2019-20
Annual Report
Public Hearing

Friendswood ISD

February 8, 2021

7 Sections to the Annual Report

1. 2019-20 Texas Academic Performance Report (PDF TAPR)
   - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2018-19 Financial Actual Report)
   - For the District and each Campus in the District
3. 2019-20 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
   - For each High School Campus in the District
7. 2019-20 TAPR Glossary

Section 1

2019-20 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- TAPR is published in 2 different formats
  - A comprehensive, “dynamic” online data system https://txschools.gov/
    - Data are added as they become available
  - A PDF version (the “PDF TAPR”)
    - Only includes major, statutorily-required data points
    - Designed to allow districts to fulfill their public notification requirements (i.e., this Annual Report)

Section 1

2019-20 Texas Academic Performance Report (TAPR)

2019-20 Texas Academic Performance Report

District Name: **FRIENDSWOOD ISD**

District Number: **084911**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

Section 1

2019-20 Texas Academic Performance Report (TAPR)

STAAR Performance

All 3 performance rates

- ***Approaches Grade Level or Above***
- ***Meets Grade Level or Above***
- ***Masters Grade Level***

Reported for

- Each Assessment
- All Grades All Subjects
- All Grades by Subject

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

STAAR – Academic Growth

Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)

Reported by Grade and Subject

STAAR - Prior Year and Student Success Initiative

STAAR Participation

Section 1

2019-20 Texas Academic Performance Report (TAPR)

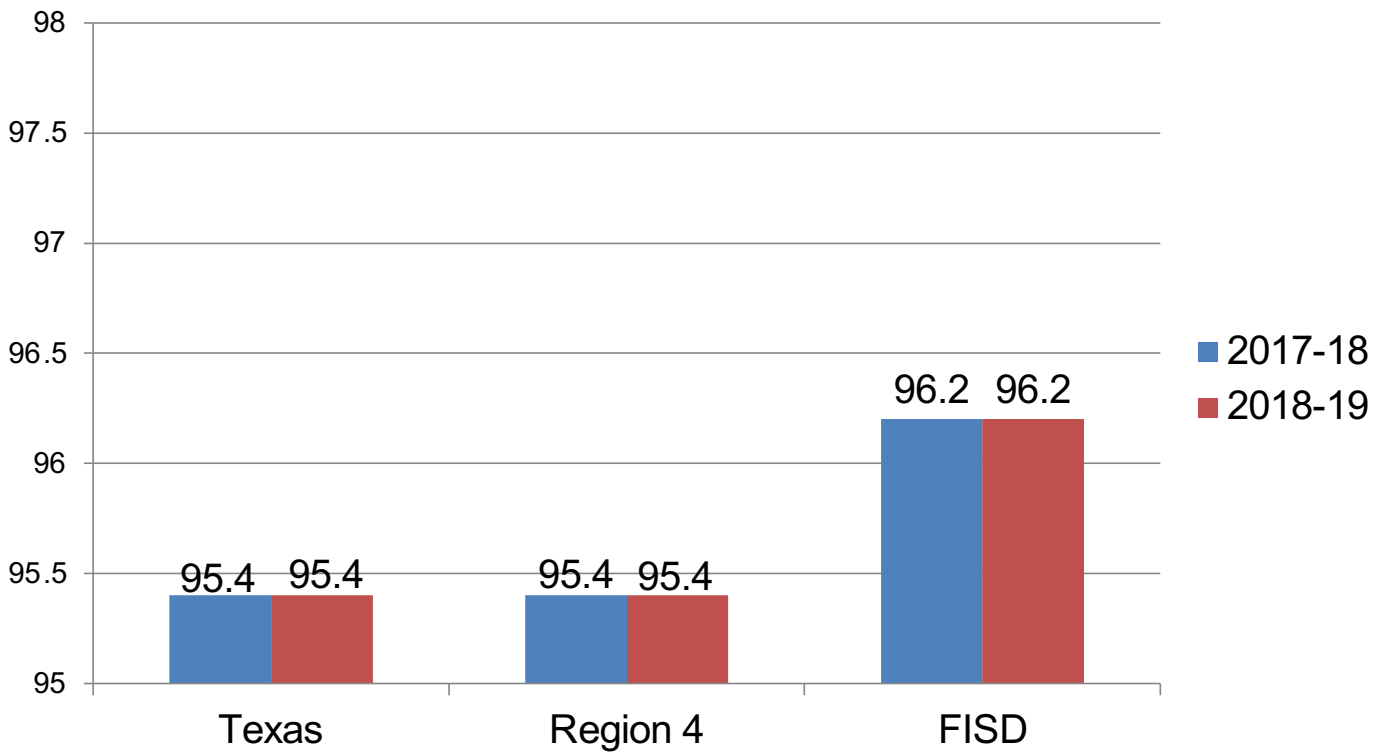
Attendance, Graduation, and Dropout Rates

- Attendance Rate
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rates (State and Federal Rates)
- 5-year Extended Longitudinal Graduation Rates (State)
- 6-year Extended Longitudinal Graduation Rates (State)
- Graduation Plan Rates (Longitudinal and Annual)

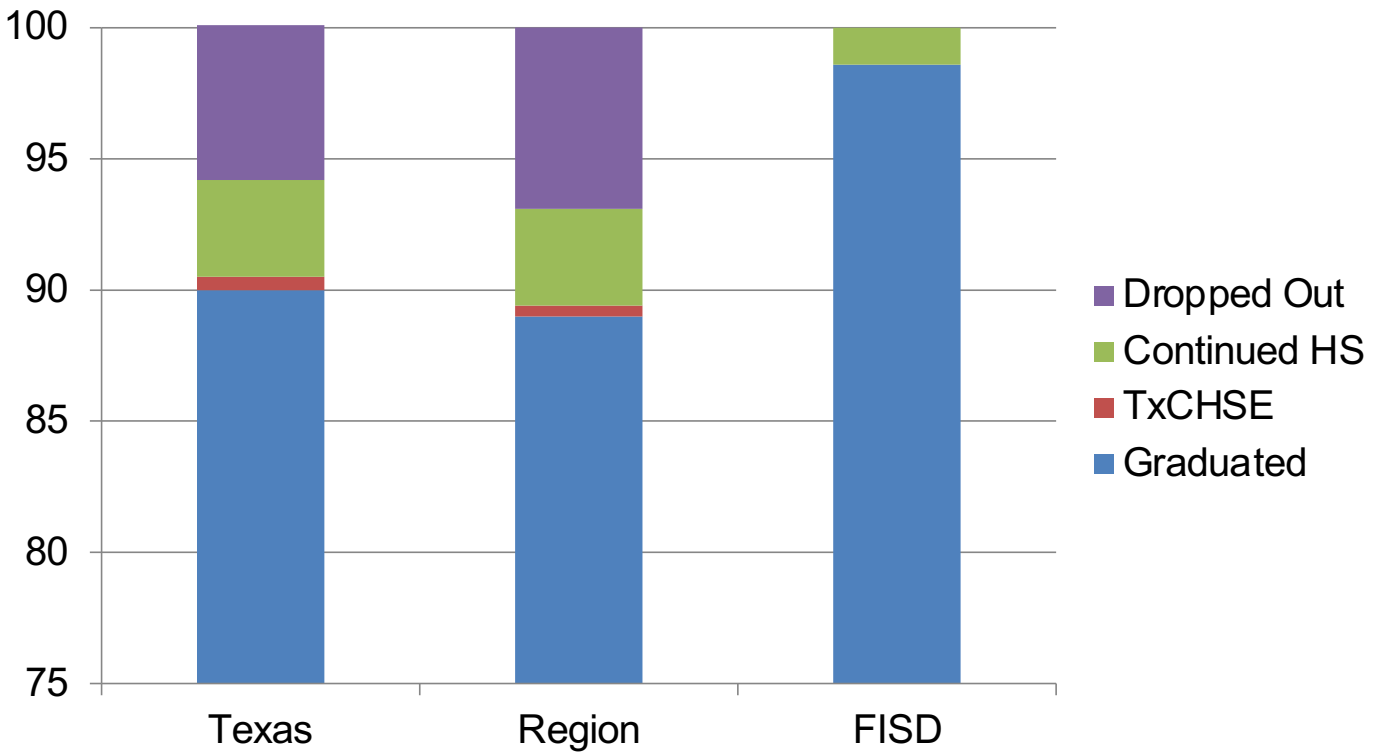
Graduation Profile

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

Attendance Rate



4 Year Graduation Rate: Class of 2019



Section 1

2019-20 Texas Academic Performance Report (TAPR)

College, Career and Military Readiness (CCMR)

- CCMR Graduates
- College Ready Graduates
- Career/Military Ready Graduates

CCMR-Related Indicators

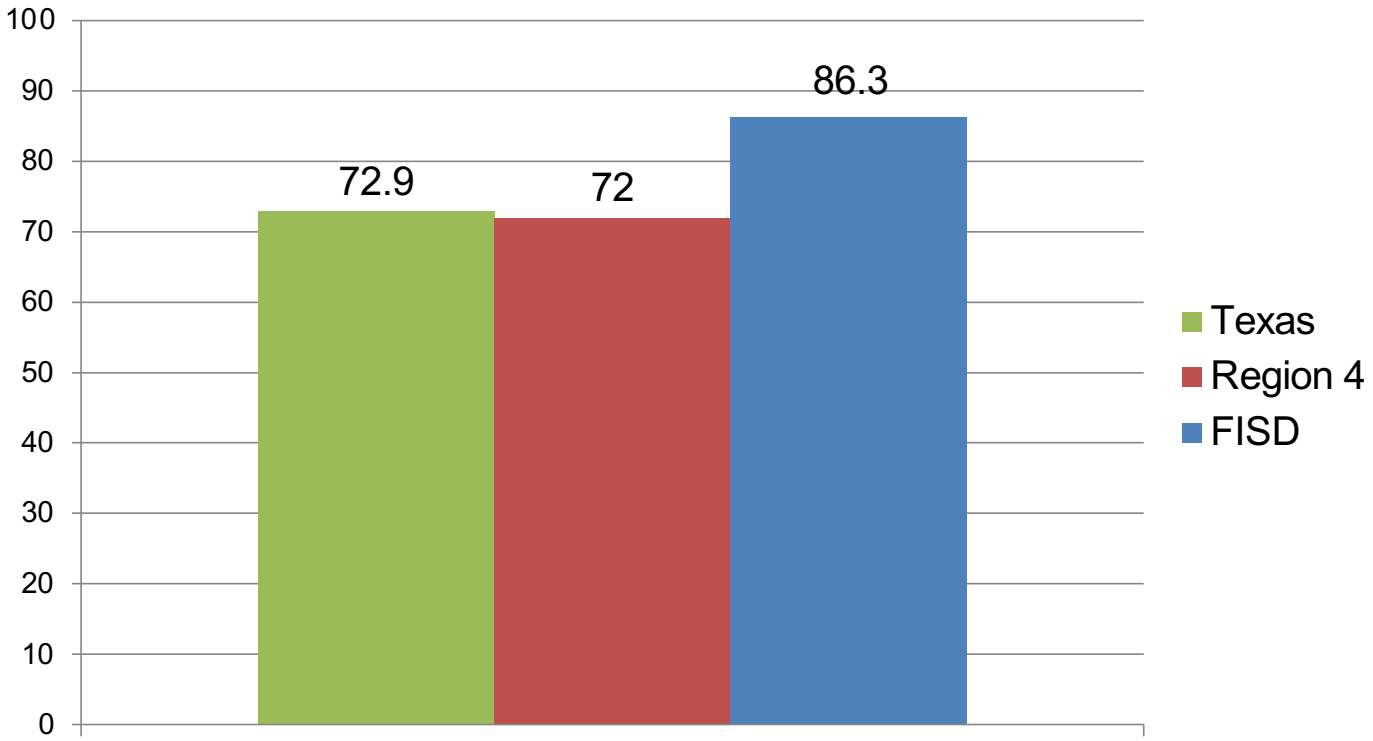
- TSIA Results
- CTE Coherent Sequence
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

College, Career, and Military Ready Graduates: Class of 2019



Section 1

2019-20 Texas Academic Performance Report (TAPR)

Student Information

Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

Staff Information

Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

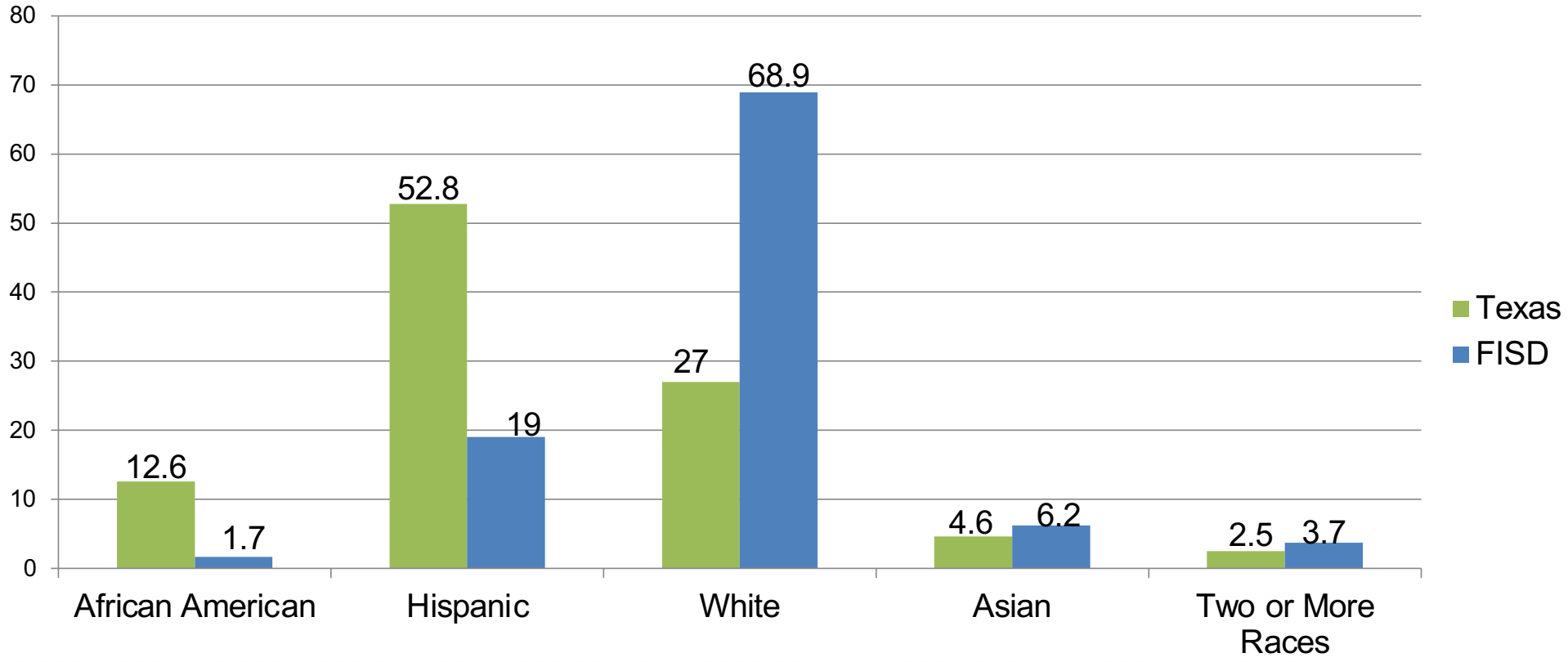
Program Information

Student Enrollment by Program

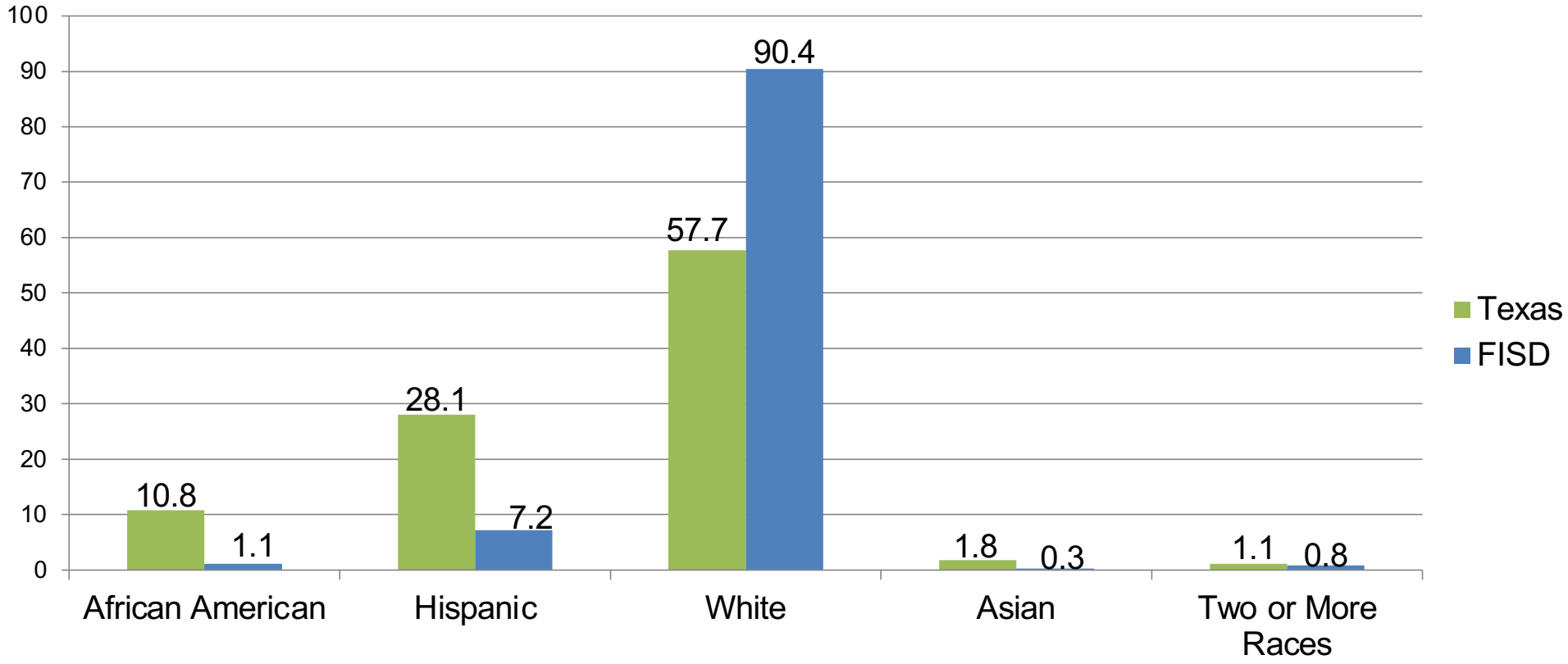
Teachers by Program (population served)

The most recent data for this information are from the 2019-20 school year.

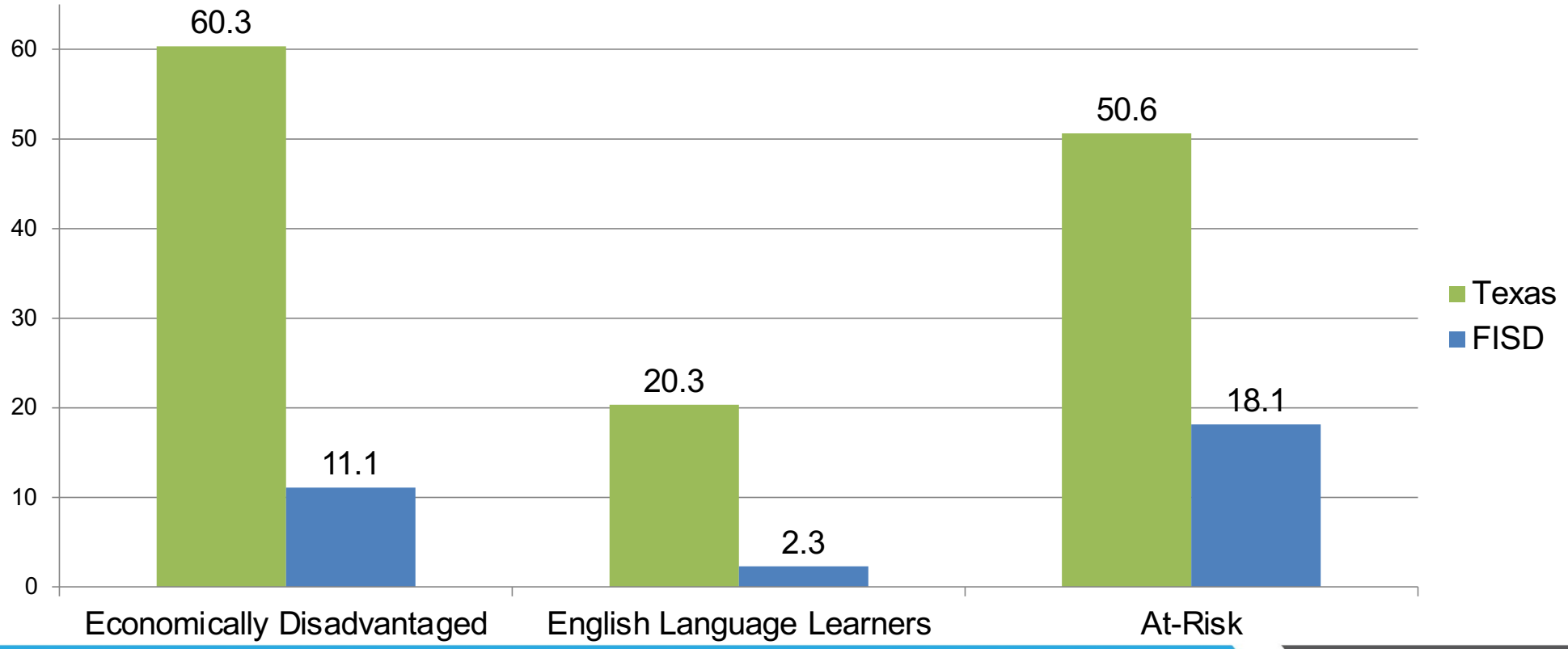
Enrollment by Ethnicity, 2019-20



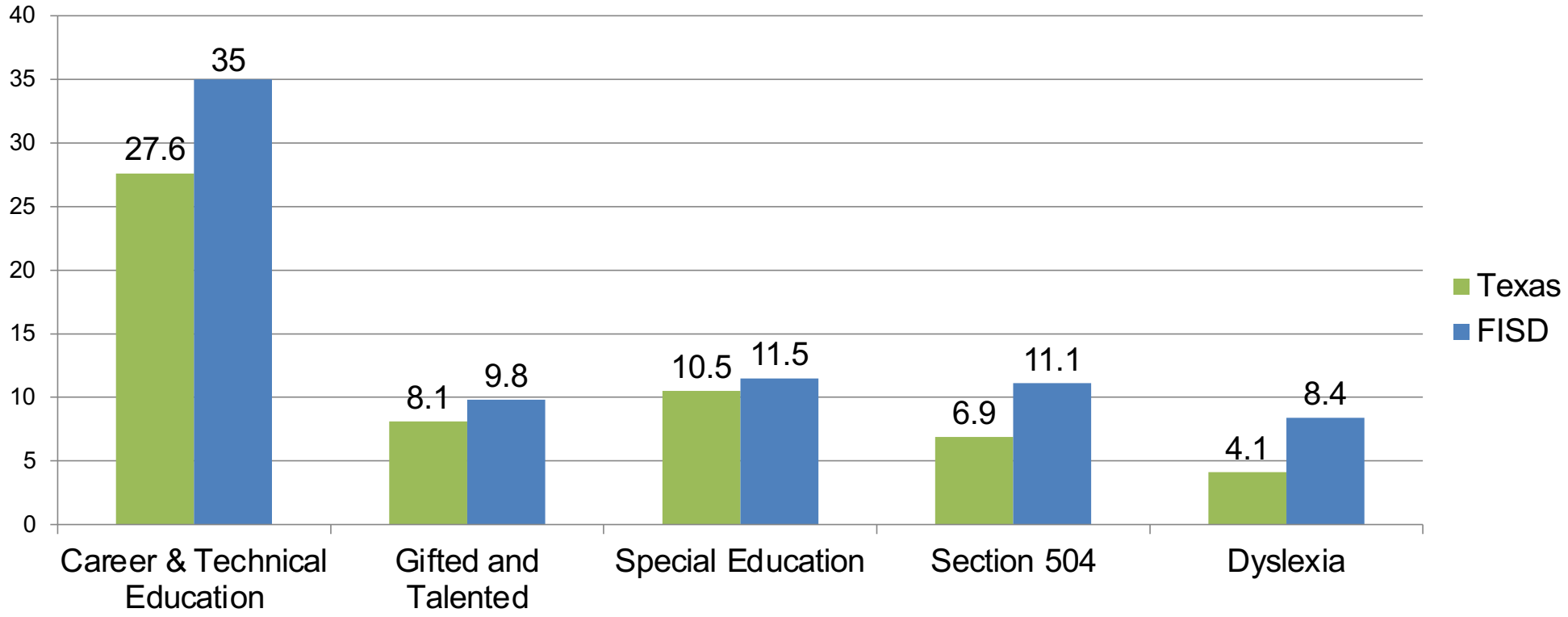
Teachers by Ethnicity, 2019-20



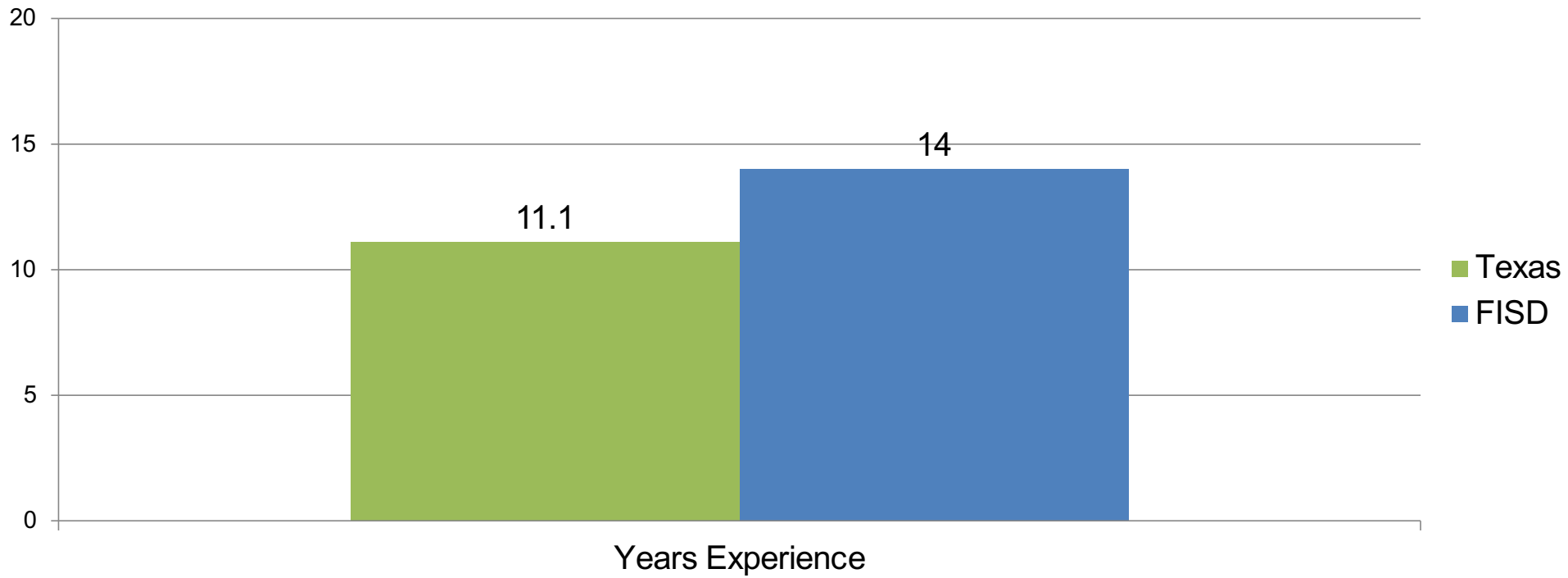
Student Program Information, 2019-20



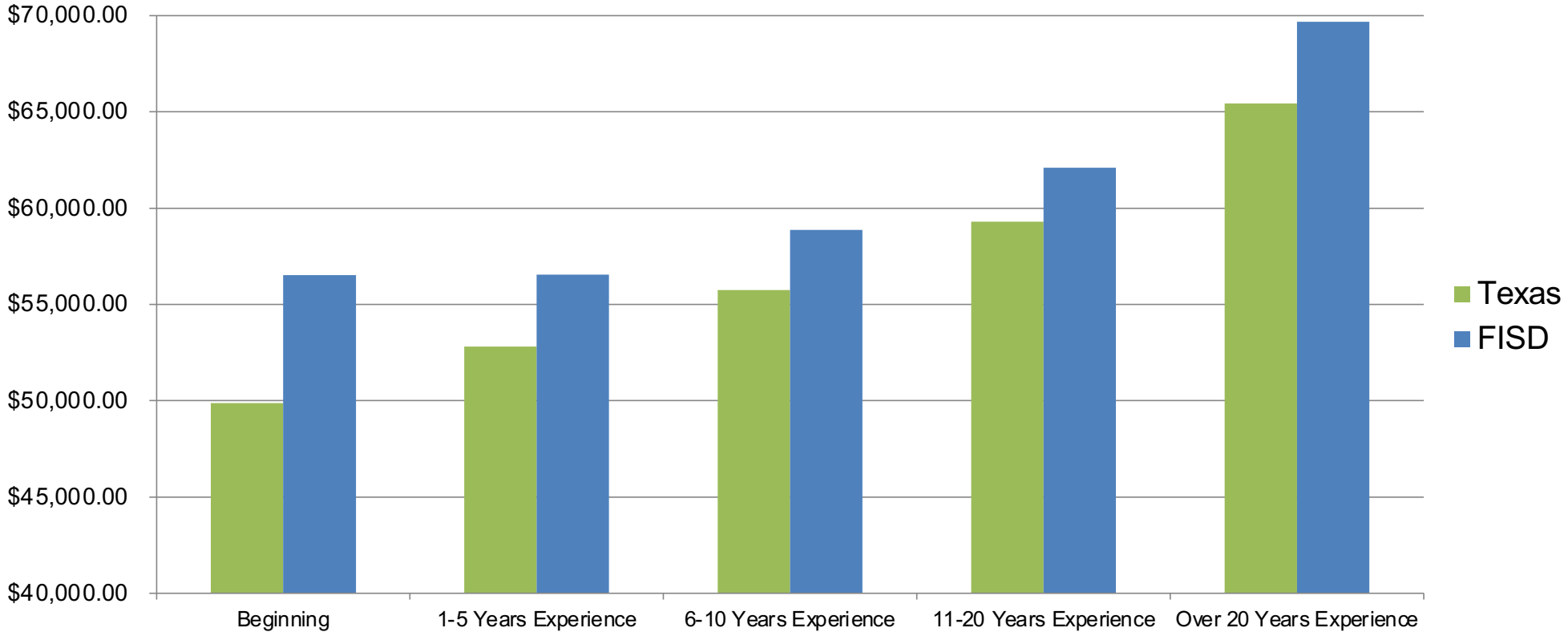
Student Program Information, 2019-20



Average Years Experience of Teachers, 2019-20



Average Teacher Salaries, 2019-20



Section 2

PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

2018-19 Actual Financial Data (District)

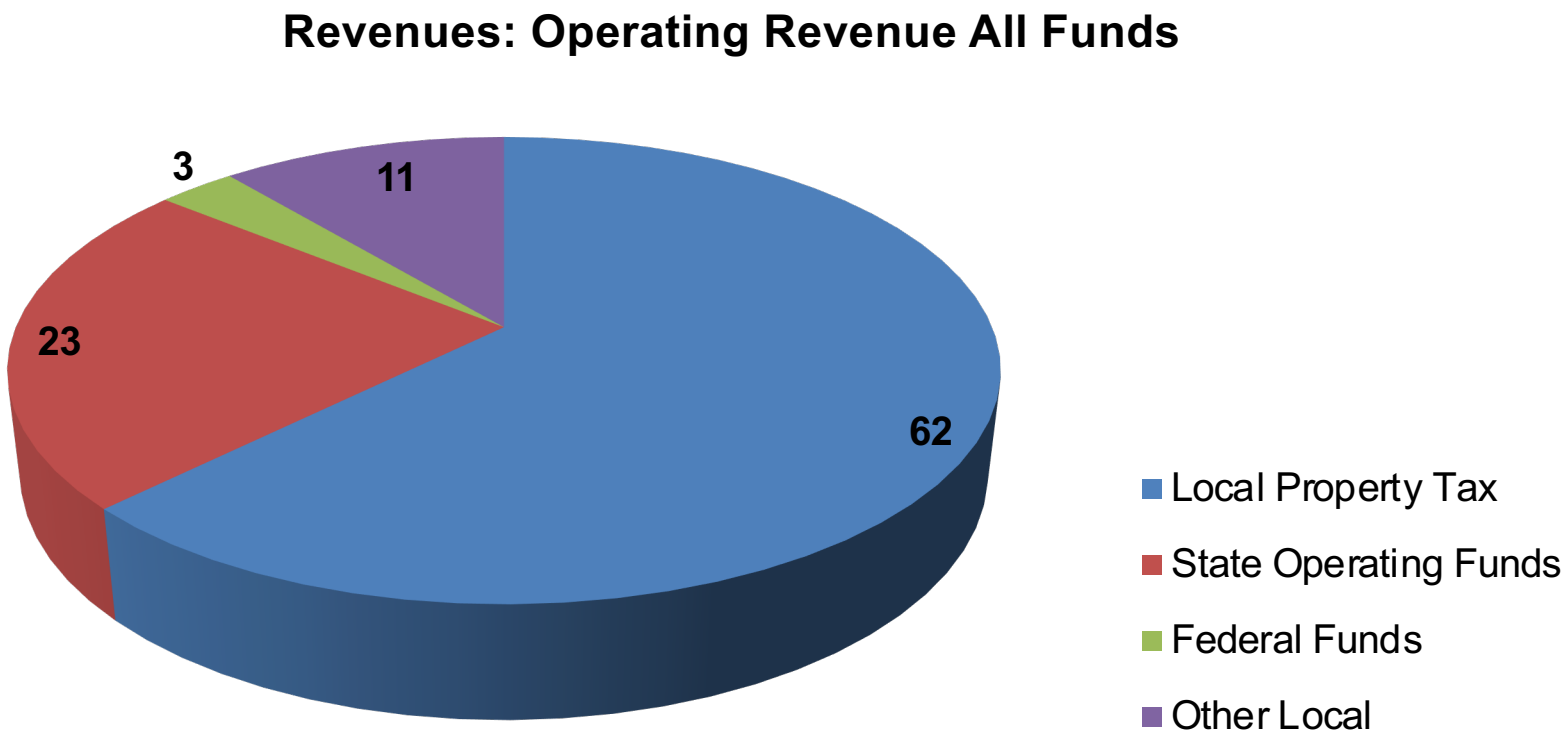
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2018-19 Actual Financial Data (Campus)

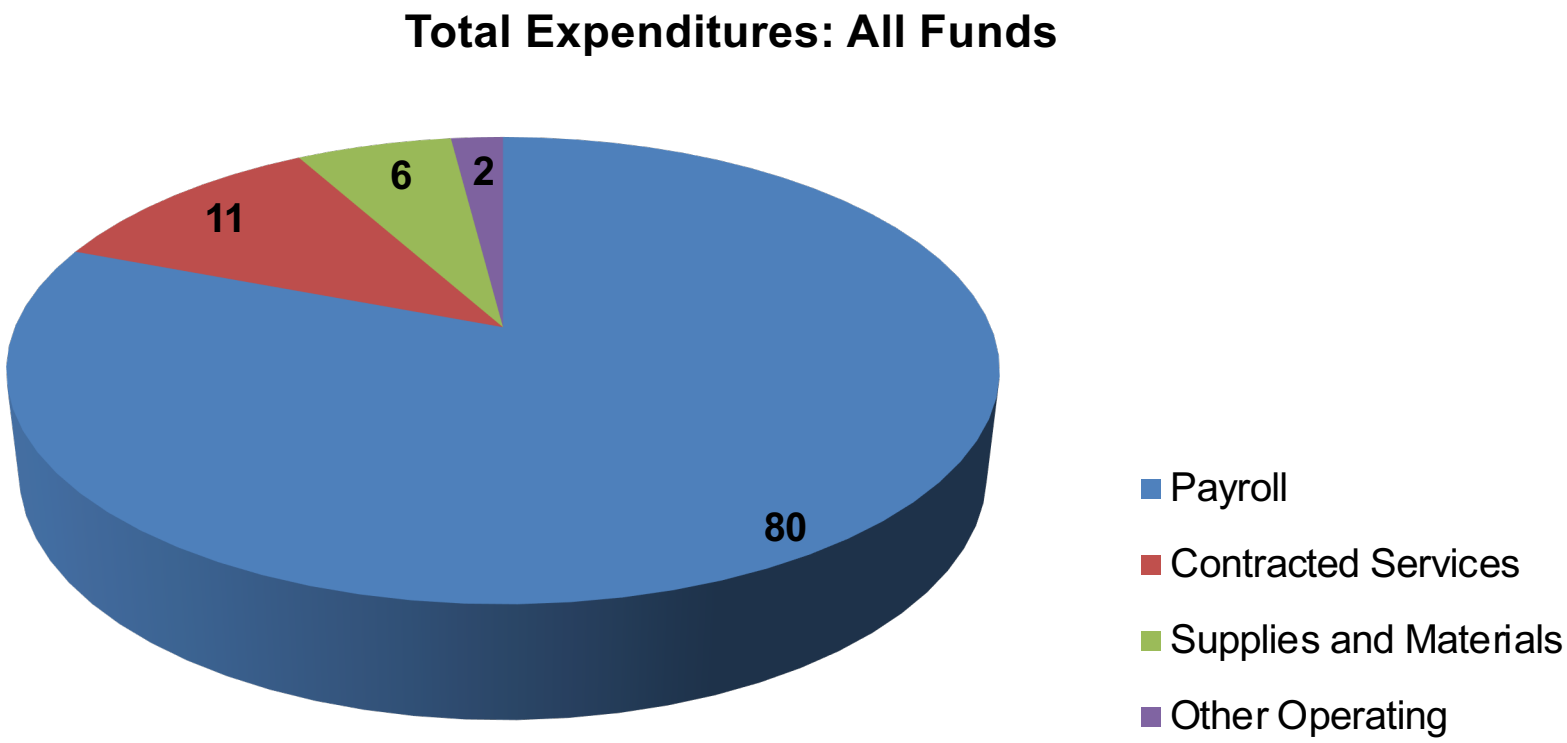
- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2018-19 is the most recent year for which these data are available.

Financial Data (2018-19 Actuals)



Financial Data (2018-19 Actuals)



Section 3

2019-20 District Accreditation Status

Each year, TEA assigns one of four accreditation statuses to each district in the state:

- *Accredited*
- *Accredited-Warned*
- *Accredited-Probation*
- *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)

The District's 2019-20 Accreditation Status is: ***Accredited***

Section 4

Campus Performance Objectives

Campus Improvement Plans (CIP)

Each campus has developed and is implementing a CIP, as required by TEC §11.253

Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports

Each campus **periodically measures progress** toward its performance objectives

Updated CIPs for the 2019-20 school year (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

https://www.myfisd.com/departments/curriculum-instruction/district-reports-and-accountability/district-and-campus-improvement-plans

Section 5

Report on Violent or Criminal Incidents

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus

The report must include

- Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act

The district's report for the 2019-20 school year is available for review on the FISD website

Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2020	Incident Total (District wide)
17 – Murder, attempted murder	0
18 – Indecency with a child	0
19 – Aggravated kidnapping	0
28 - Assault of someone other than district staff	0
30 – Aggravated assault on someone other than district employee or volunteer	0
32 – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
46 – Aggravated robbery	0

PEIMS codes listed are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance
https://www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf

Section 6

Student Performance in Postsecondary Institutions

TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**

These data are compiled by the Texas Higher Education Coordinating Board (THECB)

The most current report is for **2017-18 High School Graduates**

- Student performance is measured by the Grade Point Average (GPA) earned by 2017-18 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
- For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2018**, **Spring 2019**, and **Summer 2019** are added together and averaged to determine the GPA

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	FRIENDSWOOD ISD							
	084911001 FRIENDSWOOD H S							
	Four-Year Public University	187	16	18	27	52	73	1
	Two-Year Public Colleges	152	29	10	21	38	51	3
	Independent Colleges & Universities	27						
	Not Trackable	7						
	Not Found	134						
	Total High School Graduates	507						

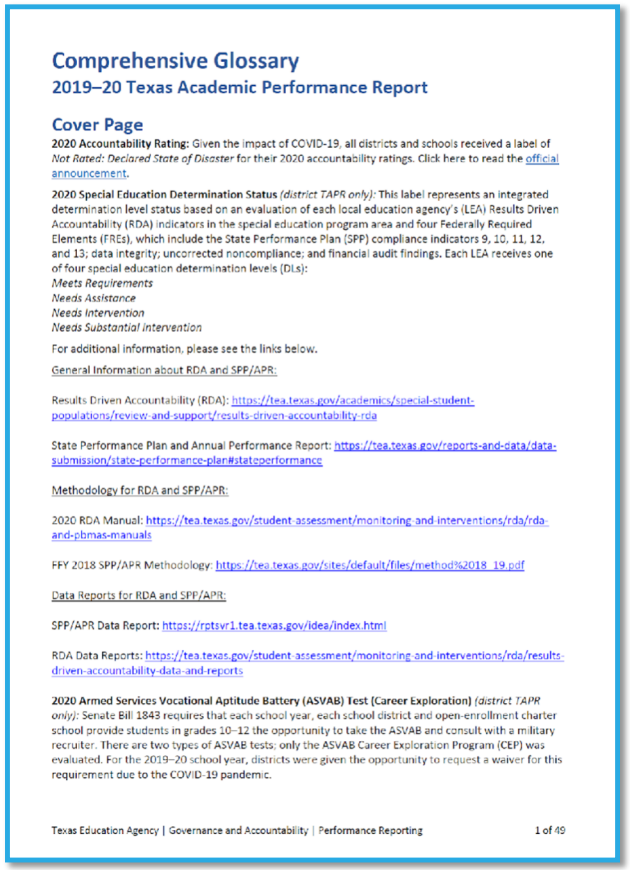
Texas High School Graduates From FY 2019
Enrolled in Texas Public or Independent Higher Education Fall 2019

District	High School	HS Code	Institution	Students
FRIENDSWOOD ISD	FRIENDSWOOD H S	084911001	SAN JACINTO COLLEGE S CAMPUS (000090)	89
			BLINN COLLEGE DISTRICT (003549)	35
			UNIVERSITY OF HOUSTON (003652)	29
			TEXAS A&M UNIVERSITY (003632)	20
			U. OF TEXAS AT AUSTIN (003658)	18
			ALVIN COMMUNITY COLLEGE (003539)	17
			SAM HOUSTON STATE UNIVERSITY (003606)	11
			TEXAS STATE UNIVERSITY (003615)	11
			BAYLOR UNIVERSITY (003545)	10
			TEXAS A&M UNIV AT GALVESTON (010298)	8
			TEXAS TECH UNIVERSITY (003644)	8
			SAN JACINTO COLLEGE CEN CAMPUS (003609)	7
			TEXAS CHRISTIAN UNIVERSITY (003636)	6
			COLLEGE OF THE MAINLAND COMMUN (007096)	5
			Other Pub/Ind 4-yr Institution (23)	48
			Other Pub/Ind 2-yr Institution (5)	6
			Not trackable	11
			Not found	164
			Total high school graduates	*503*

Section 7

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



Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only)*: This label represents an integrated determination level status based on an evaluation of each local education 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:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

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

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only)*: Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Texas Education Agency | Governance and Accountability | Performance Reporting 1 of 49

AE Local Reporting: Special Ed Disproportionality

98 separate categories

Identification

$$\frac{\text{\# children with disabilities from racial/ethnic group}}{\text{\# children from racial/ethnic group}} \div \frac{\text{\# all other children with disabilities}}{\text{\# all other children}}$$

Identification in Disability

$$\frac{\text{\# children from racial/ethnic group in disability category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children in disability category}}{\text{\# all other children with disabilities}}$$

Placement

$$\frac{\text{\# children from racial/ethnic group in placement category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children in placement category}}{\text{\# all other children with disabilities}}$$

Discipline

$$\frac{\text{\# children with disabilities from racial/ethnic group in discipline category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children with disabilities in discipline category}}{\text{\# all other children with disabilities}}$$

AE Local Reporting: Special Ed Disproportionality

TEA Prepared Report: 98 separate categories

Areas where FISD Risk Ratio is 2.5 or greater:

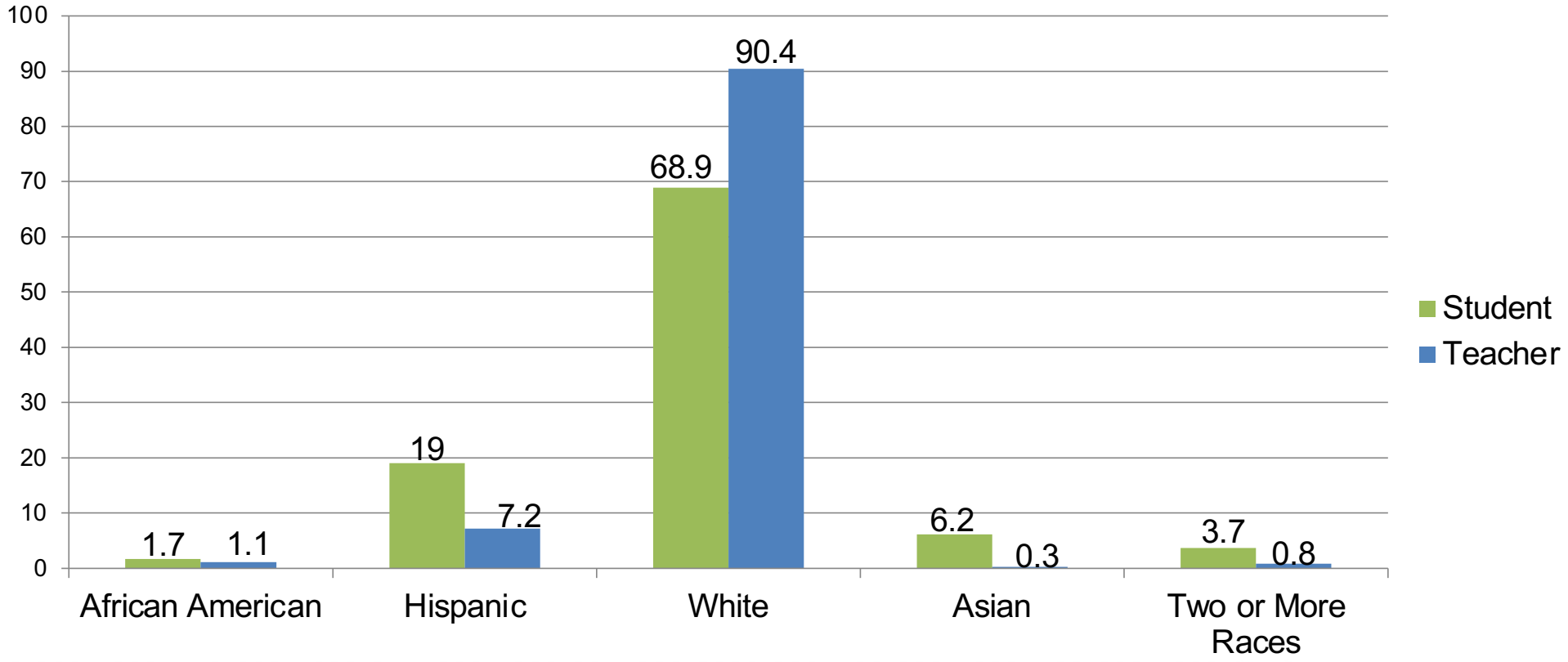
- Native Hawaiian or Pacific Islander OHI representation (6.1)
- Two or More Races ED representation (2.5)
- White OSS and Expulsion <= 10 days (3.2)
- Two or More Races OSS and Expulsion <= 10 days (4.4)
- Two or More Races OSS and Expulsion > 10 days (3.8)
- Two or More Races Discipline removal (4.1)

AE Local Reporting: Disciplinary Actions by Race

- Although the TAPR report does not report disciplinary action by race, district and campus level administrators do review this data as reported in PEIMS
- We look at the differences between % of race within the district and out of classroom placement by race (ISS, OSS and DAEP)

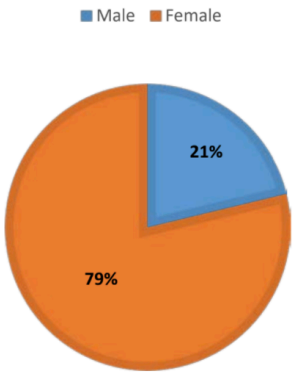
In 2019-20 we found a larger proportion of African American and Hispanic students are being removed from their classroom than total enrollment

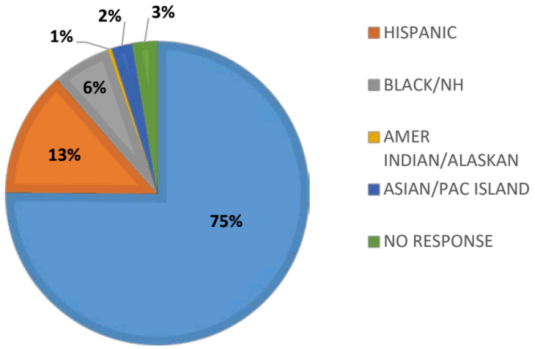
AE Local Reporting: FISD Teachers and Student by Ethnicity, 2019-20



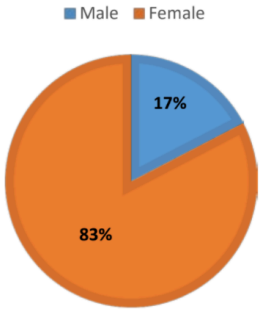
AE Local Reporting: Professional Employment

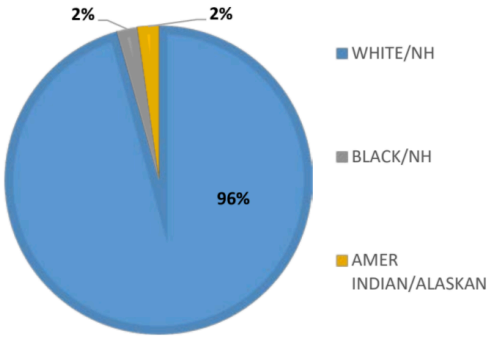
TOTAL APPLICANTS





TOTAL HIRED





Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Dr. Stacy Guzzetta
Position	Executive Director of Student Operations
Phone	281-482-1267
Email	sguzzetta@fisdk12.net