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

Tuesday, October 12, 2021

Notice is hereby given that a Board of Trustees Special Called Meeting will be held on Tuesday, October 12, 2021, beginning at 12:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. Members of the public may view the live stream of the meeting at following address: https://www.fortbendisd.com/BoardMeetingLivestream. Members of the public may also register to address the Board at the following address: https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Agenda%20Review%20Address%20Form%201-12-21.pdf. Requests to address the Board must be submitted no later than 11:00 a.m. on the day of the meeting and identify the agenda item. It is the Board of Trustees' intent that a quorum of the Board of Trustees will be physically present at this location, although one or more Trustees may participate by video conference. The agenda packet for the meeting can be found here: https://meetings.boardbook.org/Public/Organization/649.

1. Call to order at 12:00 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. Audience Items
3. Information
   A. Review CIP/DIP   3
4. 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. Evaluation of individual board member's performance.
5. Reconvene in Open Session
6. Consider Action on Closed Session Items
7. Action
   A. Consider Approval of possible nomination of a candidate for election to   69
   the Fort Bend Central Appraisal District Board of Directors
8. Adjournment

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

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

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

Summary

The Administration will engage Board members in a discussion on the District Improvement Plan (DIP) Performance Objectives for the 2021-22 school year.

Summary

Improvement planning launched in April 2021 and continued through the Strategic Planning Team (SPT) with a series of meetings and scheduled feedback opportunities. The SPT includes members from all central office departments who meet regularly with a focus on strategic and improvement planning in order to ensure continuous improvement across Fort Bend ISD.

The graphic below outlines the process the SPT applied as it developed the 2021-22 District Improvement Plan.

| Engage in Comprehensive Needs Assessment | → | Identify Areas of Focus for Improvement | → | Create Performance Objectives | → | Define Evaluation Metrics | → | Articulate Strategies for Improvement |

Improvement planning launched with a comprehensive needs assessment that led to the identification of priority areas of focus for improvement for the 2021-22 school year. During the comprehensive needs assessment staff reviewed District data related to student achievement, stakeholder perception, student engagement, instructional walk through data, and data tied to programming. Focus areas for improvement were analyzed to draft Performance Objectives that outline systematic improvements aligned to Board Goals. Next, for each performance objective staff defined metrics that will evidence progress towards the system improvement. Finally, the staff defined strategies or actions for each performance objective that will support improvement efforts.

As part of a comprehensive review cycle, SPT team members, District leaders, and the District Planning and Advisory Council (DPAC) provided feedback at each stage of the process. In addition to ensure alignment, campus administrators reviewed areas of focus for improvement and signaled their campus needs as they launched the Campus Improvement Planning (CIP) process.

During this Board workshop, staff will engage Board members in an overview of the District Improvement Plan and provide an opportunity for Board members to ask **questions and provide feedback on the planned improvements. The structure of the Board** workshop will include small group discussions using a noticing, wondering, and suggestions protocol to ensure Board members have time to engage in discussion. The table below provides an outline of the planned structure for the District Improvement Plan discussion.

Agenda Item	Time
Welcome & Purpose	5 min
Overview of DIP Process	5 min
DIP Performance Objectives Board Goal 1	15 min
DIP Performance Objectives Board Goal 2/3	15 min
DIP Performance Objectives Board Goal 4/5	15 min
DIP Next Steps	5 min

The Comprehensive Needs Assessment (CNA) and District Improvement Plan Performance Objectives and Evaluation Data Sources are attached.

Following feedback from the Board of Trustees, staff will recommend District Improvement Plan Performance Objective for Board consideration during the October Board meeting.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:
Stephanie Williams
Executive Director Organizational Transformation

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2021-22
District Improvement Plan

October 12, 2021

District Improvement Plan

What? Annually each District develops a District Improvement Plan and each campus creates a Campus Improvement Plan.
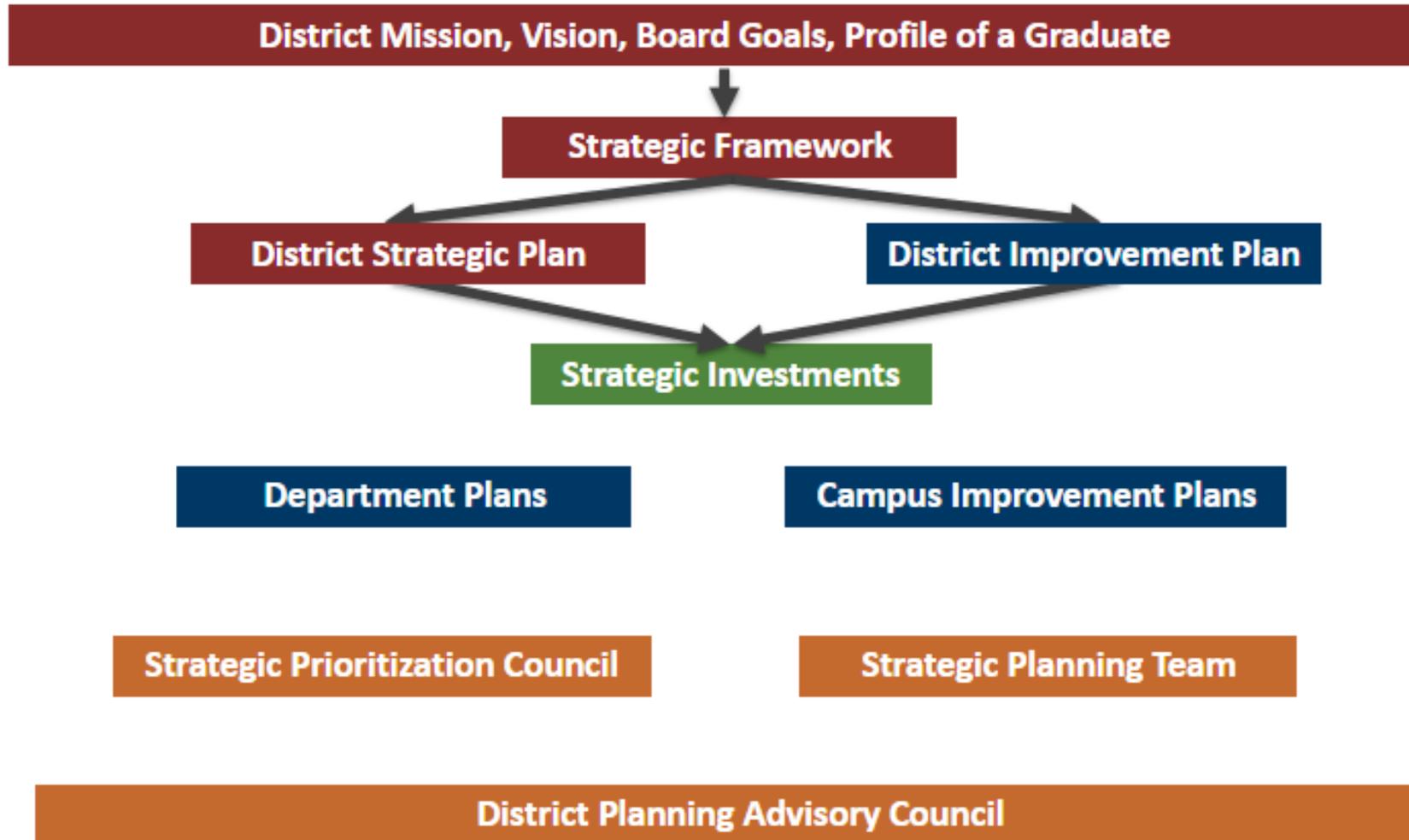
In addition, Department plans are developed to outline priorities across 3 – 5 years. Each plan should align with the District Strategic Plan
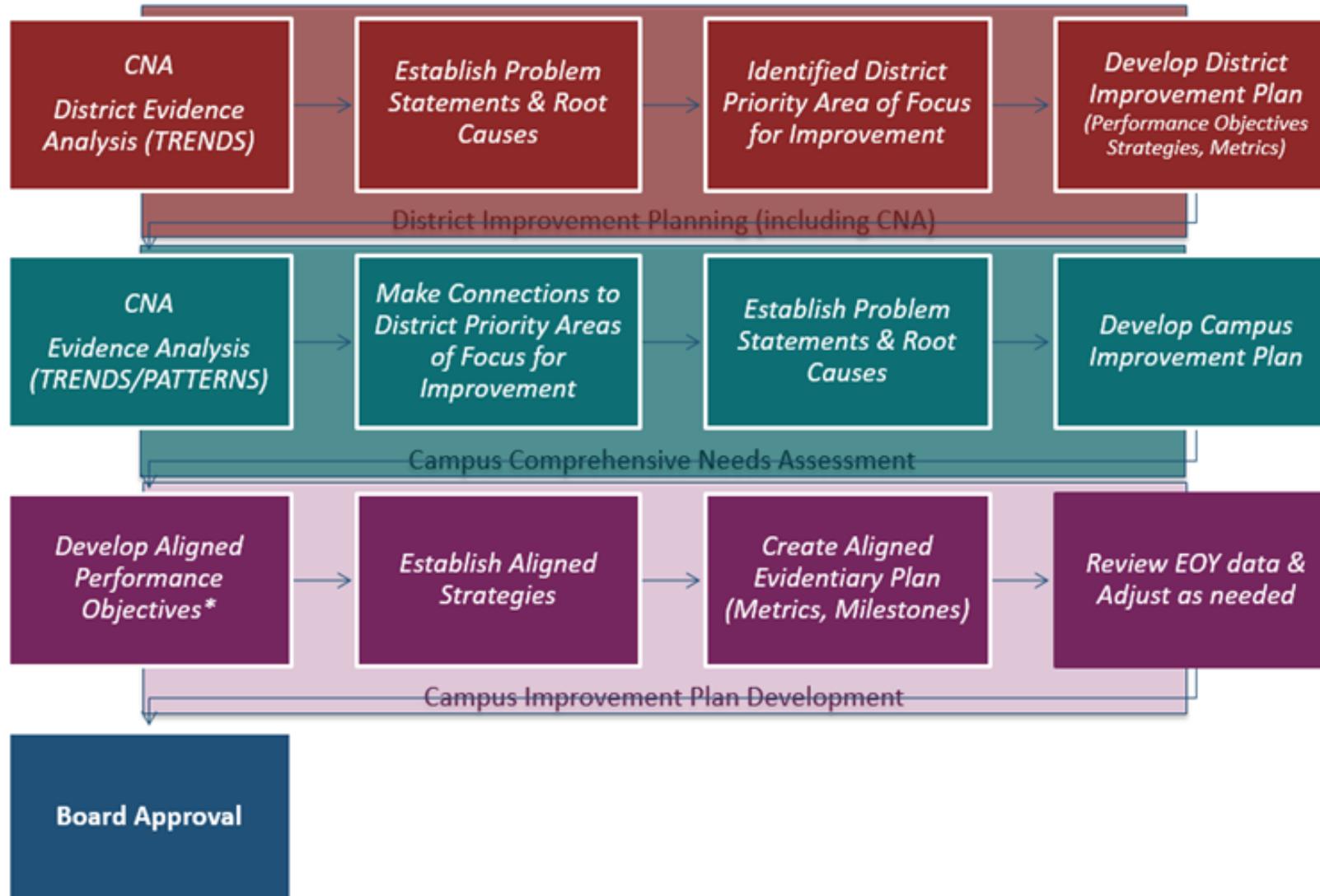
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Why? The purpose of the plan is to guide District and Campus staff in improvement of student performance

Who? A cross functional team from departments across the District with input from stakeholder committees (DPAC, SHAC, etc.) Performance Objectives are approved by the Board of Trustees.

BQ Policy Series – outlines strategic and improvement planning

District Mission, Vision, Board Goals, Profile of a Graduate

Strategic Framework

District Strategic Plan

District Improvement Plan

Strategic Investments

Department Plans

Campus Improvement Plans

Strategic Prioritization Council

Strategic Planning Team

District Planning Advisory Council

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2021- 22 Improvement Planning Process

Comprehensive Needs Assessment

Data Analysis

Stakeholder Feedback

District Areas of Focus for Improvement

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

Performance Objectives: (WHAT)

Define the system FBISD will improve and the expected outcome

By June 2022, each school in FBISD will implement mental health programs and student safety and wellness programs to support healthy and productive lifestyles as demonstrated through Evaluation Metrics.

Metrics: (Indicate Performance Improvement)

Define the target for improvement

Increase the percent of students in the healthy fitness zone of the physical fitness assessment

Strategies: (HOW)

Define how the improvement will be achieved

Ensure campus wellness teams utilize the VHS(virtual healthy schools) to plan wellness events

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Needs Assessment (CNA)

Performance Objectives

Evidence of Progress

Protocol for Discussion

Noticings – What do you notice?

Wonderings – What are you wondering?

Suggestions – What do you suggest?

Needs Assessment

Spring 2021 STAAR Data

- Decrease in scores – larger decrease in Math
- Lack of participation in Spring 2021 STAAR

   NOTE: Prior to Spring 2020, STAAR scores for all content areas and grade level remained consistent. Historically the District has not seen large fluctuations in data.

Academic Achievement Gaps

- STAAR data, Ren360, and CCMR
- Gaps in specific student groups: African American, Hispanic, SPED (Special Education), Economically Disadvantaged, and English Learners

Formative Academic Data

- Lack of student growth in reading and math.

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

Area of Focus	Performance Objective – Planned Improvement	Evidence
Literacy Performance	**Performance Objective 1:** By June 2022, FBISD will improve **student outcomes in literacy** as defined by the evaluation metrics by ensuring strong **Tier one classroom instruction** targeting student ownership instructional strategies.	• REN360 • BAS/SEL Literacy Diagnostic Assessment • STAAR
Mathematics Performance	**Performance Objective 2:** By June 2022, FBISD will improve **student outcomes in numeracy** as defined by the evaluation metrics by ensuring strong **Tier One classroom instruction** targeting student ownership instructional strategies.	• REN360 • TxKea • STAAR
Science and Social Studies Performance	**Performance Objective 3:** By June 2022, FBISD will improve **student outcomes in social studies and science** as defined by the evaluation metrics by ensuring strong **Tier One classroom instruction** targeting student ownership instructional strategies.	• District Learning Assessments • STAAR
Closing the Gaps in Performance for all student groups	**Performance Objective 4:** By June 2022, FBISD will **close gaps in performance** for all student groups as defined in the HB3 Student Outcome goals and progress measures by ensuring **strong Tiered classroom instruction** through targeted intervention and support programs.	• REN360 • BAS/SEL Literacy Diagnostic Assessment (Literacy) • TxKea (numeracy) • TELPAS • STAAR • Attendance rates

Needs Assessment

CCMR

- SAT/ACT & TSIA participation dropped
- Need for increased access, across student groups, to Advanced Placement and Dual Credit.
- Student Engagement Survey results noted a lack of focus on College and Career Readiness on campuses
  - 39% of secondary students report having talked to an adult about college and
  - 29% about career pathways despite
  - 94% of students attend school so that they can graduate and go to college.

Quality Staff

- Teacher Vacancies at Title I, SPED were noted as areas of improvement.
- Lack of systems to routinely monitor and ensure campus leaders do not move teachers out of certification area after initial hiring occurs.

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

Area of Focus	Performance Objective – Planned Improvement	Evidence
Students meeting College, Career and Military Readiness Indicators (CCMR); PK Enrollment & Kindergarten Readiness	**Performance Objective 5:** By June 2022, FBISD will increase the percentage of students who **demonstrate readiness in early childhood and CCMR measures** (College, Career, & Military Readiness) **through access to all academic options, student programs, and support systems** such as engagement in college/career planning.	• PSAT, NMSQT, SAT, ACTꓔSIA, AP exams • Advanced Academic Courses (AAC), Dual Credit, OnRamps-Dual Enrollment Courses, AP course enrollment • CIRCLE • CTE indicators
Quality Staff; Recruiting and Placement of Staff	**Performance Objective 6:** By June 2022, FBISD will establish an **evidenced based retention strategy** to **retain high quality staff** including evaluation of baseline data and ongoing development of teachers.	• Turnover rates • Alignment of certification and teaching assignment • Exit Survey data • Stakeholder Feedback • Teacher Professional Learning data

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Needs Assessment (CNA)	Performance Objectives	Evidence of Progress

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Protocol for Discussion

Noticings – What do you notice?

Wonderings – What are you wondering?

Suggestions – What do you suggest?

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

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Needs Assessment

Student Health and Safety, Mental Health Supports, & Social Emotional Learning:
- MTSS processes and the Student Ownership of Behavior Framework implementation
- Need for improved monitoring, and recursive reviews.

Exclusionary Discipline Data:
- ISS (In School Suspension): Elevated rates at middle school in some student populations
- OSS (Out of School Suspension): Higher rates for SPED (Special Education), 504, and African American students
- DAEP (Disciplinary Alternative Education Program): Elevated rates for SPED and African American students

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Threat Assessment Data:
- 2020-21: 133 total threats, 49 of the reported threats determined to be substantive.
- Decrease in the total number of threats - 225 in 2019-20; 133 in 2020-21.
- Decrease likely caused by fewer students on campus.
- Trend data shows higher rates for African American students; 29 substantive threats were made by African Americans. (Data from 2019-20 school year.)

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

Area of Focus	Performance Objective	Evidence
Mental Health Supports; Student Health & Safety	**Performance Objective 1:** By June 2022, FBISD will increase **campus implementation of student safety** through the **multi-tiered systems of support** provided to improve student mental health, safety, and well-being.	• Counselor, Social Workers, Mental Health Professionals services data systems for tracking these supports
Social Emotional Learning	**Performance Objective 2**: By June 2022, FBISD will increase utilization of the **student ownership of behavior framework practices** to improve the **culture and climate** of all campuses.	• CST Metrics Student Ownership of Behavior • SEL Coach Data • Implementation Support Data
Disproportionality in discipline and threat assessments	**Performance Objective 3:** By June 2022, FBISD will **decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP)** and ensure that threat assessment protocols are followed as well as strong implementation of established FBISD **Multi-Tiered System of Support (MTSS).**	• Data Validation Monitoring (DVM) data TEA • Disproportionality Data – RDA • Campus Safety & Student Support Data

Needs Assessment

Student Engagement Survey Compelling Data

- 66% of students have a strong connection with an adult at school
- 66% of students felt that their school helps them understand how school will impact their life
- 68% feel they are an important part of the school community
- 78% of students spend less than 3 hours a week (52% spent less than 1 hour) outside of school involved in clubs/activities/volunteer work
- 60% of students are excited about their classes,
- 20% of students feel like their opinions are not respected and like they are not comfortable being themselves at school,
- 26% of students reported being picked on or bullied at school.

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Conclusions

- Need for a system to monitor student engagement and involvement in school activities as a means of ensuring student engagement and feelings of belonging.

- An emphasis on grades is limiting development of student ownership of learning and behavior as students focus on obtaining specific grades as opposed to engaging in the formative assessment cycle.

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

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Area of Focus	Performance Objective	Evidence
Connecting student engagement to student participation in extracurricular activities; College/career planning	**Performance Objective 1:** By June 2022, FBISD will increase the **engagement of students** in **differentiated learning opportunities, extracurricular, co-curricular, leadership and other club/organization activities** that help students explore their talents, gifts, interests and leadership while developing the attributes of the Profile of a Graduate.	• Programs of Choice Participation • Programs to evaluate: • Academies, GT Academy, or all Programs of Choice • AVID • CTE • GT program by student groups • Before/After School Club Offerings • Extra/Co-Curricular Participation • Athletics • Fine Arts • GT Identification Data

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Needs Assessment (CNA)	Performance Objectives	Evidence of Progress

Protocol for Discussion

Noticings – What do you notice?

Wonderings – What are you wondering?

Suggestions – What do you suggest?

<u>Needs Assessment</u>

- **Community Involvement Processes**
  - There is a strong need to develop comprehensive processes and procedures at all levels of the District (campus to Admin) to manage community involvement effectively and efficiently to help ensure equity in resource distribution and program implementation, accountability, and metrics collection to assess the value of partnerships.

- **Resource Allocation**
  - The District lacks clear definitions of roles, responsibilities, and related programs and initiatives across departments, resulting in a gap of internal awareness as to existing resources that can potentially be leveraged.

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Area of Focus	Performance Objective – Planned Improvement	Evidence
Community Partnerships	**Performance Objective 1:** By June 2022, FBISD will increase the number of **community engagement opportunities** and effectiveness of community partnerships through the development of systems that allow for shared measurement, ongoing monitoring and implementation of **Collaborative Communities Strategic Priorities.**	• Stakeholder Feedback Data • Accountability Measures – Community Partnerships • Collaborative Community Strategic Priority Activity Data
Kindergarten Readiness	**Performance Objective 2:** By June 2022, FBISD will **increase community and family partnerships** to **support early literacy, early childhood development, and kindergarten readiness** through access to programs and resources.	• Family Engagement Opportunity Data • Public Private Partnerships

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<u>Needs Assessment</u>

- Employee feedback data evidences a need to focus on employee wellness (mental health support, engagement opportunities, work life balance, etc.)

- Rapid change brought on by COVID-19 pandemic increased employee frustration and the need for improved District-wide communication.

- Health and Safety concerns due to the ongoing pandemic continue.

- Feedback from staff reflect a need to offer effective and specific mental health talk, resources, and options.

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

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Area of Focus	Performance Objective	Evidence

Stakeholder feedback processes; Employee Wellness	**Performance Objective 1:** By June 2022, FBISD will improve District culture through an intentional focus on **staff wellness programs** and **engagement opportunities and stakeholder feedback processes** as evidenced by evaluation metrics including analysis of survey results.	• Increase participation in employee wellness programs
		   • Physical Fitness and Stress Management Resources
		   • Preventive Care
		   • Employee Assistance Program (EAP)
		• Increase vaccine mitigation efforts
		• Design and develop structures for employee engagement
		• Develop and implement employee pulse survey to measure:
		   • employee levels of commitment,
		   • motivation, and
		   • sense of purpose.

Needs Assessment (CNA)	Performance Objectives	Evidence of Progress

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Protocol for Discussion

Noticings – What do you notice?

Wonderings – What are you wondering?

Suggestions – What do you suggest?

Formative Review

October
- ✓ Review Key Evidence from BOY
- ✓ Signal Progress on Initial Results from Strategies/Metrics
- ✓ Make Adjustments

December
- ✓ Review Key Evidence
- ✓ Feedback to Refine/Adjust Strategies

February
- ✓ Review Key Evidence from MOY
- ✓ Signal Progress on Results for Strategies/Metrics
- ✓ Feedback to Refine Strategies or Metrics

May/June
- ✓ Review Key Evidence from EOY
- ✓ Signal Progress on Results for Strategies/Metrics
- ✓ Evaluate Progress to Inform upcoming CNA

November Quarterly Review BOT

March Quarterly Review BOT

July Quarterly Review BOT

Fort Bend ISD
2021 Comprehensive Needs Assessment

Demographics

Data Overview

Demographics

FBISD is a suburban school district consisting of 81 campuses with an enrollment of 76,735 students consisting of 48% female and 52% male students (as of PEIMS snapshot 2020-21). Over the last three years, the total student count has ranged from 76,122 (2018-19) to 77,756 (2019-20) resulting in an overall stable enrollment.

The current demographics for FBISD indicate a diverse student population based on race/ ethnic groups. As of the PEIMS 2020-21 upload, FBISD ethnic make-up consists of the following:

- Hispanic- 26%
- American Indian- 0.4%
- Asian- 27%
- Black/ African American- 28%
- Native Hawaiian- Pacific Islander- 0.2%
- White- 15%
- Two or More Races- 4%

Programs

The Gifted and Talented program enrollment has been consistent over the past three years ranging from 5,180 in 2018-19 to 5,286 in 2019-20. The number of students identified is 7% of the overall student population of FBISD. Of the 5,281 students coded as Gifted and Talented in 2020-21, 3,342 (63%) are within the Asian student group followed by White with 880 (17%).

The number of students identified as receiving special education services over the last three years has increased each year beginning with 6,714 (9% of the total student population) in 2018-19 to 8,348 (11% of the total student population) in 2020-21 (as shown by PEIMS upload).

Limited English Proficient (LEP) within FBISD has a total of 12,940 students identified as shown from the PEIMS submission. 51% of the population identify as Hispanic while 35% identify as Asian, respectively. Throughout this document, English learners will be referred to as ELs. The TEA has shifted the name from English Learner (EL) to Emergent Bilingual (EB) beginning in September 2021.

Students coded At Risk in 2020-21 decreased from 31,791 students in 2019-20 to 30,286 in 2020-21 resulting in a 5% decrease. The Hispanic student group make up 38% of the total population within the program followed by the African American students with 27% of the group.

The number of Economically Disadvantage students total 32,482 (42%) in FBISD for the 2020-21 school year. The number of students identified decreased by 1,360 students compared to 2019-20.

Mobility

The mobility rate across FBISD has experienced a decrease over the past 3 years beginning at 10% in 2018-19 and decreasing to 8% in 2020-21. Due to the pandemic and other factors, mobility rates from 2018-19 to 2020-21 have increased in FBISD, especially in the Willowridge HS and Marshall HS feeder patterns.

Attendance

FBISD overall has maintained a high rate of attendance for several years. Title I schools have not maintained attendance rates at the district average consistently over the last three years. Our average attendance rate has been 96% for the past few years. Students in grades EE, PK and kindergarten had less than 96% in 2018-2019, 2019-2020, and in 2020-2021. In 2018-19, **all** of our ES had cumulative attendance rates about 95% **except 1**--same for 2019-2020. In 2020-2021, we had 30 of them were above 95% due to remote learning/pandemic. 30 of the 51 elementary campuses have had attendance rates above 95% from 2018-19 through 2020-21. 8 of the 51 elementary campuses have experienced a 5% percentage point or greater decrease in attendance rate from 2019-20 to 2020-21. 4 of the elementary campuses are Title I schools.

Staffing

FBISD, as shown in the 2019-20 Texas Academic Performance Report (TAPR), had 4,856 teachers, 1,308 professional staff, 246 campus administration staff and 46 central administration staff members.

The breakdown of years of teaching experience (as shown in 2020-21 PEIMS upload) is below:

- Beginning Teacher   7.3%
- 1-5 years' experience   26.0%
- 6-10 years' experience   21.5%
- 11-20 years' experience   31.7%
- Over 20 years' experience 13.6%

Student Engagement Survey

The Secondary Student Engagement survey was administered in March/April of 2021. Over 22,700 students out of 36,000 eligible secondary students (63%) participated in Student Engagement Survey. A strong survey response is indicated when sample responses exceed 50% of sample size. Students self-reported their demographic information during the survey process. Some students (7.4%) of students who participated chose not to identify their ethnicity. The results from the survey instrument were compared to the overall FBISD secondary student demographic distributions as shown in the Table below.

Student Group	% of Secondary Students in FBISD	% Self-Reported from Survey
Native American	0.4%	1.1%
Asian	26.6%	27%
African American	29.0%	21%
Hispanic	26.1%	16%
White	14.8%	11%
Hawaiian/Pacific Islander	0.12%	0.2%
2 or More	3.1%	13%
Special Education	10.1%	0.9%
Gifted & Talented	8.1 %	6.8%
English Learners	9.7%	1.0%

Students' responses as to why they attend school were 87% because of parents, 80% because of friends, and 53% because of teachers (Pg. 12).

Asian, GT, SPED, and EL students had higher agreement as for feeling part of their school community, than Hispanic or African American students (Pg. 19).

Problem Statement 1

FBISD Title I schools exhibit lower attendance rates than most non-Title I elementary schools, including the Early Childhood Center.

Root Cause 1.1 - Impact of Attendance

A consistent response to attendance data dropping below standard is lacking and a clear understanding of impact to accountability varies.

Root Cause 1.2 - Expectations

As most students attend school based on parental expectations and connections to friends, the perception of the community is a large factor in attendance and a possible factor in mobility.

Root Cause 1.3 - Engagement

Certain student groups identify themselves as part of the school community, which impacts attendance and participation in school events, but fewer Hispanic and African American students feel this way. This can impact attendance and participation of these groups in special programs.

Student Learning & Progress

Data Overview

Learning and Progress

Student Learning & Progress was analyzed using various data points related to student achievement and growth including STAAR (State of Texas Assessments of Academic Readiness) longitudinal data, Ren360 data, TELPAS (Texas English Language Proficiency Assessment System), and Campus Support Team classroom walk through data. Analysis of this data revealed several trends and patterns that may be addressed through the development of additional strategies to support student learning.

Overall, STAAR data over three years shows that the percent of students who attain approaches, meets, or master's performance in all content areas and grade levels remains consistent over time with minimal fluctuations, except the Spanish STAAR assessment through 2019. STAAR was not administered in 2020, and the 2021 STAAR results indicate a decrease in the percentage of students who attained approaches, meets, or master's performance in all content areas and grade levels. We can infer from the TELPAS data that English Learners (EL) in FBISD may be receiving the appropriate linguistic accommodations because there are fewer ELs at the Beginner and Intermediate level when compared to the number of ELs at Advanced and Advanced High.

The impacts of COVID on instruction and student performance are evident through the decreases in student performance compared to pre-COVID. Future efforts will need to help address learning gaps across content areas and grade levels.

Achievement Data

The 2019 STAAR growth measure data provides information on the percentage of students that meet limited, expected, or accelerated growth. Limited growth is defined as students not meeting adequate growth on STAAR. The data reveals that:

- 64% of elementary campuses, 73% of middle school campuses, and 73% of high school campuses have more than 30% of students showing limited growth in STAAR Reading/EOC (2019).
- 37% of elementary campuses, 87% of middle school campuses, and 85% of high school campuses have more than 30% of students showing limited growth in STAAR Math/EOC (2019).
- Student growth data was not calculated by TEA for 2021 due to STAAR not being administered in 2020.
- Ren360 data from middle of the year (2020-21) also shows a 17% decrease in the percent of students meeting the Student Growth Percentile (SGP) in math and reading.

Achievement Gaps

STAAR and Ren360 data show an achievement gap with specific student groups: African American, Hispanic, SPED (Special Education), Economically Disadvantaged, English Learners. The achievement data for these identified student groups shows a difference in the percent of students meeting performance levels of between 10% to 25% when compared to other student groups for all grade levels and content assessments. The 2019 data also demonstrates that 63% of our Title 1 campuses received a

score of D or F in Domain 1 (Student Achievement Score). The District and campuses did not receive an A-F accountability rating for any domain in 2021 due to the TEA declaration of a State of Disaster.

Student Engagement Survey

Lower emotional engagement, including the Motivation for Learning and Emotional Engagement with School dimensions, were noted in African American, White, Hispanic, and EL populations, more so with High School than Middle. Asian and GT students scored highest at 3.08, where African American was 2.95, Hispanic 2.96, White 2.98, and EL 2.95 (Pgs. 15-16).

Hispanic, White, and EL students showed lower cognitive engagement, including levels of Effort in Academic Pursuits and Attitudes Toward Learning, than other student groups. The overall score of the district was 2.92, which is in the moderate range. Hispanic scored 2.86, White 2.88, EL 2.86. African American, Asian, Economically Disadvantaged, SPED and GT scored the highest, 2.94-3.00 (Pg. 26).

Only 51% of students responded that "most" or "all" of their classes challenged them to reach their full potential: 54% of Middle School and 48% of High School (Pg. 27).

60% of students discussed grade with teachers; 71% engaged in reflection around their own work, but only 56% used tool other than grade to monitor progress (Pg. 44).

Reasons students gave for being bored in class – 73% Material Wasn't Interesting; 55% Teacher Methods Not Interesting; 42% No Interaction with Classmates; 33% Material Wasn't Relevant to Me; 26% No Interaction with Teacher; 20% Work wasn't Challenging Enough (Pg. 51).

Problem Statement 1

Data from STAAR indicates that student performance in all content areas and grade levels was consistent over time with very few variances in the percent of students who attain "approaches grade level or above" through 2019. In 2021 the percent of students who attained "approaches grade level or above" on STAAR decreased in all content areas and grade levels   This data shows a problem of increasing the percentage of students reaching "approaches grade level or above" and increasing the percentage of students in the "meets grade level or above" over time.

Root Cause 1.1 - Intervention Systems

Every student is not achieving one year's growth or more in math. There is not an identified system-wide approach for all teachers to identify student deficiencies from prior grade levels in math.

A comprehensive intervention program was not in place for mathematics. Fidelity metrics for measuring Tier 3 math intervention (Number Worlds) are not currently in place system wide to ensure correct implementation and measurement of student growth.

PLC structures and protocols do not clearly provide dedicated time for planning of Tier 2 intervention. Classroom Tier 2 intervention and enrichment have not been clearly defined for teachers.

Root Cause 1.2 - Planning and Analyzing Authentic Student Work

CST walk through data shows that 43% of teachers collected evidence of student learning and 37% used authentic student work to gather evidence of student learning. Progress monitoring is an important part

of the formative assessment process and provides information for differentiating instruction to meet the needs of all students. The student engagement survey shows that only half of students used anything other than grade to monitor their progress.

There is not a system for campuses to monitor and measure the effectiveness of PLCs to ensure teachers are planning for collection of authentic student work and analysis of authentic student work.

Root Cause 1.3 - Inconsistent Monitoring of Classroom Instruction

Teachers need feedback to refine their practice. The District has aligned the Campus Visit Tool, the Campus Support Team walk through tool, and T-TESS. The Campus Visit Tool data shows that there is not a system wide implementation of campus walk-throughs outside of the defined district CST process and T-TESS. System-wide expectations related to ongoing instructional walk-throughs outside of the CST process and T-TESS (Texas Teacher Evaluation and Support System) have not been developed, implemented, and monitored.

Root Cause 1.4 - Rigor of Instruction

Significant changes have been made to the curriculum in various content areas, and implementation of new TEKS in ELA, however CST walk-through data and Student Engagement Survey data suggests a lack of consistent rigor in instruction. When students do not have access to instruction at the rigor of the standards it is hard to obtain proficiency on various student achievement metrics.

Root Cause 1.5 - Highly Qualified Staff (ELs)

The district offers an ESL pull-out program model (which requires for the ELA teacher to be ESL certified), but allows for non-ESL certified teachers to be hired for ELA teaching assignments; therefore; therefore, ELs do not have access to appropriately certified and highly trained teaching staff.

- The HR and Multilingual Programs Department authorizes the District to hire non-ESL certified teachers for ELA classrooms with an ESL contract addendum that provide expectations for completion of the ESL certification within a given timeframe. As a result, teachers (non-ESL certified and ESL (English as a Second Language) certified) require differentiated, ongoing, and job-embedded professional learning related to effectively meeting the needs of English learners.
- Master scheduling practices do not address the need for appropriately certified teachers for English learners. Campuses are provided with guidance on how to schedule emergent bilingual students with appropriately certified teachers. The department has provided master schedule support via presenters/videos/guidance docs. Scheduling of EB students should be prioritized similarly to how SPED students are scheduled before gen ed students.
- Teacher planning time needs to allow sufficient time for creating linguistically accommodated learning experiences and assessment opportunities

Problem Statement 2

Longitudinal STAAR data for all grade level and content areas reveals an achievement gap for identified student groups (African American, Hispanic, SPED, Economically Disadvantaged, English Learners) when compared to all other groups (White, Asian, Two or More Races, and Pacific Islander). The "Identified Groups" had between 40% to the low 70% of students meeting expectations on STAAR in 2018 and 2019. In the "Other Group" the percent of students meeting expectations was in the high 80% to 90% in

2018 and 2019. In 2021, the identified group had between 48% to 68% of students meeting expectations on STAAR by scoring in the "approaches grade level or above performance level. The "Other Group" scored in the range of 77% to 90% of students meeting expectations on STAAR in 2021.The American Indian population fluctuated between these two groups. The gap between these groups should be minimized. (HB 3 goals)

Root Cause 2.1 - Lack of Data Cycles

The available data is not sufficient enough to determine why the achievement gaps exist between student groups. There is no strategic review of achievement and other types of data consistently across campuses and at the district level. Need to establish an initial review of data sources needed versus data available and determine the true root causes of achievement gaps between student groups in order to develop a plan of action. Many students also did not participate in STAAR/EOC in Spring 2021.

Root Cause 2.2 - Meeting the Needs of ELs

Teachers require ongoing, job-embedded professional learning related to effectively meeting the needs of English learners.

- The District has teachers each year that must be placed on a waiver because they are not ESL certified and teach English Learners in the ELA classroom.
- Beginner/intermediate (B/I) ELs and advanced/advanced high (A/AH) ELs require similar and different instructional approaches.
- A/AH ELs have sufficient English language proficiency to engage in rigorous content instruction with minimal (if any) linguistic accommodations. Yet, A/AH ELs do not have access to rigorous content instruction and/or A/AH ELs are not receiving the targeted linguistic accommodations commensurate with their level of English language proficiency.

Student Readiness

Data Overview

Readiness

Student Readiness for college, career, or military was analyzed by looking at data from the TSIA (Texas Success Initiative Assessment), SAT, PSAT, AP (Advanced Placement), and ACT reports to analyze the trends in the data. This review led to the development of posted strategies to close the achievement gaps and to create a more equitable offering of opportunities for all students now and into the future. The proposed strategies we believe will also lead to opportunities and access to help students build self-confidence.

Currently not all students take the TSIA during high school. Only students wanting to take a Dual Credit course/s or need the exam for entrance into a community college or to meet the IGP for graduation. The number of students taking the exam rose between 2016 and 2017 when FBISD entered into an agreement with HCC (Houston Community College) to offer Dual Credit courses at no cost to students that reside in the HCC attendance zone and charge a reduced fee for those that do not. Students that are considered out of district by HCC have their course costs paid for by the district. As part of this agreement, all high schools became TSIA testing sites and the district also utilizes Title IV funds to pay for students to be able to take the TSIA on their campus. Thus, ending the need for students to travel to HCC to take the assessment or pay the testing fee.

Data revealed that Closing the Gap needs are paramount to creating a more equitable environment of opportunities for all students now and into the future. Opportunity, Equity, and Access all must be considered when setting expectations and working to build the students' beliefs in themselves. African American and Hispanic students perform below other student groups on the ACT and SAT.

Student Engagement Survey

Only 51% of students responded that "most" or "all" of their classes challenged them to reach their full potential: 54% of Middle School and 48% of High School (Pg. 27).

94% of students attend school so they can graduate and go to college and 90% to learn skills to get a job (Pg. 27). The data shows that a high percentage of students attend school to go to college, however only 51% show they are challenged to reach their full potential – something important to readiness for higher education.

94% of students attend school so they can graduate and go to college and 90% to learn skills to get a job (Pg. 37). However, High School students' data shows that only 39% have talked to an adult in school about applying for college and 28% percent have talked about career goals (Pg. 37).

SAT Data

SAT data comparisons by sub pop for the district between the classes of 2019-21 showed fluctuations in scores for the following and was pulled from College Board Reports provided to the district yearly:

- African American students fluctuated each year with 31%, 22%, and 28% in meeting the SAT Math benchmark, and 63%, 65%, and 54% respectively in meeting the English Benchmark.
- Asian students fluctuated each year with 91%, 83%, and 79% respectively in meeting the SAT Math benchmark, and 87%, 88% and 86% respectively in meeting the English Benchmark.
- White students fluctuated each year with68%, 73%, and 70% respectively between 2019-2021 for the SAT Math benchmark, and 87%, 90%, and 84% respectively in meeting the English Benchmark
- Hispanic fluctuated each year with 41%, 48%, and 36% in meeting the SAT Math Benchmark, and 70%, 76%, and 56% respectively for meeting the English Benchmark.

The TEA TAPR does not reflect the data for students meeting the SAT or ACT benchmarks separately and College Board and ACT, do not report Economically Disadvantaged, English Learner, or SPED information in their district reports. Therefore, demographic information is limited in these areas.

Student readiness indicators above show a gap for all students. This is partially due to the pandemic. In March of 2020, when the pandemic started, College Board canceled testing until August of 2020. Many students did not feel comfortable taking the test in a face-to-face situation and College Board did not administer an online test, and many colleges and universities did not use SAT and a requirement for admissions for the classes of 2020 and 2021.

The District was able to administer an SAT School Day in March of 2021 for all juniors in the district. According to the data provided by College Board, of our 5,992 juniors enrolled in 2020-2021, 3,410 students participated in the SAT School Day. That is 56% of our students participating. Students that were utilizing the online learning system were given the option to take the test face to face on the day. The following outcome data of this testing day gives us an indicator of the percentage of students that have met the Benchmarks to date.

- 21% of African American students met the Math Benchmark and 51% met the English Benchmark,
- 75% of Asian students met the Math Benchmark and 66% met the English Benchmark
- 27% of Hispanic students met the Math Benchmark and 51% met the English Benchmark.
- 58% of White students met the Math Benchmarks and 51% met the English Benchmark

ACT Data
ACT data comparisons by sub pop for the district over the 2018-19, 2019,20, and 2020,21 school years show the following.

The ACT - Met English Benchmark

African American: grew from 38%, 30%, to 44% respectively.
Asian: fluctuated from 82%, 77%, and 85% respectively
Hispanic: fell from 47% to 45% between 2018-2019 and 2020-2021.
White: fell from 72% to 70% between 2018-2019 and 2020-2021. It is important to note that there was growth from 72% to 80% in 2019-2020.

The ACT - Met Math Benchmark
African American: fell from 25% to 117% between 2018-2019 and 2020-2021.
Asian: grew from 82% to 85% between 2018-2019 and 2020-2021.
Hispanic: fell from 42% to37% between 2018-2019 and 2020-2021.
White: grew from 63% to 68% between 2018-2019 and 2020-2021.

Texas Success Initiative Data

Data pulled for TSIA English benchmarks show a decline in areas across all demographics. When the pandemic hit in March of 2020, TSIA testing was halted in the district and in June when Accuplacer initiated an online test for at maximum 5 students at a time. Students that participated were those that needed it to enter college for the 2020-2021 academic year, and many colleges and universities did not require it for enrollment. Those colleges and universities relied on a holistic approach to student applications.

TSIA English (annual graduates)
- African American: 27.9% met or exceeded the criterion in 2016 and it fell by 13.9% to 14% in 2020.
- Asian: 24% met or exceeded the criterion in 2016 and it fell by 18% to 6% in 2020.
- Hispanic: 28.9% met or exceeded the criterion in 2016 and it fell by 12.9% to 16% in 2020.
- White: 26.7% met or exceeded the criterion in 2016 and it fell by 18.7% to 8% in 2020
- Economically Disadvantaged: 29.2% met or exceeded the criterion in 2016 and it fell by15.2% to 14% in 2020.
- English Learners: 13.6% met or exceeded the criterion in 2016 and fell by .6% to 13% in 2020.
- SPED: 7.7% passed in 2016 and fell by 3.7% to 3% in 2020

AP Participation Data

Between 2016 and 2020 African American participation in an AP exam went from 728 (44%) students to 566 (32%) students; however, 1640 African American students were enrolled in AP courses in 2016 and 1,737 in 2020. Asian students participating in an AP Exam 2,400 (42%) to 2,619 (41); however, 3,163 Asian students were enrolled in an AP course in 2016 and 3,120 in 2019. Hispanic students participating went from 792(57%) students to 720(45%); however, 1393 Hispanic students were enrolled in one or more AP courses in 2016 and 1,590 in 2020. White students participating in an AP exam went from 885 (23%) students to 823 (21%); however, 1,358 white students were enrolled in a course in 2016 and 1,088 in 2019.

Problem Statement 1

Based on three years of data, it is noticed that the number of students taking an AP exam was lower than the number of students who took the course. The percentage of students enrolled, who attempted the exam and who passed the AP Exam with a 3 or higher is low as well.

Root Cause 1.1 - Awareness

Lack of awareness that the cost of the exam can be minimized by applying for reduced exam costs with CollegeBoard or students not feeling prepared to take the exam. Many students are on a limited budget and while they are taking multiple AP courses, they may not have the funds to pay for the number of tests equal to the number of courses they are taking. As the Student Engagement survey shows about half of secondary students feel they are challenged to their full potential, and this may suggest why some students do not feel prepared.

The cost for a 2022 AP exam is $96. The College Board provides a $34 fee reduction per AP exam taken by an eligible student. In addition, schools are expected to forgo their $9 administrative fee for these students. With the Texas subsidy of $40, the resulting cost of an AP exam taken by an eligible student is $56.

Root Cause 1.2 - Systematic Professional Learning Plan

AP training for teachers that lead to AP course work may assist with alignment of consistent teaching and understanding. AP Teachers receive training prior to the first time teaching the AP course and then on a 3-year rotation. The district supports educators yearly with a limited number of spots per campus that will receive payment for AP training with Rice. In the summer of 2021, the district was able to send 29 teachers from around the district. TEA reimburses districts and campuses up to $450 per teacher for every other year of AP training. Some principals may also be unaware of the TEA reimbursement and do not encourage teachers to attend.   Lack of consistent and comprehensive training means little support for the PLC work teachers are doing to meet the varying needs of all students from where the students are so they can grow.

Root Cause 1.3 - Lack of Data Review

No strategic review of AP data is implemented consistently across campuses. Need to establish an initial review of access, participation in classes, participation on tests, and retention in an AP track from AAC to AP courses.

Root Cause 1.4 - Course Selection Process

No clear system to ensure inconsistent or siloed practices for how students are recommended for AP courses. Use of AP potential to counsel students for course selection may not be consistent across campuses.

Root Cause 1.5 - Student Engagement in Coursework/AP Exam

Lack of feedback from students: on why are they dropping- AP and PAP/AAC courses, why are some sub pops not taking some of the courses? And why are some students not taking an AP exam?

Root Cause 1.6 - Lack of Intervention for Student Course Drop

No review of the data trends by campus of three-week course drops by student groups. So that intervening can occur. Intervention may be needed in various forms. The course drops could be caused

by the school staff not properly evaluating all student performance prior to scheduling, lack of parent/student understanding of the course demands and/or course benefits, lack of scaffolding by the teacher, and/or lack of differentiated instruction focused on growth of the discreet skills needed to pass and AP exam.

Problem Statement 2

Based on data from TAPR in the forms of: SAT, PSAT, AP, ACT, and TSIA, there needs to be additional support for African American, Hispanic, SPED, ECO Dis, and EL students to ensure support for students to demonstrate and prepare or improve in college readiness.

Root Cause 2.1 - Lack of Use of College Ready Tools with Parents/Students

District and campuses do not effectively target these student groups specifically with parent classes, literature, and marketing that encourages involvement consistently throughout a student's educational career. 7th and 8th grade counselors, teachers, and administrators do not start examining students and preparing them for college level coursework and opportunities effectively. A deeper understanding of what "college Ready" means is not consistent across all middle and high school campuses.

Campuses are currently not effectively utilizing PSAT AP potential data or TSIA2 testing to either help students create course pathways that will stretch their learning with college level course work and opportunities, or in helping students that have not met college ready standards on STAR EOC to engage in using the TSIA as an Individual Graduation Committee (IGC)or an indicator of a good candidate for taking College Prep English or Math.

Root Cause 2.2 - One Time Testing

Not all students take the Saturday administrations of the SAT or ACT exam, take it more than once, or it is not required for admittance to their college or university of choice. Students may be unaware of waivers and counselors, or College and Career Readiness Advisors, may not have an effective system of sharing waiver information with students, or an understanding of which test their college or university of choice prefers, or which test would benefit them more. (Note: the 2020-2021 school year was the first year that SAT school day was able to be given at all high schools for all juniors and catching up the seniors if they did not take the SAT school day the year before. Therefore, all students take at least one administration of the SAT without an essay exam.)

Root Cause 2.3 - No Monitoring System for Advertising/Communication

Information and advertising of opportunities that will support college readiness are not monitored or systematized across the district to ensure that all students and families receive the necessary information to make informed decisions.

Root Cause 2.4 - Lack of Data Review System

FBISD does not analyze the proportionality of students participating in opportunities that support college readiness, such as taking an advanced class. This data can illuminate inconsistencies across student groups and allow campuses to better understand, and target, specific groups that are underrepresented in advanced courses.

Root Cause 2.5 - Lack of Training and Monitoring Student Identification

No consistent training and monitoring of campuses utilizing data to identify students that would benefit from advanced level or specialized courses, the campus implementing those needed courses into the master schedule, and difficulty in moving teachers to needed areas of teaching for courses not established on the campus.

Engaged & Well-Rounded Students

Data Overview

Data and trends were analyzed from the **Secondary Student Engagement Survey** that was administered in April 2021, which included data and elements from the Campus Support Team (CST) observations. A total of 22,707 secondary students (or 53% of FBISD total secondary students) participated in the engagement survey administration.

Data shows that student confidence remains high. There are opportunities for growth around engagement, as well as progress monitoring noted in another theme as well. Data measuring student feelings around community showed the need for growth and considerations, but also relate to the year where the school community was not as active and connected as in the past when school was a fully face to face experience.

Student Confidence

Students in Fort Bend ISD report high levels of confidence in their ability to do the work they are asked to do and are highly motivated by developing career skills and readiness for college beyond their high school graduation.

- 95% of students feel like they have the skills to complete their work,
- 91% of student go to school because they are motivated to learn by the desire to succeed in the world outside of school,
- 94% go to school because they want to graduate and go to college,
- Native American, Asian, and African American groups scored higher across the engagement dimensions in most reported areas,
- Students who self-reported free-reduced lunch status trended with higher levels of engagement across all engagement dimensions,
- GT (Gifted and Talented) students demonstrated higher levels of engagement across all areas, with higher effect sizes in their motivation for learning and emotional engagement in school.

Student Engagement

Students experienced a low level of connection to future planning beyond high school, finding the relevance in their learning, and developing career goals/college plans. This corresponds with a negative shift in levels of engagement as students' progress in school, as well as variations in engagement from the student group data, particularly in the age and grade level.

- 44% of all students sampled (50% in Middle and 39% in High) reported that they have never spoken to an adult in school about applying to college.
- 30% of all students sampled (33% in Middle and 20% in High) reported that they had never spoken to an adult in school about career goals.
- 66% of students responded that there is at least one adult in school who knows them well, meaning (1/3) of students have not established a relationship with an adult whom they feel knows them well,

- 66% of students felt that their school help them understand why what they are learning in school will be important in life, acquire skills for a job after high school, and apply school-based knowledge to everyday life.
- Behavioral, Emotional, and Cognitive levels of engagement dropped as students progressed from sixth grade through high school and increased slightly in twelfth grade.

School Community

Lower levels of engagement around feelings of belonging to the school community connect with lower levels of excitement and motivation around what students are learning based on survey results. There is currently not a system to monitor student engagement and involvement in school activities as a means of ensuring student engagement and feelings of belonging.

- 78% of students spend less than 3 hours a week (52% less than 1 hour) outside of school involved in clubs/activities/volunteer work,
- only 68% feel like they are important part of community,
- 60% of students are excited about their classes,
- 20% of students feel like their opinions are not respected and like they are not comfortable being themselves at school,
- 26% of students reported being picked on or bullied at school.

Progress Monitoring and Feedback

An emphasis on grades as tools for feedback, progress monitoring and goal setting, which conflicts with district instructional priorities of using success criteria as the basis for student ownership practices, remains clear in student survey responses. This confirms the lower Campus Support Team (CST) observation percentages of these elements as CST teams are looking for student ownership-based practices.

- 46% of students have rarely or never used something other than grades to monitor progress on learning, while 60% of students reported "sometimes" or "often" discussing grades with teachers,
- 80% of students reported "sometimes" or "often" getting feedback from teachers, but clarification in what the feedback looked like was not addressed in survey questions.
- Student's report being more motivated by getting good grades than desire to learn or by teachers (90% grade/ ~70% learn/teachers)
- Academically only 53% of students feel like most or all their classes challenge them to their full potential.

Problem Statement 1

Forty-four percent of students in grades 6-12 report never having had a conversation with an adult at school about applying to college. Additionally, thirty percent of students in grades 6-12 report never having had a conversation with an adult at school about career goals.

Root Cause 1.1 - Lack of Student Support College & Career

Current systems in place to provide opportunities for students to have conversations about college and career goals need to be reviewed and refined to ensure that all students have the opportunities. Staff members also may not have the knowledge or understanding that all staff should communicate and engage in future planning with students; it is not limited to a counselor or advisory period.

Root Cause 1.2 - College Career Supports Occur Outside of School Day

There is no intentional planning for having future planning (career/college) conversations built into the school day.

Problem Statement 2

Currently there is no system to track extracurricular activities, clubs, and other areas of student engagement that allows for monitoring of student wellness and achievement in connection with their engagement in school activities.

Root Cause 2.1 - Data Tracking System Not in Place

Evidence of impact of student engagement in extracurricular activities, clubs, and other engagement opportunities has not been highlighted or used as a strategy to improve achievement.

Problem Statement 3

An emphasis on grades is limiting development of student ownership of learning and behavior as students focus on obtaining specific grades as opposed to engaging in the formative assessment cycle.

Root Cause 3.1 - Grading Pilot Implementation Slowed

The delay in Grading Pilot expansion has slowed or stopped district progress on learning about standards-based grading and student ownership practices.

Root Cause 3.2 - Misunderstanding of Goal vs Grades

A fundamental misunderstanding of goal setting associated with grades versus goal setting through success criteria aligned with learning intentions exists across the organization.

Root Cause 3.3 - Implementation with Fidelity

While district training has been employed, consistency of application has not been tracked. The evidence of practice model was designed to address this but has not been applied until the current school year – 2021-22.

Community Engagement & Partnerships

Data Overview

The Board of Trustees developed Policy GK (Local) aligned with District Goal 4 and the overall District Strategic Plan. This policy informs how District partnerships should be initiated, maintained and executed with clearly defined goals and established metrics. The Department of Collaborative Communities has been leveraging the policy to embark on new partnerships and build capacity of existing partnerships within the District. Each partnership is accountable to established metrics to ensure that the primary goal of student success and support has been achieved. In addition, comprehensive partnership procedures are in development to help inform internal departments on how best to engage in partnerships and ensure that partnerships are managed with the same level of accountability across the district.

Stakeholder Feedback

There have been numerous opportunities to garner community stakeholder feedback and input throughout the 2020-2021 school year including but not limited to the following:

- District Planning Advisory Council (led by Organizational Transformation)
- District-Wide Parent Organization Collaborative (led by Collaborative Communities)
- Focus Groups and Thought Exchanges (led by Human Resources)
- School Health Advisory Council (led by Social Emotional Learning & Comprehensive Health)
- Volunteers in Public Schools (led by Collaborative Communities)

We recognize that there are current gaps internally to best understand the landscape of stakeholder groups and engagement across the District. Hence, Collaborative Communities plans to initiate an internal survey to collect all stakeholder groups that are currently in existence and led by various departments. It will be vital for internal teams to remain abreast of all opportunities to best leverage existing groups for feedback and / or support for all initiatives and help to reduce redundancies. Plans are currently underway to lead, coordinate and support ongoing communication of stakeholder engagement opportunities and partnership procedures.

In addition, there are plans to launch Community Advisory Teams (CATs) in the 2021-2022 school year to provide an avenue for the community, District staff and students to have a voice and share feedback by feeder pattern. There will be a total of 11 CATs led by a District facilitator to help ensure needs are shared and potential solutions presented.

Problem Statement 1

There is a strong need to develop comprehensive processes and procedures at all levels of the District (campus to Admin) to manage community involvement effectively and efficiently to help ensure equity in resource distribution and program implementation, accountability, and metrics collection to assess the value of partnerships.

Root Cause 1.1 - Communication

There is a lack of transparent and ongoing communication internally across departments and campuses about the amount of community donations provided to a campus and existing partnerships that may exist to help students.

Root Cause 1.2 - Tracking Systems

While tracking systems may exist within departments, there is a lack of shared tracking systems to ensure all are kept informed; this can help reduce redundancy.

Problem Statement 2

The District lacks clear definitions of roles, responsibilities, and related programs and initiatives across departments, resulting in a gap of internal awareness as to existing resources that can potentially be leveraged.

Root Cause 2.1 - Misunderstanding of Roles/Responsibilities

Due to frequent reorganization within the District, there is a lack of transparency and knowledge of established roles and responsibilities within departments.

Root Cause 2.2 - Reactive Approaches

Based upon traditional methods, the District has often employed reactive versus proactive approaches; thus, negatively affecting team focus on long-term outcomes and goals.

Root Cause 2.3 - Alignment of Work Priorities

There is a lack of opportunities to share work taking place across all departments and campuses / need for information to best speak to District programs and partnerships and serve as a District Ambassador.
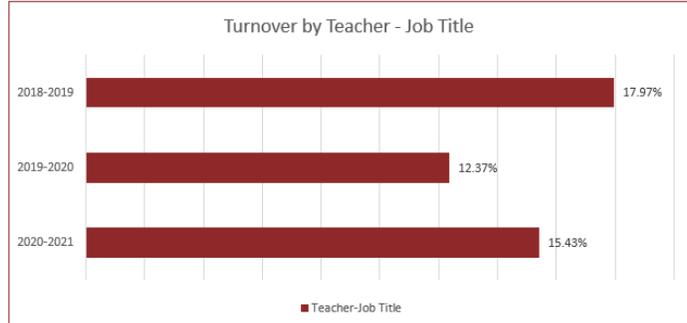
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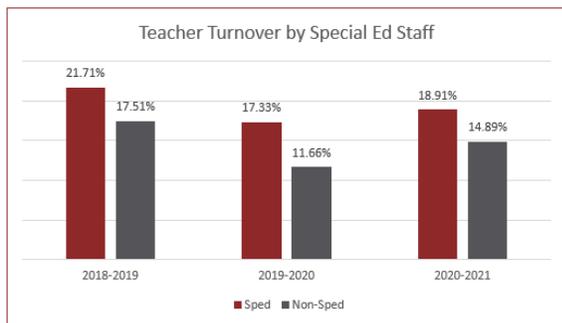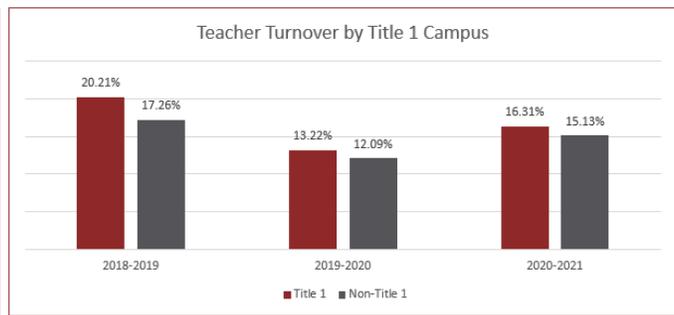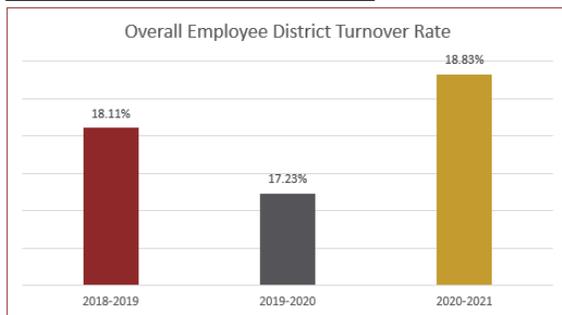
Data Overview

High Quality Staff

Teacher certification and placement is tracked and verified by HR at initial hiring; however, sometimes campus leaders do not formally make changes in a teacher's position within PeopleSoft when teachers are moved within the campus and master schedule is updated. As a result, HR is unaware when teachers are being moved into classrooms to teach levels/subjects for which they are not certified. Additionally, data to find trends and patterns related to why staff choose to leave their campus and/or district could be beneficial to finding root cause and aligned supports.

Turnover rate data for 2020-21, shows a 1% difference (16% vs 15%) between Title and non-Title campuses last year and a 4% (19% vs 15%) difference between SPED teachers vs non-SPED teachers. In both cases turnover is higher for Title I and SPED teachers. While the difference is not statistically significant, it is still an indication that this should be monitored.

District Turnover Rates
as of 10.07.21

Overall Employee District Turnover Rate

	2018-2019	2019-2020	2020-2021
	18.11%	17.23%	18.83%

Teacher Turnover by Title 1 Campus

	2018-2019	2019-2020	2020-2021
Title 1	20.21%	13.22%	16.31%
Non-Title 1	17.26%	12.09%	15.13%

Teacher Turnover by Special Ed Staff

	2018-2019	2019-2020	2020-2021
Sped	21.71%	17.33%	18.91%
Non-Sped	17.51%	11.66%	14.89%

Turnover by Teacher - Job Title

	Teacher-Job Title
2018-2019	17.97%
2019-2020	12.37%
2020-2021	15.43%

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According to baseline data on vacant teaching positions on Title I campuses,

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

A comparison of the vacancies on Title campuses from 2019-20 to 2020-21 shows an increase in elementary and middle, but a decrease of 3% in High school.

2020-21 Title I Classroom Vacancies Exceeding 30 Days				
	2019-20		2020-21	
	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2
Elementary	49	71	29	74
Middle	3	16	2	18
High	11	17	8	14
Data Sources: FBISD Employee Information System – People Soft				

A focus on SPED teacher vacancies was also noted. Elementary decreased 6%, while Middle and High showed an increase.

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

FBISD Professional Learning

Data over the past three years evidence that approximately 95-98% of teachers attend professional learning and complete all required courses each year. The 2019 Academic Program Audit recommended that professional learning shift to an evidence of practice model. In 2019-20, FBISD launched its first evidence of practice model for teachers. Due to the workload of teachers, FBISD cancelled professional learning during the 2019-20 school year. Overall, CST Data illustrates a gap in our system between learning and doing, meaning that the learning tied to student ownership is not consistently implemented in classrooms.

Student Engagement Survey
- Motivation for Learning and Emotional Engagement with School both showed lower scores in African American, Hispanic, White, and EL student groups. Asian and GT scored significantly higher in this domain.
- 69% of students feel they are motivated to learn by teachers who encourage them (Pg. 16).
- 51% of students reported in "all" or "most" of their classes they are challenged to reach their full potential; 54% at Middle School, 49% at High School (Pg. 27).
- 68% reported that in "all" or "most" of their classes they give maximum effort (Pg. 32).

Problem Statement 1

Although teachers are certified to teach in their certification area when hired, they may be moved by their campus leaders to other teaching positions outside of their teaching certification, without officially submitting a personnel action form to Human Resources. Therefore, there are times when teachers are instructing students outside of their certification areas and Human Resources is unaware of the teacher movement.

Root Cause 1.1 - Lack of Tracking System Certifications

There is no system to track teacher certification after initial hire. Need to have a way for two systems to talk (Skyward and Peoplesoft). **Note:** A team of cross functional staff are currently working on an IT solution to address this issue.

Problem Statement 2

Need to improve systems to monitor and track teacher retention and turnover for SPED and Title I campuses.

Root Cause 2.1 - Lack of Established Processes

Need for a more robust process for monitoring, analyzing, and creating strategy for reviewing exit data for SPED and Title I campuses. A process that allows understanding as to why SPED and Title I teachers leave their positions.

Root Cause 2.2 - Lack of SPED Certifications

When a teacher of record is hired for a SPED position, they are required by state law to have SPED certification in addition to content certification (example: SPED EC-12 and Generalist EC-6). The majority of SPED positions require both certifications, so this limits opportunities for SPED teachers to be hired if they do not have dual certifications. There is a national shortage of SPED teachers. The district is collaborating with Alternative Certification Programs and Colleges to find solutions to the current shortage.

Problem Statement

Inconsistent implementation of student ownership best practices in classrooms across FBISD.

Root Cause 3.1 - Inconsistent PLC Time/Practices

Teachers do not have consistent time dedicated to support the planning of instruction in order to plan for student ownership learning experiences.

Root Cause 3.2 - Feedback

Teachers do receive consistent feedback on their practice to support refinement of learning experiences. The ongoing classroom walk throughs are limited to those required in T-TESS or the scheduled CST process.

Safety & Well-Being

Data Overview

Exclusionary discipline, threat assessment, and PRIDE Survey data (2019-20) were analyzed to find trends and patterns on student safety and well-being. Upon analysis of this data, these trends and patterns may be addressed through the development of strategies to increase awareness, understanding, and use of behavioral health practices that will decrease exclusionary practices and lower instances of threat at the campus level.

Overall data showed higher rates of disciplinary actions for African American students as well as 504 and SPED students. There are numerous growth opportunities for the district to research and pinpoint reasons for high numbers in certain populations. Focusing on consistency of disciplinary actions can impact the rise in incidents as well as more focus on training teachers to manage Tier 1 responses.

Discipline

Exclusionary Data:

- Elevated ISS rates at middle school in these student populations
- Higher rates of OSS for SPED (Special Education), 504, and African American students
- Elevated rates for SPED and African American students assigned to DAEP (Disciplinary Alternative Education Program).

Threat Assessment Data:

- Campuses are mandated to conduct threat assessments based on threats made and it is not discretionary to waive them; conducting a threat assessment does not indicate disciplinary action will result but the contrary. Preventive strategies will result instead of discipline, particularly in transient threats.
- 2020-2021 there were 133 total threats and 49 of the reported threats were determined to be substantive.
- Higher rates for African American students; 29 substantive threats were made by African Americans.   (This was the data for 19-20 school year.)
- There was a decrease in the total number of threats from 225 in the 2019-2020 school year to 133 in the 2020-2021 school year.
- Four high schools had high numbers when compared to the others.
- High schools by number of substantive threats: THS (7), BHS (4), CHS (3), HHS (2)

Mental and Emotional Health Needs

PRIDE Survey Data (from 2019-2020 – survey given every two years):

- Decision to use drugs at an early age range (10-12), despite high rates of parents and teachers speaking to the risks and not condoning the behaviors.
- Higher use of alcohol and marijuana when compared to other risky behaviors (suicidal ideation, trouble with adults, police, etc., feelings of being overweight, etc.)
- 46% of students surveyed are involved in extracurricular activities.

Counselor Needs Assessment

- The counselor Needs Assessment gathered data from 3rd to 12th grade students this year.
- It allowed counselors to quickly see students with more pressing issues to allow a quicker, more focused response to mental health needs.
- This year was focused on piloting the process and gathering baseline data around mental health needs across the district.

Student Engagement Survey

- Overall, students felt that school discipline was fair: 76% felt school rules were fair and 83% felt rules were applied and enforced consistently (Pg. 19).
- Only 66% of students responded that there was at least one adult at school that knew them well. Students that strongly agreed with this statement was much less at high school level: Teachers 17%. Administrators 13%, counselors 14%, and other adults at school 15% (Pg. 22).

Problem Statement 1

Black/African American students ages 3-21 served with special education services in Fort Bend ISD received Out of School Suspension (OSS) at a risk ratio of 3.1 which exceeds the state established risk ratio threshold of 2.5 for any racial/ethnic group category defined as significantly disproportionate (SD). Additionally, OSS data shows that discipline rates for this population of students is similar to non-SPED students.

Root Cause 1.1 - Inconsistent Discipline Systems

There are no systems in place to ensure consistency across campuses in tolerance and handling of low-level behaviors, cultural awareness and bias of staff members, and punitive vs restorative and trauma-informed practices. Because of this, campus monitoring systems for misbehavior in shared areas are inconsistent.

Problem Statement 2

Students are bringing high level mental health needs to the classroom. The Threat assessment, the Pride Survey as well as the Counselor Needs Assessment illustrated the need for more interventions by school staff.

Root Cause 2.1 - Response to Behavior

Teachers and campus staff lack Tier 1 skills to respond effectively to student behavior and mental health needs. Campuses lack effective systems to assess and connect students with the right Tier 2 and Tier 3 interventions.

Problem Statement 3

There is significant disproportionality in Risk Assessments (suicide and homicide assessments).

Root Cause 3.1 - Awareness of Disproportionality Data

Staff are not aware of the disproportionality of the risk assessment data. Further training and information should be shared with staff so they are aware of this disproportionality and can work to better support African American students mental and emotional health.

Culture

Data Overview

Based upon available evidence related to culture obtained through focus groups, Thought Exchanges, surveys, and the like, reflections of students, families, teachers, and other non-teaching staff show patterns and trends in the following areas:

- Mental health
- Work and life balance
- Meaningful expectations and work demand.
- Effective and streamlined tools, collaboration, and communication to conduct learning, support balance, and provide focus.

An organizational health inventory was paused during COVID.

A pattern of inconsistency and lack of communication across the organization was reported through stakeholder feedback collected throughout the year. The quick pivots and shifts due to COVID caused concerns around the numerous demands and lack of information from the district. Frustrations with the LMS and technical difficulties were noted as well as a need to define equity to promote clarity and consistency across the district.

Student Engagement Survey

- Overall, 68% of students agreed they were an important part of the school community. Asian, GT, SPED and EL students had higher agreement as for feeling part of their school community, than Hispanic or African American students (Pg. 19).
- 43% of students spent less than an hour in activities outside of school; 35% spent 2-3 hours and only 15% spent 4-7 hours (Pg. 12). As a typical athlete or fine arts students usually spends 4-7 hours participating in extracurricular activities, 2020-21 showed less participation than prior years.
- Only 66% of students responded that there was at least one adult at school that knew them well. Students that strongly agreed with this statement was much less at high school level: Teachers 17%. Administrators 13%, counselors 14%, and other adults at school 15% (Pg. 22).

Problem Statement 1

Feedback from students and staff reflect a need to offer effective and specific mental health talk, resources, and options.

Root Cause 1.1 - Work Load Balance

The pandemic has deepened feelings around lack of meaningful choice and balance related to work loads. It shows up in feedback on master schedules, calendars, professional development, online and face-to-face learning, etc. As the district pivoted online, the system was unable to quickly understand and adjust school demands as they differ in the online environment than in a face-to-face environment. This may have been exacerbated in some cases once students were learning face to face and online, as juggling the expectations between the environments remained a challenge.

Root Cause 1.2 - Limited Meaningful Extracurricular Engagement

Based on the Student Engagement Survey, students did not spend much time engaging in meaningful extracurricular activities which support school culture, self-worth, relationships, and allow students to be an active part of the community. Without this connection, students struggled with lack of connection to the campus.

Root Cause 1.3 - Lack of Direct Mental Health Surveys

Awareness has occurred through mental health check-ins, but there is a need for more direct services and support for mental health.

Problem Statement 2

Feedback from students and staff reflects a need for planning and predictability, control, and balance over work expectations, including timing and demands. There is a desire for meaningful balance. Lack of balance negatively impacts culture.

Root Cause 2.1 - Demands and Expectations

There is a belief that there are too many demands and expectations to fulfill and that the demands are not meaningfully engaging students with each other and the teacher.

Root Cause 2.2 - Lack of Organization

Evidence shows there is a lack of organization and collaboration to set priorities for the work coming from students and staff.

FBISD **District Improvement Plan** 2021-2022

Comprehensive Needs Assessment

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

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

Safety and Wellbeing	• Disproportionality in discipline and threat assessments
	• Mental Health Supports
	• Social Emotional Learning and Emotional Engagement
	• Student Health and Safety
Culture	• Employee Wellness
	• Stakeholder Feedback Processes

District Improvement Plan Overview

Below are the Goals, Performance Objectives and Metrics for the 2021-22 District Improvement Plan. Each goal is color coded for easy reference.

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

The column to the left entitled "District/Campus" denotes the scope of the metric – will this be data collected by campus (C) or overall performance as a district (D).

All House Bill 3 (HB3) metrics are shaded in **green**.

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

Performance Objective 1: By June 2022, FBISD will improve student outcomes in literacy as defined by the evaluation metrics by ensuring strong Tier one classroom instruction targeting student ownership instructional strategies.
(AREAS OF FOCUS FOR IMPROVEMENT: Literacy Performance)

District/ Campus	METRIC
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support Team walk-through data for rigor, instructional model, and scope & sequence for ELA instruction. (Campus and District)
D	By June 2024, 86% of kindergarten students will score "at/above benchmark" on the reading universal screener (Ren Early Literacy) with incremental gains each year (82% by 2022, 84% by 2023). **[HB3]**
D	Increase the percent of 3rd Grade students who score "meets" grade level or above on STAAR Reading to 57%. **[HB3]**
D	By June 2024, 73% of 1st and 2nd grade students will score "at/above benchmark" on the reading universal screener with incremental gains each year (68% by 2022, 71% by 2023). **[HB3]**
C	Increase the percentage of students who demonstrate "at or above" instructional reading level on the Benchmark Assessment System (BAS)/ Systema de evaluacion de la lectura (SEL) assessment from the initial data point (MOY) to EOY for **kindergarten**.
C	Increase the percentage of students who demonstrate "at or above" instructional reading level on the Benchmark Assessment System (BAS) Systema de evaluacion de la lectura (SEL) assessment from the initial data point (BOY) to MOY to EOY for **1st and 2nd grades**.
D	80% of all Kindergarten, 1st grade, and 2nd grade students will demonstrate "at or above" instructional reading level on the EOY Benchmark Assessment System (BAS)/ Systema de evaluacion de la lectura (SEL) assessment.
C	Increase the percentage of students demonstrating growth (SGP) in reading as indicated by SGP at EOY on the universal screener (REN360).
C	Increase the percentage of students who demonstrate "At or Above Benchmark" in reading at EOY on the universal screener (REN360) for each grade level (K-10).
C & D	Increase the percentage of students who demonstrate growth on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth). (Campus and District)
C & D	Increase the percentage of students achieving "Meets Grade Level or Above" on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)

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Performance Objective 2: By June 2022, FBISD will improve student outcomes in numeracy as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.
(AREAS OF FOCUS FOR IMPROVEMENT: Mathematics Performance)

District/Campus	METRIC
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for math instruction. (Campus and District)
D	By June 2024, 64% of 3rd grade students will score "meets" grade level or above on STAAR Math with incremental gains (58% in 2022, 61% in 2023) **[HB3]**
D	By June 2024, 65% of 1-2nd grade students will demonstrate "Projected to Meet State Standards" on Ren EOY; Incremental gains will be demonstrated (55% in 2022, 60% in 2023) **[HB3]**
D	By June 2024, 80% of Kindergarten students will demonstrate "on grade level" in mathematics on TxKea; Incremental gains will be demonstrated (73% in 2022, 76% in 2023) **[HB3]**
C & D	Increase the percentage of kindergarten students who demonstrate at/above grade level achievement on the TX-KEA assessment from initial data point (BOY) to MOY to EOY (Campus and District)
C	Increase the percentage of students demonstrating growth (SGP) in Mathematics as indicated by SGP at EOY on the universal screener (REN360)
C	Increase the percentage of students who demonstrate "At or Above Benchmark" in math at EOY on the universal screener (REN360) for each grade level (K-10).
C & D	Increase the percentage of students who demonstrate growth on STAAR Math from 2021 to 2022. - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth) (Campus and District)
C & D	Increase the percentage of students achieving "Meets Grade Level or Above" for mathematics on STAAR. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement) (Campus and District)

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

Performance Objective 3: By June 2022, FBISD will improve student outcomes in social studies and science as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.
(AREAS OF FOCUS FOR IMPROVEMENT: Science and Social Studies Performance)

District/ Campus	METRICS
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence – 85%, rigor - 70%, and instructional model - 75%) on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for science instruction. (Campus and District)
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence – 85%, rigor - 70%, and instructional model - 75%) on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for social studies instruction. (Campus and District)
C & D	Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)
C & D	Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)
C & D	Increase the percentage of students who meet proficient or advanced in process standards on the Social Studies District Learning Assessment from the first to the final DLA in grade levels 6-8 and high school courses (World Geography, World History, and U.S. History). (Campus and District)
C & D	Increase the percentage of students who meet proficient or advanced in process standards on the Science District Learning Assessments from the first to the final DLA in grade levels 2-8 and high school courses (Biology, Chemistry, and Physics). (Campus and District)

Performance Objective 4: By June 2022, FBISD will close gaps in performance for all student groups as defined in the HB3 Student Outcome goals and progress measures by ensuring strong Tiered classroom instruction through targeted intervention and support programs.
(AREAS OF FOCUS FOR IMPROVEMENT: Closing the Gaps in Performance for all student groups)

District/ Campus	METRICS
C & D	Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District) • At/Above Benchmark on REN 360 Reading from BOY to EOY • Meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District) • At/Above Benchmark on REN 360 Math from BOY to EOY • Meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY
C & D	Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District) • At/Above Benchmark on REN360 Reading from BOY to EOY • meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District) • At/Above Benchmark on REN 360 Math from BOY to EOY • meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY
C & D	Increase the percentage of students at Approaches or Above on STAAR ELA, Math, Science, and Social Studies in Domains I OR II OR III in the following student groups (Campus and District): • African American, Hispanic, White, Asian, American Indian, Pacific Islander, Special Ed (Current), Special Ed (Former), Economically Disadvantaged, Emergent Bilingual (Current and Monitor) *subject to change based on availability of data for the student groups.
D	Meet HB 3 goals for 2022 STAAR Reading for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). **[HB3]**

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District/ Campus	METRICS
D	Meet HB 3 goals for 2022 STAAR Math for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). **[HB3]**
C & D	Increase the percentage of Emergent Bilingual (previously English Learners – EL) students who demonstrate growth in performance of at least one proficiency level on TELPAS-Composite (Campus and District)
D	Establish benchmark data on Homeless, Military, Foster, Dyslexia, in the areas of: • are At/Above Benchmark on REN360 Reading from BOY to EOY • are At/Above Benchmark on REN 360 Math from BOY to EOY, • meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY, • meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY *subject to change based on availability of data for the student groups.
C & D	In alignment with the required components of the TEA Equity Plan, lessen the gap between economically disadvantaged and Not Economically Disadvantaged student groups (Campus and District) as measured by: • % of students at or above benchmark in Ren 360 Reading BOY to EOY • % of students at or above benchmark in Ren 360 Math BOY to EOY • % of students at approaches or above on STAAR/EOC Reading/ELA • % of students at approaches of above on STAAR/EOC Math • % of students who are at meets and above on all tests for STAAR Progress Measures In the following student groups: • African American • White • Hispanic • Economically Disadvantaged • Non-Economically Disadvantaged
C & D	Increase or maintain (at 95%) attendance rates of all student groups, as reported in PEIMS (Public Education Information Management System) for the year. (Campus and District)

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

Performance Objective 5: By June 2022, FBISD will increase the percentage of students who demonstrate readiness in early childhood and CCMR measures (College, Career, & Military Readiness) through access to all academic options, student programs, and support systems such as engagement in college/career planning.
(AREAS OF FOCUS FOR IMPROVEMENT: Students meeting CCMR Measures; PK Enrollment & Kinder Readiness)

District/ Campus	METRICS
C & D	Increase the participation rates for all students across all student demographic subpopulations on the SAT, Advanced Placement Exams (AP), Advanced Academic Courses (AAC), Dual Credit (DC), and OnRamps Dual Enrollment. (Campus and District)
C & D	Increase percentages of students in AP courses that sign up to take the AP exam/s related to the course/s they are taking. (Campus and District)
C & D	Increase the percentage of students meeting college ready benchmarks in English (Reading/Writing) and Math on the SAT or ACT or TSIA. (Campus and District)
C & D	Increase the number of students that take an advanced course (AAC, AP, or Dual Credit) either after receiving a score on PSAT 8/9, 10/11 NMSQT showing AP Potential, or based on their interests for future endeavors. (Campus and District)
C & D	Establish baseline for Middle School and High School CCMR Benchmarks for PSAT 8/9, PSAT 10, PSAT NMSQT/11, SAT, and ACT that students struggle with the most to understand where additional support or focus is needed. (Campus and District)
C & D	Establish processes and systems to allow SEL and T&L to consistently communicate to ensure CCMR measures and TEKs are aligned to allow for collaborative conversation and work towards cross walk documents 7th - 12th grades. (Campus and District)
C & D	Increase student participation in college readiness English/Math courses and use the TSIA assessment to determine which juniors will benefit from taking the course their senior year. (Campus and District)
C & D	Increase by 1% graduates completing and earning one of the following (Campus and District): • credit for at least three dual credit hours in ELA • At least 3 credit hours in dual credit mathematics • at least nine credit hours in any subject Dual Credit Courses • OnRamps Dual Enrollment Course participation • score of 3, 4, or 5 on an AP exam.
C & D	Increase the percent of students who meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC) from 60% to 62%. (Campus and District) **[HB3]**
D	Increase the percentage of students who meet the TEA indicator for obtaining an Industry-Based Certification in an aligned CTE Coherent Sequence of Courses, from 15% to 23%. **[HB3]**

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District/ Campus	METRICS
C	Increase the percentages of CTE completion rates for students in all CTE pathways by 3% annually
C	Increase STAAR/EOC passing rates of CTE students by 1% in Math, Science, and English.
D	Increase the enrollment of eligible students in the Prekindergarten program from 2020-21 to 2021-22.
D	Increase the percentage of PreK students who are "On Track" in numeracy development from BOY to EOY on CIRCLE assessment to 75%. **[HB3]**
D	Increase the percentage of PreK students who are "On Track" in literacy development from BOY to EOY on CIRCLE assessment to 82%. **[HB3]**
C (HS only)	Establish a baseline of College Career Readiness Advisors (CCRA) interactions with students to promote attendance and retention in CCMR programs.
D	Increase the number of community events surrounding career opportunities for post-secondary options

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

Performance Objective 6: Performance Objective 6: By June 2022, FBISD will establish an evidenced based retention strategy to retain high quality staff including evaluation of baseline data and ongoing development of teachers.
(AREAS OF FOCUS FOR IMPROVEMENT: Quality Staff; Recruiting and Placement of Staff)

District/ Campus	METRICS
D	Establish a baseline for teacher turnover rate to inform creation of an evidence-based retention strategy.
D	Decrease the number of **Special Education** classroom/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks for Title 1 and 30 instructional days in non-Title 1 classrooms.
D	Increase the percentage of teachers who serve ESL program students in ELA classrooms who are ESL certified/endorsed. Refine tracking and collaboration processes with Multilingual to ensure teachers gain ESL certification in a timely manner and students have access to appropriately certified teachers.
D	Establish a process to track and ensure that teachers teach only in their areas of certification, as campuses change and shift teacher assignments after initial hire. The system will allow HR to know when and if this happens in order to intervene and ensure certification compliance.
D	Decrease the number of Title I classrooms/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks.
C	Establish benchmark for the number of teachers demonstrating proficiency in the evidence of practice required district professional learning.

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

Performance Objective 1: By June 2022, FBISD will increase campus implementation of student safety through the multi-tiered systems of support provided to improve student mental health, safety, and well-being.
(AREAS OF FOCUS FOR IMPROVEMENT: Mental Health Supports; Social Emotional Learning; Student Health & Safety)

District/ Campus	METRICS
C &D	Increase campus implementation of Multi-tiered Systems of Support (MTSS) & Whole Child Health processes that promote student health and wellness. Through reviewing a balance between needs, preventative services, and interventions. (Campus and District) • Tier 1 – The number of counseling services provided that align to the model school counseling program • Tier 2 – The number of requests for tier 2 & 3 counseling services (via the Whole Child Health Referral form) for social workers, mental health counselors, safe and drug free school specialists, and behavioral health team members & number of services and types provided by each of these like job roles. • Tier 3 – Establish a baseline of the number of Whole Child health referrals for more frequent or intensive services aligned to the need.
D	Establish the system to determine the level of need, based on the following criteria: • Pride Survey comparison 2019 to 2021 to develop targeted areas of strategic • Discipline Referrals • Attendance • Enrollment • Dropout % • Student perceptions
D	Establish the system and baseline data to evaluate support related to the highest need individuals (students or teachers) based on discipline, attendance, and academic data evidencing the effectiveness of intensive support and to address the disproportionately in homicidal risk assessment data.

Performance Objective 2: By June 2022, FBISD will increase utilization of the student ownership of behavior framework practices to improve the culture and climate of all campuses.
(AREAS OF FOCUS FOR IMPROVEMENT: Social Emotional Learning)

District/ Campus	METRICS
C & D	Increasing % of Student Ownership of Learning and Behavior practices (POG 1-6) observed during CST walkthroughs. (Campus and District)
C & D	Establish systems and baseline data for supporting implementation of student ownership of behavior practices through SEL coaches. (Campus and District)

Performance Objective 3: By June 2022, FBISD will decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP) and ensure that threat assessment protocols are followed as well as strong implementation of established FBISD Multi-Tiered System of Support (MTSS).
(AREAS OF FOCUS FOR IMPROVEMENT: Disproportionality in discipline and threat assessments)

District/ Campus	METRICS
D	The disproportionality rate for In-school suspension (ISS), out-of-school suspension (OSS) and discretionary placement into the Discipline Alternative Education Program (DAEP) will maintain a rate of less than 2.0 in the following student groups (African American, Hispanic, and Special Education) utilizing the Data Validation Monitoring (DVM) & Results Driven Accountability (RDA) indicator triggers from 2020-21 to 2021-22.
D	The disproportionality rate will decrease utilizing the RDA risk ratio (Special Ed only) for ISS, OSS, Total Disciplinary Removals, and DAEP from 2020-21 to 2021-22
C & D	Gather baseline data and monitor the number of substantive threats across all campuses for all student groups. (Campus and District)

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Performance Objective 1: By June 2022, FBISD will increase the engagement of students in differentiated learning opportunities, extracurricular, co-curricular, leadership and other club/organization activities that help students explore their talents, gifts, interests and leadership while developing the attributes of the Profile of a Graduate. (AREAS OF FOCUS FOR IMPROVEMENT: Connecting student engagement to student participation in extracurricular activities, college/career planning)

District/ Campus	METRICS
C & D	Increase the percentage of students participating in Programs of Choice that tie to a class and have selection criteria. (Campus and District) Programs to evaluate: • Academies, GT Academy, or all Programs of Choice • Athletics • AVID • CTE • Fine Arts • GT program by student groups – GT data should include all grade levels starting with Kinder by sub pop and by campus Note: ECHS and PTECH have specific state requirements under the OBMs that may not be indicative of the entire student body of a campus or feeder schools.
C	Increase the number of campuses that offer a before and/or after school club. *Some clubs data from 2021 for comparative data; some will provide baseline data.
C	Establish systems to collect baseline data on students participating in extra and co-curricular programs and clubs. • 21-22 will provide baseline data for Extra and Co-Curricular Programs and Clubs, • Metric for this year would be to increase overall for 21-22; looking at increases in student groups would be the goal for the 22-33 school year. • All other outside of school activities (Fine Arts, Athletics, Enrichment Opportunities, clubs, leadership organizations.
C & D	Gather baseline data on student engagement in enrichment and/or leadership opportunities related to proportionality of student groups. (Campus and District)
C & D	Increase the enrollment, retention, and success of students in Early College High School (MHS) and P-TECH (HHS, WHS) programs by specific student groups in line with the required Outcome-Based Measures. (Campus and District)
C & D	Increase the proportionality of student groups, African American, Hispanic, and Eco Dis, that are identified as GT and have opportunities to receive GT services. (Campus and District)
C & D	Meet or improve the prior year percentage of overall identified GT to 5% per campus, as per the state standards for GT identification. (Campus and District)

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

Performance Objective 1: By June 2022, FBISD will increase the number of community engagement opportunities and effectiveness of community partnerships through the development of systems that allow for shared measurement, ongoing monitoring and implementation of Collaborative Communities Strategic Priorities.
(AREAS OF FOCUS FOR IMPROVEMENT: Community Partnerships)

District/ Campus	METRICS
D	Increase number of opportunities for the community to engage in diverse stakeholder feedback groups and/or community collaboratives.
D	Increase accountability measures between district and community partners to help assess effectiveness of the partnership, ensure shared goals have been met and streamline distribution of resources across the District.
D	Increase number of initiatives/ activities through Collaborative Communities strategic priorities (e.g., mentoring, family engagement and exemplary partnerships) that impact students at the campus level.

Performance Objective 2: By June 2022, FBISD will increase community and family partnerships to support early literacy, early childhood development, and kindergarten readiness through access to programs and resources.
(AREAS OF FOCUS: Kindergarten Readiness)

District/ Campus	METRICS
D	Increase the number of family engagement opportunities / events to support children's early literacy, early childhood development, and kindergarten readiness. Parent access and participation will increase 5% annually and will be quantified through several methods: • ReadyRosie usage • Parent Newsletter readership • Attendance and survey feedback following parent learning events.
D	Increase number of Public-Private Partnerships (PPP) to offer PreK3 programming in District areas demonstrating programmatic need.

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

Performance Objective 1: By June 2022, FBISD will improve District culture through an intentional focus on staff wellness programs and engagement opportunities and stakeholder feedback processes as evidenced by evaluation metrics including analysis of survey results.
(AREAS OF FOCUS FOR IMPROVEMENT: Clear, concise communication, planning and balancing workloads and expectations for students and staff)

District/Campus	METRICS
D	Increase participation in employee wellness programs: • Physical Fitness and Stress Management Resources • Preventive Care • Employee Assistance Program (EAP)
D	Increase vaccine mitigation efforts to support employee health and safety.
C & D	Design and develop structures for employee engagement and pulse survey to measure employee levels of commitment, motivation, and sense of purpose. (Campus and District)

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For: Fort Bend ISD Board of Trustees
Date: October 12, 2021
Action: Consideration and Approval:
         Nomination of Fort Bend Central
         Appraisal District Board of Directors
References: Board Policy CCH (Legal)
             Board Governance
Department: Board of Trustees

Recommendation

Consideration and possible nomination of a candidate for election to the Fort Bend Central Appraisal District Board of Directors.

Summary

The FBISD Board of Trustees nominated Jim Kij in 2015, he was elected in 2015, and currently serves on the Fort Bend Central Appraisal District Board of Directors.

In accordance with the Property Tax Code, Section 6.03, the Board of Trustees may nominate individuals to serve on the Board of Directors of the Fort Bend Central Appraisal District. Texas Property Tax Code, Section 6.03, sets out procedures for electing directors for county appraisal districts and requires the governing body of each voting unit to submit names of nominees for the Board of Directors by adopting a resolution. The Chief Appraiser has asked that the Board forward the names of nominees to him before October 15, 2021. After receiving all nominees, the Chief Appraiser will prepare a ballot of those nominated and send it to the appropriate taxing units. Each unit will then cast its votes by resolution and return the results to the Chief Appraiser.

Recommended by:

Christie Whitbeck
Superintendent of Schools