

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

Monday, June 20, 2022

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, June 20, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. It is the Board of Trustees' intent that a quorum of the Board of Trustees will be physically present at this location, although one or more Trustees may participate via video conference.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Organization/649>.

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 address the Board during public comment.

1. Call to order
2. National Anthem
3. Moment of Silence
4. Recognitions 4
5. Board Member's Activity Report
6. Superintendent Update
7. Public Comment
8. Information 10
 - A. Student Engagement Survey Presentation 10
 - B. Facilities Master Plan Update – Policy FC (Local) 139
9. Consent Agenda 155

All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.

 - A. Consider approval of a Resolution on the Committed Fund Balance Resolution. 155
 - B. Consider approval of 2021-22 Final Budget Amendment. 158
 - C. Consider approval of the District's Fiscal and Budgetary Strategy. 162

D. Consider approval of the 2022-23 Budgets for the General Fund, Debt Service Fund and Child Nutrition Fund.	191
E. Consider approval of the Grade 7 Diagnostic Instrument Waiver for the 2021-22 school year.	207
F. Consider approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend Juvenile Board for the 2022-23 school year regarding the Expose Excellence Youth Program.	208
G. Consider approval of the Memorandum of Understanding (MOU) between Fort Bend County Juvenile Probation Board, Fort Bend ISD, Stafford MSD and Alief ISD for the Juvenile Justice Alternative Education Program.	216
H. Consider approval of proposed revisions to Policy BBG (Local).	230
I. Consider approval of the 2022-23 Board Goals.	233
J. Consider approval of the Superintendent Evaluation Instrument for the 2022-23 school year.	235
K. Consider approval of endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.	246
L. Consider approval of previous meeting minutes.	266
• Feb 07, 2022: Special Called Meeting: Public Hearing Texas Academic Performance Report	
• Feb 07, 2022: Called Meeting and Agenda Review	
• Feb 14, 2022: Regular Business Meeting	
• Feb 23, 2022: Special Called Meeting: Board Training	
M. Consider approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2022-23 school year through August 15, 2022.	282
N. Consider approval of Purchases Exceeding \$50,000. Specifically for:	
1. Consider approval of Project Budget and Construction Services Agreement for Exterior LED Lighting.	283
2. Consider approval for the purchase of the learning management system Schoology.	289
3. Consider approval for the purchase of Instructional Materials.	291
4. Consider approval for the purchase of Professional Development Consulting Services.	317
5. Consider approval for the purchase of general grocery and non-food items.	335
6. Consider approval for the purchase of bread and bread-related items.	337
7. Consider approval for the purchase of produce from Brothers Produce.	339
8. Consider approval to increase the existing Network Access Management System contract.	341
10. 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. Consider approval of the purchase of real property.
- B. Deliberate Director of Literacy Curriculum & Instruction Recommendation.
- C. Deliberate Director of STEM Curriculum & Instruction Recommendation.
- D. Deliberate Kempner HS Athletic Coordinator / Head Coach Recommendation.
- E. Deliberate personnel reclassifications.

11. Reconvene in Open Session

12. Consider Action on Closed Session Items

13. Adjournment

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

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

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Madden Elementary Student Council for winning the Texas Elementary Principals and Supervisors Association (TEPSA) Student Leadership Award and from the National Association of Elementary School Principals (NAESP) the American Student Council Association of Excellence Award
- Austin High School student for receiving a recognition for a 2021-22 National Community Service Award Ambassador from the United Nations Association of the USA
- Austin High School student for placing third in the State UIL Barbara Jordan Historical Essay Competition
- Austin High School student for winning the 2022 Congressional Art Competition for District 22
- Austin High School student for placing second in the State UIL Latino History Essay competition
- DECA International Career Development Conference winners
- Fort Bend ISD students who excelled at the Technology Student Association State competition
- Fort Bend ISD Health Science students for winning at the HOSA-Future Health Professionals State conference
- Dulles High School student for receiving the 2022 Student Heroes Award from the State Board of Education District 4
- First Colony Middle School and Fort Settlement Middle School Choir students for being selected for the 2022 Texas Choral Directors Association's Middle School/Junior High All-State Choir
- Marshall High School Boys and Girls Track and Field teams for winning the State Championship
- Bush High School Girls relay team for winning first place at the UIL State Track & Field Meet
- Travis High School student for placing at the UIP State Track & Field Meet
- Crockett Middle School teacher for receiving the H-E-B Excellence in Education Award for the Houston Region

Summary

Madden Elementary School Student Council won two prestigious awards this school year. The Texas Elementary Principals and Supervisors Association (TEPSA) Student Leadership Award for their outstanding student leadership and their impact on their

school community. They also won the National Association of Elementary School Principals (NAESP) American Student Council Association of Excellence Award for their outstanding achievements in community service, student leadership, citizenship and school spirit.

Ananya Gokul, a junior at Austin High School, received the 2021-22 National Community Service Award Ambassador from the United Nations Association of the USA for her efforts in community service.

Rachel Lee, a junior at Austin High School, won third place in the State UIL Barbara Jordan Historical Essay Competition.

Catheryn Liang, a freshman at Austin High School, is the winner of the 2022 Congressional Art Competition for District 22. Her artwork will be displayed in the nation's capitol. A special thank you to her teacher, Ms. Nancy Dunleavy.

Toby Nguyen, a junior at Austin High School, won second place in the State UIL Latino History Essay Competition.

Clements High School students placed at the DECA International Career Development Conference out of more than 20,000 participants.

Reeba Abraham – 2nd place Human Resource Management
Selina Lam – 2nd place Principles of Marketing
Sheena Gupta, Anuhya Juturi, Neha Matlapudi – 2nd place Stock Market Game
Tanya Ratnani – 3rd place Human Resource Management

Over 90 Fort Bend ISD students competed against 20,000 students across the state at the at the Technology Student Association (TSA) State competition which engaged students in science, technology, engineering and mathematics. The following students placed at this competition. *National Qualifying Events

Kempner High School

2nd place:

*Stephanie Sugandi – Scientific Visualization

*(Team) Thanh Khoi Pham & Ahmet Umurhan – Structural Design & Engineering

1st place:

Elena Jarnot – Desktop Publishing (Experienced Level)

Stephanie Sugandi – Pamphlet (Beginner Level)

(Team) Nafee Karim, Arjun Sugunan, Samir Fnu, Rayan Syed – Pamphlet (Experienced Level)

Stephanie Sugandi – Computer Presentation (Beginner Level)

Marc Alaniz – Computer Presentation (Experienced Level)

Elena Jarnot – Computer assisted Software Tutorial (Experienced Level)
Jonathan Nguyen – Isometric freehand sketching (Beginner Level)
Long Dang – 3D CAD working drawing (Beginner Level)
(Team) Ifeoluwa Ogunfolu & Azra Ercetin – Scale Model of residential structure
(Experienced Level)
(Team) Jacob Longino, Dang Le, Anthony Tran, Thanh Khoi Pham – Hydraulics
(Beginner Level)

2nd place:

Nafee Karim – Flyer (Experienced Level)
Azra Ercetin – Desktop Publishing (Experienced Level)
Jonathan Nguyen – Computer Presentation (Beginner Level)
Joseph Negassa – Computer Assisted Software Tutorial (Experienced Level)
David Hu – Isometric freehand sketching (Beginner Level)
Jonathan Nguyen – 3D CAD working drawing (Beginner Level)
(Team) Stephanie Ho, Stephanie Sugandi, Addison Libby – Hydraulics
(Beginner Level)

3rd place:

Ahmet Umurhan – Computer Assisted Software Tutorials (Experienced Level)
Azra Ercetin – Color Travel Photo Essay (Experienced Level)
Long Dang – Isometric freehand sketching (Beginning Level)
Samir Fnu – Isometric freehand sketching (Experienced Level)
Shawn Hassanzei – 3D CAD working drawing (Beginner Level)
Ahmet Umurhan – Working Architectural Drawings 2000+ sqft. (Experienced
Level)
Anujaa Tipnis – Safety Poster (Experienced Level)

Elkins High School

3rd place:

*Srinivasa Mahankali – Future Technology & Engineering Teacher HS

Clements High School

2nd place:

*Logan Mcclurkin- Dragster Design

3rd place:

*Hunter Han, Zongyu Li – Cyber Security

Bush High School (The Bush Team placed 2nd for most state entries in Division
4)

1st place:

Cole Valdeavilla – Walkthrough Architecture between 60 sec & 90 sec-
beginner

Tien La – Models- residential single or multifamily unit (beginner)
Luis Pimentel- Models, apartment condo townhouse duplex (experienced)

2nd place:

Morgan Lopez– Walkthrough Architecture between 60 sec & 90 sec- beginner

Tony Nguyen– Walkthrough Architecture between 60 sec & 90 sec-
experienced

Layla Segovia - Models, apartment condo townhouse duplex (experienced)

Evy Troung– Study Model Residential (beginner)

Donovan Rivera– Study Model Residential (Experienced)

3rd place:

Layla Segovia- Walkthrough Architecture between 60 sec & 90 sec-
experienced

Tiondra Cambridge – Study Model Residential (Experienced)

Hightower High School Health Science students participated and excelled in the HOSA-Future Health Professionals state conference. The following students placed in this competition.

Aman Chaudhary, Michael Nguyen, Evan Thekkel, and Arshi Maniar – 1st place,
Biomedical Debate

Tulsi Desai – 1st place, Job Seeking Skills

Mohit Kanneri, Jude Chittet, Bilanilay Vakulabharanam, Jeevana Gottipati,
Rebecca Jogee, Irene Johns – 2nd place, Medical Reserve Corp Partnership

Arish Ali, Mhyank Sekhar, Mihir Sekhar, Eric Thekkel – 3rd place, Biomedical
Debate

Anvi Garyali, from Dulles High School was a recipient of the 2022 Student Heroes Award from the State Board of Education District 4 for her acts of kindness, charity, and selfless service offered towards others.

Students from the First Colony Middle School Choir and Fort Settlement Middle School Choir were selected for the 2022 Texas Choral Directors Association's Middle School/Junior High All-State Choir. Additionally, nine additional Fort Settlement Middle School Choir students were selected for the 2022 TCDA Elementary Honor Choir.

TCDA MS/JH All-State Choir

First Colony MS:

Karla Zapata—Alto

Chris Jacob—Tenor 2

William Jordon—Tenor 2

Paul Ziomek—Tenor 2

Leon Pardo—Bass

Parker Soudelier—Bass

Tommy Trinh and Joshua Sarmiento—Choir Directors

Fort Settlement MS:
Gia Ann George—Soprano 1
Joanna Varghese—Soprano 1
Christi Sun—Soprano 2
Megan Wu—Soprano 2
Sarah Gentle—Alto
Celeste Peugnet—Alto
Noah Zane—Tenor 1
Abhinav Nambi—Tenor 2
Lloyd Aidan Samson—Bass
Kirsten Jordan—Choir Director

TCD A Elementary Honor Choir
Fort Settlement MS:
Yara Abbas
Zynah Basaria
Anika Chandrian
Ritika Chandrain
Asha Varghese
Avni Aggarwal
Riddhi Mehta
Catherine Shin
Eva Soth-Lopez
Kirsten Jordan—Choir Director

Marshall High School Boys track team won their fifth overall 5A championship title at the UIL State Track & Field Meet.

Marshall High School Girls track team won their second consecutive overall 5A championship title at the UIL State Track & Field Meet.

Bush High School Girls 4x100 meter relay team finished in first place at the UIL State Track & Field Meet.

Damilare Olukosi, a student from Travis High School, finished in first place for the 6A triple jump at the UIL State Track & Field Meet. Damilare holds the Class 6A State record in the triple jump.

Richard Embrick, teacher at Crockett Middle School, won the Leadership Award for the H-E-B Excellence in Education Houston Region.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Veronica V. Sopher
Chief Communications Officer

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Information: Student Engagement
Survey Results
Department: Deputy Superintendent

Summary

Staff will provide information about the elementary and secondary student engagement survey processes, results, and analysis.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent

The background of the entire page is a photograph of a classroom. In the foreground, a young Black girl with her hair styled in braids is focused on writing in a notebook. She is wearing a light-colored shirt. In the background, other students are visible, some looking towards the camera and others looking down at their work. The lighting is bright and natural, suggesting a daytime classroom setting.

COMMITTED TO
E★cellence ¹¹

Student Engagement Survey Report
June 20, 2022

Introduction to Student Engagement Survey in FBISD

Secondary Survey Results

- Overall Dimension Scoring
- Dimension Highlights
- Other Academic Interests/Student Retention

Elementary Survey Results

- Overall Dimension Scoring
- Dimension Highlights
- Other Academic Interests/Student Retention

Next Steps

Defining Student Engagement

Purpose:

Gather input from students regarding their learning experiences



Behavioral Engagement

Student participation in activities



Emotional Engagement

Student interactions with adults and peers



Cognitive Engagement

The degree students are invested in and own their learning

← Measuring Student Engagement →

Overall Findings Grades 3 – 12

Students were more engaged around areas around career/skill development and future planning

Asian and GT student groups reported higher levels of engagement across all dimensions

Student engagement decreased overall as students progressed in grades (3-11) across all student groups

Hispanic students reported lower levels of engagement across all dimensions

Overall students reported gaps in the connection between motivation towards future goals and instruction

Secondary Survey Results

43,909
Total Secondary Students in FBISD

23,363
Secondary Students Participated in Survey

86%
Percent of Eligible Students Participated

Student Group	Secondary FBISD Students	Surveyed Students
African American	29%	24%
Asian	27%	33% <small>14</small>
Hispanic	26%	24%
White	14%	15%
ED	47%	41%
SPED	11%	7%
GT	8%	11%
EL	12%	11%

Overall Engagement- Secondary

Secondary

Behavioral Engagement

Overall mean score **2.95**
↑ 3.7% from 2021

Emotional Engagement

Overall mean score **2.87**
↓ 3.9% from 2021

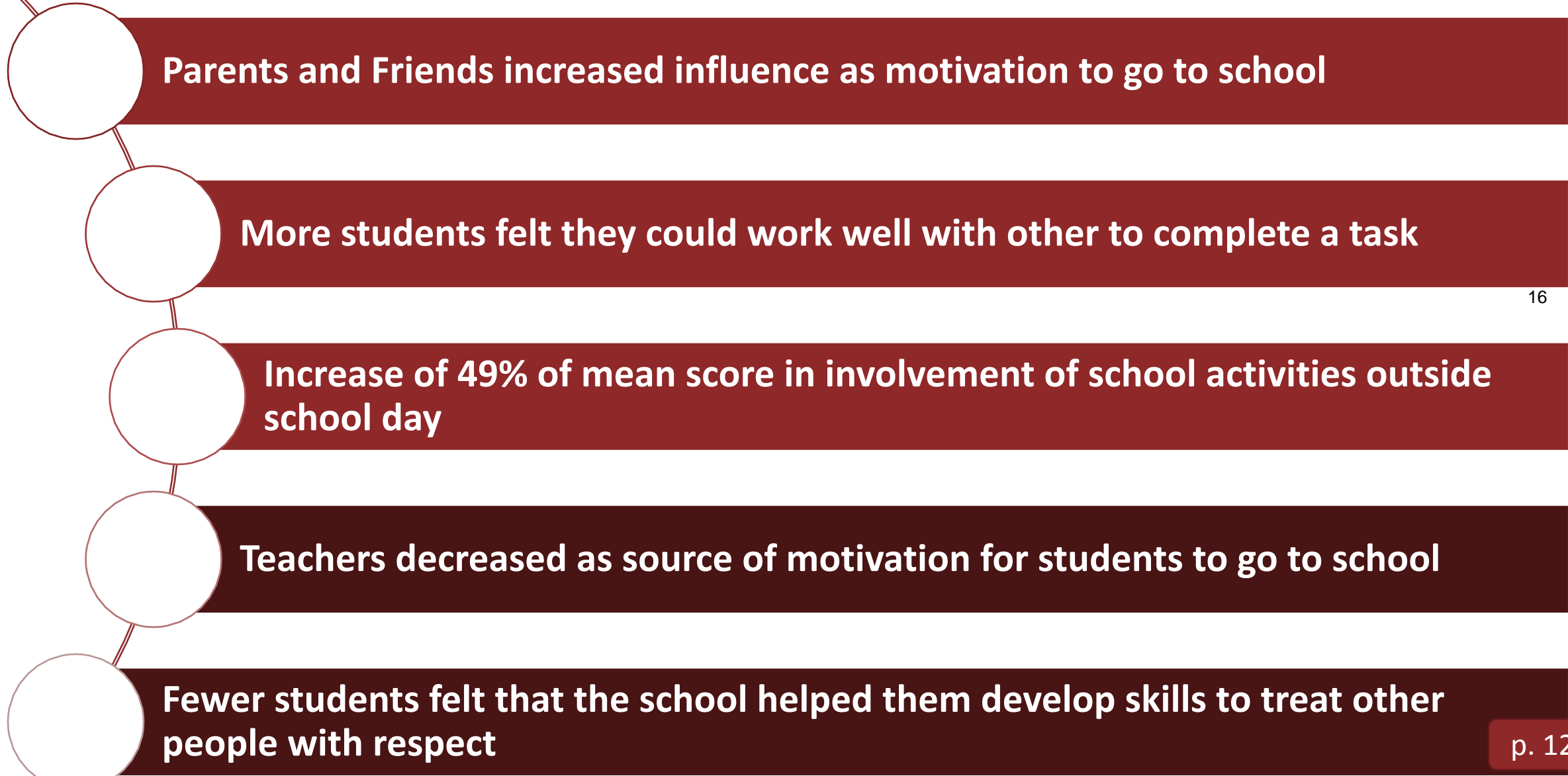
Cognitive Engagement

Overall mean score **2.91**
↓ 0.4% from 2021

Engagement Score Scale	
Very Low	1.0-1.75 15
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

Behavioral Engagement

Secondary



Emotional Engagement

Secondary

Overall Emotional Engagement (p.15)	2.87	↓3.9%
Motivation for Learning (p. 16-18)	2.92	↓1.8%
Emotional Engagement with School (p. 19-21)	2.71	↓6.2%
Positive Relationships with Adults in School (p.22-23)	2.89	↓2.1%
Positive Relationships with Other Students (p. 24-25)	3.02	↓5.3%

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Emotional Engagement

Secondary

Overall drop in emotional engagement across all student groups

Increase in number of students who feel at least 1 adult knows them well (6.5%)

Fewer students (↓11.7%) reported feeling safe at school

Fewer students reported feeling the school rules were fair or fairly enforced

Fewer students reported feeling supported by all campus staff member groups

Cognitive Engagement

Secondary

Overall Cognitive Engagement (p. 26)	2.91	↓0.4%
Cognitive Growth through Personal Skill Development (p. 27-31)	2.95	↓2.4%
Level of Effort in Academic Pursuits (p. 32-36)	2.95	↑1.7%
Attitudes Towards Learning (p.37-39)	2.89	↓1.8%
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations (p. 40-42)	2.71	↑1.3%

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Cognitive Engagement

Secondary

Some student groups increased mean scores (A, EL) from 2021

More students reported having conversations around college and career goals (4-5%)

More students were able to engage with their peers in academic conversations and work

Fewer students reported feeling motivated by what they learn in classes or being curious because of what they learn

Fewer students reported connecting their work to future college, career, and life outside school

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Secondary

Other Academic Areas

- More students felt their campus emphasized participating in school events and campus activities
- 83% of students reported feeling sometimes or often bored in class; increase²¹ number of students who felt the material or instructional methods not interesting
- Increase in number of students who have considered dropping out
- Students value the experiences they have within a public school

Elementary Students Participating

16,904

Total Elementary Students
Grades 3 – 5 in FBISD

12,195

Elementary Grades
3 – 5 Students Participated

85%

Percent of All Eligible Grades
3 – 5 Students Participated

Student Group	Elementary FBISD Students	Surveyed Students
African American	26%	26%
Asian	28%	26% <small>22</small>
Hispanic	26%	26%
White	15%	15%
ED	49%	48%
SPED	16%	15%
GT	10%	7%
EL	27%	27%

Overall Engagement

Elementary

Behavioral
Engagement

Overall mean score **2.42**

Emotional
Engagement

Overall mean score **3.30**

Cognitive
Engagement

Overall mean score **3.40**

Engagement Score Scale	
Very Low	1.0-1.75
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

Behavioral Engagement

Elementary

Over 78% of elementary students felt prepared for school with all their materials, homework, reading complete

40% of elementary students reported spending at least 2 hours a week participating in school activities

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Emotional Engagement

Elementary

Overall Emotional Engagement (p. 14-25)	3.30
Teacher-Student Relationships (p.15 - 18)	3.29
Peer Support for Learning (p. 19-21)	3.14
Family Support for Learning (p. 22-23)	3.58
Disaffection (p. 24-25)	3.06

Engagement Score Scale	
Very Low	1.0-1.75
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

Emotional Engagement

Elementary

88% of elementary students feel teachers care about them as a person

Over 80% of elementary students feel safe at school

Over 80% of student feel the rules and adults are fair to students

Over 90% of elementary students felt supported by teachers and parents

Emotional Engagement decreased as student progressed from grade 3 to 5

Decreases were observed in the percent of students who “strongly agreed” with statements as they progressed from grades 3 to 5

Cognitive Engagement

Elementary

Overall Cognitive Engagement (p. 26-31)	3.40
Future Goals and Aspirations (p. 27-29)	3.64
Intrinsic Motivation (p. 30-31)	3.50

Engagement Score Scale	
Very Low	1.0-1.75
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

Cognitive Engagement

Elementary



Overall high levels of cognitive engagement in grades 3-5

94% of elementary students plan to go to college after high school

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Students also reported being hopeful about their future and role of education

Almost all students reported feeling school is important for their future

Students expressed high levels of intrinsic motivation, not needing a reward to learn

Other Academic Areas

- Students felt the school placed the greatest emphasis on understanding information and using technology
- 68% of students felt their school emphasized participating in activities/school events
- Students were most interested in activities using technology or group projects

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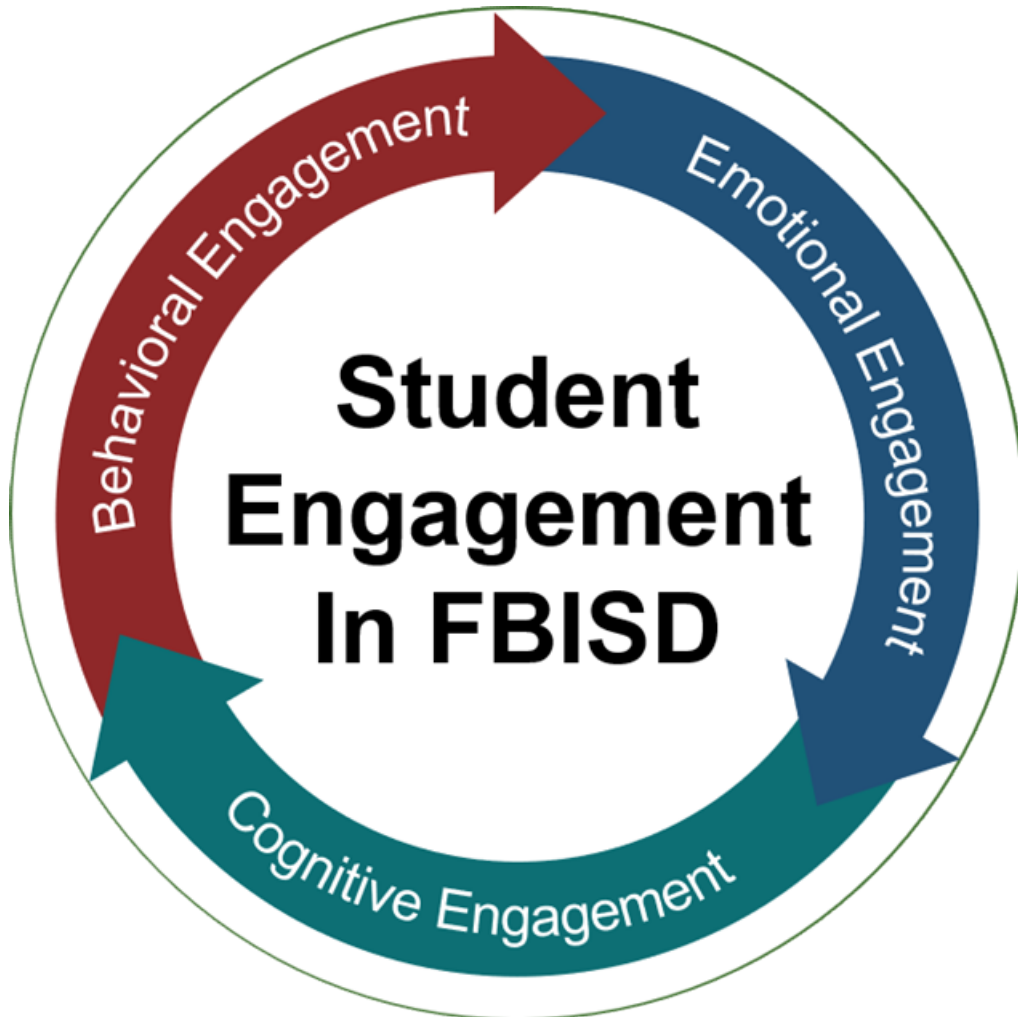
Campus Improvement Planning

District Improvement Planning

Department Planning

Leader Feedback Processes

Guide future student voice opportunities



**Elementary Student Engagement Survey
Report & Findings:**

DISTRICT

Administered April 2022

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Elementary Student Engagement Survey (an adapted form of the Student Engagement Instrument- Elementary SEI-E survey) that included three dimensions, six factors, and individual student responses for 35 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none"> No individual factors
Emotional Engagement	<ul style="list-style-type: none"> <i>Teacher Student Relationships</i> <i>Peer Support for Learning</i> <i>Family Support for Learning</i> <i>Disaffection</i>
Cognitive Engagement	<ul style="list-style-type: none"> <i>Future Goals and Aspirations</i> <i>Intrinsic Motivation</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of the relationship between the values. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the elementary grades were compared to each other using a One way ANOVA to compare between third, fourth, and fifth grade groups. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicates what percent of the variation you can see in the mean that can be attributed to the variable you chose. So, for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (grade level, student group, etc.) averages could be due to the grade level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-31	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and the grade level of students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
CST Components	p.32-36	Detailed views of student engagement survey responses that connect to the Campus Support Team process are provided including individual item analysis and connections to the CST observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 37-38	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Demographic Question Breakdown	p. 39	Questions were selected based on variation in student responses to explore if there were differences between the student responses in different student groups. Those comparisons are shown on the chart.
Other Student Academic Interests	p. 40-41	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Student Retention Perceptions	p. 42-43	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

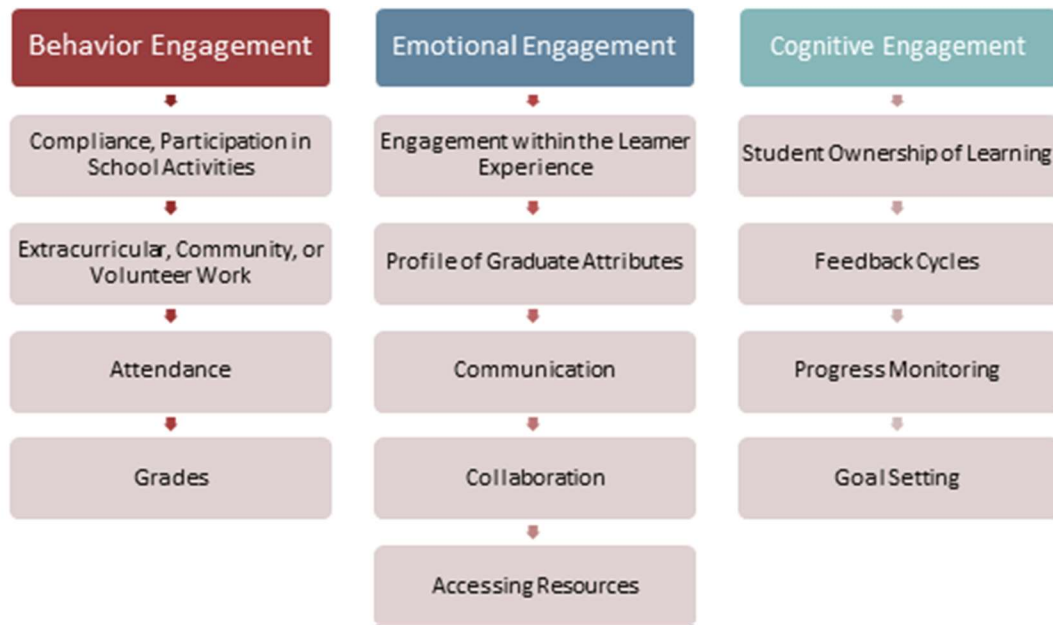
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at elementary campuses.

Use the following key to compare student scores:

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Mean Comparisons		Statistical Comparison						
Engagement Category	Engagement Indicator	District Mean	Statistical Significance between grade levels					
			3rd Grade Mean	3rd Grade Effect Size	4th Grade Mean	4th Grade Effect Size	5th Grade Mean	5th Grade Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.42	2.41 --		2.42 --		2.42 --	
	Overall Emotional Engagement Dimension	3.30	3.34 *** △		3.31 *** △		3.25 *** ▽	
Emotional Engagement	<i>Teacher Student Relationships</i>	3.29	3.36 *** ▲		3.31 *** ▲		3.21 ** ▼	
	<i>Peer Support for Learning</i>	3.14	3.15 *** △		3.13 * ▽		3.10 * ▽	
	<i>Family Support for Learning</i>	3.58	3.55 * ▽		3.59 --		3.57 --	
	<i>Disaffection</i>	3.06	3.09 --		3.06 --		3.03 *** △	
Cognitive Engagement	Overall Cognitive Engagement Dimension	3.40	3.41 --		3.41 --		3.38 * ▽	
	<i>Future Goals and Aspirations</i>	3.64	3.63 --		3.64 --		3.62 --	
	<i>Intrinsic Motivation</i>	3.50	3.48 --		3.54 *** △		3.47 --	

* $p < .05$, ** $p < .01$, *** $p < .001$; In this chart, statistical significance is compared to two groups with the least level of significance shown. For instance. Third grade Family Support of Learning was compared to 4th and 5th grade student groups. “*” indicates that it the least significant relationship was $p < .05$ compared to either 4th or 5th grade.

An example of how to interpret the data in this chart:

“The emotional engagement of third grade students was statistically significantly higher than fourth grade students with a small effect size.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

1. Student Engagement Dimension/Section

2. **Question:** As it was displayed on the student surveys.

3. **Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.

4. **Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.

5. **Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. **Note:** Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.

6. **Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance indicates the probability that the differences between the mean scores are due to chance. A $p < .05$ indicates there is a 1 : 20 probability that the results are due to chance, $p < .01$ represents a 1 : 100, and $p < .001$ indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

7. **Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.



FBISD SSES Item Frequencies and Statistical Comparisons Campus Support Team Elements: Individual Item Breakdown

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Comparison				
			District		MS		HS		District	MS		HS	
			Count	%	Count	%	Count	%	Mean	Mean	Effect Size	Mean	Effect Size
Communicate													
During the school year, about how often have you done each of the following?													
Engaged in academic conversations with teachers	1	Never	2,283	11%	1,224	12%	1,059	10%	2.72	2.69 ***	▽	2.75 ***	△
	2	Rarely	5,684	26%	2,867	27%	2,817	25%					
	3	Sometimes	9,439	44%	4,379	42%	5,060	46%					
	4	Often	4,226	20%	2,059	20%	2,167	20%					
		Total	21,632		10,529		11,103						
Engaged in academic conversations with peers	1	Never	2,430	11%	1,333	13%	1,097	10%	2.76	2.70 ***	▽	2.81 ***	△
	2	Rarely	5,111	24%	2,631	25%	2,480	22%					
	3	Sometimes	9,242	43%	4,338	41%	4,904	44%					
	4	Often	4,753	22%	2,180	21%	2,573	23%					
		Total	21,536		10,482		11,054						
Access Resources													
During the school year, about how often have you done each of the following?													
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,338	6%	697	7%	641	6%	2.94	2.93 **	△	2.96 **	▽
	2	Rarely	4,098	19%	2,090	20%	2,008	18%					
	3	Sometimes	10,639	49%	5,011	48%	5,628	51%					
	4	Often	5,521	26%	2,715	26%	2,806	25%					
		Total	21,596		10,513		11,083						

- ▲ Student average score was significantly higher than the compared average, with an effect size greater than 0.2
- △ Student average score was significantly higher than the compared average, with an effect size less than 0.2
- No significant difference between the groups
- ▽ Student average score was significantly lower than the compared average, with an effect size less than 0.2
- ▼ Student average score was significantly lower than the compared average, with effect size greater than 0.2

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

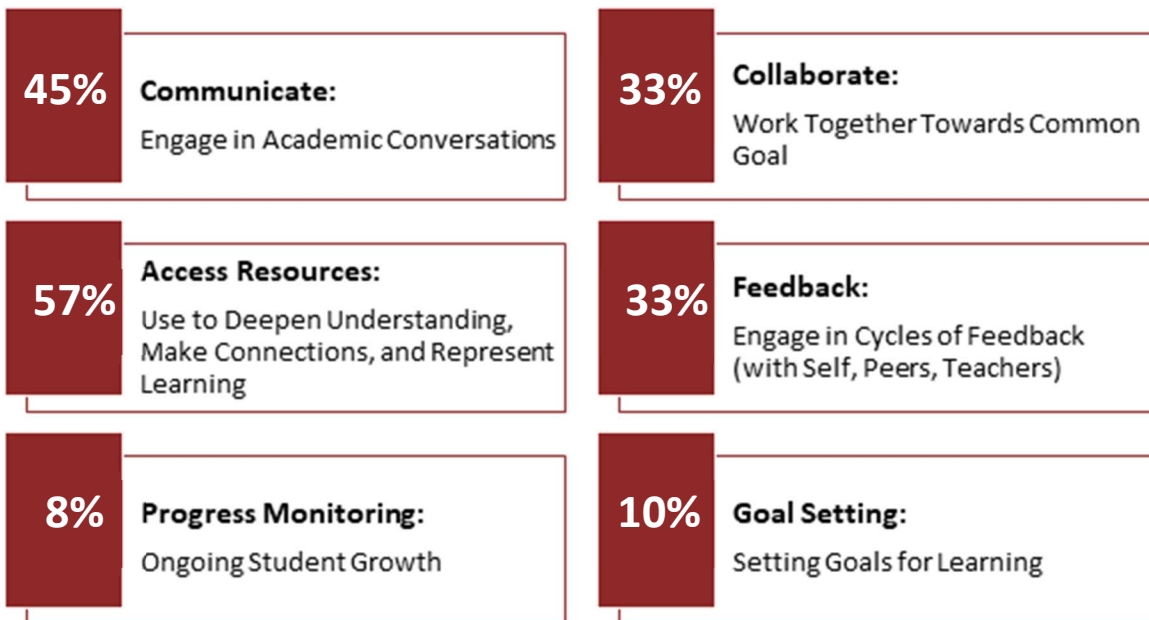
Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey prior to July 2022. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (CST and AB Block) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to more deeply understand the student responses and customize the result views to highlight connections to district priorities. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/15 to be included in the district improvement planning process.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instruments are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool.

Campus Support Team (CST) Evidence

In addition to student survey instruments, the CST process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during CST walks from the student perspective. Additional questions with language aligning to the CST observational tool were added to the survey. Current evidence related to these levels of engagement from the CST process are provided below and demonstrate how often teams observed students having opportunities within the learner experience. In the survey results, an overview of student perspectives of CST elements are also included.



**Note: These percentages represent the percentage of time observed in classroom during CST walks from September 2021-May 2022 for all elementary campuses.*

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, CST walk, and instructional implementation, students have had an opportunity to voice their thoughts and feelings around the impact of all the instructional and social-emotional changes this year in student focus groups. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities

- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

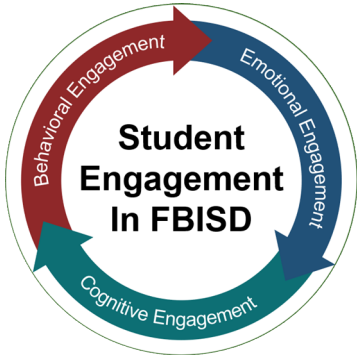
Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and CST walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will not have a more complete picture of student engagement across all campus levels.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

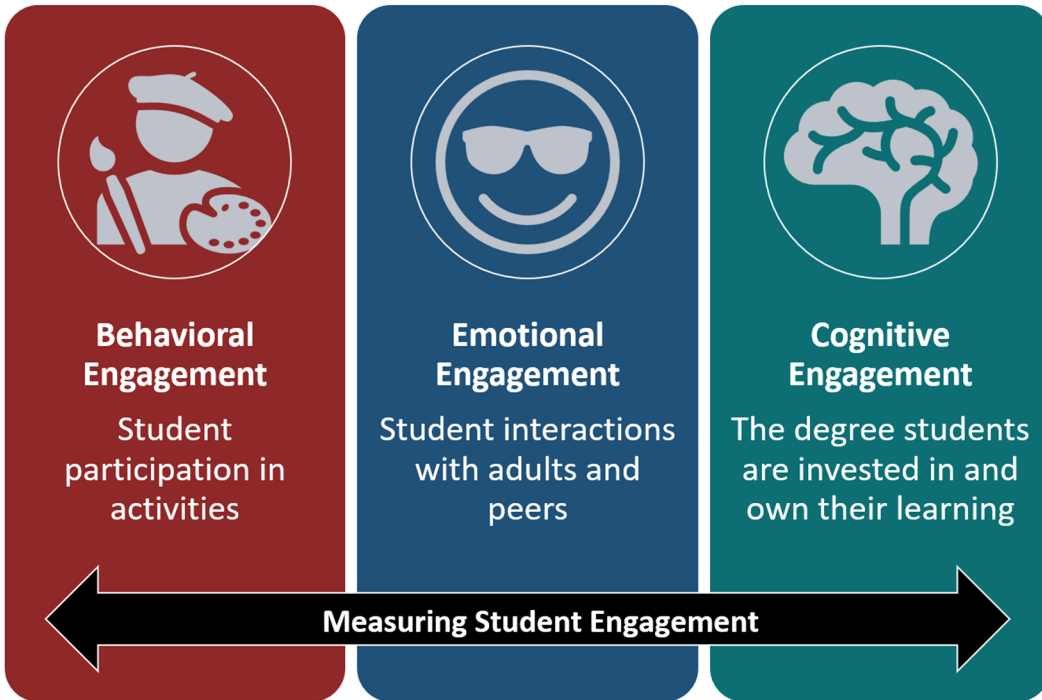
Student Demographics shown below represents the 16,904 students who participated in the survey.

Asian	27.8%	White	15.1%
AA	25.9%	Nat. Am	0.4%
Hisp	26.3%	HI/Pac Isl.	0.2%

SPED	GT	EL	Eco Dis
15.4%	7.4%	26.6%	48.1%

Students Survey Participation

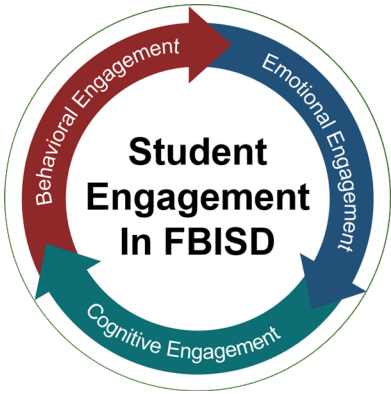
- 16,904** Total Elementary Students in FBISD
- 12,195** Elementary Students Participated in Survey
- 85%** Percent of Eligible Students Participated



Student engagement is measured in the student survey results through three dimensions and six factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the CST process and other student interests from information in the survey that was not connected to these dimensions directly.

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale to the left, and the significance key below will be helpful as you review items in each of the sections of this report. Average ⁴¹ comparisons in this portion of the report were comparing 3rd, 4th, and 5th grade student score averages.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

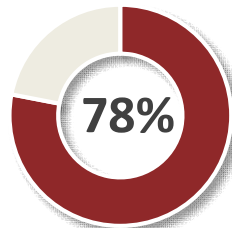
In FBISD, this looks like...

-  Compliance, Participation in School/District Activities
-  Extracurricular, Community, or Volunteer Work
-  Attendance
-  Grades

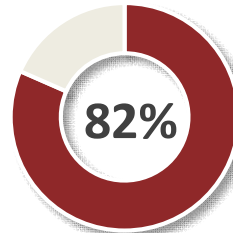
Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Preparation for Learning

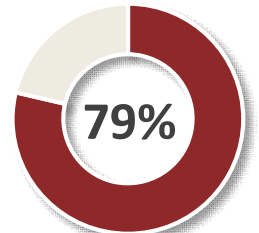
How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork.



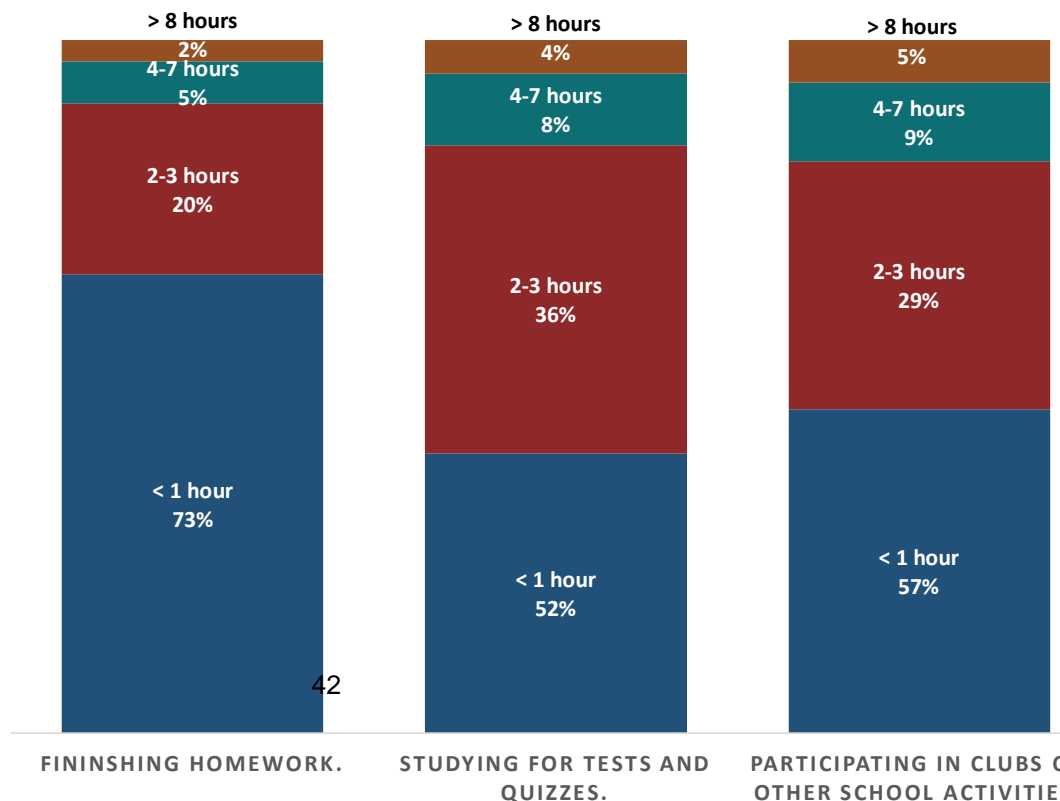
Without reading materials.



Without your homework done.

Investment of Time Outside of School

Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

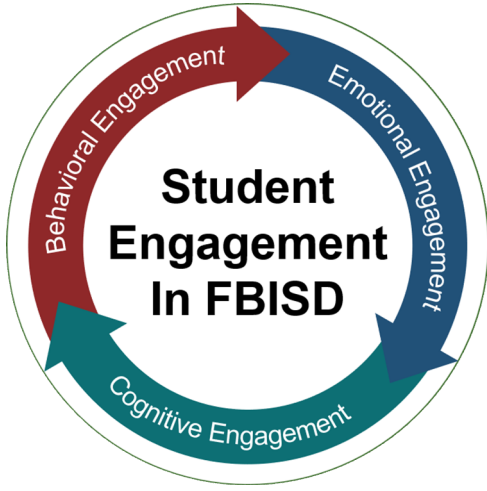
Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		Statistical Comparison of Mean Composite Scores				
			Count	%	Count	%	Count	%	Count	%	District Mean	3rd Mean	4th Mean	5th Mean	
How often do you come to class and find yourself:															
Without what you need to do classwork.	1	Usually	853	7%	365	10%	282	7%	206	5%	3.19	3.14	3.18	3.27	43
	1.75	Often	776	6%	280	7%	279	7%	217	5%					
	2.5	About half the time	1,016	8%	326	9%	379	9%	311	8%					
	1.75	Once in a while	5,182	43%	1,392	37%	1,829	44%	1,961	47%					
	4	Never	4,236	35%	1,409	37%	1,379	33%	1,448	35%					
	Total		12,063		3,772		4,148		4,143						
Without reading materials.	1	Usually	633	5%	275	7%	201	5%	157	4%	3.40	3.35	3.41	3.45	
	1.75	Often	646	5%	211	6%	236	6%	199	5%					
	2.5	About half the time	924	8%	315	8%	311	8%	298	7%					
	3.25	Once in a while	3,194	27%	884	24%	1,117	27%	1,193	29%					
	4	Never	6,547	55%	2,040	55%	2,247	55%	2,260	55%					
	Total		11,944		3,725		4,112		4,107						
Without your homework done.	1	Usually	781	7%	293	8%	265	6%	223	5%	3.28	3.27	3.30	3.26	
	1.75	Often	718	6%	229	6%	247	6%	242	6%					
	2.5	About half the time	1,042	9%	306	8%	340	8%	396	10%					
	3.25	Once in a while	4,113	34%	1,138	31%	1,354	33%	1,621	39%					
	4	Never	5,284	44%	1,754	47%	1,905	46%	1,625	40%					
	Total		11,938		3,720		4,111		4,107						

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement			Frequency Distributions								Statistical Comparison of Mean Composite Scores			
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much time do you spend OUTSIDE of school:														
Finishing homework.	1	1 hour or less	8,777	73%	2,757	73%	3,039	73%	2,981	72%	1.37	1.39	1.36	1.36
	2	2-3 hours	2,374	20%	686	18%	825	20%	863	21%				
	3	4-7 hours	589	5%	195	5%	173	4%	221	5%				
	4	8 or more hours	296	2%	129	3%	103	2%	64	2%				
	Total		12,036		3,767		4,140		4,129					
Studying for tests and quizzes.	1	1 hour or less	6,234	52%	1,838	49%	2,105	51%	2,291	56%	1.64	1.71	1.64	1.56
	2	2-3 hours	4,253	36%	1,317	35%	1,514	37%	1,422	35%				
	3	4-7 hours	986	8%	357	10%	343	8%	286	7%				
	4	8 or more hours	463	4%	210	6%	147	4%	106	3%				
	Total		11,936		3,722		4,109		4,105					
Participating in clubs or other school activities.	1	1 hour or less	6,794	57%	2,163	59%	2,304	56%	2,327	57%	1.62	1.61	1.62	1.62
	2	2-3 hours	3,391	29%	1,001	27%	1,218	30%	1,172	29%				
	3	4-7 hours	1,078	9%	321	9%	377	9%	380	9%				
	4	8 or more hours	587	5%	208	6%	181	4%	198	5%				
	Total		11,850		3,693		4,080		4,077					



Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions.

In FBISD, this looks like...

- Engagement within the Learner Experience
- Profile of a Graduate Attributes
- Communication & Collaboration
- Accessing Resources

Overall Emotional Engagement
3.30

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

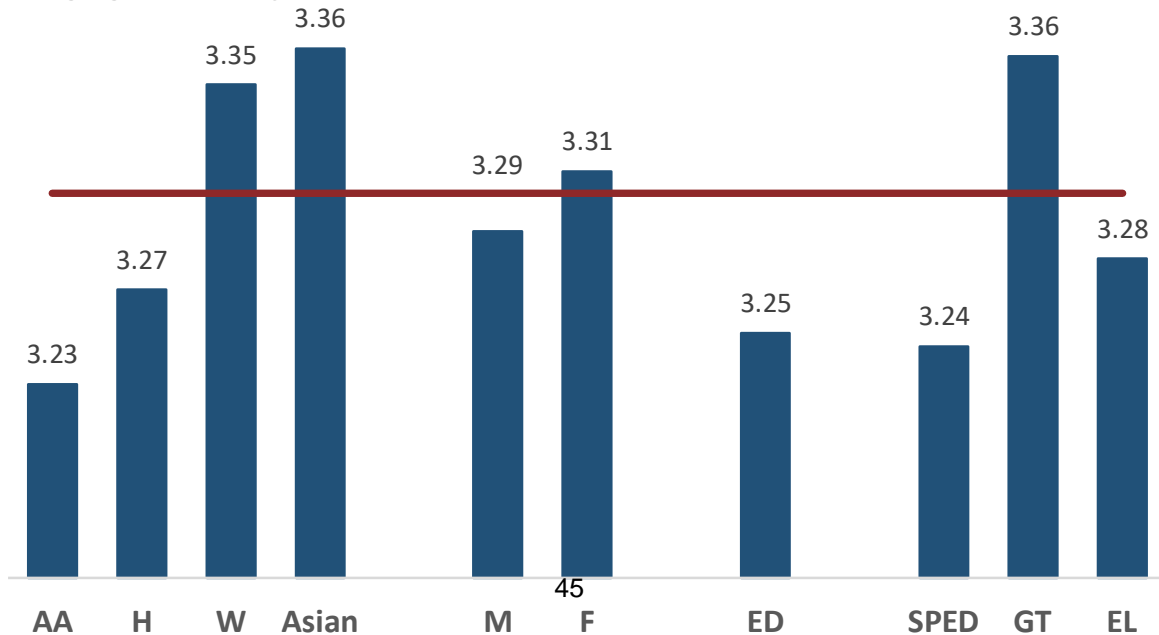
Teacher Student Relationships
3.29

Peer Support of Learning
3.14

Family Support of Learning
3.58

Dissatisfaction
3.06

Emotional Engagement by Student Groups



* Red line represents the overall average score

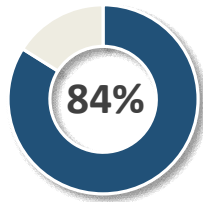
Teacher-Student Relationships

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

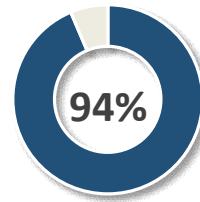
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “strongly agree” with the question statement by grade level.

Treatment of Students

The degree to which students **agreed or strongly agreed** that the teachers and adults value and care about students.



Adults at my school listen to the students.



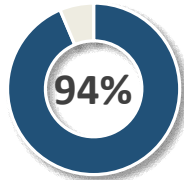
My teachers are honest with me.

% of Students who Strongly Agree

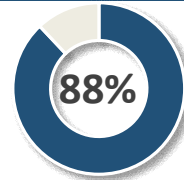
3rd	4th	5th
64%	58%	47%

Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.



My teachers are there for me when I need them



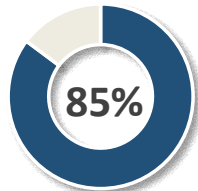
Most teachers care about me as a person, not just as a student

% of Students who Strongly Agree

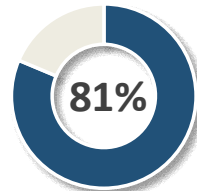
3rd	4th	5th
45%	43%	36%

Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.



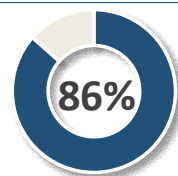
Adults at my school are fair towards students most of the time



The rules at my school are fair

% of Students who Strongly Agree

3rd	4th	5th
49%	35%	25%



I feel safe at school

% of Students who Strongly Agree

3rd	4th	5th
50%	43%	36%

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
My teachers are there for me when I need them	1	Strongly Disagree	200	2%	63	2%	62	1%	75	2%	3.40	3.46	3.42	3.34
	2	Disagree	569	5%	148	4%	200	5%	221	5%				
	3	Agree	5,446	45%	1,539	41%	1,832	44%	2,075	50%				
	4	Strongly Agree	5,842	48%	2,010	53%	2,063	50%	1,769	43%				
	Total		12,057		3,760		4,157		4,140					
Adults at my school listen to the students	1	Strongly Disagree	626	5%	260	7%	191	5%	175	4%	3.15	3.14	3.18	3.12
	2	Disagree	1,305	11%	410	11%	411	10%	484	12%				
	3	Agree	5,743	48%	1,599	43%	1,991	48%	2,153	52%				
	4	Strongly Agree	4,330	36%	1,463	39%	1,550	37%	1,317	32%				
	Total		12,004		3,732		4,143		4,129					
The rules at my school are fair	1	Strongly Disagree	725	6%	173	5%	274	7%	278	7%	3.12	3.32	3.09	2.95
	2	Disagree	1,504	13%	280	8%	515	12%	709	17%				
	3	Agree	5,395	45%	1,435	39%	1,886	46%	2,074	51%				
	4	Strongly Agree	4,331	36%	1,836	49%	1,451	35%	1,044	25%				
	Total		11,955		3,724		4,126		4,105					
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	393	3%	147	4%	127	3%	119	3%	3.26	3.30	3.29	3.19
	2	Disagree	1,055	9%	288	8%	326	8%	441	11%				
	3	Agree	5,619	47%	1,615	43%	1,899	46%	2,105	51%				
	4	Strongly Agree	4,963	41%	1,699	45%	1,797	43%	1,467	36%				
	Total		12,030		3,749		4,149		4,132					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
My teachers are honest with me	1	Strongly Disagree	210	2%	63	2%	78	2%	69	2%	3.48	3.57	3.50	3.38
	2	Disagree	548	5%	122	3%	181	4%	245	6%				
	3	Agree	4,483	38%	1,158	31%	1,481	36%	1,844	45%				
	4	Strongly Agree	6,710	56%	2,382	64%	2,380	58%	1,948	47%				
	Total		11,951		3,725		4,120		4,106					
Adults at my school are fair towards students most of the time	1	Strongly Disagree	512	4%	158	4%	169	4%	185	4%	3.12	3.19	3.14	3.04
	2	Disagree	1,260	11%	328	9%	414	10%	518	13%				
	3	Agree	6,462	54%	1,889	51%	2,213	54%	2,360	57%				
	4	Strongly Agree	3,738	31%	1,351	36%	1,332	32%	1,055	26%				
	Total		11,972		3,726		4,128		4,118					
I like talking to the teachers here	1	Strongly Disagree	307	3%	101	3%	112	3%	94	2%	3.39	3.40	3.40	3.36
	2	Disagree	822	7%	239	6%	268	6%	315	8%				
	3	Agree	4,822	40%	1,464	39%	1,609	39%	1,749	42%				
	4	Strongly Agree	6,075	51%	1,947	52%	2,155	52%	1,973	48%				
	Total		12,026		3,751		4,144		4,131					
I feel safe at school	1	Strongly Disagree	554	5%	171	5%	195	5%	188	5%	3.24	3.33	3.24	3.17
	2	Disagree	1,078	9%	290	8%	387	9%	401	10%				
	3	Agree	5,256	44%	1,429	38%	1,783	43%	2,044	50%				
	4	Strongly Agree	5,129	43%	1,870	50%	1,781	43%	1,478	36%				
	Total		12,017		3,760		4,146		4,111					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Frequency Distributions

Statistical Comparison of Mean Composite Scores

<i>Item wording or description</i>	<i>Values</i>	<i>Response Options</i>	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
How much do you agree or disagree with the following statements														
Teachers at my school care about the students	1	Strongly Disagree	199	2%	60	2%	62	1%	77	2%	3.48	3.57	3.51	3.36
	2	Disagree	459	4%	120	3%	150	4%	189	5%				
	3	Agree	4,734	39%	1,180	32%	1,551	37%	2,003	49%				
	4	Strongly Agree	6,605	55%	2,385	64%	2,376	57%	1,844	45%				
	Total		11,997		3,745		4,139		4,113					

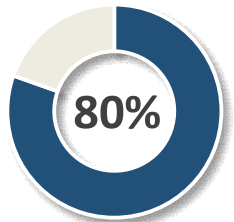
Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

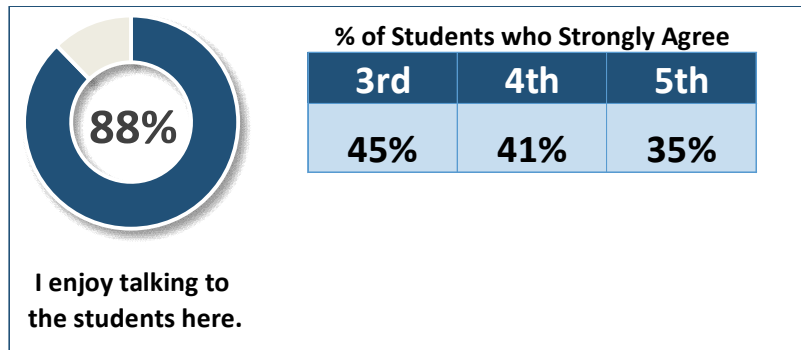
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “**strongly agree**” with the question statement by grade level.

Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.

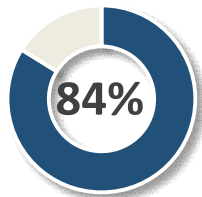


Other students here like me the way I am.

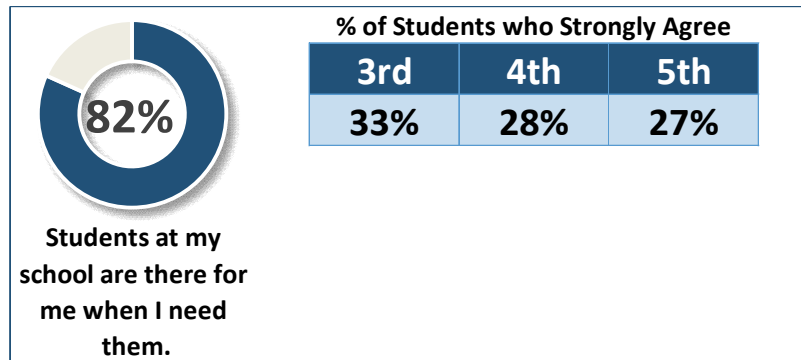


Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.

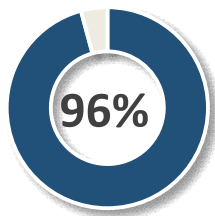


Other students care about me.

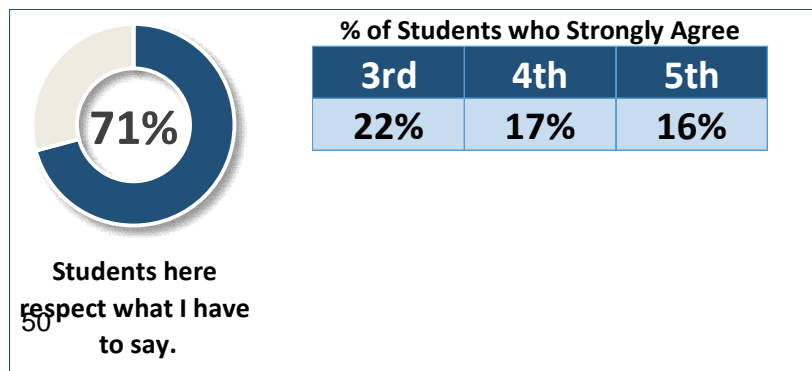


Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.



I have friends at school.



FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
Other students here like me the way I am.	1	Strongly Disagree	736	6%	237	6%	261	6%	238	6%	3.02	3.05	3.01	3.01
	2	Disagree	1,615	13%	495	13%	567	14%	553	13%				
	3	Agree	6,272	52%	1,831	49%	2,167	52%	2,274	55%				
	4	Strongly Agree	3,360	28%	1,168	31%	1,137	28%	1,055	26%				
	Total		11,983		3,731		4,132		4,120					
Other students care about me.	1	Strongly Disagree	546	5%	185	5%	202	5%	159	4%	3.05	3.07	3.03	3.05
	2	Disagree	1,406	12%	442	12%	498	12%	466	11%				
	3	Agree	7,019	58%	2,065	55%	2,418	58%	2,536	61%				
	4	Strongly Agree	3,110	26%	1,078	29%	1,044	25%	988	24%				
	Total		12,081		3,770		4,162		4,149					
Students at my school are there for me when I need them.	1	Strongly Disagree	536	4%	169	5%	194	5%	173	4%	3.06	3.11	3.04	3.04
	2	Disagree	1,661	14%	490	13%	595	14%	576	14%				
	3	Agree	6,317	53%	1,849	49%	2,196	53%	2,272	55%				
	4	Strongly Agree	3,504	29%	1,238	33%	1,165	28%	1,101	27%				
	Total		12,018		3,746		4,150		4,122					
Students here respect what I have to say.	1	Strongly Disagree	989	8%	291	8%	334	8%	364	9%	2.81	2.87	2.80	2.77
	2	Disagree	2,507	21%	722	19%	897	22%	888	22%				
	3	Agree	6,309	53%	1,906	51%	2,181	53%	2,222	54%				
	4	Strongly Agree	2,193	18%	819	22%	723	17%	651	16%				
	Total		11,998		3,738		4,135		4,125					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		Statistical Comparison of Mean Composite Scores			
			Count	%	Count	%	Count	%	Count	%	District Mean	3rd Mean	4th Mean	5th Mean
How much do you agree or disagree with the following statements														
I enjoy talking to the students here.	1	Strongly Disagree	391	3%	115	3%	123	3%	153	4%	3.25	3.32	3.27	3.16
	2	Disagree	1,086	9%	292	8%	333	8%	461	11%				
	3	Agree	5,737	48%	1,647	44%	1,993	48%	2,097	51%				
	4	Strongly Agree	4,847	40%	1,712	45%	1,704	41%	1,431	35%				
	Total		12,061		3,766		4,153		4,142					
I have friends at school.	1	Strongly Disagree	194	2%	76	2%	61	1%	57	1%	3.62	3.63	3.63	3.60
	2	Disagree	312	3%	92	2%	120	3%	100	2%				
	3	Agree	3,363	28%	970	26%	1,112	27%	1,281	31%				
	4	Strongly Agree	8,136	68%	2,608	70%	2,845	69%	2,683	65%				
	Total		12,005		3,746		4,138		4,121					

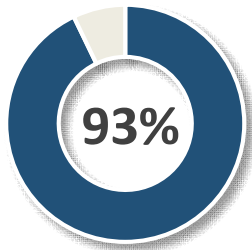
Family Support of Learning

Questions in this dimension factor explore the degree in which students feel supported at home from their parent(s) and/or guardian(s) about school issues and events.

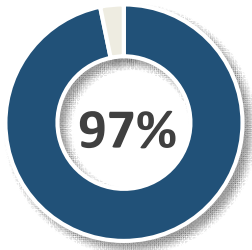
Questions in the table further break down individual questions to look at the percentage of students who specifically responded that they **“strongly agree”** or **“agree”** with the question statement.

Family Support of Learning

The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.

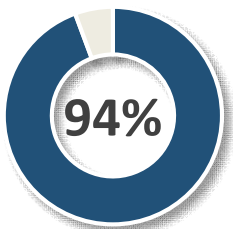


When I have problems at school, my family/guardian(s) are ready to help me.

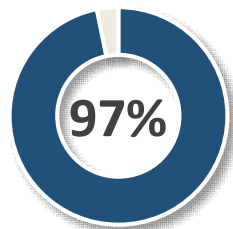


My family/guardian(s) are there for me when I need them.

Agree	Strongly Agree
31%	66%



My family/guardian(s) want to know when something good happens at school.



My family/guardian(s) want me to keep trying when things are tough at school.

Agree	Strongly Agree
26%	71%

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Family Support for Learning

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
My family/guardian(s) are there for me when I need them.	1	Strongly Disagree	85	1%	41	1%	25	1%	19	0%	3.62	3.59	3.64	3.63
	2	Disagree	306	3%	101	3%	96	2%	109	3%				
	3	Agree	3,747	31%	1,229	32%	1,255	30%	1,263	30%				
	4	Strongly Agree	8,009	66%	2,420	64%	2,810	67%	2,779	67%				
	Total		12,147		3,791		4,186		4,170					
My family/guardian(s) want to know when something good happens at school.	1	Strongly Disagree	182	2%	68	2%	61	1%	53	1%	3.52	3.52	3.53	3.50
	2	Disagree	495	4%	149	4%	162	4%	184	4%				
	3	Agree	4,288	36%	1,302	35%	1,452	35%	1,534	37%				
	4	Strongly Agree	7,069	59%	2,237	60%	2,470	60%	2,362	57%				
	Total		12,034		3,756		4,145		4,133					
When I have problems at school, my family/guardian(s) are ready to help me.	1	Strongly Disagree	253	2%	98	3%	79	2%	76	2%	3.50	3.46	3.53	3.51
	2	Disagree	607	5%	216	6%	201	5%	190	5%				
	3	Agree	4,068	34%	1,313	35%	1,322	32%	1,433	35%				
	4	Strongly Agree	7,112	59%	2,127	57%	2,550	61%	2,435	59%				
	Total		12,040		3,754		4,152		4,134					
My family/guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	123	1%	51	1%	51	1%	21	1%	3.66	3.66	3.66	3.67
	2	Disagree	258	2%	89	2%	80	2%	89	2%				
	3	Agree	3,156	26%	947	25%	1,078	26%	1,131	27%				
	4	Strongly Agree	8,494	71%	2,668	71%	2,942	71%	2,884	70%				
	Total		12,031		3,755		4,151		4,125					

54

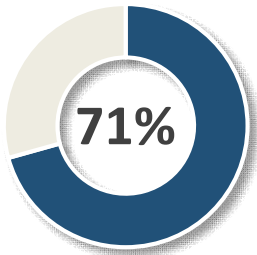
Disaffection

Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. These questions are framed in the negative and are scored used reversed values.

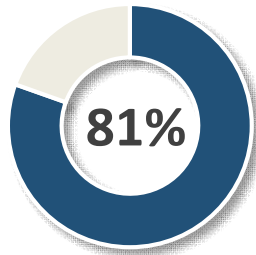
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they **“STRONGLY DISAGREE”** with the question statement by grade level.

Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of student **DISAGREED OR STRONGLY DISAGREED** that they don’t understand the grades they get means that 71% of students **DO** understand the grades they receive.



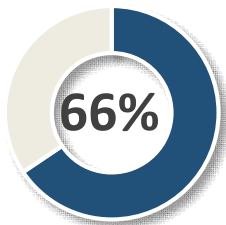
I don't understand why I get the grades I do.



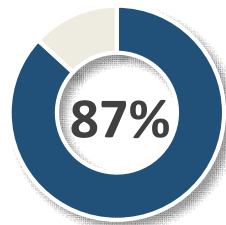
If I don't do well in school it's because I'm not smart.

% of Students who Strongly DISAGREE

3rd	4th	5th
45%	42%	37%



I feel nervous when I'm at school.



I don't pay attention during class.

% of Students who Strongly DISAGREE

3rd	4th	5th
52%	47%	41%

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

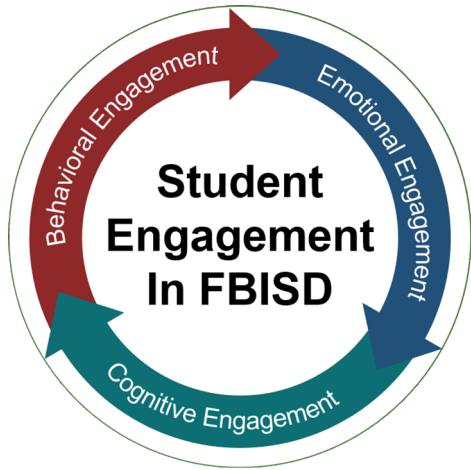
Emotional Engagement: Individual Item Breakdown

Disaffection

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
If I don't do well in school it's because I'm not smart.	4	Strongly Disagree	4,999	41%	1,703	45%	1,757	42%	1,539	37%	3.16	3.22	3.17	3.10
	3	Disagree	4,739	39%	1,400	37%	1,603	38%	1,736	42%				
	2	Agree	1,665	14%	474	13%	556	13%	635	15%				
	1	Strongly Agree	690	6%	198	5%	248	6%	244	6%				
	Total		12,093		3,775		4,164		4,154					
I don't pay attention during class.	4	Strongly Disagree	5,579	47%	1,955	52%	1,932	47%	1,692	41%	3.31	3.35	3.31	3.26
	3	Disagree	4,827	40%	1,265	34%	1,675	41%	1,887	46%				
	2	Agree	1,236	10%	364	10%	423	10%	449	11%				
	1	Strongly Agree	337	3%	140	4%	104	3%	93	2%				
	Total		11,979		3,724		4,134		4,121					
I feel nervous when I'm at school.	4	Strongly Disagree	3,577	30%	1,208	32%	1,258	30%	1,111	27%	2.83	2.84	2.84	2.81
	3	Disagree	4,281	36%	1,208	32%	1,474	36%	1,599	39%				
	2	Agree	2,635	22%	831	22%	887	21%	917	22%				
	1	Strongly Agree	1,486	12%	478	13%	517	13%	491	12%				
	Total		11,979		3,725		4,136		4,118					
I don't understand why I get the grades I do.	4	Strongly Disagree	4,236	35%	1,404	38%	1,470	36%	1,362	33%	2.95	2.96	2.94	2.94
	3	Disagree	4,249	35%	1,215	33%	1,447	35%	1,587	39%				
	2	Agree	2,171	18%	689	18%	738	18%	744	18%				
	1	Strongly Agree	1,340	11%	429	11%	484	12%	427	10%				
	Total		11,996		3,737		4,139		4,120					



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time.

In FBISD, this looks like...

- Student Ownership of Learning**
- Feedback Cycles**
- Progress Monitoring**
- Goal Setting**

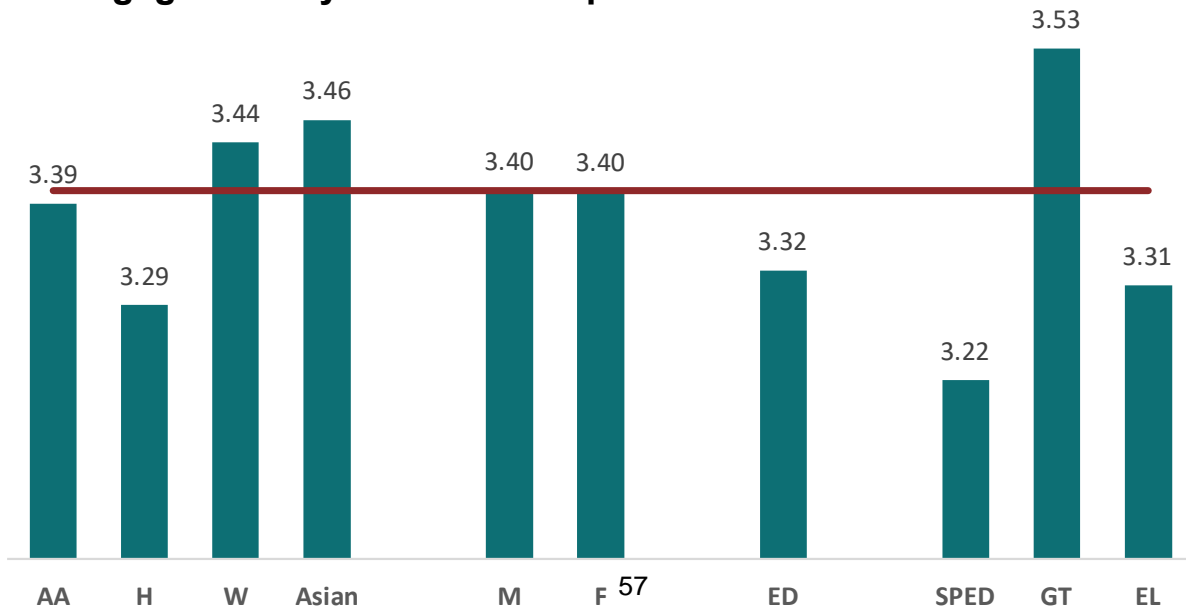
Overall Cognitive Engagement
3.40

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Future Goals
3.64

Intrinsic Motivation
3.50

Cognitive Engagement by Student Groups



* Red line represents the overall average score

Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

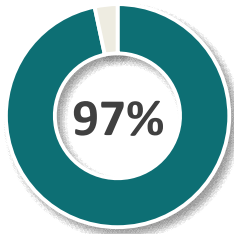
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “strongly agree” with the question statement by grade level.

Post-High School Plans

The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school is important



I plan to go to college after I graduate from high school.

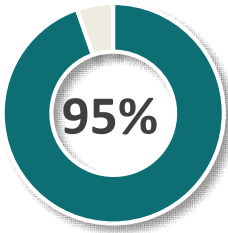


Continuing to learn after high school is important.

% of Students who Strongly Agree		
3rd	4th	5th
71%	69%	67%

Future Goals

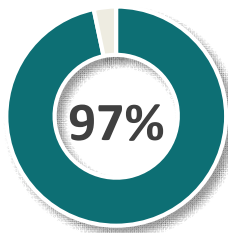
The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.



My education will create many chances for me to reach my future goals.



I am hopeful about my future.



School is important for reaching my future goals.

% of Students who Strongly Agree		
3rd	4th	5th
67%	70%	71%

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

Frequency Distributions

Statistical Comparison of Mean Composite Scores

Item wording or description	Values	Response Options	Frequency Distributions								Statistical Comparison of Mean Composite Scores			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
My education will create many chances for me to reach my future goals.	1	Strongly Disagree	162	1%	56	1%	63	2%	43	1%	3.61	3.62	3.61	3.60
	2	Disagree	476	4%	160	4%	162	4%	154	4%				
	3	Agree	3,264	27%	936	25%	1,106	27%	1,222	30%				
	4	Strongly Agree	8,121	68%	2,598	69%	2,816	68%	2,707	66%				
	Total		12,023		3,750		4,147		4,126					
Continuing to learn after high school is important.	1	Strongly Disagree	123	1%	46	1%	36	1%	41	1%	3.65	3.67	3.66	3.62
	2	Disagree	274	2%	74	2%	92	2%	108	3%				
	3	Agree	3,324	28%	963	26%	1,141	27%	1,220	29%				
	4	Strongly Agree	8,352	69%	2,691	71%	2,887	69%	2,774	67%				
	Total		12,073		3,774		4,156		4,143					
I plan to go to college after I graduate from high school.	1	Strongly Disagree	224	2%	94	2%	67	2%	63	2%	3.62	3.58	3.64	3.65
	2	Disagree	446	4%	143	4%	151	4%	152	4%				
	3	Agree	2,991	25%	1,009	27%	1,010	24%	972	23%				
	4	Strongly Agree	8,424	70%	2,532	67%	2,933	70%	2,959	71%				
	Total		12,085		3,778		4,161		4,146					
School is important for reaching my future goals.	1	Strongly Disagree	135	1%	47	1%	48	1%	40	1%	3.68	3.69	3.69	3.65
	2	Disagree	272	2%	87	2%	75	2%	110	3%				
	3	Agree	2,893	24%	842	23%	962	23%	1,089	26%				
	4	Strongly Agree	8,644	72%	2,761	74%	3,011	74%	2,872	70%				
	Total		11,944		3,737		4,096		4,111					

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

Frequency Distributions

Statistical Comparison of Mean Composite Scores

<i>Item wording or description</i>	<i>Values</i>	<i>Response Options</i>	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
How much do you agree or disagree with the following statements														
I am hopeful about my future.	1	Strongly Disagree	163	1%	58	2%	65	2%	40	1%	3.61	3.61	3.61	3.59
	2	Disagree	433	4%	117	3%	142	3%	174	4%				
	3	Agree	3,395	28%	1,058	28%	1,124	27%	1,213	29%				
	4	Strongly Agree	8,053	67%	2,531	67%	2,815	68%	2,707	65%				
	Total		12,044		3,764		4,146		4,134					

Intrinsic Motivation

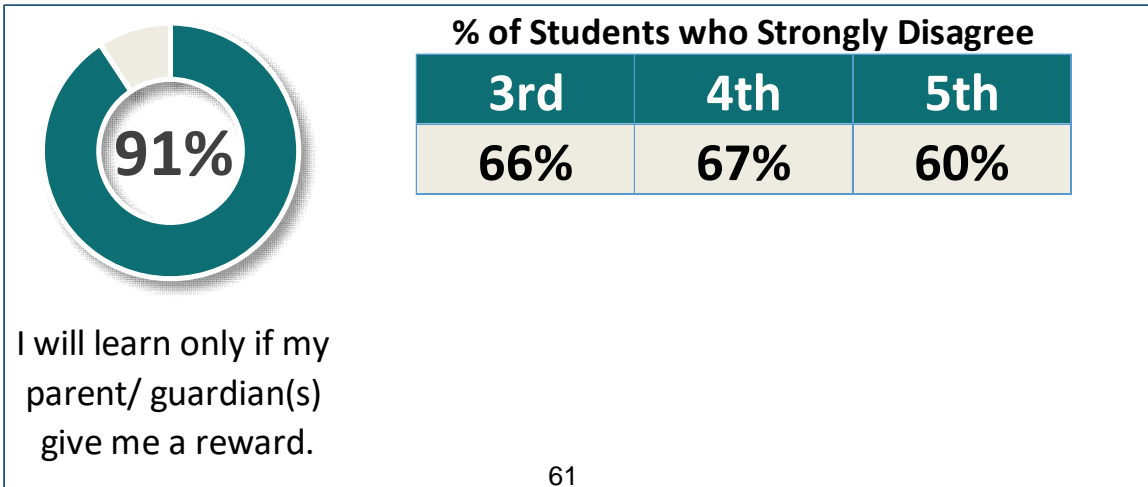
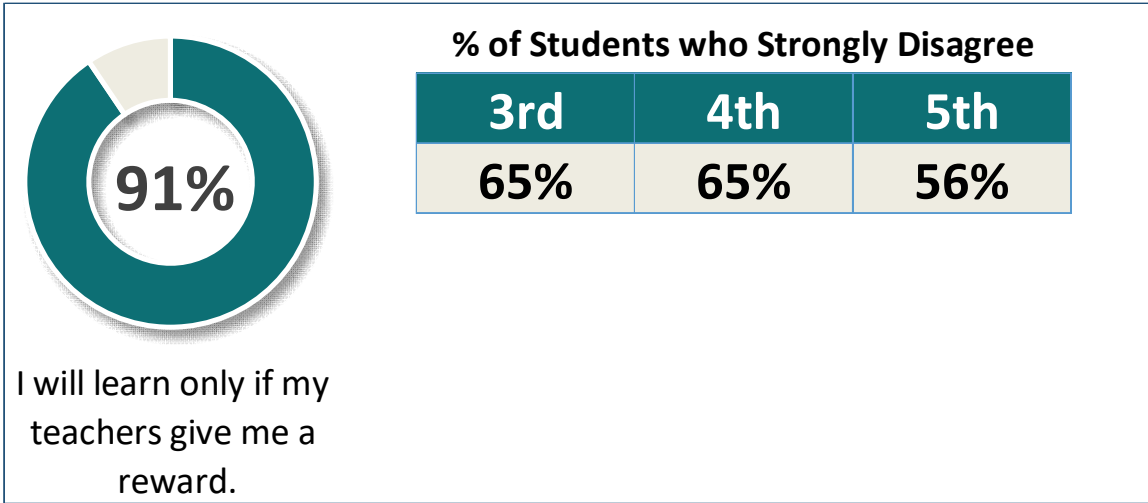
In this cognitive engagement factor, students were asked about the impact rewards have on their learning.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “**strongly DISAGREE**” with the question statement by grade level.



Impact of Rewards

The degree to which students **DISAGREED** or **STRONGLY DISAGREED** that rewards were needed from either parents or teachers for students to learn.



FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

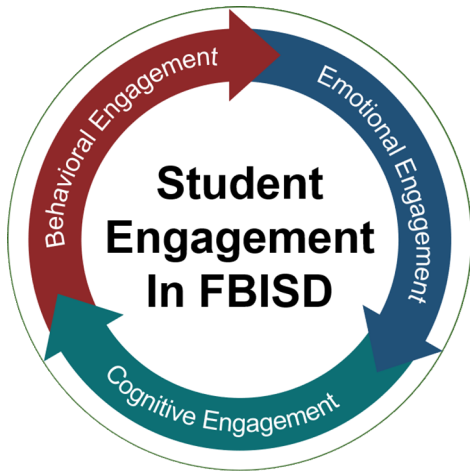
Intrinsic Motivation

Frequency Distributions

Statistical Comparison of Mean Composite Scores

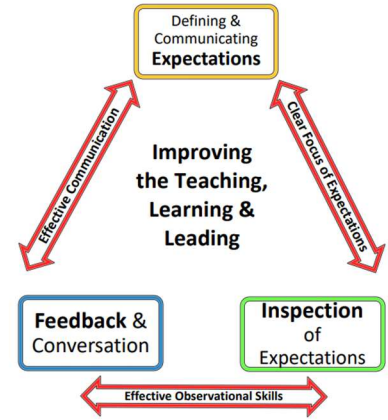
Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
How much do you agree or disagree with the following statements														
I will learn only if my teachers give me a reward.	1	Strongly Agree	428	4%	185	5%	131	3%	112	3%	3.49	3.48	3.53	3.45
	2	Agree	710	6%	256	7%	225	5%	229	6%				
	3	Disagree	3,425	29%	862	23%	1,100	27%	1,463	35%				
	4	Strongly Disagree	7,443	62%	2,440	65%	2,678	65%	2,325	56%				
	Total		12,006		3,743		4,134		4,129					
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	480	4%	207	6%	140	3%	133	3%	3.51	3.48	3.56	3.49
	2	Agree	634	5%	241	6%	194	5%	199	5%				
	3	Disagree	3,192	27%	842	22%	1,033	25%	1,317	32%				
	4	Strongly Disagree	7,714	64%	2,465	66%	2,775	67%	2,474	60%				
	Total		12,020		3,755		4,142		4,123					

CST Elements Overview



Campus Support Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The CST process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework



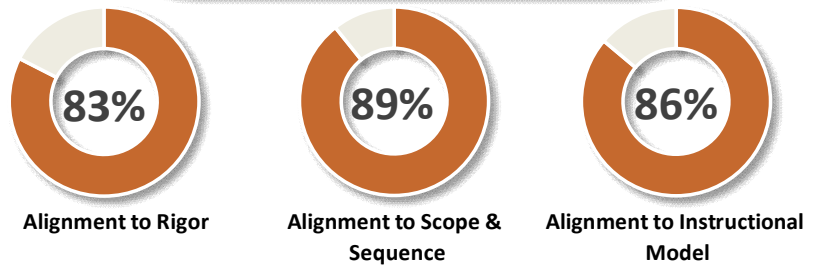
© 2019 Borstel

Alignment to Instructional Priorities

Through the Campus Support Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2022 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

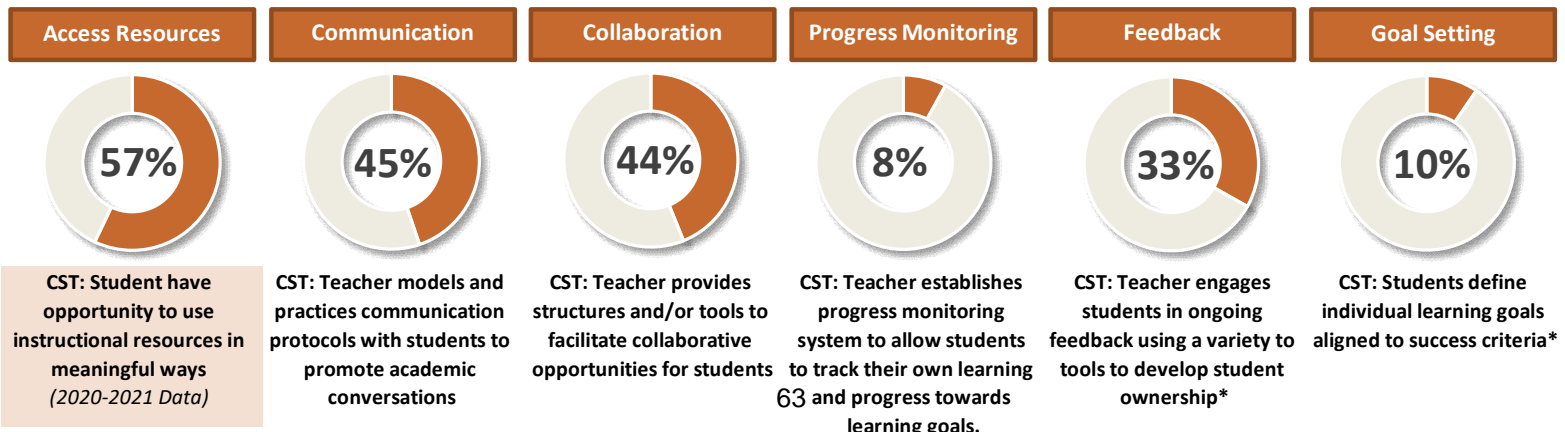
The diagram to the right illustrates the observed alignment of the current year for elementary campuses.

Alignment to Instructional Priorities from CST Observations at Elem School

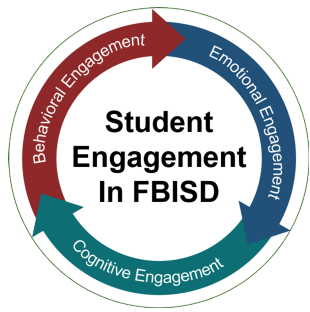


CST Instructional Alignment

Six elements from the instructional priorities have been included in the CST learning walks and the observational evidence from each category is shown below. While engaging in a CST walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.



* Indicates at least TWO CST components align to this category

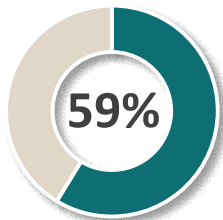


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

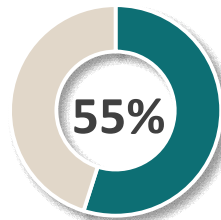
The green graphics represent student survey responses, the orange graphics represent CST responses from District staff members collected during the observational walks.

Communicate:

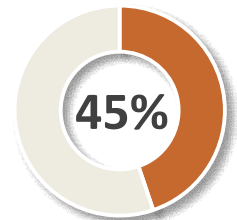
The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in CST walks.



Talked to your teachers about what you are learning



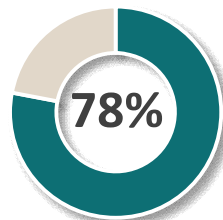
Talked to other students about what you are learning



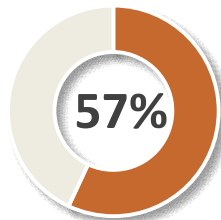
CST: Teacher models and practices communication protocols with students to promote academic conversations

Access Resources:

The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in CST walks.



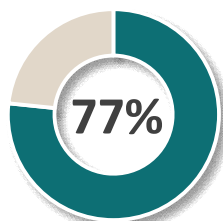
Use things in class to help you learn more or connect to what you already learned



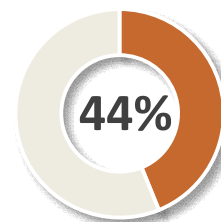
CST: Student have opportunity to use instructional resources in meaningful ways (2020-2021 Data)

Collaborate:

The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during CST walks.



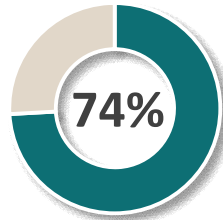
Worked together towards a common goal



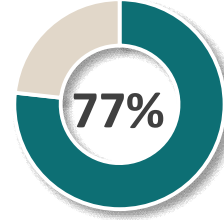
CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students

Feedback:

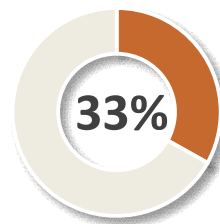
The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in CST walks.



Got feedback from your peers on class work



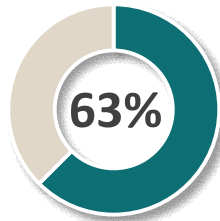
Used feedback to make changes to your work



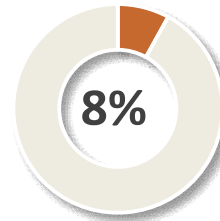
CST: Teacher engages students in ongoing feedback using a variety of tools to develop student ownership*

Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the CST walk process.



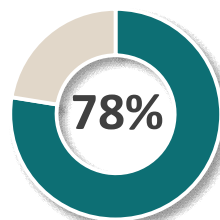
Use tools other than grades to monitor progress on learning



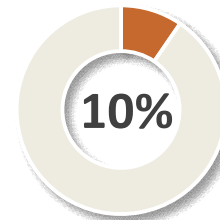
CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in CST walks



Reflected on your own work



CST: Students define individual learning goals aligned to success criteria*

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Campus Support Team: Individual Item Breakdown

Campus Support Team Connections

Item wording or description	Values	Response Options	Frequency Distributions								Statistical Comparison of Mean Composite			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
During the school year, how often have you done each of the following?														
Feedback														
Got feedback from your peers on class work	1	Never	854	7%	347	9%	286	7%	221	5%	2.95	2.90	2.99	2.95
	2	Rarely	2,277	19%	723	19%	729	18%	825	20%				
	3	Sometimes	5,572	46%	1,673	44%	1,868	45%	2,031	49%				
	4	Often	3,386	28%	1,040	27%	1,278	31%	1,068	26%				
	Total		12,089		3,783		4,161		4,145					
Used feedback to make changes to your work	1	Never	889	7%	371	10%	308	7%	210	5%	3.09	2.99	3.13	3.14
	2	Rarely	1,903	16%	666	18%	613	15%	624	15%				
	3	Sometimes	4,419	37%	1,319	35%	1,448	35%	1,652	40%				
	4	Often	4,797	40%	1,389	37%	1,766	43%	1,642	40%				
	Total		12,008		3,745		4,135		4,128					
Communication														
Talked to your teachers about what you are learning	1	Never	1,733	14%	570	15%	597	14%	566	14%	2.68	2.70	2.68	2.65
	2	Rarely	3,220	27%	930	25%	1,085	26%	1,205	29%				
	3	Sometimes	4,230	35%	1,312	35%	1,487	36%	1,431	35%				
	4	Often	2,809	23%	932	25%	963	23%	914	22%				
	Total		11,992		3,744		4,132		4,116					
Talked to other students about what you are learning	1	Never	2,212	18%	768	21%	812	20%	632	15%	2.57	2.53	2.53	2.64
	2	Rarely	3,191	27%	973	26%	1,112	27%	1,106	27%				
	3	Sometimes	4,165	35%	1,251	33%	1,418	34%	1,496	36%				
	4	Often	2,410	20%	746	20%	781	19%	883	21%				
	Total		11,978		3,738		4,123		4,117					

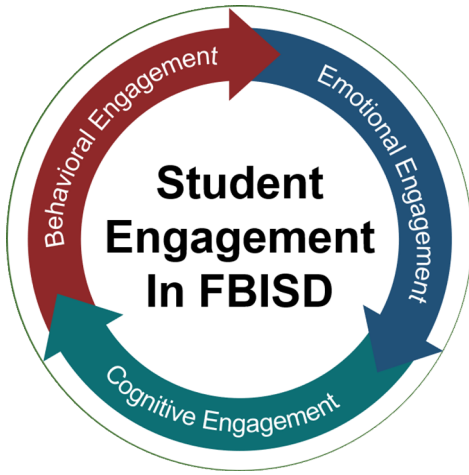
FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Campus Support Team: Individual Item Breakdown

Campus Support Team Connections

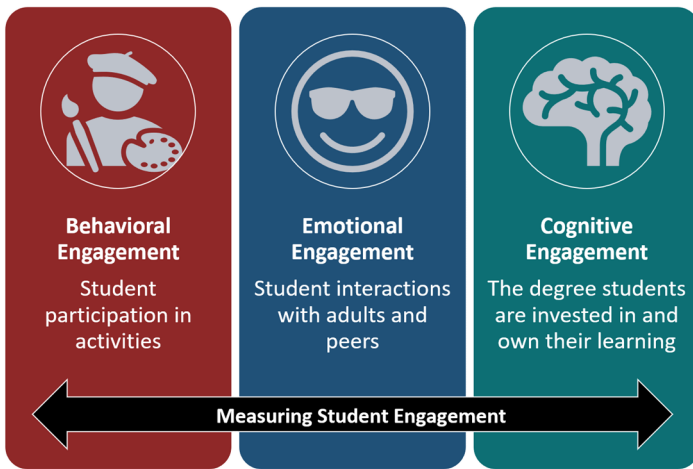
Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite			
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean
During the school year, how often have you done each of the following?														
Collaboration														
Worked together towards a common goal	1	Never	826	7%	326	9%	290	7%	210	5%	3.08	3.00	3.07	3.15
	2	Rarely	1,967	16%	669	18%	677	16%	621	15%				
	3	Sometimes	4,660	39%	1,421	38%	1,616	39%	1,623	39%				
	4	Often	4,548	38%	1,331	36%	1,549	37%	1,668	40%				
	Total		12,001		3,747		4,132		4,122					
Access Resources														
Use things in class to help you learn more or connect to what you already learned	1	Never	693	6%	264	7%	222	5%	207	5%	3.13	3.08	3.17	3.12
	2	Rarely	1,949	16%	665	18%	619	15%	665	16%				
	3	Sometimes	4,481	37%	1,324	35%	1,500	36%	1,657	40%				
	4	Often	4,862	41%	1,490	40%	1,784	43%	1,588	39%				
	Total		11,985		3,743		4,125		4,117					
Goal Setting														
Reflected on your own work	1	Never	712	6%	282	8%	250	6%	180	4%	3.11	3.05	3.12	3.15
	2	Rarely	1,960	16%	663	18%	635	15%	662	16%				
	3	Sometimes	4,572	38%	1,359	37%	1,594	39%	1,619	39%				
	4	Often	4,687	39%	1,404	38%	1,637	40%	1,646	40%				
	Total		11,931		3,708		4,116		4,107					
Progress Monitoring														
Use tools other than grades to monitor progress on learning	1	Never	1,696	14%	566	15%	558	14%	572	14%	2.74	2.76	2.76	2.71
	2	Rarely	2,776	23%	840	23%	931	23%	1,005	25%				
	3	Sometimes	4,348	36%	1,241	33%	1,565	38%	1,542	38%				
	4	Often	3,117	26%	1,075	29%	1,064	26%	978	24%				
	Total		11,937		3,722		4,118		4,097					

STUDENT GROUPS: Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Student Questions Broken by Demographics,
- Areas of Student Academic and Instructional Interests,
- Student Retention Information

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key use to show statistical relationships. There is a difference between statistical significance and practical significant, but this data could help inform future explorations and information we collect from students.

- | | |
|----|--|
| ▲ | Student average score was significantly higher than the district average, with an effect size greater than 0.2 |
| △ | Student average score was significantly higher than the district average, with an effect size less than 0.2 |
| -- | No significant difference between the groups |
| ▽ | Student average score was significantly lower than the district average, with an effect size less than 0.2 |
| ▼ | Student average score was significantly lower than the district average, with an effect size greater than 0.2 |

Student Engagement Dimension & Factor Scores Comparison by Student Groups

	N	Emotional Engagement Factors					Cognitive Engagement Factors			
		Emotional Engagement Dimension	Teacher Student Relationships	Peer Support for Learning	Family Support for Learning	Disaffection	Cognitive Engagement Dimension	Future Goals	Intrinsic Motivation	Behavioral Engagement Dimension
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
District	12,019	3.30	3.29	3.14	3.58	3.06	3.4	3.64	3.50	2.42
Grade Level										
3	3,819	3.36 △	3.36 △	3.17 △	3.55 ▽	3.09 △	3.41 --	3.63 --	3.48 --	2.41 △
4	4,194	3.31 --	3.31 △	3.13 --	3.59 △	3.06 --	3.41 △	3.64 --	3.54 △	2.42 --
5	4,181	3.21 ▽	3.21 ▽	3.10 ▽	3.57 --	3.03 ▽	3.38 ▽	3.62 --	3.47 ▽	2.42 --
Gender										
Female	6,019	3.31 --	3.30 --	3.15 --	3.57 --	3.03 ▽	3.40 --	3.64 --	3.52 △	2.46 △
Male	6,176	3.29 --	3.28 --	3.12 --	3.57 --	3.09 △	3.40 --	3.62 --	3.47 ▽	2.38 ▽
Race/Ethnicity										
Native Am.	46	3.27 --	3.24 --	3.10 --	3.60 --	2.99 --	3.40 --	3.70 --	3.47 --	2.50 ▲
Asian	3,674	3.36 △	3.38 △	3.19 △	3.58 --	3.14 △	3.46 △	3.69 △	3.57 △	2.50 △
AA	2,883	3.23 ▽	3.19 ▼	3.05 ▽	3.57 --	3.07 --	3.39 --	3.63 --	3.47 ▽	2.38 ▽
Hispanic	3,041	3.27 ▽	3.26 ▽	3.11 ▽	3.52 ▽	2.91 ▼	3.29 ▼	3.56 ▽	3.38 ▽	2.35 ▽
Haw./Pac. Isl.	22	3.37 --	3.36 --	3.23 --	3.61 --	3.14 --	3.44 --	3.61 --	3.64 --	2.47 --
White	2,002	3.35 △	3.33 △	3.19 △	3.64 △	3.12 △	3.44 △	3.63 --	3.62 △	2.42 --
Two or More	527	3.30 △	3.29 --	3.13 --	3.58 --	3.13 △	3.44 △	3.63 --	3.59 △	2.43 --
Age										
7	55	3.27 --	3.37 --	2.97 ▼	3.51 --	3.24 ▲	3.48 --	3.62 --	3.60 --	2.43 --
8	3,634	3.34 △	3.36 △	3.17 △	3.56 ▽	3.10 △	3.41 △	3.64 --	3.49 --	2.41 --
9	4,124	3.32 △	3.31 △	3.14 --	3.59 △	3.07 --	3.41 △	3.64 --	3.54 △	2.42 --
10	4,067	3.25 ▽	3.21 ▽	3.10 ▽	3.57 --	3.02 ▽	3.38 ▽	3.62 --	3.47 ▽	2.42 --
11	308	3.24 ▽	3.19 ▼	3.11 --	3.53 --	2.90 ▼	3.26 ▼	3.53 ▼	3.30 ▼	2.36 ▽
12	7	3.36 --	3.41 --	3.12 --	3.61 --	2.57 --	3.19 --	3.63 --	3.36 --	2.28 --
Socio-Economic Status										
Eco Dis	5,417	3.25 ▽	3.24 ▽	3.08 ▽	3.53 ▽	2.96 ▼	3.32 ▼	3.59 ▽	3.39 ▽	2.36 △
Special Programs										
SPED	1,442	3.24 ▽	3.25 ▽	3.07 ▽	3.50 ▽	2.88 ▼	3.22 ▼	3.51 ▼	3.19 ▼	2.34 ▽
GT	1,061	3.36 △	3.36 △	3.21 △	3.59 --	3.28 △	3.53 ▲	3.70 △	3.62 △	2.53 ▲
EL	3,184	3.28 ▽	3.30 --	3.10 ▽	3.50 ▽	2.93 ▼	3.31 ▼	3.59 ▽	3.37 ▽	2.37 ▽

* Student group scores are compared to **district** mean. Refer to the About **this Report** section for key to triangle symbol

FBISD ESES 2022 Item Frequencies and Statistical Comparisons

Targeted Student Questions: Individual Item Breakdown by Student Groups

Demographic Breakdowns

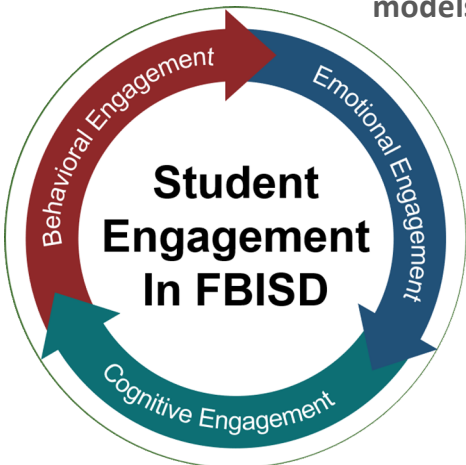
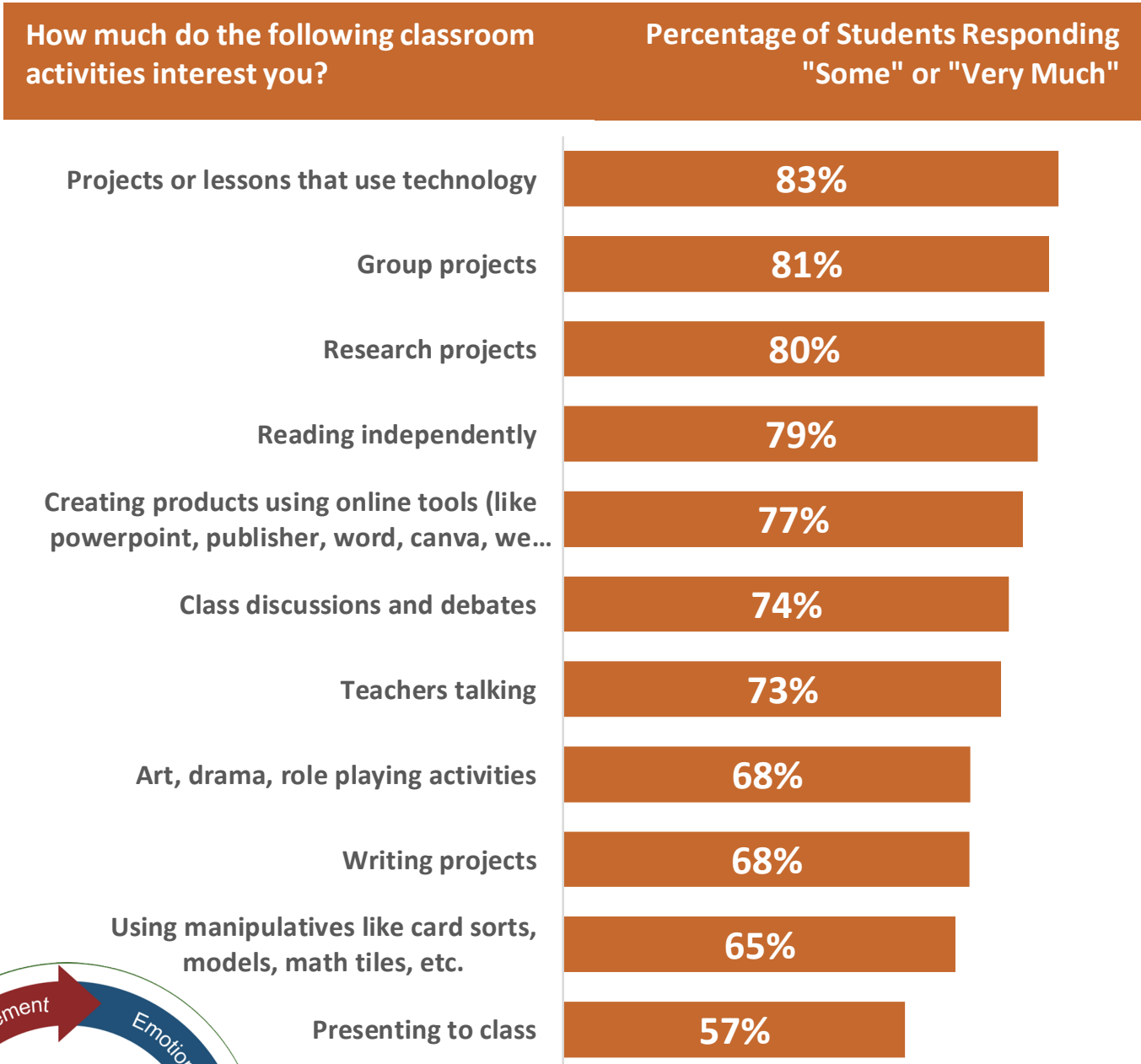
Frequency Distributions

Item wording or description	Response Options	District	African American	American Indian	Asian	Hispanic	Two or More	White	Eco Dis	SPED	GT	EB/EL
		%	%	%	%	%	%	%	%	%	%	%
How much do you agree or disagree with the following statements												
If I don't do well in school it's because I'm not smart.	Disagree or Strongly Disagree	81%	82%	80%	81%	75%	86%	84%	76%	75%	90%	74%
	Total	12,094	2,835	46	3,665	3,008	22	1,993	5,349	1,412	1,059	3,152
My teachers are there for me when I need them	Agree or Strongly Agree	94%	90%	87%	96%	93%	94%	95%	92%	75%	94%	95%
	Total	12,031	2,819	46	3,652	2,991	517	1,984	5,327	1,412	1,052	3,138
The rules at my school are fair	Agree or Strongly Agree	81%	74%	84%	88%	81%	80%	81%	79%	78%	89%	84%
	Total	11,956	2,791	45	3,631	2,970	516	1,981	5,265	1,391	1,053	3,108
Most teachers care about me as a person, not just as a student.	Agree or Strongly Agree	88%	85%	82%	90%	87%	90%	89%	86%	83%	92%	87%
	Total	12,031	2,815	45	3,640	2,991	525	1,993	5,320	1,399	1,059	3,132
I plan to go to college after I graduate from high school.	Agree or Strongly Agree	94%	93%	98%	97%	92%	95%	95%	93%	91%	98%	93%
	Total	12,086	2,839	46	3,653	3,014	525	1,988	5,353	1,413	1,057	3,152
Adults at my school are fair towards students most of the time.	Agree or Strongly Agree	85%	79%	98%	90%	85%	86%	86%	82%	82%	89%	86%
	Total	11,973	2,789	46	3,633	2,977	520	1,986	5,278	1,393	1,054	3,121
I feel nervous when I'm at school.	Disagree or Strongly Disagree	66%	67%	69%	70%	59%	67%	66%	61%	61%	78%	62%
	Total	11,980	2,790	45	3,631	2,989	518	1,983	5,286	1,405	1,053	3,123
I feel safe at school	Agree or Strongly Agree	86%	81%	83%	92%	84%	87%	88%	83%	84%	94%	86%
	Total	12,018	2,825	46	3,631	2,995	519	1,983	5,322	1,407	1,050	3,140
I am hopeful about my future.	Agree or Strongly Agree	95%	95%	98%	96%	94%	95%	95%	95%	92%	95%	95%
	Total	12,045	2,813	46	3,646	3,006	520	1,992	5,317	1,405	1,054	3,143

70

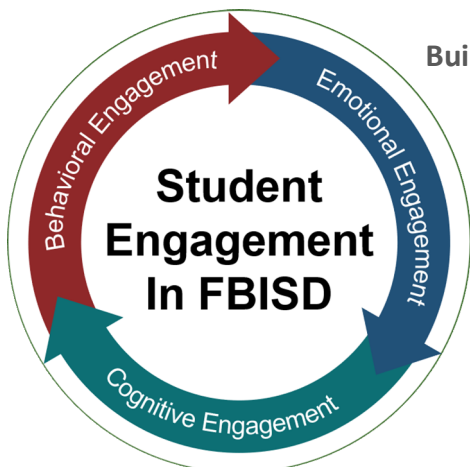
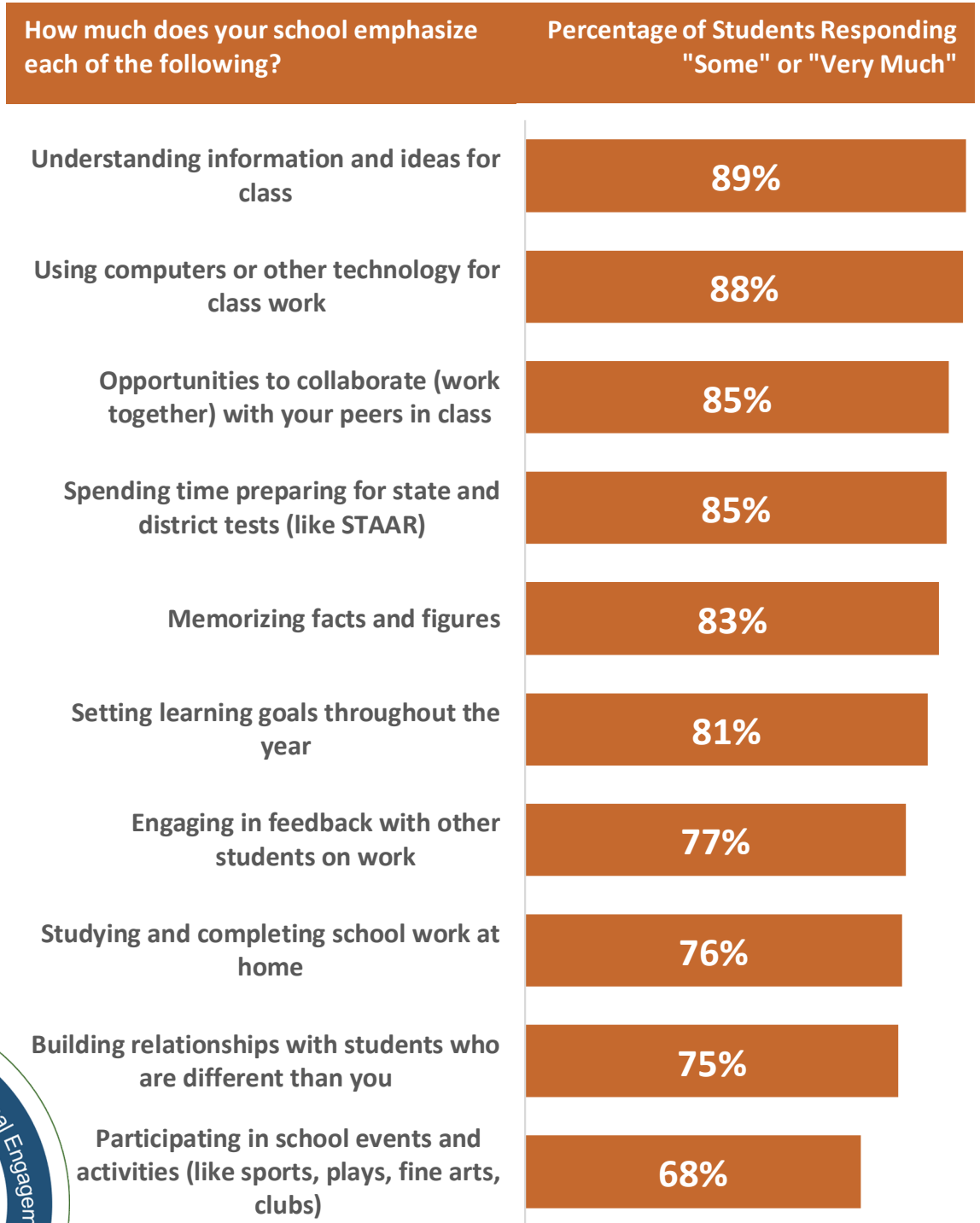
Interest in Learning Experiences

Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to see to design meaningful learning experiences.



Impacts of School Focus

Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they feel like their school emphasized different practices.

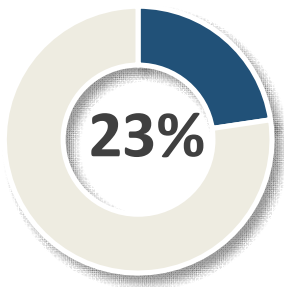


Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 4,300 open ended elementary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked to describe the frequency to which students have considered transferring to another school.



Percent of Students who Sometimes or Often Considered Transferring Schools.

Breakdown of District Student Responses (N=12,193)

Never	Rarely	Sometimes	Often
61%	16%	15%	7%

Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they **sometimes or often** consider transferring schools.

Name of Campus	Percent Students Responding Sometimes or Often
Burton Elementary	44%
Briargate Elementary	44%
Lantern Lane Elementary	41%
Blue Ridge Elementary	39%
Parks Elementary	37%

Student Response Qualitative Analysis

Over 4,300 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they **rarely, sometimes, or often** consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	Student Responses (N= 4,411)
People	36%
Personal	31%
School	14%
Safety	9%
Instruction	4%
Programs	4%
Policies	2%

People	36%
Sub Themes & Percent of Student Responses in Theme	
<i>Issues with Students</i>	36%
<i>Want to be with Friends</i>	30%
<i>Issues with Teachers</i>	19%
<i>General</i>	14%

Personal	31%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	59%
<i>Want to meet new people</i>	20%
<i>Not specified</i>	11%
<i>Fresh Start</i>	4%
<i>Mental Health</i>	4%

School	14%
Sub Themes & Percent of Student Responses in Theme	
<i>Location of campus</i>	35%
<i>Environment</i>	29%
<i>Dislike specific campus</i>	17%
<i>Want fewer people/smaller school</i>	5%
<i>Food</i>	5%

Safety	9%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	87%
<i>Bullying</i>	12%
<i>COVID</i>	2%

Instruction	4%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	46%
<i>Boring</i>	34%
<i>Learning not challenging enough/too easy</i>	13%
<i>Difficult/Struggling</i>	5%

Programs	4%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	88%
<i>Access or Quality of Extracurricular</i>	12%

Policies	2%
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	55%
<i>Rules Enforced Differently</i>	40%
<i>Dress Code</i>	4%

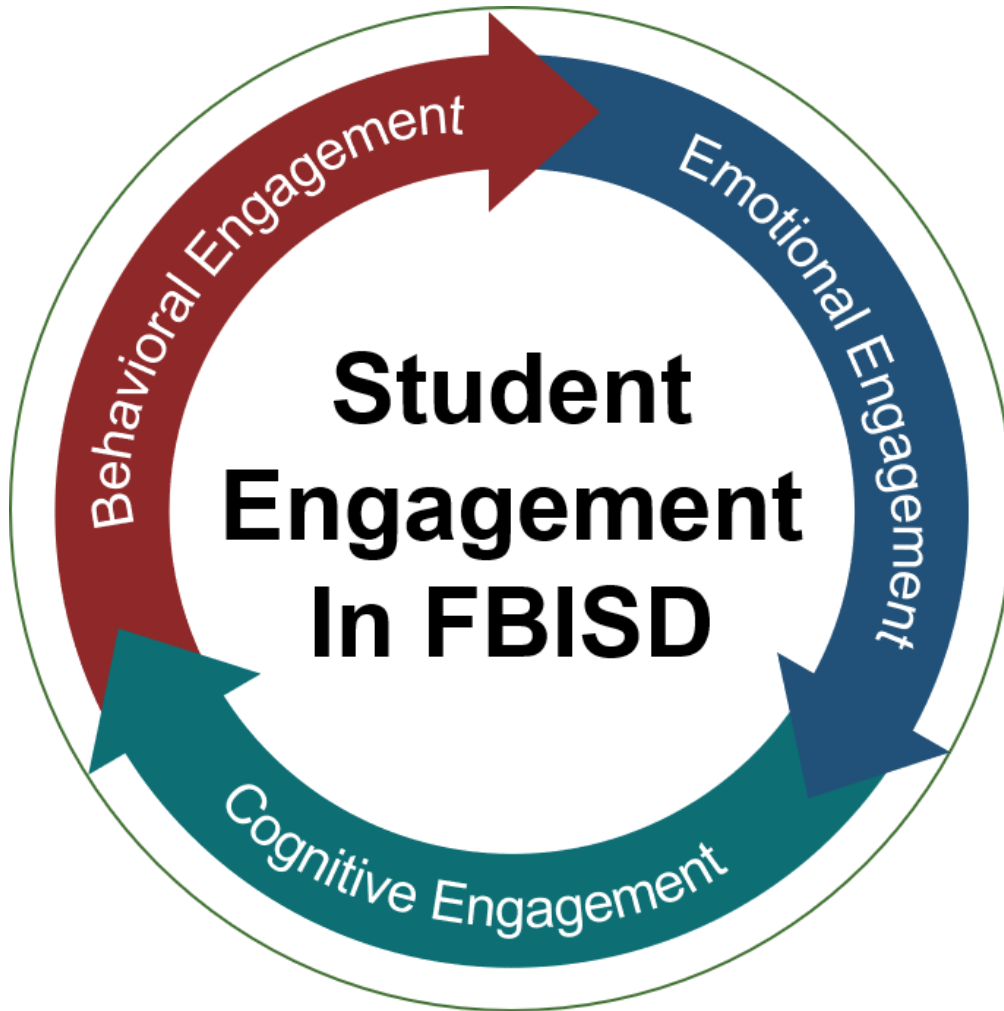
Question: Have ever considered transferring from this school?
Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Burton	44%	12%	26%	18%	93	44%
Briargate	49%	7%	27%	17%	135	44%
Lantern Lane	38%	20%	29%	12%	99	41%
Blue Ridge	45%	16%	26%	13%	82	39%
Parks	49%	14%	22%	14%	180	37%
Patterson	50%	15%	22%	14%	357	36%
Jones	49%	16%	21%	13%	152	34%
Seguin	55%	12%	22%	11%	188	34%
Quail Valley Elem	50%	19%	18%	14%	137	31%
Mission West	50%	19%	20%	11%	141	31%
Glover	56%	14%	21%	10%	147	31%
Townewest	59%	12%	19%	10%	197	28%
Hunters Glen	61%	11%	17%	11%	128	28%
Heritage Rose	56%	16%	16%	12%	353	28%
Dulles Elem	52%	21%	18%	10%	282	28%
Holley	60%	13%	18%	9%	181	27%
Palmer	56%	17%	18%	9%	248	27%
Lexington Creek	58%	16%	15%	11%	199	26%
Jordan	58%	16%	19%	7%	161	26%
Goodman	61%	14%	18%	8%	200	26%
Oyster Creek	55%	19%	17%	9%	340	26%
Armstrong	62%	13%	17%	9%	117	26%
Ridgegate	68%	7%	21%	5%	239	25%
Mission Glen	55%	20%	18%	7%	84	25%
Sugar Mill	54%	21%	18%	6%	170	25%
Brazos Bend	63%	13%	17%	7%	244	24%
Barrington Place	62%	15%	16%	7%	220	23%
Ridgemont	64%	13%	13%	10%	165	23%
Fleming	63%	15%	17%	6%	107	22%
Settlers Way	58%	20%	16%	75 6%	385	22%

Question: Have ever considered transferring from this school?

Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Schiff	61%	17%	14%	8%	379	22%
Yousafzai	61%	17%	14%	7%	398	22%
Neill	59%	20%	15%	7%	399	22%
Madden	60%	19%	16%	6%	318	21%
Austin Parkway	62%	18%	16%	5%	272	21%
Leonetti	61%	19%	14%	7%	417	20%
Colony Bend	66%	14%	12%	8%	164	20%
Pecan Grove	62%	18%	12%	8%	282	20%
Drabek	58%	23%	13%	6%	173	20%
Mission Bend	66%	15%	15%	4%	105	19%
Scanlan Oaks	66%	15%	15%	4%	406	19%
Oakland	61%	21%	12%	6%	292	18%
Highlands	62%	21%	14%	4%	199	17%
Cornerstone	66%	17%	11%	5%	443	17%
Meadows	70%	14%	13%	3%	144	16%
Lakeview	65%	22%	7%	6%	97	13%
Colony Meadows	68%	19%	10%	3%	345	13%
Sienna Crossing	73%	13%	10%	3%	426	13%
Walker Station	73%	14%	10%	3%	315	13%
Sullivan	75%	15%	8%	2%	392	10%
Commonwealth	73%	18%	7%	2%	443	9%
Grand Total	61%	16%	15%	7%	12140	23%



**Secondary Student Engagement Survey
Report & Findings:**

DISTRICT

Administered April 2022

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Secondary Student Engagement Survey (an adapted form of the MSSSE and HSSSE survey administered by the CEEP at the University of Indiana) that included three dimensions, eight factors, and individual student responses for 128 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none"> No individual factors
Emotional Engagement	<ul style="list-style-type: none"> <i>Motivation for Learning</i> <i>Emotional Engagement with the School</i> <i>Positive Relationships with Adults in School</i> <i>Positive Relationships with Other Students</i>
Cognitive Engagement	<ul style="list-style-type: none"> <i>Cognitive Growth through Personal Skill Development</i> <i>Levels of Effort in Academic Pursuit</i> <i>Attitude Toward Learning</i> <i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of that relationship. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the middle school and high school were compared to each other using a two-tailed independent t-test. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicate what percent of the variation you can see in the mean can be attributed to the variable you chose. So for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (MS/HS) averages could be due to the campus level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between middle and high school students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-42	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and middle or high school students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
CST Components	p.43-49	Detailed views of student engagement survey responses that connect to the Campus Support Team process are provided including individual item analysis and connections to the CST observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 50-51	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Other Student Academic Interests	p. 52-53	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Perceptions of AB Block	p. 54-57	Questions were added this year related to the pilot of the AB Block scheduling design. Student responses to specific questions are listed here and compared to the other AB Block campuses as well as the rest of the HS campuses that did not participate in the pilot.
Student Retention Perceptions	p. 58-60	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

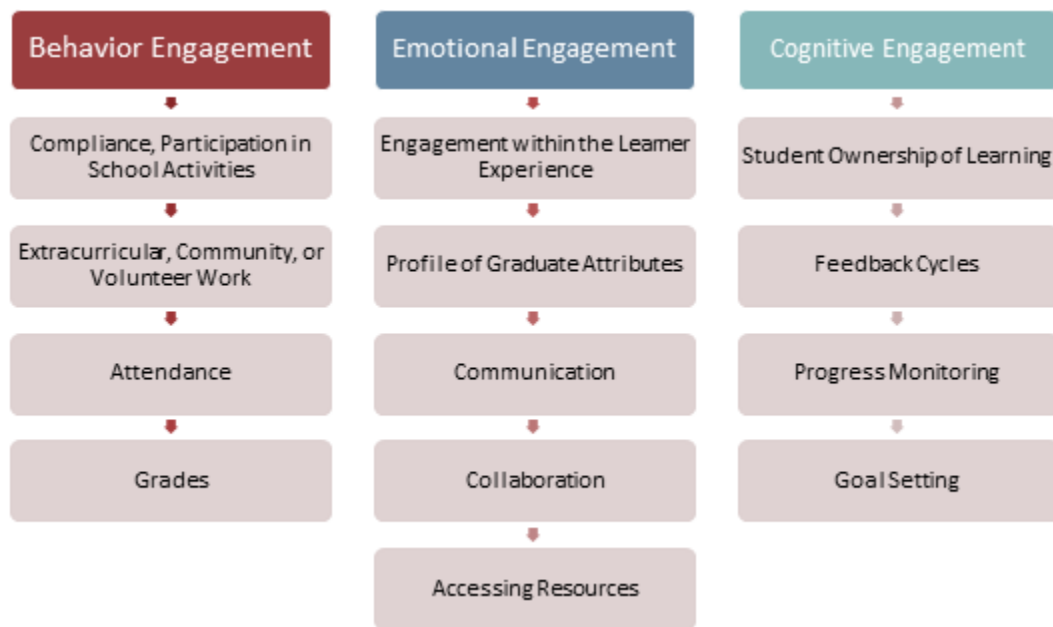
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Important Note: Learning Model Changes from 20-21 to 21-22

In the 2021 administration of the secondary student engagement survey, FBISD was running two concurrent learning models in online and face to face classrooms. An important note in this survey is that the online learning model was discontinued for the 21-22 school year and all students reported face-to-face. This transition back to the classroom could explain some of the changes seen in the different dimension and factor scores, as well as student responses. For reference, you will see the comparison of the online and face to face learning results from the survey last year. The 20-21 survey represented approximately 22,278 students with 8,876 student responses from face-to-face classrooms and 13,402 student responses from online classrooms.

2021 Student Engagement Dimensions Learning Model Comparison

Mean Comparisons		Statistical Comparison				
		<i>Statistical Significance between Online/F2F</i>				
Engagement Category	Engagement Indicator	District	Online		Face to Face	
		Mean	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.85	2.85 --		2.85 --	
	Overall Emotional Engagement Dimension	2.99	3.02 ***	△	2.95 ***	▽
Emotional Engagement	<i>Motivation for Learning</i>	2.97	3.01 ***	△	2.92 ***	▽
	<i>Emotional Engagement with School</i>	2.89	2.93 ***	▲	2.84 ***	▼
	<i>Positive Relationships with Adults in School</i>	2.96	2.95 --		2.97 --	
	<i>Positive Relationships with Other Students</i>	3.19	3.23 ***	▲	3.13 ***	▼
	Overall Cognitive Engagement Dimension	2.92	2.95 ***	△	2.88 ***	▽
Cognitive Engagement	<i>Cognitive Growth through Personal Skill Development</i>	3.02	3.05 ***	△	2.98 ***	▽
	<i>Level of Effort in Academic Pursuits</i>	2.90	2.93 ***	△	2.86 ***	▽
	<i>Attitude Towards Learning</i>	2.95	2.99 ***	▲	2.89 ***	▼
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>	2.68	2.68 --		2.68 --	

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at middle school and high school campuses.

Use the following key to compare student scores:

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Dimension	Engagement Factor	FBISD MS averages compared to HS averages	FBISD HS averages compared to MS averages
Behavioral Engagement	Overall Dimension	▲	▼
	Overall Dimension	△	▽
Emotional Engagement	Motivation for Learning	▲	▼
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	▲	▼
	Positive Relationships with Other Students	▽	△
	Overall Dimension	△	▽
Cognitive Engagement	Cognitive Growth through Personal Skill Development	▲	▼
	Levels of Effort in Academic Pursuits	--	--
	Attitude Toward Learning	△	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	▽	△

An example of how to interpret the data in this chart:

“The behavioral engagement of middle school students was statistically significantly higher than high school students with a small effect size of less than a 0.2.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- Student Engagement Dimension/Section Name**
- Question:** As it was displayed on the student surveys.
- Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. *Note: Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.*

FBISD INSPIRE • EQUIP • IMAGINE														
FBISD SSES Item Frequencies and Statistical Comparisons														
Campus Support Team Elements: Individual Item Breakdown														
Campus Support Team Items				Frequency Distributions				Statistical Comparison						
Item wording or description	Response Values	Response Options	District		MS		HS		District Mean	Change from 2021	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS Mean	Effect Size	HS Mean	Effect Size
Communicate														
During the school year, about how often have you done each of the following?														
Engaged in academic conversations with teachers	1	Never	2,001	25%	1,106	11%	895	8%	2.77	↑ 1.9%	2.72 ***	▽	2.82 ***	△
	2	Rarely	5,311	25%	2,618	26%	2,693	23%						
	3	Sometimes	5,726	45%	4,121	42%	5,605	48%						
	4	Often	4,452	21%	2,059	21%	2,393	21%						
		Total	21,490		9,904		11,586							
Engaged in academic conversations with peers	1	Never	1,538	7%	826	8%	712	6%	2.93	↑ 6.3%	2.89 ***	▽	2.97 ***	△
	2	Rarely	4,195	20%	2,090	21%	2,105	18%						
	3	Sometimes	9,910	46%	4,292	44%	5,618	49%						
	4	Often	5,782	27%	2,648	27%	3,134	27%						
		Total	21,425		9,856		11,569							
Access Resources														
During the school year, about how often have you done each of the following?														
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,320	6%	686	7%	634	5%	2.92	↓ 0.7%	2.89 ***	△	2.95 ***	▽
	2	Rarely	4,230	20%	2,147	22%	2,083	18%						
	3	Sometimes	10,708	50%	4,597	47%	6,111	53%						
	4	Often	5,193	24%	2,453	25%	2,740	24%						
		Total	21,451		9,883		11,568							

- Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance indicates the probability that the differences between the mean scores are due to chance. A $p < .05$ indicates there is a 1 : 20 probability that the results are due to chance, $p < .01$ represents a 1 : 100, and $p < .001$ indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

- Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

- Change from 2021.** This column illustrates the % change in the mean scores when compared to 2021. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

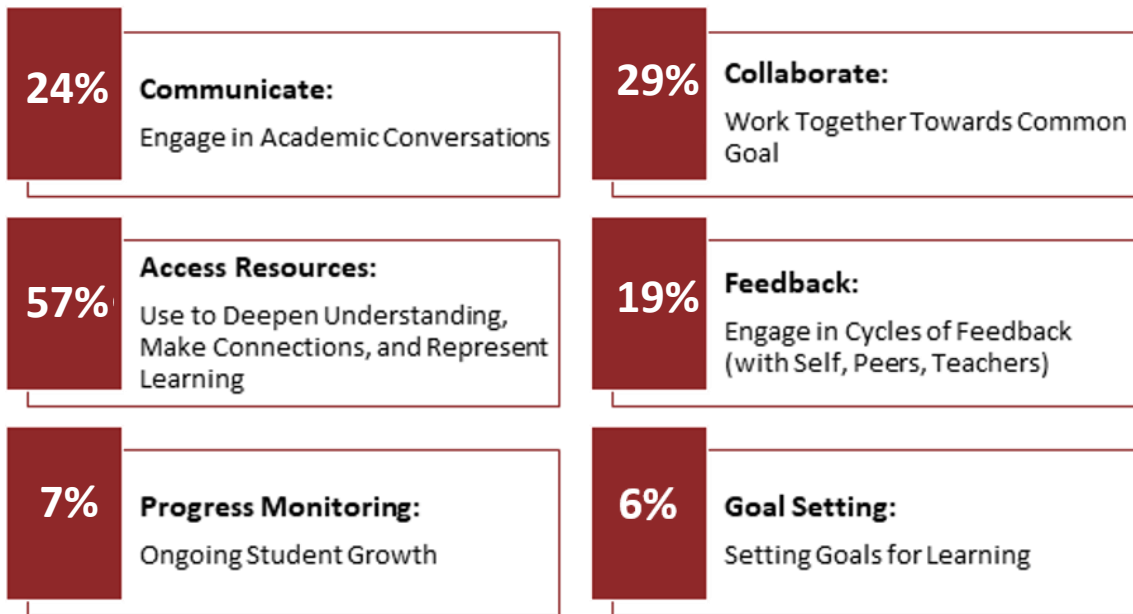
Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey prior to July 2022. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (CST and AB Block) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to more deeply understand the student responses and customize the result views to highlight connections to district priorities. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/15 to be included in the district improvement planning process.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instruments are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool.

Campus Support Team (CST) Evidence

In addition to student survey instruments, the CST process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during CST walks from the student perspective. Additional questions with language aligning to the CST observational tool were added to the survey. Current evidence related to these levels of engagement from the CST process are provided below and demonstrate how often teams observed students having opportunities within the learner experience. In the survey results, an overview of student perspectives of CST elements are also included.



**Note: These percentages represent the percentage of time observed in classroom during CST walks from September 2021-May 2022 for all secondary levels.*

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, CST walk, and instructional implementation, students have had an opportunity to voice their thoughts and feelings around the impact of all the instructional and social-emotional changes this year in student focus groups. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities

- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and CST walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will now have a more complete picture of student engagement across all campus levels.

FBISD 2022 SSES Dimension Statistical Comparisons

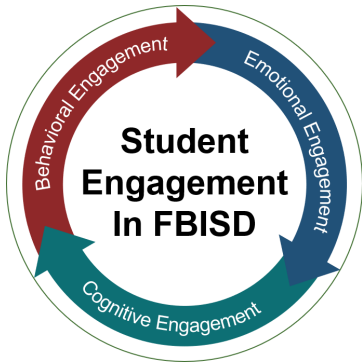
Overall Dimensions and Factor Scores

Mean Comparisons

Engagement Category		Engagement Indicator	Statistical Comparison			
			District		Statistical Significance between MS/HS	
			Mean	Change from 2021	MS Mean Effect Size	HS Mean Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension		2.95	↑3.7%	3.00 *** ▲	2.91 *** ▼
	Overall Emotional Engagement Dimension		2.87	↓3.9%	2.9 *** △	2.85 *** ▼ ⁸⁷
Emotional Engagement	<i>Motivation for Learning</i>		2.92	↓1.8%	2.92 *** ▲	2.86 *** ▼
	<i>Emotional Engagement with School</i>		2.71	↓6.2%	2.75 *** △	2.68 *** ▼
	<i>Positive Relationships with Adults in School</i>		2.89	↓2.1%	2.95 *** ▲	2.85 *** ▼
	<i>Positive Relationships with Other Students</i>		3.02	↓5.3%	2.97 *** ▼	3.06 *** △
Overall Cognitive Engagement Dimension		2.91	↓0.4%	2.92 *** △	2.90 *** ▼	
Cognitive Engagement	<i>Cognitive Growth through Personal Skill Development</i>		2.95	↓2.4%	3.00 *** ▲	2.91 *** ▼
	<i>Level of Effort in Academic Pursuits</i>		2.95	↑1.7%	2.94 --	2.95 --
	<i>Attitude Towards Learning</i>		2.89	↓1.8%	2.92 *** △	2.87 *** ▼
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>		2.71	↑1.3%	2.67 *** ▼	2.75 *** △

*p < .05, **p < .01, ***p < .001 ; Refer to the **About This Report** section for the key to triangle symbols.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 23,363 students who participated in the survey.

Asian	33%	White	15%	SPED	GT	EL
AA	23%	Native Am.	0.3%	7.2%	10.7%	10.6%
Hispanic	24%	HI/Pac. Isl.	0.1%			

Students Survey Participation

43,909

Total Secondary Students in FBISD


23,363

Secondary Students Participated in Survey


86%

Percent of Eligible Students Participated


% Out of 23,363 Participating Students
55% MS
45% HS




Behavioral Engagement
Student participation in activities



Emotional Engagement
Student interactions with adults and peers



Cognitive Engagement
The degree students are invested in and own their learning



Measuring Student Engagement

Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the CST process, AB Block, and other student interests from information in the survey that was not connected to these dimensions directly.

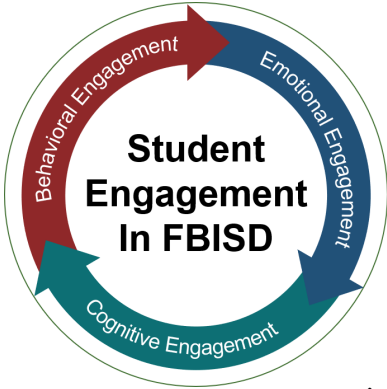
Student Engagement Score Scale

Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0
-------------------------------	---------------------------	---------------------------	---------------------------

The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

↑3.7%

Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2021 results.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

In FBISD, this looks like...

- Compliance, Participation in School/District Activities
- Extracurricular, Community, or Volunteer Work
- Attendance
- Grades

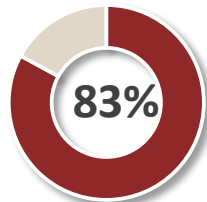
Behavioral Engagement Dimension Score
2.95

↑3.7%

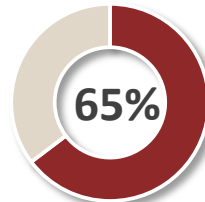
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Developing Skills to Work with Others

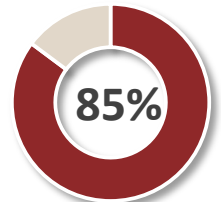
The degree to which students **agreed or strongly agreed** that their school helps them to develop or learn about working with others.



Working well with others to complete a task
↑2.4%



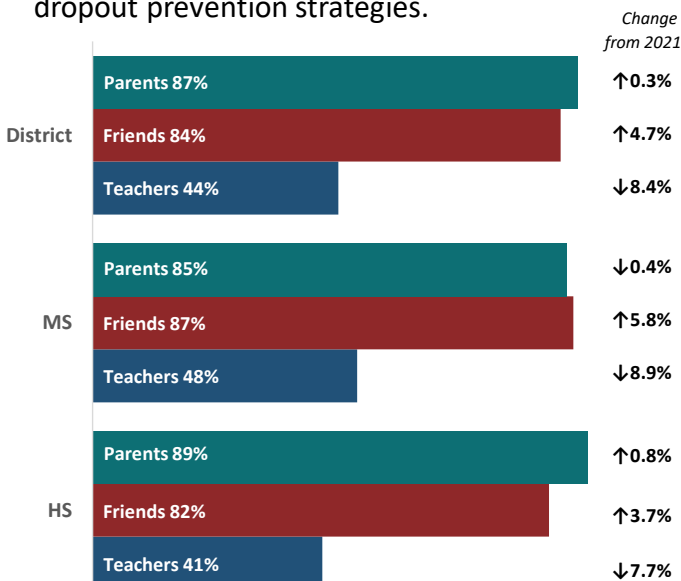
Learning what life is like for other people in your community
↓0.2%



Treating people with respect
↓3.4%

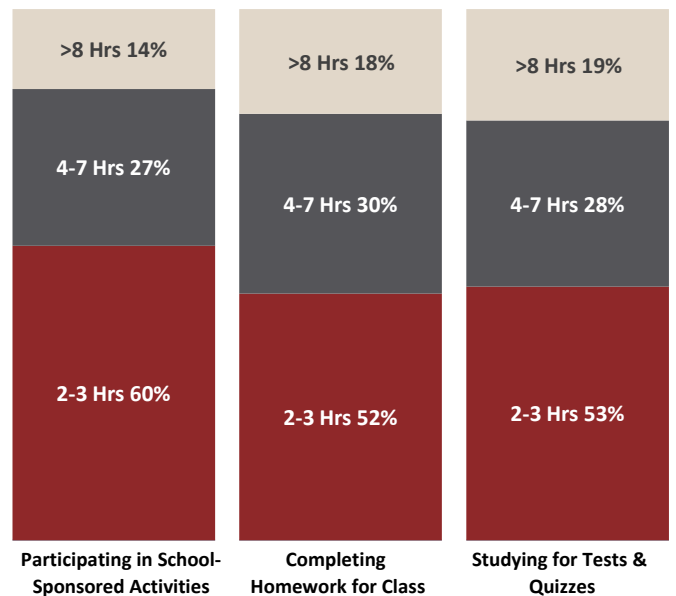
School Attendance Influences

The degree to which students **agreed or strongly agreed** that various groups motivated them to go to school or attend school which could inform dropout prevention strategies.



Engagement in Activities

Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District	Change from 2021	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much has your experience at school contributed to your development in the following areas?														
Working well with others to complete a task	1	Not at All	1,028	5%	500	5%	528	5%	3.12	↑1.3%	3.16 ***	△	3.08 ***	▽
	2	Very Little	2,643	12%	1,182	12%	1,461	13%						
	3	Some	10,580	49%	4,487	45%	6,093	53%						
	4	Very Much	7,280	34%	3,818	38%	3,462	30%						
	Total		21,531		9,987		11,544							
Learning what life is like for other people in your community outside of school	1	Not at All	2,829	13%	1,149	12%	1,680	15%	2.73	↓0.5%	2.81 ***	△	2.66 ***	▽
	2	Very Little	4,777	22%	2,124	21%	2,653	23%						
	3	Some	9,305	43%	4,178	42%	5,127	44%						
	4	Very Much	4,633	22%	2,527	25%	2,106	18%						
	Total		21,544		9,978		11,566							
Treating people with respect	1	Not at All	1,092	5%	470	5%	622	5%	3.24	↓3.5%	3.32 ***	▲	3.16 ***	▼
	2	Very Little	2,094	10%	843	8%	1,251	11%						
	3	Some	8,928	41%	3,639	36%	5,289	46%						
	4	Very Much	9,408	44%	5,022	50%	4,386	38%						
	Total		21,522		9,974		11,548							
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)														
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	6,102	53%	2,817	57%	3,285	50%	2.66	↑49.0%	2.59 ***	▽	2.71 ***	△
	2	2-3 Hours												
	3	4-7 Hours												
	4	8 or more Hours												
	Total													

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

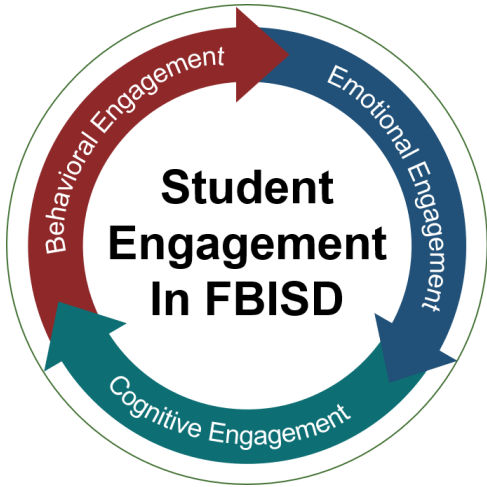
FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Item wording or description			Frequency Distributions								Statistical Comparison			
			District		MS		HS		District	Change from 2021	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?														
I go to school because of my teachers	1	Strongly Disagree	3,582	17%	1,590	16%	1,992	18%	2.35	↓9.5%	2.41 ***	△	2.29 ***	▽ ⁹¹
	2	Disagree	7,844	38%	3,468	36%	4,376	40%						
	3	Agree	7,431	36%	3,634	38%	3,797	35%						
	4	Strongly Agree	1,661	8%	971	10%	690	6%						
	Total		20,518		9,663		10,855							
I go to school because of my friends	1	Strongly Disagree	1,095	5%	425	4%	670	6%	3.21	↑2.6%	3.30 ***	▲	3.13 ***	▼
	2	Disagree	2,127	10%	865	9%	1,262	12%						
	3	Agree	8,711	42%	3,756	39%	4,955	46%						
	4	Strongly Agree	8,595	42%	4,620	48%	3,975	37%						
	Total		20,528		9,666		10,862							
I go to school because of my parents/guardians	1	Strongly Disagree	768	4%	438	5%	330	3%	3.25	↑0.1%	3.24 **	▽	3.26 **	△
	2	Disagree	1,825	9%	980	10%	845	8%						
	3	Agree	9,450	46%	4,110	42%	5,340	49%						
	4	Strongly Agree	8,509	41%	4,152	43%	4,357	40%						
	Total		20,552		9,680		10,872							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.



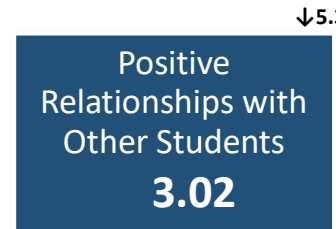
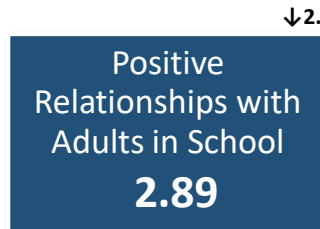
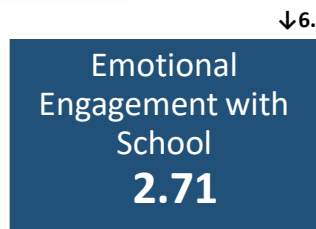
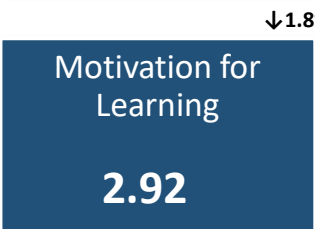
Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each dimension/factor.

In FBISD, this looks like...

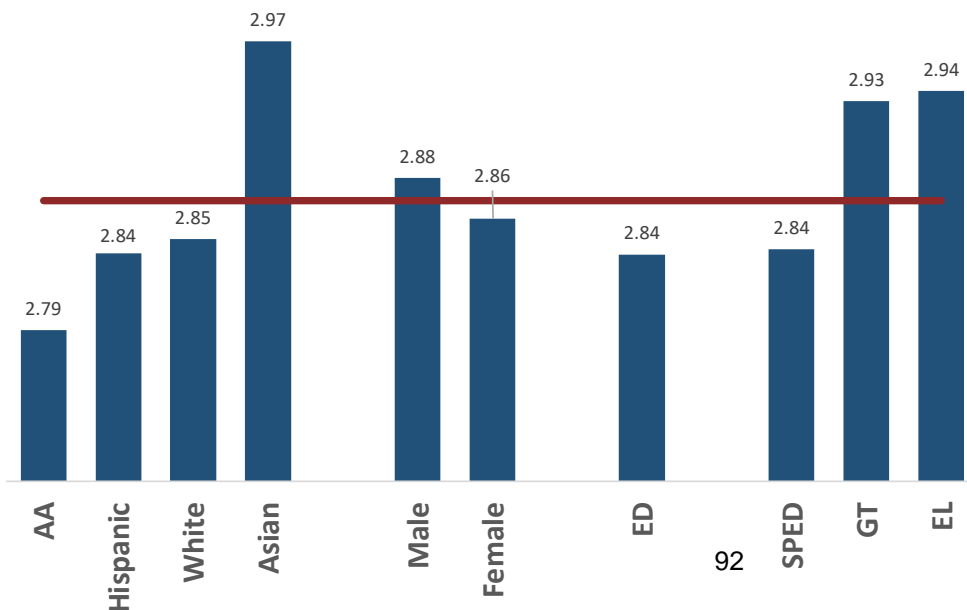
- Engagement within the Learner Experience
- Profile of a Graduate Attributes
- Communication & Collaboration
- Accessing Resources



Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



Emotional Engagement by Student Groups



Change in Mean from 2021	
AA	↓5.4%
Hispanic	↓4.0%
White	↓4.6%
Asian	↓3.6%
Male	↓4.1%
Female	↓4.5%
ED	↓5.1%
SPED	↓5.2%
GT	↓4.8%
EL	↓0.5%

* Red line represents District's average score

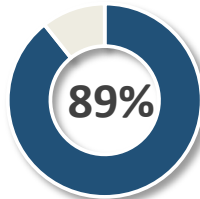
Motivation for Learning:

Questions in this dimension factor explore different elements to understand what motivates students to learn. This can be helpful for leaders to understand what they can do to keep students engaged in the learning experiences.



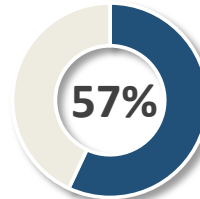
Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.



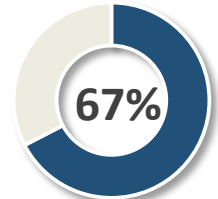
Desire to get good grades

↓0.9%



In general I am excited about my classes

↓3.0%

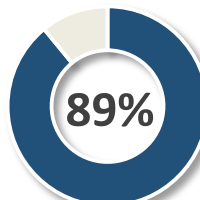


Desire to learn

↓2.1%

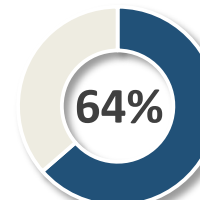
Future Goals Motivation

The degree to which students **agreed or strongly agreed** that success post-secondary or in future careers were a motivation for learning.



Desire to succeed in world outside of school

↓1.7%

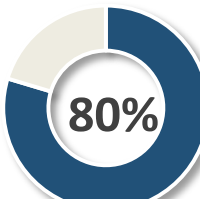


I see how the work I am doing will help me after high school

↓1.6%

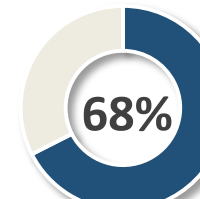
Intra/Interpersonal Motivation

The degree to which students **agreed or strongly agreed** that personal connections are what motivated them to learn.



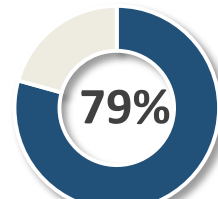
I feel good about how I am as a student

↓3.2%



By teachers who encourage me

↓1.8%



I take pride in the quality of my school work

↓2.2%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I am motivated by my desire to learn	1	Strongly Disagree	1,756	9%	725	7%	1,031	9%	2.78	↓1.6%	2.84 ***	△	2.73 ***	▽
	2	Disagree	4,972	24%	2,170	22%	2,802	26%						
	3	Agree	9,919	48%	4,730	49%	5,189	47%						
	4	Strongly Agree	3,978	19%	2,067	21%	1,911	17%						
	Total		20,625		9,692		10,933							
I am motivated by my desire to get good grades	1	Strongly Disagree	685	3%	271	3%	414	4%	3.30	↓0.6%	3.35 ***	△	3.26 ***	▽
	2	Disagree	1,516	7%	631	7%	885	8%						
	3	Agree	9,255	45%	4,195	43%	5,060	46%						
	4	Strongly Agree	9,142	44%	4,585	47%	4,557	42%						
	Total		20,598		9,682		10,916							
I am motivated by teachers who encourage me.	1	Strongly Disagree	1,957	10%	857	9%	1,100	10%	2.77	↓1.5%	2.83 ***	△	2.72 ***	▽
	2	Disagree	4,731	23%	2,080	21%	2,651	24%						
	3	Agree	9,943	48%	4,618	48%	5,325	49%						
	4	Strongly Agree	3,952	19%	2,121	22%	1,831	17%						
	Total		20,583		9,676		10,907							
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	702	3%	344	4%	358	3%	3.28	↓2.1%	3.29 --		3.28 --	
	2	Disagree	1,554	8%	744	8%	810	7%						
	3	Agree	9,608	47%	4,389	45%	5,219	48%						
	4	Strongly Agree	8,736	42%	4,204	43%	4,532	42%						
	Total		20,600		9,681		10,919							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Item wording or description		Values Response Options		Frequency Distributions								Statistical Comparison			
				District		MS		HS		District	Change from 2021	MS		HS	
				Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements															
I take pride in the quality of my school work	1	Strongly Disagree	1,025	5%	457	5%	568	5%	3.00	↓1.8%	3.05 ***	△	2.95 ***	▽	
	2	Disagree	3,232	16%	1,351	14%	1,881	17%							
	3	Agree	11,046	54%	5,099	53%	5,947	54%							
	4	Strongly Agree	5,299	26%	2,781	29%	2,518	23%							
	Total		20,602		9,688		10,914								
In general, I am excited about my classes	1	Strongly Disagree	2,859	14%	1,234	13%	1,625	15%	2.56	↓2.4%	2.64 ***	△	2.49 ***	▽	
	2	Disagree	5,948	29%	2,524	26%	3,424	32%							
	3	Agree	8,990	44%	4,366	45%	4,624	43%							
	4	Strongly Agree	2,666	13%	1,515	16%	1,151	11%							
	Total		20,463		9,639		10,824								
I see how the work I am doing now will help me after high school	1	Strongly Disagree	2,776	14%	987	10%	1,789	16%	2.68	↓1.4%	2.84 ***	▲	2.54 ***	▼	
	2	Disagree	4,688	23%	1,852	19%	2,836	26%							
	3	Agree	9,352	46%	4,581	47%	4,771	44%							
	4	Strongly Agree	3,697	18%	2,239	23%	1,458	13%							
	Total		20,513		9,659		10,854								
I feel good about how I am as a student	1	Strongly Disagree	1,363	7%	601	6%	1,789	7%	3.00	↓2.5%	3.09 ***	▲	2.92 ***	▼	
	2	Disagree	2,786	14%	1,097	11%	1,689	16%							
	3	Agree	10,689	52%	4,722	49%	5,967	55%							
	4	Strongly Agree	5,539	27%	3,184	33%	2,355	22%							
	Total		20,377		9,604		10,773								

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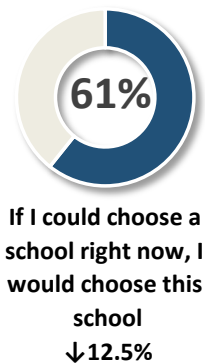
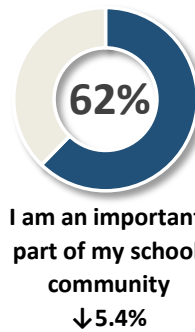
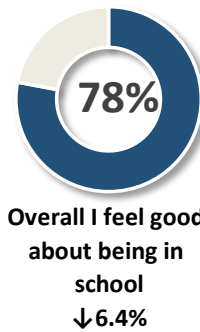
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Emotional Engagement with School:

In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

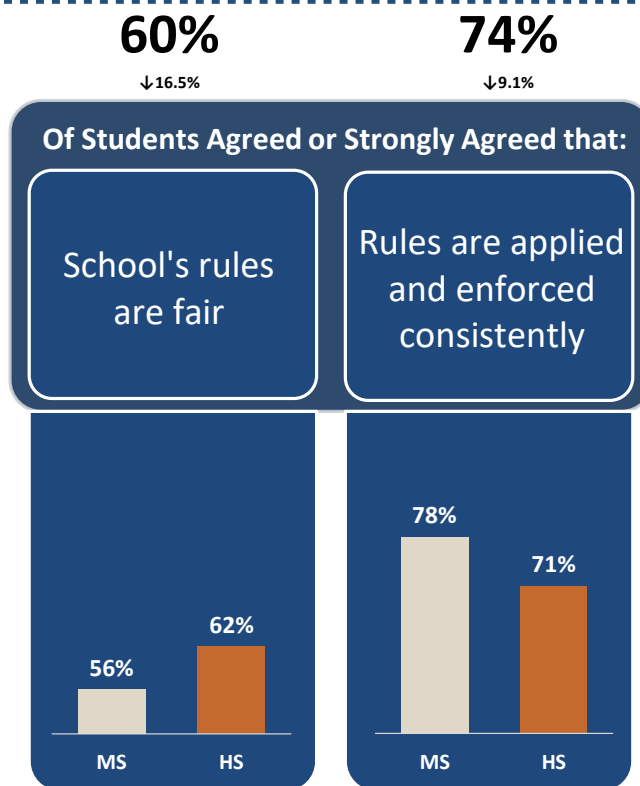
Inclusion in School Community

The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



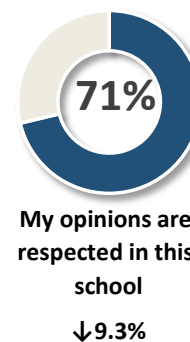
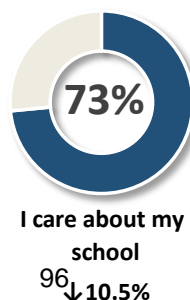
Perceptions on School Rules

The degree to which students **agreed or strongly agreed** that school rules were fair and enforced consistently.



Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.



FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		<i>Statistical Significance between MS/HS</i>			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
			To what extent do you agree or disagree with the following statements related to your school											
Overall, I feel good about being in school	1	Strongly Disagree	1,382	6%	559	5%	823	7%	2.86	↓4.4%	2.92 ***	△	2.81 ***	▽
	2	Disagree	3,648	16%	1,481	14%	2,167	17%						
	3	Agree	14,629	64%	6,590	63%	8,039	65%						
	4	Strongly Agree	3,148	14%	1,748	17%	1,400	11%						
	Total		22,807		10,378		12,429							
I care about this school	1	Strongly Disagree	1,482	7%	620	6%	862	7%	2.79	↓6.5%	2.86 ***	△	2.73 ***	▽
	2	Disagree	4,506	20%	1,794	17%	2,712	22%						
	3	Agree	13,838	61%	6,280	61%	7,558	62%						
	4	Strongly Agree	2,749	12%	1,624	16%	1,125	9%						
	Total		22,575		10,318		12,257							
My opinions are respected in this school	1	Strongly Disagree	1,587	7%	799	8%	788	6%	2.74	↓5.8%	2.72 ***	△	2.75 ***	▽
	2	Disagree	4,876	22%	2,420	24%	2,456	20%						
	3	Agree	13,931	62%	5,935	58%	7,996	65%						
	4	Strongly Agree	2,099	9%	1,118	11%	981	8%						
	Total		22,493		10,272		12,221							
I am an important part of my school community	1	Strongly Disagree	2,286	10%	1,048	10%	1,238	10%	2.63	↓3.5%	2.67 ***	△	2.6 ***	▽
	2	Disagree	6,137	27%	2,639	26%	3,498	29%						
	3	Agree	11,523	52%	5,226	51%	6,297	52%						
	4	Strongly Agree	2,385	11%	1,311	13%	1,074	9%						
	Total		22,331		10,224		12,107							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Item wording or description		Values Response Options		Frequency Distributions								Statistical Comparison			
				District		MS		HS		District	Change from 2021	MS		HS	
				Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school															
This school's rules are fair	1	Strongly Disagree	2,814	13%	1,544	15%	1,270	11%	2.56	↓10.0%	2.52 ***	△	2.59 ***	▽	
	2	Disagree	6,198	28%	2,924	29%	3,274	27%							
	3	Agree	11,309	51%	4,618	45%	6,691	56%							
	4	Strongly Agree	1,946	9%	1,128	11%	818	7%							
	Total		22,267		10,214		12,053								
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,814	7%	621	6%	888	7%	2.83	↓4.7%	2.94 ***	▲	2.74 ***	▼	
	2	Disagree	6,198	19%	1,633	16%	2,620	22%							
	3	Agree	11,309	58%	5,657	55%	7,382	61%							
	4	Strongly Agree	1,946	16%	2,312	23%	1,197	10%							
	Total		22,267		10,223		12,087								
If I could choose a school right now, I would choose this school	1	Strongly Disagree	1,509	15%	1,453	14%	1,814	15%	2.59	↓8.9%	2.64 ***	△	2.55 ***	▽	
	2	Disagree	4,253	25%	2,421	24%	3,091	26%							
	3	Agree	13,039	48%	4,778	47%	5,919	49%							
	4	Strongly Agree	3,509	13%	1,601	16%	1,277	11%							
	Total		22,310		10,253		12,101								

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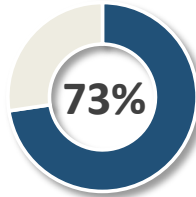
*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Adults in School

Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

The degree to which students **agreed or strongly agreed** that they felt like an adult knew them well.



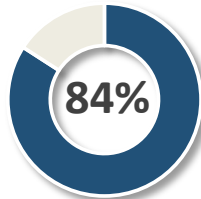
There is at least one adult in this school who knows me well

Change from 2021

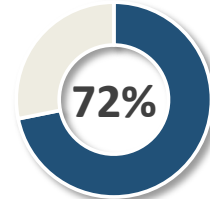
↑6.5%

Support from Instructional Staff

The degree to which students **agreed or strongly agreed** that they felt supported by instructional staff such as teachers and administrators.

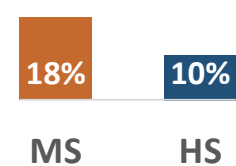
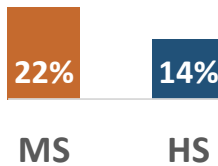


Teachers at their school
↓4.3%



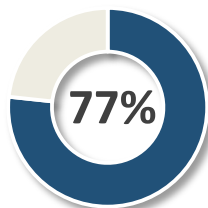
Administrators at their school
↓8.6%

% of Students who "Strongly Agree" by Campus Level

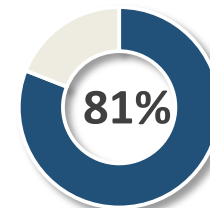


Support from Other Adults

The degree to which students **agreed or strongly agreed** that they felt supported by other staff members or adults on campus.

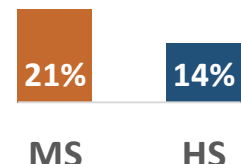
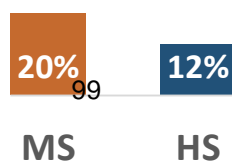


Career or School Counselors
↓5.5%



Other Adults at their school
↓3.4%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		<i>Statistical Significance between MS/HS</i>			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school														
There is at least one adult in this school who knows me well	1	Strongly Disagree	1,902	8%	862	8%	1,040	8%	2.92	↑3.6%	2.96 ***	△	2.88 ***	▽
	2	Disagree	4,276	19%	1,905	18%	2,371	19%						
	3	Agree	10,217	45%	4,366	42%	5,851	48%						
	4	Strongly Agree	6,193	27%	3,205	31%	2,988	24%						
	Total		22,588		10,338		12,250							
I feel supported by teachers at this school	1	Strongly Disagree	745	3%	375	4%	370	3%	2.98	↓2.9%	3.02 ***	△	2.95 ***	▽
	2	Disagree	2,825	13%	1,267	12%	1,558	13%						
	3	Agree	14,966	67%	6,420	62%	8,546	70%						
	4	Strongly Agree	3,945	18%	2,226	22%	1,719	14%						
	Total		22,481		10,288		12,193							
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	1,685	7%	709	7%	976	8%	2.78	↓5.2%	2.85 ***	△	2.71 ***	▽
	2	Disagree	4,667	21%	1,949	19%	2,718	22%						
	3	Agree	13,194	58%	5,833	57%	7,361	60%						
	4	Strongly Agree	3,012	13%	1,832	18%	1,180	10%						
	Total		22,558		10,323		12,235							
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,427	6%	527	5%	900	7%	2.86	↓3.7%	2.94 ***	△	2.79 ***	▽
	2	Disagree	3,815	17%	1,599	16%	2,216	18%						
	3	Agree	13,754	61%	6,159	60%	7,595	62%						
	4	Strongly Agree	3,494	16%	2,008	20%	1,486	12%						
	Total		22,490		10,293		12,197							
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	958	4%	408	4%	550	5%	2.94	↓2.0%	3.00 ***	△	2.89 ***	▽
	2	Disagree	3,324	15%	1,380	13%	1,944	16%						
	3	Agree	14,351	64%	6,332	61%	8,019	66%						
	4	Strongly Agree	3,856	17%	2,188	21%	1,668	14%						
	Total		22,489		10,308		12,181							

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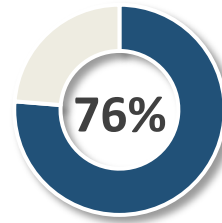
*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Other Students

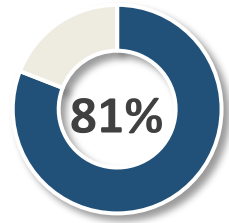
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

Student Interactions

The degree to which students **agreed or strongly agreed** that they felt supported by other students on campus, and the ability to be themselves around other students.



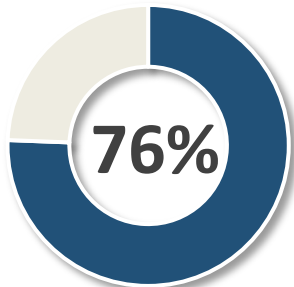
I am comfortable being myself at this school
↓3.8%



I feel supported by other students
↓1.3%

Feelings of Safety

The degree to which students **agreed or strongly agreed** that they felt safe at school.

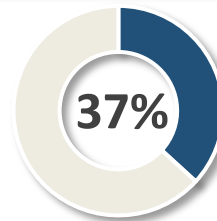


I feel safe in this school
↓11.7%

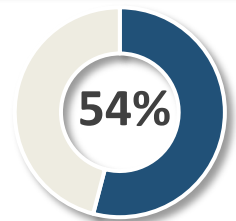
Perceptions on Bullying

These questions look at the frequency that students reported **rarely, sometimes, and often** experiencing or witnessing acts of bullying.

When asked about their experience during the school year, students* responded that:



Have been picked on or bullied by another student
↑10.8%



Have witnessed an act of bullying
↑16.7%

*Percent of students responding rarely, sometimes or often

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

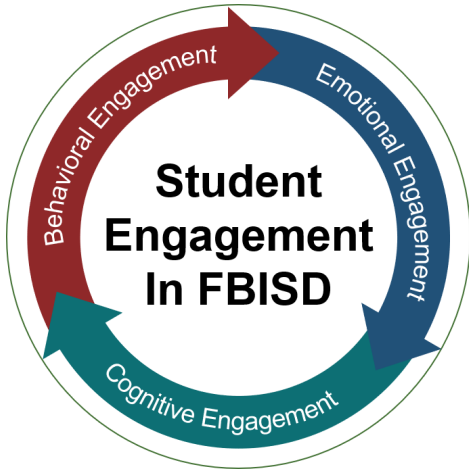
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		Statistical Significance between MS/HS			
Item wording or description	Response Values	Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school														
I feel safe in this school	1	Strongly Disagree	1,269	6%	680	7%	589	5%	2.82	↓7.0%	2.80 *	△	2.83 *	▽
	2	Disagree	4,200	19%	2,073	20%	2,127	17%						
	3	Agree	14,310	64%	6,058	59%	8,252	68%						
	4	Strongly Agree	2,646	12%	1,423	14%	1,223	10%						
	Total		22,425		10,234		12,191							
I feel supported by other students	1	Strongly Disagree	1,151	5%	623	6%	528	4%	2.95	↓0.8%	2.96 --		2.95 --	
	2	Disagree	3,120	14%	1,543	15%	1,577	13%						
	3	Agree	13,732	61%	5,694	55%	8,038	66%						
	4	Strongly Agree	4,396	20%	2,406	23%	1,990	16%						
	Total		22,399		10,266		12,133							
I am comfortable being myself at this school	1	Strongly Disagree	1,591	7%	866	8%	725	6%	2.87	↓2.8%	2.86 --		2.88 --	
	2	Disagree	3,720	17%	1,806	18%	1,914	16%						
	3	Agree	13,061	58%	5,447	53%	7,614	63%						
	4	Strongly Agree	4,026	18%	2,144	21%	1,882	16%						
	Total		22,398		10,263		12,135							
During the school year how often have you														
Been picked on or bullied by another student?	1	Often	1,097	5%	693	7%	404	3%	3.42	↓5.4%	3.27 ***	▼	3.54 ***	▲
	2	Sometimes	2,491	12%	1,384	14%	1,107	10%						
	3	Rarely	4,375	20%	2,455	25%	1,920	17%						
	4	Never	13,676	63%	5,474	55%	8,202	71%						
	Total		21,639		10,006		11,633							
Witnessed an act of bullying?	1	Often	1,097	10%	1,219	12%	879	8%	3.08	↓9.8%	2.97 ***	▼	3.18 ***	▲
	2	Sometimes	2,491	18%	1,907	19%	1,824	16%						
	3	Rarely	4,375	26%	2,645	27%	2,852	26%						
	4	Never	13,676	46%	4,022	41%	5,595	50%						
	Total		21,639		9,793		11,150							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.



Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Below you will find average scores for each dimension/factor.

In FBISD, this looks like...

- Student Ownership of Learning
- Feedback Cycles
- Progress Monitoring
- Goal Setting

Overall Cognitive Engagement Average Score
2.91

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

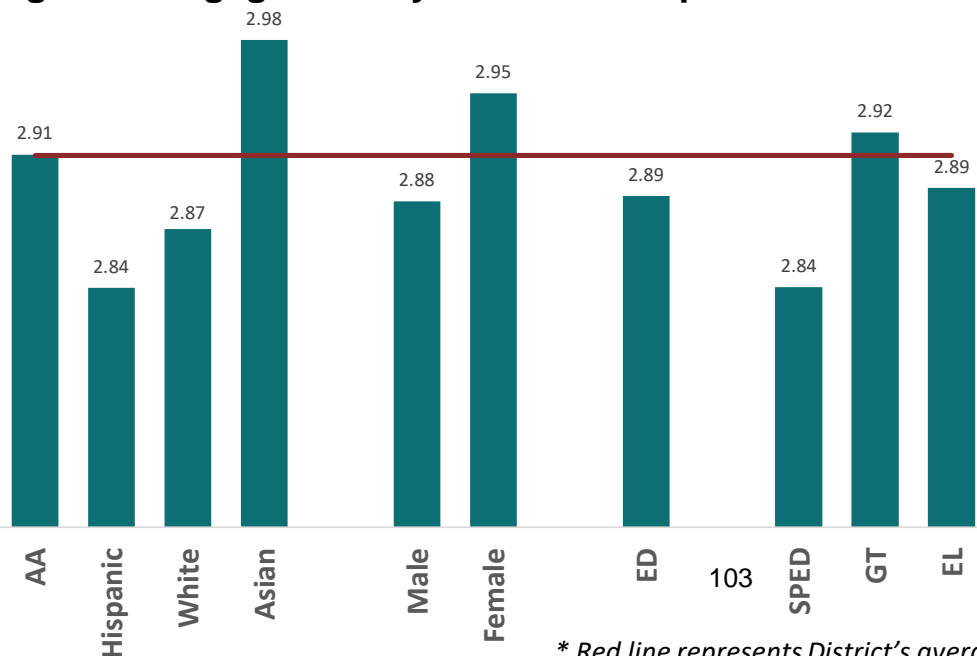
↓2.4%
Cognitive Growth with Personal Skill Development
2.95

↑1.7%
Levels of Effort in Academic Pursuits
2.95

↓1.8%
Attitudes Towards Learning
2.89

↑1.3%
Academic Goals, Future Plans, and Aspirations
2.71

Cognitive Engagement by Student Groups



Change in Mean from 2021	
AA	↓1.1%
Hispanic	↓0.9%
White	↓0.5%
Asian	↑0.1%
Male	↓0.9%
Female	↑0.2%
ED	↓2.3%
SPED	↓3.8%
GT	↓2.7%
EL	↑1.1%

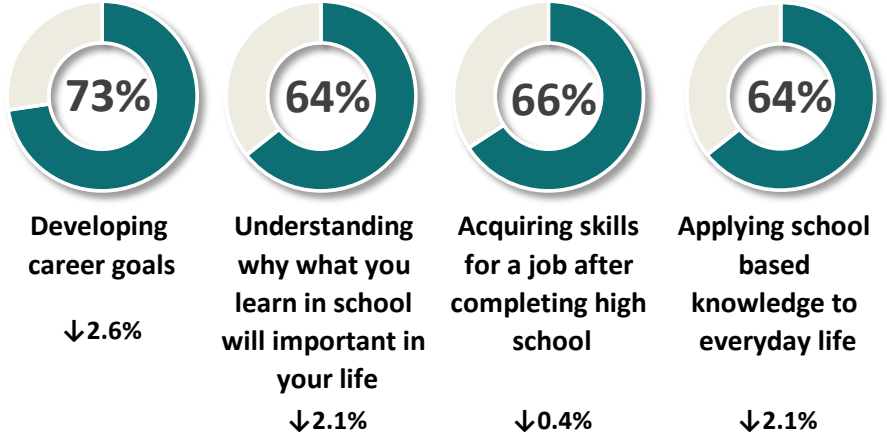
* Red line represents District's average score

Cognitive Growth and Personal Skill Development (CGPSD)

Items in this factor examined how much students felt that their schools contributed to the development of a variety of learning skills, how their skills would impact future goals, and how challenging they found their work.

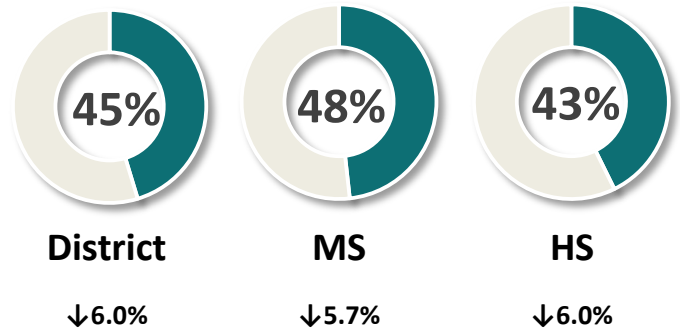
Academic Skill Development

The degree to which students feel their school has contributed **some or very much** to develop skills used in an academic setting.



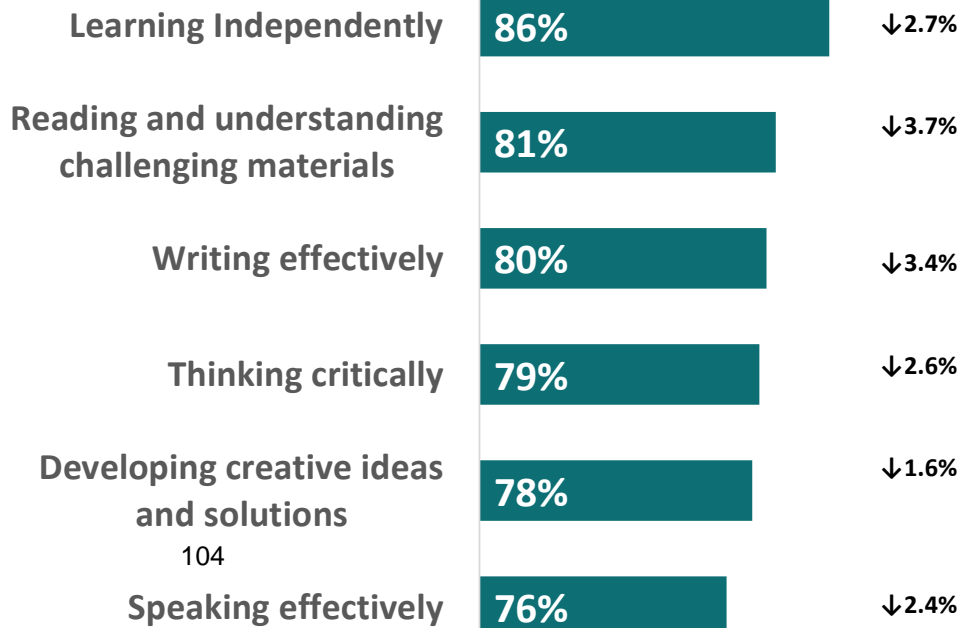
Perceptions of Academic Challenge

The degree to which students feel **most or all their classes** challenged them to their full academic potential.



Applications of Skill Development

The degree to which students feel their school has contributed **some or very much** to the development of skills that will be used in real world applications, in their careers, or in the world outside of school.



FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school?														
Teachers try to engage me in a classroom discussion	1 2 3 4	Strongly Disagree Disagree Agree Strongly Agree	625 2,612 15,556 3,649	3% 12% 69% 16%	278 1,222 6,751 2,016	3% 12% 66% 20%	347 1,390 8,805 1,633	3% 11% 72% 13%	2.99	▼ 4.0%	3.02 ***	△	2.96 ***	▽
Total			22,442		10,267		12,175							
I can be creative in classroom assignments and projects	1 2 3 4	Strongly Disagree Disagree Agree Strongly Agree	672 2,303 13,748 5,702	3% 10% 61% 25%	289 902 5,748 3,330	3% 9% 56% 32%	383 1,401 8,000 2,372	3% 12% 66% 20%	3.09	▼ 1.2%	3.18 ***	▲	3.02 ***	▼
Total			22,425		10,269		12,156							
How much has your experience at this school contributed to your development in the following areas?														
Acquiring skills for a job after completing high school	1 2 3 4	Not at All Very Little Some Very Much	2,641 4,856 9,664 4,768	12% 22% 44% 22%	1,066 1,995 4,434 2,593	11% 20% 44% 26%	1,575 2,861 5,230 2,175	13% 24% 44% 18%	2.76	▼ 0.6%	2.85 ***	▲	2.68 ***	▼
Total			21,929		10,088		11,841							
Writing effectively	1 2 3 4	Not at All Very Little Some Very Much	1,062 2,919 10,995 6,651	5% 13% 51% 31%	547 1,464 4,776 3,228	5% 15% 48% 32%	515 1,455 6,219 3,423	4% 13% 54% 29%	3.07	▼ 2.4%	3.07 --		3.08 --	
Total			21,627		10,015		11,612							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

			Frequency Distributions						Statistical Comparison							
			District		MS		HS		District		MS		HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size		
			<i>Statistical Significance between MS/HS</i>													
How much has your experience at this school contributed to your development in the following areas?																
Speaking effectively	1	Not at All	1,535	7%	787	8%	748	6%	2.98	↓2.0%	2.98	--	2.97	--		
	2	Very Little	3,684	17%	1,748	18%	1,936	17%								
	3	Some	10,070	47%	4,261	43%	5,809	50%								
	4	Very Much	6,246	29%	3,159	32%	3,087	27%								
	Total		21,535		9,955		11,580									
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,220	6%	566	6%	654	6%	3.06	↓2.1%	3.09	***	△	3.03	***	▽
	2	Very Little	3,291	15%	1,529	15%	1,762	15%								
	3	Some	10,204	47%	4,400	44%	5,804	50%								
	4	Very Much	6,932	32%	3,532	35%	3,400	29%								
	Total		21,647		10,027		11,620									
Developing creative ideas and solutions	1	Not at All	1,300	6%	555	6%	745	6%	3.02	↓1.7%	3.08	***	△	2.96	***	▽
	2	Very Little	3,369	16%	1,488	15%	1,881	16%								
	3	Some	10,628	49%	4,559	46%	6,069	52%								
	4	Very Much	6,324	29%	3,405	34%	2,919	25%								
	Total		21,621		10,007		11,614									
Reading and understanding challenging materials	1	Not at All	1,046	5%	502	5%	544	5%	3.05	↓2.9%	3.07	***	△	3.03	***	▽
	2	Very Little	3,092	14%	1,489	15%	1,603	14%								
	3	Some	11,224	52%	4,830	48%	6,394	55%								
	4	Very Much	6,277	29%	3,192	32%	3,085	27%								
	Total		21,639		10,013		11,626									

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Item wording or description			Frequency Distributions								Statistical Comparison			
			District		MS		HS		District	Change from 2021	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?														
Using technology to gather and communicate information	1	Not at All	834	4%	395	4%	439	4%	3.22	↓2.5%	3.23 **	△	3.21 **	▽
	2	Very Little	2,217	10%	1,104	11%	1,113	10%						
	3	Some	9,920	46%	4,283	43%	5,637	49%						
	4	Very Much	8,662	40%	4,238	42%	4,424	38%						
	Total		21,633		10,020		11,613							
Learning Independently	1	Not at All	882	4%	469	5%	413	4%	3.25	↓2.9%	3.23 ***	▽	3.27 ***	△
	2	Very Little	2,023	9%	1,088	11%	935	8%						
	3	Some	9,470	44%	4,112	41%	5,358	46%						
	4	Very Much	9,124	42%	4,292	43%	4,832	42%						
	Total		21,499		9,961		11,538							
Applying school-based knowledge to everyday life	1	Not at All	2,674	12%	1,037	10%	1,637	14%	2.73	↓1.8%	2.84 ***	▲	2.64 ***	▼
	2	Very Little	5,026	23%	2,120	21%	2,906	25%						
	3	Some	9,255	43%	4,112	42%	5,048	44%						
	4	Very Much	4,621	21%	4,292	26%	1,995	17%						
	Total		21,576		9,961		11,586							
Developing career goals	1	Not at All	1,888	9%	814	8%	1,074	9%	2.91	↓2.7%	2.98 ***	△	2.85 ***	▽
	2	Very Little	3,963	19%	1,714	17%	2,249	20%						
	3	Some	9,648	45%	4,205	42%	5,443	47%						
	4	Very Much	5,900	28%	3,189	32%	2,711	24%						
	Total		21,399		9,922		11,477							

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*p < .05, **p < .01, ***p < .001; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

			Frequency Distributions						Statistical Comparison											
			District		MS		HS		District	Change from 2021	MS		HS							
Item wording or description	Response Options	Values	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size						
How much has your experience at this school contributed to your development in the following areas?																				
Understanding why what you learn in school will be important for your life	1 2 3 4	Not at All Very Little Some Very Much	3,329 4,377 8,808 4,934	16% 20% 41% 23%	1,262 1,842 3,979 2,858	13% 19% 40% 29%	2,067 2,535 4,829 2,076	18% 22% 42% 18%	2.72	↓2.4%	2.85 ***	△	2.60 ***	▽						
Total			21,448		9,941		11,507													
About how many of your classes...																				
Challenge you to your full academic potential	1 2 3 4	None Some Most All	1,427 9,945 7,265 2,155	7% 48% 35% 10%	662 4,368 3,523 1,165	7% 45% 36% 12%	765 5,577 3,742 990	7% 50% 34% 9%							2.49	↓3.9%	2.53 ***	△	2.45 ***	▽
Total			20,792		9,718		11,074													

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

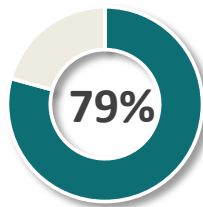
Levels of Effort in Academic Pursuits (LEAP)

In this cognitive engagement factor, students were asked about the frequency of specific instructional practices and learning experiences that students may have engaged with throughout the school year. In addition to these elements students were also asked about how much effort they felt like they put into their classes.

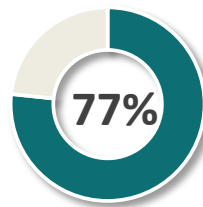


Engagement with Others in Learning

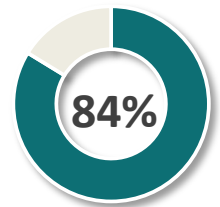
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



↓0.8%



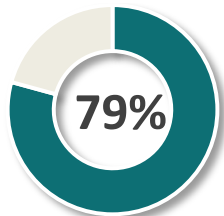
↑5.1%



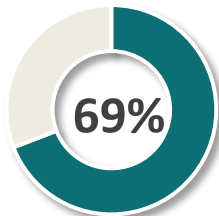
↑15.2%

Engagement with Tasks

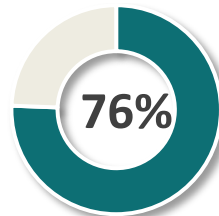
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



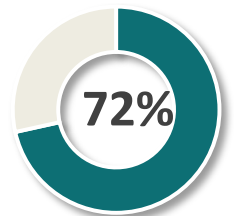
↓0.5%



↑7.7%



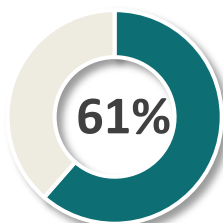
↑1.0%



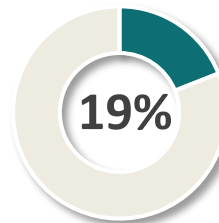
↑0.4%

Effort Applied in Learning

The degree to which students feel they gave varying degrees of effort in **all or most of their** classes.



↓6.7%



↑3.0%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Asked or answered a question in class	1	Never	646	3%	270	3%	376	3%	3.10	↓0.0%	3.13 ***	△	3.07 ***	▽
	2	Rarely	4,069	19%	1,831	18%	2,238	19%						
	3	Sometimes	9,558	44%	4,265	42%	5,293	45%						
	4	Often	7,585	35%	3,727	37%	3,858	33%						
	Total		21,858		10,093		11,765							
Talked to a teacher about your class work	1	Never	852	4%	485	5%	367	3%	3.06	↑3.5%	2.99 ***	▽	3.11 ***	△
	2	Rarely	4,176	19%	2,222	22%	1,954	17%						
	3	Sometimes	9,460	44%	4,234	42%	5,226	45%						
	4	Often	7,066	33%	3,055	31%	4,011	35%						
	Total		21,554		9,996		11,558							
Make a class presentation	1	Never	1,315	6%	877	9%	438	4%	2.88	↑5.9%	2.77 ***	▼	2.97 ***	▲
	2	Rarely	5,319	25%	2,825	28%	2,494	22%						
	3	Sometimes	9,540	44%	3,991	40%	5,549	48%						
	4	Often	5,324	25%	2,282	23%	3,042	26%						
	Total		21,498		9,975		11,523							
Prepared a draft of a paper or assignment before turning it in	1	Never	1,308	6%	691	7%	617	5%	3.03	↑0.5%	2.99 ***	▽	3.06 ***	△
	2	Rarely	3,942	18%	1,981	20%	1,961	17%						
	3	Sometimes	9,128	42%	4,056	41%	5,072	44%						
	4	Often	7,152	33%	3,252	33%	3,900	34%						
	Total		21,530		9,980		11,550							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		Statistical Significance between MS/HS			
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1 2 3 4 Total	Never Rarely Sometimes Often	1,503 4,636 9,294 6,128 21,561	22% 22% 43% 28%	647 2,117 4,214 3,030 10,008	6% 21% 42% 30%	856 2,519 5,080 3,098 11,553	7% 22% 44% 27%	2.93	↑0.2%	2.96 ***	△	2.9 ***	▽
Received feedback from teachers on assignments or other class work	1 2 3 4 Total	Never Rarely Sometimes Often	814 3,645 9,781 7,259 21,499	4% 17% 45% 34%	406 1,776 4,294 3,502 9,978	4% 18% 43% 35%	408 1,869 5,487 3,757 11,521	4% 16% 48% 33%	3.09	↓0.9%	3.09 --		3.09 --	
Attended class with all assignments completed	1 2 3 4 Total	Never Rarely Sometimes Often	577 1,960 7,545 11,343 21,425	3% 9% 35% 53%	260 947 3,462 5,273 9,942	3% 10% 35% 53%	317 1,013 4,083 6,070 11,483	3% 9% 36% 53%	3.38	↓1.4%	3.38 --		3.39 --	
Worked on a paper or project that required you to do research outside of assigned text	1 2 3 4 Total	Never Rarely Sometimes Often	762 3,313 10,362 7,004 21,441	4% 15% 48% 33%	428 1,751 4,581 3,194 9,954	4% 18% 46% 32%	334 1,562 5,781 3,810 11,487	3% 14% 50% 33%	3.10	↑0.7%	3.06 ***	▽	3.14 ***	△

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*p < .05, **p < .01, ***p < .001 ; Refer to **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

			Frequency Distributions								Statistical Comparison			
			District		MS		HS		District	Change from 2021	Statistical Significance between MS/HS			
Item wording or description	Response Options	Values	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Worked on a paper or project that required you to interact with people	1	Never	5,699	27%	2,922	29%	2,777	24%	2.35	↑7.1%	2.30 ***	▽	2.39 ***	△
	2	Rarely	5,817	27%	2,667	27%	3,150	27%						
	3	Sometimes	6,650	31%	2,815	28%	3,835	33%						
	4	Often	3,302	15%	1,566	16%	1,736	15%						
	Total		21,468		9,970		11,498							
Worked with other students on projects/assignments	1	Never	610	3%	342	3%	268	2%	3.17	↑11.2%	3.15 *	▽	3.18 *	△
	2	Rarely	2,873	13%	1,470	15%	1,403	12%						
	3	Sometimes	10,286	48%	4,471	45%	5,815	51%						
	4	Often	7,664	36%	3,672	37%	3,992	35%						
	Total		21,433		9,955		11,478							
Discussed questions in class that have no clear answers	1	Never	1,522	7%	780	8%	742	6%	2.84	↑4.6%	2.81 ***	▽	2.86 ***	△
	2	Rarely	5,109	13%	2,551	26%	2,558	22%						
	3	Sometimes	9,994	47%	4,322	44%	5,672	49%						
	4	Often	4,756	22%	2,269	23%	2,487	22%						
	Total		21,381		9,922		11,459							
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,749	8%	847	9%	902	8%	2.78	↑3.2%	2.77 --		2.79 --	
	2	Rarely	5,271	25%	2,546	26%	2,725	24%						
	3	Sometimes	10,156	48%	4,519	46%	5,637	49%						
	4	Often	4,158	19%	1,982	20%	2,176	19%						
	Total		21,334		9,894		11,440							

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Item wording or description			Frequency Distributions								Statistical Comparison			
			District		MS		HS		District	Change from 2021	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?													113	
Discussed ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	3,074	14%	1,423	14%	1,651	14%	2.65	↑3.5%	2.65 --	2.64 --		
	2	Rarely	5,464	26%	2,639	27%	2,825	25%						
	3	Sometimes	8,772	41%	3,845	39%	4,927	43%						
	4	Often	4,047	19%	2,023	20%	2,024	18%						
	Total		21,357		9,930		11,427							
In about how many of your classes do you..														
Give your maximum effort?	1	None	1,235	6%	433	4%	802	7%	2.80	↓4.6%	2.91 *** ▲	2.69 *** ▼		
	2	Some	6,790	33%	2,746	28%	4,044	37%						
	3	Most	7,741	37%	3,794	39%	3,947	36%						
	4	All	5,029	24%	2,760	28%	2,269	21%						
		Total		20,795		9,733		11,062						
Put forth very little effort	1	All	905	5%	441	5%	464	5%	3.13	↓2.9%	3.19 *** △	3.06 *** ▽		
	2	Most	2,692	14%	1,122	12%	1,570	16%						
	3	Some	8,405	44%	3,796	42%	4,609	47%						
	4	None	6,908	37%	3,781	41%	3,127	32%						
		Total		18,910		9,140		9,770						

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

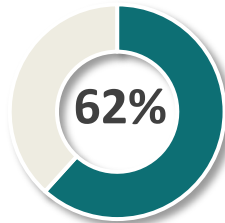
Attitudes Toward Learning:

Items in this factor asked students to consider what they believe about their abilities and beliefs around learning.

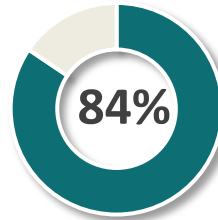
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

The degree to which students agree or strongly agree with statements around enjoying different aspects of their learning or activities at school.



I enjoy working on tasks that require a lot of thinking and mental effort
↓0.7%

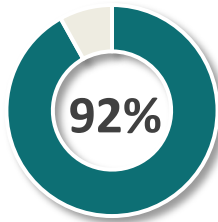


I enjoy being creative in school
↓1.3%

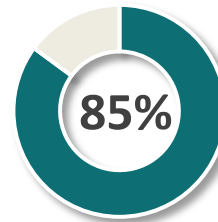
Strongly Agree	
MS	HS
37%	28%

Self-Efficacy in Learning

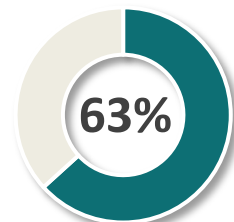
The degree to which students agree or strongly agree that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓1.7%



I put forth a great deal of effort when doing my school work
↓1.1%



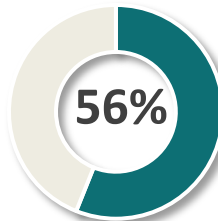
I like discussions in which there are no clear answers
↑1.5%

Impact of Learning

The degree to which students agree or strongly agree on the impact various learning activities have on their beliefs about learning.



My school work makes me curious to learn new things.
↓2.4%



I go to school because of what I learn in classes.
↓10.9%

Strongly Agree	
MS	HS
15%	9%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Item wording or description			Frequency Distributions								Statistical Comparison			
			District		MS		HS		District	Change from 2021	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
<i>Statistical Significance between MS/HS</i>														
How much do you agree or disagree with the following statements														
I have the skills and ability to complete my work	1	Strongly Disagree	663	3%	289	3%	374	3%	3.30	↓1.3%	3.31 *	▽	3.29 *	△
	2	Disagree	1,050	5%	529	5%	521	5%						
	3	Agree	10,838	51%	4,905	50%	5,933	52%						
	4	Strongly Agree	8,632	41%	4,127	42%	4,505	40%						
	Total		21,183		9,850		11,333							
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	651	3%	268	3%	383	4%	3.12	↓1.2%	3.17 ***	△	3.09 ***	▽
	2	Disagree	2,418	12%	974	10%	1,444	13%						
	3	Agree	11,230	55%	5,300	55%	5,930	54%						
	4	Strongly Agree	6,282	31%	3,138	32%	3,144	29%						
	Total		20,581		9,680		10,901							
I have worked harder than I expected to in school	1	Strongly Disagree	1,092	5%	477	5%	615	6%	2.96	↓0.6%	3.01 ***	△	2.92 ***	▽
	2	Disagree	4,176	20%	1,792	19%	2,384	22%						
	3	Agree	9,701	47%	4,529	47%	5,172	47%						
	4	Strongly Agree	5,598	27%	2,865	30%	2,733	25%						
	Total		20,567		9,663		10,904							
I like discussions in which there are no clear answers	1	Strongly Disagree	2,419	12%	1,323	14%	1,096	10%	2.71	↑0.6%	2.67 ***	▽	2.75 ***	△
	2	Disagree	5,126	25%	2,517	26%	2,609	24%						
	3	Agree	9,006	44%	3,886	40%	5,120	47%						
	4	Strongly Agree	3,994	19%	1,931	20%	2,063	19%						
	Total		20,545		9,657		10,888							

115

*p < .05, **p < .01, ***p < .001; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2021	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I enjoy being creative in school	1	Strongly Disagree	870	4%	416	4%	454	4%	3.12	↓1.2%	3.17 ***	△	3.08 ***	▽
	2	Disagree	2,319	11%	1,061	11%	1,258	12%						
	3	Agree	10,726	52%	4,607	48%	6,119	56%						
	4	Strongly Agree	6,573	32%	3,563	37%	3,010	28%						
	Total		20,488		9,647		10,841							
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,414	12%	1,250	13%	1,164	11%	2.67	↓0.4%	2.67 --		2.68 --	
	2	Disagree	5,452	27%	2,542	26%	2,910	27%						
	3	Agree	9,080	44%	3,993	41%	5,087	47%						
	4	Strongly Agree	3,593	17%	1,886	20%	1,707	16%						
	Total		20,539		9,671		10,868							
My school work makes me curious to learn other things	1	Strongly Disagree	2,068	10%	965	10%	1,103	10%	2.72	↓1.6%	2.77 ***	△	2.67 ***	▽
	2	Disagree	5,177	25%	2,259	23%	2,918	27%						
	3	Agree	9,781	48%	4,502	47%	5,279	49%						
	4	Strongly Agree	3,481	17%	1,926	20%	1,555	14%						
	Total		20,507		9,652		10,855							
To what extent do you agree or disagree with the following statements?														
I go to school because of what I learn in classes	1	Strongly Disagree	2,949	14%	1,213	13%	1,736	16%	2.53	↓9.3%	2.63 ***	▲	2.45 ***	▼
	2	Disagree	6,076	30%	2,576	27%	3,500	32%						
	3	Agree	9,093	44%	4,412	46%	4,681	43%						
	4	Strongly Agree	2,420	12%	1,467	15%	953	9%						
	Total		20,538		9,668		10,870							

116

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

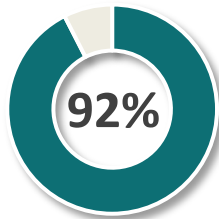
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

This engagement factor focused on how students engage in plans for post-secondary life. In FBISD, campuses have personnel dedicated to engaging students in conversations around career and college readiness.

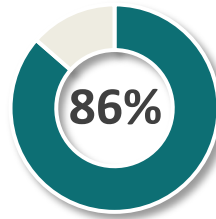
Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

The degree to which students agree or strongly agree about why they go to school related to plans after high school.



Graduate and go to college
↓1.7%

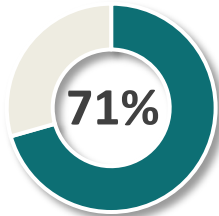


Learn skills to get a job
↓3.2%

Strongly Agree	
MS	HS
49%	37%

Connections with Adults

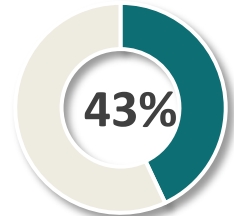
The degree to which students feel they sometimes or often engage with adults in various conversations around college and career goals.



Discussed grades with a teacher
↑4.4%



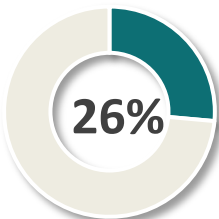
Talked to an adult in school about career goals
↑4.9%



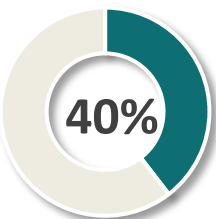
Talked to an adult in school about applying to college
↑4.3%

Lack of Conversations with Adults

The degree to which students feel they have NEVER spoken to an adult in school about college or career goals.



Career Goals
↓1.7%



Applying to College
↑0.6%

Never	
MS	HS
46%	34%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Item wording or description		Frequency Distributions								Statistical Comparison			
		District		MS		HS		District	Change from 2021	MS		HS	
		Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
<i>Statistical Significance between MS/HS</i>													
During the school year, about how often have you done each of the following?													
Discussed grades with a teacher	1	Never	2,197	10%	1,417	14%	780	7%	2.78	↑3.3%	2.64 *** ▼	2.91 *** ▲	118
	2	Rarely	5,441	26%	2,868	29%	2,573	23%					
	3	Sometimes	8,433	40%	3,478	35%	4,955	43%					
	4	Often	5,235	25%	2,143	22%	3,092	27%					
	Total		21,306		9,906		11,400						
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,344	25%	2,609	26%	2,735	24%	2.36	↑6.1%	2.32 ** ▼	2.39 ** △	
	2	Rarely	5,995	28%	2,918	30%	3,077	27%					
	3	Sometimes	7,048	33%	2,975	30%	4,073	36%					
	4	Often	2,933	14%	1,382	14%	1,551	14%					
	Total		21,320		9,884		11,436						
Talked to an adult in the school about career goals	1	Never	5,638	26%	2,989	30%	2,649	23%	2.36	↑3.8%	2.29 *** ▼	2.42 *** △	
	2	Rarely	5,643	26%	2,570	26%	3,073	27%					
	3	Sometimes	6,847	32%	2,848	29%	3,999	35%					
	4	Often	3,205	15%	1,502	15%	1,703	15%					
	Total		21,333		9,909		11,424						
Talked to an adult in the school about how to apply to college	1	Never	8,427	40%	4,515	46%	3,912	34%	2.12	↑5.2%	2.00 *** ▼	2.22 *** ▲	
	2	Rarely	4,627	22%	2,040	21%	2,587	23%					
	3	Sometimes	5,543	26%	2,141	22%	3,402	30%					
	4	Often	2,708	13%	1,204	12%	1,504	13%					
	Total		21,305		9,900		11,405						

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

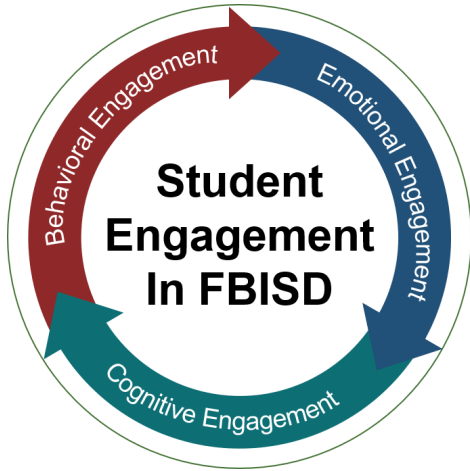
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

		Frequency Distributions								Statistical Comparison			
		District		MS		HS		District	Change from 2021	MS		HS	
Item wording or description	Response Values	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?													
I go to school because I want to graduate and go to college	1 Strongly Disagree	611	3%	301	3%	310	3%	3.43	↓1.9%	3.44 --	3.43 --		
	2 Disagree	1,028	5%	522	5%	506	5%						
	3 Agree	7,762	38%	3,473	36%	4,289	39%						
	4 Strongly Agree	11,147	54%	5,384	56%	5,763	53%						
	Total	20,548		9,680		10,868							
I go to school because I want to learn skills to get a good job	1 Strongly Disagree	958	5%	388	4%	570	5%	3.24	↓3.1%	3.34 *** ▲	3.16 *** ▼		
	2 Disagree	1,828	9%	681	7%	1,147	11%						
	3 Agree	8,973	44%	3,881	40%	5,092	47%						
	4 Strongly Agree	8,762	43%	4,716	49%	4,046	37%						
	Total	20,521		9,666		10,855							

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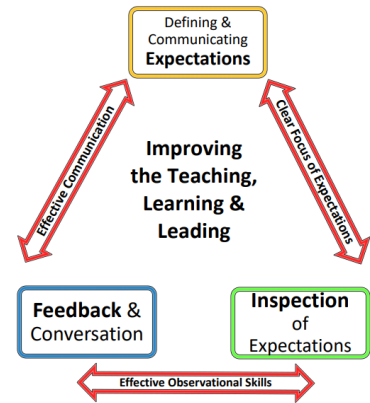
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

CST Elements Overview



Campus Support Teams (CST) exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The CST process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework



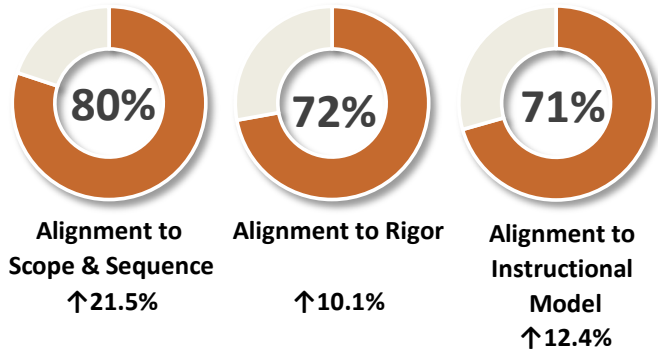
© 2019 Borstel

Alignment to Instructional Priorities

Through the Campus Support Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2022 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

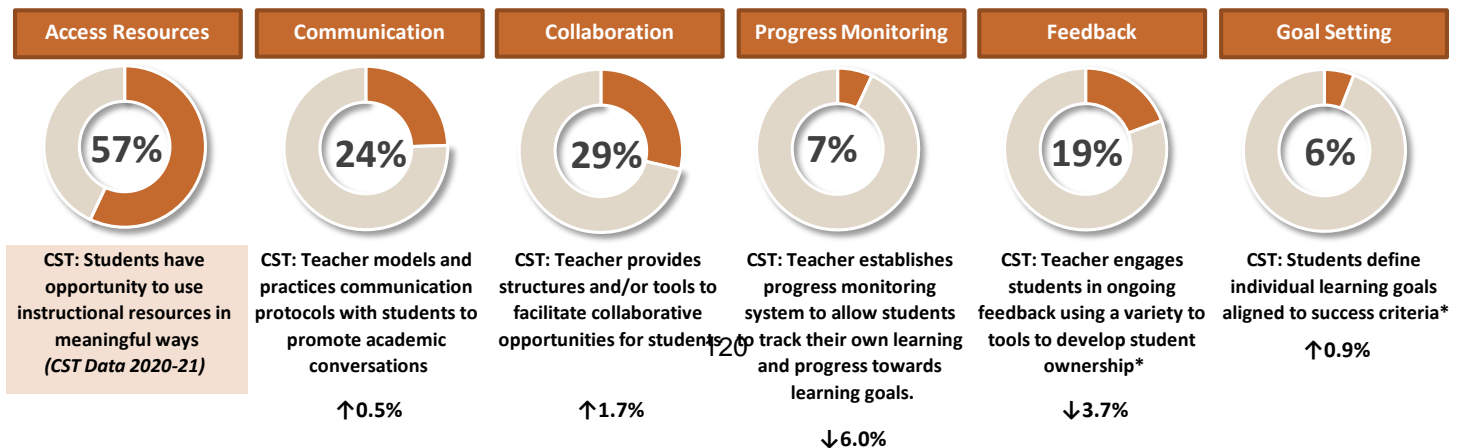
The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.

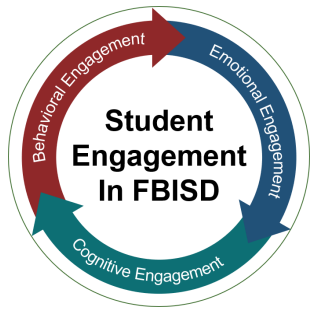
Alignment to Instructional Priorities from CST Observations at MS & HS



CST Instructional Alignment

Six elements from the instructional priorities have been included in the CST learning walks and the observational evidence from each category is shown below. While engaging in a CST walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.



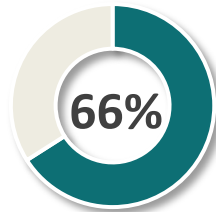


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

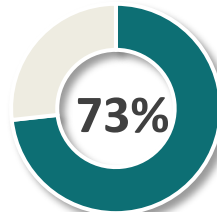
The green graphics represent student survey responses, the orange graphics represent CST responses from District staff members collected during the observational walks.

Communicate:

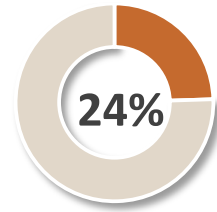
The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in CST walks.



Engaged in academic conversations with teachers
↑4.4%



Engaged in academic conversations with peers
↑12.7%

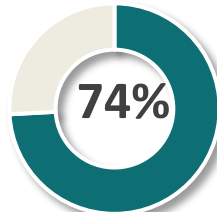


CST: Teacher models and practices communication protocols with students to promote academic conversations

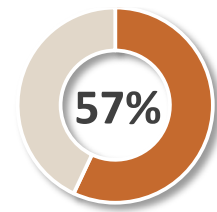
↑0.5%

Access Resources:

The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in CST walks.



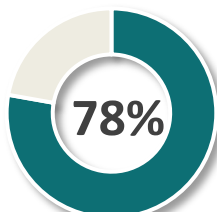
Used resources to deepen understanding, make connections, and represent learning
↓0.9%



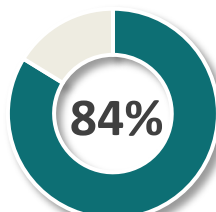
CST: Students have opportunity to use instructional resources in meaningful ways (CST Data 2020-21)

Collaborate:

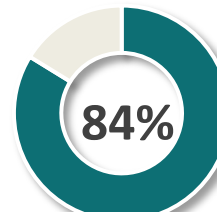
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during CST walks.



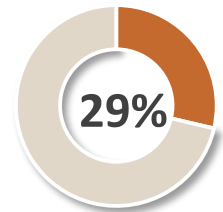
Worked together with peers towards a common goal
↑11.6%



Worked with other students on projects or assignments
121
↑22.2%



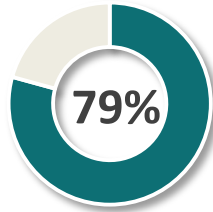
Opportunities to collaborate with peers in class
↑2.3%



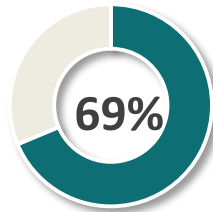
CST: Teacher provides structures and/or tools to facilitate collaborative opportunities for students
↑1.7%

Feedback:

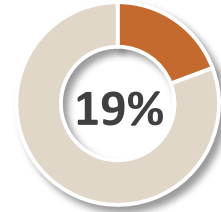
The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in CST walks.



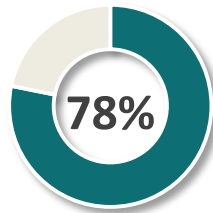
Received feedback from teachers on assignments or class work
↓1.0%



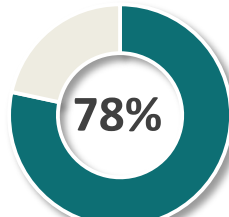
Received feedback from your peers on assignment or class work
↑12.4%



CST: Teacher engages students in ongoing feedback using a variety of tools to develop student ownership*
↓3.7%



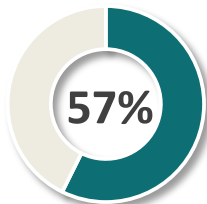
Used teacher or peer feedback to make changes to final version of an assignment
↑4.6%



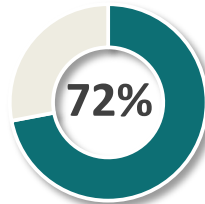
Engaging in feedback with other students on work
↑0.2%

Progress Monitoring:

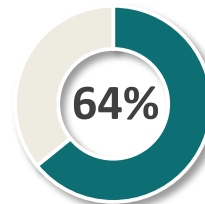
The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the CST walk process.



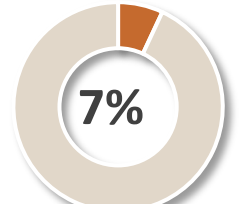
Used tools other than grades to monitor progress on learning
↑1.8%



Engaged in self-reflection on their work
↑1.8%



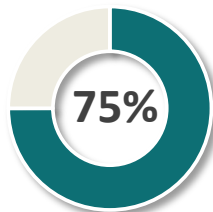
Discussed grades with teachers
↑6.7%



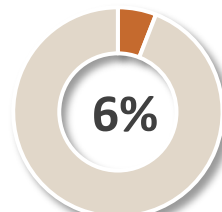
CST: Teacher establishes progress monitoring system to allow students to track their own learning and progress towards learning goals.
↓6.0%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in CST walks



Setting learning goals throughout the year
↓8.0%



CST: Students define individual learning goals aligned to success criteria*
↑0.9%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Campus Support Team Elements: Individual Item Breakdown

Campus Support Team Items			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District	Change from 2021	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Effect Size	Mean	Effect Size	
Communicate														
During the school year, about how often have you done each of the following?														
Engaged in academic conversations with teachers	1	Never	1,979	9%	1,095	11%	884	8%	2.77	↑1.9%	2.722 ***	▽	2.82 ***	△
	2	Rarely	5,259	25%	2,607	26%	2,652	23%						
	3	Sometimes	9,622	45%	4,111	42%	5,511	48%						
	4	Often	4,406	21%	2,055	21%	2,351	21%						
		Total	21,266		9,868		11,398							
Engaged in academic conversations with peers	1	Never	1,520	7%	821	8%	699	6%	2.93	↑6.3%	2.89 ***	▽	2.97 ***	△
	2	Rarely	4,152	20%	2,077	21%	2,075	18%						
	3	Sometimes	9,797	46%	4,277	44%	5,520	48%						
	4	Often	5,733	27%	2,645	27%	3,088	27%						
		Total	21,202		9,820		11,382							
Access Resources														
During the school year, about how often have you done each of the following?														
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,301	6%	679	7%	622	5%	2.92	↓0.7%	2.89 ***	△	2.95 ***	▽
	2	Rarely	4,190	20%	2,136	22%	2,054	18%						
	3	Sometimes	10,597	50%	4,586	47%	6,011	53%						
	4	Often	5,141	24%	2,447	25%	2,694	24%						
		Total	21,229		9,848		11,381							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Campus Support Team Elements: Individual Item Breakdown

Campus Support Team Items			Frequency Distributions						Statistical Comparison						
			District		MS		HS		District	Change from 2021	MS		HS		
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Effect Size	Mean	Effect Size	Mean	Effect Size
Collaborate															
How much do each of the following classroom activities and assignments interest or engage you?															
Group Projects	1	Not at All	2,040	9%	771	8%	1,269	11%	3.01	↑5.8%	3.13 *** ▲	2.92 *** ▼			
	2	Very Little	3,271	15%	1,362	13%	1,909	16%							
	3	Some	9,008	41%	3,793	38%	5,215	44%							
	4	Very Much	7,659	35%	4,172	41%	3,487	29%							
	Total		21,978		10,098		11,880								
124															
How much does your school emphasize each of the following															
Opportunities to collaborate with peers in class	1	Not at All	735	3%	390	4%	345	3%	3.10	↑0.5%	3.09 * ▼	3.11 * △			
	2	Very Little	2,787	13%	1,480	15%	1,307	11%							
	3	Some	11,664	54%	4,978	50%	6,686	57%							
	4	Very Much	6,531	30%	3,205	32%	3,326	29%							
	Total		21,717		10,053		11,664								
During the school year, how much have you done the following?															
Worked with other students on projects/assignments	1	Never	618	3%	345	3%	273	2%	3.17	↑11.2%	3.15 ** ▼	3.18 ** △			
	2	Rarely	2,898	13%	1,474	15%	1,424	12%							
	3	Sometimes	10,402	48%	4,488	45%	5,914	51%							
	4	Often	7,738	36%	3,683	37%	4,055	35%							
	Total		21,656		9,990		11,666								
During the school year, about how often have you done each of the following?															
Worked together with peers towards a common goal	1	Never	1,281	6%	697	3%	584	2%	3.01	↑5.7%	2.98 *** ▼	3.03 *** △			
	2	Rarely	3,438	16%	1,744	15%	1,694	12%							
	3	Sometimes	10,396	49%	4,506	45%	5,890	51%							
	4	Often	6,142	29%	2,910	37%	3,232	35%							
	Total		21,257		9,857		11,400								

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Campus Support Team Elements: Individual Item Breakdown

Campus Support Team Items			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District	Change from 2021	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Effect Size	Mean	Effect Size	Mean
Feedback														
How much does your school emphasize each of the following														
Engaging in feedback with other students on work	1	Not at All	1,018	5%	509	5%	509	4%	2.99	↓0.8%	3.00 *	△	2.98 *	▽
	2	Very Little	3,676	17%	1,773	18%	1,903	16%						
	3	Some	11,612	54%	4,982	50%	6,630	57%						
	4	Very Much	5,395	25%	2,764	28%	2,631	23%						
		Total	21,701		10,028		11,673							
125														
During the school year, how much have you done the following?														
Received feedback from teachers on assignments or other class work	1	Never	814	4%	406	4%	408	4%	3.09	↓0.9%	3.092 --		3.09 --	
	2	Rarely	3,645	17%	1,776	18%	1,869	16%						
	3	Sometimes	9,781	45%	4,294	43%	5,487	48%						
	4	Often	7,259	34%	3,502	35%	3,757	33%						
		Total	21,499		9,978		11,521							
During the school year, about how often have you done each of the following?														
Received feedback from your peers on an assignment or other class work	1	Never	1,458	7%	663	7%	795	7%	2.83	↑5.6%	2.87 ***	△	2.79 ***	▽
	2	Rarely	5,298	25%	2,310	23%	2,988	26%						
	3	Sometimes	10,388	48%	4,658	47%	5,730	49%						
	4	Often	4,441	21%	2,340	23%	2,101	18%						
		Total	21,585		9,971		11,614							
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,091	5%	554	6%	537	5%	3.03	↑2.1%	3.03 --		3.02 --	
	2	Rarely	3,553	17%	1,693	17%	1,860	16%						
	3	Sometimes	10,356	49%	4,512	46%	5,844	51%						
	4	Often	6,276	29%	3,125	32%	3,151	28%						
		Total	21,276		9,884		11,392							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

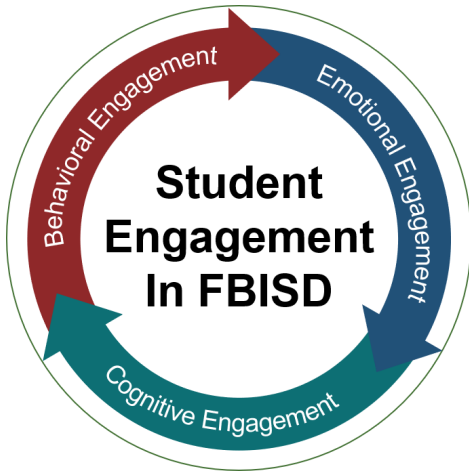
Campus Support Team Elements: Individual Item Breakdown

Campus Support Team Items			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District	Change from 2021	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Effect Size	Mean	Effect Size	Mean
Progress Monitoring														
During the school year, about how often have you done each of the following?														
Discussed grades with teachers	1	Never	2,197	10%	1,417	14%	780	7%	2.78	↑3.3%	2.64 *** ▼	2.91 *** ▲		
	2	Rarely	5,441	26%	2,868	29%	2,573	23%						
	3	Sometimes	8,433	40%	3,478	35%	4,955	43%						
	4	Often	5,235	25%	2,143	22%	3,092	27%						
	Total		21,306		9,906		11,400							
Engage in self-reflection on their work	1	Never	1,488	7%	756	8%	732	6%	2.88	↑0.4%	2.86 *** ▼	2.90 *** △		
	2	Rarely	4,451	21%	2,190	29%	2,261	20%						
	3	Sometimes	10,415	49%	4,572	46%	5,843	51%						
	4	Often	4,859	23%	2,327	24%	2,532	22%						
	Total		21,213		9,845		11,368							
Use tools other than grades to monitor progress on learning	1	Never	3,705	17%	1,556	16%	2,149	19%	2.58	↑0.5%	2.63 *** △	2.52 *** ▼		
	2	Rarely	5,346	25%	2,488	25%	2,858	25%						
	3	Sometimes	8,401	40%	3,782	38%	4,619	41%						
	4	Often	3,757	18%	2,007	20%	1,750	15%						
	Total		21,209		9,833		11,376							
Goal Setting														
How much does your school emphasize each of the following														
Setting learning goals throughout the year	1	Not at All	1,427	7%	610	6%	817	7%	2.98	↓5.4%	3.06 *** △	2.91 *** ▼		
	2	Very Little	3,981	18%	1,675	17%	2,306	20%						
	3	Some	9,861	46%	4,224	42%	5,637	49%						
	4	Very Much	6,350	29%	3,503	35%	2,847	25%						
	Total		21,619		10,012		11,607							

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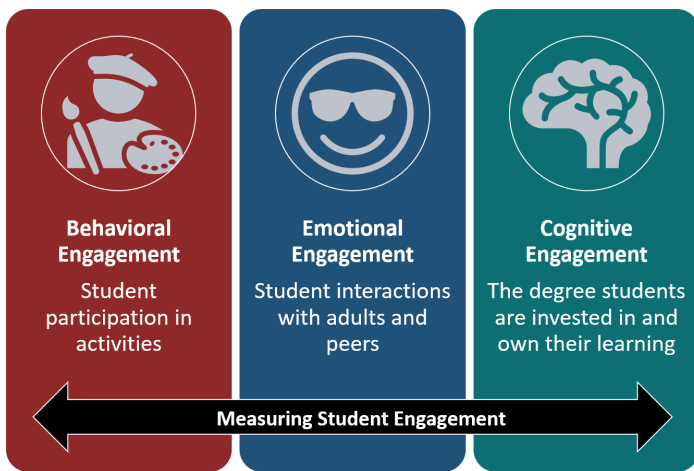
*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols

STUDENT GROUPS: Other Interests, Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Perceptions of AB Instructional Block
- Student Retention Information

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key below used to show statistical relationships. There is a difference between statistical significance and practical significance, but this data could help inform future explorations and information we collect from students.

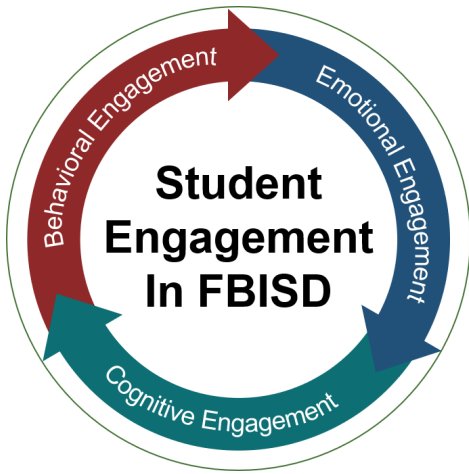
- | | |
|----|--|
| ▲ | Student average score was significantly higher than the district average, with an effect size greater than 0.2 |
| △ | Student average score was significantly higher than the district average, with an effect size less than 0.2 |
| -- | No significant difference between the groups |
| ▽ | Student average score was significantly lower than the district average, with an effect size less than 0.2 |
| ▼ | Student average score was significantly lower than the district average, with an effect size greater than 0.2 |

Student Engagement Dimension & Factor Scores Comparison by Student Groups

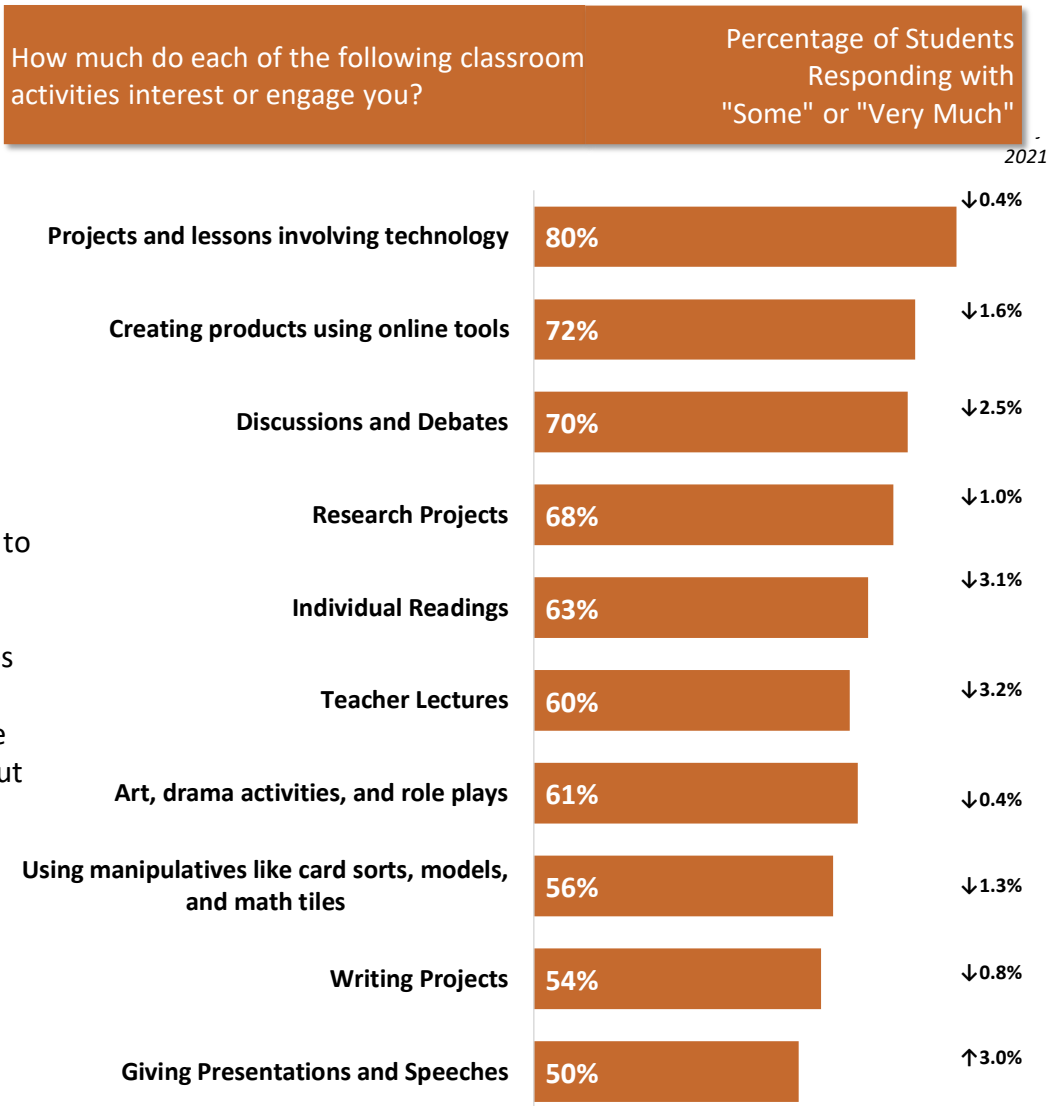
		Emotional Engagement Factors					Cognitive Engagement Dimension					
	N	Emotional Engagement Dimension	Motivation for Learning	Emotional Engagement with School	Positive Relationships with Adults in School	Positive Relationships with Other Students	Cognitive Engagement Dimension	Cognitive Growth through Personal Skill Development	Level of Effort in Academic Pursuits	Attitude Towards Learning	Academic Goals, Future Plans, and Aspirations	Behavioral Engagement Dimension
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
District	22,707	2.87	2.92	2.71	2.89	3.02	2.91	2.95	2.95	2.89	2.71	2.95
MS	10,469	2.90 △	2.99 ▲	2.75 △	2.95 ▲	2.97 ▼	2.92 △	3.00 ▲	2.94 --	2.92 △	2.67 ▼	3.00 ▲
HS	12,502	2.85 ▼	2.86 ▼	2.68 ▼	2.85 ▼	3.06 △	2.90 ▼	2.91 ▼	2.95 --	2.87 ▼	2.75 △	2.91 ▼
Grade Level												
6	3,371	2.93 △	3.03 △	2.81 △	2.99 △	2.95 ▼	2.93 △	3.04 △	2.95 --	2.94 △	2.62 ▼	3.03 △
7	3,458	2.90 △	2.99 △	2.75 △	2.93 △	2.95 ▼	2.93 △	3.01 △	2.96 --	2.93 △	2.69 ▼	3.02 △
8	3,640	2.87 --	2.95 △	2.70 --	2.94 △	2.99 ▼	2.89 --	2.94 --	2.92 ▼	2.90 --	2.70 --	2.96 --
9	3,478	2.85 ▼	2.86 ▼	2.70 --	2.83 ▼	3.05 △	2.88 ▼	2.91 ▼	2.93 --	2.84 ▼	2.69 ▼	2.92 ▼
10	3,301	2.83 ▼	2.84 ▼	2.66 ▼	2.83 ▼	3.07 △	2.88 ▼	2.90 ▼	2.95 --	2.84 ▼	2.72 --	2.90 ▼
11	2,892	2.85 ▼	2.88 ▼	2.67 ▼	2.84 ▼	3.07 △	2.91 --	2.91 ▼	2.98 △	2.89 --	2.77 △	2.90 ▼
12	2,831	2.86 --	2.89 ▼	2.68 ▼	2.89 --	3.06 △	2.91 --	2.91 ▼	2.96 --	2.91 --	2.84 ▲	2.90 ▼
Gender												
Female	10,911	2.86 ▼	2.93 --	2.69 ▼	2.86 ▼	3.00 ▼	2.95 △	2.99 △	3.00 △	2.92 --	2.73 --	2.96 △
Male	11,071	2.88 △	2.91 --	2.74 △	2.93 △	3.03 △	2.88 ▼	2.92 ▼	2.91 ▼	2.89 --	2.72 --	2.94 ▼
Pref. Not to Ans.	875	2.53 ▼	2.54 ▼	2.38 ▼	2.62 ▼	2.67 ▼	2.67 ▼	2.72 ▼	2.74 ▼	2.68 ▼	2.39 ▼	2.76 ▼
Race/Ethnicity												
Native Am.	69	2.88 --	2.92 --	2.73 --	2.91 --	3.08 --	2.88 --	2.99 --	2.91 --	2.83 --	2.65 --	3.10 ▲
Asian	7,685	2.97 ▲	3.01 △	2.82 ▲	2.94 △	3.13 ▲	2.98 △	3.02 △	3.03 △	2.98 △	2.73 △	3.00 △
AA	5,405	2.79 ▼	2.91 --	2.58 ▼	2.85 ▼	2.91 ▼	2.91 --	2.94 --	2.95 --	2.88 --	2.80 △	2.91 ▼
Hispanic	5,499	2.84 ▼	2.85 ▼	2.70 ▼	2.85 ▼	3.01 --	2.84 ▼	2.91 ▼	2.84 ▼	2.81 ▼	2.66 ▼	2.95 --
Haw./Pac. Isl.	32	2.99 --	2.94 --	2.88 ▲	3.01 --	3.12 --	2.93 --	3.11 --	2.85 --	2.84 --	2.73 --	3.17 ▲
White	3,542	2.85 ▼	2.86 ▼	2.72 --	2.94 △	2.96 ▼	2.87 ▼	2.88 ▼	2.94 --	2.86 ▼	2.65 ▼	2.91 ▼
Two or More	739	2.82 ▼	2.86 ▼	2.66 ▼	2.86 --	2.95 ▼	2.84 ▼	2.87 ▼	2.90 ▼	2.85 ▼	2.61 ▼	2.90 ▼
Age												
10	85	3.06 ▲	3.14 ▲	2.94 ▲	3.15 ▲	3.10 --	3.09 ▲	3.16 ▲	3.13 ▲	3.09 ▲	2.79 --	3.08 ▲
11	3,105	2.94 △	3.03 △	2.82 △	2.99 △	2.96 ▼	2.94 ▼	3.04 △	2.96 --	2.95 △	2.61 ▼	3.03 △
12	3,483	2.90 △	2.99 △	2.75 △	2.93 △	2.95 ▼	2.93 △	3.01 △	2.96 --	2.93 △	2.68 ▼	3.02 △
13	3,612	2.87 --	2.94 --	2.70 --	2.92 △	2.99 ▼	2.89 --	2.94 --	2.92 ▼	2.90 --	2.70 --	2.95 --
14	3,325	2.85 ▼	2.87 ▼	2.70 --	2.84 ▼	3.05 △	2.88 ▼	2.91 ▼	2.94 --	2.85 ▼	2.70 --	2.93 ▼
15	3,327	2.84 ▼	2.85 ▼	2.67 ▼	2.84 ▼	3.07 △	2.89 --	2.91 ▼	2.96 --	2.85 ▼	2.72 --	2.90 ▼
16	3,009	2.84 ▼	2.86 ▼	2.66 ▼	2.84 ▼	3.06 △	2.89 --	2.90 ▼	2.95 --	2.88 --	2.76 △	2.90 ▼
17	2,687	2.86 --	2.88 ▼	2.68 ▼	2.88 --	3.07 △	2.91 --	2.90 ▼	2.95 --	2.90 △	2.83 △	2.90 ▼
18	322	2.85 --	2.87 --	2.70 --	2.91 --	2.99 --	2.90 --	2.94 --	2.91 --	2.86 --	2.84 ▲	2.90 --
19	12	3.03 --	2.98 --	3.04 ▼	3.00 --	3.17 --	2.80 --	2.89 --	2.58 ▼	2.93 --	2.75 --	3.12 --
Socio-Economic Status												
Eco Dis	9,574	2.84 ▼	2.90 ▼	2.67 ▼	2.86 ▼	2.98 ▼	2.89 ▼	2.95 --	2.90 ▼	2.87 ▼	2.74 △	2.95 --
Special Programs												
SPED	1,683	2.84 ▼	2.88 ▼	2.72 --	2.96 △	2.91 ▼	2.84 ▼	2.90 ▼	2.81 ▼	2.85 ▼	2.73 --	2.93 --
GT	2,492	2.93 △	2.94 --	2.77 △	2.92 --	3.13 ▲	2.92 --	2.94 --	3.00 △	2.97 △	2.62 ▼	2.94 --
EL	2,467	2.94 △	3.00 △	2.82 △	2.94 ▼	3.06 △	2.89 --	2.98 △	2.86 ▼	2.90 ▼	2.73 --	3.00 △

* Student group scores are compared to **district** mean. Refer to the **About this Report** section for key to triangle symbols.

Interest in Learning Experiences



Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to provide input on designing meaningful learning experiences for students.



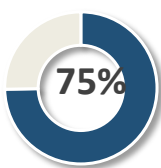
92% Of students reported being bored in class

Change from 2021
↑2.0%

REASONS*

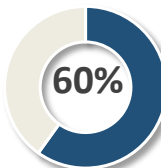
*Out of 22,263 students responding "Rarely", "Sometimes", or "Often"

Never	Rarely	Sometimes	Often
8%	8%	33%	50%



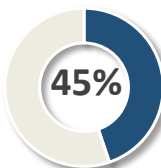
Material Wasn't Interesting

↑1.5%



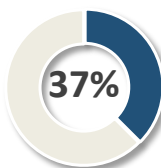
Teacher Methods Not Interesting

↑5.0%



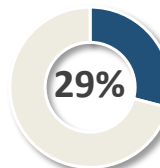
No Interaction With Classmates

↑2.5%



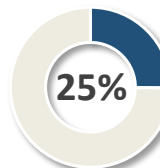
Material Wasn't Relevant To Me

↑4.7%



No Interaction With Teacher

↑9.2%



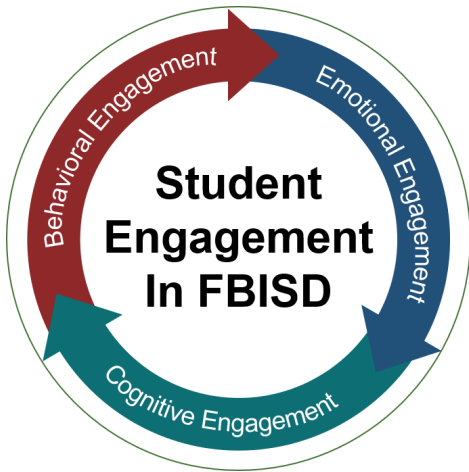
Work Wasn't Challenging Enough

↑5.3%

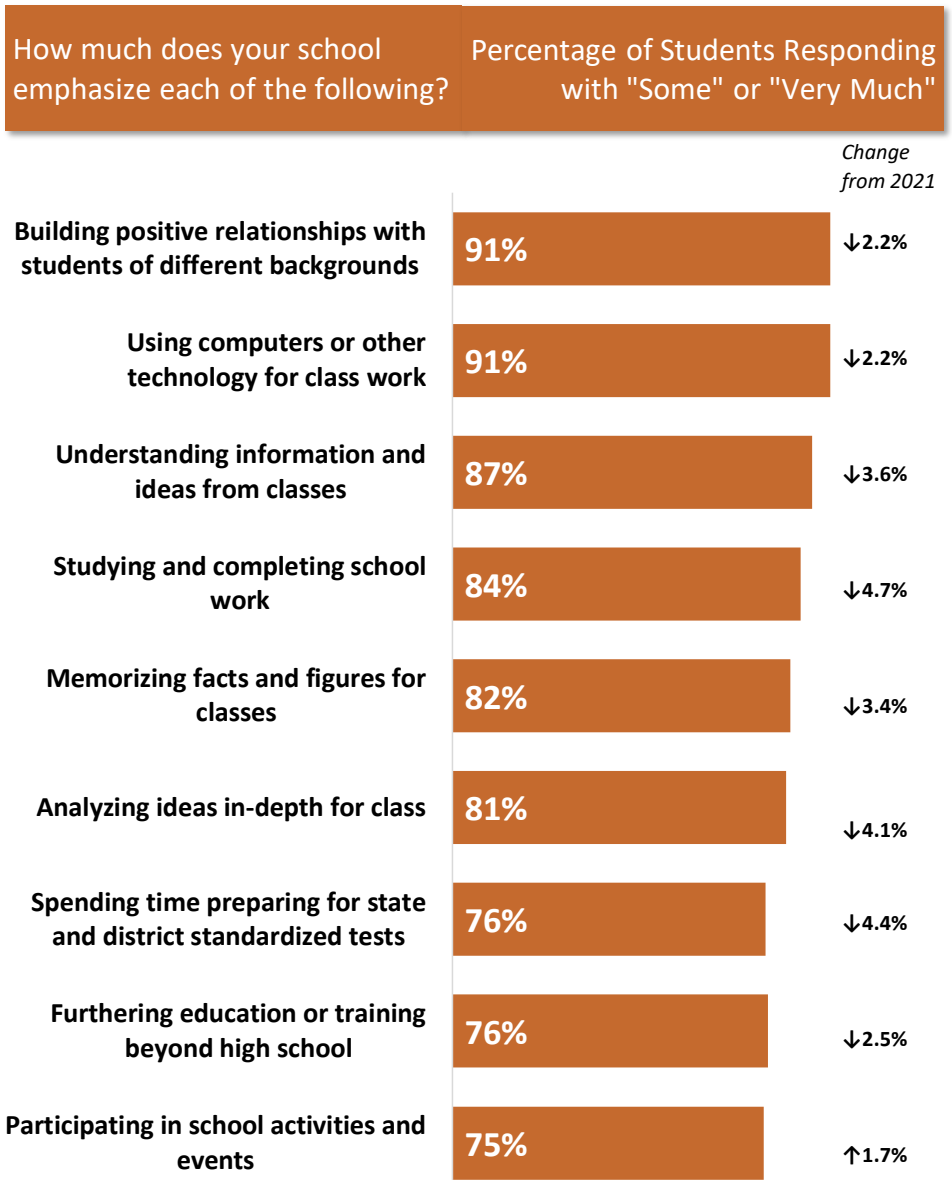
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Other Student Academic Interests & Engagement

Impacts of School Focus



Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they felt like their school emphasized different practices.



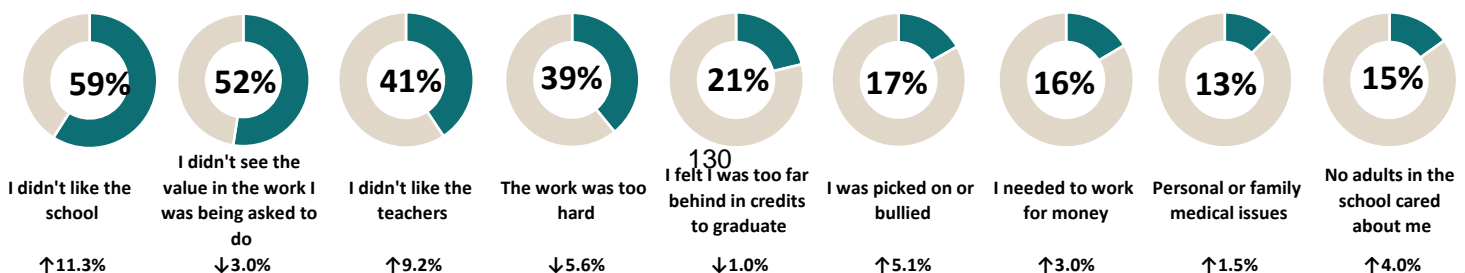
Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.

18% Of students reported considering dropping out of school
Change from 2021 ↑2.0%

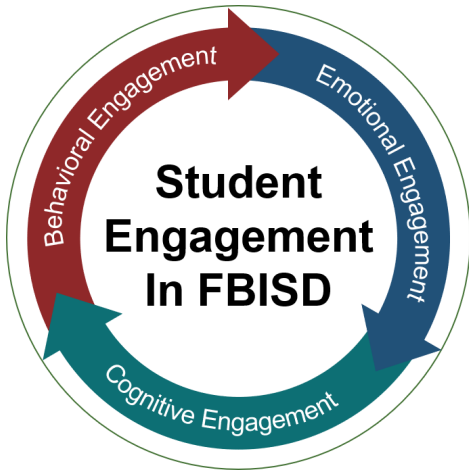
Never	Rarely	Sometimes	Often
82%	9%	6%	3%

REASONS*

*% Out of 4,257 students responding "Rarely", "Sometimes", or "Often"



Perceptions on Impact of A/B Block



A/B Block is a scheduling design that was piloted at three high school campuses during the 2021-22 school year. Students attending the campuses listed to the right have the opportunity to take eight credit bearing classes based on student needs. Block scheduling has been shown, in some cases, to reduce anxiety by virtue of the smaller number of periods in the school day and extended time to delve into learning and collaborative opportunities.

Campuses Piloting A/B Block

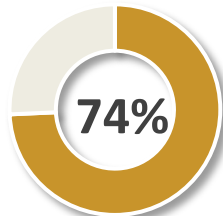
Hightower High School

Marshall High School

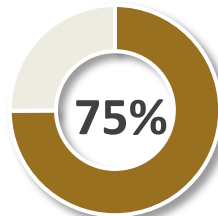
Willowridge High School

Access to Interventions

The degree to which students agree or strongly agree that their schedule allows them to attend or engage in interventions or tutorials during the school day compared to Non-AB block campuses.



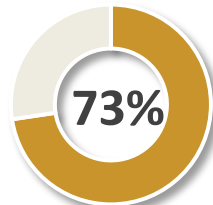
DISTRICT



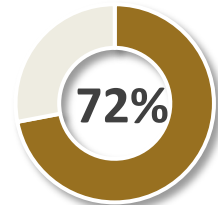
AB BLOCK

My Schedule allows me to attend tutorials or other support sessions.

HHS	MHS	WHS
73%	76%	74%



DISTRICT



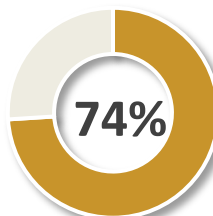
AB BLOCK

Able to engage with intervention activities during the school day.

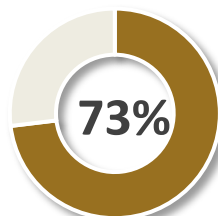
HHS	MHS	WHS
63%	74%	74%

Access to Additional Courses

The degree to which students agree or strongly agree that their schedule allows them to select more elective courses compared to Non-AB Block campuses.



DISTRICT



AB BLOCK

I feel like I can select more elective courses.

HHS	MHS	WHS
69%	75%	73%

Perceptions on Impact of A/B Block

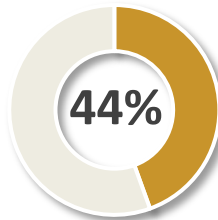
Support from Instructional Staff

The degree to which students **agree or strongly agree** that they feel supported by instructional staff compared to Non-AB block campuses.

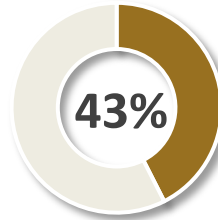
Students Feel Supported By	District	AB Block
Teachers	85%	82%
Admin	69%	71%
Counselors	74%	77%

Frequency of Attendance

The degree to which students were **sometimes or often** able to attend in school or after school tutorials or interventions compared to Non-AB Block campuses.



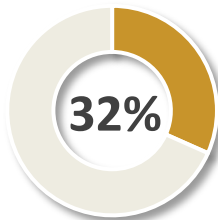
DISTRICT



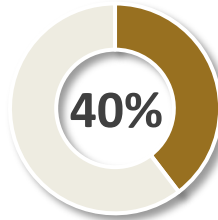
AB BLOCK

Attended an afterschool tutorial session.

HHS	MHS	WHS
45%	42%	42%



DISTRICT



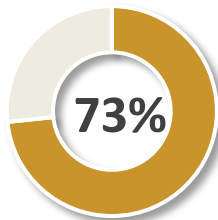
AB BLOCK

Attended intervention or tutorials during the school day.

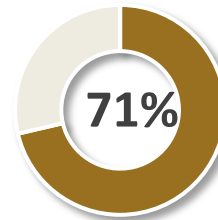
HHS	MHS	WHS
39%	40%	40%

Campus Emphasis

The degree to which students felt their campus put **some or very much** of an emphasis on attending tutorials or selecting courses that match student interests compared to Non-AB block campuses.



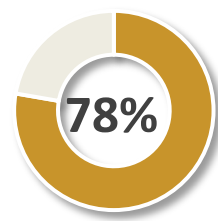
DISTRICT



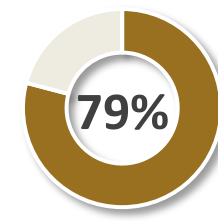
AB BLOCK

School emphasizes attending tutorials or support during day.

HHS	MHS	WHS
70%	69%	74%



DISTRICT



AB BLOCK

School emphasizes choosing elective courses that match my interests.

HHS	MHS	WHS
75%	74%	79%

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Perceptions of AB Block: Individual Item Breakdown

Perceptions of AB Block

			Frequency Distributions					Statistical Comparison							
			District	AB Block	HHS	MHS	WHS	District	AB Block	HHS		MHS		WHS	
Item wording or description	Values	Response Options	%	%	%	%	%	Mean	Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
<i>Statistical Significance between campus & non-AB block</i>															
How much do you agree or disagree with the following statements															
My Schedule allows me to attend tutorials or other support sessions.	1	Strongly Disagree	7%	7%	8%	7%	6%	2.79	2.78	2.73 --		2.81 --		2.77 * ₁₃₃	▽
	2	Disagree	19%	18%	19%	16%	20%								
	3	Agree	63%	65%	65%	64%	65%								
	4	Strongly Agree	11%	10%	8%	12%	9%								
		Total	6,647	1,185	199	500	496								
Able to engage with intervention activities during the school day.	1	Strongly Disagree	6%	6%	8%	6%	6%	2.74	2.73	2.59 ***	▽	2.77 *	△	2.75 *	△
	2	Disagree	22%	22%	29%	20%	20%								
	3	Agree	66%	65%	58%	65%	67%								
	4	Strongly Agree	7%	7%	4%	9%	7%								
		Total	6,606	1,193	201	498	494								
I feel like I can select more elective courses.	1	Strongly Disagree	7%	8%	9%	7%	8%	2.80	2.77	2.67 ***	▽	2.83 *	△	2.75 ***	▽
	2	Disagree	19%	19%	22%	18%	19%								
	3	Agree	61%	62%	62%	61%	62%								
	4	Strongly Agree	13%	11%	7%	14%	11%								
		Total	6,595	1,185	199	492	494								

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

FBISD SSES 2022 Item Frequencies and Statistical Comparisons

Perceptions of AB Block: Individual Item Breakdown

Perceptions of AB Block

Frequency Distributions

Statistical Comparison

Statistical Significance between campus & non-AB block

Item wording or description	Values	Response Options	Frequency Distributions					Statistical Comparison							
			District %	AB Block %	HHS %	MHS %	WHS %	District Mean	AB Block Mean	HHS Mean	Effect Size	MHS Mean	Effect Size	WHS Mean	Effect Size
How much do you agree or disagree with the following statements															
School emphasizes attending tutorials or support during day.	1	Not at all	8%	10%	11%	12%	7%	2.87	2.83	2.77 *	▽	2.79 --	2.90 --	134	
	2	Very Little	19%	19%	19%	20%	19%								
	3	Some	52%	50%	52%	47%	52%								
	4	Very Much	21%	21%	18%	22%	22%								
		Total	6,401	1,152	191	481	480								
School emphasizes choosing elective courses that match my interests.	1	Not at all	7%	7%	7%	6%	7%	3.00	3.00	2.91 *	▽	3.05 --	2.98 --		
	2	Very Little	16%	14%	18%	13%	14%								
	3	Some	49%	52%	53%	49%	54%								
	4	Very Much	28%	28%	23%	31%	26%								
		Total	6,387	1,149	191	478	480								
During the School year, about how often have you done the following?															
Attended an afterschool tutorial session.	1	Never	26%	33%	32%	35%	33%	2.30	2.20	2.22 --		2.17 --	2.22 --		
	2	Rarely	29%	24%	23%	24%	25%								
	3	Sometimes	32%	32%	36%	32%	30%								
	4	Often	12%	11%	9%	9%	12%								
		Total	6,261	1,129	184	476	469								
Attended intervention or tutorials during the school day.	1	Never	44%	40%	42%	38%	42%	1.96	2.09	2.06 --		2.11 *	△	2.09 --	
	2	Rarely	24%	20%	19%	23%	19%								
	3	Sometimes	24%	30%	31%	31%	29%								
	4	Often	8%	10%	8%	9%	11%								
		Total	6,258	1,128	183	476	469								

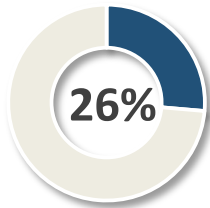
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 6,500 open ended secondary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked, and the graphics illustrate the frequency to which students have considered transferring as well as where they considered transferring to.



Percent of Students who Sometimes or Often Considered Transferring Schools.

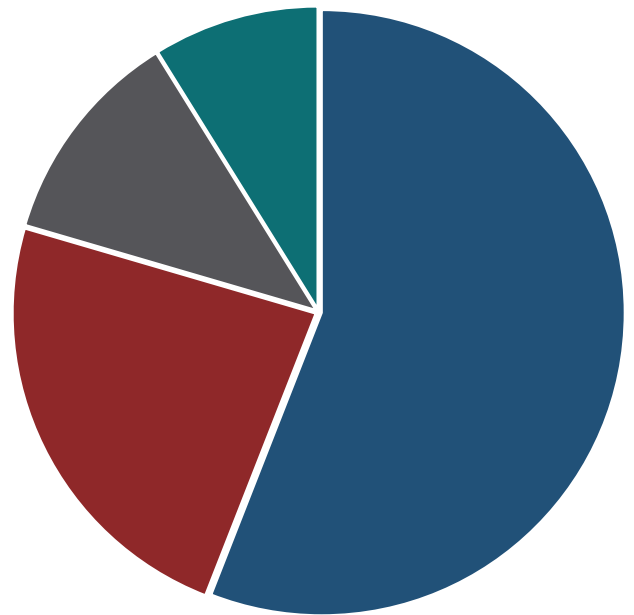
Breakdown of District Student Responses (N=22,249)

Never	Rarely	Sometimes	Often
60%	13%	16%	11%

I would choose to go to a....

Public School	56%
Private School	24%
Online School	12%
Home School	9%

** Out of Students who selected Rarely, Sometimes, or Often Considered Transferring*



Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they sometimes or often consider transferring schools.

Name of Campus	Percent Students Responding Sometimes or Often
Lake Olympia Middle School	46%
Crockett Middle School	41%
McAuliffe Middle School	40%
Willowridge High School	35%
Hodges Bend Middle School	34%

Student Response Qualitative Analysis

Over 6,500 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they rarely, sometimes, or often consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of Student Responses (N= 7,796)
School	32%
People	19%
Instruction	17%
Personal	14%
Programs	8%
Safety	7%
Policies	3%

School	32%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	48%
<i>Environment</i>	24%
<i>Location of campus</i>	8%
<i>Spirit/Sense of Community</i>	5%
<i>Want fewer people/smaller school</i>	4%

People	19%
Sub Themes & Percent of Student Responses in Theme	
<i>Want to be with Friends</i>	30%
<i>Issues with Teachers</i>	24%
<i>Issues with Students</i>	21%
<i>General</i>	19%
<i>Issues with Administrators</i>	6%

Instruction	17%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	34%
<i>Boring</i>	31%
<i>Like online school better</i>	19%
<i>Difficult/ struggling</i>	9%
<i>Learning not challenging/too easy</i>	8%

Personal	14%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	31%
<i>Not specified</i>	21%
<i>Mental Health</i>	16%
<i>Want to meet new people</i>	13%

Programs	8%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	63%
<i>Access or Quality of Extracurricular</i>	37%

Safety	7%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	52%
<i>Bullying</i>	47%
<i>COVID</i>	1%

Policies	3%
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	50%
<i>Rules Enforced Differently</i>	29%
<i>Dress Code</i>	20%

FBISD SSES 2022 Item Frequencies

Student Retention: Individual Campus Breakdown

Question: Have you ever considered transferring from this school? Student Responses by Campus						
Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lake Olympia Middle School	36%	18%	24%	22%	412	46%
Crockett Middle School	45%	14%	22%	19%	738	41%
McAuliffe Middle School	42%	18%	22%	17%	367	40%
Willowridge High School	54%	11%	18%	17%	520	35%
Hodges Bend Middle School	50%	15%	22%	12%	442	34%
Bush High School	54%	13%	22%	12%	873	33%
Missouri City Middle School	51%	16%	21%	12%	600	33%
Hightower High School	54%	14%	19%	14%	878	32%
Marshall High School	59%	11%	18%	13%	545	31%
Thornton Middle School	53%	16%	18%	13%	722	31%
Dulles High School	57%	14%	19%	11%	1,293	29%
Kempner High School	60%	11%	17%	11%	831	29%
Dulles Middle School	57%	16%	17%	10%	903	27%
Clements High School	59%	14%	17%	10%	1,626	27%
Elkins High School	61%	13%	15%	11%	1,543	26%
Austin High School	63%	12%	15%	11%	1,556	26%
Sugar Land Middle School	62%	13%	15%	10%	439	26%
Quail Valley Middle School	55%	20%	15%	11%	629	25%
Bowie Middle School	61%	14%	15%	10%	996	25%
Garcia Middle School	62%	16%	13%	9%	649	22%
Ridge Point High School	69%	10%	14%	7%	1,266	21%
Travis High School	66%	14%	12%	8%	1,042	20%
Baines Middle School	67%	14%	12%	8%	752	19%
First Colony Middle School	69%	12%	12%	6%	676	18%
Sartartia Middle School	80%	9%	8%	4%	714	11%
Fort Settlement Middle School	77%	11%	7%	4%	1,177	11%
District	60%	13%	16%	11%	22,249	26%

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Information: 2022 Facility Master Plan Update
References: Board Policy FC (Local)
Department: Operations

Summary

In accordance with Board Policy FC (Local), the Administration will provide the Facilities Master Plan (FMP) Update.

Background

Previously, the FMP included a new elementary school to relieve Palmer ES and Parks ES, which was included in the 2018 Bond Program. The most recent demographic projections show that the school will not be necessary in the near future. Based on these revised projections, staff recommended postponing the construction of ES 52 and the Board approved transferring funding of ES 52 to cover the cost of constructing Ferguson ES (ES 54).

Ferguson ES and ES 56 are for the Sienna community to relieve Heritage Rose ES, Leonetti ES, and Sienna Crossing ES. ES 56 could be a new build or an expansion and renovation of Ferndell Henry Center for Learning. Ferguson ES is scheduled to open in fall 2023. Following Board Policy FC (Local), recommended attendance boundaries for Ferguson ES will be presented to the Board for consideration by February 2023.

ES 56, a new build or an expansion and renovation of Ferndell Henry, is scheduled to open fall 2025. Staff is working with the developer to identify a site for ES 56 or a future elementary school. Staff recommends utilizing program contingency for the purchase of land, and including the budget for design and construction for ES 56 or an expansion and renovation of Ferndell Henry in a future bond election. To continue managing overutilization in this region, staff will continue to cap and overflow enrollment from Heritage Rose ES to Scanlan Oaks ES, and Sienna Crossing ES to Schiff ES. The School Boundary Oversight Committee (SBOC) will engage in boundary work by the fall of 2024 with recommended boundaries presented to the Board for consideration by February 2025.

A new middle school is necessary to relieve Baines MS, Lake Olympia MS, and/or Thornton MS. Funding for the purchase of land and the design of MS 16 was included in the 2018 Bond Program. Staff recommends including the construction budget in a future bond election. MS 16 is scheduled to open in fall 2025. The SBOC will engage in boundary work by the fall of 2024 with recommended boundaries presented to the Board for consideration by February 2025.

The opening of Almeta Crawford HS, the district's twelfth high school is projected to open in fall 2023. It will balance enrollment between Crawford HS, Hightower HS, and Ridge Point HS. The SBOC will engage in boundary work in fall 2022 with recommended boundaries presented to the Board for consideration by February 2023. Staff will continue to manage overutilization at Ridge Point HS through the continuation

of cap and overflow from Ridge Point HS to Hightower HS.

A new elementary school (ES 55) is necessary in the Harvest Green area to address growth in the Travis HS feeder pattern. Staff worked with the developer and identified a site for the elementary school. During the May 2022 Board meeting, the Board approved the use of Bond 2018 contingency for purchase of the property. Staff recommends including the budget for design and construction for the elementary school in a future bond election. ES 55 is scheduled to open in fall 2025. The SBOC will engage in boundary work by fall 2023 with recommended boundaries presented to the Board for consideration by February 2024.

The Willowridge feeder pattern Early Literacy Center (ELC) located at Ridgemont ES began a phased implementation in 2018-19 and initially included full implementation serving Pre-K through first grade for all elementary schools in the Willowridge High School feeder pattern in 2022-23; however, due to the pandemic and stakeholder feedback, the administration will engage with the community during the 2022-23 school year to determine next steps for the ELC programming in both the Willowridge and Marshal feeder patterns.

The Hunters Glen ELC, in the Marshall feeder pattern opened in August 2021 with an initial cohort of Early Childhood Special Education (ECSE) and Pre- Kindergarten students. Enrollment for Kindergarten and first grade cohorts was initially planned for the 2022-23 and 2023-24 school years, respectively; however, due to the reasons stated above the expansion is paused pending community feedback during the 2022-23 school year.

To address growth and student needs, a new natatorium, and transportation facility are necessary and planned to be constructed on district owned property. The addition of a transportation facility will improve service and greatly reduce dead-head mileage, thus saving on fuel expenses. Staff recommends funds for design and construction be included in a future bond election.

In order to address our aging schools, a rebuild of Clements HS is necessary and planned. In order to address aging and competition from neighboring charter schools a rebuild of one elementary school in the Willowridge HS feeder pattern and one elementary school in the Bush HS feeder pattern is planned. Staff recommends funds for design and construction be included in a future bond election.

At this time, the Administration plans to recommend a future bond election; however, staff understands the importance of carefully considering all recommendations based on the overall economic situation in the state and community and taxpayer sentiment at that time. A delay of the bond election could affect the timeline for certain projects suggested by this plan.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Steve Bassett
Deputy Superintendent

Oscar Perez
Chief Operations Officer

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E  **cellence** ¹⁴²

2022 Facilities Master Plan Annual Update
June 20, 2022

Construct a new elementary school to relieve Palmer ES and Parks ES

- ES 52 site procured in April 2020
 - ES 52 funded in 2018 Bond Program
 - Annual demographic update in March 2022 shows enrollment growth in area below projections
 - ES 52 originally planned to open in 2022-23; revised projections show it will not be necessary for the foreseeable future

143

Construct two new elementary schools in the Ridge Point Feeder Pattern

- ES 54 (Ferguson ES) scheduled to open fall 2023
 - Land procured August 2020
 - Reimbursement resolution to fund design and construction approved January 2021
 - SBOC will engage in related boundary work by the fall of 2022, with recommended boundaries presented for Board consideration by February 2023

144

Construct two new elementary schools in the Ridge Point Feeder Pattern

- Future Elementary (ES 56) currently scheduled to open in fall 2025
 - Staff working to identify a site or an expansion of Ferndell Henry Center for Learning
 - Recommend funding (land) program contingency, (design, construction) to be included in future bond
 - Engage SBOC in boundary planning by the fall of 2024

145

Construct a new middle school to serve HHS and RPHS

- MS 16 site procured in April 2020
 - MS 16 was funded in Bond 2018 for design only
 - District procured land for MS 16 funded by Bond 2018
 - Staff will recommend including the construction budget in future bond
 - Projected to open in fall 2025
 - SBOC will engage in related boundary work by the fall of 2024, with recommended boundaries presented for Board consideration by February 2025

Construct a new High School to relieve HHS and RPHS

- Almeta Crawford HS
 - FBISD High School 12
 - Scheduled to open in fall 2023
 - SBOC will engage in related boundary work by the fall of 2022, with recommended boundaries presented for Board consideration by February 2023
 - Continue cap and overflow to manage RPHS over-utilization

147

Construct a new elementary school in Harvest Green

- Future Elementary (ES 55) currently scheduled to open in fall 2025
 - May 2022 Board approved use of Bond 2018 contingency for land purchase
 - Recommend funding for design and construction to be included in future bond
 - Engage SBOC in boundary planning by the fall of 2023 with recommended boundaries presented for Board consideration by February 2024

Utilize elementary campus capacity in Marshall and Willowridge feeder patterns to implement innovative instructional programs

- Early Learning Center at Ridgemont ES
 - Phased implementation began in 2018-19
 - Full implementation, serving all PreK through 1st grade students in the Willowridge feeder originally planned to occur in 2022-23
 - Paused for stakeholder engagement during 2022-23 school year

Utilize elementary campus capacity in Marshall and Willowridge feeder patterns to implement innovative instructional programs

- Early Learning Center at Hunters Glen ES
 - Postponed opening to 2021-22 due to COVID-19 pandemic
 - Opened in August of 2021 with an initial cohort of Early Childhood Special Education (ECSE) and Prekindergarten students
 - Enrollment for kinder and 1st grade initially planned for 2022-23 and 2023-24; however, paused for stakeholder engagement

150

Additional New Construction

- New Natatorium
- New Transportation Facility
- Rebuild Clements HS
- Elementary Rebuild WHS Feeder Pattern
- Elementary Rebuild BHS Feeder Pattern

Long-Range Planning Summary

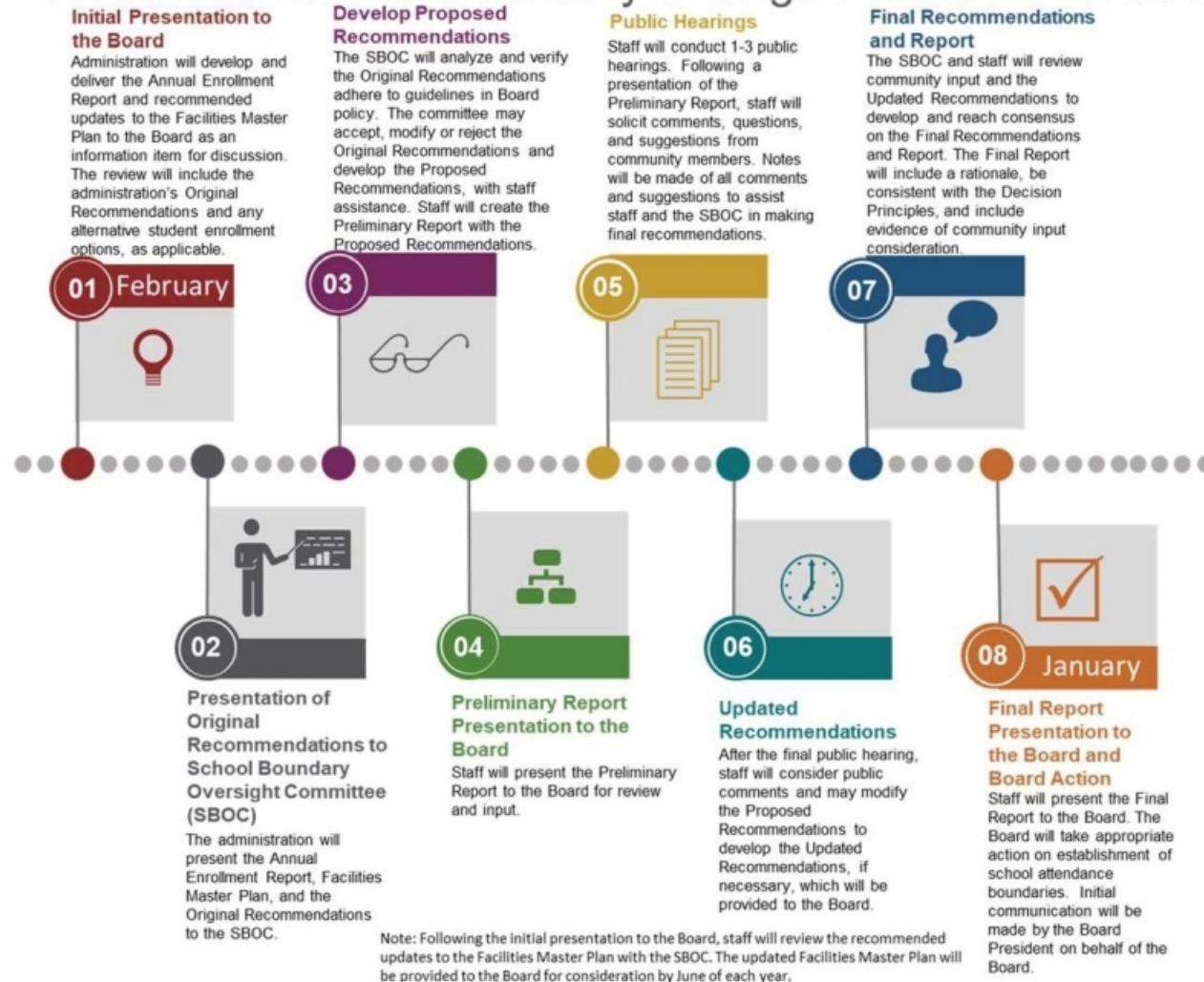
FBISD Long-Range Planning		Funding
New Elementary in Parks Edge	ES 52; scheduled to open TBD	Future Bond*
New Elementary in Riverstone	Sonal Bhuchar ES (ES 53); scheduled to open fall 2023	Bond 2018
Four new Elementary Schools in southeast	Ferguson ES (ES 54); scheduled to open fall 2023	Bond 2018 funding originally approved for ES 52
	Future ES; proposed to open Fall 2025	Future Bond*
	Future ES; proposed to open TBD	Future Bond*
	Future ES; proposed to open TBD	Future Bond*
New Elementary in northwest	ES 55; proposed to open Fall 2025	Future Bond*
New Middle School in southeast	MS 16; scheduled open fall 2025	Future Bond*
New High School in southeast	Almeta Crawford HS (HS 12); scheduled to open Fall 2023	Bond 2018
Additional New Construction	Natatorium, Transportation Facility, Clements HS rebuild, elementary school rebuilds (WHS & BHS feeders)	Future Bond*

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* Pending a future bond being called and approved

SBOC Attendance Boundary Process

School Attendance Boundary Change Process Overview



Questions???

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consent: Consideration and Approval -
Committed Fund Balance Resolution
References: Board Policy
Board Governance
Department: Business and Finance

Recommendation

Administration is seeking Board approval of the Committed Fund Balance Resolution.

Summary

The Governmental Accounting Standards Board has issued Statement No. 54 (GASB 54) that requires that any commitment and assignment of fund balance must be done pursuant to Board action, or by the Board designating the authority for the commitment and assignment of fund balance to the Superintendent.

The Board approved the Fort Bend ISD Fiscal and Budgetary Strategy that further details the District’s resolve to comply with GASB 54. The Board of Trustees has retained the authority to commit fund balance and has authorized the Superintendent to assign fund balance.

Below is a recap of committed fund balances (all are General Fund unless denoted in the table below) as of April 30, 2022 and recommended committed fund balance amounts as of June 30, 2022:

Fund	Committed 04/30/22	Committed 6/30/22
Major Maintenance/Repair	\$6,400,000	\$0
Campus Activity Funds	8,868,673	TBD
Loss of State Revenue	62,400,000	61,600,000
New Schools	4,500,000	0

*Reflected in the Special Revenue Funds

- Major Maintenance/Repair: The Board committed \$6,400,000 for major maintenance and repair and other capital items. The reserve was to be utilized for unforeseen large expenditures that are not included in the annual General Fund or Capital Project Fund budgets such as an air conditioner replacement that is needed immediately at a school due to a mechanical failure, or repairs needed due to a catastrophe that would not be reimbursed from a federal or state grant. The Administration is recommending eliminating the committed fund balance of \$6.4 million due to budget constraints in fiscal year 2022-23 budget year. Any eligible major maintenance

items identified in 2022-23 will be funded through bond contingency or the General Fund.

- Campus Activity Funds: Although campus activity funds are for the benefit of the student body of each campus, there are no legal restrictions on the funds nor are they restricted by any external party. Thus, Administration is recommending the Board maintain the committed balance, which is included in the Special Revenue Funds. The committed balance will not be known until the books are finalized for June 30, 2022. The Board will know the committed balance when the Annual Comprehensive Financial Report is presented to the board no later than November 2022.
- Loss of State Revenue: As prescribed by fiscal policy, Administration is proposing to maintain a committed fund balance equal to approximately 30 days or 8.2% of the budgeted General Fund 2021-22 expenditures in the event that the state budget reduces funding to public education. Staff recommends the \$61.6 million committed balance based on adjusted budget General Fund expenditures, as presented in a separate budget amendment agenda item presented to the Board on June 13, 2022.
- New Schools: Administration is proposing to reduce the committed fund balance of \$4,500,000. The committed balance was established to cover operating expenses for the first year when new schools open. Although the district will be opening up new schools in the future, the budget capacity for those schools will be addressed through the normal budget process and not committed fund balance.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**Fort Bend Independent School District
Resolution of the Fort Bend Independent School District Board of Trustees
Amending Fund Balance Policies as Required by GASB 54**

WHEREAS, The Governmental Accounting Standards Board (“GASB”) has adopted Statement 54 (“GASB 54”), a standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010; and

WHEREAS, Fort Bend Independent School District (“FBISD”) has implemented GASB Statement 54 requirements; and

WHEREAS, FBISD must report governmental fund balances per GASB 54 definitions in the balance sheet as follows: Non-spendable, Restricted, Committed, Assigned, and Unassigned; and

WHEREAS, FBISD desires to amend the Committed Fund Balances; and

WHEREAS, All commitments must be approved by formal action of the Board of Trustees (the “Board”); and

WHEREAS, once made, a commitment can only be modified or removed by the same manner of formal Board action; and

WHEREAS, the action to commit funds must occur prior to fiscal year-end in order for such commitment to be reported in the balance sheet of the respective period, even though the amount might be determined subsequent to fiscal year-end;

BE IT RESOLVED that the findings, determinations, and declarations contained in the recitals to this Resolution are hereby incorporated into the operative provisions of this Resolution;

BE IT ALSO RESOLVED that FBISD Board of Trustees hereby commits the following portions of its June 30, 2022, General Fund balance, as follows:

\$61,600,000 for potential loss of state revenue;

BE IT ALSO RESOLVED that FBISD Board of Trustees commits the total fund balance of Campus Activity Funds and the Instructional Materials Allotment as of June 30, 2022 reported in the Special Revenue Fund.

The above Resolution is adopted this 20th day of June, 2022.

Board President

Board Secretary

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval:
Final Budget Amendment
References: Board Policy CE (Legal)
Scalable Systems
Department: Business and Finance

Recommendation

Consideration and possible approval of a General Fund Final Budget Amendment for 2021-22.

Summary

Fund 199 (General Fund)

Local revenues are reduced mainly due to property tax revenues being lower than expected. State revenues are reduced by \$10.5 million for the expected shortfall due to student enrollment being lower than budgeted. Federal revenues increased due to indirect costs from grant revenues to cover general and administrative costs paid by General Fund.

Expenses are being reduced \$7.9 million for the following:

- 1> Decrease payroll expenses by \$20.5 million for the \$12.0 million personnel salary that was re-classed to the ESSER III grant due to the projected operating shortfall in the General Fund as a result of lower than budgeted student enrollment as well as higher level of teacher vacancies.
- 2> Increasing TRS on behalf revenues and expenditures by \$8.4 million to account for the state's contribution to TRS for district employees (non-cash entry). The net impact of this change is \$0.
- 3> Expenditures are increased by \$0.3 million for holding high school graduation at the Toyota Center.
- 4> \$2.0 million for substitute pay budget due to the increase in the daily substitute pay to attract and retain subs to work during the pandemic.
- 5> Lease expenses are being reclassified from various functions to function 71 – interest expense, as required by Governmental Accounting Standards Board Statement No.87 – requiring governmental entities to capitalize leases meeting certain requirements.
- 6> Function 23 – School leadership budgeted expenses are increased mainly due to an increase in substitute costs for campus based leadership positions vacant during the year.
- 7> To record \$0.2 million for Covid-19 testing materials received from the state.
- 8> Budgeted functions include amounts above what is projected to be incurred to ensure the District is compliant with spending by functional category.

Fund	Function	Orig. Budget	Budget Amendment	Amended Budget
199	57 – Local Revenues	\$436,716,348	(\$3,200,000)	\$433,516,348
199	58 – State Revenue	276,322,551	(10,500,000)	265,822,551
199	59 – Federal Revenues	30,050,000	2,000,000	32,050,000
	Total Revenue	\$743,088,899	(\$11,700,000)	\$731,388,899
Expenditures				
199	11 – Instruction	\$454,754,823	(\$20,500,000)	\$434,254,823
199	12 – Instructional Resource Media	8,787,003		\$8,787,003
199	13 – Curriculum Development	13,167,431	850,000	\$14,017,431
199	21 – Instructional Leadership	19,887,653	(750,000)	\$19,137,653
199	23 – School Leadership	49,541,105	2,200,000	\$51,741,105
199	31 – Guidance Counseling Evaluation	37,419,921	790,000	\$38,209,921
199	32 – Social Work Services	2,480,647	600,000	\$3,080,647
199	33 – Health Services	11,376,988	(200,000)	\$11,176,988
199	34 – Student Transportation	25,370,546	1,000,000	\$26,370,546
199	35 – Food Services	61,757	(61,000)	\$757
199	36 – Co-Curricular	14,968,658	2,900,000	\$17,868,658
199	41 – General Administrative	23,892,862	(4,000,000)	\$19,892,862
199	51 – Facilities Maintenance	67,513,896	7,400,000	74,913,896
199	52 – Security & Monitoring	10,466,768	400,000	\$10,866,768
199	53 – Data Processing	17,931,354	600,000	\$18,531,354
199	61 – Community Services	949,196	235,000	1,184,196
199	71 – Interest Expense		750,000	\$750,000
199	81 – Facility Acquisition	-		\$0
199	99 – Payment to Member/SSA	404,597	(404,597)	\$0
199	99 – Other Intergovernmental charges	4,317,230	283,000	\$4,600,230
	Total Expenditures	\$763,292,435	(\$7,907,597)	\$755,384,838
199	Other Sources	2,500,000	-	2,500,000
199	Net Change	(\$17,703,536)	(\$3,792,403)	(\$21,495,939)
	Fund Balance - Beginning	215,928,896	-	215,928,896
	Fund Balance - Ending	198,225,360	(3,792,403)	\$194,432,957

Fund Balance Reserve - %

26%

Fund Balance Reserve - Days

90 days

Fund 240 – Child Nutrition

The budget amendment for the Child Nutrition Fund is below. Local revenues were down and federal revenues are up because all students are eligible to eat free this year, as well as the federal reimbursement rate being higher this year. Budgeted expenditures increased due to price increases on various products as a result of supply chain constraints.

Fund	Function	Orig. Budget	Budget Amendment	Amended Budget
Revenues				
240	00 - Local Revenues	\$ 6,705,000	\$ (3,800,000)	\$ 2,905,000
240	00 - State Revenue	135,000	(66,000)	69,000
240	00 - Federal Revenue	28,060,000	15,400,000	43,460,000
Total Revenue		\$ 34,900,000	\$ 11,534,000	\$ 46,434,000
Expenditures				
240	35 - Food Services	\$ 33,813,062	\$ 2,650,000	\$ 36,463,062
240	51 - Facilities & Maint.	573,000	200,000	773,000
Total Expenditures		\$ 34,386,062	\$ 2,850,000	\$ 37,236,062
Net Change		513,938	8,684,000	9,197,938
Beginning Fund Balance		(22,207)	-	(22,207)
Ending Fund Balance		\$ 491,731	\$ 8,684,000	\$ 9,175,731

Fund 599 – Debt Service

The budget amendment to the Debt Service Fund includes an overall increase in revenues due to higher tax revenues and lower state funding for hold harmless. Expenditures were lower due to interest savings on the Tax-Exempt Commercial Paper issuances and lower than anticipated closing costs on the most recent bond sale transactions. Other Sources/Uses are due to the Series 2022A & Series 2022B transactions that closed in May 2022.

Fund	Function	Orig. Budget	Budget Amendment	Amended Budget
Revenues				
599	00 - Local Revenues	\$ 133,854,721	\$ 1,408,797	\$ 135,263,518
599	00 - State Revenue	1,638,320	(266,731)	1,371,589
Total Revenue		\$ 135,493,041	\$ 1,142,066	\$ 136,635,107
Expenditures				
599	71 - Debt Service	\$ 134,265,935	\$ (4,458,210)	\$ 129,807,725
Total Expenditures		\$ 134,265,935	\$ (4,458,210)	\$ 129,807,725
Bond Proceeds and Other Sources/Uses				
599	Bond Proceeds/Premiums	\$ -	\$ 47,833,820	\$ 47,833,820
599	Other Uses	-	(47,736,462)	(47,736,462)
Total Proceeds/Sources		-	97,359	97,359
Net Change		1,227,106	5,697,635	6,924,741
Beginning Fund Balance		107,428,527	-	107,428,527
Ending Fund Balance		\$ 108,655,633	\$ 5,697,635	\$ 114,353,268

Submitted by:

Christie Whitbeck
Superintendent of Schools

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval – Fiscal and Budgetary Strategy
References: Board Policy CH (Legal)
Board Governance
Department: Business and Finance

Recommendation

The Administration is seeking Board approval of the District’s Fiscal and Budgetary Strategy.

Summary

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

The following changes are proposed.

Page	Change	Rationale
7	Added debt vendors to the list of those that will receive the annual audit report as requirement under current existing debt agreements.	Current debt agreements require the district to submit the annual audit report to both the Liquidity Provider (JP Morgan) and the Remarketing Agent (Citi Group).
7	Changed due date for submission of audit report to TEA through Public Education Information Management System (PEIMS) to latest published schedule by TEA.	TEA publishes the PEIMS due dates each year and there are two submissions. Changed the date to the first submission date to ensure District is compliant with all due dates.
2	Deleted reference to the Employee Incentive Plan since that plan was terminated.	The Employee Incentive Plan was terminated and employees had the option to transfer balances to a 457(b) Deferred Compensation plan.
11	Added verbiage regarding operating reserves and strategies the District would use to replenish fund balance.	Clarifies strategies the District would utilize to replenish fund balance as recommended by the Government Finance Officers Association (GFOA).

Recommended by:

Christie Whitbeck
Superintendent

Submitted by:

Bryan Guinn
Chief Financial Officer

I. PURPOSE

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

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

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

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

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

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

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

Governmental Funds:

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

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

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

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

Proprietary Funds:

Internal Service Fund accounts for the activities of the District’s Print Shop, self-funded health, unemployment, technology, and Worker’s Compensation accounts.

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

Fiduciary Funds:

Trust and Agency Fund accounts for assets held by a school district in a trustee capacity or as an agent for student organizations and scholarship funds. Funds maintained for the non-Teacher Retirement System (TRS) pension plan (Fort Bend ISD 457(b) Deferred Compensation Plan) are held the District in a trustee capacity only.

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

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

II. OPERATING BUDGET

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

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

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

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

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

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

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

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

District Goal 5: FBISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

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

Fort Bend Independent School District
Fiscal and Budgetary Strategy

The budget summary must include: (1) information relating to per student and aggregate spending on (A) instruction; (B) instructional support; (C) central administration; (D) district operations; (E) debt service; and (F) any other category designated by the commissioner; (2) a comparison to the previous year's actual spending."

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

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

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

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

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

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

Control and Accountability – Each campus and departmental administrator is responsible for the administration and oversight of their budget, which is controlled on an organizational basis. This includes accomplishing the targets

adopted as part of the budget and monitoring each campus and departmental budget for compliance within approved spending limitations.

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

III. REVENUE MANAGEMENT

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

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

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

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

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

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

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

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

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

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

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

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

IV. EXPENDITURE POLICIES

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

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

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

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

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

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

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

The plans shall be administered by a third-party plan administrator and shall be bid periodically to ensure that the network reimbursement rates and employee co-pays are comparable to those provided within the marketplace. The District shall seek to ensure that insurance services are provided in both a cost efficient and compassionate manner to ensure the success of the program.

The District's self-insured worker's compensation program shall be funded through the budget process to ensure that the program has sufficient assets to meet both short and long-term worker's compensation claims. The district has established a comprehensive safety program to minimize the District's claims exposure and shall ensure that the plan is evaluated annually by a third-party actuary to ensure that the funding for the plan is sufficient.

Ongoing Maintenance Repair and Replacement – Ongoing maintenance and repair costs are included within the departmental operating budgets. These costs are generally considered systematic repairs and are not capitalized for

accounting purposes. They include such items such as athletic equipment, routine musical instrument repair, HVAC maintenance and repair, and other general routine maintenance.

Major Maintenance Repair and Replacement – Repair costs that exceed departmental operating budgets, are considered non-routine, and are due to a major breakdown or extensive damage.

Each year, if sufficient fund balance capacity is available, funds are included in designated fund balance in the General Fund to address unexpected maintenance costs caused by weather incidents or catastrophic failure. Additionally, the District typically has contingency within Capital Projects Funds that is available due to project cost savings and interest earnings. On a quarterly basis, the Business & Finance and Facilities Maintenance departments will evaluate expenditures made to date within the Facilities Maintenance department and determine if any are eligible for use of major maintenance or bond contingency funds. The final list of items identified will be included in the year-end budget amendment recommended to the Board of Trustees to reallocate the expenditures to the source of funding that is most appropriate for use. If fund balance capacity is not available and the expenditure is not eligible for use of bond contingency, operating funds will be used.

Capital Projects – The District’s goal is to maintain its facilities and infrastructure in order to provide exemplary educational services for its students, meet the needs of a growing community, and to comply with all local, state, and federal regulations. The District shall regularly review building capacity, enrollment projections, and planned subdivision and other housing information for the purpose of determining the number and timing of future facilities. Capital project budgets shall be developed according to the projects approved by the voters. Excess capital project funds generated as a result of investment income and project savings may not be directed to other needs of the District without the specific approval of the Board of Trustees.

Technology – It is the policy of the District to plan and fund the maintenance and replacement of its computer network and other technology systems (infrastructure) through capital funding. These funds will be transferred to the technology internal service fund or maintained in a capital fund.

Ongoing replacement of computer devices (PCs, laptops, printers, etc.) will be funded through ongoing contributions from the general fund into the technology internal service fund. These ongoing contributions may include one-time transfers from the general fund. In some cases, administration may recommend replacement using bond funds. When using bond funds, the weighted average maturity of the bonds issued for technology will not exceed the weighted average economic life of the bond financed assets by more than 120%.

Accounts Payable – To the extent practical, all vendors doing business with the District must be able to accept payments electronically via ACH (automated clearing house).

V. BUDGET CONTINGENCY PLAN

This strategy is designed to establish general guidelines for managing revenue shortfalls resulting from local and state economic downturns that may adversely affect the District’s revenue stream.

Once a budgetary shortfall is projected, the Superintendent may take the necessary actions to offset any revenue shortfalls with a reduction in current expenses to include but not be limited to the following:

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

If the above actions are insufficient to offset the revenue deficit and the shortfall continues to increase, the Superintendent shall develop an expenditure reduction plan for approval by the Board of Trustees that will further reduce operating expenses to balance the variance.

VI. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING

Accounting – The District is solely responsible for the recording and reporting of its financial affairs, both internally and externally. The Chief Financial Officer is responsible for establishing the structure for the District’s Chart of Accounts and for ensuring that procedures are in place to properly record financial transactions and report the District’s financial position. All financial reports shall be published on the District’s website.

Audit of Accounts – In accordance with Texas Education Code 44.008, the Board of Trustees shall cause the District’s accounts to be audited at the close of each fiscal year, currently June 30th, by an auditor holding a valid permit from the Texas State Board of Public Accountancy.

The auditor shall perform the audit in accordance with generally accepted governmental auditing standards published by the United States General Accounting Office, commonly referred to as the Yellow Book. The financial statements shall be prepared on a government-wide basis and shall be in conformity with all pronouncements of the Governmental Accounting Standards Board (GASB).

External Reporting - The audit shall be accepted and completed within 150 days of year end and filed with the Texas Education Agency (TEA), Municipal Securities Rulemaking Board (MSRB), ~~and the~~ Federal Audit Clearinghouse, **Health and Human Services and the Liquidity Provider and Remarketing agent for the debt commercial paper program**. In addition, certain schedules required by the TEA to be completed electronically shall be submitted no later than this date along with the publication of schedules required by law in a locally published newspaper.

No later than ~~January~~**February 28th-27th** of each year, and in accordance with TEA published guidelines, the audit shall be transmitted electronically into the Public Education Information Management System (PEIMS).

Internal Auditing and Reporting – In accordance with Texas Education Code Section 11.170, consultants serving as the internal auditor shall report directly to the Board of Trustees. The internal auditor shall conduct internal audits on a rotational basis in accordance with the audit plan adopted annually by the Board of Trustees. The reports shall be of sufficient detail to identify areas of needed improvement and potential lapses of internal control. The internal audit staff, in conjunction with the finance staff and any other appropriate department of the District, shall make recommendations for improvement and develop improved financial processes based upon the prepared reports.

Each departmental director or campus principal is responsible for ensuring that good internal controls are adhered to throughout their organization and that all Financial Services procedures and policies are implemented. The Financial Services Department will periodically review and update written internal control processes and procedures.

Internal Risk Assessment – Departmental managers in the business area shall perform on-going risk assessments of their area of supervision to ensure that internal controls and business practices are sufficient to protect the assets of the District and prevent fraudulent activity.

VII. ASSET MANAGEMENT

Cash Management and Investments - The Board of Trustees has formally approved a separate Investment Strategy for Fort Bend ISD that meets the requirements of the Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Local Government Code. This strategy is reviewed annually by the Board of Trustees and applies to all financial assets held by the District.

The District shall maintain a comprehensive cash management program to include the effective collection of all accounts receivable, prompt deposit of receipts to the District's depository and payment of obligations, and the prudent investment of idle funds in accordance with the approved investment strategy.

The District's investment program will be conducted in such a manner to accomplish the following listed in the order of priority:

1. Safety of principal
2. Liquidity and availability of cash to pay obligations when due
3. Receive the highest possible rate of return (yield) consistent with the District's investment strategy

Fixed Assets – These assets will be reasonably safeguarded, properly accounted for, and prudently insured. For purposes of budgeting and accounting classification, the following criteria must be met in order for an item to be capitalized:

1. The expected useful life of the asset must be longer than one year, or extend the life of an identified existing asset by more than one year
2. The original cost of the asset must be at least \$5,000
3. The asset must be tangible

On-going repairs and general maintenance are not capitalized. In the event that improvements are made to an asset that extends its original life or makes the asset more valuable, the cost will be capitalized. The replacement of asset components will normally be expensed unless it is of a significant nature and meets all capitalization criteria.

Business and Finance will maintain the permanent records of the District's fixed asset inventory including description, cost, department of responsibility, date of acquisition, depreciation, and expected useful life. Periodically random sampling at the department or campus level will be performed to inventory fixed assets assigned to that department or campus. Responsibility for safeguarding the District's fixed assets lies with the department or campus supervisor whose department has been assigned the asset.

VIII. DEBT MANAGEMENT

Fort Bend ISD faces continuing capital infrastructure requirements and recognizes that the primary purpose of capital debt is to provide educational services designed to meet the demands of the twenty first century. Debt financing is a tool that shall be judiciously used within the District's legal, financial, and debt market capacities.

The use of debt financing to meet the continued student population growth must be evaluated according to projected student growth by area, long-term facility efficiency, facility equity across the District, and limitations on total debt imposed by Texas Education Code Section 45.0031. The District realizes that failure to meet the demands of student growth may inhibit its continued educational success, but also realizes that failure to manage outstanding debt and repayment schedules may have long-term detrimental effects on the District's financial condition.

The District may issue long-term debt in accordance with Texas Education Code Section 45.001 for the following:

1. The construction, acquisition, and equipment of school buildings in the District.
2. The acquisition of property or refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code.
3. The purchase of the necessary sites for school buildings.
4. The purchase of new school buses.

The District will ensure that its long-term debt is soundly financed by conservatively projecting growth in taxable valuations and anticipated interest rates. The District will not finance improvements or purchases over a period greater than its estimated useful life and will determine that the cost benefit of the facilities, renovations, and equipment supported by the debt will have a positive impact on the District's student population and community.

The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state, and other governments that overlap the District. The District shall assess

financial alternatives to include new and innovative financing approaches, including whenever feasible categorical grants, or other types of aid to minimize voter approved debt.

General Obligation Bonds (GO) – General obligation bonds must be authorized by a majority of the voters in a District election for the issuance of debt. General obligation bonds may be used only to fund capital assets of the District and are not to be used to fund on-going operational needs. The District shall determine the amortization schedule that will best fit with the overall debt structure of the District at the time the new debt is issued.

The District’s unlimited debt service ad valorem taxing authority shall back general obligation bonds and the District shall endeavor to maintain the best possible credit rating for each debt issue. Where possible, the District shall also seek the guarantee of the Permanent School Fund for all debt issued.

Revenue Anticipation Notes – The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Lease-Purchase Agreements – Lease-purchase obligations are a routine and appropriate means of financing capital equipment. However, lease obligations are repaid from the District’s maintenance and operations ad valorem tax and, therefore, have the greatest impact on budget flexibility. Therefore, efforts will be made to fund capital equipment directly through the budget process or with voter approved debt. Only the highest priority equipment purchases will be funded with lease obligations when it is determined that the cost benefit of such an arrangement is advantageous to the District.

Maintenance Tax Notes – The District may authorize the issuance of maintenance tax notes for the acquisition of personal public property, such as equipment. Maintenance tax notes are repaid from the District’s maintenance and operations ad valorem tax. Each issuance will be assessed to ensure the cost effectiveness and the repayment schedule will not exceed the useful life of the asset and that the District has sufficient capacity in future budgets to ensure that the issuance does not place undue burden on the operating budget.

Use of Reserve Funds – The District may authorize the use of reserve funds to potentially delay or eliminate a proposed project from a future bond issue. This may occur due to higher than anticipated fund balances in prior years, thus eliminating or reducing the need for debt proceeds or when the timing of the related capital improvement does not correspond with a planned bond issue. Funds used in such manner should be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Method of Sale – The District will thoroughly analyze the conditions in the bond market prior to determining the method of sale that will be used to market bonds. The District may utilize a competitive bidding process, negotiated bid or private placement. The District will publicly present the reasons for the selected method of sale prior to the sale date.

Competitive sales shall be awarded based upon the lowest offered True Interest Cost (TIC). The District’s Financial Advisor shall ensure that interest costs offered in a negotiated sale are in accordance with comparable market interest rates. In a negotiated sale, the District will rely on the recommendation of the Superintendent, Deputy Superintendent, Chief Financial Officer, and the contracted Financial Advisor in the selection of the underwriter(s). The contracted financial advisory firm may not serve in an underwriting capacity.

Following the bid award, the financial advisor shall prepare a post-sale summary and analysis that documents the pricing of the bonds relative to other similar transactions priced at or near the time of the District’s bond sale.

Private placement sales shall only be utilized when the sale must be structured for a single or limited number of purchasers, such as would be present in a Qualified Zone Academy Bond (QZAB) or Qualified School Construction Bond (QSCB) offering.

Debt Structuring – The District shall seek to repay its debt in an expeditious manner within the District’s overall financial objectives and will issue bonds with an average life of no more than thirty (30) years, not to exceed the useful life of the asset acquired. Pursuant to State law, the District can issue fixed rate, variable rate, or capital

Fort Bend Independent School District
Fiscal and Budgetary Strategy

appreciation bonds. Market factors, such as the effects of legislative statutes, level of debt service fund balance, and the cost of early debt redemption will be given consideration during the structuring of long term debt instruments.

The District shall keep its variable rate exposure, to the extent not hedged or swapped to a fixed rate, at or below twenty-five percent (25%) of the total principal outstanding. If variable rate debt is used, the Chief Financial Officer will periodically, and no later than annually, determine whether it is appropriate to convert the debt to fixed interest rates.

The District issues commercial paper (which is variable rate debt by its nature) in blocks totaling up to \$150 million at a time. The District may exceed the 25% threshold, but only until that \$150 million of commercial paper is refunded by issuing fixed rate debt that would be expected to complete within a maximum time of six months.

Refunding and Restructuring Strategy – The District shall consider accelerated retirement and restructuring of its outstanding debt when financially advantageous or beneficial.

The Superintendent, Deputy Superintendent, and Chief Financial Officer shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposal. The target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than three percent (3%) when a refunding is offered in conjunction with new debt. In the case of a standalone refunding, savings should be evaluated in conjunction with the call dates of the outstanding bonds and a higher net present value savings should generally be achieved.

Financing Team Members – The District shall conduct a Request for Proposal (RFP) to determine the District’s financial advisor and bond counsel when warranted. Generally, the District’s contracts with financial advisors and bond counsel shall be for a term of three years with the option to renew for two additional one year periods. In all cases, the District will attempt to ensure that the contractual terms align with voter approved debt.

All financing team members will be required to provide full and complete disclosure relative to any and all agreements with other financing team members and outside parties. No agreements will be permitted that will compromise a firm’s ability to provide independent advice that is solely in the best interest of the District or which could reasonably be perceived as a conflict of interest.

Markets – The District shall consider products and conditions in the bond market when meeting the District’s financing needs. When practical in its financing program, the District shall consider local and regional markets as well as retail and institutional investors.

Disclosure – Full disclosure of operating costs along with capital costs will be made to the bond rating agencies and other users of financial information. The District shall follow the Disclosure Strategy as outlined in Exhibit A of the Fiscal and Budgetary Strategy.

The District shall maintain information on its website so that interested persons have a convenient way to locate major financial reports and documents pertaining to the District’s finances and debt. The District will take responsibility for the accuracy of all financial information released.

The District shall prepare or cause to be prepared appropriate disclosures as required by the Securities and Exchange Commission Rule 15c2-12. District staff, with assistance of the financial advisor and bond counsel, will prepare the necessary materials for presentation to rating agencies and will aid in the production of the Preliminary Official Statements as required.

Federal Requirements – The District will maintain procedures to comply with arbitrage rebate and other Federal requirements in accordance with the Internal Revenue Code and applicable United States Treasury regulations.

Bond Reimbursement Resolution – The District may utilize reimbursements from bond proceeds as a tool to manage debt issues consistent with arbitrage requirements and project timing. In so doing, the District will utilize its general fund reserve cash balances to delay the bond issue until such time when the issuance and timing are favorable and beneficial to the District.

The District shall comply with Internal Revenue Service requirements that stipulate that the reimbursement occur the earlier of (i) eighteen (18) months after the capital item is placed in service or (ii) thirty-six (36) months from the date of the expenditure. The total outstanding bond reimbursements may not exceed the total amount of the District's operational reserve fund.

Commercial Paper – In order to minimize the overall costs of borrowing, the District may issue short-term commercial paper as market conditions and cash flow needs for construction projects dictate. The maturity of the commercial paper should never exceed 270 days. The issuance of commercial paper can only be done for un-issued authorized voter approved debt. Any other issuance of commercial paper must have the approval of the Board of Trustees. The Board must be informed of any issuance of commercial paper.

Impact on Operating Budget – When considering any debt issuance, the potential impact of debt service and additional operating costs induced by new projects on the operating budget of the District, both short and long-term will be evaluated.

IX. FINANCIAL CONDITIONS, FUND BALANCE RESERVES, AND STABILITY RATIOS

Fort Bend ISD will maintain sufficient reserves in the ending fund balances to provide for a secure, healthy financial base for the District in the event of a natural disaster or other emergency, to allow for stability of District operations should revenues fall short of budgeted projections, and to provide available resources to implement budgeted expenditures without regard to actual timing of cash flows into the District.

Operational Coverage – The District's goal is to maintain operating revenues that at least equal or exceed current operating expenditures. Unless advantageous to the District, deferrals, short-term loans, or one-time sources will be avoided as budget balancing techniques.

Operating Reserves – Due to the timing of the District's fiscal year (July 1) and the receipt of maintenance and tax revenues (typically, December 31st), the District will strive to maintain an unassigned general fund balance equal to the greater of sixty (60) days or seventeen percent (17%) of net budgeted operating expenditures. Unassigned fund balance requirements will be calculated as part of the annual budget process and will exclude TRS on behalf when calculating.

In order to protect the district from a potential loss in state revenue, the district will commit at least thirty (30) days or eight and a third (8.33%) of net budgeted operating expenditures to a Reserve for Potential Loss of State Revenue. When calculating the committed fund balance for potential loss of state revenue, TRS on behalf will be excluded from the calculation.

If operating reserves fall below the 60 days or seventeen percent (17%) in unassigned or below the 30 days or (8.33%) then strategies as more fully described V. Budget Contingency Plan above will be implemented. In addition, the District can utilize nonrecurring revenues, budget surpluses, excess resources in other funds (if legally permissible and there is a defensible rationale). The District shall make every effort to replenish the fund balances within one to three years.

The Board of Trustees will report the government fund balances per Governmental Accounting Standards Board (GASB) Statement 54 definitions in the balance sheet as follows: non-spendable, restricted, committed, assigned, and unassigned. The Board will utilize funds in the following spending order: restricted, committed, assigned, and then unassigned.

Unassigned fund balance is defined as the balance in excess of the optimum fund balance as defined by the Texas Education Agency and calculated annually in conjunction with the District's annual audit or the cash requirements for two months operating expenditures. Usage of the unassigned fund balance shall be approached with caution after careful review of both the optimum fund balance and the cash flow needs of the District for the upcoming three-year period.

The Board of Trustees may establish commitments of fund balance from time to time in order to meet specific District needs. The purpose of commitments must be approved by the Board resolution prior to the fiscal year end

but the amount of the commitment may be determined subsequent to June 30th. Amendments or modifications of the committed fund balance must also be approved by formal action of the Board.

Liabilities and Receivables – Procedures will be followed to maximize discounts and reduce penalties offered by creditors. Current liabilities will be paid within thirty (30) days of receiving the invoice. Accounts Receivable procedures will target collection for a maximum of thirty (30) days of service. To the extent allowable by law, non-collectible accounts that are delinquent for more than one year are considered uncollectible and shall be written off. To the extent allowable by law, patrons that owe the district money will be precluded from receiving district services. This includes patrons with open balances from Facility Rentals. Balances owed to the District can be submitted to a collection agency at the discretion of administration. A collection agency could be used for the all outstanding balance collections including, but not limited to the following:

- a. Unpaid facility rental fees
- b. Overpayments to former employees
- c. Unpaid Child Nutrition balances
- d. Unpaid advertising fees
- e. Unpaid tuition for Extended Learning programs

Capital Projects Funds – All reasonable efforts will be made to expend all monies within the Capital Project Funds within thirty-six (36) months of receipt. The restricted, committed, and assigned fund balance will be invested and the income generated will offset increases in construction costs or other costs associated with the project. Any excess funds remaining after the completion of the approved projects may be reallocated by the Board of Trustees to other capital projects to offset the cost of future bond issues or when the timing of a capital improvement does not correspond with a planned bond issue. Restricted, committed, or assigned funds shall be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Debt Service Funds – Revenues within this fund are stable, based on property tax revenues. Balances are maintained to meet contingencies and to make certain that the next year's debt service payments may be met in a timely manner. The fund balance should not fall below one month or 1/12th the annual debt service requirements in accordance with Internal Revenue Service guidelines. Fort Bend ISD has established an additional requirement that the current debt service requirement that would be covered by the restricted debt service fund balance, less the August debt payments and should be no less than twenty percent (20%) of the subsequent year's debt service requirements.

Investment of Funds – The non-spendable, restricted, committed, assigned, and unassigned funds will be invested in accordance with the District's approved investment strategy.

Ratio/Trend Analysis – Ratios and significant balances will be incorporated into the annual financial report. This information will provide users with meaningful data to identify major trends of the District's financial condition through analytical procedures. The following ratios/balances will be used as key financial indicators:

1. Fund Balance / Equity: Assets less liabilities
2. Working Capital Current assets less current liabilities
3. Current Ratio Current assets divided by current liabilities
4. Debt / Assessed Value Debt divided by assessed value
5. Debt Ratio Current liabilities plus long-term liabilities / Total assets

The District will develop minimum and maximum levels for the above ratios/balances by thoroughly analyzing District historical trends, projected growth and peer districts.

Special Situations - Changes in the state funding allocations, economic downturn, District programs or other unforeseen circumstances may from time to time produce situations that are not covered by this strategy. These situations may require modifications or exceptions to achieve strategy goals. Management flexibility is appropriate and necessary in such situations, provided specific authorization is received from the Board of Trustees.

X. OTHER FINANCIAL CONSIDERATIONS

Use of Unclaimed Lunch Credits - At the close of each fiscal year there are unpaid lunch balances as well as unclaimed lunch credits. The balances and credits are typically left by students who have left the district or graduated. Unpaid balances are charged to the General Fund as Federal statutes prevent the Child Nutrition Fund from absorbing these balances. At the close of each fiscal year, the unclaimed credits will be used to offset the unpaid balance amounts to avoid a negative financial impact to the General Fund. If a student or parent requests a refund of the credit after the amount has been used to offset the unpaid balances in the General Fund, a refund will be paid from the General Fund where the credits were used.

Designation of New Title I Campuses - The District is charged by the U.S. Department of Education and Texas Education Agency with deciding where to best utilize federal funding to have the greatest impact on student academic performance. Texas Education Agency allocates funding to the District based on a formula that includes district-wide poverty; therefore, designating additional campuses does not increase the federal funding received. The District follows all statutes and timelines when choosing to designate a campus as Title I. Aligned with current research and best practices, the District channels the majority of federal funds into the elementary level where it is most impactful.

The District planning process for reviewing campuses for Title I eligibility begins in March of each year. The District utilizes the February monthly report compiled by the Child Nutrition Department containing enrollment and free and reduced meal participation numbers to determine campuses that meet eligibility requirements. February data is used because it is the most recent period for which a full month of enrollment and free and reduced meal participation information is available.

A campus must be in an eligible attendance area, where the percentage of children from low income families is at least as high as the district-wide percentage of children from low income families, as referenced in 20 U.S.C. 6313(a)(2)(B). The district-wide percentage of low-income students from the Texas Academic Performance Report for the prior year is used to establish eligible attendance areas. Attendance areas that meet or exceed the district-wide percentage are considered for Title I designation.

The District chooses which campuses to serve, or allocate funding, within the structure of Federal statutes. If the funding is insufficient to serve all eligible school attendance areas, the District must:

- a. Rank the eligible attendance areas that exceed a 75% low income population based on February information compiled by the Child Nutrition Department, Section 1113 of Title I, Part A. Serve campuses that exceed 75% low income population first, in rank order, and without regard to grade spans (i.e. elementary or secondary schools) 20 U.S.C. 6313(a)(3).
 - i. If a campus exceeds a 75% low income population, the District can choose to not designate the campus as Title I and elect to provide supplemental funds from other state or local sources that equal or exceed the amount that would be provided to the campus under Title I.
 - ii. Allocate Title I funds based on the free and reduced numbers for each campus.
- b. Funds remaining after the allocation to campuses that exceed 75% low income population are allocated to existing Title I campuses that do not exceed the 75% low income population and meet the district threshold for being an eligible attendance area 20 U.S.C. 6313(a)(4). Allocation of remaining funds is done as follows:
 - i. Remaining eligible Elementary campuses are ranked using the February Free and Reduced Report information compiled by the Child Nutrition Department; campuses with a Free and Reduced percentage based on February data with a rate of 70% or greater receive Title I.
 - ii. Secondary campuses are not served until they have a low-income population greater than 75%, based on the District's decision to provide funding at the elementary level where it is most impactful.

EXHIBIT A

DISCLOSURE STRATEGY PURPOSE AND INTENT

It is the stated policy and objective of Fort Bend Independent School District (the “District”) to (i) ensure that the District’s financial disclosures are fair and accurate, and comply with all applicable securities laws, (ii) satisfy in a timely manner all contractual obligations undertaken pursuant to the District’s Continuing Disclosure Undertakings (as defined herein), and (iii) promote best practices relating to financial disclosures by the District.

The Board of Trustees has approved this Disclosure Strategy (referred to herein as the “Procedures”) as of the date set forth above for the purpose of establishing, maintaining, and evidencing compliance with internal procedures, promoting compliance with securities laws, documenting the process for preparing and reviewing Disclosure Documents, and assisting the District in complying with its Continuing Disclosure Undertakings.

It is the intention of the District to modify or amend these Procedures in the future in order to comply with any changes in legal or regulatory requirements to the extent such changes may apply to the District and its obligations, or improve the realization of the purpose and intent of these Procedures.

I. DEFINITIONS

Capitalized terms used in these Procedures shall have the meanings set forth below:

“*Auditor*” means the independent outside auditor retained by the District to conduct an annual audit of the District and prepare a report thereon.

“*Annual Report*” means the annual financial information and operating data required to be filed pursuant to the Continuing Disclosure Undertakings.

“*Annual Review*” means the annual evaluation of the Procedures that is performed by the DWG.

“*Periodic Training*” means periodic disclosure training for staff and officials of the District involved in preparing or approving the Disclosure Documents.

“*Audit Committee*” means the Audit Committee of the Board of Trustees.

“*Audited Financial Statements*” means the audited financial statements or comprehensive annual financial reports of the District.

“*Board of Trustees*” means the Board of Trustees of the District.

“Bond Counsel” means the attorney or law firm retained to provide an opinion regarding the validity of the bonds or other municipal securities described in the Offering Documents.

“Continuing Disclosure Undertakings” means the District’s contractual obligations relating to its outstanding securities entered into to permit the underwriters of such securities to comply with the Rule.

“Continuing Disclosure Undertakings Master List” means a current list of each Continuing Disclosure Undertaking of the District, identified by name of the issue covered and the CUSIP numbers associated therewith, for which the District remains obligated to advance funds to pay or support the municipal securities covered, together with a description of the tables and other matters required in the Annual Report for such Continuing Disclosure Undertaking, the date on or before which the Annual Report and Audited Financial Statements must be filed, a description of information required in any notice of a failure to file the Annual Report and Audited Financial Statements, and a description of each event for which notice must be filed and whether the event must be filed in a timely manner or within ten business days of the occurrence of the event.

“Contributors” means those District staff members and officials involved in preparing or approving the Disclosure Documents or additional staff members assigned by the DWG Chair or identified to the DWG Chair by a director or manager of a department, or other unit of the District, to assist with the review or preparation of one or more sections of a Disclosure Document.

“Disclosure Document” means any of the District’s documents and materials prepared, issued, or distributed in connection with the District’s disclosure obligations under applicable federal securities laws or that could potentially subject the District to liability under applicable federal securities laws, and shall include, but not be limited to, the following: the Offering Documents; the Annual Report; any filing made by the District with EMMA pursuant to Continuing Disclosure Undertakings, including an Event Notice; any voluntary filing made by the District that is filed on EMMA; rating agency presentations; and any other document that is reviewed and approved in accordance with these Procedures.

“Disclosure Working Group” or *“DWG”* means the District’s Chief Financial Officer, Executive Director of Finance, Director of Finance, District Treasurer, and in-house General Counsel, or the designee of any of the foregoing.

“Disclosure Working Group Chair” or *“DWG Chair”* means the Chief Financial Officer (or the person acting in the capacity of the Chief Financial Officer), or a designee authorized by the Chief Financial Officer to act on his or her behalf.

“EMMA” means the Electronic Municipal Market Access system maintained by the MSRB.

“Event Notice” means a notice for any of the events listed in the Rule.

“Financial Advisor” means an individual or firm providing financial advice to the District, including a municipal advisor.

“Financial Obligation” means a: (A) debt obligation; (B) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (C) guarantee of (A) or (B). The term Financial Obligation does not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule. The terms used in the definition of Financial Obligation have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

“Financial Obligations Master List” means a list of the District’s existing Financial Obligations. The Financial Obligations Master List should include for each Financial Obligation listed such terms of the Financial Obligation as may be necessary to comply with the information reporting requirements of event (15) under the Rule and monitoring requirements of event (16) under the

Rule. The Financial Obligations Master List should be updated on a continuing basis upon incurrence of each new Financial Obligation or modification of an existing Financial Obligation.

“Financing Group” means the members of the DWG, Bond Counsel, the Financial Advisor, the Underwriter, counsel to the Underwriter, and any other party engaged by the District to assist in the offer, placement, and sale of the bonds or municipal securities described in an Offering Document.

“MSRB” means the Municipal Securities Rulemaking Board.

“Offering Documents” means all preliminary and final official statements, offering memoranda and other materials prepared by or for the District, together with any amendments or supplements thereto, for use in connection with the offering of notes, bonds, other municipal securities, or other obligations of the District subject to the antifraud provisions of federal securities law.

“Required Date” means the latest date or dates after the end of the District’s fiscal year when the Audited Financial Statements and Annual Report are required to be filed with the MSRB under the District’s Continuing Disclosure Undertakings, as identified by the Continuing Disclosure Undertakings Master List.

“Rule” means Securities and Exchange Commission Rule 15c2-12, adopted pursuant to the Securities Exchange Act of 1934, 17 CFR § 240.15c2-12, as amended from time to time.

“Underwriter” means the broker, dealer, or municipal securities dealer offering or placing the bonds or other municipal securities described in the Offering Documents to or with investors.

II. DISCLOSURE WORKING GROUP

A. DWG CHAIR RESPONSIBILITIES

The DWG Chair is responsible for oversight of compliance with these Procedures. The DWG Chair is the leader of the DWG.

The DWG Chair may designate staff or engage the Financial Advisor, Bond Counsel or other professional to assist in the execution of his or her responsibilities under these Procedures.

B. DWG RESPONSIBILITIES

The DWG is responsible for compliance with these Procedures and promoting compliance with federal securities laws.

The DWG shall meet (which meeting may be by phone or electronic means) not less than annually to fulfill its obligations under these Procedures. The DWG shall also meet (which meeting may be by phone or electronic means) prior to the posting of any Disclosure Document relating to the issuance of bonds. The DWG is encouraged to provide suggestions to improve these Procedures and the Disclosure Documents. The DWG may consult with Bond Counsel, the Financial Advisor, and the Auditor as necessary in connection with carrying out their obligations under these procedures.

Contributors, staff, and officials must cooperate with the DWG and provide the DWG with any information, assurances or certifications that it deems necessary to ensure that the Disclosure Documents are accurate and complete in all material respects.

III. DISCLOSURE PROCEDURES

A. PRIMARY DISCLOSURE

The following process will be used in connection with reviewing the form and content of Offering Documents and any supplements thereto.

1. DWG CHAIR

- The DWG Chair will coordinate with the members of the DWG to:
(i) ensure that all appropriate members of the DWG are included on the distribution lists of the Financing Group, (ii) assign portions of the Offering Documents, including appendices, to members of the DWG or Contributors with responsibility for the financial information or operating data described therein, and (iii) assign relevant portions of the Offering Document to Bond Counsel for review.

2. OFFERING DOCUMENT REVIEW PROCESS

- Unless the District has contracted with another party to provide such services, the Financial Advisor will prepare the initial draft of the Offering Document and appendices thereto for review by the DWG and Financing Group and manage the incorporation of comments to the Offering Document received from the DWG, Contributors and the Financing Group.
- The District Treasurer, with the assistance of the Financial Advisor, will be responsible for compiling the financial information and operating data contained in the tables in the Offering Document and assigning such information and operating data to the members of District's staff with responsibility for such financial information or operating data for review and comment.
- If the Offering Document will be a "final official statement" as defined in the Rule, the District Treasurer will be responsible for coordinating, with the assistance of the Financial Advisor, a review of the District's compliance with its Continuing Disclosure Undertakings for the past five years and reviewing the information regarding the same in the Offering Document. Such review shall include a review of the Continuing Disclosure Master List, the Financial Obligation Master List, and the District's filings with EMMA for the preceding five years to determine whether any failures to comply have occurred. The DWG will consider any identified failures to comply and may consult with Bond Counsel regarding whether the disclosure of any such failures is required in the Offering Document and the contents of any such disclosure. To the extent practicable, remedial filings with respect to any such failures to file shall be prepared and filed in accordance with these Procedures.
- The District's in-house General Counsel will review and, if necessary, consult with District staff and other consultants or attorneys regarding disclosures contained in the Offering Document related to litigation, ongoing investigations and other general legal matters.
- The Chief Financial Officer or his or her designee, with the assistance of the DWG, will be available to respond to diligence questions during the preparation of the Offering Documents.

- Bond Counsel will review and comment on disclosures related to the order or resolution authorizing the debt obligations, the description of the continuing disclosure undertaking, and federal income tax considerations contained in the Offering Document.
- The DWG will consult with Contributors and other appropriate District officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the Offering Documents.
- The DWG must approve the final version of an Offering Document prior to the approval or execution of the Offering Document by the DWG Chair or other District Official or the posting or distribution of the Offering Document when such approval or execution is not required. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Offering Document (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of an Offering Document shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the Offering Document. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy. In circumstances in which approval or execution by the District or a District official other than the DWG Chair is not required, the DWG Chair will authorize the distribution of the Offering Document.
- If requested by the Board of Trustees or any District official signing the Offering Document or approving its use, the DWG Chair will certify that (i) the Offering Document has been prepared in accordance with these Procedures and (ii) to the knowledge of the DWG and the DWG Chair, the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading. This process may occur with respect to: (1) posting or other distribution of (i) a preliminary Offering Document, and deeming final thereof, (ii) a final Offering Document, and (iii) any supplement or amendment to a preliminary or final Offering Document, and (2) execution of (i) any purchase agreement or (ii) closing document by an District official containing a representation, warranty, or certification that the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading.
- The DWG Chair will keep a record of the members of the DWG, the Financing Group, Contributors or other outside consultants that reviewed, drafted, approved or certified the Offering Document.

3. REPORT TO THE BOARD OF TRUSTEES

- Following each transaction pricing and the posting of the final official statement, the DWG will provide the Board of Trustees with a summary of the pricing, a copy of the final official statement containing the Continuing Disclosure Undertaking entered into in connection with such transaction, and a statement that the Offering Documents for the transaction were prepared in accordance with these Procedures.

B. CONTINUING DISCLOSURE

In connection with the issuance of municipal securities, the District has entered into (and in the future may enter into) a Continuing Disclosure Undertaking for the benefit of the holders and beneficial owners of the municipal securities of each such issuance, as required by the Underwriters in accordance with the Rule. The District is required to comply with these Continuing Disclosure Undertakings for so long as it remains obligated to advance funds to pay or support the municipal securities covered by the respective Continuing Disclosure Undertaking.

Under the Continuing Disclosure Undertakings, the District is obligated to provide (1) annual financial information consisting of (i) Audited Financial Statements and (ii) the Annual Report on or before the date specified in the Continuing Disclosure Undertaking, and notice of any failure to provide such annual financial information, and (2) in a timely manner, notice of any of the events specified in the Continuing Disclosure Undertaking to the MSRB by means of the EMMA system.

The District Treasurer will maintain the Continuing Disclosure Undertakings Master List of the District.

1. AUDITED FINANCIAL STATEMENTS

- The Director of Finance will work with relevant officials of the District to assure that the engagement letter with the Auditor requires completion and delivery by the Auditor of the District's annual Audited Financial Statements with sufficient time to permit the presentation to and acceptance by the District of the Audited Financial Statements and for the DWG to review and incorporate data and other information provided therein into the Annual Report prior to the respective Required Date.
- The Financial Advisor will file the Audited Financial Statements with EMMA upon availability or together with the Annual Report, provided such filing occurs on or before the respective Required Date. The Director of Finance or his or her designee shall be responsible for confirming that such filings have been made.
- If the Audited Financial Statements are not available by the Required Date, the Director of Finance will (i) if required under the District's Continuing Disclosure Undertakings, arrange for the review by the DWG and filing of unaudited financial statements with such cautionary statements and disclaimers as may be appropriate on or before the Required Date or as soon as practicable thereafter, and (ii) coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Audited Financial Statements are not yet available and will not be filed by the Required Date. When the Audited Financial Statements become available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

2. ANNUAL REPORT

- The Director of Finance, with the assistance of the Financial Advisor, will schedule the preparation and drafting of the Annual Report with the DWG in time to file the Annual Report on or before the Required Date.
- The Director of Finance, with the assistance of the Financial Advisor, will assign drafting portions of the draft Annual Report, as appropriate, to DWG members and Contributors with responsibility for the financial information or operating data described therein.
- The DWG will review, comment on, and revise the initial and any subsequent drafts of the Annual Report; check, confirm and include or incorporate by reference, as appropriate, information contained in the Audited Financial Statements, and such other reports as required; and consult with appropriate staff and officials, the Auditor, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, regarding the disclosure in the Annual Report.
- The DWG must approve of the final version of the Annual Report. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Annual Report (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Annual Report, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Annual Report. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the Annual Report is not available by the Required Date, the Director of Finance shall coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Annual Report is not yet available and will not be filed by the Required Date. When the Annual Report becomes available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

3. EVENT NOTICES

In its Continuing Disclosure Undertakings, the District is obligated to file notices of certain events on EMMA in a timely manner (in certain undertakings within ten business days) after the occurrence of the event, as set forth in the Continuing Disclosure Undertakings Master List. While the list of required event notices required under the District's Continuing Disclosure Undertakings has varied with changes in the Rule, a copy of the events for which event notices are required under the District's most recent Continuing Disclosure Undertakings and reflecting the amendments to the Rule that became effective in 2019 is attached hereto as **Attachment #1**.

A. EVENT NOTICES – GENERAL

- Each member of the DWG is expected to have an understanding of the events listed in the Continuing Disclosure Undertakings, as described in the Continuing Disclosure Undertakings Master List.
- At all times a DWG member is required to notify the DWG Chair if he or she becomes aware of any event or potential for the occurrence of an event described in the Continuing Disclosure Undertakings Master List that may require the filing of an Event Notice.
- The DWG shall identify District departments responsible for information relating to the District's Continuing Disclosure Undertakings and Event Notices. The DWG shall require all departments in the District to promptly notify the DWG regarding the occurrence of any event or the potential occurrence of an event triggering a requirement to file an Event of Default.
- Upon notification of the occurrence of an event or potential occurrence of an event that may require filing of an Event Notice, the DWG Chair will confer with members of the DWG, as well as District staff, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, to determine whether an event has occurred and, if necessary, draft or assign the drafting of the Event Notice in sufficient time to allow the District to meet its continuing disclosure obligations described in the Continuing Disclosure Undertakings Master List.
- The DWG Chair will provide the DWG with a draft of the Event Notice and the DWG will review, revise, and comment on initial and revised drafts of the Event Notice. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, Bond Counsel, the Financial Advisor and/or other outside consultants they deem necessary regarding the Event Notice.
- Before final approval, the DWG must determine that the material facts described in the Event Notice are consistent with those known to the DWG, and that the final version of the Event Notice (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Event Notice, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Event Notice. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the DWG becomes aware of an Event Notice that was not filed, the DWG Chair will follow the process described above to promptly file such Event Notice.

B. EVENT NOTICES – FINANCIAL OBLIGATIONS

Beginning February 27, 2019, in connection with any primary offering subject to the Rule, the District will be required to include in Continuing Disclosure Undertakings an agreement to file, not in excess of ten business days, an Event Notice for: (15) incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties. The terms used in events (15) and (16) shall have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

- Each member of the DWG is expected to have an understanding of new events (15) and (16) under the Rule.
- The DWG will, in consultation with Bond Counsel and the Financial Advisor, be responsible for: (i) identifying existing material Financial Obligations; (ii) tracking new material Financial Obligations, including amendments thereto; and (iii) monitoring Financial Obligations for events which may reflect financial difficulties.
- To assist in monitoring compliance with new events (15) and (16), the DWG Chair and the DWG will create the Financial Obligations Master List, with the assistance of the Financial Advisor, Bond Counsel, and other outside consultants, as the DWG Chair and DWG deem appropriate.
- The DWG Chair will maintain and update the Financial Obligations Master List, and upon approval of the DWG and the District, may retain a Financial Advisor or other outside consultants, as may be necessary, to effectively maintain and continuously update such Master List as well as to make all filings required to be made by the District under the Continuing Disclosure Undertakings.
- The DWG Chair shall review District agenda items in order to identify potential Financial Obligations (or a modification of an existing Financial Obligation) and shall follow-up with the individual responsible for the agenda item to determine if the item rises to the level of disclosure. For purposes of this section, at a minimum, items to be considered by the DWG as a potential “Financial Obligation” shall include, but are not limited to:
 1. A debt obligation;
 2. A derivative instrument entered into in connection with or pledged as security or a source of payment for, an existing or planned debt obligation;
 3. A guarantee of (1) or (2);
 4. A financing agreement, financing lease or energy savings performance contract where the District effectively borrows money at a rate of interest for the purchase of vehicles and equipment and pays back such borrowing over a number of years;

5. A line of credit, credit agreement or commercial paper program; and
 6. Any other instrument that contains “debt-like” features or terms.
 - 7.
- The DWG shall review all potential Financial Obligations for materiality and recommend to the DWG chair whether filing is required. For purposes of this section, a determination as to the materiality of a potential Financial Obligation involves a determination as to whether a financial obligation or the terms of a financial obligation, if they affect security holders, would be important, to the total mix of information made available to a reasonable investor when making an investment decision.
 - At all times the DWG members are required to notify the DWG Chair if they become aware of the occurrence or potential occurrence of events, amendments or new agreements, or other items that would constitute new events (15) and (16) under the Rule. If a DWG member provides such notice or the DWG Chair otherwise becomes aware of such actual or potential event, the DWG Chair will follow the steps under “Section IV(B)(3)(A) Event Notices – General” of these Procedures in determining whether an event has occurred and, if necessary, the drafting and filing of the Event Notice and related record-keeping.

C. VOLUNTARY FILINGS WITH EMMA

- If District staff or officials desire to file a voluntary disclosure filing on EMMA, the staff or officials must make a request to the DWG Chair describing the reason for providing a voluntary disclosure. The DWG Chair will coordinate with the DWG, Bond Counsel and the Financial Advisor to determine whether a voluntary filing is appropriate and, if so, draft or assign the drafting of the voluntary disclosure filing.
- The DWG Chair will provide the DWG with a draft of the voluntary filing and the DWG will review, revise, and comment on initial and revised drafts of the voluntary filing. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the voluntary filing.
- The DWG must approve of the final version of the voluntary filing. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the voluntary filing (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a voluntary filing shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the voluntary filing. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall file the voluntary filing with EMMA. The DWG Chair should retain the written sign-offs received from members of the DWG in accordance with the District’s records retention policy.

D. RATING AGENCY PRESENTATIONS

- In the event officials of the District are to make a presentation to a rating agency relating to the rating of outstanding or proposed municipal securities, the DWG Chair will assign portions of the draft rating agency presentation to DWG members and Contributors with responsibility for the financial and other information to be provided therein and to Bond Counsel and the Financial Advisor, as appropriate.
- The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the rating agency presentation. The DWG will review, revise, and comment on initial and revised drafts of the rating agency presentation.
- The DWG must approve the final version of any rating agency presentation prior to delivery to a rating agency. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the rating agency presentation (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a rating agency presentation shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the rating agency presentation. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall provide the rating agency presentation to the rating agency. The DWG Chair should retain the written sign-offs received from members of the DWG in the in accordance with the District's records retention policy.

IV. ANNUAL REVIEW OF PROCEDURES

- Each year the DWG will conduct the Annual Review. The purpose of the Annual Review is for the DWG to evaluate the design, operation and effectiveness of these Procedures.
- Following the Annual Review, the Procedures will be submitted to the Board of Trustees for review. If the DWG recommends any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG. Any amendments to the Procedures will be discussed with Bond Counsel.
- In addition to a recommendation to amend these Procedures made in the Annual Review, the DWG, the DWG Chair, and any official or staff involved in preparing or approving the Disclosure Documents may at any time recommend an amendment to the Procedures.
- Following receipt of the recommendation for an amendment, the DWG will convene a meeting (which may be by phone or electronic means) to discuss the proposed amendment and determine whether such amendment should be approved. Any amendments to the Procedures will be discussed with Bond Counsel. If the DWG recommends that the Board of Trustees make any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG.

V. PERIODIC TRAINING

- The District will provide Periodic Training for all staff and officials involved in preparing or approving the Disclosure Documents, including members of the DWG authorizing or participating in the preparation of or approval of any Offering Document for dissemination. The Periodic Training should be prepared by or with the assistance of Bond Counsel.
- The Periodic Training will generally include an overview of these Procedures, the disclosure obligations of the District under federal and state securities laws, and the responsibilities and potential liabilities of the staff and officials involved in preparing or approving the Disclosure Documents.
- All staff and officials involved in preparing or approving the Disclosure Documents are required to attend the Periodic Training or obtain comparable training approved by the DWG Chair.
- The DWG Chair will keep a record of those that attend the Periodic Training and maintain such record in accordance with these Procedures.

VI. INTERNAL USE ONLY

- These Procedures are intended for internal use only and are not intended to establish any duties in favor of or rights of any person other than the District.

Attachment #1

Example Event Notice Requirements (Reflecting Amendments to the Rule that Became Effective on February 27, 2019)

Event Notices.

- (a) The District shall provide the following to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner not in excess of ten (10) business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:
- (1) Principal and interest payment delinquencies;
 - (2) Non-payment related defaults, if material;
 - (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
 - (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
 - (5) Substitution of credit or liquidity providers, or their failure to perform;
 - (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-

TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;

- (7) Modifications to rights of the holders of the Bonds, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership or similar event of the District;

Note to paragraph 12: For the purposes of the event identified in paragraph 12 of this section, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) Appointment of successor or additional paying agent/registrar or the change of name of a paying agent/registrar, if material;
- (15) Incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

Note to paragraphs (15) and (16): For purposes of the events identified in paragraphs (15) and (16) of this section and in the definition of Financial Obligation in Section 1.01, the District intends the words used in such paragraphs to have the meanings ascribed to them in SEC Release No. 34-83885 dated August 20, 2018 (the “2018 Release”) and any further written guidance provided by the SEC or its staff with respect to the amendments to the Rule effected by the 2018 Release.”

The District shall provide to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner, notice of a failure by the District to provide financial information and operating data (i.e. Annual Reports and Audited

Fort Bend Independent School District
Fiscal and Budgetary Strategy

Financial Statements) in accordance with the requirements of the applicable Order. All documents provided to the MSRB should be accompanied by identifying information as prescribed by the MSRB.

Additionally, if the District changes its fiscal year, it must notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide its Annual Reports and Audited Financial Statements.

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consent: Consideration and Approval-
2022-23 Budget
References: Board Policy CE (Legal)
Board Governance
Department: Business and Finance

Recommendation

The Administration is seeking Board approval of the 2022-23 General Fund (199), Debt Service Fund (599), and Child Nutrition Fund (240) budgets as presented in the Fiscal Year 2022-23 budget document.

Summary

Administration has presented and discussed the proposed 2022-23 budget during a series of Board workshops that began on March 7, 2022. The District published the proposed budget on Wednesday, June 1, 2022 or Thursday June 2, 2022 in the *Fort Bend Star*, the *Fort Bend Independent* and the *Fort Bend Herald*, and a public hearing is being conducted on June 13, 2022 as required by law. At the public hearing any taxpayer in the District may be present and participate through citizens' comments after the presentation.

Background

The Texas Education Code (TEC) and the Texas Education Agency (TEA) require that the Board of Trustees prepare a budget by June 19th for districts with a July 1st fiscal year. The official District budget must be adopted at the fund and function level and must include the General Fund (Fund 199), Debt Service Fund (Fund 599), and Child Nutrition Fund (Fund 240). The attached budget meets the requirements of the Texas Education Code.

The proposed general operating budget for 2022-23 of \$767.9M represents the efforts of the District leadership to present a plan that provides the resources necessary to support the District mission, Board goals, and strategic priorities, while maintaining accountability to its stakeholders. The budget includes staffing necessary for anticipated student and program growth.

It is possible to amend the proposed budget during the 2022-23 school year to address any additional strategic objectives identified by the Board and Superintendent. Additional amendments could be needed to the 2022-23 budget if the Board approves a Voter Authorized Tax Rate Election (VATRE), and the voters approve the proposition.

The proposed budget of \$126.3M for the Debt Service Fund reflects the debt schedule and estimates for the Commercial Paper Program. It is anticipated that additional amendments will be needed in 2022-23 for the debt transaction that is scheduled for July 2022, as well as potential future transactions.

The 2022-23 Child Nutrition Fund budget of \$35.8 million reflects a \$.75 cent increase in paid meal price for breakfast and \$.25 cent increase for the paid lunch price.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**Fort Bend Independent School District
General Fund 2022-23 Proposed Budget
Summary of Budget Assumptions**

# Funding Formula	
1	Tier I Entitlement (Basic Allotment) \$6,160.00
2	Tier II - Level 1 (Golden Penny) \$98.56
3	Assumes Per Capita Rate \$450.00
4 Property Tax & Tax Rate	
5	Maintenance & Operations Tax Rate \$0.9201
6	Debt Service Tax Rate \$0.2700
7	Total Tax Rate * \$1.1901
8	Net assessed taxable value [Based on Preliminary CAD Tax Roll] \$54.1 billion
9	Freeze adjusted taxable value (i.e. net taxable value adjusted for frozen property value) \$52.8 billion
10	Collection rate 98.50%
11 Enrollment	
12	Projected enrollment (PASA low-growth scenario) 78,617
13	Average Daily Attendance (ADA) Adjusted for Pre-K 74,779
14	Percent Attendance 96.50%
15 Personnel	
16	Compensation Adjustments \$14.1M
17 Expenditure Reductions	
18	Central Administration Staff Reductions -\$1.6M
19	Other expense reductions -\$14.0M
20 Campus Basic Allocation (per pupil)**	
21	High School \$107.00
22	Middle School \$101.00
23	Elementary School \$97.00
24	At-Risk - High School (20% of the Basic Allocation + \$8,000) \$21.40
25	At-Risk - Middle School (20% of the Basic Allocation + \$5,000) \$20.20
26	At-Risk - Elementary School (20% of the Basic Allocation + \$1,000) \$19.40

* Any tax rate adopted above \$1.1901 will require a voter-approved tax ratification election (VATRE). The District has up to 11¢ that can be considered as part of a VATRE.

** District administration can adjust campus allocations up or down based on the variances between the District's demographer data and actual Fall PEIMS snapshot date

**Fort Bend Independent School District
2022-23 Proposed Budget**

	General Fund (Fund 199)	Debt Service (Fund 599)	Child Nutrition (Fund 240)
57 - Local Revenues	\$ 456,060,441	\$ 141,412,116	\$ 12,550,200
58 - State Revenues	253,207,353	1,336,404	130,000
59 - Federal Revenues	9,900,000	-	23,100,000
Revenues Total	719,167,794	142,748,520	35,780,200
Expenditures	767,993,522	126,229,398	35,780,200
Other Sources & (Uses) Total	2,000,000	-	-
Use of ESSER III Funds	27,000,000	-	-
Surplus/(Deficit)	\$ (19,825,728)	\$ 16,519,122	\$ -
Beginning Fund Balance	196,845,787		
Ending Fund Balance	\$ 177,020,059		
Fund Balance Reserve Requirement *	90-days	NA	NA

* Board policy requires a fund balance reserve of at least 90 days for the General Fund. No requirements exist for a minimum fund balance reserve for the Debt Service and Child Nutrition funds

**Fort Bend Independent School District
General Fund 2022-23 Proposed Budget
June 13, 2022**

By Function	2022-23 Proposed Budget			2021-22 Estimated Actual		
	2022-23 Proposed Budget	Percent	Cost per Student	2021-22 Year-End Estimate	Percent	Cost per Student
11 - Instruction	\$ 456,519,246	59.44 %	\$ 5,807	\$ 434,131,409	57.74 %	\$ 5,598
12 - Instructional Resources Media	8,880,940	1.16 %	113	8,692,187	1.16 %	112
13 - Curriculum Development	15,196,155	1.98 %	193	13,737,878	1.83 %	177
21 - Instructional Leadership	19,470,912	2.54 %	248	19,022,161	2.53 %	245
23 - School Leadership	50,736,904	6.61 %	645	51,631,943	6.87 %	666
31 - Guidance Counseling Evaluation	37,285,356	4.85 %	474	38,119,579	5.07 %	492
32 - Social Work Services	2,836,295	0.37 %	36	2,941,487	0.39 %	38
33 - Health Services	8,716,503	1.13 %	111	11,087,993	1.47 %	143
34 - Student Transportation	24,946,569	3.25 %	317	26,038,530	3.46 %	336
35 - Food Services	398	0.00 %	0	1,000	0.00 %	0
36 - Co Curricular Extra Curricular	15,637,854	2.04 %	199	17,318,928	2.30 %	223
41 - General Administration	19,644,061	2.56 %	250	19,800,334	2.63 %	255
51 - Facilities Maint And Operation	72,248,247	9.41 %	919	74,266,810	9.88 %	958
52 - Security & Monitoring	10,063,341	1.31 %	128	10,549,664	1.40 %	136
53 - Data Processing	18,453,960	2.40 %	235	18,198,770	2.42 %	235
61 - Community Services	846,781	0.11 %	11	958,972	0.13 %	12
71 - Interest Expense	750,000	0.10 %	10	750,000	0.10 %	10
81 - Facilities Acquisition	-	0.00 %	-	-	0.00 %	-
93 - Payment To Member/Ssa	460,000	0.06 %	6	-	0.00 %	-
99 - Other Intergovernmental Charge	5,300,000	0.69 %	67	4,592,528	0.61 %	59
Grand Total	\$ 767,993,522	100.00 %	\$ 9,769	\$ 751,840,172	100.00 %	\$ 9,696

By Major Object						
61 - Salary & Benefits	\$ 678,830,281	88.39 %	\$ 8,635	\$ 656,980,195	87.38 %	\$ 8,472
62 - Purchased & Contracted Services	52,403,682	6.82 %	667	57,490,302	7.65 %	741
63 - Supplies & Materials	22,969,101	2.99 %	292	26,088,658	3.47 %	336
64 - Other Operating Expenditures	12,807,214	1.67 %	163	10,097,414	1.34 %	130
65 - Debt Service	750,000	0.10 %	10	750,000	0.10 %	10
66 - Capital Outlay	233,244	0.03 %	3	433,602	0.06 %	6
Grand Total	\$ 767,993,522	100.00 %	\$ 9,769	\$ 751,840,172	100.00 %	\$ 9,696

By Functional Groups						
Instructional (11, 12, 13)	\$ 480,596,341	62.58 %	\$ 6,113	\$ 456,561,473	60.73 %	\$ 5,888
District Operations (34, 35, 51, 52, 53, 81, 93, 99)	131,472,514	17.12 %	1,672	133,647,302	17.78 %	1,723
Instructional Support (21, 23, 31, 32, 33, 36, 61)	135,530,605	17.65 %	1,724	141,081,063	18.76 %	1,819
Central Administration (41)	19,644,061	2.56 %	250	19,800,334	2.63 %	255
Debt Service (71)	750,000	0.10 %	10	750,000	0.10 %	10
Grand Total	\$ 767,993,522	100.00 %	\$ 9,769	\$ 751,840,172	100.00 %	\$ 9,696

Cost per student in 2022-23 is based on projected enrollment of 78,617 (PASA Low)

Cost per student in 2021-22 is based on enrollment of 77,545 as of PEIMS snapshot (October 2021)

SB 622, Tex. Loc Gov't Code §140.0045 (Expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives.)

FY2021-22: \$4,474 / FY2022-23: \$5,711

HB 1495, Tex. Loc Gov't Code §305.002 (Expenditures for "directly or indirectly influencing or attempting to influence the outcome of legislation or administrative action as those terms are defined in Section 305.002, Government Code".)

FY2021-22: \$2,260 / FY2022-23: \$2,246

**Fort Bend Independent School District
Debt Service Fund 2022-23 Proposed Budget
June 13, 2022**

By Function	2022-23 Proposed Budget			2021-22 Estimated Actual		
	2022-23 Proposed Budget	Percent	Cost per Student	2021-22 Year-End Estimate	Percent	Cost per Student
71 - Debt Service	126,229,398	100.00 %	1,606	129,757,976	100.00 %	1,673
72 - Interest On Long Term Debt	-	0.00 %	-	-	0.00 %	-
73 - Bond Issuance Costs And Fees	-	0.00 %	-	-	0.00 %	-
Grand Total	\$ 126,229,398	100.00 %	\$ 1,606	\$ 129,757,976	100.00 %	\$ 1,673

61 - Salary & Benefits	\$ -	0.00 %	\$ -	\$ -	0.00 %	\$ -
62 - Purchased & Contracted Services	-	0.00 %	-	-	0.00 %	-
63 - Supplies & Materials	-	0.00 %	-	-	0.00 %	-
64 - Other Operating Expenditures	-	0.00 %	-	-	0.00 %	-
65 - Debt Service	126,229,398	100.00 %	1,606	129,757,976	100.00 %	1,673
66 - Capital Outlay	-	0.00 %	-	-	0.00 %	-
Grand Total	\$ 126,229,398	100.00 %	\$ 1,606	\$ 129,757,976	100.00 %	\$ 1,673

Instructional (11, 12, 13)	\$ -	0.00 %	\$ -	\$ -	0.00 %	\$ -
Instructional Support (21, 23, 31, 32, 33, 36, 61)	-	0.00 %	-	-	0.00 %	-
District Operations (34, 35, 51, 52, 53, 81, 93, 99)	-	0.00 %	-	-	0.00 %	-
Central Administration (41)	-	0.00 %	-	-	0.00 %	-
Debt Service (71)	126,229,398	100.00 %	1,606	129,757,976	100.00 %	1,673
Grand Total	\$ 126,229,398	100.00 %	\$ 1,606	\$ 129,757,976	100.00 %	\$ 1,673

Cost per student in 2022-23 is based on projected enrollment of 78,617 (PASA Low)

Cost per student in 2021-22 is based on enrollment of 77,545 as of PEIMS snapshot (October 2021)

**Fort Bend Independent School District
Child Nutrition Fund 2022-23 Proposed Budget
June 13, 2022**

By Function	2022-23 Proposed Budget			2021-22 Estimated Actual		
	2022-23		Cost per Student	2021-22		Cost per Student
	Proposed Budget	Percent		Year-End Estimate	Percent	
35 - Food Services	\$ 35,022,000	97.88 %	\$ 445	\$ 33,614,746	98.59 %	\$ 433
51 - Facilities Maint And Operation	758,200	2.12 %	10	482,092	1.41 %	6
Grand Total	\$ 35,780,200	100.00 %	\$ 455	\$ 34,096,838	100.00 %	\$ 440

61 - Salary & Benefits	\$ 16,799,996	46.95 %	\$ 214	\$ 14,885,994	43.66 %	\$ 192
62 - Purchased & Contracted Services	1,221,200	3.41 %	16	784,988	2.30 %	10
63 - Supplies & Materials	17,404,004	48.64 %	221	18,039,523	52.91 %	233
64 - Other Operating Expenditures	50,000	0.14 %	1	26,333	0.08 %	0
65 - Debt Service	-	0.00 %	-	-	0.00 %	-
66 - Capital Outlay	305,000	0.85 %	4	360,000	1.06 %	5
Grand Total	\$ 35,780,200	100.00 %	\$ 455	\$ 34,096,838	100.00 %	\$ 440

Central Administration (41)	\$ -	0.00 %	\$ -	\$ -	0.00 %	\$ -
Debt Service (71)	-	0.00 %	-	-	0.00 %	-
District Operations (34, 35, 51, 52, 53, 81, 93, 99)	35,780,200	100.00 %	455	34,096,838	100.00 %	440
Instructional (11, 12, 13)	-	0.00 %	-	-	0.00 %	-
Instructional Support (21, 23, 31, 32, 33, 36, 61)	-	0.00 %	-	-	0.00 %	-
Grand Total	\$ 35,780,200	100.00 %	\$ 455	\$ 34,096,838	100.00 %	\$ 440

Cost per student in 2022-23 is based on projected enrollment of 78,617 (PASA Low)

Cost per student in 2021-22 is based on enrollment of 77,545 as of PEIMS snapshot (October 2021)

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

COMMITTED TO
E★cellence

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Budget Adoption
June 20, 2022

School District Budget Requirements Met

School district budget requirements as established by Sections 44.002 through 44.006 of the Texas Education Code and the Texas Education Agency:

- ✓ The Superintendent is the budget officer for the district and causes the budget to be prepared.
- ✓ The district budget must be prepared each year by June 19 and adopted by June 30.
- ✓ The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving at least 10 days public notice in the newspaper, for the adoption of the district budget. District taxpayers may be present and participate in the meeting.
- ✓ Concurrently with the publication of the meeting notice, the district must post a summary of the proposed budget to its website. The budget must include the elements outlined in Section 44.0041, TEC.
- ✓ The budget must be adopted before the adoption of the supporting tax rate.
- ✓ Budgets for the General Fund, the Food Service Fund, and the Debt Service Fund must be included in the official district budget. These budgets must be prepared and approved at least at the fund and function levels to comply with the state’s legal level of control mandates.
- ✓ No funds may be expended that exceed the adopted functional categories until the board of trustees amends the budget appropriately.

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2022-23 General Operating Budget

All income and expenses necessary to operate the school district such as salaries and benefits, utilities, equipment, and supplies that are paid from the general fund budget. The operating budget is funded through property taxes, local revenues, and state and federal allocations.

2022-23 General Fund Budget

\$767,993,522

200

\$9,769 / student (0.75% more than prior year)

Projected Enrollment: 78,617 students

(Based on demographer's low-growth projections)

General Fund Outlook with ESSER

(\$ millions)	2020-21	2021-22	2022-23
	Actuals	Year-End Projection	Proposed Budget
Total Revenue	\$ 724.9	\$ 721.3	\$ 719.2
Total Expenditures	757.9	754.9	768.0
Use of ESSER funds	<u>(9.2)</u>	<u>(12.0)</u>	<u>(27.0)</u>
Transfers In/(Out)	<u>(1.5)</u>	<u>2.5</u>	<u>2.0</u>
Change in Fund Balance	(25.3)	(19.1)	(19.8)
Fund Balance - Beginning	<u>241.2</u>	<u>215.9</u>	<u>196.8</u>
Fund Balance - Ending	<u>\$ 215.9</u>	<u>\$ 196.8</u>	<u>\$ 177.0</u>
Fund Balance Reserve - %	26%	25%	25%
Fund Balance Reserve - Days	94 days	92 days	90 days

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Debt Service Fund

Debt Service Fund

(\$ Millions)	2021-22	2022-23
	Projected	Proposed
Local Revenue	\$ 135.11	\$ 141.41
State Revenue	1.28	1.34
Total Revenues	136.39	142.75
Debt Service	130.29	126.23
Total Expenditures	130.29	126.23
Other Sources/Uses	(0.10)	-
Changes in Fund Balance	6.00	16.52
Fund Balance - Beginning	107.43	113.43
Fund Balance - Ending	\$ 113.43	\$ 129.95

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* Fund Balance will be utilized to pay for August debt payments of \$100.6 million.

Child Nutrition Fund

Child Nutrition Fund

(\$ Millions)	2021-22 Adopted	2021-22 Projected	2022-23 Proposed
Total Revenues	\$ 34.90	\$ 46.34	\$ 35.78
Total Expenditures	34.39	34.10	35.78
Changes in Fund Balance	0.51	12.24	-
Fund Balance - Beginning	0.02	0.02	12.26
Fund Balance - Ending	\$ 0.53	\$ 12.26	\$ 12.26

205

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Questions?

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: Grade 7
Reading Diagnostic Instrument
Waiver
References: District Goal 1
Department: Deputy Superintendent

Recommendation

The Administration is seeking Board approval of the Grade 7 Reading Diagnostic Instrument Waiver for the 2021-22 school year. The Texas Education Agency (TEA) has allowed school districts to retroactively submit this waiver in accordance with House Bill 3 requirements.

Summary

House Bill 3 mandates the administration of diagnostic assessments for literacy at identified grade levels. As part of this legislation, TEC 28.006 (c-1) requires each school district to administer, at the beginning of seventh grade, a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.

During the 2021-22 school year, the TEA allowed districts to use an alternative assessment that was not on the commissioners approved list and Fort Bend ISD elected to utilize Ren360 since this assessment is given to all 7th grade students for Reading and already part of the diagnostic assessment system for the District. The Grade 7 Reading Diagnostic Instrument Waiver signifies to the TEA that Fort Bend ISD did use an alternative assessment.

Beginning in the 2022-23 school year, the District will be required to utilize an assessment from the commissioners list for the seventh-grade students that were not successful on the 6th grade STAAR Reading assessment.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent

Dr. Kim Lawson
Chief Academic Officer

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: Interlocal Agreement
Regarding the Expose Excellence Youth Program
References: Board Policies FED (Legal) and FEA (Local) District Goals 2 & 4

Recommendation

Consideration and possible approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County, and Fort Bend County Juvenile Board for the 2022-23 school year regarding the Expose Excellence Youth Program.

Summary

FBISD has collaborated with Fort Bend County (“County”) and the Fort Bend County Juvenile Board (“Juvenile Board”) in an effort to address prevention and intervention youth services through the Expose Excellence Youth Program (“Program”). The goal of the County program is to apply pro-active services, strategies, and meaningful interventions in order to assist at-risk students with skills to thrive in FBISD. Program services will be primarily provided at the Fort Bend County Juvenile Justice Alternative Education Program (JJAEP) or any County owned or leased location.

As provided in the agreement, the County shall assign case worker to students that are referred to the Program. These caseworkers will work as liaisons to coordinate and provide follow up with students to provide wrap around services, and will work with the student attendance specialists, school administrators, counselors, social workers, and community resources to address the social factors behind youth determinants of academic and behavioral success. Additionally, the caseworkers will provide quarterly reports to apprise FBISD of program impact on students serviced and supports needed. In return, The County agrees to provide the Expose Excellence Youth Program to FBISD youth at no cost. Our goal is to continue to deter misconduct and improve the overall academic, physical, and social emotional health of students in our community while fostering student ownership of learning and behavior.

This agreement would begin on the date of execution by the last party and end July 31, 2023, unless terminated earlier by the parties.

Recommended by:

Dr. Christie Whitbeck
Superintendent

Submitted by:

Dr. Kwabena Mensah
Chief of Schools

STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF FORT BEND §

**INTERLOCAL AGREEMENT FOR PREVENTION AND INTERVENTION YOUTH SERVICES
BETWEEN FORT BEND COUNTY JUVENILE BOARD AND
FORT BEND INDEPENDENT SCHOOL DISTRICT**

This Agreement for Prevention and Intervention Services is made by and between the **Fort Bend County Juvenile Board** ("County") and **Fort Bend Independent School District**, ("FBISD") all governmental entities under the Interlocal Cooperation Act.

WHEREAS, the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code authorizes governmental entities to contract with each other to perform government functions and services which may include governmental functions in which the contracting parties are mutually interested;

WHEREAS, the County and FBISD are mutually interested in the public goals of prevention and intervention services for students considered at risk of entering the juvenile justice system; and intervention services for juveniles engaged in misconduct before cases are filed, excluding traffic offenses; and

WHEREAS, the County finds that the Services covered by this Interlocal Agreement qualify for funding through County, State, and Special Project funds.

In consideration of the foregoing and further consideration of the mutual promises, covenants and conditions herein, the parties hereby agree as follows:

I. Scope of Services:

The County will supply community activity officers to provide the Expose Excellence Youth Program ("Program") to FBISD youth at no cost.

Program Background:

Subject to County's discretion as to capacity, the Program will serve approximately 75-100 at-risk students ages 10-17 who are enrolled throughout Fort Bend ISD campus. The Program will include the following services:

- A. Job Skills and Career Training;
- B. Business and Entrepreneur Workshops;
- C. Recreational Activities;
- D. Life Skills Training;
- E. Field Trips;
- F. Self-Expression Activities (Spoken Word, Poetry, and Visual Arts);
- G. Tutoring Services;

- H. Driver's Education;
- I. Financial Aid Advocacy and Support;
- J. Academic Support and Advocacy;
- K. Transportation;
- L. Exposure to Fine Arts;
- M. Case Management;
- N. Campus Visits;
- O. Attendance interventions
- P. Dropout prevention coaching and mentoring
- Q. Strategies to develop independent study skills
- R. Mental Health and Substance Abuse Services
- S. Mentoring and wrap around services for parents
- T. Other mutually agreed upon activities consistent with this Agreement.

County agrees to provide copies to FBISD of any student evaluation data that documents student goals to ensure appropriate support, alignment with the Program mission and vision. Both Parties agree to keep communication open and ongoing by engaging in quarterly scheduled meetings to review strategies for improvement and ensure program objectives are met.

Program Recruitment:

The County will collaborate with FBISD to recruit students into the Program utilizing a referral process, with an emphasis on referrals from home campuses to the County, by and through the Juvenile Probation Chief. The decision to refer a student to the Program rests solely in the professional discretion of FBISD, and FBISD is under no obligation to refer any student or a minimum number of students.

County will create and provide FBISD an agreed upon referral process that will be made accessible to designated campus personnel. County will utilize a consent form to be executed by a parent/guardian prior to student participation in the program. The Parties may, but are not required to, collaborate on this feature of the program.

Program services will be primarily implemented at the Fort Bend County Juvenile Justice Alternative Education Program (Address: 400 Coen Rd., Arcola, Texas 77583) or at any County owned or leased locations as determined by the Juvenile Probation Chief. In the event a Program activity will occur on a FBISD campus, the County agrees to comply with all campus visitor protocols, FBISD Criminal Background History check procedures, and receive advanced written confirmation from the campus Principal or designee (email notification is acceptable) confirming approval of the activity and availability of the facility and campus personnel .

FBISD will not provide nor arrange student transportation related to this program. Any such student transportation shall be provided or arranged by the County.

Program Data and Evaluation:

The County shall track and monitor Program participation and outcomes using the County's own criteria. The County agrees to provide quarterly reports of student participation, progress related to student goals, program outcomes, and program evaluation data to FBISD.

- II. Scheduling and the manner in which services are provided shall be determined by the County, with reasonable consideration given to programing requests from FBISD. Services provided to students on District property must adhere to FBISD policies and procedures.

- III. It is expressly understood and agreed to by the Parties that:
 - A. The Program staff shall be subject to the management and supervision of the Juvenile Probation Chief in the same manner as all other juvenile probation department employees, even though they may perform activities on a FBISD property. Such control and supervision includes, but is not limited to: hiring, supervision, discipline, and termination of the community activity officers; and
 - B. The community activity officers will not be required to perform any FBISD administrative duties; and FBISD staff will not be required to perform any County administrative duties;
 - C. The provision of any required educational services remains the sole responsibility of FBISD personnel and program services remains the responsibility of the County;

V. Duration of Agreement

Unless mutually initiated, cancelled, or terminated earlier with thirty (30) days written notice, the term of this Interlocal Agreement will be from the date of execution by the last party, from June 1, 2022 through July 31, 2023.

VI. Compensation

The Parties agree that the benefit to their mutual constituents and surrounding areas is fair compensation for Services performed under the contract and that any funds required of a party for their own performance will be from current revenues available to the Party. The services provided by the County are at no cost to FBISD.

VII. Confidentiality

FBISD and the County agree to secure the confidentiality of all information and records in accordance with applicable federal and state laws, rules, and regulations. The County understands that the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, governs the privacy and security of educational records and personally identifiable information of Students and agrees to abide by FERPA rules and regulations, as applicable.

Specifically, any document provided by FBISD to the County is considered subject to FERPA, and the County should consider any such document confidential.

VIII. Relationship of Parties

The Parties agree that in performing services specified in this agreement, that each is an independent contractor and shall have control of its work and the manner in which it is performed. Neither Party, its agents, employees, volunteer help or any other person operating under this Agreement, shall be considered an agent or employee of the other and neither shall be entitled to participate in any pension or other benefits that the other provides its employees.

IX. Notice to Parties

A. Any notice given hereunder by either party to the other shall be in writing and sent by certified mail, return receipt requested.

B. Notice to County shall be sent to:

Fort Bend County Juvenile Board
ATTN: Chief Juvenile Probation Officer
122 Golfview Drive
Richmond, Texas 77469

C. Notice to FBISD:

Fort Bend Independent School District
Attn: Executive Director of Student Affairs
16431 Lexington Blvd.
Sugar Land, Texas 77479

D. Each party may change the address for notice to it by giving notice of such change in accordance with the provisions of this paragraph.

X. Insurance

A. FBISD shall furnish certificates of insurance to County evidencing compliance with the insurance requirements hereof. Certificates shall indicate name of FBISD, name of insurance company, policy number, term of coverage, and limits of coverage. FBISD shall obtain such insurance written on an Occurrence form from such licensed or approved to transact business in the State of Texas, and shall obtain such insurance of the following types and minimum limits:

1. Workers' Compensation insurance. The Parties acknowledge FBISD is self-funded in accordance with the laws of the State of Texas.
2. FBISD agrees to maintain General Liability Coverage with limits of not less

than \$1,000,000 per occurrence, \$2,000,000 in aggregate.

Business Automobile Liability coverage applying to the negligent operation of owned, non-owned and hired automobiles by FBISD drivers with limits not less than \$100,000 each occurrence combined single limit for Bodily Injury and Property Damage combined.

- B. All Liability policies written on behalf of FBISD shall contain a waiver of subrogation in favor of County and members of the County Juvenile Board. For Commercial General Liability, the County shall be named as an Additional Insured on a Primary & Non-Contributory basis.
- C. If required coverage is written on a claims-made basis, FBISD warrants that any retroactive date applicable to coverage under the policy precedes the effective date of the Agreement; and that continuous coverage will be maintained or an extended discovery period will be exercised for a period of 2 years beginning from the time that work under the Agreement is completed.
- D. FBISD shall not commence any portion of the work under this Contract until it has obtained the insurance required herein and certificates of such insurance have been filed with and approved by Fort Bend County.
- E. No cancellation of or changes to the certificates, or the policies, may be made without thirty (30) days prior, written notification to Fort Bend County.
- F. Approval of the insurance by Fort Bend County shall not relieve or decrease the liability of the FBISD.

XI. Indemnification

To the extent allowed by law, FBISD agrees to promptly defend, indemnify and hold the County harmless from and against any and all claims, demands, suits, causes of action, and judgments for (a) damages to the loss of property of any person; and/or (b) death, bodily injury, illness, disease, loss of services, or loss of income or wages to any person, arising out of or incident to, concerning or resulting from the negligent or willful act or omissions of the FBISD, its agents, officers, and or employees in the performance of this Agreement.

To the extent allowed by law, the County agrees to promptly defend, indemnify and hold FBISD harmless from and against any and all claims, demands, suits, causes of action, and judgments for (a) damages to the loss of property of any person; and/or (b) death, bodily injury, illness, disease, loss of services, or loss of income or wages to any person, arising out of or incident to, concerning or resulting from the negligent or willful act or omissions of the County, its agents, officers, and or employees in the performance of this Agreement.

XII. Governmental Immunity

It is expressly understood and agreed that in the execution of this Agreement, the Parties do not intend to waive, nor shall be deemed to waive, any immunity or defense at law or in equity, that would otherwise be available to each against claims arising in the exercise of governmental powers and functions, including the defense of governmental immunity.

XIII. Miscellaneous Provisions

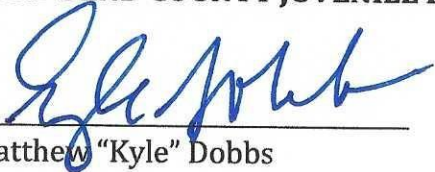
- A. This Agreement contains the entire Agreement between the parties relating to the rights herein granted and the obligations herein assumed. Any oral representations or modifications concerning this instrument shall be of no force or effect except in a subsequent modification in writing signed by all parties.
- B. This Agreement shall be governed by and constructed in accordance with the laws of the State of Texas.
- C. No assignment of this Agreement or of any right accrued hereunder shall be made, in whole or in part, by either party without the prior written consent of the other party. Venue shall be in Fort Bend County, Texas.
- D. The undersigned officer and/or agents of the parties hereto are the properly authorized officials of the party presented and have the necessary authority to execute this Agreement on behalf of the parties hereto and each party hereby certifies to the other that any necessary approvals have been duly passed and approved and are now in full force and effect.
- E. The parties to this Agreement do not intend by this Agreement that any specific third party may obtain a right by virtue of the execution of performance of this Agreement.
- F. In the event that any one or more of the terms, provisions or conditions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the other terms, provisions or conditions; and the Agreement shall be construed as if such invalid, illegal, or unenforceable term, provision or condition had never been contained in it.

{Remainder of page intentionally left blank}

{Execution page to follow}

IN WITNESS WHEREOF, the parties hereto have signed or have caused their respective names to be signed to multiple counterparts to be effective on the ____ day of _____, 2022.

FORT BEND COUNTY JUVENILE BOARD:



Matthew "Kyle" Dobbs
Chief Juvenile Probation Officer

Date: 5/5/22

FORT BEND INDEPENDENT SCHOOL DISTRICT:

Dr. Christie Whitbeck, Superintendent

Date: _____

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consent: Consideration and Approval –
Memorandum of Understanding for JJAEP
References: Board Policy GRAC (LEGAL)
District Goal 1
Department: Chief of Schools, Student Affairs

Recommendation

Consideration and possible approval of the Memorandum of Understanding (MOU) for the Juvenile Justice Alternative Education Program (JJAEP) services among Fort Bend County Juvenile Probation Board, Fort Bend ISD (FBISD), Stafford MSD (SMSD), and Alief ISD (AISD).

Summary

Chapter 37 of the Texas Education Code requires that a Juvenile Justice Alternative Education Program be in operation in Fort Bend County. FBISD is the largest District within Fort Bend County and is therefore the designated education provider. Students enrolled in the JJAEP are assigned through court order or District placement in the program.

FBISD delivers all educational services in JJAEP as outlined in policy FODA (LEGAL). The Fort Bend County Juvenile Justice Department originally financed the building located at 400 Coen Rd. Rosharon, Texas, and oversees all maintenance and operations. The JJAEP provides program personnel, which consists of a Director, Supervisor, Assistant Supervisor, and 10 staff members.

FBISD is responsible for providing appropriate educational staff to serve the students enrolled in the program. During the 2021-22 school year, FBISD provided five teachers, one aide, and shared a principal and counselor with the Ferndell Henry Center for Learning. The total budgeted cost to the District for 2021-22 was \$436,335, which included the staff members, supplies and other operating expenditures. Projected budget for 2022-23, which includes salaries, benefits, supplies and other operating expenditures, is \$441,721.

Stafford Municipal School District and Alief ISD are participating school districts and may reserve up to two seats at the JJAEP at a cost of \$25,000. Additional seats may be made available to the participating districts on a space-available basis, upon their request to FBISD and the Juvenile Probation Department. In the event that the districts do not utilize the facility during the school year, FBISD is required to refund 80 percent of the district's deposit.

During the 2021-22 school year, a total of 34 students were enrolled at the JJAEP. Of those 34 students, none were assigned from Alief and none were assigned from Stafford. The 34 students enrolled in the JJAEP were from Fort Bend ISD.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Dr. Kwabena Mensah
Chief of Schools

THE STATE OF TEXAS §
 §
COUNTY OF FORT BEND §

MEMORANDUM OF UNDERSTANDING
FOR JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

THIS MOU is made and entered into by and between the FORT BEND COUNTY JUVENILE PROBATION BOARD, hereinafter referred to as “BOARD,” FORT BEND INDEPENDENT SCHOOL DISTRICT, hereinafter referred to as “FBISD,” STAFFORD MUNICIPAL SCHOOL DISTRICT, hereinafter referred to as “SMSD”, and ALIEF INDEPENDENT SCHOOL DISTRICT, hereinafter referred to as “AISD”.

WHEREAS, Chapter 37 of the Texas Education Code requires that a Juvenile Justice Alternative Program (“JJAEP”) be in operation in Fort Bend County, and such a JJAEP has been established; and WHEREAS, the parties hereto desire to continue the JJAEP currently in existence.

NOW THEREFORE, in consideration of the mutual covenants set forth herein the parties hereto agree as follows:

SECTION I
DEFINITIONS

For the purpose of this MOU, the following terms shall mean:

- 1.01 *BOARD Personnel* - Probation Officers, Youth Specialists, Site Supervisors, Campus Supervisors, Director, Chief Juvenile Probation Officer.
- 1.02 *Classroom* -A designated room at the JJAEP.
- 1.03 *Court-ordered students* – students who have not been expelled from school but reside within Fort Bend County and have been ordered to attend the JJAEP.
- 1.04 *Eligible Students* – Students who have been expelled from school by FBISD or a Member School District pursuant to the terms of Chapter 37 of the Texas Education Code.
- 1.05 *FBISD Personnel* - Teachers, Teacher’s Aides, and a Counselor.
- 1.06 *Home School* -The school district and campus where students would ordinarily attend school if not placed in the JJAEP.

- 1.07 *JJAEP* – The Fort Bend County Juvenile Justice Alternative Education Program.
- 1.08 *Member School District(s)* – SMSD and AISD.
- 1.09 *Parent/Guardian Consent* - Any consent required by federal or state law, or an administrative agency to facilitate the purposes of this MOU.
- 1.10 *Educational Services* - instruction and/or assistance at the JJAEP in curriculum that includes, at a minimum, reading, language arts, mathematics, living skills, science, and counseling.
- 1.11 *Teacher* - A FBISD classroom teacher who is certified by the State of Texas and assigned to provide Educational Services at the JJAEP.
- 1.12 *Teacher's Aide* - A FBISD classroom teacher's aide who is assigned to assist teachers at the JJAEP.

SECTION II

PURPOSE

- 2.01 The purpose of this MOU is to make educational services available to Eligible Students and Court-ordered students who reside in Fort Bend County.

SECTION III

TERM

- 3.01 The term of this MOU shall commence on August 1, 2022, and terminate on July 31, 2023, unless sooner terminated as provided in this MOU.
- 3.02 This MOU may be terminated at any time during its term, for any reason, by either the BOARD or FBISD, upon thirty (30) days written notice. A Member School District may withdraw from the MOU by giving fifteen (15) days written notice to the BOARD and FBISD.
- 3.03 If the BOARD wishes to renew this MOU, notice must be provided to FBISD no later than May 15, 2023.

SECTION IV
RIGHTS AND DUTIES OF FBISD

- 4.01 FBISD shall be responsible for providing educational services to students placed at the JJAEP.
- 4.02 FBISD will provide five (5) Teachers and two (2) Teacher's Aides. Professional counseling services will be provided as the need arises.
- 4.03 FBISD personnel will coordinate with students' Home Schools to provide for the administration of state-mandated standardized assessments to students assigned to the JJAEP.
- 4.04 FBISD personnel will cooperate with BOARD personnel to address behavior and discipline matters and reduce interruptions to the student's education, removing students from educational services only when they are ill or are a serious behavior disruption to the learning of others.
- 4.05 FBISD personnel will communicate with the student's Home School to clarify any questions that arise with regard to the provision of educational services, particularly to facilitate re-entry.
- 4.06 FBISD personnel will review available student education records and any available assessment records so that appropriate educational services may be provided while the student is enrolled at the JJAEP.
- 4.07 It is understood and agreed by all parties that FBISD will provide special education and related services to students who are eligible for services under the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act. However, this MOU in no way places on FBISD the entire duty to provide special education students who do not reside in FBISD with a comprehensive free appropriate public education. The student's district of residence remains responsible for the provision of a free appropriate public education to any of its students who are placed at the JJAEP.
- 4.08 FBISD will provide transportation from a location in FBISD to the JJAEP. Students shall be responsible for transportation to and from the FBISD location or may arrange for private transportation.
- 4.09 Prior to providing educational services to a student who is eligible for services under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation

Act of 1973 (Section 504) or limited English proficient (LEP) classifications FBISD personnel must receive from the Home School District proof of compliance with any requirements under state or federal laws or regulations concerning notice, due process and parent consent.

- 4.10 It is understood and agreed by all parties that FBISD will provide to all eligible JJAEP students “The Free or Reduced Breakfast & Lunch Program.”

SECTION V

RIGHTS AND DUTIES OF MEMBER SCHOOL DISTRICT(S)

- 5.01 A Member School District may reserve up to two seats at the JJAEP for the 2022-2023 school year upon payment of up to \$25,000.00 to FBISD (\$12,500.00 per seat). Such payments shall be made no later than October 1, 2022 to reserve a seat for the 2022-2023 school year. Additional seats may be made available to a Member School District, on a space-available basis, upon request to FBISD and the Chief Juvenile Probation Officer. Except for Court-ordered students, cost to the Member School District for such additional placements shall be pro-rated for the amount of time the student spends in the JJAEP. A refund of 80% for any unused seats will be provided by June 30, 2023. It is expressly understood that a Member School District is not required to provide funding for a Court-ordered student, as defined above in Section 1.03, pursuant to Texas Education Code Section 37.012.
- 5.02 A Member School District shall, upon placement of a student in the JJAEP, provide JJAEP staff with student academic records and any available assessment records so that the appropriate educational services may be provided while the student is enrolled at the JJAEP.
- 5.03 Member School District staff will communicate with the student’s Home School and JJAEP staff to clarify any questions that arise with regard to the provision of educational services and administration of state-mandated standardized assessments.
- 5.04 A Member School District shall be responsible for arranging transportation services for students it expels to the JJAEP.

SECTION VI

RIGHTS AND DUTIES OF THE BOARD

- 6.01 The BOARD, acting by and through its Chief Juvenile Probation Officer, will secure the necessary parent/guardian consent to carry out the purpose of the educational services of this MOU, in a timely fashion.
- 6.02 The BOARD will ensure that the JJAEP will operate in conjunction with the FBISD academic calendar.
- 6.03 The BOARD will provide responsible personnel in the following order:
- A. Chief Juvenile Probation Officer;
 - B. Probation Officers;
 - C. Youth Specialists.
- 6.04 The Chief Juvenile Probation Officer will secure necessary parent/guardian consent, provide proof of compliance with any requirements under state and federal laws and regulations concerning notice and due process requirements with regard to children who are limited English proficient (LEP) or special education students, and assist FBISD to obtain student education records and assessment data that is pertinent to the appropriate educational placement of the student in accordance with state time lines.
- 6.05 No later than December 1, 2022, the BOARD will provide FBISD and the Member School District(s) a copy of its student code of conduct for the school districts' review and approval.
- 6.06 The Chief Juvenile Probation Officer will provide and maintain appropriate instructional space for students and FBISD personnel and will ensure that, at a minimum, one (1) Youth Specialist is present at all times in each classroom.
- 6.07 The Chief Juvenile Probation Officer will designate staff members to provide support to FBISD personnel should crisis intervention be required at the JJAEP.
- 6.08 To the extent possible, the Chief Juvenile Probation Officer will develop daily schedules/activities so that interruptions to students' education are kept at a minimum.
- 6.09 Academics and classroom discipline will be the responsibility of the teacher in accordance with FBISD classroom rules and regulations. The BOARD staff, at the request of the teacher, will remove those students not complying with classroom rules.

- 6.10 The BOARD shall require students who are age 17 at the time of expulsion to agree to the terms of placement in a contractual agreement prepared by the JJAEP.

SECTION VII

DATA PRIVACY

- 7.01 The use or disclosure by any party of information concerning a student in violation of state or federal law is prohibited except on written consent of such eligible child and/or his or her parents or guardian, or his or her attorney.
- 7.02 FBISD, the Member School District(s), and the BOARD, in providing all services hereunder, agree to abide by the provisions of any applicable federal or state data privacy laws, rules, or regulations.

SECTION VIII

ASSIGNMENTS

- 8.01 This MOU is not assignable by any party.

SECTION IX

INDEPENDENT CONTRACTOR

- 9.01 It is agreed by the parties that at all times and for all purposes hereunder that FBISD and FBISD employees are independent contractors and not employees of the BOARD. No statement contained in this MOU shall be construed so as to find FBISD or any member of its staff to be an employee of the BOARD, and FBISD shall be entitled to none of the rights, privileges or benefits of a BOARD employee, except as otherwise may be stated herein.
- 9.02 It is agreed by the parties that at all times and for all purposes hereunder the BOARD and BOARD employees are not employees of FBISD. No statement contained in this MOU shall be construed so as to find the BOARD to be employees of FBISD, and the BOARD shall be entitled to none of the rights, privileges or benefits of FBISD employees except as otherwise may be stated herein.
- 9.03 It is agreed that nothing herein contained is intended or should be construed as in any manner creating or establishing a relationship of co-partners between the parties, or as

constituting FBISD (including its officers, employees, and agent) as the agent, representative or employee of the BOARD for any purpose, or in any manner, whatsoever. FBISD is to be and shall remain an independent contractor with respect to all services performed under this MOU.

SECTION X
SEVERABILITY

10.01 The provisions of this MOU are severable. If any paragraph, section, subdivision, sentence, clause or phrase of this MOU is for any reason held to be contrary to law, or contrary to any rule or regulation having the force and effect of law, such occurrence of such event, either party may terminate this MOU forthwith upon the delivery of written notice of termination to the other party.

SECTION XI
ENTIRE MOU: REQUIREMENT OF A WRITING

11.01 It is understood and agreed that the entire MOU of the parties is contained herein and that this MOU supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof as well as any previous MOUS presently in effect between the parties relating to the subject matter hereof. Any alterations, amendments, deletions, or waivers of the provisions of this MOU shall be valid only when expressed in writing and duly signed by the parties.

SECTION XII
SERVICES NOT PROVIDED FOR

12.01 Only services specifically provided for by this MOU will be allowed by Board. Any change to the work or materials to be provided by FBISD will be considered a modification of this MOU and must be approved in writing by the Board.

SECTION XIII
SHARING OF INFORMATION

13.01 As authorized by Texas Family Code Chapter 58, the BOARD shall share juvenile criminal history record information about students to FBISD and the Member School

District(s) upon written request of the appropriate Superintendent or Principal. Similarly, the school districts shall provide the BOARD with educational information necessary to provide services to students at the JJAEP.

13.02 FBISD and the Member School District(s) shall, upon a student's enrollment at the JJAEP, provide the JJAEP Program Director with the same information it would provide to another public school district when a student transfers, including but not limited to:

- (1) the student's name, date of birth, and grade level;
- (2) enrollment forms and withdrawal form (which shall indicate the student's list of current courses in which he or she is enrolled, the grade earned, and textbooks used in those courses);
- (3) notice of expulsion, where relevant;
- (4) special education or Section 504 records, if any;
- (5) transcript;
- (6) the student's Texas Assessment of Knowledge and Skills (TAKS) summary sheets, if applicable;
- (7) the student's State of Texas Assessment of Academic Readiness (STAAR) summary, if applicable;
- (8) the student's previous year's attendance record;
- (9) the student's current attendance records, immunization records, and emergency contact information.

13.03 The Chief Juvenile Probation Officer shall provide the school districts, upon written request of the superintendent, with information including, but not limited to:

- (1) the court order placing a student in the JJAEP;
- (2) the probation officer's name;
- (3) the offense for which the student is being placed in the JJAEP and the location of offense;
- (4) the length of time the student is to be assigned to the JJAEP;
- (5) any disposition of the charges against the student;
- (6) the court order releasing the student from the JJAEP; and
- (7) any notice of withdrawal from the JJAEP.

13.04 Notwithstanding any provision herein to the contrary, all Parties that are considered juvenile service providers under applicable law, including the Family Educational Rights and Privacy Act (FERPA) regulations § 99.31(a)(5) and § 99.38; Section 37.084, Tex Education Code 37.084(a) and Tex Family Code, Sect. 58.0051, do hereby agree and make the following certifications regarding the exchange of confidential information from education records pursuant to this MOU:

(1)The designee of a juvenile service provider, who is acting within the scope of his or her employment, shall make the request for confidential information from a student's education record prior to the student's adjudication; and the information requested must relate to the juvenile system's ability to serve the student whose records are requested;

(2)Confidential information from a student's education record shall be used only for the purposes of verifying the identity of a student involved in the juvenile system and to provide delinquency prevention or treatment services to the student prior to adjudication; and

(3)The confidentiality of a student's educational record shall be maintained and shall not be re-disclosed to a third party, except a juvenile service provider that is part of the juvenile justice system and only for the purposes herein, without the prior written consent of the parent of the student or the eligible student.

13.05 Any juvenile criminal history information about a juvenile provided pursuant to the terms of this MOU shall be released only to appropriate school personnel and not to any third party. For purposes of this Section, "appropriate school personnel" is defined to include superintendents, principals, school psychologists, social workers, and counselors.

13.06 Juvenile criminal history information shall be kept strictly confidential, in a secured area separate from students' other educational records. Such information shall be destroyed by school officials (1) upon notification by the juvenile probation department that the student is no longer under the jurisdiction of the department; or (2) at the end of one calendar year after it has been provided to the school, whichever occurs first.

SECTION XIV

COMPLIANCE WITH LAWS AND REGULATIONS

14.01 In providing all services pursuant to this MOU, FBISD, Member School District(s), and the BOARD shall abide by all statutes, ordinances, rules and regulations pertaining to, or regulating the provision of, such services, including those now in effect and hereafter adopted. Any violation of said statutes, ordinances, rules or regulations shall constitute a material breach of this MOU, and shall entitle FBISD and the BOARD to terminate this MOU immediately upon delivery of written notice of termination.

SECTION XV

SUSPENSION OF STUDENTS

JJAEP Students that are assigned to the JJAEP campus under the status of Expulsion Orders only and not on any form of court ordered probation may be removed/suspended from attending school under the following conditions:

- Having a positive drug test
- Failure to follow the campus rules, i.e., Student Code of Conduct/Consistent and unruly behavior

This applies to only those students that are ordered to attend the JJAEP campus whom are under no other orders other than the Expulsion Orders. Those students that violate the JJAEP campus rules are subject to disciplinary action by the ordering Judge per violations of court ordered probation. Students under the status of Expulsion Orders can be removed/suspended from the JJAEP campus for a period not to exceed three consecutive days and only at the direction of the site principal.

SECTION XVI

NOTICE

15.01 Notices, correspondence, and all other communications pursuant to this MOU shall be addressed to the Fort Bend County Juvenile Board and submitted to the following representative:

Honorable Teana Watson
Juvenile Board Chair
301 Jackson Street
Richmond, TX 77469

Notice to FBISD shall be delivered to: Fort Bend Independent School District
Department of Student Affairs
16431 Lexington Blvd.
Sugar Land, Texas 77479

Notice to SMSD shall be delivered to: Stafford Municipal School District
Business Office
1625 Staffordshire Road
Stafford, Texas 77477

Notice to AISD shall be delivered to: Alief Independent School District
Deputy Superintendent of Instruction
4250 Cook Road
Houston, Texas 77072

IN WITNESS HEREOF, the parties have herewith set their signatures as of the date written below.

FORT BEND COUNTY JUVENILE PROBATION BOARD

By: _____

Honorable Teana Watson, Juvenile Board Chair

Date: _____

FORT BEND INDEPENDENT SCHOOL DISTRICT

By: _____

Superintendent of Schools

Date: _____

STAFFORD MUNICIPAL SCHOOL DISTRICT

By: _____

Superintendent of Schools

Date: _____

ALIEF INDEPENDENT SCHOOL DISTRICT

By: _____

Superintendent of Schools

Date: _____

For:	Fort Bend ISD Board of Trustees
Date:	June 20, 2022
Action:	Consideration and Approval: Revisions to Policy BBG (LOCAL)
References:	Board Policy BBG (LEGAL)
Department:	Legal Services

Recommendation

Consideration and possible approval of proposed revisions to Policy BBG (LOCAL).

Summary

- BBG (Local) - Board Members Compensation and Expenses.
 - Revisions recommended to clarify Trustee expense reimbursement.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Robert Scamardo
General Counsel

BOARD MEMBERS
COMPENSATION AND EXPENSES

BBG
(LOCAL)

PHILOSOPHY

The Board believes trustees should engage in learning opportunities, meetings, functions, and other activities that are for a public purpose and related to the District's educational mission. When Board members travel for public purposes, they must adhere to a high standard of fiduciary responsibility as stewards of District funds.

~~EXPENSE~~
~~REIMBURSEMENT~~
TRUSTEE TRAVEL

The Board shall annually approve trustee travel expenses as part of its annual approval of the District's budget.~~An amount for Board member travel expenses shall be approved in the budget each year.~~

A Board member shall be reimbursed for reasonable, allowable expenses incurred in carrying out Board business only at the Board's request and for reasonable, allowable expenses incurred while attending meetings and conventions as an official representative of the Board. All requested reimbursable expenses must be supported by receipts. Where receipts are not available, the trustee shall submit a sworn notarized affidavit verifying expenses.

TRAVEL EXPENSES

Payment for authorized and documented travel expenses shall be made in accordance with legal requirements by either of the following two methods:

1. Reimbursement, not to exceed the allowable rates, for use of a personal car or commercial transportation plus parking, taxi fares, lodging, meals, and other incidental expenses.
2. Advancement of a set amount for use of a personal car or commercial transportation plus parking, taxi fares, lodging, meals, and other incidental expenses. Any excess over actual allowable expenses shall be refunded to the District.

Accounting records shall accurately reflect that no state or federal funds were used to reimburse travel expenses beyond those authorized for state employees.

Emergency situations involving trustee travel will be handled on a case-by-case basis requiring the trustee to contact the Board President.

DOCUMENTATION
REQUIRED

For any authorized expense incurred, the Board member shall submit a statement, with receipts to the extent feasible, documenting actual expenses and in accordance with procedures applicable to employee expense reimbursement.

TRAVEL
CANCELLATION

If a personal emergency prohibits a trustee from fulfilling a travel obligation for which the District has expended or advanced funds,

BOARD MEMBERS
COMPENSATION AND EXPENSES

BBG
(LOCAL)

SUSPENSION OF
TRAVEL EXPENSES

the trustee shall notify the Board President of their inability to travel or attend as soon as practicable and prior to the scheduled travel itinerary. The administration shall make reasonable efforts to recover any advanced payments made. The Board President shall determine if emergency circumstances excuse the trustee's reasonable inability to attend. Unless excused by the Board President, the trustee shall reimburse the District for any funds advanced that cannot be recovered.

The District may not expend District funds for a trustee's travel if the Board President determines:

1. The trustee
 - a. failed to provide reasonable advanced notice to the Board President of their inability to travel or attend and the inability to travel or attend is not excused by the Board President; or
 - b. expends or requests reimbursement for unreasonable or unallowable expenses;
2. The administration is unable to recover any related expenditures or advanced payments; and
3. The trustee has not reimbursed the District for any unrecoverable expenses.

APPEAL

A trustee's suspension from incurring travel expenses may be appealed to the full board at the next regular meeting. Travel expense privileges shall remain suspended until any unrecoverable expenses are reimbursed by the trustee or the Board of Trustees reinstate the trustee's access to travel expenses.

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: District Goals
References: Board Policies: AE (Local/Legal)
Department: Deputy Superintendent

Recommendation

Consideration and possible approval of the Board developed District goals and District Performance Objectives.

Summary

Proposed Goals and Performance Objectives:

Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

District Performance Objective:

By June 2023, FBISD will improve the effectiveness of literacy and math instruction through the implementation of an aligned curriculum and targeted interventions as evidenced through the key performance indicators (KPIs).

Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

District Performance Objective:

By June 2023, FBISD will create a safe and supportive learning and working environment through improved climate and culture, increased fidelity of implementation of Positive Behavioral Interventions and Supports (PBIS) systems, additional responses to behavior, and adherence to safety protocols as evidenced through the KPIs.

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

District Performance Objective:

By June 2023, FBISD will improve the recruitment and retention of high-quality teachers and staff through opportunities for professional development to advance career growth and establish organizational alignment of effective hiring and onboarding practices to reduce turnover as evidenced through the KPIs.

Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

District Performance Objective:

By June 2023, FBISD will establish a system for community engagement that involves stakeholders through partnership opportunities, structured engagement, and participation in District programs as evidenced through the KPIs.

Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

District Performance Objective:

By June 2023, FBISD will implement processes to determine effectiveness of programs and expenditures to ensure resources are impactful and integral to district improvement as evidenced through the KPIs.

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: 2022-23
Superintendent Evaluation Instrument
References: Board Policy BJCD (Legal and
Local)
District Goal 1
Department: Superintendent of Schools

Recommendation

Consideration and possible approval of the superintendent evaluation instrument for the 2022-23 school year.

Summary

The 2022-23 Superintendent Evaluation Instrument has been designed to align with Board Priorities and the draft 2022-23 Goals, Performance Objectives and Key Performance Indicators (KPIs) presented for Board consideration.

Recommended and Submitted by:

Dr. Christie Whitbeck
Superintendent



Board Goals Overview 2022-2023
Superintendent Evaluation

2022-2023 Significant Accomplishments & Challenges	Click Here
Summary of Superintendent Stakeholder Engagement	Click Here

Goal 1	FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	
District PO 1	By June 2023, FBISD will improve the effectiveness of literacy and math instruction through the implementation of an aligned curriculum and targeted interventions as evidenced through the key performance indicators (KPIs).	
KPI 1.1	By June 2023, the percent of students who meet the passing standard in Reading on STAAR/EOC will increase from 77% to 79% . (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall reading goal and address PreK-3 rd grade data points.	Click Here
KPI 1.2	By May 2023, the percent of students who demonstrate growth in Reading as indicated by SGP at End of Year on the universal screener Ren360 will increase from 41% to 50%.	Click Here
KPI 1.3	By June 2023, the percent of students who meet the passing standard in Mathematics on STAAR/EOC will increase from 72% to 74% . (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall math goal and address PreK-3 rd grade data points.	Click Here
KPI 1.4	By May 2023, the percent of students who demonstrate growth in Mathematics as indicated by SGP at End of the Year on the universal screener Ren360 will increase from 36% to 45%.	Click Here
KPI 1.5	By June 2023, FBISD will have earned an increase in component score of ___ to 86 as measured by the Texas Accountability System for Domain 3. Note: This goal would incorporate data for CCMR, Graduation Rates, and student groups.	Click Here
KPI 1.6	By June 2023, FBISD will increase fidelity of targeted math intervention implementation from 60% to 70% of campuses meeting fidelity metrics.	Click Here

Goal 1	FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	
KPI 1.7	By June 2023, FBISD will increase fidelity of targeted literacy intervention implementation from 65% to 80% of campuses meeting fidelity metrics.	Click Here

Goal 2	FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.	
District PO 2	By June 2023, FBISD will create a safe and supportive working and learning environment through improved climate and culture, increased fidelity of implementation of Positive Behavioral Interventions and Supports (PBIS) systems, additional responses to behavior, and adherence to safety protocols as evidenced through the KPIs.	
KPI 2.1	By June 2023, FBISD will establish baseline metrics for climate and culture through staff and community surveys.	Click Here
KPI 2.2	By June 2023, FBISD will increase the composite score in emotional engagement (how students feel about their school/learning environment) on student engagement survey by 5% from ___% to ___%.	Click Here
KPI 2.3	By June 2023, FBISD will develop baseline metrics on the Benchmarks of Quality (BoQ) to determine district-wide implementation of PBIS.	Click Here
KPI 2.4	By March 2023, FBISD will procure and establish a timeline for conducting an Equity Audit.	Click Here
KPI 2.5	By June 2023, FBISD will ensure that 100% of campuses and district locations demonstrate evidence of compliance in emergency preparedness drills and protocols.	Click Here

Goal 3	FBISD will recruit, develop, and retain high quality teachers and staff.	
District PO 3	By June 2023, FBISD will improve the recruitment and retention of high-quality teachers and staff through opportunities for professional development to advance career growth and establish organizational alignment of effective hiring and onboarding practices to reduce turnover as evidenced through the KPIs.	
KPI 3.1	By June 2023, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 16.1% from ___% to ___%.	Click Here
KPI 3.2	By June 2023, FBISD will decrease staff turnover rate to less than 18% from ___% to ___%.	Click Here
KPI 3.3	FBISD will decrease the number of teacher vacancies on the first day of school by 10% from ___% to ___%.	Click Here

Goal 3	FBISD will recruit, develop, and retain high quality teachers and staff.	
KPI 3.4	By June 2023, FBISD will establish baseline metrics on quality of teacher professional learning in math and literacy.	Click Here
KPI 3.5	By June 2023, FBISD will establish baseline data on the percent of classroom teachers who have the appropriate teacher certification for their teaching assignment.	Click Here

Goal 4	FBISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.	
District PO 4	By June 2023, FBISD will establish a system for community engagement that involves stakeholders through partnership opportunities, structured engagement, and participation in District programs as evidenced through the KPIs.	
KPI 4.1	By June 2023, FBISD will establish an internal system to identify engagement with local businesses, organizations, and interfaith entities.	Click Here
KPI 4.3	By June 2023, FBISD will establish baseline metrics to measure stakeholder perception related to feedback opportunities.	Click Here
KPI 4.4	By June 2023, FBISD will impact at least 80% of campuses and at least 15,000 students through community collaboration and partnership opportunities that provide additional non-academic supports through Collaborative Communities initiatives and programs. (i.e. parent organizations, volunteer groups, etc.)	Click Here

Goal 5	FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.	
District PO 5	By June 2023, FBISD will implement processes to determine effectiveness of programs and expenditures to ensure resources are impactful and integral to district improvement as evidenced through the KPIs.	
KPI 5.1	By October 2022, FBISD will achieve Superior rating for FIRST.	Click Here
KPI 5.2	FBISD will maintain Bond Rating of at least AA.	Click Here
KPI 5.3	FBISD will maintain 90-Day Fund Balance in the General Fund.	Click Here
KPI 5.4	By January 2023, FBISD will establish and implement a Program Evaluation cycle to determine program quality and impact on District outcomes.	Click Here
KPI 5.5	By June 2023, FBISD will conduct an annual strategic abandonment process for determining annual budget and efficiencies.	Click Here

FBISD Leadership Competencies	
<p><u>Communicator</u>: Communicates effectively both orally and in writing; respectfully, actively, and attentively listens to others to gain full understanding of issues; courageously and appropriately engages in fierce conversations; appropriately adapts communication style to the audience using high impact delivery mechanisms and open dialogue.</p>	<p>Click Here</p>
<p><u>Competent</u>: Executes responsibilities effectively and with fidelity; possesses the knowledge, skills, mindsets, and thought patterns that result in the execution of effective and successful performance; produces quality results with efficiency and efficacy.</p>	<p>Click Here</p>
<p><u>Inspire Others</u>: Empowers and transforms others; nurtures talent and develops capacity; demonstrates servant leadership behaviors that promote connectedness and interpersonal relationships.</p>	<p>Click Here</p>
<p><u>Honest</u>: Instills and fosters mutual trust and confidence; creates a culture that cultivates high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of responsibility and commitment, while maintaining job related, social, organizational and ethical norms. Demonstrates integrity in all situations.</p>	<p>Click Here</p>
<p><u>Problem Solver</u>: Identifies problems, involves others in seeking solutions; conducts appropriate use of data and analyses; searches for best solutions; responds quickly and thoughtfully to new challenges.</p>	<p>Click Here</p>
<p><u>Collaborator</u>: Works effectively with others to achieve group goals and objectives that are aligned with the mission and vision of Fort Bend ISD; takes actions that respect the needs and contributions of others and yields one’s own objectives to the goals for the team. Facilitates and contributes to teamwork.</p>	<p>Click Here</p>
<p><u>Innovator</u>: Develops new insights into situations; challenges conventional approaches; encourages others to generate new ideas and innovations; designs and implements visionary, scalable systems. Transformational leader who sustains positive change.</p>	<p>Click Here</p>



Superintendent Evaluation 2022-23

Overview

Prior to the Board of Trustees members input to the Superintendent's evaluation, the Superintendent shall submit a summary of actions report which is to list the accomplishments and progress made toward personal and district goals. The Board of Trustees will meet with the Superintendent in executive session, at which time the Superintendent will share the summary of actions report (and the Board can share its preliminary feedback with the Superintendent.) Board members will receive the summary report and an evaluation packet to be completed prior to a subsequent meeting in executive session.

The Board President will collect the individual evaluations and tabulate the results in executive session, after which the Board of Trustees will collectively arrive at consensus to provide a summative evaluation. The Board President will present the compiled evaluation packet, including each Board member's individual evaluation, to the Superintendent.

Finally, the Board of Trustees and the Superintendent will meet in executive session to discuss the evaluation and the process.

The intent of the evaluation process is to:

- Contribute to the harmonious working relationship between the Board of Trustees and the Superintendent,
- Clarify the role of the Superintendent and the Board of Trustees for all Board members,
- Inform the Superintendent of strengths and of areas of concern,
- Provide an understanding of the differences in ideas and expectations of individual board members,
- Provide the highest quality and effective leadership for the school district.



Superintendent Evaluation 2022-23

Board Member Scoring Document

1. Individually, record a rating (1 – 5) for progress toward each Goal and Leadership Competency.
 - a. 5-Exceptional
 - b. 4-Exceeds
 - c. 3-Acceptable
 - d. 2-Needs Improvement
 - e. 1-Unacceptable
2. Provide comments (affirmations and areas for growth) for each Goal and Leadership Competency.
3. Complete, sign and date the appraisal form.
4. A copy of each Board member’s scoring document will be provided to the Superintendent.

Goal	Rating	Comments
1. Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.		
2. Fort Bend ISD will provide a safe and supportive environment for learning and working.		
3. Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.		
4. Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.		
5. Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.		

5-Exceptional; 4-Exceeds; 3-Acceptable; 2-Needs Improvement; 1-Unacceptable

FBISD Leadership Competency	Rating	Comments
Communicator: Communicates effectively both orally and in writing; respectfully, actively, and attentively listens to others to gain full understanding of issues; courageously and appropriately engages in fierce conversations; appropriately adapts communication style to the audience using high impact delivery mechanisms and open dialogue.		
Competent: Executes responsibilities effectively and with fidelity; possesses the knowledge, skills, mindsets, and thought patterns that result in the execution of effective and		

FBISD Leadership Competency	Rating	Comments
successful performance; produces quality results with efficiency and efficacy.		
Inspire Others: Empowers and transforms others; nurtures talent and develops capacity; demonstrates servant leadership behaviors that promote connectedness and interpersonal relationships.		
Honest: Instills and fosters mutual trust and confidence; creates a culture that cultivates high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of responsibility and commitment, while maintaining job related, social, organizational and ethical norms. Demonstrates integrity in all situations.		
Problem Solver: Identifies problems, involves others in seeking solutions; conducts appropriate use of data and analyses; searches for best solutions; responds quickly and thoughtfully to new challenges.		
Collaborator: Works effectively with others to achieve group goals and objectives that are aligned with the mission and vision of Fort Bend ISD; takes actions that respect the needs and contributions of others and yields one's own objectives to the goals for the team. Facilitates and contributes to teamwork.		
Innovator: Develops new insights into situations; challenges conventional approaches; encourages others to generate new ideas and innovations; designs and implements visionary, scalable systems. Transformational leader who sustains positive change.		

*5-Exceptional; 4-Exceeds; 3-Acceptable;
2-Needs Improvement; 1-Unacceptable*

Board Member Signature

Date



Final Scoring Document

In Executive Session, the Board will discuss each member's assessment of the progress toward Board Goals and District Performance Objectives as evidenced through the Key Performance Indicators (KPIs). Trustees will also discuss each member's assessment of the Superintendent's performance of the FBISD Leadership Competencies. Members will offer supporting arguments for their individual rating scores. In addition, comments will be summarized for each goal and leadership competency. After discussion, the Board President will:

1. Record the ratings (1 – 5) from the individual Board members' forms for each goal and leadership competency. The Board of Trustees will agree upon the final rating.
 - a. 5-Exceptional
 - b. 4-Exceeds
 - c. 3-Acceptable
 - d. 2-Needs Improvement
 - e. 1-Unacceptable
2. Summarize comments for each goal and leadership competency and any Assessment of Ongoing Responsibilities where required.
3. Complete, sign and date the appraisal form and secure the dated signature of the Superintendent.
4. Provide the Superintendent with a copy of the final appraisal instrument including a copy of each individual Board member's appraisal.



FBISD ISD Superintendent Evaluation 2022-23

Goal	Board Member Rating							Final Rating	Consensus Comments
	KM	JD	SG	RG	DH	AH	DW		
1									
2									
3									
4									
5									

5-Exceptional; 4-Exceeds; 3-Acceptable; 2-Needs Improvement; 1-Unacceptable

Leadership Competency	Board Member Rating							Final Rating	Consensus Comments
	KM	JD	SG	RG	DH	AH	DW		
Communicator									
Competent									

Leadership Competency	Board Member Rating							Final Rating	Consensus Comments
	KM	JD	SG	RG	DH	AH	DW		
Inspire Others									
Honest									
Problem Solver									
Collaborator									
Innovator									

5-Exceptional; 4-Exceeds; 3-Acceptable; 2-Needs Improvement; 1-Unacceptable

Ms. Kristen Davison Malone, Board President Signature

Date

Dr. Christie Whitbeck, Superintendent Signature

Date

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: Region IV,
Position G TASB Director Endorsement
Department: Board of Trustees

Recommendation

Consideration and possible endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.



TASB NOMINATION FORM

This is to serve as the nomination of a member of our local board to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

Our school district's board of trustees understands:

1. *Expenses incurred for the candidate to attend the Nominations Committee interview will be the responsibility of the candidate's local school district.*
2. *The local board's nomination of one of its trustees shall be considered the district's endorsement for that Director position.*
3. *A TASB Director's attendance at regular TASB Board meetings is important.*
4. *Lodging and transportation expenses incurred by TASB Directors attending regular spring, summer and December Board meetings are reimbursed by the Association and transportation expenses and three nights' lodging incurred attending the Convention Board meeting are reimbursed by the Association.*

This nomination was approved by our board of trustees at a duly called meeting on _____ (Date)

Signature of board president or officer *(If candidate is the board president or officer, must be signed by another officer)*

PRINTED NAME (of officer): _____

TITLE (of officer): _____

WILLINGNESS TO SERVE (to be completed by the candidate)

I, _____, confirm my willingness to serve, if elected, as a member of the TASB Board of Directors for Region _____, Position _____.

Signature of candidate

This form is to be used to nominate a member of your Local Board as a candidate to fill a position on the TASB Board of Directors.

Form A, B, & C, must be received by TASB on or before June 30, 2022.

**RETURN TO: E-mail: boardcommunications@tasb.org
FAX: 512.467.3554**

Interviews will be held at TASB Headquarters in Austin on September 9-10, 2022.



TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE: _____

NAME: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

BUSINESS PHONE: _____ RESIDENCE PHONE: _____

CELL PHONE: _____ FAX NUMBER (if applicable): _____

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

E-MAIL: _____

SCHOOL DISTRICT: _____

LOCAL TERM EXPIRES: _____ YEARS ON BOARD: _____
(Month/year)

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

YES ___ NO ___

BOARD POSITIONS HELD (including dates): _____

OCCUPATION: _____

CURRENT EMPLOYER: _____ DATES: _____

EDUCATION-HIGH SCHOOL: _____ COLLEGE: _____

OTHER EDUCATION: _____ DEGREES: _____

HOBBIES/SPECIAL INTERESTS: _____

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): _____

ADDITIONAL COMMENTS: _____

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

4. Please provide examples of your leadership abilities.

5. If selected, what are some unique characteristics or perspectives you bring to the Board?

6. Describe at least three or four characteristics of a good board member.

10. Describe your involvement at TASB grassroots meetings and/or regional school board association meetings.

11. Additional information: What else would you like for the Committee to know about you?

(Signature of candidate)

(Date)

This form is to be used by a candidate interested in filling a position on the TASB Board of Directors.

Form A, B, & C must be received by TASB on or before June 30, 2022.

**RETURN TO: E-mail: boardcommunications@tasb.org
FAX: 512.467.3554**

Interviews will be held at TASB Headquarters in Austin on September 9-10, 2022.

Interviews will be held at TASB Headquarters in Austin

INSTRUCTIONS FOR TASB BOARD NOMINATIONS

About the TASB Board of Directors

The TASB Board of Directors is charged with carrying out directives established by the Delegates at the Delegate Assembly. The individual Director is expected to attend four Board meetings a year, with one of the meetings being at the same time as the annual TASA/TASB Convention. In addition, the Director will be asked to serve on a standing committee that will meet, as needed, in conjunction with Board meetings. The Director should be a capable, experienced school board member who can assist in providing the Association with outstanding leadership.

How to Nominate a Candidate to the TASB Board

To nominate an individual from your local school board, please complete the following attached forms:

- A. Active member's nomination and candidate's willingness to serve
- B. Candidate biographical sketch
- C. Candidate questionnaire

The completed materials must be received by TASB no later than Thursday, June 30, 2022. Nominations that do not meet the deadline cannot be accepted.

TASB will e-mail the nominated individual and the superintendent a confirmation that the forms have been received. If an acknowledgment is not received, contact Lysa Hoelscher at **800.580.8272, extension 2976, or lysa.hoelscher@tasb.org**.

If you have questions or need further information, please contact Lysa Hoelscher at **800.580.8272, extension 2976, or lysa.hoelscher@tasb.org**.

We appreciate your participation in this nomination process.

**Texas Association of School Boards
Board of Directors Nominations—Frequently Asked Questions**

1. *Who elects the TASB Board of Directors?*

The general governing body of TASB is the Delegate Assembly, which meets each fall on the Saturday of the TASA/TASB Convention. One of the responsibilities of the Assembly is to elect the TASB Board of Directors (TASB Board).

2. *Who makes up the Delegate Assembly?*

Each Active Member is eligible to designate a Delegate and Alternate from the local board to represent the board's interests at the Delegate Assembly. Either the Delegate or the Alternate, whichever is present on the floor, is the Active Member's voting representative. Members of the TASB Board and the four Legislative Advisory Council members on the TASB Legislative Committee also are voting representatives on the Assembly floor by virtue of their positions.

3. *What is an Active Member of TASB?*

Active Members are local public school boards and education service center boards that have paid current annual dues.

4. *What is the composition of the TASB Board?*

The 43-member TASB Board is composed of the President, the President-Elect, the Immediate Past President, and members from the 20 TASB Regions, which follow the boundaries of the education service centers. These Directors are elected to staggered three-year terms, with the exception of the President-Elect, President, and Immediate Past President who serve one-year terms in each position. An education service center representative also is a member of the TASB Board, serving as a voting *ex officio* member.

5. *What are the responsibilities of the TASB Board?*

The TASB Board actively promotes the purposes of the Association, oversees its fiscal affairs, and establishes Board policies.

6. *How are TASB Board positions determined, and why do some TASB Regions have more than one representative?*

Representation on the TASB Board is determined by state average daily attendance (ADA). Calculations to determine Board positions are completed each April with ADA data furnished by the Texas Education Agency. The TASB Board has two types of positions: large district and regional.

- a. **Large District Members**—An Active Member with at least 1.25 percent of the total state ADA is entitled to a large district position on the TASB Board. Currently, 12 districts qualify as large district members: Aldine ISD, Austin ISD, Conroe ISD, Cypress-Fairbanks ISD, Dallas ISD, Fort Bend ISD, Fort Worth ISD, Frisco ISD, Houston ISD, Katy ISD, North East ISD, and Northside ISD-Bexar County.
- b. **Regional Members**—Each of the 20 TASB Regions have a regional member on the TASB Board. However, a TASB Region will gain another position for each 4.25 percent, or fraction thereof, of the total state ADA after subtracting the ADA of each large district member.

7. *Does a TASB Director have to be a member of a local school board?*

Yes, Directors of the TASB Board must be a member of a local school board that is an Active Member of TASB. Except in the case of the President and the Immediate Past President, a Director of the TASB Board who ceases to be a local school board member automatically vacates his or her position on the TASB Board. The TASB President must be a member of a local board at the time of succession to the office.

8. *How do districts know when to nominate an individual for a position on the TASB Board?*

On or before April 30, the board president, superintendent and superintendent secretary of each Active Member will be notified that a vacancy or expiring term exists for a position in the Active Member's TASB Region. This information also will be posted on the TASB website.

9. *How does an Active Member nominate an individual?*

Active Members have until June 30 to place the name of a local board member in nomination for a position. A nomination is accepted when the following completed nominations forms, provided by the Association, are received by TASB:

- (1) Form A, Active Member's Nomination and Willingness to Serve form
- (2) Form B, Candidate's Biographical Sketch
- (3) Form C, Candidate's Questionnaire

The nomination requires local board action, and Form A must be signed by the board president or other board officer and include the date of board action and the candidate.

Once these materials are received, the board president, candidate, and superintendent will receive an e-mail acknowledging the candidacy, along with information regarding the interview with the TASB Nominations Committee.

10. Can an Active Member nominate more than one individual for a position?

No.

11. Can an individual be a candidate for more than one position?

No.

12. What is the endorsement period, and how does an Active Member endorse a nominated individual?

The endorsement period is open July 3–August 31 and is an opportunity for regions to support, or even elect, a candidate nominated to the TASB Board.

During the endorsement period, an Active Member may endorse the candidacy of a nominated individual from another board within their TASB Region. Active Members must use Form D, Endorsement Form, provided by the Association.

It is important to note that TASB Bylaws require local board action for endorsements. Also, the Nominations Committee cannot accept endorsements acted on before July 3 or those not on the form provided by the Association (Form D, Endorsement Form). Completed endorsement forms must be received in TASB Headquarters on or before August 29.

If a majority of Active Members in an Association Region endorse the same candidate, that candidate is elected to the TASB Board and will take office at the completion of the final official session of the TASA/TASB Convention. If more than 25 percent of Active Members in a Region endorses the same candidate, that candidate will be placed on the slate of nominees presented to the Delegate Assembly.

13. How can candidates contact Active Members in their TASB Regions for endorsements?

Upon request, TASB will provide a mailing list to candidates, at no charge.

14. How are vacancies on the TASB Board filled throughout the year?

The TASB Board can fill vacancies that occur during the year. The board president and superintendent of each Active Member within the affected Region will be notified about the vacancy and the process for nominations. The Nominations Committee will interview all candidates and make a recommendation to the TASB Board. The TASB Board will elect an individual to fill the vacancy until the next Delegate Assembly.

15. What is the TASB Nominations Committee, and what is the committee's role in the Delegate Assembly election process?

The TASB Nominations Committee is composed of Directors on the TASB Board. Eleven

committee members and nine alternates are elected by the Board annually. In the election of the committee, the Board considers school district size, geographic location, wealth per student, and other factors, such as gender and ethnicity.

The Nominations Committee meets prior to the Delegate Assembly to interview nominated individuals in Director races that have not been elected by endorsement by the Regions. The Committee prepares a slate of Director nominees by selecting one or more candidates for each open position.

If a Director candidate has received endorsements from a majority of the Active Members in the TASB Region, that individual is automatically elected to the position and will take office after the final Convention session in the year elected.

If no Director candidate has received a majority of the endorsements, the slate of nominees will include the committee's nominees and also will list any nominated individuals who have received endorsements from at least 25 percent, but less than a majority, of the Active Members within their TASB Region.

16. *Who pays the nominated individual's expenses incurred in attending the interview with the Nominations Committee?*

The candidate's local board typically pays. This is not a TASB expense.

17. *Can someone still run for TASB Director if he or she is not chosen by the Nominations Committee and has not received endorsements from at least 25 percent of the Active Members?*

Yes. Even if a candidate was not selected as a nominee by the Nominations Committee or did not receive at least 25 percent of the endorsements from his or her region, he or she may still run for a Director position on the TASB Board through the delegate nomination process.

A delegate nomination may be made by the candidate's Delegate, provided the following conditions are met: (a) the candidate's completed nomination materials had been submitted to TASB Headquarters by June 30, (b) the candidate interviewed with the Nominations Committee, and (c) the candidate's intent and consent to run for the position by this alternate means is received in TASB Headquarters at least five days before the annual Delegate Assembly.

18. *When are Active Members notified of the official slate of Director and Officer nominees?*

The nominations slate of nominees is sent to all Active Members as soon as feasible after the August 29 deadline for Director candidate endorsements and prior to Delegate Assembly.

Officer nominees are selected by the TASB Board at the Summer Board Meeting.

19. *What happens if a nominee is unable to serve?*

The Nominations Committee, at the call of its chair, will select an alternate Director nominee; and the TASB Board, at the call of its President, will select an alternate Officer nominee. Active Members and their Delegates will be notified of the amended report of the Nominations Committee as soon as feasible, but no later than the opening of the Delegate Assembly.

20. *Can candidates in contested races campaign for Delegate votes?*

Yes, within certain limit, candidates in contested races can campaign for Delegate votes.

- a. *Distribution of Materials***—Candidates are permitted to place a one page biographical document on the Delegate tables prior to start of the Assembly.
- b. *Solicitation of Votes***—Candidates are prohibited from soliciting votes in the vicinity of the Delegate Assembly Hall and at the TASB Board meeting. Other than that, candidates are not prohibited from campaigning elsewhere.
- c. *Campaigning at the Delegate Assembly itself***—Aside from distributing a one-page biographical flier, candidates are prohibited from soliciting votes from Delegates outside of the Assembly hall, at the entrance to the hall, or on the floor of the Assembly.

21. *Will nominees be allowed to speak at the Delegate Assembly?*

Yes, speeches are allowed in contested races and each nominee is given three minutes, in accordance with the standing rules adopted by the Assembly. Contested nominees speak in alphabetical order for each position; however, the recommended nominee speaks last.

22. *At the Delegate Assembly, do Delegates cast their vote for all positions or just those within their TASB Region?*

All Delegates of the Assembly may cast a vote in each contested position.

23. *How are votes cast, tallied, and reported?*

Voting is done by electronic keypads. The Teller Committee supervises the voting and certifies the accuracy of the counts. The Teller Committee Chair reports the results to the Assembly.

24. *How is the Teller Committee selected?*

The TASB President appoints Delegates to serve on the Delegate Assembly Teller Committee. A Delegate from an Active Member that has a nominee on the slate is ineligible to serve on the Teller Committee.

25. How are the winners determined?

The nominee receiving the majority of the votes of the Delegates present and voting shall be elected. If no nominee receives a majority, a run-off election shall be conducted between the two nominees receiving the greater number of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.

26. When do the terms of newly elected Directors and Officers begin?

The newly elected Directors and Officers (including those Directors elected by endorsement within their regions) begin serving their terms at the end of the final official session of the Convention.

27. When does the TASB Board meet?

The TASB Board meets four times a year (December, spring, summer, and Convention).

28. Who pays the Director's expenses to attend meetings?

In accordance with TASB Board Policy, TASB will reimburse Directors for the following expenses:

1. Expenses incurred while attending the regular December, Spring, and Summer TASB Board Meetings.
2. Transportation expenses and three nights' lodging expenses incurred by Directors attending the regular Convention Board Meeting held in conjunction with the TASA/TASB Convention.
3. Expenses incurred while attending any other meetings of the TASB Board or standing committees.

29. Whom do I contact for more information?

Contact Lysa Hoelscher at 800.580.8272, extension 2976 or lysa.hoelscher@tasb.org.

ARTICLE VI. BOARD OF DIRECTORS

SECTION 1. ASSOCIATION REGIONS.

The Association Regions shall correspond to the ESC region boundaries.

SECTION 2. QUALIFICATIONS, NOMINATION, ENDORSEMENT, AND ELECTION OF DIRECTORS.

A. Each voting Director shall be a trustee of the governing board of a school district that is an Active Member, except as provided below:

- (1) The President and the Immediate Past President.
- (2) The ESC *ex officio* Director, in accordance with Article VI, Section 4F.

B. No Active Member shall have more than one candidate running for a Director position before the Delegate Assembly, even if more than one Director position is subject to an expiring term or vacancy within the Active Member's Region. No person shall be a candidate for more than one Director position in an election before the Delegate Assembly.

C. For purposes of this section, an Active Member school district with an average daily attendance (ADA) meeting the requirements of Article VI, Section 4C(1), shall be treated as an Association Region and referred to in these Bylaws as a Large District.

D. Nominations and endorsements shall be accepted in accordance with the following requirements, in chronological order within the time frames and deadlines set out in Board policy:

(1) Active Members in any Association Region in which there are expiring terms or vacancies in Director positions shall be notified by the date established through Board policy that the Active Member may nominate one of its trustees as a candidate for a Director position in which the term is expiring or a vacancy exists within the Active Member's Region.

(2) The Nominations Committee's chair, or designee, shall have received the following in writing in the Austin office of the Association by the deadline established through Board policy:

(a) The Active Member's nomination, in such form as required by the Association, which shall include a verification by the Active Member's board president or other board officer as to the date of board action.

(b) Candidate information required by the Association, which shall include (i) the candidate's written confirmation of his or her intent to be nominated as a candidate and willingness to serve if elected, (ii) biographical information, and (iii) responses to the questionnaire(s) developed by the Association.

(3) A listing of all candidates running for Director positions shall be sent to the superintendent and board president of each Active Member in each Association Region in which there are any expiring terms or vacancies in Director positions by the date established through Board policy. The candidate listing also shall be posted on the Association's website. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.

(4) Active Member endorsements of candidates shall be received in the Austin office of the Association by the deadline established through Board policy in order for such endorsements to be considered. An Active Member may endorse only one candidate for each open Director position within its Association Region. Only candidates who have complied with the requirements of Article VI, Section 2D(2), may be endorsed. Endorsements adopted by an Active Member before the Association sends the list of candidates pursuant to Article VI, Section 2D(3), or endorsements that are not on the endorsement form provided by the Association in a given year shall not be accepted. An Active Member's nomination of one of its trustees [Article VI, Section 2D(2)] shall be considered the Active Member's endorsement for that Director position.

(5) If a majority of the Active Members in an Association Region endorses the same candidate, that candidate shall be elected to the Director position and shall take office at the completion of the final official session of the annual convention during the year in which the Director was elected.

(6) If no candidate receives endorsements from a majority of the Active Members in the candidate's Association Region [Article VI, Section 2D(4)], the official annual Delegate Assembly list of nominees shall include the following:

(a) Candidates nominated by the Nominations Committee [Article VIII, Section 2H].

(b) Candidates receiving endorsements from at least 25 percent but less than a majority of the Active Members in an Association Region.

(7) Thereafter nominations may be made by the candidate's Delegate, provided the following conditions are met:

(a) The candidate's nomination was submitted in compliance with Article VI, Section 2D(2).

(b) The candidate interviewed with the Nominations Committee, unless the Committee waived the need for an interview based on criteria set out in Board policy.

(c) The candidate's intent and consent to run for the position by this alternate means is received in the Austin office of the Association five days prior to the annual Delegate Assembly.

E. Except for a Director position filled in accordance with Article VI, Section 2D(5), the official annual Delegate Assembly list of nominees shall be prepared by the Nominations Committee as provided in these Bylaws [Article VIII, Section 2I]. The election shall comply with these Bylaws

and any rules and procedures adopted for the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.

F. If there is more than one nominee for a Director position, the nominee receiving the majority of the votes of the Delegates shall be elected. If no nominee receives a majority vote of the Delegates, a runoff election shall be conducted between the two nominees receiving the greater numbers of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.

SECTION 3. DUTIES. The Board shall supervise, control, and direct affairs of the Association in accordance with the Articles of Incorporation, Bylaws, beliefs, and Advocacy Agenda approved by the Delegate Assembly. The Board shall:

A. Actively promote the mission, beliefs, and purposes of the Association.

B. Adopt the Association's budget and have discretion in the disbursement of the Association's funds.

C. Receive any devise, bequest, donation, or gift — either for real or personal property — and hold the same in absolute title or in trust; and invest, reinvest, and manage such property consistently with the mission and purposes of the Association.

D. Establish such Board policies as it deems appropriate in fulfilling its responsibilities under these Bylaws.

E. Appoint such agents as it may consider necessary.

SECTION 4. COMPOSITION.

A. The Association's governing body shall be composed of Directors from Large Districts or Association Regions. No Active Member shall have more than one individual serving on the Board.

B. All Directors shall represent their respective Association Regions, except the President, President-Elect, and Immediate Past President.

C. By virtue of student enrollment, individual Active Members or Association Regions may be eligible for a Director position as follows:

(1) (a) Not more than 14 Active Members shall be entitled to Large District Director positions. To qualify for a Large District Director position, the Active Member shall have had at least 1.25 percent of the total state ADA for two consecutive school years. If more than 14 Active Members qualify for Large District Director positions under this provision, the 14 Active Members with the largest ADA shall qualify.

(b) If the Active Member's ADA falls below 1.25 percent of the total state ADA for two consecutive school years or if an Active Member has qualified for a Large District Director position and that Active Member is no longer one of the 14 school districts with the ADA required under Article VI, Section 4C(1)(a), the Active Member's entitlement to a Large District Director position shall end with the expiration of the current representative's term.

(2) (a) An Association Region shall be entitled to Regional Director positions for each 4.25 percent or fraction thereof of the total state ADA contained within the Association Region for two consecutive school years and after the ADA of each Active Member qualifying for a position by virtue of Article VI, Section 4 C(1), has been subtracted. Notwithstanding the foregoing, an Association Region shall be entitled to no more than three Regional Director positions.

(b) If an Association Region becomes entitled to multiple positions by this provision and then fails to sustain sufficient ADA for the entitlement over two consecutive school years, a Regional Director position shall be eliminated as follows:

- i. If a vacancy exists in the Regional Director position, that position shall be eliminated.
- ii. If there is more than one vacancy in the Regional Director positions, the vacant position with the first expiring term shall be eliminated.
- iii. If there is no vacancy in the Regional Director positions, the existing position with the first expiring term within the Region shall be eliminated at the end of that term.
- iv. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year, the position being held by the individual with the least tenure as a Regional Director shall be eliminated at the end of that term.
- v. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year and being held by individuals with the same tenure, there shall be a drawing of lots to determine which Regional Director position shall be eliminated at the end of the term.

D. All calculations under this section shall be based on ADA data furnished by the Texas Education Agency available as of April 1 preceding the annual Delegate Assembly.

E. The Executive Director shall be a nonvoting *ex officio* Director and shall not be counted in the quorum of the Board.

F. The ESC boards shall be represented by one voting *ex officio* Director selected by a process and for a term prescribed by guidelines established by the ESC boards, but shall not be counted in the quorum of the Board.

SECTION 5. DURATION OF OFFICE.

A. Unless stated in these Bylaws otherwise, a Board year or annual period relating to a Director or the business of the Board commences at the official close of the annual convention and ends after the same event in the next year.

B. The term of office of each Director shall be three years and shall begin at the completion of the final official session of the annual convention during which the Director was elected by the annual Delegate Assembly.

C. Terms of Directors shall be staggered to allow, to the extent possible, for the election of one-third of the Directors each year. New Director positions shall be assigned to terms to retain this balance; however, if this is not possible, the assignment of terms shall be decided by drawing of lots.

D. Upon election to a three-year term, a Director may be reelected to no more than three additional terms. For purposes of determining a Director term limit, service time attaches to the individual and not the Association Region with which the Director is associated.

E. Upon election or succession to the office of President-Elect, the Director position previously held shall be declared vacant and a successor elected, except as provided in Article VI, Section 4A. Once elected President-Elect, the term limit that applies to a Director position shall no longer apply and shall not prevent the individual from completing the term of one year as President-Elect, one year as President, and one year as Immediate Past President.

SECTION 6. RESIGNATION AND REMOVAL.

A. A Director may resign by submitting a letter of resignation to the President. The resignation shall become effective upon receipt by the President.

B. A Director who is absent from three consecutive regularly scheduled Board meetings or from three consecutive regularly scheduled Standing Committee meetings may be removed from the Director position by a majority vote of all Directors. A Large District Director removed pursuant to this section shall be ineligible to serve for the remainder of the term to which the Director was elected.

C. Any Director may be removed by a two-thirds vote of the Board when, in the Board's judgment, the best interests of the Association would be served by removal.

SECTION 7. MEETINGS.

A. The Board shall hold at least four regular meetings that shall be spread throughout the year, with one taking place during the summer and the last meeting taking place during the week of the annual Delegate Assembly. The Executive Committee of the Board shall determine the dates and locations of the meetings for the upcoming Board year and report the meeting schedule to the Board before the Board year commences. The Board also shall be given 30 days' notice before each regular meeting by electronic means or by any other means accessible to the Directors.

B. Additional meetings of the Board may be called by the President or by the written request of a majority of the Board, provided that a written notice is sent to each Director at least 10 days before the meeting.

C. A meeting of the Board or a committee may be conducted in person or by alternate means, such as teleconference, videoconference, virtual, or any other means by which each participant can communicate with all other participants.

SECTION 8. QUORUM AND VOTING.

A. A quorum shall consist of a majority of the Board.

B. Unless required otherwise by law, the Articles of Incorporation, or these Bylaws, a vote required or permitted to be taken shall be based on the “present and voting” parliamentary standard. No proxy voting shall be permitted.

C. Any action required to be taken at a meeting of Directors, or any action which may be taken at a meeting of the Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall have been signed or executed by the number of Directors or committee members as would be necessary to take that action at a meeting at which Directors or members of the committee were present and voted. The Board, by policy or resolution, may increase the number of votes required for an action taken by written consent. A written consent shall be signed or executed and dated by each Director or committee member, and consent may be provided in multiple counterparts. Directors or committee members may provide written consent by facsimile, email (from the email address of record), or any other form of written action from the Director or committee member.

SECTION 9. VACANCIES. The Board may fill vacancies that occur in Director positions by electing an individual, by majority vote, to fill the vacancy until the next annual Delegate Assembly, in accordance with Board policy. At that time, a candidate shall be elected by the annual Delegate Assembly to fill the unexpired term in accordance with Article VI, Section 2D.

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval:
Minutes of Previous Meetings
Reference: Board Policy BE (Local)
Department: Office of the Superintendent

Recommendation

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

- Feb 07, 2022: Special Called Meeting: Public Hearing Texas Academic Performance Report
- Feb 07, 2022: Called Meeting and Agenda Review
- Feb 14, 2022: Regular Business Meeting
- Feb 23, 2022: Special Called Meeting for Board Training

Summary

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

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Robert Scamardo
General Counsel

Minutes
Board of Trustees
Special Called Meeting
February 7, 2022

A Board of Trustees Special Called Meeting was held on Monday, February 7, 2026, beginning at 5:30 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public were able to view the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

Members of the public registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=514957>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=XGDCvV8EJ2Q>

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

Board Members Present

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

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief Academic Officer
Veronica Sopher, Chief Communications Officer
Glenda Johnson, Chief Human Resources Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Oscar Perez, Chief Operations Officer
Robert Scamardo, General Counsel
David Rider, Chief of FBISD Police Department
Lynae Vingle, Recording Secretary

Others Present

Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 5:38 p.m. announcing the presence of a quorum and that the meeting had been duly called, and the notice posted for the time and matter required by law.

2. Information

A. Staff will present the District's 2019-21 Texas Academic Performance Report (TAPR)

The Administration shared the 2021 Texas Academic Performance Report (TAPR) with the Board, which reflects student performance comparing 2019 to 2021 results, as STAAR testing was canceled in the spring of 2020.

Dr. Gilliam requested the Administration provide data to the Board including how the Administration monitors the practices currently in place, the improvement plan, training opportunities, and recruitment efforts for Special Education teachers.

B. Comment on the 2019-21 Texas Academic Performance Report (TAPR)

Ms. Caldwell addressed the Board regarding the District of Innovation Renewal Plan.

Ms. Singh addressed the Board regarding the Texas Academic Performance Report (TAPR).

3. Adjourn

Having no further business before the Board, MOTION was made by Mrs. Malone to adjourn the meeting at 7:19 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Board of Trustees
Called Agenda Review Meeting
February 7, 2022

A Board of Trustees Called Agenda Review Meeting was held on Monday, February 7, 2022, beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

Members of the public registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=513814>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=-D4nwQkCMUs>

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

Board Members Present

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

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief Academic Officer
Glenda Johnson, Chief Human Resources Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Oscar Perez, Chief Operations Officer
Robert Scamardo, General Counsel
David Rider, Chief of FBISD Police Department
Lynae Vingle, Recording Secretary

Others Present

Clay Grover, Board Counsel
Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 7:39 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Information

A. Sonal Bhuchar Elementary Attendance Boundary Final Recommendation

The Administration presented information to the Board detailing the Final Recommendation for the attendance boundary for Sonal Bhuchar Elementary School in the Fall of 2023.

Mrs. Hanan requested the Administration ask for feedback from members of the School Boundary Oversight Committee regarding the process.

B. 2nd Quarter Financial Report

The Administration shared information with the Board on the District's Financial Report for the quarter ending December 31, 2021, as part of a continuous financial reporting process that reports the District's financial status.

Mrs. Malone requested the Administration provide data to the Board regarding the District's previous policy for campus transfers and whether it contributed to a decrease in student enrollment.

3. Review

A. Review FBISD District of Innovation Renewal Plan

The Administration seeks Board approval of the proposed District of Innovation Renewal Plan for a continuation of exemptions for the school calendar, teacher certification, and minimum attendance for class credit or final grade.

B. Review Memorandum of Understanding for Baker Ripley

The Administration seeks Board approval to execute a Memorandum of Understanding (MOU) between Baker Ripley and FBISD for Early Head Start and Head Start at the Early Literacy Center (ELC), the Education Complex, and Mission Bend Elementary, as well as continue operation of the full-day collaborative Pre-Kindergarten program at the ELC, and authorization for the Superintendent to negotiate and execute the agreement.

C. Review Annual Financial Audit Engagement Letter

The Administration seeks Board approval of the Annual Financial Audit Engagement Letter with Whitley Penn, LLP for fiscal year 2021-22 for the required financial audit of its records each fiscal year to comply with Generally Accepted Accounting Principles (GAAP), state law, and bond covenants.

D. Review Efficiency Audit Engagement Letter

The Administration seeks Board approval of the Efficiency Audit Engagement letter with Whitley Penn, LLP for fiscal year 2021-22 for an efficiency audit as required by House Bill 3 from the 86th Legislature prior to conducting a Voter-Approved Tax Rate Election ("VATRE").

E. Review delinquent account collection services

The Administration seeks Board approval for the utilization of delinquent account collection services from Collection Bureau of Ft. Walton Beach, Inc., and authorization for the Superintendent to negotiate and execute the agreements through February 2027.

F. Review Committed Fund Balance Resolution

The Administration seeks Board approval of the Committed Fund Balance Resolution and establishment of the budget in the 2018 bond for Elementary School 54 as required by Governmental Accounting Standards Board Statement No. 54.

G. Review Purchases Exceeding \$50,000.

1. Review continued purchase of school bus parts, services and related items from multiple vendors.

The Administration seeks Board approval for the continued purchase of school bus parts, services, and related items from multiple vendors through cooperative contracts with BuyBoard Purchasing, Choice Partners, The Interlocal Purchasing System, and Sourcewell, in an amount not to exceed \$2,370,000 through May 31, 2025, and authorization for the Superintendent to negotiate and execute the agreements.

Mrs. Malone requested expenditures for the last three years for similar purchases.

2. Review PTSN Telephony Access-POTS/PRI and related items

The Administration seeks Board approval for the continued purchase of Plain Old Telephone Service (POTS) Related Items and Services, in an amount not to exceed \$1,286,350 through February 2027, and authorization for the Superintendent to negotiate and execute the agreement with Granite Telecommunications

3. Review continued purchase of flooring services, installations and related items from multiple vendors

The Administration seeks Board approval for the continued purchase of flooring services, installations, and related items through cooperative contracts with BuyBoard Purchasing and Choice Partners Cooperative in an amount no to exceed \$1,500,000 through February 2025, and authorization for the Superintendent to negotiate and execute the agreements.

4. Review continued purchase of Facilities Management Software Subscription from Dude Solutions, Inc.

The Administration seeks Board approval for the continued purchase of School Dude, a web base software facilities management software subscriptions through a cooperative contract with

OMNIA Partners in an amount not to exceed \$776,903 through March 2027, and authorization for the Superintendent to negotiate and execute the agreements.

5. Review the purchase of wide area network (WAN) fiber services

The Administration seeks Board approval for the purchase of wide area network (WAN) fiber services in an amount not to exceed \$972,720 through June 2027, and authorization for the Superintendent to negotiate and execute the agreements with PS Lightwave.

4. Convene in Closed Session

The Trustees convened in closed session at 9:08 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: Section 551.071 – For a private consultation with their 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.

11. Reconvene in Open Session

The Trustees reconvened in open session at 9:33 p.m.

12. Consider Action on Closed Session Item

None.

13. Adjourn

Having no further business before the Board, MOTION was made by Mrs. Dae to adjourn the meeting at 9:33 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Board of Trustees
Regular Meeting
February 14, 2022

A Board of Trustees Regular Meeting was held on Monday, February 14, 2022, beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=516718>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=q6Q4Ggf02il>

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

Board Members Present

Mr. Jim Rice, Vice President
Dr. Shirley Rose-Gilliam, Secretary
Mrs. Judy Dae
Mrs. Kristen Davison Malone
Mrs. Angie Hanan
Ms. Denetta Williams, via videoconference (arrived at 6:09 p.m.)

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief Academic Officer
Veronica Sopher, Chief Communications Officer
Glenda Johnson, Chief Human Resources Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Oscar Perez, Chief Operations Officer
Robert Scamardo, General Counsel
David Rider, Chief of FBISD Police Department
Lynae Vingle, Recording Secretary

Others Present

Jonathan Brush, Board Counsel
Staff and Employees

1.-3. Meeting Called to Order, Pledge of Allegiance, and Invocation

President Rosenthal called the meeting to order at 6:00 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law. Mr. Rosenthal then asked the audience to stand for the National Anthem performed by the Kempner High School Jazz Band. Finally, Mr. Rosenthal asked the Board and audience to remain standing for a moment of silence.

4. Recognitions

The Administration recommends the Board recognize:

- Fort Bend ISD Band, Choir, and Orchestra student-musicians who earned Texas All-State recognitions
 - Clements High School Band
 - Dewey Palmer
 - Andres Nassar
 - Maximus Young
 - Directors: Jeff Johnson, Bryan Waites, Leslie Flynn, and Kate Thane
 - Dulles High School Band
 - Jesse McIntyre, Jr.
 - Katherine Hwang
 - Directors: Joe Pruitt, Arnel Dayrit, and Spencer Clayton
 - Elkins High School Band
 - C.J. Butera, III
 - Kavi Shah
 - Justin Wei
 - Directors: Chad Collins, Joseph Chen, and John Grant
 - Ridge Point High School Band
 - Alexy Hory
 - Aaron Price
 - Tyler Kersey
 - James Wallace
 - Directors: Luis Saldana, William Burson, and Christopher Banos
 - Clements High School Choir
 - Christina Pendleton
 - Sofie Marino
 - Directors: Janet Menzie and Ryan Bogner
 - Elkins High School Choir
 - Pari Dhawan
 - Alexxandro Gucciardi
 - Director: John Richardson
 - George Bush High School Choir
 - Hobed Saravia
 - Director: Arianna Sandoval
 - Ridge Point High School Choir
 - Kaylyn Davis
 - Zachary Mok
 - Isabela Elizondo-Collado

- Directors: Chelsea Berner and Steward Gaitan-Garcia
 - Travis High School
 - Domale Baabel
 - Michael Hall
 - Nicholas Pappas
 - Director: Debra Siebert
 - Austin High School Orchestra
 - Christopher Fu
 - Eric Jia
 - Andy Jiang
 - Christine Li
 - Eric Liang
 - Natalie Su
 - Nathan Su
 - Chi-Yun Chien
 - Directors: Ann Victor and Zoran Jasmak
 - Clements High School Orchestra
 - Alexander Nguyen
 - Sage Wang
 - Guanfa (Felix) Shen
 - Andy Zhou
 - Alice Zhong
 - Emma Wang
 - Alex Song
 - Albon Wu
 - Aryan Bora
 - Iyan Sonesra
 - Ayi Ekhaese
 - Directors: Neal Springer and Emory Daniel
 - Dulles High School Orchestra
 - Claire Draney
 - Timothy Feng
 - Jeffery Li
 - Lillian Liao
 - Kendall Wu
 - Tommy Yu
 - Will Horiszny
 - Directors: Michael Isadore and Angela Yip
 - Kempner High School Orchestra
 - Nafee Karim
 - Director: Marea Franklin
 - Travis High School Orchestra
 - Nafee Karim
 - Ryder Jenson
 - Luis Urdaneta
 - Director: Sabrina Behrens
- Counselors earned the Counselors Reinforcing Excellence for Students in Texas (CREST) Award for Counseling Excellence for 2021-22
 - Karen Powell, Mission West Elementary School
 - Missy Masters, Cornerstone Elementary School

- FBISD Purchasing & Materials Management Department received the Texas Association of School Board Officials (TASBO) Award of Merit.
- Rhonda Mason, Executive Director of Elementary Schools, was selected as the first recipient of the Dr. Patricia Ackerman Leadership Award from the Houston Alliance of Black School Educators (HASBE)

5. Public Comments

Mr. Willis addressed the Board regarding busing services.

Ms. Wolfe addressed the Board regarding FFA.

Congressman Olson addressed the Board regarding Trustee Rosenthal's service.

6. Information

A. PASA Demographic Update

Population and Survey Analysts, on behalf of the Administration, presented to the Board the 2022-23 Demographic Update, which includes projections of new housing, economic and employment trends, student enrollment projections through the year 2031, and low-growth, moderate-growth, and high-growth scenarios District-wide for the next ten years.

Mrs. Hanan requested the current enrollment numbers delineated by program or reason for transfer.

Mrs. Hanan requested information regarding the number of students who live in FBISD yet attend other school districts.

Mrs. Malone requested the Administration review enrollment data prior to the District ceasing intra-district transfers.

7. Board Members' Report

A. Activity Report

Dr. Gilliam reported that the Trustees attended or participated in the following activities since the Regular Meeting on January 24, 2022: Meeting to discuss public feedback and recommendation for Sonal Bhuchar Elementary School; Elementary and Secondary Teacher of the Year application judging; meetings with FBISD staff regarding On Data Suite and Board Construction and Land Use Committee; Fort Bend Chamber Chairman's Gala; FBISD Honor Choir Elementary Festival; Ridge Point High School Theater productions of Heathers; National Signing Day Event; 2022 String Fling; Gulf Coast Area Association of School Boards Region IV Grassroots Meeting; Houston Galvston Area Council Annual Meeting; Houston Metro Go Texan Fort Bend Stafford Ranglers and Rhinestones Dinner Dance; SHAC Meeting; SHAC Advocacy Subcommittee; Student Leadership 101 Session 5; Gulf Coast Area Association of School Board Meeting; Elementary Teacher of the Year Classroom Observations; Secondary Teacher of the Year Classroom Observations; Board Policy Committee Meeting; Hunter's Glen All In Mentoring; Pandemic Response Team; Gulf Coast Region Destination Imagination Executive Board Meeting;

Gulf Coast Region Destination Imagination Tournament and Award Ceremony; Dulles High School Lady Vikings Soccer match; and Kids Say the Darndest Things at Sienna Crossing Elementary School.

B. Special Reports

None.

Prior to the motion to accept the Consent Agenda, Mrs. Hanan pulled Agenda Items 8A and 8B, and Ms. Williams pulled Agenda Item 8F for further discussion.

8. Consent Agenda

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda as presented with the exception of Agenda Items 8A, 8B, and 8F. MOTION CARRIED. Ayes 7 – Noes 0.

C. Consideration and approval of the Annual Financial Audit Engagement Letter

The Administration recommends the Board approve the Annual Financial Audit Engagement letter with Whitley Penn LLP for the fiscal year 2021-22.

D. Consideration and approval of the Efficiency Audit Engagement Letter

The Administration recommends the Board approve the Efficiency Audit Engagement letter with Whitley Penn, LLP for fiscal year 2021-22.

E. Consideration and approval for Delinquent Account Collections Services

The Administration recommends the Board approve the utilization of delinquent account collection services from Collection Bureau of Ft. Walton Beach, Inc., and authorization for the Superintendent to negotiate and execute the agreements through February 2027.

G. Consideration and approval of Purchases Exceeding \$50,000. Specifically for:

1. Consideration and approval for continued purchase of school bus parts, services, and related items from multiple vendors

The Administration recommends the Board approve the continued purchase of school bus parts, services, and related items from multiple vendors, under cooperative contracts with BuyBoard Purchasing, Choice Partners, The Interlocal Purchasing System, and Sourcewell, in an amount not to exceed \$2,370,000 through May 31, 2025, and authorization for the Superintendent to negotiate and execute the agreements.

2. Consideration and approval for PTSN Telephony Access-POTS/PRI and related items

The Administration recommends the Board approve the continued purchase of Plain Old Telephone Service (POTS) Related Items and Services from Granite Telecommunications, in an amount not to exceed \$1,286,350 through February 2027, and authorization for the Superintendent to negotiate and execute the agreements.

3. Consideration and approval for continued purchase of flooring services, installations, and related items from multiple vendors

The Administration recommends the Board approve the continued purchase of flooring services, installations, and related items from multiple vendors through cooperative contracts with BuyBoard Purchasing and Choice Partners Cooperative in an amount not to exceed \$1,500,000 through February 2025, and authorization for the Superintendent to negotiate and execute the agreements.

4. Consideration and approval for purchase of Facilities Management Software Subscription from Dude Solutions, Inc.

The Administration recommends the Board approve the continued purchase of facilities management software subscriptions from Dude Solutions, Inc., through a cooperative contract with OMNIA Partners in an amount not to exceed \$776,903 through March 2027, and authorization for the Superintendent to negotiate and execute the agreements.

5. Consideration and approval for the purchase of wide area network (WAN) fiber services

The Administration recommends the Board approve the purchase of wide area network (WAN) fiber services from PS Lightwave in an amount not to exceed \$972,720 through June 2027, and authorization for the Superintendent to negotiate and execute the agreements.

9. Action

- 8A. Consideration and approval of the FBISD District of Innovation Renewal Plan

The Administration recommends the Board approve the Fort Bend ISD District of Innovation renewal plan for a continuation of exemptions for the school calendar, teacher certification, and minimum attendance for class credit or final grade. MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve Agenda Item 8A as presented. Following discussion, MOTION carried. Ayes 6 – Noes 1.

- 8B. Consideration and approval of the Memorandum of Understanding for Baker Ripley

The Administration recommends the Board approve a Memorandum of Understanding (MOU) between Baker Ripley and FBISD for Early Head Start, Head Start at the Early Literacy Center (ELC), the Education Complex, and Mission Bend Elementary, as well as to continue a full-day collaborative Pre-Kindergarten program at the Early Literacy Center, and for authorization for the Superintendent to negotiate and execute the agreement. MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan to approve Agenda Item 8B as presented. Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

- 8F. Consideration and approval of the Committed Fund Balance Resolution

The Administration recommends the Board approve the Committed Fund Balance Resolution and establishment of the budget in 2018 bond for Elementary School 54 as required by Governmental Accounting Standards Board Statement No. 54. MOTION was made by Mr. Rice and SECONDED by Dr. Gilliam to approve Agenda Item 8F as presented. Following discussion, MOTION CARRIED. Ayes 7 – Noes 0.

10. Convene in Closed Session

The Trustees convened in closed session at 8:09 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: Section 551.071 – For a private consultation with their 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.

11. Reconvene in Open Session

The Trustees reconvened in open session at 9:05 p.m.

12. Consider Action on Closed Session Item

MOTION was made by Mr. Rice and SECONDED by Mrs. Malone to assign the Level Three employee grievance appeal of Lori Suter to Myra Schexnayder, who will serve as the Board's designated hearing officer under Board Policy DGBA(LOCAL). Following discussion, MOTION CARRIED. Ayes 6 – Noes 1.

13. Adjourn

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 9:09 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Board of Trustees
Special Called Meeting
February 23, 2022

A Special Called Meeting of the Fort Bend Independent School District was held on Wednesday, February 23, 2022, beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The agenda packet for the meeting can be found at:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=517853>

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

Board Members Present

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

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Beth Martinez, Deputy Superintendent

1. Meeting call to order

President Rosenthal called the meeting to order at 6:00 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Convene in Closed Session

The Trustees convened in closed session at 6:00 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: Section 551.071 – For a private consultation with their attorney on any or all subjects or matters authorized by law; Section 551.072 – Consider purchase, exchange, lease or value of real property, Section 551.074 – Personnel matters, Section 551.076 – Security matters, Section 551.082 – Student discipline matter or complaint, or Section 551.0821 – Personally identifiable information about public school student.

A. Section 551.074: Personnel Matters

1. Board Training Dr. Cathy Minberg (CRSS)

3. Reconvene in Open Session

The Trustees reconvened in open session at 9:00 p.m.

4. Consider Action on Closed Session Item

None.

Having no further business before the Board, MOTION was made by Dr. Gilliam to adjourn the meeting at 9:00 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Review: Delegation of Authority to
Appoint and Approve
Administrator Contracts
Department: Human Resources

Recommendation

The Administration is seeking consideration and approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2022-23 school year through August 15, 2022.

Summary

In Board Policy DC (Local), the Board retains final authority for employment of principals and District administrators at Director Level or above. However, if there are vacancies during the summer months it is imperative to fill those vacancies quickly so a campus principal may begin preparing for the opening of school and before the individual accepts an offer elsewhere. The most critical period is between June 20 and the Board's next scheduled meeting on July 25, 2022.

In recent years, the Board has delegated its authority for a limited period, empowering the Superintendent to action to hire campus and district administrators. The administration is asking for this delegation for a limited period, to expire on August 15, 2022, the first Board meeting after the opening of the school.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Glenda Johnson
Chief Human Resources Officer

For: Fort Bend ISD Board of Trustees
Date: June 20, 2022
Action: Consideration and Approval: Project Budget and Construction Services Agreement for Exterior LED Lighting Upgrades PKG052
References: Board Policy CV (Local) District Goal Scalable Systems
Department: Operations

Recommendation

Consideration and possible approval of a Construction Services Agreement with Eco Engineering, Inc. for the execution of (PKG052) Exterior LED Lighting Upgrades, for a contract amount Not-to-Exceed \$1,616,417, and authorization for the Superintendent to negotiate and execute or terminate the contract.

Summary

On July 19, 2021, the Board approved the budget to perform Exterior LED Lighting upgrades under PKG 052.

The Competitive Sealed Proposal solicitation (CSP 22-049AL) requested bids for the Exterior LED lighting upgrades at various campuses; and five (5) firms responded to the CSP.

Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposals using an evaluation team composed of FBISD staff members from the Design and Construction, Procurement and Finance Departments.

The final ranking of the contractors are as follows:

Firm Name	CSP Score	Base Bid Amount
Eco Engineering, Inc.	85.56	\$1,551,527.00
E Contractors, LLC	77.49	\$1,960,000.00
Prime Contractors	66.32	\$2,950,000.00
Facility Solutions Group	62.49	\$2,525,100.00
E. Sam Jones Distributor, Inc.	52.26	\$2,847,800.00

This contract will include the scope identified and negotiated as base scope, and extended warranties for a total contract amount of \$1,616,417.

Existing HID pole mounted lights are high wattage luminaries which consume high levels of energy and require constant replacement. After careful consideration, staff recommends

proceeding with the exterior LED lighting upgrades to allow the District to become the benefactor of the energy savings.

This work will be funded through Bond 2018 PKG052 budget as originally approved by the Board. The detailed project budget for PKG052 Exterior LED Lighting Upgrades is provided on attached Exhibit 1.

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

Upon Board approval, staff will finalize contract documents and will begin execution of the work as designed. Staff will coordinate with all campuses to minimize impact on school operations.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Oscar Perez
Chief Operations Officer

CSP 22-049AL PKG052 Exterior LED Lighting Upgrades

	Evaluation Criteria (Government Code 2269)	Point System
1	The price; Section 2269.055.a (1) Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in the Pricing Delivery information section of the CSP	40 points
2	Offeror's experience and reputation; Section 2269.055.a (2) Provides a summary of the nature of work, on-time delivery, and quality of recent work contracted with FBISD and/or other school districts of similar scope and scale. (14 pts)	19 points
	Past experience with FBISD and other school districts Provides a summary of the nature of work, on-time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	Quality of the offeror's goods or services; Section 2269.055.a (3) The contractor's products should be new and be of the highest quality with an option to substitute for a company-branded item of equivalent quality. (14pts)	21 points
	Quality of contractor's response in the proposal Effectively responds and processes all requests for information and documentation included in this CSP (2pts)	
	Project Plan and schedule (5pts)	
4	Utilization of historically underutilized businesses; Section 2269.055.a (4)	N/A
5	Offeror's safety record; Section 2269.055.a (5) Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	Offeror's proposed personnel; Section 2269.055.a (6) Proposed Personnel, personnel directly assigned to work on this project	5 points
7	Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7) Provide proof of Insurance, financial stability, and Letter of Surety from Bonding Company	5 points
8	SBE Commitment; CV (Local) 2017.04	5 points
	TOTAL	100 points

Tabulation Summary
 CSP 22-049AL PKG052
 Exterior LED Lighting Upgrades

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability (5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
Eco Engineering, Inc.	40.00	16.11	15.60	2.80	4.55	4.01	2.50	85.56
E Contractors, LLC	31.66	15.59	17.05	3.10	3.60	4.00	2.50	77.49
Prime Contractors, Inc.	21.04	16.06	14.70	3.68	4.00	4.36	2.50	66.32
Facility Solutions Group	24.58	13.02	14.65	3.55	2.80	3.89	0.00	62.49
E. Sam Jones Distributor, Inc.	21.79	10.72	5.85	1.93	3.30	3.67	5.00	52.26

Project Summary
Package 52 - LED Lighting Project
 EXHIBIT - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
AUSTIN HIGH SCHOOL	\$21,551			\$75,000	\$11,250					\$107,801
AUSTIN PARKWAY ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BARRINGTON PLACE ELEMENTARY SCHOOL	\$12,195			\$81,300	\$12,195					\$105,690
BLUE RIDGE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BRAZOS BEND ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BRIARGATE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BURTON ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BUSH HIGH SCHOOL	\$21,552			\$125,000	\$18,750					287 \$165,302
COLONY MEADOWS ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
COMMONWEALTH ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
DULLES HIGH SCHOOL	\$30,000			\$200,000	\$30,000					\$260,000
FIRST COLONY MIDDLE SCHOOL	\$18,750			\$125,000	\$18,750					\$162,500
FLEMING ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
FORT SETTLEMENT MIDDLE SCHOOL	\$22,500			\$150,000	\$22,500					\$195,000
GLOVER ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
HALL STADIUM	\$84,558		\$38,100	\$923,077	\$138,462					\$1,184,197
HIGHLANDS ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
LANTERN LANE ELEMENTARY SCHOOL	\$10,500			\$70,000	\$10,500					\$91,000
LEXINGTON CREEK ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MCAULIFFE MIDDLE SCHOOL	\$15,000			\$100,000	\$15,000					\$130,000
MISSION BEND ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MISSION GLEN ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MISSION WEST ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
OYSTER CREEK ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
PALMER ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
PECAN GROVE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500

Project Summary
Package 52 - LED Lighting Project
 EXHIBIT - 1

	A	B	C	D	E	F	G	H	I	TOTAL
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	
PFC ADMIN ANNEX	\$4,500			\$12,000	\$1,800					\$18,300
QUAIL VALLEY MIDDLE SCHOOL	\$18,750			\$125,000	\$18,750					\$162,500
SETTLERS WAY ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
SUGAR LAND MIDDLE SCHOOL	\$15,000			\$100,000	\$15,000					\$130,000
SUGAR MILL ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
TOWNWEST ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
WALKER STATION ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
TOTAL:	\$511,106		\$38,100	\$3,661,377	\$549,207					2884,759,790

BOT Meeting:	June 20, 2022
Solicitation No.:	22-069CT The Interlocal Purchasing Cooperative (TIPS)
References:	District Goal Scalable Systems
Description:	<p>Learning Management System</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of Schoology, a learning management system, from PowerSchool, under cooperative contracts with The Interlocal Purchasing Cooperative (TIPS) in an amount not-to-exceed \$1,108,366 and authorization for the Superintendent to negotiate and execute the agreement through May 2026.</p> <p><u>Summary</u></p> <p>In 2016, the Board approved the purchase of a learning management system. As part of COVID-19 relief, Texas Education Agency (TEA) entered into a contract with PowerSchool, offering districts the opportunity to have the annual support cost of Schoology paid by the State of Texas for 2020-21 and 2021-22 school years. This contract between TEA and PowerSchool expires August 14, 2022.</p> <p>As of the 2017-18 school year, the District has utilized the Learning Management System (LMS), Schoology, as the tool to facilitate blended learning models and support technology integration in the classroom. The LMS has also served as the platform for faculty and staff to engage in professional learning, has provided an avenue to communicate quickly and efficiently with teachers, and has served as the location for teacher access to the curriculum. Schoology is a software application that has been used for the delivery of instructional content, as well as the administration, documentation, tracking, and reporting of students' learning and progress.</p> <p>The District is recommending the extension of Schoology as the District's Learning Management System to preserve this functionality and minimize disruption to our educational environment and access to the curriculum.</p> <p>The Interlocal Purchasing Cooperative (TIPS) purchasing contract will allow the District to provide all students with equal access to the District's digital educational contents and environment. The cooperative contract complies with school district bidding requirements.</p> <p>Renewal options are available through May 31, 2026. Should either contract not be renewed for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method at that time.</p>

	<u>Background</u> Expenditures in 2020-21 were \$296,876 for these services. Expenditures will not exceed \$1,108,366, through May 31, 2026, and funding is included in the operating budget.
Requested By:	Kim Lawson, Chief Academic Officer Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendor:	Severin Intermediate Holdings, LLC (PowerSchool)***
Budget Sources:	General Fund
Amount:	Not to Exceed - \$\$1,108,366 through May 31, 2026
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through May 2026
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the district.

BOT Meeting:	June 20, 2022
Solicitation No.:	RFP 22-060KB
References:	District Goal Scalable Systems
Description:	<p>Instructional Resources</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of Instructional Resources from multiple vendors in an amount not to exceed \$15,000,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2027.</p> <p><u>Summary</u></p> <p>On March 8, 2022, Fort Bend ISD issued RFP 22-060KB Instructional Resources for instructional resources in English Language Arts, Math, Science, Social Studies, Early Childhood, Fine Arts, Social Emotional Learning, Special Education, Health, Physical Education, Career & Technology Education, Bilingual/ESL and World Languages. The current RFP 17-036LB was awarded September 18, 2017 and will expire September 17, 2022.</p> <p>The District supports all students in having access to high quality instructional materials, and Fort Bend ISD provides a robust, rigorous, and aligned curriculum. Instructional materials support the implementation of the Texas Essential Knowledge and Skills (TEKS), strategies, activities, and assessments that support the District’s curriculum.</p> <p>In order to meet TEKS requirements and the full scope of the curriculum, instructional materials are utilized to assist students and teachers in the teaching and learning process. The selected vendors will be used to support Tier 1, 2, and 3 curriculums and will provide options for campuses to purchase supplemental instructional resources for classroom use.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from Teaching and Learning, Career and Technical Education, Fine Arts, Social Emotional Learning and Comprehensive Health, Special Education, Student Leadership, Business and Finance, and Information Technology departments evaluated the proposals.</p> <p><u>Background</u></p> <p>Expenditures for FY 2020-21 were \$6,937,134. Expenditures are not expected to exceed \$15,000,000 through June 2027. Funding is included in the budget.</p>
Requested By:	Kim Lawson, Chief Academic Officer Bryan Guinn, Chief Financial Officer

Vendors:	Accelerate Learning, Inc.*** Agile Mind Educational Holdings, Inc. American Reading Company*** APlus CompSci, LLC Applied Educational Systems, Inc.*** Attainment Company, Inc.*** AVID Center*** Benchmark Education Company, LLC*** Brooks Duplicator Company*** CareerSafe*** Carolina Biological Supply Company*** Cengage Learning, Inc. (Gale)*** Cengage Learning, Inc.*** Cheng & Tsui Co., Inc.*** Children's Plus, Inc.*** Choosing the Best Publishing College Board*** CommonLit*** Cosenza & Associates, LLC*** Coughlan Companies, LLC dba Capstone*** Crick Software Delaney Educational Enterprises*** Dreambox Learning, Inc.*** Editorial Edinumen/Edinumen USA Educational IDEAS, Inc. dba Ballard & Tighe Publishers*** Educational Products, Inc.*** Edusmart eDynamic Learning Empowering Writers Enome, Inc. (Goalbook)*** Estage Enterprises, Inc. ExploreLearning, LLC*** Flinn Scientific*** Follett Content Solutions, LLC*** GF Educators, Inc.*** GL Group, Inc. dba Booksource*** GoManda Goodheart-Willcox Publisher*** Great Minds PBC Greenwood Publishing Group, LLC dba Heinemann*** hand2mind*** Houghton Mifflin Harcourt Publishing Company*** Istation*** IXL Learning*** JASON Learning (The JASON Project)*** KAMICO Instructional Media, Inc.*** La Hacienda Musica Lakeshore Learning Materials*** Language Circle Enterprises, Inc.*** Learning A-Z, LLC*** Learning Without Tears***
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LEGO Education***
 Lexia Learning Systems, LLC***
 Luck's Music Library
 Macie Publishing Company
 McGraw Hill***
 MIND Research Institute
 MobyMax Education, LLC***
 Museum of Science***
 n2y, LLC***
 National Educational Systems, Inc.***
 Nearpod, Inc.***
 Newsela, Inc.***
 Oticon, Inc.***
 Panorama Education, Inc.
 PAR, Inc.
 Qfusion Labs, Inc.
 QuaverEd, Inc.***
 Rainbow Book Company***
 Really Good Stuff, LLC***
 Red River Press, Inc. (Product: Ellii)
 Renaissance Learning, Inc.***
 Rethink Autism, Inc.***
 Rifton Equipment***
 Ripple Effects, Inc.
 Riverside Assessments, LLC dba Riverside Insights***
 Romeo Music
 Savvas Learning Company, LLC ***
 Scholastic, Inc.***
 School Specialty, LLC***
 Sirius Education Solutions***
 SmartData Dashboard
 Social Studies School Service/Nystrom Education***
 Southern Floral Company***
 SpecialNeedsWare, Inc. dba ONEDER
 STAAR-Alt Helper
 Steps to Literacy***
 Studies Weekly***
 Study.com, LLC
 Summit K12 Holdings, Inc.***
 Super Duper, Inc. dba Super Duper Publications***
 Superior Text***
 Teachers Discovery, Inc.***
 Teaching Strategies, LLC***
 Texthelp, Inc.***
 The Reading Warehouse, Inc.
 The Rosen Publishing Group, Inc.***
 The Social Institute
 Thimble.io***
 TinkRworks, Inc.
 Uncharted Territory Solutions
 Vex Robotics, Inc.

	Vista HigherLearning, Inc.*** Voyager Sopris Learning, Inc.***
Budget Sources:	General Fund Federal Funds Instructional Materials Allotment Campus Activity Funds
Amount:	Not to exceed \$15,000,000 through June 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	4932
Number of vendors downloaded the solicitation:	336
Number of responses received:	129
Number of "no bid" responses received:	31
Length of commitment:	Through June 2027
Last solicitation date:	September 18, 2017
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

Tabulation Summary
RFP 22-060KB Instructional Resources - Accelerated Instruction

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Learning A-Z, LLC	24.01	4.00	23.57	18.86	5.00	9.61	Pass	10.00	95.05	1
Summit K12 Holdings, Inc.	25.00	0.50	22.14	17.00	4.71	10.00	Pass	10.00	89.35	2
Cengage Learning, Inc.	13.65	2.90	23.86	19.14	4.71	5.46	Pass	10.00	79.72	3
Agile Mind Educational Holdings, Inc.	14.63	2.00	24.43	18.71	4.00	5.85	Pass	10.00	79.62	4
Scholastic, Inc.	17.40	2.00	23.86	19.43	4.71	6.96	Pass	5.00	79.37	5
Sirius Education Solutions	16.58	1.00	23.14	16.43	5.00	6.63	Pass	10.00	78.78	6
Houghton Mifflin Harcourt Publishing Company	12.53	4.00	23.71	18.86	5.00	5.01	Pass	5.00	74.11	7
Voyager Sopris Learning, Inc.	13.46	3.00	22.00	15.43	4.14	5.38	Pass	10.00	73.42	8
Study.com, LLC	19.73	1.00	17.71	13.71	2.57	7.89	Pass	10.00	72.61	9
ExploreLearning, LLC	12.44	0.50	23.86	15.29	5.00	4.98	Pass	10.00	72.07	10
College Board	13.02	2.00	21.43	14.57	4.86	5.21	Pass	10.00	71.08	11
Rethink Autism	12.76	3.80	20.71	14.14	4.00	5.10	Pass	10.00	70.51	12
AVID Center	15.50	4.94	20.71	15.00	4.86	6.20	Pass	3.00	70.21	13
Newsela, Inc.**										DQ

**Non Responsive

Tabulation Summary

RFP 22-060KB Instructional Resources - Career and Technical Education (CTE) Programs

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Savvas Learning Company, LLC	20.00	3.00	20.67	17.67	4.67	8.00	Pass	10.00	84.01	1
LEGO Education	25.00	3.00	18.33	12.33	4.00	10.00	Pass	10.00	82.66	2
eDynamic Learning	24.00	1.00	19.67	14.00	3.00	9.60	Pass	10.00	81.27	3
CareerSafe	18.75	1.00	18.33	20.00	5.00	7.50	Pass	10.00	80.58	4
Study.com, LLC	25.00	1.00	16.00	13.33	2.67	10.00	Pass	10.00	78.00	5
Thimble.io	20.00	1.00	20.33	13.67	4.33	8.00	Pass	10.00	77.33	6
Uncharted Territory Solutions	19.14	1.00	19.67	16.33	3.00	7.66	Pass	10.00	76.80	7
Applied Educational Systems, Inc.	17.14	2.00	20.33	13.67	4.00	6.86	Pass	10.00	74.00	8
Cengage Learning, Inc.	12.31	2.90	20.00	18.67	4.67	4.92	Pass	10.00	73.47	9
Southern Floral Company	12.77	1.00	20.67	17.00	3.67	5.11	Pass	10.00	70.22	10
Stiix, LLC	18.18	1.80	11.67	11.00	2.67	7.27	Pass	10.00	62.59	11
The SoGo Collective, LLC**										DQ

** Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - Dual Language Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Learning A-Z, LLC	22.04	4.00	23.33	18.33	5.00	8.82	Pass	10.00	91.52	1
Benchmark Education Company, LLC	21.25	0.50	23.67	18.00	4.00	8.50	Pass	10.00	85.92	2
Renaissance Learning, Inc.	25.00	2.00	18.67	13.00	5.00	10.00	Pass	10.00	83.67	3
Scholastic, Inc.	24.14	2.00	21.00	16.00	5.00	9.66	Pass	5.00	82.80	4
Cengage Learning, Inc.	23.74	2.90	16.67	13.00	4.67	9.50	Pass	10.00	80.47	5
American Reading Company	22.60	2.70	19.33	12.67	4.00	9.04	Pass	10.00	80.34	6
Houghton Mifflin Harcourt Publishing Company	17.76	4.00	23.33	17.67	5.00	7.10	Pass	5.00	79.86	7
Istation	20.57	1.00	18.33	14.67	5.00	8.23	Pass	10.00	77.80	8
Vista HigherLearning, Inc.	24.32	1.00	14.00	12.00	4.33	9.73	Pass	10.00	75.38	9
Coughlan Companies, LLC dba Capstone	17.19	5.00	19.33	16.00	5.00	6.88	Pass	5.00	74.40	10
Steps to Literacy	20.83	2.00	11.67	11.00	5.00	8.33	Pass	10.00	68.83	11
Luz Roth Global Vida Consultant	13.09	2.00	14.00	12.00	4.00	5.24	Pass	10.00	60.33	12
GBCStories.com	16.66	0.50	8.00	11.00	1.00	6.66	Pass	10.00	53.82	13
Norma's Create and Learn Stands, LLC	10.45	1.00	5.67	5.33	2.00	4.18	Pass	10.00	38.63	14
Newsela, Inc.**										DQ

** Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - ESL Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Houghton Mifflin Harcourt Publishing Company	25.00	4.00	23.25	19.00	5.00	10.00	Pass	5.00	91.25	1
Learning A-Z, LLC	20.40	4.00	24.00	19.25	5.00	8.16	Pass	10.00	90.81	2
Summit K12 Holdings, Inc.	24.22	0.50	22.25	18.00	5.00	9.69	Pass	10.00	89.66	3
Cengage Learning, Inc.	17.87	2.90	24.00	19.25	5.00	7.15	Pass	10.00	86.17	4
Benchmark Education Company, LLC	21.43	0.50	21.00	18.25	4.00	8.57	Pass	10.00	83.75	5
Lexia Learning Systems, LLC	17.14	2.00	23.75	19.00	5.00	6.86	Pass	10.00	83.75	5
Educational IDEAS, Inc. dba Ballard & Tighe Publishers	20.60	2.00	21.25	16.25	5.00	8.24	Pass	10.00	83.34	6
Renaissance Learning, Inc.	20.00	2.00	21.00	16.50	5.00	8.00	Pass	10.00	82.50	7
Vista HigherLearning, Inc.	23.44	1.00	18.75	13.75	4.50	9.38	Pass	10.00	80.82	8
Savvas Learning Company, LLC	21.89	3.00	17.50	14.00	5.00	8.76	Pass	10.00	80.15	9
Red River Press, Inc. (Product: Ellii)	19.92	1.00	19.00	15.00	4.00	7.97	Pass	10.00	76.89	10
Scholastic, Inc.	18.90	2.00	21.25	16.50	5.00	7.56	Pass	5.00	76.21	11
SanJae Educational Resources, Inc.	11.72	2.65	18.75	14.00	4.00	4.69	Pass	10.00	65.81	12
GBCStories.com, LLC	20.10	0.50	6.50	4.75	1.00	8.04	Pass	10.00	50.89	13
Norma's Create and Learn Stands, LLC	12.61	1.00	3.50	2.00	3.25	5.04	Pass	10.00	37.40	14
Newsela, Inc.**										DQ

**Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - Fine Arts

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Macie Publishing Company	25.00	2.00	25.00	20.00	4.60	10.00	Pass	10.00	96.60	1
Romeo Music	22.48	2.00	25.00	20.00	5.00	8.99	Pass	10.00	93.47	2
Savvas Learning Company, LLC	22.15	3.00	25.00	16.20	4.60	8.86	Pass	10.00	89.81	3
Estage Enterprises, Inc.	21.26	1.00	24.00	20.00	4.60	8.50	Pass	10.00	89.36	4
Study.com, LLC	15.06	1.00	21.00	16.60	4.60	6.02	Pass	10.00	74.28	5

Tabulation Summary
RFP 22-060KB Instructional Resources - Gifted and Talented (GT)

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Riverside Assessments, LLC dba Riverside Insights	24.51	1.00	21.75	18.75	5.00	9.80	Pass	10.00	90.81	1
Study.com, LLC	25.00	1.00	10.75	9.25	1.25	10.00	Pass	10.00	67.25	2
TinkRworks, Inc.	22.79	1.90	6.50	6.00	2.50	9.12	Pass	10.00	58.81	3
Norma's Create and Learn Stands, LLC	22.54	1.00	4.75	3.25	1.75	9.02	Pass	10.00	52.31	4
Newsela, Inc.**										DQ
The SoGo Collective, LLC**										DQ

**Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - Health

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Goodheart-Willcox Publisher	25.00	1.00	19.33	12.33	4.67	10.00	Pass	10.00	82.33	1
QuaverEd, Inc.	19.03	1.00	20.67	14.67	3.67	7.61	Pass	10.00	76.65	2
Choosing the Best Publishing	9.13	1.00	24.00	20.00	5.00	3.65	Pass	10.00	72.79	3
HealthStart Foundation, Inc.	9.79	1.90	14.00	12.33	2.67	3.91	Pass	10.00	54.60	4
Coughlan Companies, LLV dba Capstone	10.15	5.00	14.00	10.33	2.67	4.06	Pass	5.00	51.21	5

Tabulation Summary
RFP 22-060KB Instructional Resources - Mathematics Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Accelerate Learning, Inc.	22.35	2.00	23.57	17.14	3.43	8.38	Pass	10.00	86.87	1
hand2mind	16.38	1.80	24.29	20.00	5.00	6.14	Pass	10.00	83.61	2
Great Minds PBC	25.00	1.00	21.57	15.29	4.14	9.38	Pass	5.00	81.38	3
Cosenza & Associates, LLC	20.02	1.00	21.43	15.43	5.00	7.51	Pass	10.00	80.39	4
Houghton Mifflin Harcourt Publishing Company	20.00	4.00	22.14	16.86	4.71	7.50	Pass	5.00	80.21	5
Greenwood Publishing Group, LLC dba Heinemann	16.67	0.50	22.86	18.86	5.00	6.25	Pass	10.00	80.14	6
Savvas Learning Company	18.18	3.00	21.14	15.43	5.00	6.82	Pass	10.00	79.57	7
Cengage Learning, Inc.	16.53	2.90	20.00	18.29	4.43	6.20	Pass	10.00	78.35	8
MIND Research Institute	15.86	1.10	20.71	18.29	4.87	5.95	Pass	10.00	76.77	9
Dreambox Learning, Inc.	13.60	1.00	23.86	17.29	5.00	5.10	Pass	10.00	75.85	10
Renaissance Learning, Inc.	13.33	2.00	21.43	16.00	4.86	5.00	Pass	10.00	72.62	11
Nearpod, Inc.	16.58	1.00	22.14	16.00	4.71	6.22	Pass	5.00	71.65	12
Summit K12 Holdings, Inc.	20.10	0.50	16.43	13.00	3.86	7.54	Pass	10.00	71.43	13
IXL Learning	17.02	1.90	18.57	12.43	3.71	6.38	Pass	10.00	70.02	14
MobyMax Education, LLC	16.67	1.00	15.71	9.00	3.29	6.25	Pass	10.00	61.92	15
AgroPrep	16.68	2.00	13.86	9.57	2.29	6.26	Pass	10.00	60.65	16
Istation	9.09	1.00	17.86	11.14	4.86	3.41	Pass	10.00	57.36	17
Study.com, LLC	15.86	1.00	12.14	9.14	1.29	5.95	Pass	10.00	55.38	18
Derivita	14.29	2.00	15.71	10.57	2.00	5.36	Pass	3.00	52.93	19
Sirius Education Solutions	9.09	1.00	16.43	8.43	3.57	3.41	Pass	10.00	51.93	20
ExploreLearning, LLC	6.35	0.50	20.00	8.43	4.14	2.38	Pass	10.00	51.80	21
ECS Learning Systems	10.82	1.00	15.71	7.57	2.57	4.06	Pass	10.00	51.73	22
Norma's Create and Learn Stands, LLC	6.67	1.00	7.29	5.86	1.29	10.00	Pass	10.00	42.10	23
University of Texas at Austin, Charles A. Dana Center**										DQ

**Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - Physical Education

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Goodheart-Willcox Publisher	25.00	1.00	23.00	20.00	5.00	8.37	Pass	10.00	92.37	1
QuaverEd, Inc.	21.37	1.00	17.67	15.67	3.67	7.15	Pass	10.00	76.53	2
Study.com, LLC	17.48	1.00	6.67	6.67	0.67	10.00	Pass	10.00	52.48	3
US Games**										DQ

**Non Responsive

Tabulation Summary
RFP 22-060KB Instructional Resources - Prekindergarten

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Learning Without Tears	18.05	3.00	22.00	19.67	4.33	7.22	Pass	10.00	84.27	1
Teaching Strategies, LLC	18.72	1.00	23.00	18.67	4.67	7.49	Pass	10.00	83.54	2
Steps to Literacy	25.00	2.00	17.67	14.67	3.00	10.00	Pass	10.00	82.34	3
Renaissance Learning, Inc.	18.63	2.00	22.33	14.00	4.67	7.45	Pass	10.00	79.08	4
hand2mind	15.65	1.80	23.33	18.33	3.00	6.26	Pass	10.00	78.37	5
Scholastic, Inc.	16.99	2.00	24.00	19.00	4.33	6.80	Pass	5.00	78.12	6
Ripple Effects, Inc.	13.91	2.00	22.00	18.00	4.00	5.56	Pass	10.00	75.47	7
Hatch, Inc.	19.22	1.30	16.67	8.33	2.33	7.69	Pass	10.00	65.54	8
Super Duper, Inc. dba Super Duper Publications	18.33	2.30	15.33	6.67	1.67	7.33	Pass	10.00	61.63	9
KinestemUS, LLC	18.63	2.50	4.33	4.67	0.67	7.45	Pass	10.00	48.25	10
Norma's Create and Learn Stands, LLC	3.91	1.00	10.33	6.00	0.33	1.57	Pass	10.00	33.14	11

Tabulation Summary
RFP 22-060KB Instructional Resources - Social Studies Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Cengage Learning, Inc. (Gale)	25.00	2.90	22.78	18.33	5.00	10.00	Pass	10.00	94.01	1
Cengage Learning, Inc.	20.09	2.90	22.11	17.56	5.00	8.04	Pass	10.00	85.70	2
Social Studies School Service/Nystrom Education	19.32	1.00	22.78	18.11	4.56	7.73	Pass	10.00	83.49	3
Houghton Mifflin Harcourt Publishing Company	16.58	4.00	20.78	18.89	4.44	6.63	Pass	5.00	76.33	4
Savvas Learning Company, LLC	14.63	3.00	20.33	16.22	5.00	5.96	Pass	10.00	75.14	5
Studies Weekly	15.26	1.90	21.00	16.22	4.33	6.10	Pass	10.00	74.82	6
Newsela, Inc.	20.73	3.00	18.44	15.11	3.89	8.29	Pass	5.00	74.46	7
Nearpod, Inc.	23.89	1.00	18.22	11.89	3.78	9.56	Pass	5.00	73.34	8
Study.com, LLC	19.73	1.00	18.00	12.44	2.44	7.89	Pass	10.00	71.51	9
Coughlan Companies, LLC dba Capstone	11.65	5.00	20.11	15.11	4.56	4.66	Pass	5.00	66.09	10
ArgoPrep	17.78	2.00	13.56	9.33	2.00	7.11	Pass	10.00	61.79	11
Sirius Education Solutions	13.82	1.00	13.89	11.11	4.44	5.53	Pass	10.00	59.79	12
Thinking Nation	10.96	1.00	17.44	10.89	1.78	4.38	Pass	10.00	56.45	13
Press4Kids, Inc.	7.11	3.00	17.00	12.44	2.44	2.84	Pass	10.00	54.83	14
GBCStories.com, LLC	16.58	0.50	11.67	7.89	1.00	6.63	Pass	10.00	54.27	15
The SoGo Collective, LLC**										DQ

**Non Responsive

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Assistive Technology

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Texthelp, Inc.	25.00	1.00	17.00	16.00	3.33	10.00	Pass	10.00	82.33	1
Crick Software	24.00	1.40	15.67	13.67	3.67	9.60	Pass	10.00	78.01	2
n2y, LLC	20.20	0.50	20.33	17.00	4.67	8.08	Pass	5.00	75.78	3
Attainment Company, Inc.	20.00	1.00	21.33	17.67	4.67	8.00	Pass	1.00	73.67	4

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Behavior/Social Emotional Skills

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Rethink Autism, Inc.	19.08	3.80	22.67	18.67	4.00	7.63	Pass	10.00	85.85	1
SpecialNeedsWare, Inc. dba ONEDER	25.00	4.90	13.67	11.00	2.00	10.00	Pass	10.00	76.57	2
n2y, LLC	20.17	0.50	18.33	15.00	4.00	8.07	Pass	5.00	71.07	3
Ripple Effects, Inc.	22.01	2.00	12.67	10.33	2.67	8.80	Pass	10.00	68.48	4
Attainment Company, Inc.	22.18	1.00	17.33	13.00	3.33	8.87	Pass	1.00	66.71	5
Super Super, Inc. dba Super Duper Publications	22.55	2.30	5.67	4.00	2.00	9.02	Pass	10.00	55.54	6

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Dyslexia/Dysgraphia/Dyscalculia

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Language Circle Enterprises, Inc.	17.46	1.70	23.00	18.00	4.67	6.99	Pass	10.00	81.81	1
Renaissance Learning, Inc.	15.77	2.00	20.67	15.00	3.67	6.31	Pass	10.00	73.42	2
Learning Without Tears	21.15	3.00	14.00	11.67	3.00	8.46	Pass	10.00	71.28	3
Really Great Reading Company, LLC	25.00	0.50	10.00	6.67	2.00	10.00	Pass	10.00	64.17	4
Abecedarian ABC, LLC	10.76	0.50	12.33	9.67	2.33	4.30	Pass	10.00	49.89	5

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Evaluation Materials

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Super Duper, Inc. dba Super Duper Publications	25.00	2.30	23.33	20.00	5.00	10.00	Pass	10.00	95.63	1
n2y, LLC	18.42	0.50	21.67	18.33	5.00	7.37	Pass	5.00	76.29	2
Texthelp, Inc.	20.21	1.00	18.00	13.33	1.67	8.08	Pass	10.00	72.29	3

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Functional Skills/Alternative Curriculum

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Rethink Autism, Inc.	21.15	3.80	22.00	17.00	4.00	8.46	Pass	10.00	86.41	1
n2y, LLC	21.29	0.50	22.33	18.33	4.33	8.52	Pass	5.00	80.30	2
Attainment Company, Inc.	22.38	1.00	22.33	18.00	4.67	8.95	Pass	1.00	78.33	3
Super Duper, Inc. dba Super Duper Publications	25.00	2.30	11.67	8.67	3.33	10.00	Pass	10.00	70.97	4

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Physical Therapy/Occupational Therapy

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Attainment Company, Inc.	25.00	1.00	21.33	18.67	5.00	8.00	Pass	1.00	80.00	1
Rifton Equipment	10.00	2.60	20.00	15.67	4.67	10.00	Pass	10.00	72.94	2

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Speech

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Super Duper, Inc. dba Super Duper Publications	19.23	2.30	24.33	19.33	5.00	7.69	Pass	10.00	87.88	1
n2y, LLC	24.03	0.50	21.67	17.67	5.00	9.61	Pass	5.00	83.48	2
GoManda	25.00	1.00	16.00	12.00	1.67	10.00	Pass	10.00	75.67	3

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education TEKS Based SPED Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Enome, Inc. (Goalbook)	20.54	3.00	23.25	18.75	4.25	8.22	Pass	10.00	88.01	1
MobyMax Education, LLC	25.00	1.00	19.75	16.50	3.75	10.00	Pass	10.00	86.00	2
Language Circle Enterprises, Inc.	21.84	1.70	22.00	17.25	4.00	8.74	Pass	10.00	85.53	3
n2y, LLC	23.64	0.50	23.50	18.00	4.50	9.46	Pass	5.00	84.60	4
Learning A-Z, LLC	22.75	4.00	18.50	13.25	3.50	9.10	Pass	10.00	81.10	5
Learning Without Tears	21.76	3.00	19.00	13.75	4.25	8.71	Pass	10.00	80.47	6
Attainment Company, Inc.	23.31	1.00	21.50	18.00	3.75	9.33	Pass	1.00	77.89	7
STAAR-Alt Helper	20.75	1.00	16.00	12.25	2.50	8.30	Pass	10.00	70.80	8
Newsela, Inc**										DQ

**Non Responsive

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Transitional/Vocational Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
n2y, LLC	25.00	0.50	20.67	15.67	4.33	10.00	Pass	5.00	81.17	1
SpecialNeedsWare, Inc. dba ONEDER	22.24	4.90	14.67	13.00	2.67	8.90	Pass	10.00	76.37	2
Attainment Company, Inc.	21.49	1.00	22.00	17.33	4.00	8.60	Pass	1.00	75.42	3

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Vision

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
n2y, LLC	25.00	0.50	20.33	15.33	5.00	10.00	Pass	5.00	81.16	1
Attainment Company, Inc.	21.49	1.00	20.67	15.33	4.33	8.60	Pass	1.00	72.42	2

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education Technology Compliance Applications

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
n2y, LLC	25.00	0.50	22.67	18.33	5.00	10.00	Pass	5.00	86.50	1
SmartData Dashboard	17.00	1.40	18.67	16.67	3.33	6.80	Pass	10.00	73.87	2

Tabulation Summary

RFP 22-060KB Instructional Resources - Special Education DHH

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
n2y, LLC	25.00	0.50	15.00	11.67	4.67	10.00	Pass	5.00	71.84	1

Tabulation Summary

RFP 22-060KB Instructional Resources - Student Leadership & Behavior: Social & Emotional Learning

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
The Social Institute	25.00	2.00	25.00	20.00	4.00	10.00	Pass	10.00	96.00	1
Panorama Education, Inc.	20.50	2.00	25.00	20.00	4.00	4.10	Pass	10.00	85.60	2
Newsela, Inc.	22.98	3.00	20.00	20.00	5.00	4.60	Pass	10.00	85.58	3
Agile Mind Educational Holdings, Inc.	22.93	2.00	20.67	20.00	3.00	4.59	Pass	10.00	83.19	4
Scholastic, Inc.	18.95	2.00	25.00	20.00	5.00	3.79	Pass	5.00	79.74	5
Rethink Autism, Inc.	20.19	3.80	20.67	16.67	3.00	4.04	Pass	10.00	78.37	6
Ripple Effects, Inc.	16.41	2.00	20.00	20.00	3.67	3.28	Pass	10.00	75.36	7
Study.com, LLC	18.55	1.00	11.67	10.00	1.33	3.71	Pass	10.00	56.26	8
TinkRworks, Inc.	16.61	1.90	10.00	10.00	1.33	3.32	Pass	10.00	53.17	9
Uncharted Territory Solutions	15.44	1.00	10.00	10.00	1.33	3.09	Pass	10.00	50.86	10
Jostens Houston**										DQ
The SoGo Collective, LLC**										DQ

**Non Responsive

Tabulation Summary

RFP 22-060KB Instructional Resources - Student Leadership & Behavior: Behavioral Health

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Ripple Effects, Inc.	25.00	2.00	19.33	19.33	3.00	10.00	Pass	10.00	88.66	1

Tabulation Summary

RFP 22-060KB Instructional Resources - Student Leadership & Behavior: Student Leadership

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Ripple Effects	25.00	2.00	20.00	20.00	3.33	10.00	Pass	10.00	90.33	1
Jostens Houston**										DQ
The SoGo Collective, LLC**										DQ
General Printing & Packing, dba Coole School**										DQ

**Non Responsive

Tabulation Summary

RFP 22-060KB Instructional Resources - Tech Apps/Coding and Robotics

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Thimble.io	18.88	1.00	23.00	18.86	4.57	7.55	Pass	10.00	83.86	1
TinkRworks, Inc.	25.00	1.90	19.29	14.86	2.29	10.00	Pass	10.00	83.34	2
Qfusion Labs, Inc.	17.33	0.50	20.86	17.57	2.57	6.93	Pass	10.00	75.77	3
APlus CompSci, LLC	15.67	2.00	19.86	15.14	4.29	6.27	Pass	10.00	73.22	4
Vex Robotics, Inc.	21.78	2.00	14.71	13.29	1.57	8.71	Pass	10.00	72.06	5

Tabulation Summary
RFP 22-060KB Instructional Resources - World Language Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Savvas Learning Company, LLC	25.00	3.00	19.67	16.00	5.00	10.00	Pass	10.00	88.67	1
Houghton Mifflin Harcourt Publishing Company	24.13	4.00	23.00	17.67	5.00	9.65	Pass	5.00	88.45	2
Vista HigherLearning, Inc.	22.57	1.00	20.67	15.67	4.67	9.03	Pass	10.00	83.60	3
Cheng & Tsui Co., Inc.	21.39	1.00	22.67	18.00	5.00	8.56	Pass	5.00	81.62	4
Editorial Edinumen/Edinumen USA	20.75	1.90	20.00	17.33	3.33	8.30	Pass	10.00	81.61	5
Cengage Learning, Inc.	14.80	2.90	21.67	18.33	4.00	5.92	Pass	10.00	77.62	6
Teachers Discovery, Inc.	16.09	4.00	16.67	12.67	4.33	6.43	Pass	10.00	70.19	7
Press4Kids, Inc.	15.21	3.00	9.67	7.67	1.00	6.09	Pass	10.00	52.63	8

Tabulation Summary
RFP 22-060KB Instructional Resources - English Language Arts Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Learning A-Z, LLC	25.00	4.00	20.29	17.43	5.00	7.24	Pass	10.00	88.96	1
Benchmark Education Company, LLC	24.10	0.50	21.00	15.57	4.43	6.98	Pass	10.00	82.58	2
Houghton Mifflin Harcourt Publishing Company	22.30	4.00	21.57	15.43	5.00	6.45	Pass	5.00	79.75	3
Steps to Literacy	19.11	2.00	19.14	17.86	5.00	5.53	Pass	10.00	78.64	4
Cengage Learning, Inc. (Gale)	15.49	2.90	22.43	18.00	5.00	4.49	Pass	10.00	78.31	5
CommonLit, Inc.	17.83	2.00	21.71	16.43	5.00	5.16	Pass	10.00	78.13	6
Newsela, Inc.	21.58	3.00	21.00	17.14	3.57	6.25	Pass	5.00	77.54	7
Coughlan Companies, LLC dba Capstone	15.05	5.00	22.43	18.57	5.00	4.36	Pass	5.00	75.41	8
Empowering Writers	20.80	1.30	17.57	14.14	4.57	6.02	Pass	10.00	74.41	9
Greenwood Publishing Group, LLC dba Heinemann	12.11	1.00	24.14	18.57	5.00	3.51	Pass	10.00	74.33	10
hand2mind	21.77	1.80	16.29	12.71	5.00	6.30	Pass	10.00	73.87	11
Scholastic, Inc.	15.64	2.00	21.00	17.71	5.00	4.53	Pass	5.00	70.88	12
Savvas Learning Company, LLC	19.92	3.00	14.71	12.43	5.00	5.77	Pass	10.00	70.83	13
Cengage Learning, Inc.	12.73	2.90	20.43	16.00	5.00	3.69	Pass	10.00	70.75	14
Renaissance Learning, Inc.	17.27	2.00	18.00	13.43	5.00	5.00	Pass	10.00	70.70	15
American Reading Company	15.60	2.70	18.57	17.14	2.00	4.52	Pass	10.00	70.53	16
Learning Without Tears	15.75	3.00	18.43	13.29	5.00	4.56	Pass	10.00	70.03	17
IXL Learning	21.58	1.90	14.00	10.71	2.00	6.25	Pass	10.00	66.44	18
Language Circle Enterprises, Inc.	10.57	1.70	18.86	13.00	5.00	3.06	Pass	10.00	62.19	19
Reading Horizons	18.92	1.80	12.86	10.00	1.57	5.48	Pass	10.00	60.63	20
ArgoPrep	21.76	2.00	9.29	7.57	1.29	6.30	Pass	10.00	58.21	21
Dreambox Learning, Inc.	9.25	1.00	16.00	13.00	4.00	2.68	Pass	10.00	55.93	22
Voyager Sopris Learning, Inc.	10.36	3.00	15.14	9.43	1.71	3.00	Pass	10.00	52.64	23
Lexia Learning Systems, LLC	8.63	2.00	14.29	9.43	5.00	2.50	Pass	10.00	51.85	24
Sirius Education Solutions	16.19	1.00	8.14	6.29	5.00	4.69	Pass	10.00	51.31	25

Tabulation Summary - (Continued)
RFP 22-060KB Instructional Resources - English Language Arts Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Great Minds PBC	7.75	1.00	16.29	14.14	4.00	2.24	Pass	5.00	50.42	26
Vista Higher Learning, Inc.	17.83	1.00	7.86	5.43	2.14	5.16	Pass	10.00	49.42	27
Istation	8.93	1.00	13.00	8.57	5.00	2.59	Pass	10.00	49.09	28
ECS Learning Systems	8.63	1.00	12.29	8.86	5.00	2.50	Pass	10.00	48.28	29
MobyMax Education, LLC	8.93	1.00	12.43	7.57	5.00	2.59	Pass	10.00	47.51	30
Nearpod, Inc.	12.05	1.00	12.00	8.86	5.00	3.49	Pass	5.00	47.40	31
Really Great Reading Company	10.79	0.50	12.43	8.57	1.57	3.12	Pass	10.00	46.99	32
NOREDINK	12.05	2.00	10.29	7.00	1.71	3.49	Pass	10.00	46.54	33
Study.com	10.36	1.00	8.14	5.71	1.29	3.00	Pass	10.00	39.50	34
Super Duper, Inc. dba Super Duper Publications	8.65	2.30	6.14	4.71	5.00	2.50	Pass	10.00	39.31	35
Norma's Create and Learn Stands, LLC	8.63	1.00	4.29	3.57	1.14	10.00	Pass	10.00	38.63	36
Summit K12 Holding, Inc.	3.30	0.50	10.43	6.43	2.71	0.95	Pass	10.00	34.32	37

Tabulation Summary
RFP 22-060KB Instructional Resources - Science Resources

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Houghton Mifflin Harcourt Publishing Company	21.88	4.00	24.20	18.00	5.00	8.75	Pass	10.00	91.83	1
Newsela, Inc.	25.00	3.00	24.20	16.60	4.80	10.00	Pass	5.00	88.60	2
Studies Weekly	21.47	1.90	21.20	15.60	5.00	8.59	Pass	10.00	83.76	3
Great Minds PBC	15.91	1.00	24.00	19.00	4.60	6.36	Pass	10.00	80.87	4
Sirius Education Solutions	17.50	1.00	24.00	16.00	5.00	7.00	Pass	10.00	80.50	5
JASON Learning (The JASON Project)	16.67	3.00	21.40	16.80	5.00	6.67	Pass	10.00	79.54	6
Accelerate Learning, Inc.	12.68	2.00	25.00	19.60	4.80	5.07	Pass	10.00	79.15	7
Explore Learning, LLC	15.28	0.50	25.00	17.20	5.00	6.11	Pass	10.00	79.09	8
Summit K12 Holdings, Inc.	17.59	0.50	21.40	16.40	5.00	7.04	Pass	10.00	77.93	9
Nearpod, Inc.	19.15	1.00	20.60	14.20	5.00	7.66	Pass	10.00	77.61	10
Cengage Learning, Inc. (Gale)	10.47	2.90	25.00	19.40	4.80	4.19	Pass	10.00	76.76	11
Edusmart	11.67	2.00	24.00	18.80	5.00	4.67	Pass	10.00	76.14	12
Carolina Biological Supply Company	11.28	2.00	25.00	17.80	5.00	4.51	Pass	10.00	75.59	13
Savvas Learning Company, LLC	10.61	3.00	25.00	16.60	5.00	4.24	Pass	10.00	74.45	14
LEGO Education	11.67	3.00	21.80	17.00	5.00	5.00	Pass	10.00	73.47	15
Museum of Science	14.24	2.00	20.20	16.40	4.40	5.70	Pass	10.00	72.94	16
Flinn Scientific, Inc.	10.77	2.00	23.20	17.60	5.00	4.31	Pass	10.00	72.88	17
Cengage Learning, Inc.	8.84	2.90	25.00	17.60	5.00	3.54	Pass	10.00	72.87	18
hand2mind	12.23	1.80	22.20	16.60	5.00	4.89	Pass	10.00	72.72	19
Learning A-Z, LLC	6.19	4.00	25.00	18.40	5.00	2.48	Pass	10.00	71.07	20
Coughlan Companies, LLC dba Capstone	10.17	5.00	23.20	17.80	5.00	4.07	Pass	5.00	70.24	21
Science Pilot, LLC	17.50	1.90	14.20	12.80	2.80	7.00	Pass	10.00	66.20	22
Thimble.io	7.29	1.00	20.40	14.80	4.60	2.92	Pass	10.00	61.01	23
Stiix, LLC	11.67	1.80	14.60	12.80	3.60	4.67	Pass	10.00	59.14	24
ArgoPrep	14.71	2.00	13.60	8.40	3.20	5.88	Pass	10.00	57.79	25
Supporting Science, Inc.	9.72	2.00	14.20	11.80	5.00	3.89	Pass	10.00	56.61	26
TinkRworks, Inc.	8.75	1.90	15.00	11.40	3.80	3.50	Pass	10.00	54.35	27
Study.com	7.00	1.00	13.60	8.60	2.00	2.80	Pass	10.00	45.00	28
Norma's Create and Learn Stands, LLC	5.83	1.00	7.80	5.60	3.40	9.33	Pass	10.00	42.97	29

Tabulation Summary
RFP 22-060KB Instructional Resources - Catalog

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Insurance Requirements (Pass/Fail)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Educational Products, Inc.	25.00	2.00	23.33	19.33	3.33	10.00	Pass	10.00	92.99	1
La Hacienda Musica	21.55	1.00	23.33	18.33	3.67	8.62	Pass	10.00	86.50	2
The Reading Warehouse, Inc.	17.24	0.50	23.33	19.00	2.67	6.90	Pass	10.00	79.63	3
Lakeshore Learning Materials	12.32	2.00	25.00	20.00	5.00	4.93	Pass	10.00	79.25	4
Brooks Duplicator Company	16.42	1.00	21.67	18.33	4.00	6.57	Pass	10.00	77.99	5
The Rosen Publishing Group, Inc.	14.37	0.50	23.33	18.33	4.00	5.75	Pass	10.00	76.28	6
Oticon, Inc.	17.24	1.00	21.00	16.00	2.33	6.90	Pass	10.00	74.47	7
PAR, Inc.	17.24	2.00	19.33	16.67	2.00	6.90	Pass	10.00	74.14	8
KAMICO Instructional Media, Inc.	14.38	3.00	21.00	15.33	4.67	5.75	Pass	10.00	74.13	9
School Specialty, LLC	11.07	1.00	24.00	18.33	5.00	4.43	Pass	10.00	73.83	10
GL Group, Inc. dba Booksource	10.65	2.00	23.67	19.67	3.00	4.26	Pass	10.00	73.25	11
McGraw Hill	10.26	3.00	25.00	20.00	5.00	4.11	Pass	5.00	72.37	12
GF Educators, Inc.	21.58	2.00	15.67	11.33	2.67	8.63	Pass	10.00	71.88	13
Delaney Educational Enterprises	10.64	0.50	23.33	19.67	3.33	4.26	Pass	10.00	71.73	14
National Educational Systems, Inc.	12.32	1.00	22.67	17.67	3.00	4.93	Pass	10.00	71.59	15
Children's Plus, Inc.	10.64	1.00	23.00	19.33	3.33	4.26	Pass	10.00	71.56	16
Rainbow Book Company	10.64	0.50	23.67	18.33	3.67	4.26	Pass	10.00	71.07	17
Luck's Music Library	10.14	2.00	23.00	18.00	3.67	4.06	Pass	10.00	70.86	18
Really Good Stuff, LLC	11.06	1.00	23.33	17.33	3.67	4.42	Pass	10.00	70.81	19
Superior Text	12.32	2.00	21.00	17.00	3.00	4.93	Pass	10.00	70.25	20
Follett Content Solutions, LLC	10.64	1.00	24.33	20.00	5.00	4.26	Pass	5.00	70.23	21
Keystone Books and Media	10.64	0.50	16.00	13.33	3.33	4.26	Pass	10.00	58.06	22

RFP 22-060KB Instructional Resources

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be calculated using the Pricing Bid Table 	25 points
2	Reputation of the Vendor and of the Vendor’s Goods and Services <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD’s, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	5 points
3	Quality of the Vendor’s Goods and Services <ul style="list-style-type: none"> • Service capabilities • Demonstrates competence: experience, etc. • Configuration and installation, integration, implementation of digital resources • Relevant experience with school curriculum/content knowledge as it pertains to proposal specifications • Experience and competence in dealing with large school districts • Customer service indicative of sound delivery of services 	25 points
4	Extent to Which the Goods and Services Meet the District’s Needs <ul style="list-style-type: none"> • Vendors goods align to support the district instructional priority in the identified content area. • Alignment to the identified priorities • Alignment to the instructional model • Alignment to the Standards/TEKS • Balance of digital and print materials • Ability to integrate with existing programs/ materials/ databases 	20 points
5	Vendor’s Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the district. • Past projects or contracts similar service vendor has had with any K-12 Districts similar size or larger • Past projects or contracts similar service vendor has had with any business or universities the size of our district. 	5 points
6	Long-Term Cost to the District to Acquire the Vendor’s Goods or Services <ul style="list-style-type: none"> • Delivery: shipping and handling, setup fee; or other fees and other added cost 	10 points
7	Insurance Requirements: <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. • Certificate of Insurance with the limits outlined, without FBISD listed as the certificate holder • Letter from the vendor’s insurance carrier on the insurance carrier’s letterhead to Fort Bend ISD 	Pass/Fail
8	Service Agreement: <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD. 	10 points
	TOTAL	100 points

BOT Meeting:	June 20, 2022
Solicitation No.:	RFP 22-048AB
References:	District Goal Scalable Systems
Description:	<p>Professional Development Consulting Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of professional development consulting services for the District from multiple vendors in an amount not to exceed \$2,500,000 and authorization for the Superintendent to negotiate and execute the agreements through June 2027.</p> <p><u>Summary</u></p> <p>On March 10, 2022, Fort Bend ISD issued RFP 22-048AB soliciting proposals for professional development consulting services. The current contracts are set to expire in August 2022.</p> <p>These services support, enhance and improve professional learning and development in Fort Bend ISD across a range of topics aligned to District instructional priorities, which includes, but is not limited to, implementation of the curriculum, instructional and assessment practices, behavior and advanced academics, program evaluation, and leadership development across the organization. The awarded consultants will partner with district leaders to customize professional learning using varying models. These models include workshops, coaching, and job embedded professional learning. Consulting services vendors will be engaged according to annual implementation plans and/or as needed to support ongoing learning and development across the organization.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Department of School Leadership, Teaching and Learning, Special Education, Organizational Development, and Collaborative Communities departments evaluated these proposals.</p> <p><u>Background</u></p> <p>Expenditures for FY 2020-21 were \$724,425 and expenditures year-to-date are \$637,218. Expenditures will not exceed \$2,500,000 through June 2027, and funding is included in the budget.</p>
Requested By:	<p>Beth Martinez, Deputy Superintendent Kwabena Mensah, Chief of Schools Glenda Johnson, Chief Human Resources Officer Kim Lawson, Chief Academic Officer Bryan Guinn, Chief Financial Officer</p>

Vendors:	321 Insight American Reading Company*** ASCD AVID Center*** BloomBoard, Inc. Coaching Consultants Team Cognia College Board*** Corwin Press, Inc.*** Dale Carnegie Training Austin, Houston, San Antonio Editorial Edinumen/Edinumen USA FACTS Education Solutions, LLC Gallup*** Golding Touch Education Consulting, LLC Greatminds Griffiths Prince Associate Houghton Mifflin Harcourt Publishing Company*** Insight Education Group Lakeshore Learning Materials Language Circle Enterprises, Inc.*** Rethink Autism Inc. Scholastic Inc.*** Sibme Solution Tree Inc*** TCASE Services by Design Teaching and Learning Alliance, Inc.*** Teaching Strategies LLC*** Teachstone, Inc. The Hanover Research Council, LLC*** The Meena Project UpRiver Education UTeach Science Program Whymaker
Budget Sources:	General Fund Federal Funds
Amount:	Not to Exceed - \$2,500,000 through June 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD Notification System:	9064
Number of vendors downloaded the solicitation:	307
Number of responses received:	62
Number of "no bid" responses received:	20
Length of commitment:	Through June 30, 2027
Last solicitation date:	June 30, 2017
Supporting documents:	Evaluation Summary and Criteria

Disclosure under Board Policy CH, CV, or DBD (Local):	None
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*** Previously awarded a contract of the same scope with the district.

RFP 22-048AB
Professional Development Consulting Services

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <p>Offer a fair reasonable price for items or services to be procured by Fort Bend ISD. Pricing will be calculated using the Price Delivery Sheet in this document.</p>	25 points
2	<p>Reputation of the Vendor and of the Vendor’s Goods or Services</p> <p>Vendor should have a solid reputation with other ISD’s, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via email with a deadline. If no response is received by the deadline, there will be points deducted in this section.)</p>	5 points
3	<p>Quality of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Degree of alignment of proposal content/ materials to the District priorities as articulated in the RFP scope of work • Evidence of provider services capacity to deliver defined services within the scope of work in alignment with criteria • Quality of proposed content/consultants/training materials 	25 points
4	<p>Extent to Which the Goods or Services Meet the District’s Needs</p> <ul style="list-style-type: none"> • Degree to which the provider services articulate the capacity to deliver defined guarantees within the scope of services • Capacity to scale services for a District the size of FBISD (number of consultants dedicated to the services, trainer of trainer materials, etc.) • Degree to which the vendor services support an ongoing job embedded model for learning • Degree to which the provider services align with research based best practices 	25 points
5	<p>Vendor’s Past Relationship with the District</p> <p>Has a past relationship with FBISD or a District of similar size</p>	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor’s Goods or Services</p> <p>Warranty, setup fee; maintenance or other fees</p>	5 points
7	<p>Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.</p>	10 points
8	<p>Insurance Requirements</p> <p>Vendor meets insurance requirements and included a copy of the Certificate of Insurance in their proposal.</p>	Pass/Fail
	TOTAL	100 points

Evaluation Summary
RFP 22-048AB - Professional Development Consulting Services

Organizational Development: Adult Learning Design

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Insight Education Group	25.00	2.00	15.00	12.00	2.80	5.00	10.00	Pass	71.80	1
BloomBoard, Inc.	8.03	2.00	12.80	12.00	2.20	1.61	10.00	Pass	48.64	2
Griffiths Prince & Associates Consulting	13.68	1.00	4.00	4.20	1.60	2.74	10.00	Pass	37.22	3
BRT Professional Development Solutions	10.02	2.00	5.20	4.80	1.40	2.00	10.00	Pass	35.42	4

Organizational Development: Change Management

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Dale Carnegie Training Austin, Houston, San Antonio	25.00	1.00	18.33	18.33	2.33	5.00	10.00	PASS	79.99	1
BloomBoard, Inc.	20.85	2.00	16.33	16.33	0.67	4.17	10.00	PASS	70.35	2
The Kyra Company,LLC	24.51	1.00	13.00	11.33	1.33	4.90	10.00	PASS	66.07	3
TRImani Consulting, LLC	19.24	1.70	11.33	13.33	1.33	3.85	10.00	PASS	60.78	4
BRT Professional Development Solutions	17.52	2.00	10.33	11.33	0.67	3.51	10.00	PASS	55.36	5
Griffiths Prince & Associates Consulting	15.47	1.00	10.00	11.67	1.00	3.09	10.00	PASS	52.23	6
DB3 Unlimited Services LLC**										
Corwin Press, Inc.**										
The MEENA Project**										

**Non-Responsive

Organizational Development: Climate and Culture

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Insight Education Group	22.07	2.00	16.80	17.00	3.00	4.41	10.00	Pass	75.28	1
Gallup	22.44	2.97	15.20	16.40	4.60	4.49	5.00	Pass	71.10	2
Cognia	25.00	2.60	12.60	12.40	2.60	5.00	10.00	Pass	70.20	3
Corwin Press, Inc.	15.92	2.97	17.60	16.00	3.40	3.18	10.00	Pass	69.07	4
ASCD	16.12	1.00	17.00	17.60	3.80	3.22	10.00	Pass	68.74	5
The Hanover Research Council, LLC	15.18	1.00	16.80	17.60	3.40	3.04	10.00	Pass	67.02	6
Solution Tree Inc	16.67	1.95	17.80	17.60	3.40	3.33	5.00	Pass	65.75	7
Level Up Coaching LLC	18.00	3.00	14.20	14.20	2.00	3.60	10.00	Pass	65.00	8
Dale Carnegie Training Austin, Houston, San Antonio	17.00	1.00	13.20	15.00	1.80	3.40	10.00	Pass	61.40	9
The Kyra Company,LLC	15.23	1.00	14.00	12.80	2.60	3.05	10.00	Pass	58.68	10
Scholastic Inc.	14.42	1.95	15.00	14.60	4.00	2.88	5.00	Pass	57.85	11
BloomBoard, Inc.	12.70	2.00	13.80	13.00	2.00	2.54	10.00	Pass	56.04	12
DB3 Unlimited Services LLC	13.09	0.90	12.20	12.60	2.20	2.62	10.00	Pass	53.61	13
The Owned Project	13.44	1.80	11.20	10.00	2.00	2.69	10.00	Pass	51.13	14
TRImani Consulting, LLC	10.95	1.70	9.00	9.20	1.80	2.19	10.00	Pass	44.84	15
BRT Professional Development Solutions	10.23	2.00	7.60	8.00	2.00	2.05	10.00	Pass	41.88	16
Griffiths Prince & Associates Consulting	10.71	1.00	6.20	5.60	2.00	2.14	10.00	Pass	37.65	17
Performance Scoring	7.84	1.95	3.40	3.60	1.80	1.57	10.00	Pass	30.16	18
The MEENA Project**										

**Non-Responsive

Organizational Development: Cultural Competence

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
ASCD	22.80	1.00	21.40	21.00	3.60	4.56	10.00	Pass	84.36	1
Corwin Press	22.07	2.97	20.20	19.60	2.40	4.41	10.00	Pass	81.65	2
The Meena Project	25.00	1.00	12.80	13.80	2.40	5.00	10.00	Pass	70.00	3
Bloomboard, Inc.	17.42	2.00	17.20	15.60	1.80	3.48	10.00	Pass	67.50	4
Gallup	18.55	2.97	17.00	14.80	4.00	3.71	5.00	Pass	66.03	5
Latitude Workbased Learning	20.20	1.80	13.60	13.00	2.00	4.04	10.00	Pass	64.64	6
The Owned Project	15.84	1.80	11.40	9.40	1.20	3.17	10.00	Pass	52.81	7
BRT Professional Development Solutions	11.83	2.00	8.40	6.80	1.20	2.37	10.00	Pass	42.60	8
Griffiths Prince Associate	9.94	1.00	5.20	5.60	1.40	1.99	10.00	Pass	35.13	9
1st Class Educator, LLC**										

**Non-Responsive

Organizational Development: Early Childhood Curriculum Development

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Teaching and Learning Alliance, Inc.	25.00	2.00	22.00	22.00	4.50	5.00	5.00	Pass	85.50	1
Griffiths Prince & Associates Consulting	12.16	1.00	5.50	8.00	0.50	2.43	10.00	Pass	39.59	2

Organizational Development: Instructional Coaching

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Teaching and Learning Alliance, Inc.	24.31	2.00	23.00	23.50	5.00	4.86	5.00	Pass	87.67	1
Corwin Press, Inc.	25.00	2.97	17.00	17.25	5.00	5.00	10.00	Pass	82.22	2
Houghton Mifflin Harcourt Publishing Company	22.92	1.63	19.50	17.75	4.75	4.58	10.00	Pass	81.13	3
ASCD	23.34	1.00	16.75	17.00	4.00	4.67	10.00	Pass	76.76	4
Sibme	19.20	3.00	13.00	13.50	3.25	3.84	10.00	Pass	65.79	5
Insight Education Group	15.80	2.00	15.50	13.75	2.75	3.16	10.00	Pass	62.96	6
Cognia	14.53	2.60	12.25	11.50	2.50	2.91	10.00	Pass	56.29	7
Where Education Begins	16.04	1.00	11.50	11.75	1.50	3.21	10.00	Pass	55.00	8
The Owned Project	16.15	1.80	7.75	7.00	2.25	3.23	10.00	Pass	48.18	9
Vontoure Learning, LLC	13.24	1.00	8.25	7.75	2.50	2.65	10.00	Pass	45.39	10
BloomBoard, Inc.	12.91	2.00	8.50	6.75	1.50	2.58	10.00	Pass	44.24	11
Golding Touch Education Consulting, LLC	11.33	4.00	4.75	5.50	2.25	2.27	10.00	Pass	40.10	12
Comuniquemos, Inc.	7.60	3.98	6.50	7.00	3.00	1.52	10.00	Pass	39.60	13
University of Texas at Austin, Charles A. Dana Center	9.69	0.05	9.50	9.00	3.50	1.94	5.00	Pass	38.68	14
Language Circle Enterprises, Inc.	9.78	1.90	5.25	5.50	3.50	1.96	10.00	Pass	37.89	15
Griffiths Prince & Associates Consulting	11.36	1.00	3.75	3.75	1.75	2.27	10.00	Pass	33.88	16
MIND Research Institute	7.31	2.20	4.00	4.25	4.00	1.46	10.00	Pass	33.22	17
DB3 Unlimited Services LLC**										
FACTS Education Solutions, LLC**										
The MEENA Project**										
Scholars for the Soul: An Educational Solutions Firm, LLC**										

**Non-Responsive

Organizational Development: Leadership Development

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Teaching and Learning Alliance, Inc.	21.64	2.00	23.25	24.00	5.00	4.33	5.00	Pass	85.22	1
Corwin Press, Inc.	25.00	2.97	18.25	18.25	4.00	5.00	10.00	Pass	83.47	2
Houghton Mifflin Harcourt Publishing Company	19.78	1.63	15.50	16.00	4.25	3.96	10.00	Pass	71.12	3
Crumbine Education Consulting LLC.	21.84	4.84	14.25	11.50	2.25	4.37	10.00	Pass	69.05	4
Dale Carnegie Training Austin, Houston, San Antonio	21.22	1.00	14.75	15.50	2.25	4.25	10.00	Pass	68.97	5
ASCD	20.92	2.00	12.50	14.25	4.75	4.18	10.00	Pass	68.60	6
Marzano Resources, LLC.	20.96	1.35	16.25	17.25	2.75	4.19	5.00	Pass	67.75	7
Solution Tree Inc	22.36	1.95	14.25	14.75	3.25	4.47	5.00	Pass	66.03	8
Insight Education Group	16.13	2.00	17.25	15.00	1.75	3.23	10.00	Pass	65.36	9
Level Up Coaching LLC	21.77	3.00	11.25	11.25	1.75	4.35	10.00	Pass	63.37	10
Sibme	22.26	3.00	10.00	10.00	2.50	4.45	10.00	Pass	62.21	11
BloomBoard, Inc.	17.87	2.00	13.25	13.25	2.25	3.58	10.00	Pass	62.20	12
The Kyra Company,LLC	21.33	1.00	12.00	11.25	2.25	4.27	10.00	Pass	62.10	13
Gallup	13.43	2.97	16.25	17.00	4.75	2.69	5.00	Pass	62.09	14
Precision Leadership Strategies LLC	18.78	2.00	12.00	10.75	1.25	3.76	10.00	Pass	58.54	15
TRImani Consulting, LLC	20.16	1.70	9.50	9.50	1.50	4.03	10.00	Pass	56.39	16
DB3 Unlimited Services LLC	16.38	0.90	10.50	10.00	2.25	3.28	10.00	Pass	53.31	17
American Reading Company	15.83	1.60	11.75	11.50	1.75	3.17	5.00	Pass	50.60	18
Scholastic Inc.	14.06	1.95	12.50	10.75	3.50	2.81	5.00	Pass	50.57	19
Golding Touch Education Consulting, LLC	19.54	4.00	5.25	5.25	2.25	3.91	10.00	Pass	50.20	20
Kish Russell LLC	12.60	3.00	7.00	7.00	1.75	2.52	10.00	Pass	43.87	21
Cognia	8.55	2.60	8.00	6.75	3.00	3.71	10.00	Pass	42.61	22
BRT Professional Development Solutions	12.60	2.00	6.25	6.75	1.00	2.53	10.00	Pass	41.13	23
Griffiths Prince & Associates Consulting	12.15	1.00	5.75	5.75	1.75	2.43	10.00	Pass	38.83	24
Performance Scoring	8.96	1.95	3.25	3.50	1.75	1.79	10.00	Pass	31.21	25
FACTS Education Solutions, LLC**										
Responsive Learning, LP**										
The MEENA Project**										
University of Texas at Austin, Charles A. Dana Center**										

**Non-Responsive

Organizational Development: Professional Learning Library Web Design

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Insight Education Group	22.80	2.00	21.80	22.20	3.40	4.56	10.00	Pass	86.76	1
Sibme	25.00	3.00	17.20	19.00	3.80	5.00	10.00	Pass	83.00	2
Cognia	11.93	2.60	13.80	14.80	4.00	2.39	10.00	Pass	59.52	3
Griffiths Prince & Associates Consulting	12.57	1.00	7.80	8.40	2.60	2.52	10.00	Pass	44.89	4

Organizational Development: Program Evaluation and Research

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
The Hanover Research Council, LLC	25.00	1.00	23.00	21.40	4.60	5.00	10.00	Pass	90.00	1
ASCD	24.01	1.00	19.60	19.00	4.40	4.80	10.00	Pass	82.81	2
Cognia	23.15	2.60	16.20	16.00	3.80	4.63	10.00	Pass	76.38	3
Griffiths Prince & Associates Consulting	12.76	1.00	6.80	7.20	1.80	2.55	10.00	Pass	42.11	4
Corwin Press, Inc.**										
The MEENA Project**										

**Non-Responsive

Organizational Development: Special Program Evaluation and Research

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
The Hanover Research Council, LLC	25.00	1.00	22.33	22.67	4.67	5.00	10.00	Pass	90.67	1
TCASE Services by Design	17.58	5.00	15.33	16.00	3.00	3.52	10.00	Pass	70.43	2
Griffiths Prince & Associates Consulting	11.66	1.00	4.33	4.33	2.00	2.33	10.00	Pass	35.65	3

Organizational Development: Stakeholder Engagement

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Cognia	25.00	2.60	18.00	17.20	3.80	5.00	10.00	Pass	81.60	1
TRImani Consulting, LLC	19.90	1.70	8.00	7.80	1.20	3.98	10.00	Pass	52.58	2
Griffiths Prince & Associates Consulting	15.26	1.00	5.40	5.60	2.00	3.05	10.00	Pass	42.31	3
The MEENA Project**										

**Non-Responsive

Organizational Development: Strategic Improvement and Planning

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
The Hanover Research Council	23.18	1.00	19.60	19.40	3.40	4.64	10.00	Pass	81.22	1
Houghlin Mifflin Harcourt	19.17	1.63	19.80	18.80	4.40	3.84	10.00	Pass	77.64	2
Cognia	25.00	2.97	16.60	15.40	1.80	5.00	10.00	Pass	76.77	3
ASCD	22.04	1.00	16.80	16.00	3.80	4.41	10.00	Pass	74.05	4
Insight Education Group	16.36	2.00	16.20	17.00	1.80	3.27	10.00	Pass	66.63	5
Precision Leadership Strategy	21.89	2.00	12.60	11.80	1.40	4.38	10.00	Pass	64.07	6
Bloomboard, Inc.	16.08	2.00	11.60	12.00	1.40	3.22	10.00	Pass	56.30	7
DB3 Unlimited	19.16	0.90	10.00	10.80	1.40	3.83	10.00	Pass	56.09	8
The Meena Project	19.39	1.00	6.60	7.20	2.00	3.88	10.00	Pass	50.07	9
The Kyra Company, LLC	16.91	1.00	8.40	8.20	1.60	3.38	10.00	Pass	49.49	10
TRImani Consulting, LLC.	16.50	1.70	7.00	8.20	1.60	3.30	10.00	Pass	48.30	11
Griffiths Prince Associate	11.61	1.00	5.60	5.80	1.00	2.32	10.00	Pass	37.33	12
Savvas Learning	10.50	2.00	9.20	10.80	2.20	2.10	5.00	Pass	41.80	13
Corwin Press**										

**Non-Responsive

Organizational Development: Teacher Mentorship and Induction

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
ASCD	25.00	1.00	16.40	18.60	4.20	5.00	10.00	Pass	80.20	1
BloomBoard, Inc.	21.69	2.00	17.40	14.80	2.20	4.34	10.00	Pass	72.43	2
Sibme	20.94	3.00	14.20	14.20	3.40	4.19	10.00	Pass	69.93	3
Griffiths Prince & Associates Consulting	11.21	1.00	2.80	2.20	0.80	2.24	10.00	Pass	30.25	4

Organizational Development: Texas Child Care Provider Licensing

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Griffiths Prince Associate	25.00	1.00	25.00	0.00	0.50	5.00	10.00	Pass	66.50	1

Vendors did not score a 70 or above, thus a recommendation of award was not made.

Curriculum and Instruction: Advanced Academics

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
College Board	25.00	2.00	23.33	23.33	5.00	5.00	5.00	Pass	88.66	1
AVID Center	19.66	2.00	20.33	21.67	4.67	3.93	1.00	Pass	73.26	2
Summit K12 Holdings, Inc.	19.80	0.05	8.67	8.67	2.33	3.96	10.00	Pass	53.48	3
Griffiths Prince & Associates Consulting	16.07	1.00	8.67	8.67	0.67	3.21	10.00	Pass	48.28	4
The MEENA Project**										

**Non-Responsive

Curriculum and Instruction: Behavior Support

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
FACTS Education Solutions, LLC	25.00	3.38	16.60	17.40	2.40	5.00	10.00	Pass	79.78	1
BloomBoard, Inc.	18.96	2.00	16.20	13.20	2.00	3.79	10.00	Pass	66.15	2
ASCD	13.89	1.00	18.40	15.60	3.60	2.78	10.00	Pass	65.27	3
321 Insight	15.46	4.00	19.00	15.20	2.40	3.09	5.00	Pass	64.15	4
Newsela, Inc.	12.52	3.00	14.00	14.20	2.40	2.50	5.00	Pass	53.62	5
Academic Coaching Experts LLC	9.70	2.00	13.60	11.40	1.20	1.94	10.00	Pass	49.84	6
1st Class Educator, LLC	11.92	1.00	11.80	9.20	1.60	2.38	10.00	Pass	47.90	7
Griffiths Prince & Associates Consulting	11.37	1.00	8.00	8.40	2.00	2.37	10.00	Pass	43.14	8
Corwin Press, Inc.**										
Scholars for the Soul: An Educational Solutions Firm,LLC**										

**Non-Responsive

Curriculum and Instruction: Bilingual ESL

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
UpRiver Education	25.00	4.00	19.33	20.67	1.00	5.00	10.00	Pass	85.00	1
American Reading Company	24.20	1.60	18.00	18.00	4.00	4.84	5.00	Pass	75.64	2
AVID Center	20.40	2.00	19.00	19.33	4.67	4.08	1.00	Pass	70.48	3
BloomBoard, Inc.	12.37	2.00	15.67	18.00	3.33	2.47	10.00	Pass	63.84	4
Comuniquemos, Inc.	10.35	3.98	10.67	11.67	4.67	2.07	10.00	Pass	53.41	5
Corwin Press, Inc.	11.81	2.97	11.00	10.33	4.67	2.36	10.00	Pass	53.14	6
Kish Russell LLC	12.73	3.00	9.00	9.33	3.67	2.55	10.00	Pass	50.28	7
Griffiths Prince & Associates Consulting	13.93	1.00	8.00	8.33	3.33	2.79	10.00	Pass	47.38	8
Golding Touch Education Consulting, LLC	9.75	4.00	8.00	8.33	4.00	1.95	10.00	Pass	46.03	9
Summit K12 Holdings, Inc.	9.89	0.05	8.67	8.67	4.67	1.98	10.00	Pass	43.93	10
The MEENA Project**										

**Non-Responsive

Curriculum and Instruction: Early Childhood (PreK)

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Lakeshore Learning Materials	25.00	3.00	24.00	24.50	5.00	5.00	10.00	Pass	96.50	1
Teaching Strategies LLC	22.80	2.00	24.00	25.00	3.50	4.56	10.00	Pass	91.86	2
Teachstone, Inc	20.23	4.68	24.50	24.00	2.00	4.05	10.00	Pass	89.46	3
Corwin Press, Inc.	23.11	2.97	22.50	22.50	3.50	4.62	10.00	Pass	89.20	4
ASCD	18.95	1.00	24.50	23.50	4.00	3.79	10.00	Pass	85.74	5
Teaching and Learning Alliance, Inc.	23.18	2.00	22.50	22.50	3.50	4.64	5.00	Pass	83.32	6
Griffiths Prince & Associates Consulting	10.71	1.00	8.00	9.00	0.50	2.14	10.00	Pass	41.35	7
The MEENA Project**										

**Non-Responsive

Curriculum and Instruction: Gifted and Talented

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
ASCD	25.00	1.00	10.50	10.00	3.50	5.00	10.00	PASS	65.00	1
BloomBoard, Inc.	16.62	2.00	9.00	7.50	2.50	3.32	10.00	PASS	50.94	2
Griffiths Prince & Associates Consulting Responsive Learning, LP**	16.07	1.00	4.00	4.00	2.00	3.21	10.00	PASS	40.28	3

**Non-Responsive

Vendors did not score a 70 or above, thus a recommendation of award was not made.

Curriculum and Instruction: Literacy Instructional Practices

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Language Circle Enterprises, Inc.	24.46	1.90	17.00	15.80	4.20	4.89	10.00	PASS	78.25	1
Corwin Press, Inc.	15.74	2.97	20.20	19.20	5.00	3.15	10.00	PASS	76.26	2
Coaching Consultants Team	22.95	2.00	16.00	17.40	2.40	4.59	10.00	PASS	75.34	3
Teaching and Learning Alliance, Inc.	12.98	2.00	23.00	23.40	5.00	2.60	5.00	PASS	73.98	4
Scholastic Inc.	14.19	1.95	21.40	21.80	5.00	2.84	5.00	PASS	72.18	5
BloomBoard, Inc.	25.00	2.00	14.60	13.20	1.80	5.00	10.00	PASS	71.60	6
ASCD	11.49	1.00	20.60	21.00	4.80	2.30	10.00	PASS	71.19	7
Houghton Mifflin Harcourt Publishing Company	7.52	1.63	23.20	22.20	5.00	1.50	10.00	PASS	71.05	8
Golding Touch Education Consulting, LLC	18.23	4.00	16.00	15.80	2.80	3.65	10.00	PASS	70.48	9
Newsela, Inc.	17.63	3.00	16.80	17.80	4.40	3.53	5.00	PASS	68.16	10
Great Minds PBC	19.16	0.90	18.40	16.80	2.80	3.84	1.00	PASS	62.90	11
Empowering Writers	12.80	1.45	12.40	16.00	2.80	2.56	10.00	PASS	58.01	12
American Reading Company	8.53	1.60	12.60	17.00	3.60	5.00	5.00	PASS	53.33	13
Griffiths Prince & Associates Consulting	13.92	1.00	9.60	9.80	2.00	2.78	10.00	PASS	49.10	14
International Write Now, Inc.	7.28	1.00	11.80	11.60	2.60	1.59	10.00	PASS	45.87	15
Summit K12 Holdings, Inc.	7.28	0.05	9.20	9.20	1.80	1.46	10.00	PASS	38.99	16
FACTS Education Solutions, LLC**										

**Non-Responsive

Curriculum and Instruction: Parent and Family Engagement

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Kish Russell LLC	17.93	3.00	17.75	14.50	2.25	3.58	10.00	Pass	69.01	1
Scholastic Inc.	20.40	1.95	18.00	15.75	2.50	4.08	5.00	Pass	67.68	2
The ARKGroup	19.32	1.95	14.00	12.75	2.25	3.86	10.00	Pass	64.13	3
Griffiths Prince & Associates Consulting	25.00	1.00	8.00	5.50	2.00	5.00	10.00	Pass	56.50	4

Vendors did not score a 70 or above, thus a recommendation of award was not made.

Curriculum and Instruction: Professional Learning Communities

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Corwin Press, Inc.	23.39	2.97	20.50	21.75	4.75	4.68	10.00	PASS	88.04	1
Houghton Mifflin Harcourt Publishing Company	25.00	1.63	17.75	18.50	5.00	5.00	10.00	PASS	82.88	2
Solution Tree Inc	17.82	1.95	18.25	19.50	4.75	3.56	5.00	PASS	70.83	3
ASCD	16.07	1.00	17.00	18.50	5.00	3.21	10.00	PASS	70.78	4
BloomBoard, Inc.	11.27	2.00	10.50	12.25	3.75	2.25	10.00	PASS	52.02	5
Golding Touch Education Consulting, LLC	13.04	4.00	5.00	4.75	3.00	2.61	10.00	PASS	42.40	6
Summit K12 Holdings, Inc.	13.89	0.05	2.50	2.75	2.00	2.78	10.00	PASS	33.97	7
Griffiths Prince & Associates Consulting	7.41	1.00	2.50	2.75	2.75	1.48	10.00	PASS	27.89	8
Empowering Writers**										
Savvas Learning Company LLC**										
The MEENA Project**										

**Non-Responsive

Curriculum and Instruction: RTI / MTSS

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Corwin Press, Inc.	21.95	2.97	22.00	19.40	5.00	4.39	10.00	Pass	85.71	1
Solution Tree Inc	25.00	1.95	22.00	21.20	4.80	5.00	5.00	Pass	84.95	2
ASCD	21.77	1.00	22.40	17.60	4.20	4.35	10.00	Pass	81.32	3
Golding Touch Education Consulting, LLC	21.44	4.00	9.20	8.60	3.00	4.29	10.00	Pass	60.53	4
Savvas Learning Company LLC	13.11	2.00	15.40	15.00	4.00	2.62	5.00	Pass	57.13	5
Griffiths Prince & Associates Consulting	13.21	1.00	6.80	6.40	2.60	2.64	10.00	Pass	42.65	6

Curriculum and Instruction: Special Education Topics Programming

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
TCASE Services by Design	24.27	5.00	19.33	19.33	4.00	4.85	10.00	Pass	86.78	1
Rethink Autism Inc.	22.29	1.50	20.67	20.33	4.00	4.46	10.00	Pass	83.25	2
321 Insight	25.00	4.00	19.50	17.50	3.50	5.00	5.00	Pass	79.50	3
Summit K12 Holdings, Inc.	21.26	0.05	14.00	14.50	3.00	4.25	10.00	Pass	67.06	4
Griffiths Prince & Associates Consulting	13.05	1.00	8.50	9.00	2.50	2.61	10.00	Pass	46.66	5

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Curriculum and Instruction: STEM Instructional Practices

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Griffiths Prince Associate	25.00	1.00	24.00	24.00	3.50	5.00	10.00	Pass	92.5	1
Houghlin Mifflin Harcourt	17.32	1.63	24.33	24.00	5.00	3.46	10.00	Pass	85.74	2
Greatminds	24.68	4.00	21.50	24.00	4.50	4.94	1.00	Pass	84.62	3
Whymaker	18.03	1.95	21.50	21.50	3.00	3.61	10.00	Pass	79.59	4
ASCD	11.95	1.00	24.50	24.50	4.00	2.39	10.00	Pass	78.34	5
UTeach Science Program	16.57	4.00	24.50	24.50	4.00	3.31	1.00	Pass	77.88	6
Cognia	16.27	2.60	24.00	17.50	4.00	3.25	10.00	Pass	77.62	7
Bloomboard, Inc.	7.85	2.00	20.50	19.50	4.00	1.57	10.00	Pass	65.42	8
Tech Talent South	18.46	1.15	14.00	13.50	2.50	3.69	10.00	Pass	63.30	9
Vontoure Learning, LLC	14.70	1.00	14.00	13.00	4.00	2.94	10.00	Pass	59.64	10
Science Safety	13.92	1.80	11.50	11.50	1.00	2.78	10.00	Pass	52.50	11
Corwin Press**										

*Non-Responsive

Curriculum and Instruction: World Languages

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors goods or services (5 pts. max)	Quality of the Vendors goods or services (25 pts. max)	Extent to which the goods or services meet the districts needs (25 pts. max)	Vendors past relationship with the district or similar size district (5 pts. max)	Long-term cost to the district to acquire the Vendors goods or services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Editorial Edinumen/Edinumen USA	25.00	0.90	21.67	22.00	3.00	5.00	10.00	Pass	87.57	1
Summit K12 Holdings, Inc.	12.38	0.05	7.00	8.33	2.67	2.48	10.00	Pass	42.91	2
Griffiths Prince & Associates Consulting	7.26	1.00	6.00	5.67	2.33	1.45	10.00	Pass	33.71	3

BOT Meeting:	June 20, 2022
Solicitation No.:	22-056AB School Purchasing Alliance (SPA)
References:	District Goal Scalable Systems
Description:	<p>General Grocery, Snacks, Beverages, and Non-Food Items</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of general grocery and non-food items from Gordon Food Service under a cooperative contract with New Caney ISD - School Purchasing Alliance (SPA) in an amount not-to-exceed \$52,050,000 and authorization for the Superintendent to negotiate and execute the agreement through June 30, 2027.</p> <p><u>Summary</u></p> <p>On March 29, 2021 the Board approved a cooperative purchase of general grocery, snacks, beverage, and non-food items through SPA, and the contracts will expire on June 30, 2022.</p> <p>This contract will allow for the procurement of food and non-food items needed for the preparation and service of breakfast, lunch, dinner, snacks, catered events, and concessions when required. Additionally, the CTE culinary program utilizes this contract for the operation of the Grill, the childcare facility, and instruction. Currently SPA has 37 member districts with an estimated purchasing agreement of \$110 million. The size of their purchasing agreements enables members to leverage cost, thus receiving better pricing.</p> <p>The School Purchasing Alliance cooperative purchasing contract will allow the District to fulfill general grocery and non-food items efficiently and effectively and complies with school district bidding requirements. Renewal options are available through June 2027. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method at that time.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$3,891,387. Year-to-date expenditures are \$7,386,695. Expenditures will not exceed \$52,050,000 through 2027, and funding is included in the budget. The estimated expenditures include purchases for Child Nutrition, Special Education, and CTE and accounts for future student growth and increases due to inflation.</p>
Requested By:	Bryan Guinn, Chief Financial Officer Matt Antignolo, Executive Director Child Nutrition
Vendor:	Gordon Food Service***
Budget Sources:	Federal Funds 335

	General Fund Enterprise Funds
Amount:	Not to Exceed - \$52,050,000 through June 30, 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through June 30, 2027
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** *Previously awarded a contract of the same scope with the district.*

BOT Meeting:	June 20, 2022
Solicitation No.:	22-046AB School Purchasing Alliance (SPA)
References:	District Goal Scalable Systems
Description:	<p>Bread and Related Items</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of bread and related items from Kurz and Company under a cooperative contract with New Caney ISD - School Purchasing Alliance (SPA) in an amount not-to-exceed \$1,500,000 and authorization for the Superintendent to negotiate and execute the agreement through June 30, 2027.</p> <p><u>Summary</u></p> <p>On June 18, 2018, the Board awarded RFP 18-049MH Bread, Bread Products and Related Items. The contract is set to expire on June 30, 2022.</p> <p>This contract will allow for the procurement of bread and related items needed for the preparation and service of breakfast, lunch, dinner, snacks, catered events, and concessions when required. Currently SPA has 37 member districts with an estimated purchasing agreement of \$110 million. The size of their purchasing agreements enables members to leverage cost, thus receiving better pricing.</p> <p>The School Purchasing Alliance cooperative purchasing contract will allow the District to fulfill the need for bread and related items efficiently and effectively and complies with school district bidding requirements. Renewal options are available through June 2027.</p> <p>Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method at that time.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$85,164. Year-to-date expenditures are \$190,970. Expenditures will not exceed \$1,500,000 through 2027, and funding is included in the budget.</p>
Requested By:	Bryan Guinn, Chief Financial Officer Matt Antignolo, Executive Director Child Nutrition
Vendor:	Kurz and Company***
Budget Sources:	Federal Funds (CND & Special Education) General Fund CTE Funds Enterprise Funds
Amount:	Not to Exceed - \$1,500,000 through June 30, 2027

Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through June 30, 2027
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** *Previously awarded a contract of the same scope with the district.*

BOT Meeting:	June 20, 2022
Solicitation No.:	22-057AB School Purchasing Alliance (SPA)
References:	District Goal Scalable Systems
Description:	<p>Produce</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of produce from Brothers Produce under a cooperative contract with New Caney ISD - School Purchasing Alliance (SPA) in an amount not-to-exceed \$4,500,000, and authorization for the Superintendent to negotiate and execute the agreement through June 30, 2027.</p> <p><u>Summary</u></p> <p>On May 10, 2021, the Board awarded produce purchases through a cooperative, SPA. This contract will allow for the procurement of produce needed for the preparation and service of breakfast, lunch, dinner, snacks, catered events, and concessions when required. Currently SPA has 37 member districts with an estimated purchasing agreement of \$110 million. The size of their purchasing agreements enables members to leverage cost, thus receiving better pricing.</p> <p>The School Purchasing Alliance cooperative purchasing contract will allow the District to fulfill produce items efficiently and effectively and complies with school district bidding requirements. Renewal options are available through June 2027. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method at that time.</p> <p><u>Background</u></p> <p>Expenditures in 2020-21 were \$549,127 for these goods, and year-to-date expenditures are \$569,065. Expenditures will not exceed \$4,500,000 through 2027, and funding is included in the budget.</p>
Requested By:	Bryan Guinn, Chief Financial Officer Matt Antignolo, Executive Director Child Nutrition
Vendor:	Brothers Produce***
Budget Sources:	Federal Funds General Fund Enterprise Funds
Amount:	Not to Exceed - \$4,500,000 through June 30, 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A

Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through June 30, 2027
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** *Previously awarded a contract of the same scope with the district.*

BOT Meeting:	June 20, 2022
Solicitation No.:	18-060ES - Network Access Management System Department of Information Resources (DIR)
References:	District Goal Scalable Systems
Description:	<p>Contract Increase for Network Access Management System (ClearPass Policy Manager)</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval to increase the existing awarded contract 18-060ES Network Access Management System (ClearPass Policy Manager) with Layer 3 Solutions, LLC, by \$246,242 for a total of \$586,987, to continue purchasing additional licenses, and authorization for the Superintendent to negotiate and execute the agreement for the duration of the contract period which ends September 19, 2023.</p> <p><u>Summary</u></p> <p>The Information Technology (IT) Division is requesting an increase for licenses for the network access management software system. The current Board approval has one (1) year remaining, but not enough funds to renew the final year of the five-year (5) maintenance term.</p> <p>On May 14, 2018, the Board approved the initial expenditures of the agreement, funded by the 2014 Bond Program as part of the Bond 2014 wireless project, not to exceed \$340,745 through 2023.</p> <p>The original wireless device license purchase in 2018 consisted of 50,000 concurrent wireless client access licenses, which accounted for the demand at the start of the installation in 2018 with an anticipated gradual demand for the subsequent three (3) to four (4) years. The pandemic brought the onset of online instruction in 2020 and proliferated the growth of technology adoption and wireless demands throughout Fort Bend ISD. The demands reduced the number of wireless client access licenses available for existing and new wireless devices. During 21-22 school year, there were approximately 65,000 to 70,000 licenses used by students and employees' wireless devices. Fort Bend ISD staff worked with the vendor to allow the Fort Bend ISD system access to more than the original 50,000 licenses.</p> <p>The approval of this request will enable the District to purchase additional wireless client access licenses to meet the current license demand (true-up) of 30,000 licenses and add an additional 20,000 licenses for ongoing and future District wireless needs.</p> <p><u>Background</u></p> <p>Expenditures in 2018-19 were \$304,321. Expenditures in 2019-20 were \$26,500. The contract balance remaining under the current Board</p>

	authorization is \$9,924. The expenditures are not expected to exceed \$586,987, which includes the increase of \$246,242. Funding is included in the budget.
Requested By:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendors:	Layer3 Solutions, LLC.
Budget Sources:	Bond Funds
Amount:	Increase of \$246,242; not to exceed total of \$586,987 through September 19, 2023
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through September 19, 2023
Last solicitation date:	May 14, 2018
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	N/A