

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

Monday, March 27, 2023

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Special Called Meeting on Monday, March 27, 2023, beginning at 5:30 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479.

The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address:

<https://www.fortbendisd.com/Page/124962>

Members of the public who wish to address the Board must register to speak no later than 9:30 a.m. on the day of the meeting at the following address:

<https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>.

1. Call to order
2. Information
 - A. Staff will present the District's 2021-22 Texas Academic Performance Report (TAPR) 2
3. Public Comments on District's 2021-22 Texas Academic Performance Report
4. Adjournment

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

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

- Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
- Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.
- Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.
- 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.
- Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

For: Fort Bend ISD Board of Trustees
Date: March 27, 2023
Action: Public Hearing: Annual Report and Texas Academic Performance Report (TAPR)
References: Board Policy AIB (Legal)
Department: Accountability, Assessment, & Compliance

Summary

The Administration will provide an overview of the Fort Bend ISD 2021-22 Annual Report in a public hearing as required in policy AIB (Legal). The presentation will be followed by opportunities for public comment and Board discussion.

Background

Texas Education Code (TEC), §39.306, as referenced in Board Policy AIB (Legal), requires each school district to publish an annual report that includes the full Texas Academic Performance Report (TAPR) published by the Texas Education Agency (TEA) as well as several other documents released by TEA and the district as a summation of the previous school year. Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the Texas Academic Performance Report (TAPR). The Texas Education Agency published the 2021-22 TAPR on December 16, 2022. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website.

Documents compiled within this comprehensive report are based on data produced during the 2021-22 school year. Some required elements such as graduation rates, drop out rates, financial reports are based on data collected by TEA in years prior to 2021-22. Items that are required to be addressed in the hearing and in the annual report document include:

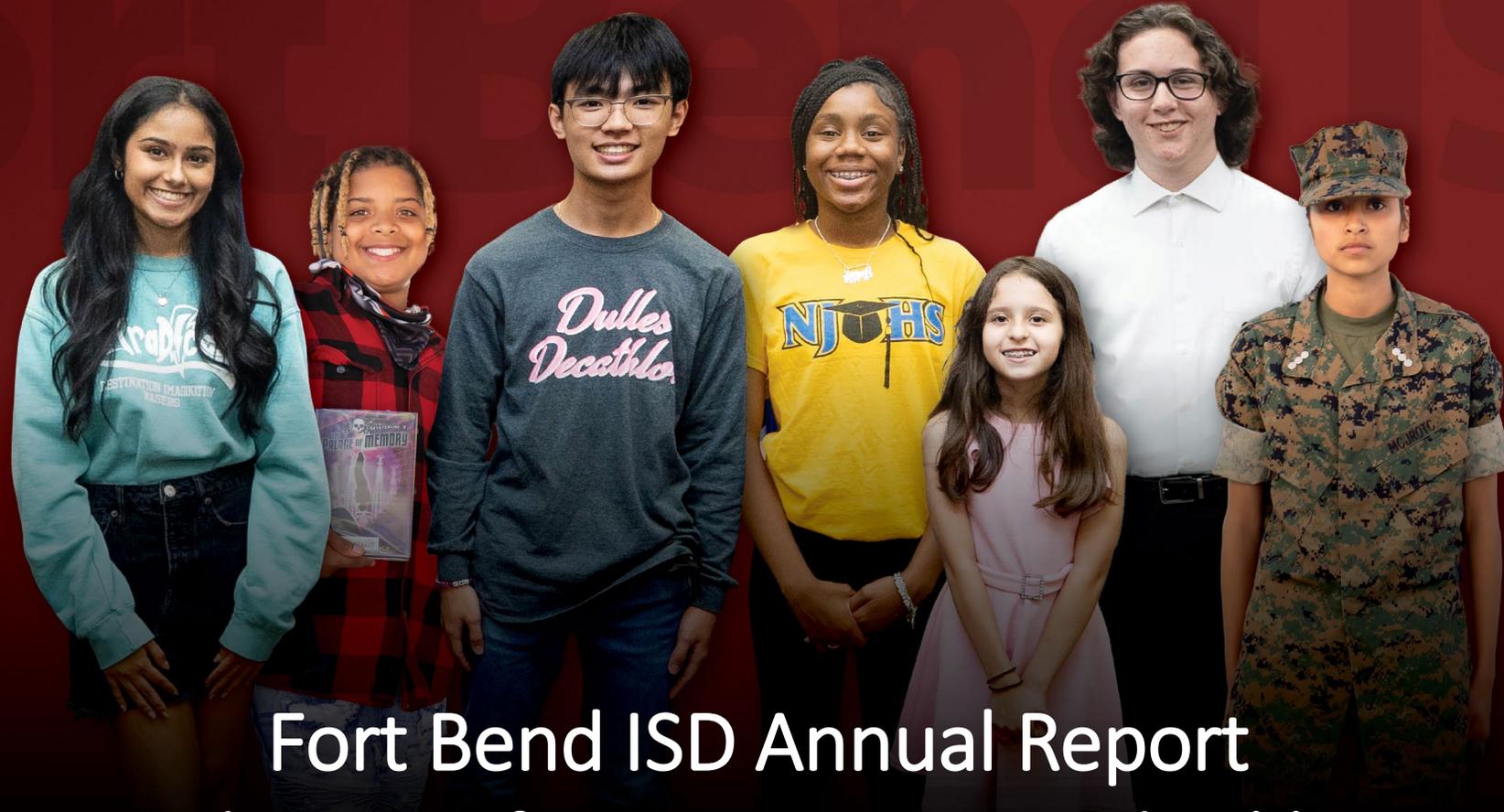
- 2021-22 Texas Academic Performance Report (TAPR)
- 2022 Special Education Determination Status
- PEIMS Standard Financial Report (2020-21 Financial Actual Report)
- 2021-22 District Accreditation Status
- Campus Performance Objectives (21-22 Campus Improvement Plan Performance Objectives)
- 2021-22 Report on Violent and Criminal Incidents (TEC §39.306.4)
- Student Performance in Postsecondary Institutions (Texas Higher Education Coordinating Board data)
- 2021-22 Progress of the District and Each Campus toward HB3 Goals

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kimberly Lawson
Chief Academic Officer



Fort Bend ISD Annual Report

Texas Academic Performance Report and Public Hearing

MONDAY, MARCH 27, 2023

2021-22 District Annual Report



Agenda

INSPIRE. EQUIP. IMAGINE.



- Annual Report Purpose & Requirements
- Overview of the 8 Sections:
 1. 2021-22 Texas Academic Performance Report (PDF TAPR)
 2. PEIMS Financial Standard Report (2020-21 Financial Actual Report)
 3. 2021-22 District Accreditation Status ** 5
 4. District & Campus Performance Objectives
 5. Report on Violent or Criminal Incidents on Campuses
 6. Student Performance in Postsecondary Institutions
 7. HB3 Goals & District/Campus Progress on Board Adopted Goals/Objectives
 8. 2021-22 TAPR Glossary
- Questions/Public Comment

***Not Available for 2021-22 Annual Report*

2021-22 District Annual Report



- The Annual Report is the “**final**” report on the 2021-22 school year.
- It cannot be issued until **AFTER** all Accountability Ratings are **FINAL** .
 - Meaning after TEA has resolved all appeals – which happened on or about November 16, 2022
 - TAPR was released to districts and the public on December 16, 2022
- The data being reported in the 2021-22 Annual Report are not new, but it is the only place that compiles all of the data.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

The intent of the Texas Academic Report (TAPR) is to inform the public about the educational performance of the district in relation to the region, the state, and a comparable group of schools.

Published Yearly in
November or
December

Data includes:
STAAR, Attendance,
Graduation, CCMR,
Student & Staff
Demographics

Data in the TAPR
report is from the
previous year or prior

2021-22 TAPR Cover Page

District Name: FORT BEND ISD

District Number: 079907

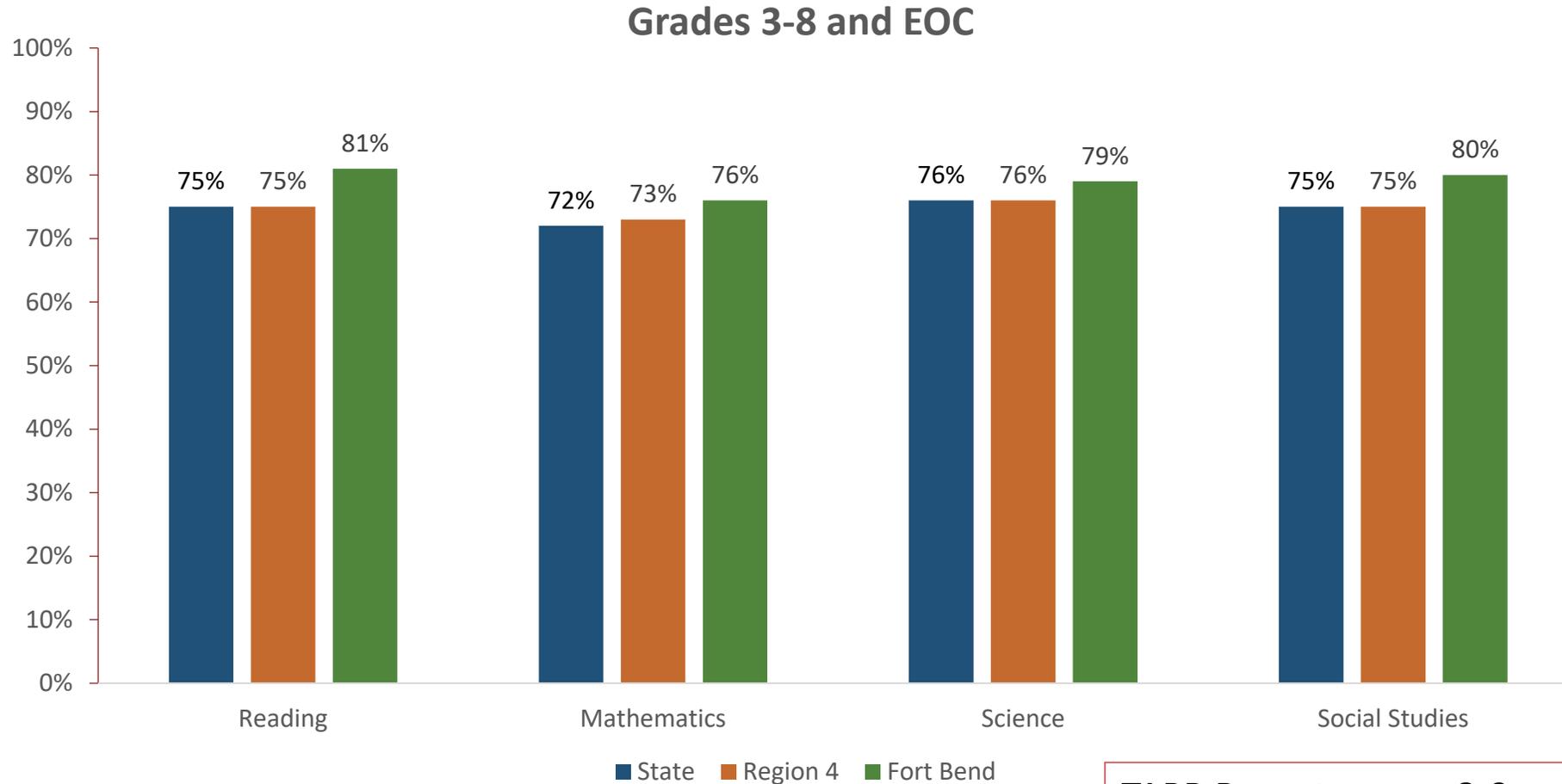
2022 Accountability Rating: B

2022 Special Education Determination Status: Needs Assistance

Section 1

2021-22 Texas Academic Performance Report (TAPR)

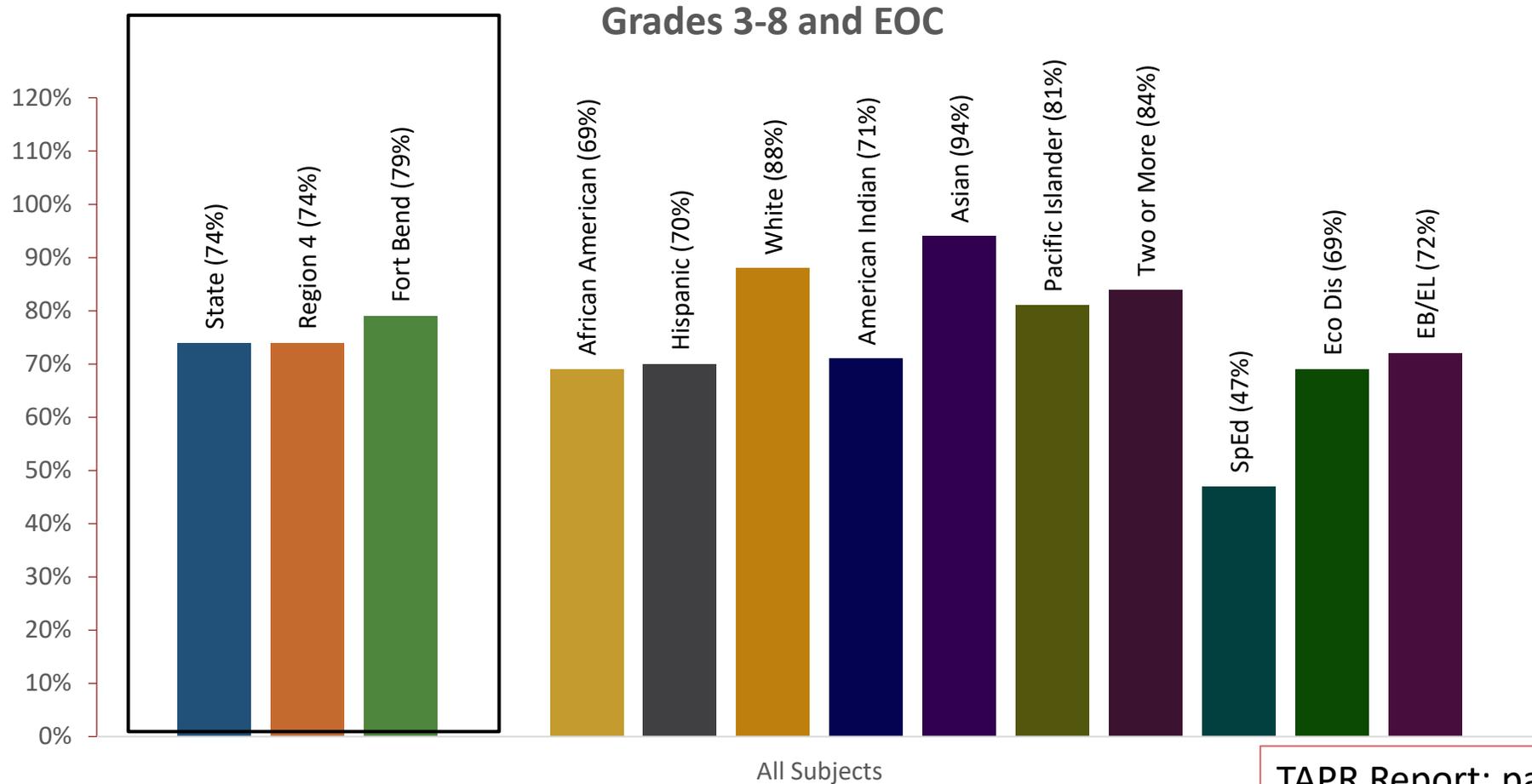
2021-22 STAAR Approaches Grade Level or Above



Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR Approaches Grade Level or Above by Student Group

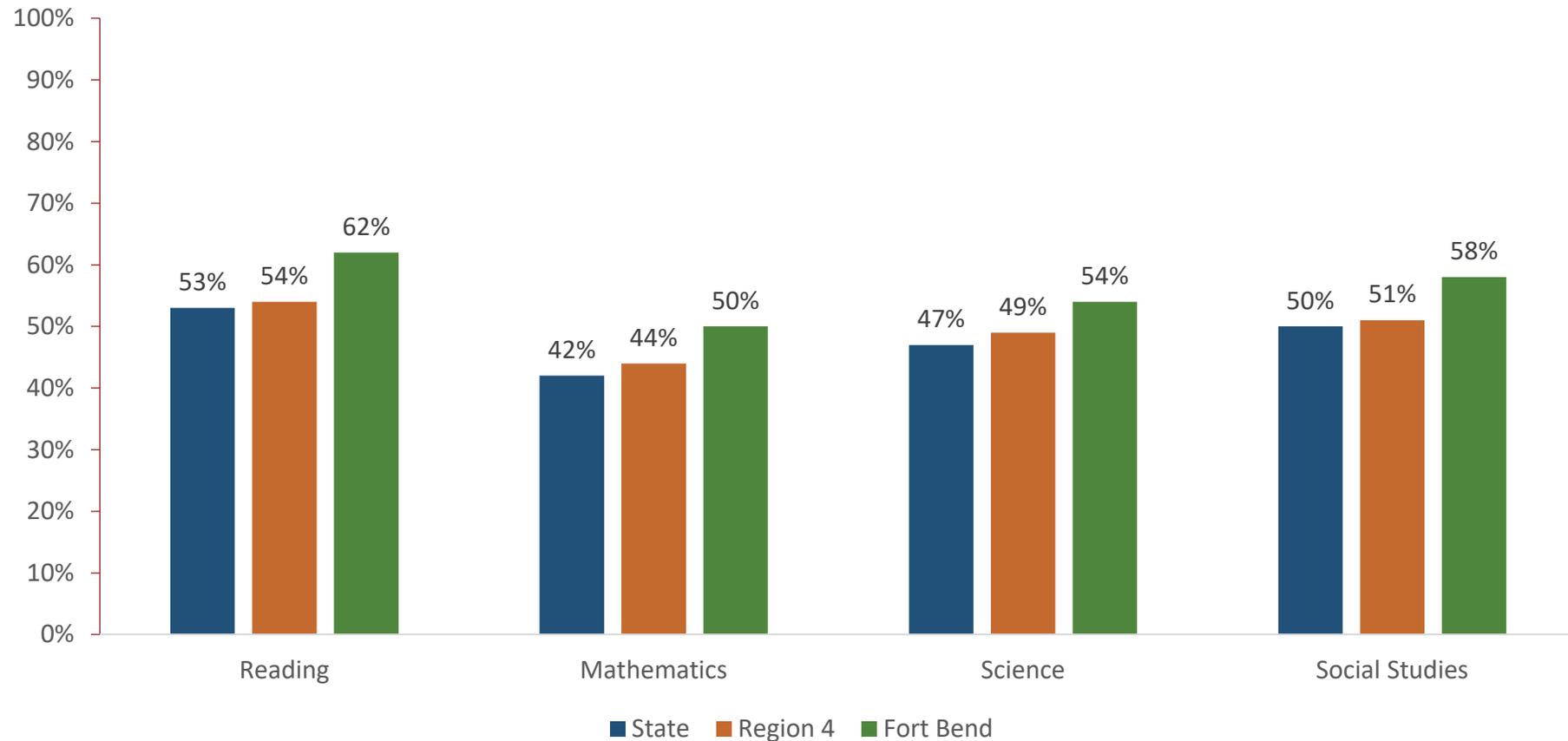


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MEETS GRADE LEVEL OR ABOVE

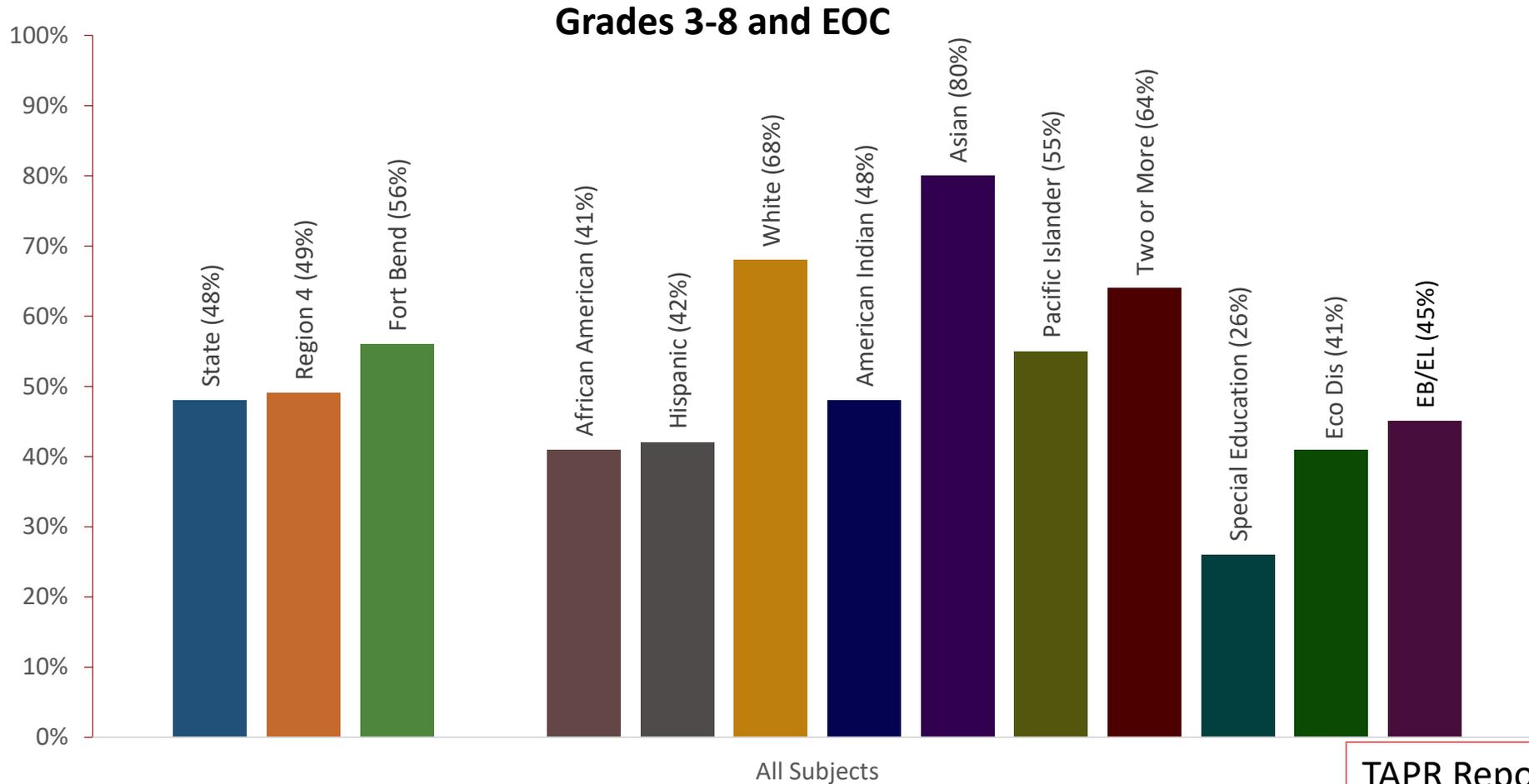
Grades 3-8 and EOC



Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MEETS GRADE LEVEL OR ABOVE by Student Group

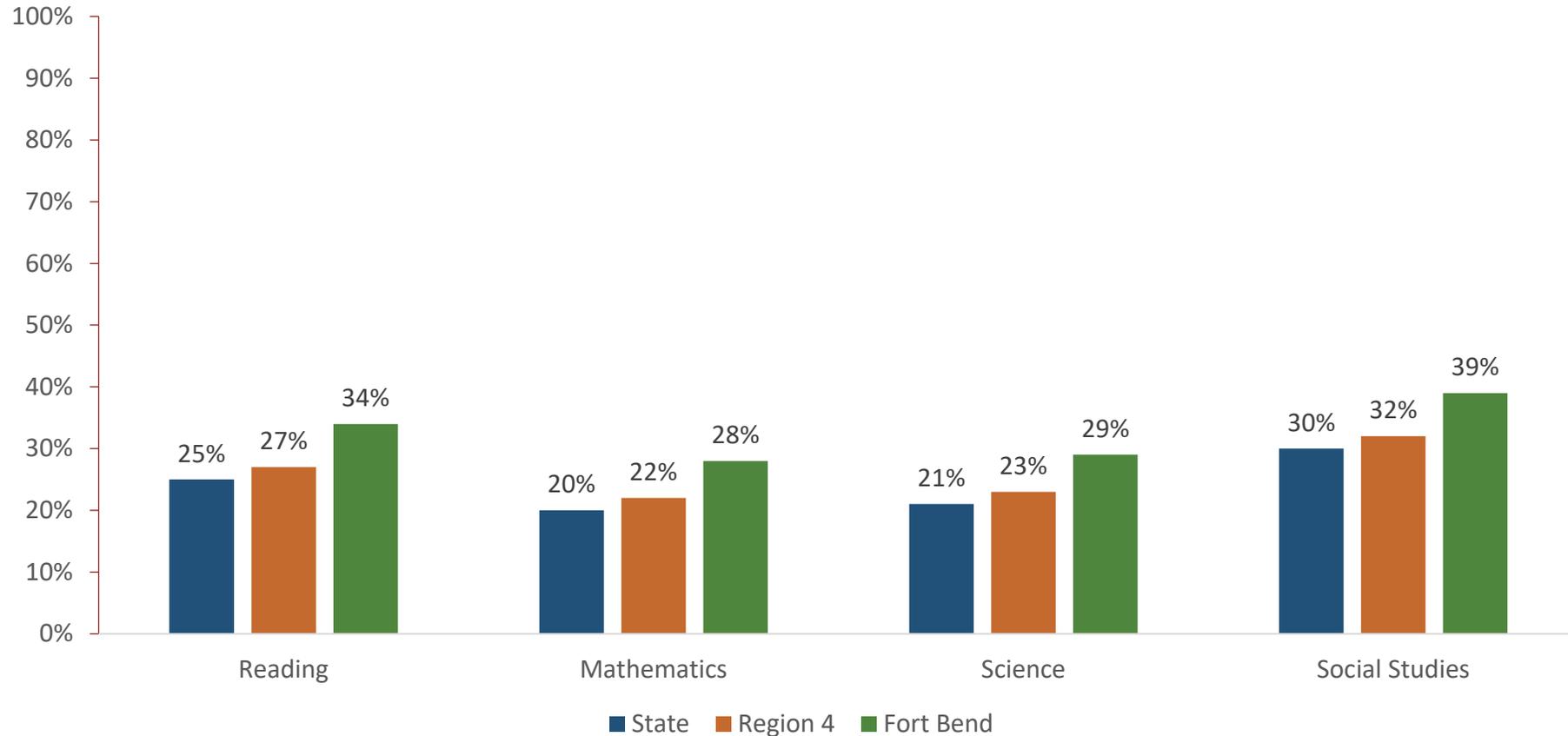


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MASTERS GRADE LEVEL

Grades 3-8 and EOC

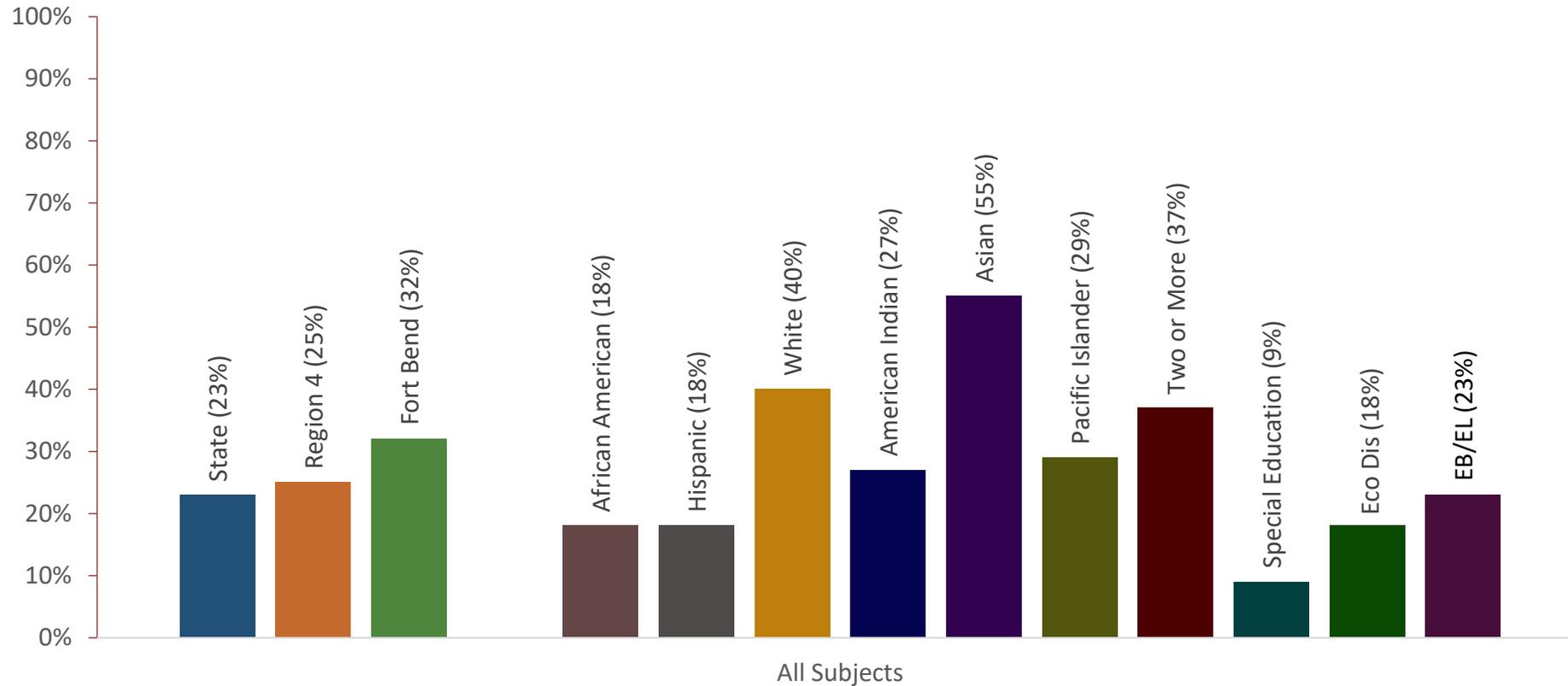


Section 1

2021-22 Texas Academic Performance Report (TAPR)

2021-22 STAAR MASTERS GRADE LEVEL by Student Group

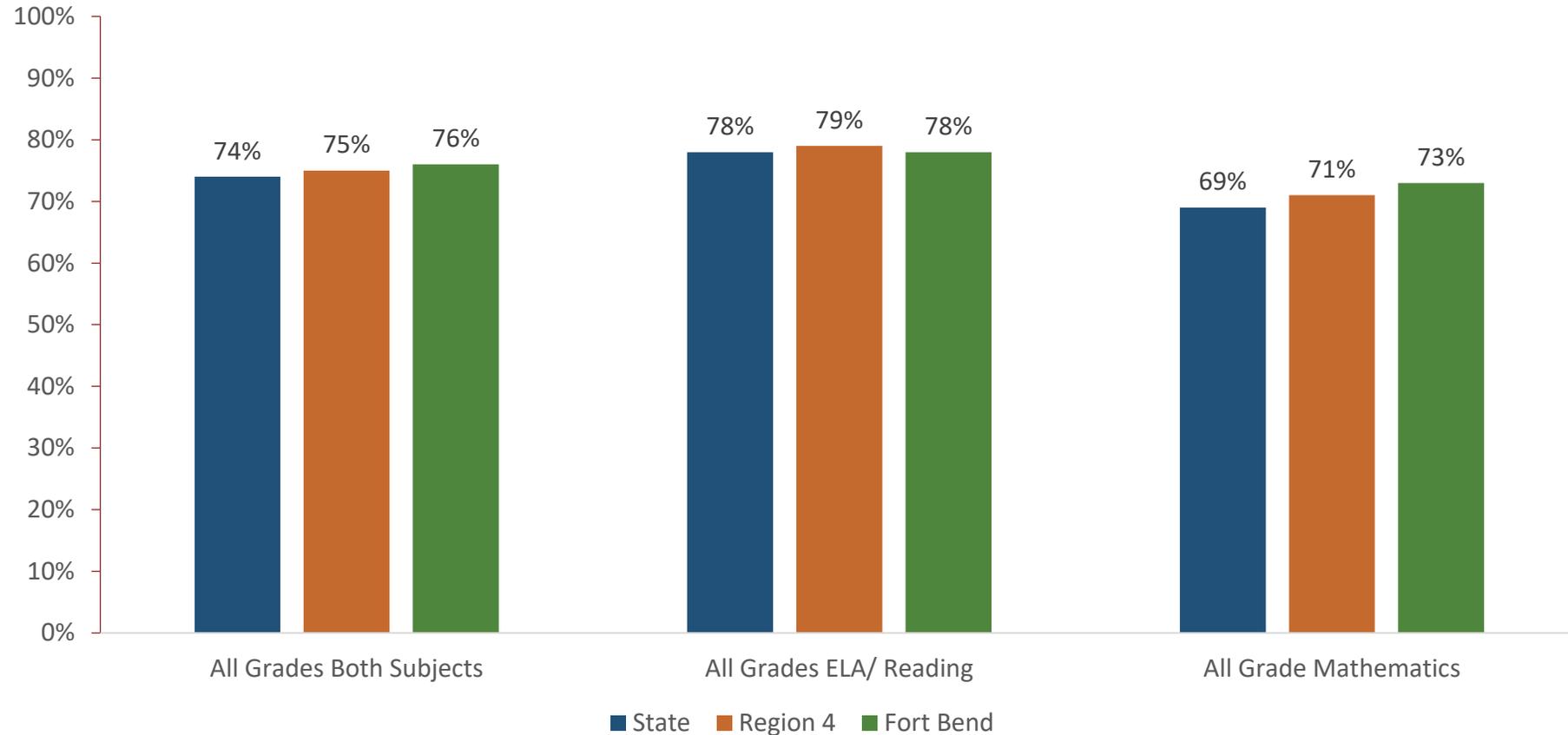
Grades 3-8 and EOC



Section 1

2021-22 Texas Academic Performance Report (TAPR)

Academic Growth By Content Area

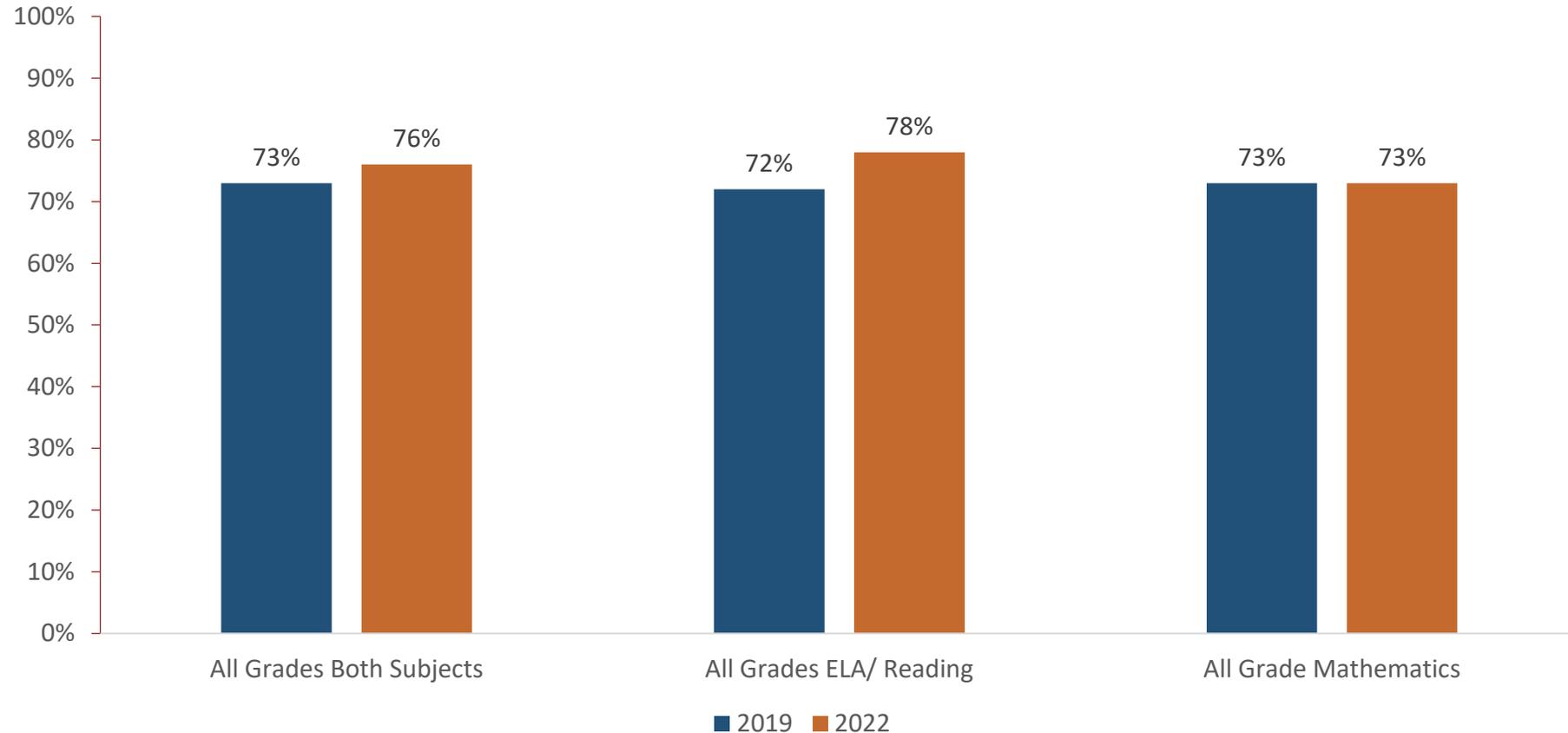


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Section 1

2021-22 Texas Academic Performance Report (TAPR)

Academic Growth Score



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Section 1

2021-22 Texas Academic Performance Report (TAPR)

Attendance and Dropout Rates

	2018-19	*2019-20	2020-21
Attendance	96.7%	98.6%	96.3%
Annual Dropout Rate (Grades 7-8)	0.2%	0.5%	0.5%
Annual Dropout Rate (Grades 9-12)	1.0%	1.0%	1.6%

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*Attendance and Dropout Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

4- Year Cohort Longitudinal Graduation Rate

Graduated	2019	*2020	2021
FBISD	95.0%	94.7%	94.7%
African American	94.6%	95.0%	93.8%
Hispanic	92.0%	90.3%	90.3%
White	96.2%	94.8%	96.4%
American Indian	94.1%	90.9%	96.7%
Asian	98.0%	98.5%	98.6%
Pacific Islander	*	87.5%	81.8%
Two or More Races	95.5%	93.8%	95.0%
Special Ed	85.0%	86.0%	87.6%
Eco Disadvantaged	92.6%	92.4%	90.9%
EB/EL	81.5%	81.3%	84.7%

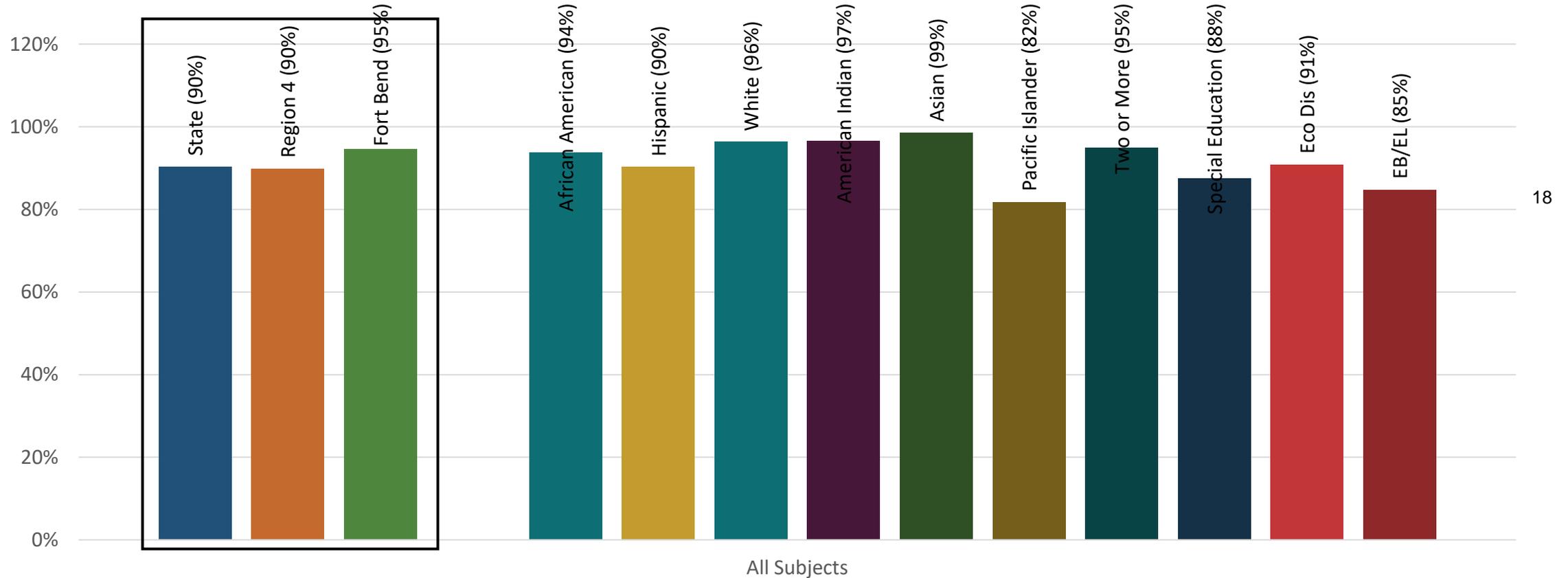
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* Longitudinal Graduation Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

2021-22 Texas Academic Performance Report (TAPR)

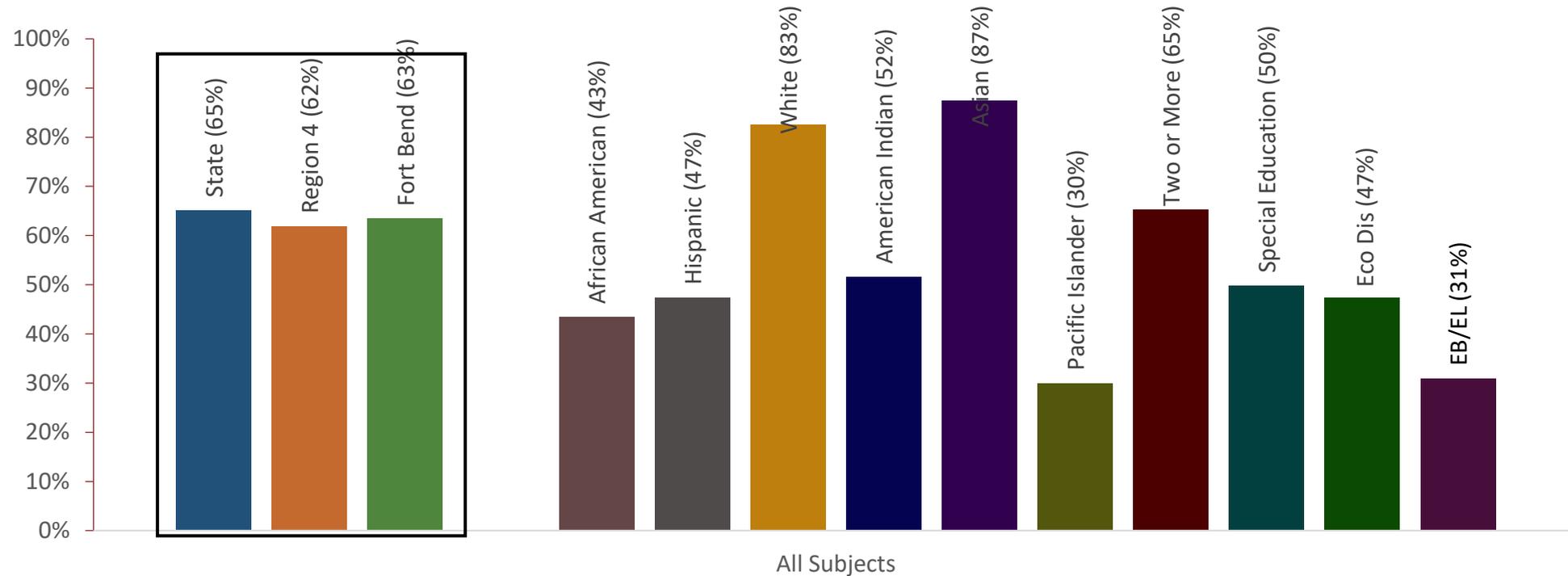
4- Year Graduation Rates by Student Group



Section 1

2021-22 Texas Academic Performance Report (TAPR)

College, Career and Military Readiness



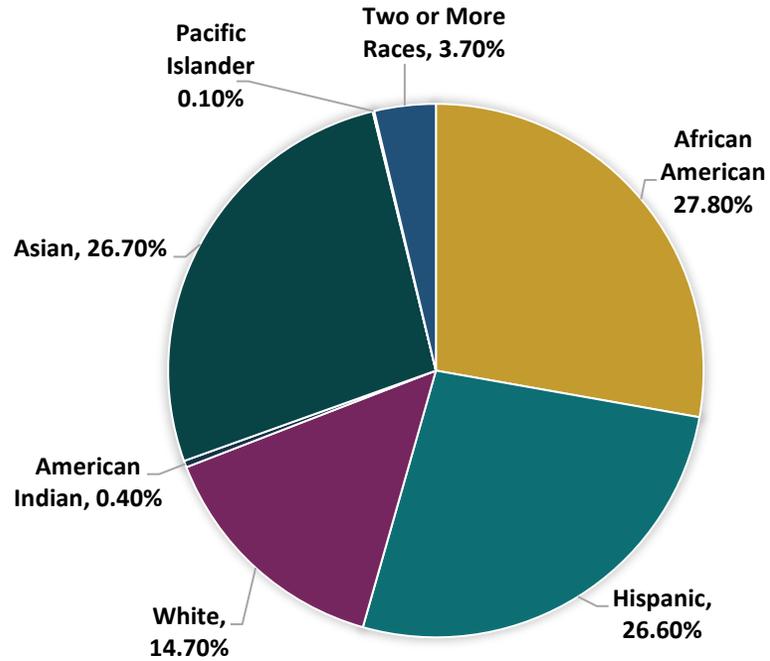
* CCMR Rate data reported by TEA annually is two years behind, due to the verification processes utilized.

Section 1

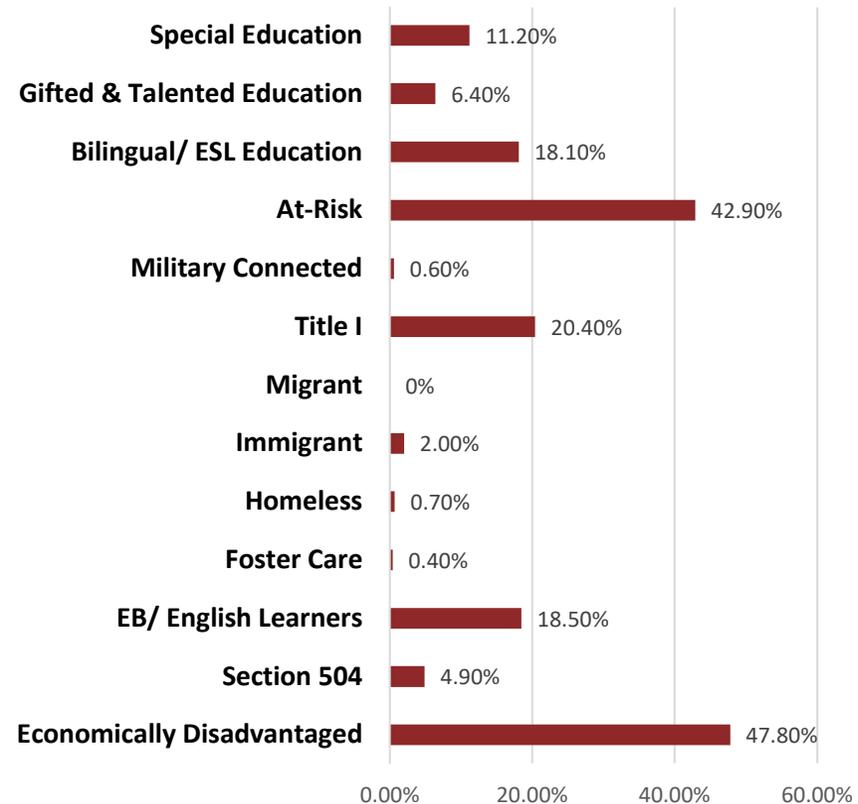
2021-22 Texas Academic Performance Report (TAPR)

Student Information

FBISD STUDENTS BY ETHNICITY



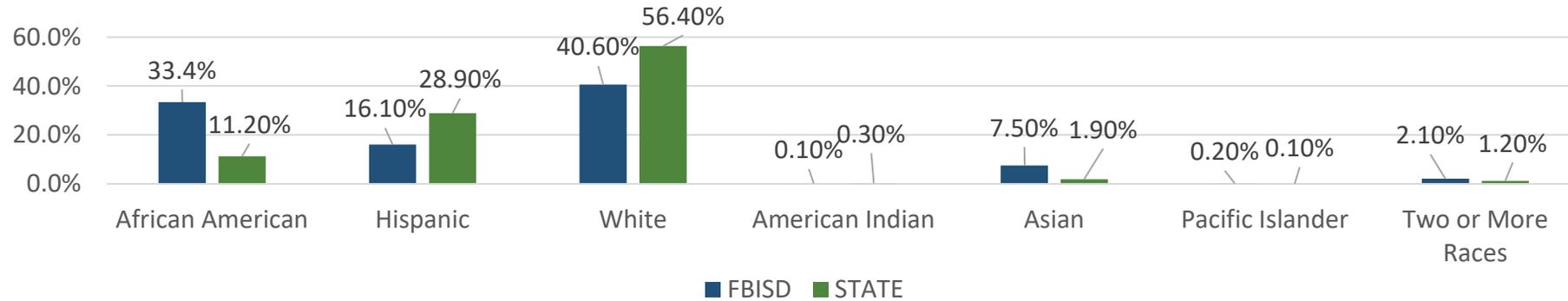
FBISD STUDENTS BY PROGRAM AREA



Section 1

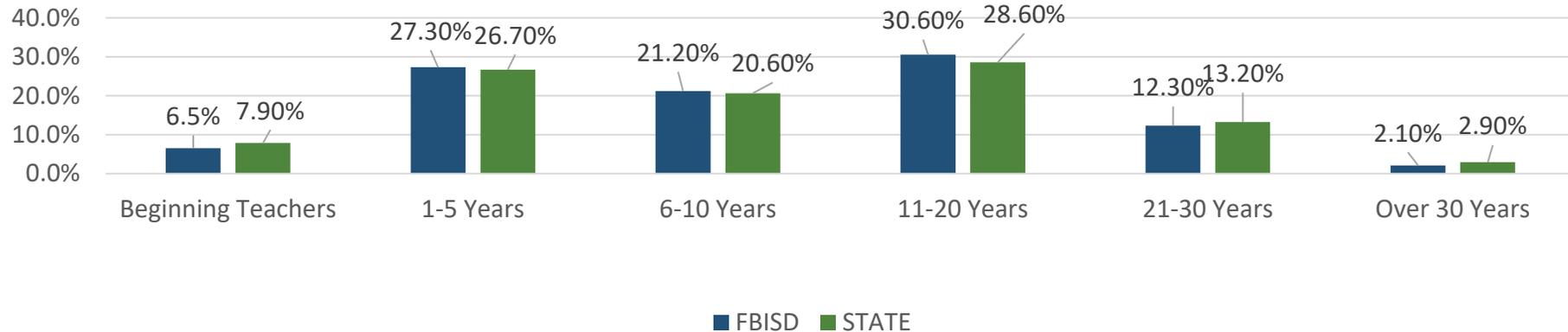
2021-22 Texas Academic Performance Report (TAPR)

FBISD STAFF BY ETHNICITY



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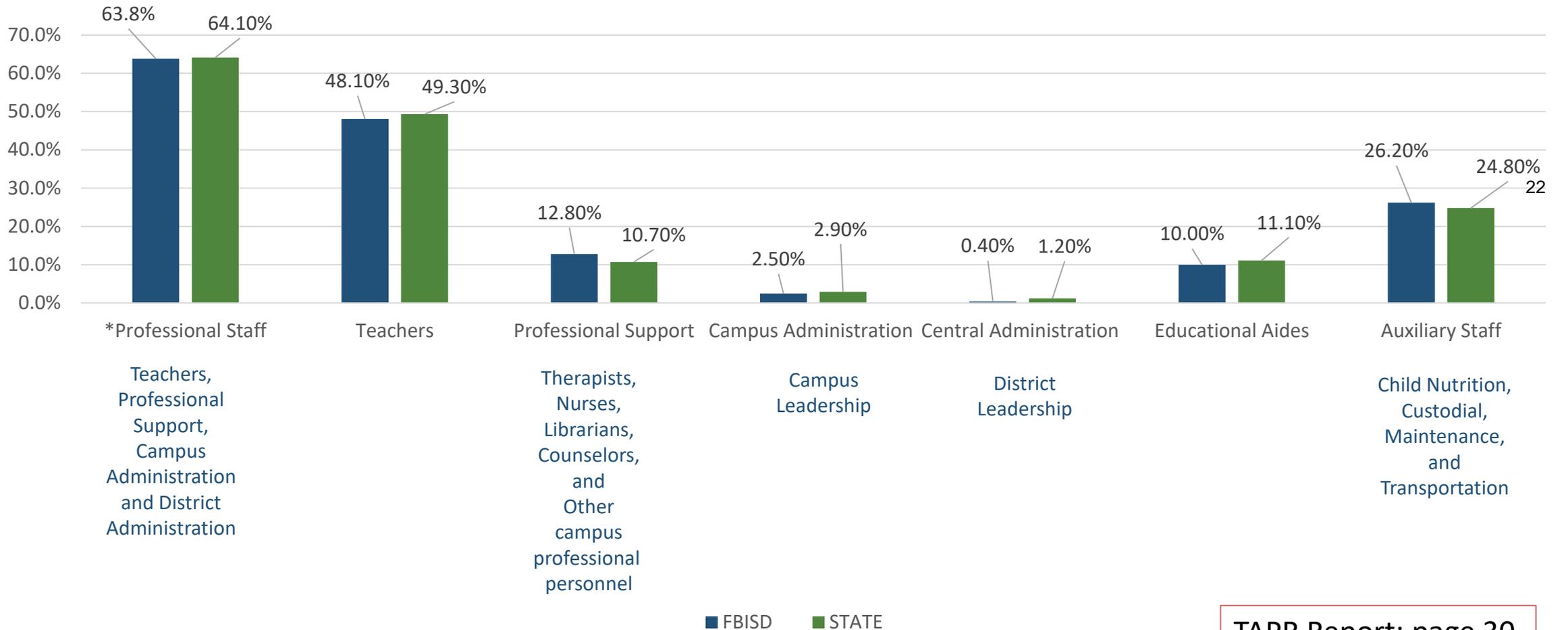
FBISD STAFF BY YEARS OF EXPERIENCE



Section 1

2021-22 Texas Academic Performance Report (TAPR)

FBISD STAFF BY CATEGORY



*Professional Staff

Teachers

Professional Support

Campus Administration

Central Administration

Educational Aides

Auxiliary Staff

Teachers,
Professional
Support,
Campus
Administration
and District
Administration

Therapists,
Nurses,
Librarians,
Counselors,
and
Other
campus
professional
personnel

Campus
Leadership

District
Leadership

Child Nutrition,
Custodial,
Maintenance,
and
Transportation

Section 1

2021-22 Texas Academic Performance Report (TAPR)

2022 Special Education Determination Status: Needs Assistance

Contributing Factors:

Results Driven Accountability (RDA), Determination Level Two
Significantly Disproportionality Determination, Year Three

- Due to rate of African American students served with special education services who received ISS, OSS, DAEP (Total Discipline) as compared to other students served with special education services.

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Federally Required Elements:

Performance (Risk) Levels range from 0 to 4, with 0 being the best.

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

Section 1

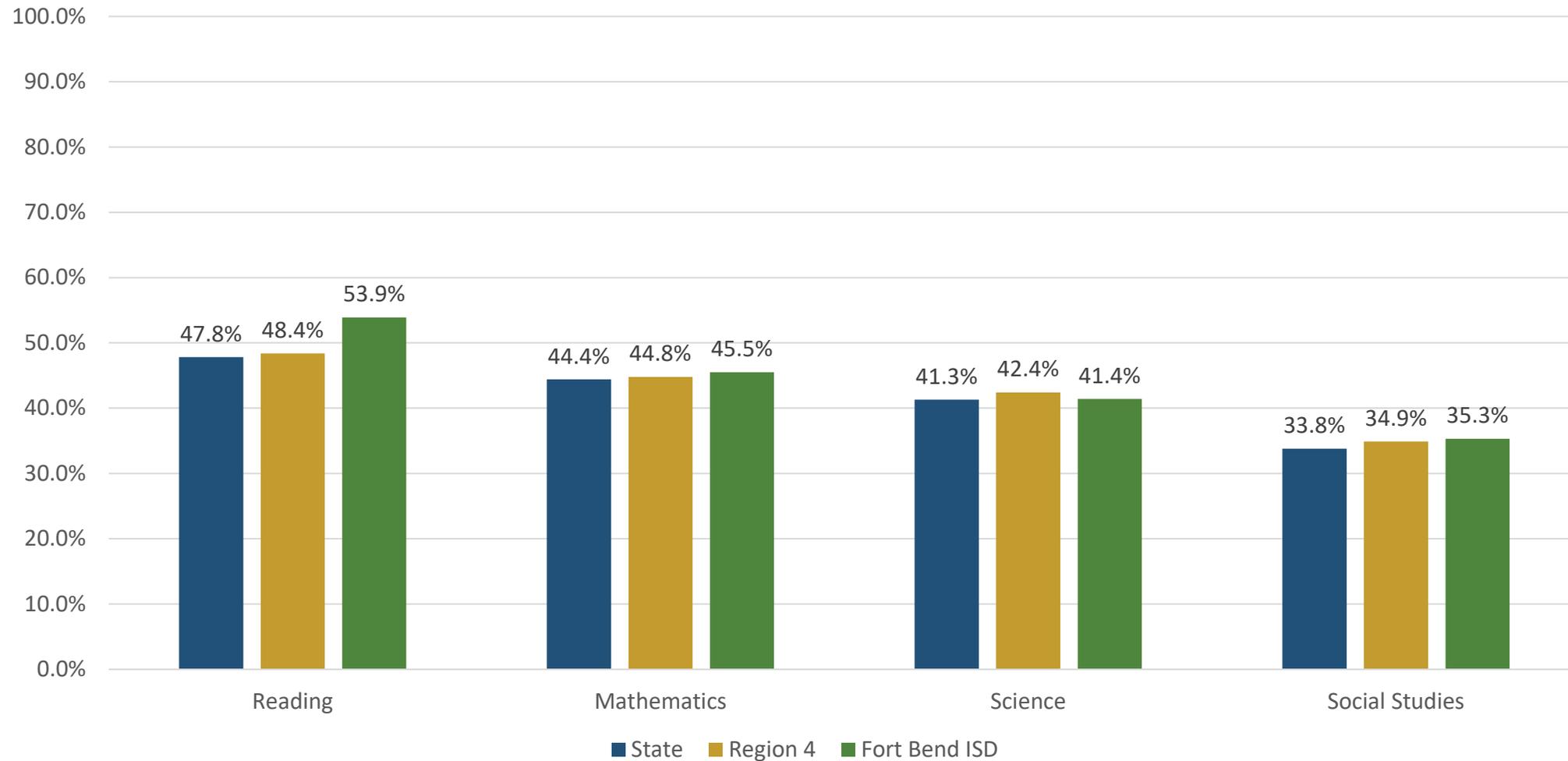
Special Education Results Driven Accountability (RDA)

Special Ed RDA report includes 18 indicators across Domains I through III

Domain 1	Indicator #1 (i-v)	SPED STAAR 3-8 Passing Rate
	Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-v)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate
	Indicator #5	SPED STAAR Alternate 2 Participation Rate
Domain II	Indicator #6	SPED Graduation Rate
	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #8	SPED Dyslexia Representation (Ages 6-21)
	Indicator #9	SPED Regular Early Childhood Program Rate (Ages 3-5)
	Indicator #10	SPED Regular Class $\geq 80\%$ Rate (Ages 6-21)
	Indicator #11	SPED Regular Class $< 40\%$ Rate (Ages 6-21)
	Indicator #12	SPED Separate Settings Rate (Ages 6-21)
	Indicator #13	SPED Representation (Ages 3-21)
	Indicator #14	SPED OSS and Expulsion ≤ 10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion > 10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS ≤ 10 Days Rate (Ages 3-21)
	Indicator #17	SPED ISS > 10 Days Rate (Ages 3-21)
	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

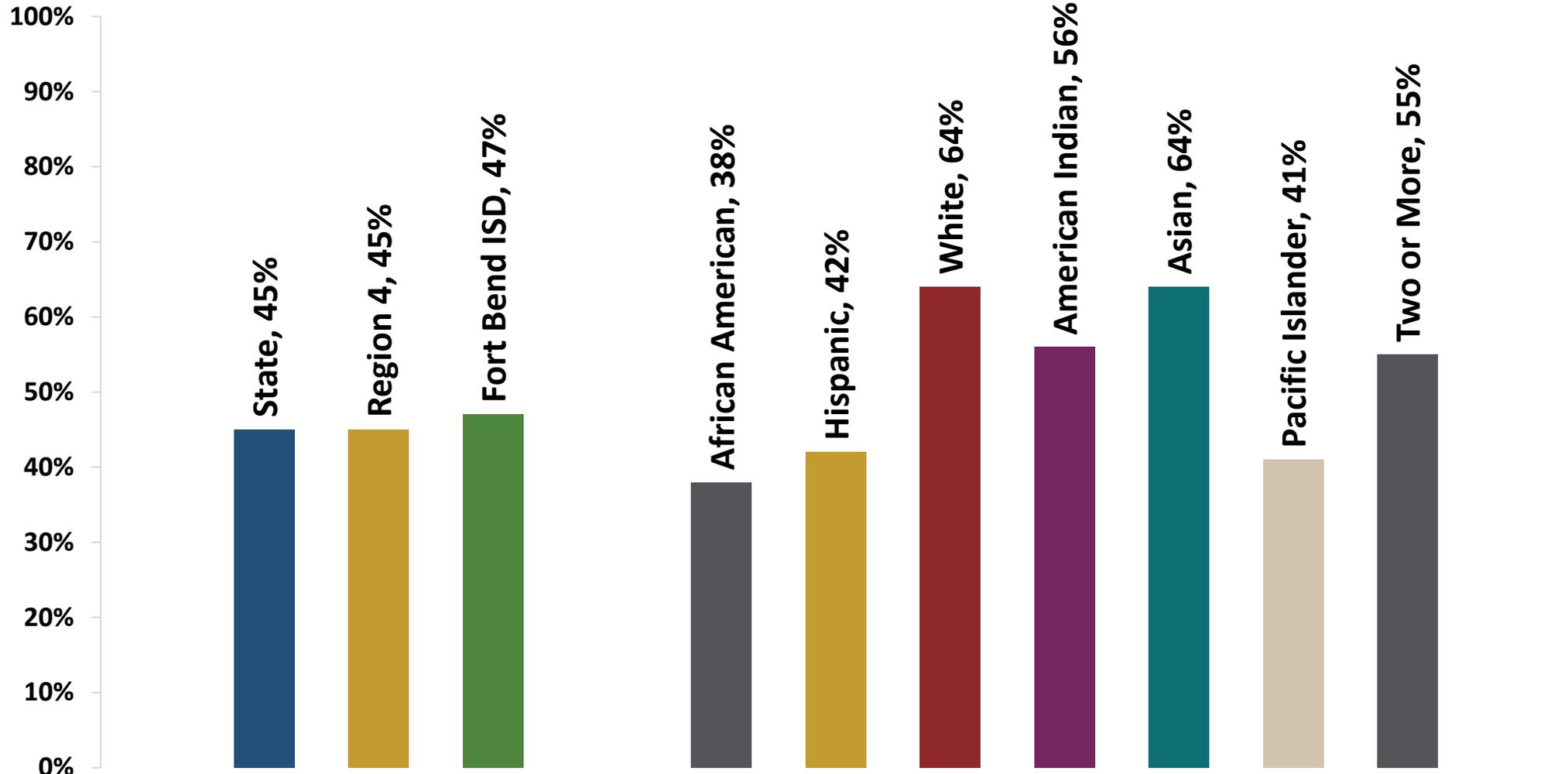
Section 1

Special Education: STAAR 3-8 Passing Rate



Section 1

Special Education: STAAR and EOC Passing Rate by Student Group



Source: TAPR and state testing data files

Section 1

Special Education: RDA Significant Disproportionality

The District continues to be identified as *Significant Disproportionate* due to African American Students Served with Special Education Services receiving ISS,²⁷ OSS, DAEP.

Section 2

PEIMS Standard Financial Reports

2020-21 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2020-21 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

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2020-21 is the most recent year for which these data are available.

Section 3

District Accreditation Status

Fort Bend ISD: Accredited (as of 2019-20)

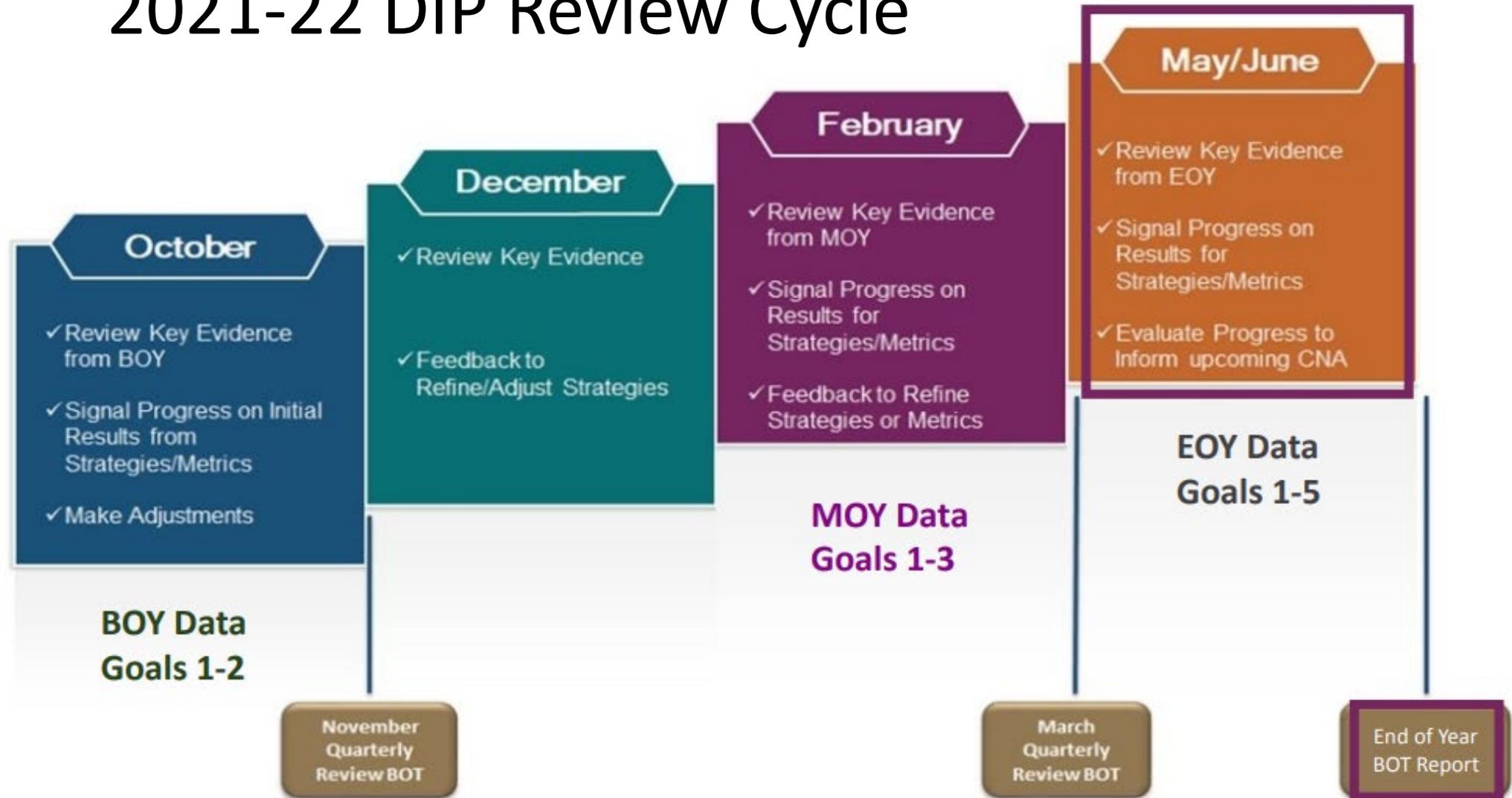
Accreditation Status: Not Assigned for Districts by TEA in 2021-22 due to COVID Impacts

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. Accredited
 2. Accredited-Warned
 3. Accredited-Probation
 4. Not Accredited-Revoked
- In assigning an accreditation status to a district, TEA considers:
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)
- Due to the impact of COVID and the unique challenges faced by schools in the 2019-20 and 2020-21 school years, the Commissioner has decided not to assign accreditation statuses until the 2022-23 school year.

Section 4

District & Campus Performance Objectives

2021-22 DIP Review Cycle



Section 4

District and Campus Performance Objectives

District Areas of Focus Campus Improvement Plan Summative Review	Total Strategies	% of Strategies "On Track"	% of Strategies "Adjustments Taking Place"	% of Strategies "Support Needed"	% of Strategies in "Crisis"
Development of instructional practices to cultivate student ownership of learning and behavior	151	74%	25%	2%	0%
Literacy performance	133	74%	26%	0%	0%
Mathematics performance	119	70%	30%	0%	0%
Closing gaps in performance for all student groups	68	69%	31%	0%	0%
Social Emotional Learning and Emotional Engagement	62	77%	23%	0%	0%
Science performance	49	63%	37%	0%	0% 31
Social Studies performance	36	67%	33%	0%	0%
Attendance	23	70%	30%	0%	0%
Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)	21	52%	48%	0%	0%
Students meeting College, Career and Military Readiness Indicators (CCMR)	15	73%	27%	0%	0%
Disproportionality in discipline and threat assessments	12	67%	33%	0%	0%
Mental Health Supports	12	75%	25%	0%	0%
Stakeholder Feedback Processes	12	92%	8%	0%	0%
Quality staff – retention and development	10	60%	40%	0%	0%
Student engagement in programming and differentiated learning opportunities	10	60%	40%	0%	0%
Student Health and Safety	9	100%	0%	0%	0%
Community partnerships	8	100%	0%	0%	0%
Systems for Analysis of Evidence	8	25%	75%	0%	0%
Student participation in extracurricular activities and school/learning (Behavioral Engagement)	2	100%	0%	0%	0%

Section 5

Report on Violent or Criminal Incidents

School Year	Total Count	Ratio
2021 - 2022	27	0.03%
2020 - 2021	6	0.01%
2019 - 2020	21	0.03%

Source: OnPoint

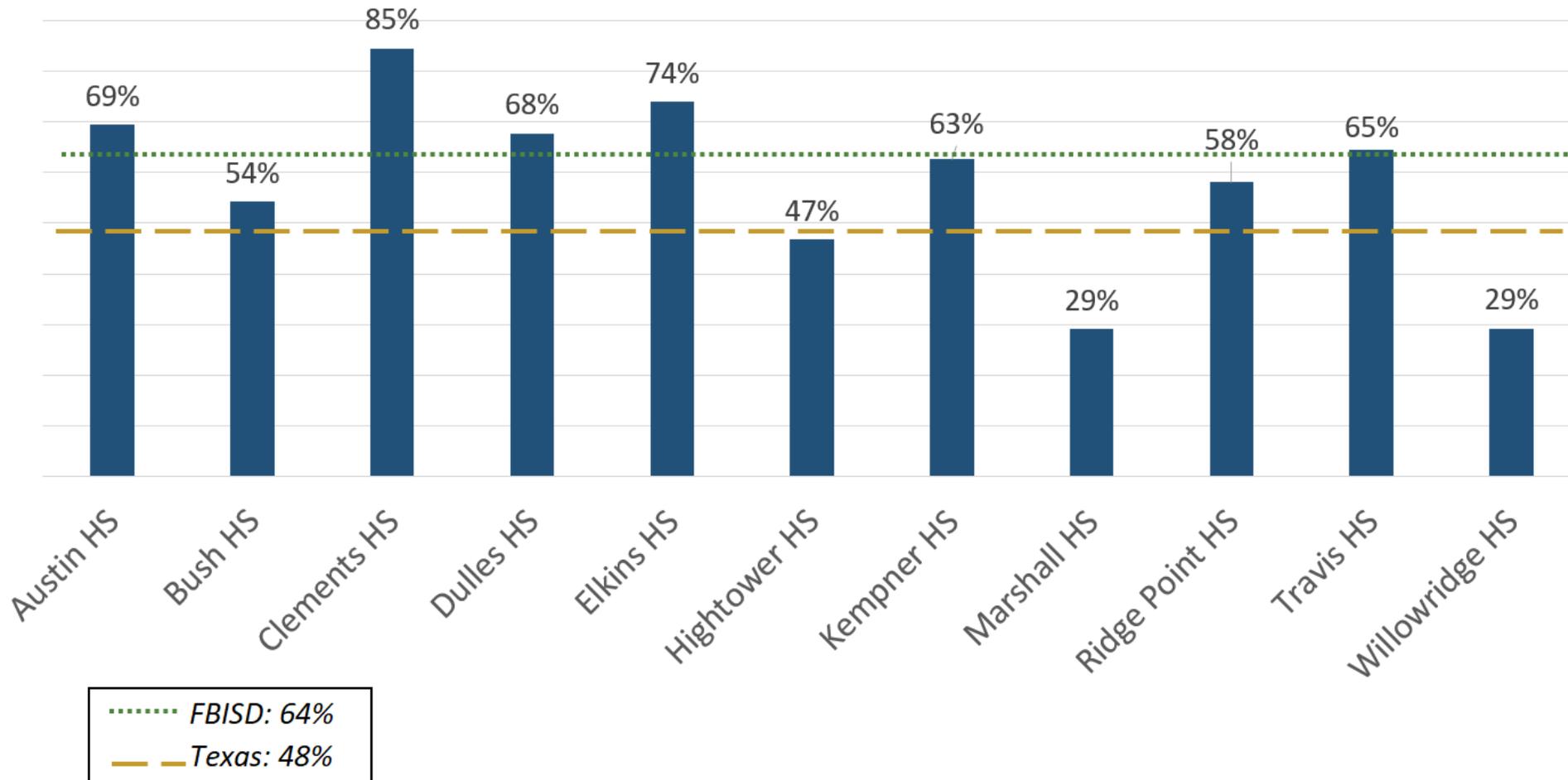
Examples of penal code violations that meet these criteria:

- Used, exhibited, or possessed a firearm
- Used, exhibited, or possessed an illegal knife
- Felony controlled substance violation

Section 6

Student Performance in Postsecondary Institutions

FBISD Graduates with 3.0 or Greater GPA in Higher Education
Class of 2019-2020



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Section 7

HB3 Goals & 2021-22 EOY District/Campus Progress

HB3 Goal Category	Measure	2022 Target	2022 Actual TAPR <i>(Change from 2021 to 2022)</i>
Literacy Goal (Early Childhood)	3 rd Grade STAAR Reading Meets or Above	57%	61% <i>(+11%)</i>
Math Goal (Early Childhood)	3 rd Grade STAAR Math Meets or Above	58%	51% <i>(+9%)</i>
CCMR Outcome Goal	% College, Career, Military Ready	70%	63.4% <i>(-2%)</i>

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Section 8

Texas Academic Performance Report (TAPR) Glossary

- Each year, TEA prepares and publishes a TAPR Glossary
- The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the TAPR Glossary is scheduled for release in late winter

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

Questions and Public Comments



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2022 TAPR Report: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

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