executed in separate counterparts, each of which when so executed shall be an original, but all of such counterparts shall together constitute but one and the same instrument.
27. **Representations**. FBISD and FB hereby certify, as to each of them individually: (1) the responsibilities specified herein are properly within its legal functions; (2) it is legally authorized to perform the required duties of this MOU; and (3) this MOU has been duly authorized by its governing body. FB further certifies that it is not presently debarred, suspended for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

AGREED to this __17__ day of _____August_____, 2021.

ATTEST:
FORT BEND INDEPENDENT SCHOOL DISTRICT

(Name) _____ Date _____
(Title)
Fort Bend Independent School District

FUELING BRAINS

Faisal Alimohd

(Faisal Alimohd) _____ Date August 17, 2021
(Co-Founder/CFO)
Fueling Brains



MEMORANDUM

Academic Affairs

TO: Diana Sayavedra
Acting Superintendent of Schools

FROM: Beth Martinez
Chief of Academic Officer

Carmela Levy-David
Assistant Superintendent for Early Childhood

DATE: September 7, 2021

RE: Early Childhood Public-Private Partnerships 2021-2022

The purpose of this update is to provide a summary of a proposed Memorandum of Understanding (MOU) initiating our first (MOU) Public-Private Partnership to open *Fueling Brains Academy* for students in PreK-3 and PreK-4 for the 2021-22 school year. The Administration is seeking Board approval of the MOU during the September Board cycle. Fort Bend ISD will partner with Fueling Brains to operate the off-site facility within the Edison Lofts in the Briargate Community. Fueling Brains is an award-winning early brain development program focused on left-brain, right-brain, and movement activities that support the development of executive functions in children.

Background

The Edison Lofts Apartment homes are located at 7215 W. Fuqua St in Missouri City, TX, and feature 126 units of mixed-income rental housing for individuals and families. The Edison Lofts are part of a Fort Bend Houston Lifestyle Comprehensive Redevelopment Project for Greater East Fort Bend County residents that includes an early childhood program site. Additional commercial projects and a center for the arts are part of a vision to increase services and amenities available to residents. The grand opening of the complex occurred on August 12, 2021. The grand opening event featured presentations from the City of Houston Mayor Sylvester Turner, Fort Bend County Judge, K.P. George, Martha Castex-Tatum, City of Houston's Vice Mayor Pro-Tem, Councilmember for District K, and Honorable Al Green, Congressman for the 9th District of Texas.

The Public-Private Partnership

The Edison Lofts Apartment Homes feature an onsite Prek school that includes two classrooms, a full kitchen, an outdoor learning area, and the capacity to serve 34 students. Children must meet eligibility criteria to qualify for PreK enrollment. The goal is to provide early education opportunities to support kinder readiness upon enrollment in the Ridgemont Early Literacy Center. House Bill 3 requires preschools to partner with the local districts in Public-Private Partnerships to support funding and adherence to all Early Childhood guidelines.

Benefits to the District

As we continue to build a program to meet our goal of serving students from ages 0-5 in the Willowridge feeder pattern, FBISD benefits from this partnership in several ways:

- Opportunity to build out a PreK 3 program with an experienced partner in a separate pilot site
- Identification and enrollment of students in PreK 3 and PreK 4
- Support the retention of early learners in FBISD
- Ensure students are Kinder ready and on track with literacy and numeracy acquisition
- Partnership with an award-winning program
- Access to data from the program's ongoing research partnership with the University of Houston Clear Lake
- Instructional delivery from FBISD teachers & staff
- Implementation of the FBISD curriculum to support alignment
- A partnership with minimal financial investment from FBISD

Fueling Brains Approach

Fueling Brains is a Whole Brain approach focused on maximizing how students learn and develop fluid intelligence or adapt to new situations and apply logic and creative thinking to new experiences. Research demonstrates that 90% of a child's brain development occurs between ages 0 - 5. The Fueling Brains approach targets executive function development, left brain, right brain, and movement teaching philosophies to develop fluid intelligence in every child. The program uses educational science, technology, and child care expertise to create an integrated learning experience featuring FBISD's curriculum. The Fueling Brains program will merge its approach with Fort Bend ISD's academic program and administer all required assessments to monitor student growth. A short video describing the Fueling Brains Approach can be accessed at <https://youtu.be/qOb4fMO4X6Y>

Dr. Anil Karim is the Executive Director and Co-founder of Fueling Brains and looks forward to a successful and collaborative partnership with FBISD. His background includes over 20 years of business, technology, and doctoral work in Social Justice, Ethical Leadership, and Brain Development.

Current Fueling Brains Partner Districts

- Bay City ISD
- Bryan ISD
- Goose Creek CISD
- Lake Worth ISD
- Manor ISD
- Mission CISD
- San Marcos ISD
- Stafford Municipal School District
- Region 20 Educational Service Center



Program Research

After holding an initial meeting to review the extant literature and videos describing the Fueling Brains approach, Fueling Brains provided references from partner districts. FBISD's Early Childhood team communicated with the Early Childhood Departments and Superintendents of the districts in years one and two of implementing the Fueling Brains Approach.

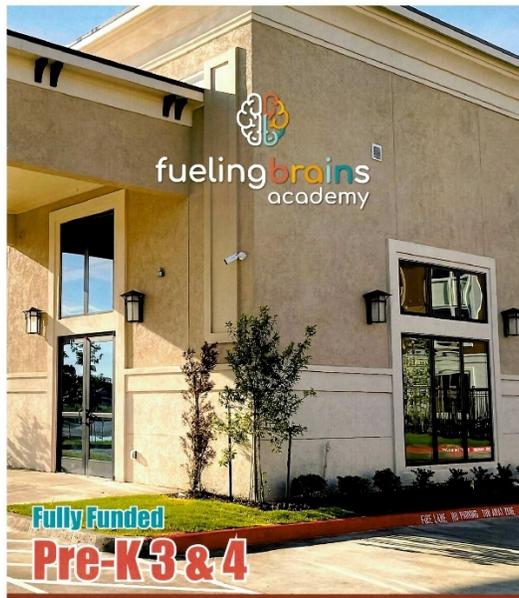
Every district leader and superintendent described impressive early childhood development gains and the visible impact of the Fueling Brains approach. The gains were evident in the development of executive functions: Working Memory, Inhibitory Control (Behavior), and Cognitive Flexibility (Kindergarten readiness). District leaders also described a strong positive correlation between Executive Function Development and CLI Engage on track outcomes. Superintendents expressed enthusiasm and praise for the growth of students residing in the parts of the district with the greatest need.

After expressing a desire to evaluate program components face to face, the Early Childhood Team visited Goose Creek ISD in July of 2021. During the visit, the team participated in several activities, including:

- Meeting the Fueling Brains Educational Resources Design Team
- Meeting with Teachers and Administrators from stand-alone Fueling Brain sites in Canada
- Participating in professional development with GCISD teachers and administrators
- Meeting the Bryan ISD Early Childhood Department Team who were participating in the training
- Meeting with CISD Superintendent Dr. Randal O'Brien

The team also conducted an onsite visit to the Fueling Brains Educational Materials Factory in Pearland, Texas. Team members were able to engage firsthand with the design, manufacturing, and packaging of educational materials used in Right and Left Brain classroom instruction.

Fueling Brains Academy Partnership Site



Partnership Features

Fort Bend ISD provides:

- FBISD PreK Schoolology Curriculum aligned to Texas PreK Guidelines
- Topic Units of Study Scope and Sequence
- Learning Progressions by Subject
- Unit Overviews, Week by Week Planners, and AM/PM Center Activities

- Administration Oversight (Early Childhood)
- Supplemental Educational Materials
- Teaching and Planning Times
- Third-Party Assessment (CLI Engage Circle)
- Technology Access, Hardware, and Software
- Liability insurance
- Classroom Teacher and Para-Professional staff
- Professional Development (as needed)
- Transportation (as needed for field trips only)
- Marketing and Registration Process (Language Assessment)
- **Receive ADA and Early Childhood Allotment**

| Cost of the partnership to Fort Bend ISD | |
|---|------------------|
| Supplemental Educational Resources | \$5,647.00 |
| Two Classroom Teachers (Salary & Benefits) | \$145,000 |
| Two Classroom Teacher Aides (Salary & Benefits) | \$54,924 |
| Raptor Technologies School Campus Safety | \$3,000 |
| Total | \$205,571 |

* The items outlined above (except for Raptor) do not represent an additional expense for the district. Resources and staff have been procured and allocated to the early childhood budget.

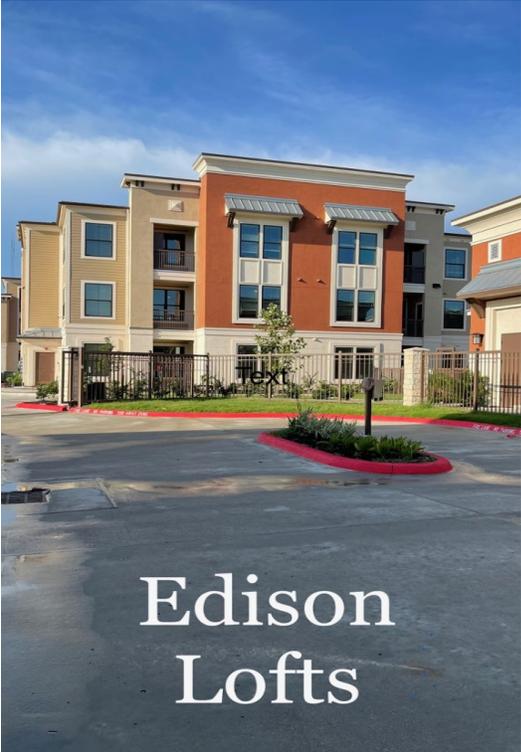
The Fueling Brains system aims to optimize student's brain development, executive functions and accelerate core academic achievement.

Fueling Brains provides:

- Implementation of FBISD Early Childhood Curriculum enhanced with Fueling Brains Strategies
- Fueling Brains Individualized Assessment and Intervention Plan for every student.
- Customized Reports & Data analysis
- Staff & Administrative Coaching for academy staff
- Time allocation for FBISD job-embedded professional development
- Follow FBISD Academic Calendar
- Cost of the lease, maintenance, and utilities for the facility
- Meals provision for students
- Certified Director for center
- Follow TEA and any required FBISD safety guidelines
- Provision of 2 classrooms @ 17 students per classroom (mixed age groups 3, 4 years)
- Parent Engagement in collaboration with Fort Bend ISD

After evaluating program elements, student outcomes, educational resources, and communicating directly with district leaders, we enthusiastically recommend the partnership between FBISD and Fueling Brains. This partnership will add tangible and permanent value to the Willowridge feeder pattern and further equip our students for success on their educational journey in FBISD. We also hope to replicate this partnership in other FBISD sites.

Edison Lofts and Fueling Brain Academy Site



For: Fort Bend ISD Board of Trustees
Date: September 13, 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

For: Fort Bend ISD Board of Trustees
Date: September 20, 2021
Action: Consideration and Approval:
Purchases 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: | September 13, 2021 |
| Solicitation No.: | RFP 21-089KB |
| References: | District Goal Scalable Systems |
| Description: | <p>Athletics Audio & Visual Equipment, Related Items and Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of athletics audio & visual equipment, related items and services for the Athletics department from multiple vendors in an amount not to exceed \$330,000, and authorization for the Acting Superintendent to negotiate and execute the agreements through September 2026.</p> <p><u>Summary</u></p> <p>On June 24, 2021, Fort Bend ISD issued RFP 21-089KB Athletics Audio & Visual Equipment, Related Items and Services. Commonly purchased items include wireless headset systems, end zone camera systems, sports video software, etc. The proposals submitted were evaluated by the Athletics Department staff.</p> <p>The Athletics Department is seeking approval for the Pixellot US, Inc. game analysis program. The program will assist coaches and players in gaining a key understanding for scouting and team performance using video, analytics, and visualizations. Also, the program will help Athletics obtain in-depth team and player statistics for scouting purposes. It will be used by all sports at the eleven high schools in connection with the current Pixellot cameras that are already installed on the campuses. The cameras will record the events and then the video will be uploaded into the stat system to be analyzed by coaches and players.</p> <p>In addition, the Athletics Department is seeking approval for Coach Comm, LLC communications systems. Coach Comm provides a variety of wireless coaching headsets to improve communication during games. The items will be used by all eleven high school football programs. Entire system purchases are on a rotational basis. Equipment more than eight (8) years old is replaced depending on condition and product updates.</p> <p><u>Background</u></p> <p>Expenditures for FY 2020-21 were \$59,867. Expenditures are not expected to exceed \$330,000 over five-year period, which includes a 10% contingency. Funding is included in the budget.</p> |
| Requested By: | Brett Lemley, Assistant Superintendent, Department of School Leadership Bryan Guinn, Chief Financial Officer |
| Vendors: | Coach Comm, LLC Pixellot US, Inc. |

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|---|--|
| Budget Sources: | General Fund Activity Funds |
| Amount: | Not to exceed \$330,000 through September 2026 |
| Other Supporting Information | |
| Sole Source: | No |
| Number of vendors contacted by Purchasing: | 8 |
| Number of vendors contacted by FBISD Notification System: | 385 |
| Number of vendors downloaded the solicitation: | 55 |
| Number of responses received: | 2 |
| Number of "no bid" responses received: | 0 |
| Length of commitment: | Through September 2026 |
| Last solicitation date: | September 19, 2016 |
| Supporting documents: | Evaluation Summary and Criteria |
| Disclosure under Board Policy CH, CV, or DBD (Local): | None |

Evaluation Summary
RFP 21-089KB Athletics Audio & Visual Equipment, Related Items and Services

| Vendor | Purchase Price (20 pts Max) | Reputation of Vendor and Vendor's Goods and Services (5 pts Max) | Quality of Vendors Goods and Services (25 pts Max) | Extent to Which the Goods and Services Meet the Needs of the District (25 pts Max) | Vendors Past Relationship with the District (5 pts Max) | Long Term Cost to the District (10 pts Max) | Agreement to Fort Bend ISD Term and Conditions (10 pts Max) | Insurance Requirements (Pass/Fail) | Proposer's Total Score (100 pts. Max) | Proposer's Ranking |
|-------------------|--------------------------------|---|---|---|--|--|--|---------------------------------------|--|--------------------|
| Coach Comm, LLC | 5.00 | 3.00 | 21.00 | 20.33 | 4.67 | 8.00 | 10.00 | Pass | 72.00 | 1 |
| Pixellot US, Inc. | 12.00 | 2.00 | 17.67 | 19.33 | 4.00 | 5.00 | 10.00 | Pass | 70.00 | 2 |

RFP 21-089KB

Athletics Audio & Visual Equipment, Related Items and Services

| | 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. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.)</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 has variety of athletics related audio & visual equipment and provides services, as requested | 25 points |
| 5 | <p>Vendor's Past Relationship with the District or a District of 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>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 |
| 8 | <p>Insurance Requirements</p> <p>A copy of the Certificate of Liability Insurance and Waiver of Subrogation should be in your proposal.</p> | Pass/Fail |
| | TOTAL | 100 points |

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|--------------------------|---|
| BOT Meeting: | September 13, 2021 |
| Solicitation No.: | RFP 21-086DE |
| References: | District Goal Scalable Systems |
| Description: | <p>Printing, Bindery, and Equipment Maintenance Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of Printing, Bindery, and Equipment Maintenance Services for the Print Shop from multiple vendors in an amount not to exceed \$1,819,705 and authorization for the Acting Superintendent to negotiate and execute the agreements through September 20, 2026.</p> <p><u>Summary</u></p> <p>On May 25, 2021, Fort Bend ISD issued RFP 21-086DE soliciting proposals for services supporting the District's Print Shop such as Printing, Bindery, and Equipment Maintenance Services. Fort Bend ISD operates a full-service print shop to support its administration and campuses. The services offered by the Print Shop include offset and digital printing and a range of bindery services.</p> <p>Printing and bindery services support the Print Shop should the District's needs go beyond the services that the Print Shop can provide. The contracts provide the District with the ability to outsource those requests that exceed our ability to produce in-house. Historically, the Print Shop has outsourced print jobs such as Course Selection Guides, Community Education Catalogs, Door Hanger Projects, Student/Department Folders, and other jobs requiring large quantities, a mail house, or color with high quantity. With the growth of the District and the implementation of initiatives such as the District magazine, back-to-school mailers, course catalogs, etc. there is an increased need to outsource these services to assist with meeting delivery expectations.</p> <p>Services performed under equipment maintenance include, but are not limited to, preventative maintenance and/or equipment repair on an as-needed basis to extend the life of the Print Shop equipment, minimize breakdowns, and improve the overall efficiency of the equipment.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Print Shop, Enterprise Funds, Business and Finance, and Risk Management departments evaluated the proposals.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$80,993 for these services. Expenditures pre-pandemic were \$330,855 annually. Expenditures are not expected to exceed \$1,819,705 over five years, which includes a 10% contingency. Funding is included in the budget.</p> |

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|---|---|
| Requested By: | Bryan Guinn, Chief Financial Officer Brenda Essenburg, Executive Director, Business Services |
| Vendors: | Infovine, Inc. Pamela Printing Company Omni Media Partners Alliance Graphics and Printing DiscPro Printing & Graphics Southwest Precision Printers Tejas Office Products LSS Digital Print Finishing Systems |
| Budget Sources: | Enterprise Funds General Fund Federal Funds |
| Amount: | Not to Exceed - \$1,819,705 through September 2026 |
| Other Supporting Information | |
| Sole Source: | No |
| Number of vendors contacted by Purchasing: | 11 |
| Number of vendors contacted by FBISD Notification System: | 4327 |
| Number of vendors downloaded the solicitation: | 62 |
| Number of responses received: | 9 |
| Number of "no bid" responses received: | 1 |
| Length of commitment: | Through September 20, 2026 |
| Last solicitation date: | September 2016 |
| Supporting documents: | Evaluation Summary and Criteria |
| Disclosure under Board Policy CH, CV, or DBD (Local): | None |

**Evaluation Summary
RFP 21-086DE**

Printing Services

| Vendor | Purchase Price (25 pts max) | Reputation of the Vendor and of the Vendors Goods or Services (5 pts max) | Quality of the Vendors Goods or Services (20 pts max) | Extent to Which the Goods or Services Meet the District's Needs (20 pts max) | Vendors Past Relationship with the District or Similar Sized District (10 pts max) | Long-Term Cost to the District to Acquire the Vendors 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) | Proposer's Ranking |
|--------------------------------|--------------------------------|--|--|---|---|---|---------------------------------------|---|------------------------------|--------------------|
| Infovine, Inc. | 24.54 | 3.90 | 15.75 | 15.81 | 7.67 | 9.82 | Pass | 10.00 | 87.49 | 1 |
| Pamela Printing Company | 25.00 | 2.90 | 18.75 | 19.43 | 10.00 | 10.00 | Pass | 1.00 | 87.08 | 2 |
| Omni Media Partners | 15.42 | 5.00 | 19.42 | 19.43 | 9.00 | 6.17 | Pass | 10.00 | 84.44 | 3 |
| Alliance Graphics and Printing | 15.26 | 3.90 | 19.67 | 18.29 | 7.67 | 6.11 | Pass | 10.00 | 80.90 | 4 |
| Southwest Precision Printers | 14.18 | 2.00 | 19.83 | 19.81 | 8.33 | 5.67 | Pass | 10.00 | 79.82 | 5 |
| DiscPro Printing+Graphics | 13.93 | 5.00 | 18.25 | 17.52 | 9.00 | 5.57 | Pass | 10.00 | 79.27 | 6 |
| Tejas Office Products | 13.61 | 2.80 | 17.92 | 16.38 | 8.67 | 5.45 | Pass | 10.00 | 74.83 | 7 |
| Herff Jones, LLC | | | | | | | | | | DQ |

**Herff Jones, LLC submitted incomplete bid; non-responsive*

Bindery Services

| Vendor | Purchase Price (25 pts max) | Reputation of the Vendor and of the Vendors Goods or Services (5 pts max) | Quality of the Vendors Goods or Services (20 pts max) | Extent to Which the Goods or Services Meet the District's Needs (20 pts max) | Vendors Past Relationship with the District or Similar Sized District (10 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 |
|------------------------------|--------------------------------|--|--|---|---|--|---------------------------------------|---|-------------------------------|-------------------|
| Southwest Precision Printers | 25.00 | 2.00 | 19.81 | 20.00 | 9.67 | 10.00 | Pass | 10.00 | 96.48 | 1 |
| Tejas Office Products | 17.57 | 2.80 | 19.14 | 18.00 | 9.00 | 7.03 | Pass | 10.00 | 83.54 | 2 |
| Pamela Printing Company | 22.62 | 2.90 | 18.95 | 18.33 | 10.00 | 9.05 | Pass | 1.00 | 82.85 | 3 |
| Infovine, Inc. | 2.51 | 3.90 | 18.48 | 17.33 | 7.33 | 1.00 | Pass | 10.00 | 60.56 | 4 |

Equipment Maintenance

| Vendor | Purchase Price (25 pts max) | Reputation of the Vendor and of the Vendors Goods or Services (5 pts max) | Quality of the Vendors Goods or Services (20 pts max) | Extent to Which the Goods or Services Meet the Districts Needs (20 pts max) | Vendors Past Relationship with the District or Similar Sized District (10 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 |
|-------------------------------------|--------------------------------|--|--|--|---|--|---------------------------------------|---|------------------------------|-------------------|
| LSS Digital Print Finishing Systems | 25.00 | 2.90 | 19.44 | 19.78 | 9.67 | 10.00 | Pass | 10.00 | 96.79 | 1 |

**RFP 21-086DE
Printing and Bindery Services**

| | Evaluation Criteria | Point System |
|---|--|---------------------|
| 1 | <p>Purchase Price</p> <p>Offer a fair and reasonable price for items or services to be procured by Fort Bend ISD.</p> | 25 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 goods or services.</p> | 5 points |
| 3 | <p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Experience and general capabilities • Qualifications • Customer service capabilities • On-going maintenance and technical support • Digital/Security capabilities • Schedule/Technical Support • Vendor's product should be new and be of highest quality | 20 points |
| 4 | <p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Vendor's ability to meet specifications provided in the proposal • Vendor's printing and bindery infrastructure • Customer service and availability • Turnaround time | 20 points |
| 5 | <p>Vendor's Past Relationship with the District</p> <ul style="list-style-type: none"> • Vendor has long standing, prior experience with FBISD or other ISD's, Government entities or Higher Ed and has provided exceptional products, services and support. | 10 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, other fees or added costs.</p> | 10 points |
| 7 | <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 |
| 8 | <p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. • Certificate of Insurance with the limits outlined, without FBISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD indicating that the vendor shall comply with FBISD insurance requirements as outlined within the solicitation. | Pass/Fail |
| | TOTAL | 100 points |

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|--------------------------|---|
| BOT Meeting: | September 13, 2021 |
| Solicitation No.: | 21-090LJ Department of Information Resources (DIR) |
| References: | District Goal Scalable Systems |
| Description: | <p>Microsoft Premier Support Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of Microsoft Premier support services from Microsoft Corporation under a cooperative contract with the Department of Information Resources (DIR) in an amount not-to-exceed \$100,000, and authorization for the Acting Superintendent to negotiate and execute the agreement through September 2022.</p> <p><u>Summary</u></p> <p>In 2018, the Board approved the purchase of Microsoft Premier Support services. The current agreement expires on September 26, 2021. The Fort Bend ISD Information Technology Department is once again seeking approval for the procurement of Microsoft Premier Support services under a cooperative contract with the Department of Information Resources (DIR) cooperative.</p> <p>Microsoft Premier Support provides access to Microsoft’s Technical Assistance Center and the expertise of Microsoft engineers on a 24-hour, seven days per week basis. This support is needed to troubleshoot any product issues that may arise with the District’s usage of Microsoft software and products. The District utilizes a wide range of Microsoft applications that include server operating systems and databases such as Structured Query Language (SQL), Desktop Device Management, and various stand-alone applications used to support business needs.</p> <p>Microsoft Premier Services provides expertise in Microsoft products with associated Service Level Agreements (SLA) to ensure service restorations that minimize the impacts to District operations. This agreement will support the continuity and functionality of all Microsoft products used by the District. Although Information Technology is equipped to resolve many common issues and problems, complex issues, as well as system updates, can introduce bugs and vulnerabilities which may impact critical business operations requiring swift and immediate escalation to Microsoft technical support to troubleshoot and resolve.</p> <p>In addition, Microsoft Premier Support Service allows access to technical guides and materials, as well as required skillset enhancement training. This support is vital to providing the IT System Analysts and Engineers access to Microsoft expertise in supporting the District. Additional support hours will be utilized for assistance with future Information</p> |

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| | <p>Technology projects such as the Microsoft Active Directory upgrade and re-design of Office 365 Network Performance Assessment depends on the support service contract. Renewal of this annual service and support contract will ensure a consistent level of support and service throughout all Microsoft products used by the District.</p> <p>The Department of Information Resources (DIR) cooperative will allow the District to continue the purchase of Microsoft Premier Support, which provides training, technical assistance, and service restoration of the current Microsoft products and applications. The cooperative contract complies with school district bidding requirements. DIR is in the process of awarding a new contract that should be complete by the end of the year. At that time, staff will return to the Board to request authorization to continue purchasing Microsoft Premier Support.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$99,958 for these services. Expenditures will not exceed \$100,000 through September 2022 and funding is included in the budget.</p> |
| Requested By: | Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer |
| Vendor: | Microsoft Corporation |
| Budget Sources: | General Fund |
| Amount: | Not to Exceed - \$100,000 through 2022 |
| 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 September 2022 |
| Last solicitation date: | N/A |
| Supporting documents: | N/A |
| Disclosure under Board Policy CH, CV, or DBD (Local): | None |

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|---|--|
| BOT Meeting: | September 13, 2021 |
| Solicitation No.: | 22-012AR Sourcewell Purchasing Cooperative & Choice Partners |
| References: | District Goal Scalable Systems |
| Description: | <p>Fleet Maintenance and Repair Service</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of fleet maintenance and repair services from various vendors through the Sourcewell & Choice Partners cooperative, for an amount not to exceed \$1,054,000, and authorization for the Acting Superintendent to negotiate and execute the agreements and subsequent renewals through December 2024.</p> <p><u>Summary</u></p> <p>The Fort Bend ISD Facilities Department is seeking approval for the procurement of various fleet supplies & services. The department will use cooperative vendors for the purchase of fleet supplies and services which include brakes, oil changes, engine repair, transmission repair, belts, paint and body repair, windshield/window replacements, tires, inspections, etc., and parts needed by our in-house mechanics.</p> <p>The cooperative purchasing contract will allow the District to fulfill its fleet needs efficiently and effectively and complies with school district bidding requirements. The current cooperative contract has renewal options through December 2024. Should the contract not renew for the full term, staff will return to the Board to request approval to use the new cooperative contract, an alternate cooperative contract, or an alternative procurement method.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$333,270 for these services. Expenditures will not exceed \$1,054,000 through December 31, 2024 and funding is included in the budget.</p> |
| Requested By: | Oscar Perez, Chief Operations Officer Bryan Guinn, Chief Financial Officer |
| Vendor: | Ford Motor Company Classic Chevrolet Sugar Land Southern Tire Mart O'Reilly Auto Parts |
| Budget Sources: | General Fund |
| Amount: | Not to Exceed - \$ 1,054,000 through December 31, 2024 |
| Other Supporting Information | |
| Sole Source: | No |
| Number of vendors contacted by Purchasing: | N/A |

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|---|-----------------------|
| 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 December 2024 |
| Last solicitation date: | N/A |
| Supporting documents: | N/A |
| Disclosure under Board Policy CH, CV, or DBD (Local): | None |

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| BOT Meeting: | September 13, 2021 |
| Solicitation No.: | 22-005AB Buy Board |
| References: | District Goal Scalable Systems |
| Description: | <p>Trailer Service and Trucking Rentals</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of trailer service and trucking rentals under a cooperative contract with BuyBoard, as well as consideration and possible approval of increasing the existing contracts by \$250,000, and authorization for the Acting Superintendent to negotiate and execute the agreements through June 2023.</p> <p><u>Summary</u></p> <p>On April 11, 2018, Fort Bend ISD released RFP 18-058MH requesting pricing for Trucking Service and Trailer Rentals utilized by the District's Fine Arts Department. Box trucks and semi-tractors are used to transport instruments and equipment for band and orchestra students performing or competing in football games, marching band contests, concerts, and music festivals. The box trucks are also used to transport theater props and equipment for high school and middle school One-Act Play contests throughout the year.</p> <p>On July 23, 2018, the Board awarded contracts to multiple vendors in an amount not to exceed \$800,000 through 2023. The awarded vendors from RFP 18-058MH for box truck rentals and semi-tractors were unable to provide adequate box truck rentals. The Board approved the addition of PV Rentals to the awarded vendor list on April 15, 2019, through a BuyBoard cooperative contract. Board authorization expired June 30, 2021, so staff is returning to the Board for a new authorization through June 2023.</p> <p>With the approval to continue utilizing PV Rentals, also comes a request to increase the current \$800,000 by \$250,000 for a total not to exceed amount of \$1,050,000 over the total five-year period. The reasons for the additional costs include renting additional tractors for high school band programs that have acquired additional semi-trailers since the original bid. High school marching bands require additional rentals due to using large field props in their halftime shows, the District has added an additional middle school (Ronald Thornton) since the original bid was approved, and there is greater participation in both middle school and high school One-Act Play competitions, all of which have led to increased expenditures.</p> <p>The BuyBoard cooperative purchasing contract will allow the District to more fully support its need for box truck rentals, in conjunction with the RFP awarded vendors, efficiently and effectively and complies with</p> |

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| | <p>school district bidding requirements. Renewal options are available through June 30, 2023. Should this 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 \$58,399.00 for these services. Expenditures pre-pandemic in 2019-20 were \$233,402. Expenditures will not exceed \$1,050,000, which includes the original authorization of \$800,000 through June 30, 2023. The remaining contract balance of the original \$800,000 is \$213,866. Staff is requesting the increase of \$250,000 to provide adequate contracts to serve the departments this school year and next. The funding is included in the budget.</p> |
| Requested By: | Brett Lemley, Assistant Superintendent, Department of School Leadership Bryan Guinn, Chief Financial Officer |
| Vendor: | PV Rentals |
| Budget Sources: | General Fund |
| Amount: | Not to Exceed \$1,050,000 through June 30, 2023 |
| Other Supporting Information | |
| Sole Source: | N/A |
| 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 June 2023 |
| Last solicitation date: | April 11, 2018 |
| Supporting documents: | N/A |
| Disclosure under Board Policy CH, CV, or DBD (Local): | N/A |

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| BOT Meeting: | September 13, 2021 |
| Solicitation No.: | 22-019LJ Department of Information Resources (DIR) |
| References: | District Goal Scalable Systems |
| Description: | <p>Apple-Branded Products and Related Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of Apple-Branded Products and Related Services from Apple, Inc. under a cooperative contract with the Department of Information Resources (DIR) in an amount not-to-exceed \$5,500,000, and authorization for the Acting Superintendent to negotiate and execute the agreements through November 2024.</p> <p><u>Summary</u></p> <p>In 2019, the Board approved the purchase of Apple products such as iPads and MacBooks, along with applications and services through a cooperative contract with the Department of Information Resources, which expires on November 7, 2021.</p> <p>Apple products, such as iPads, MacBooks, iMacs, applications, and services, have been used in District classrooms for over ten (10) years. Elementary campuses are equipped with iPad carts in PreK-1st grade classrooms as part of the Classroom Technology Toolkit. Secondary campuses have iPad and MacBook carts in various Fine Arts and CTE classrooms including media production, robotics, and coding classes. The District’s Apple fleet consists of more than 25,000 devices for staff and student use. Products and applications supported by this agreement include all Apple desktops, laptops, iPads, and Apple TVs used throughout the District.</p> <p>Administration is seeking Board approval to utilize the DIR contract options with Apple through 2024 for annual purchases, new campus additions, campus expansions, and device replacements. Due to the Covid-19 pandemic, many of the cooperatives are experiencing staff shortages, causing delays in bidding new contracts. Their contracts provide for extensions to cover transitional periods, ensuring business continuity for their customers.</p> <p>With Board approval, staff will utilize extensions, renewals, or a new contract DIR establishes for Apple products and services through the expiration of the next three-year contract cycle, which will be through November 2024. The Department of Information Resources (DIR) cooperative purchasing contract will allow the District to continue the purchase of Apple-branded Products and Related Services. The cooperative contract complies with school district bidding requirements. The Department of Information Resources (DIR) cooperative contract is</p> |

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| | <p>set to renew in November 2021. Should the purchasing contract not extend or renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$3,183,724 for these products and services. Expenditures will not exceed \$5,500,000, through 2024, which includes a 5% contingency. Funding is included in the budget.</p> |
| Requested By: | Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer |
| Vendor: | Apple, Inc. |
| Budget Sources: | General Fund Bond Funds Federal and Grant Funds |
| Amount: | Not to Exceed - \$5,500,000 through 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 November 2024 |
| 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: September 20, 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).

October 2021

- Information Items
 - Summative Report on 2020-21 TEA State Accountability
 - Progress Measures Update (BMC)
 - Discipline Disproportionality Report
 - Gibson Internal Audit Update - Communications
- Consideration and Possible Action
 - Adopt 2021-22 DIP/CIP Performance Objectives
 - Comprehensive Annual Financial Report

November 2021

- Information Items
 - SBOC: Recommendations for the Board
 - College, Career, and Military Readiness 5-Year Plan
- Consideration and Possible Action
 - Quarterly Financials
 - Adopt District Strategic Plan
 - Adopt 2021-22 Superintendent Evaluation Instrument