2020-21
District Annual Report
Public Hearing

Friendswood ISD

January 11, 2022

7 Sections to the District Annual Report

1. 2020-21 Texas Academic Performance Report (PDF TAPR)
   - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2019-20 Financial Actual Report)
3. 2020-21 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
7. 2020-21 TAPR Glossary

Section 1

2020-21 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- 2020-21 TAPR is published as a PDF
  - Includes a wide range of information on the performance of students in each district and campus in the state
  - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
  - Provides extensive information on school and district staff, programs, and student demographics

Section 1

2020-21 Texas Academic Performance Report (TAPR)

➢ Cover Page

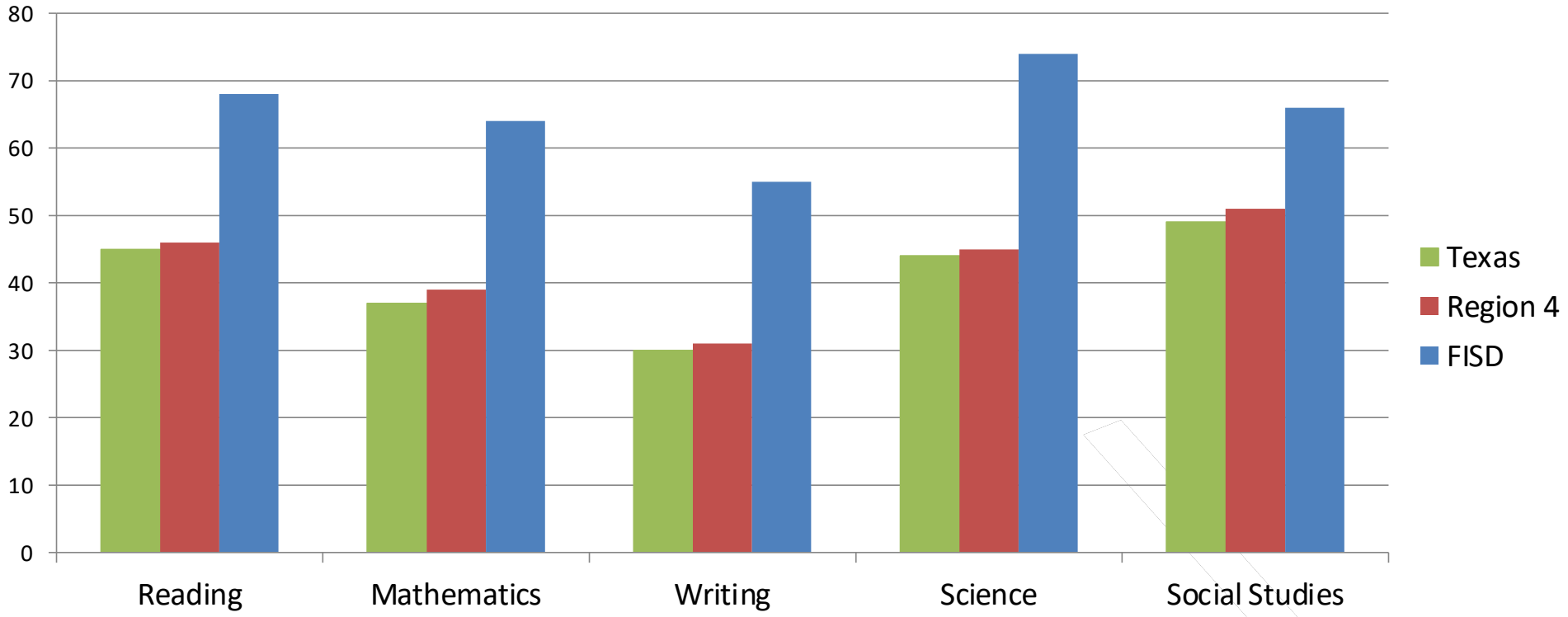
- 2021 Accountability Rating
  - Same rating for the district and all campuses: *Not Rated: Declared State of Disaster*
- 2021 Special Education Determination Status
  - Only reported on the district's TAPR – *FISD Meets Requirements*
- 2021 Armed Services Vocational Aptitude Battery (ASVAB) Test
  - Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test
- 2021 Distinction Designations
  - *No Distinction Designations were awarded at the district or campus level in 2021*

Section 1

2020-21 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2021 and 2019 (2020 STAAR was cancelled)**
  - 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
- **STAAR – Academic Growth – reported for 2019 and 2018**
  - Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
  - Reported by Grade and Subject
  - Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2021 (due to the cancellation of STAAR in 2020)
  - Academic Growth IS anticipated to be calculated for 2022 STAAR

2021 Percentage of Students at Meets Grade Level Standard



Section 1

2020-21 Texas Academic Performance Report (TAPR)

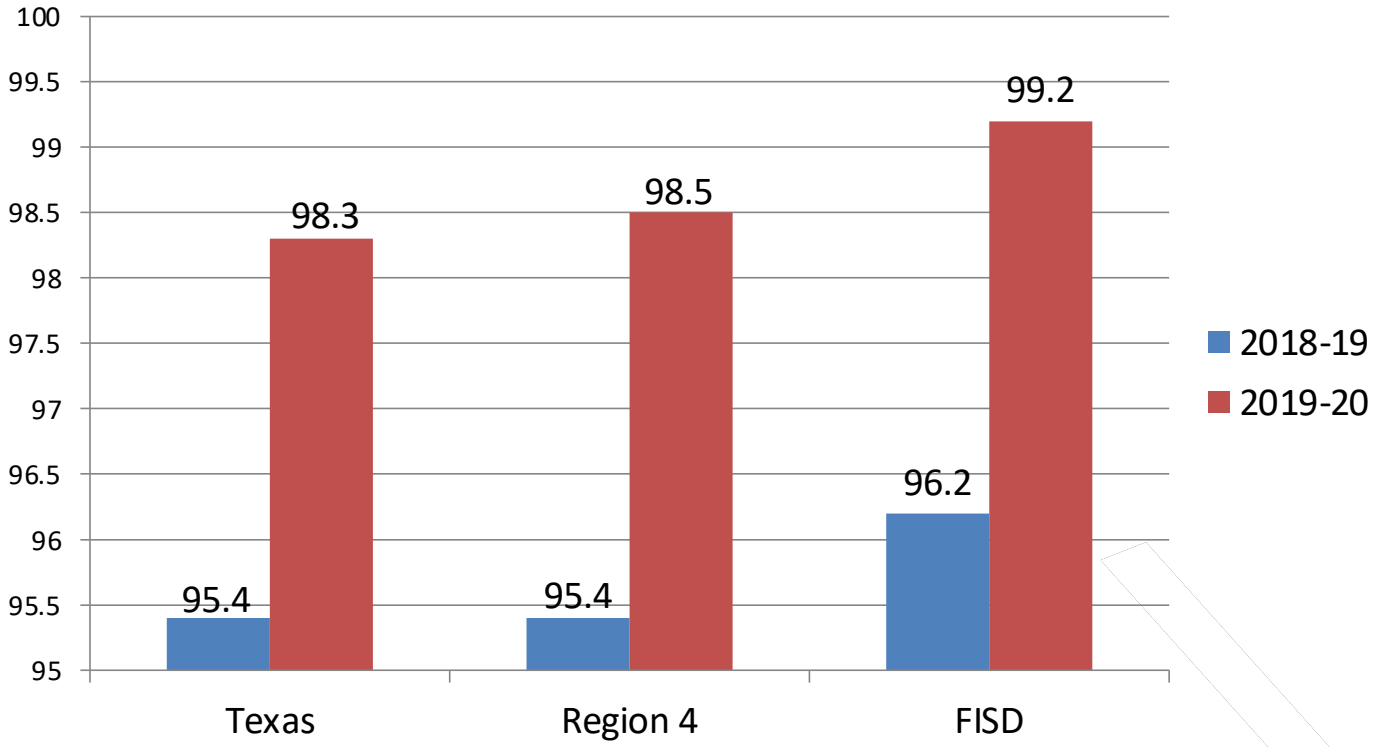
- **Bilingual Education/English as a Second Language**
  - Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
    - Reported for 2021 and 2019
- **STAAR Participation**
  - Reported for 2021 and 2019

Section 1

2020-21 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2019-20 and 2018-19 (the most recent years for which data have been reported to TEA)**
  - 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 – 2019-20 Graduates**

Attendance


100
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95
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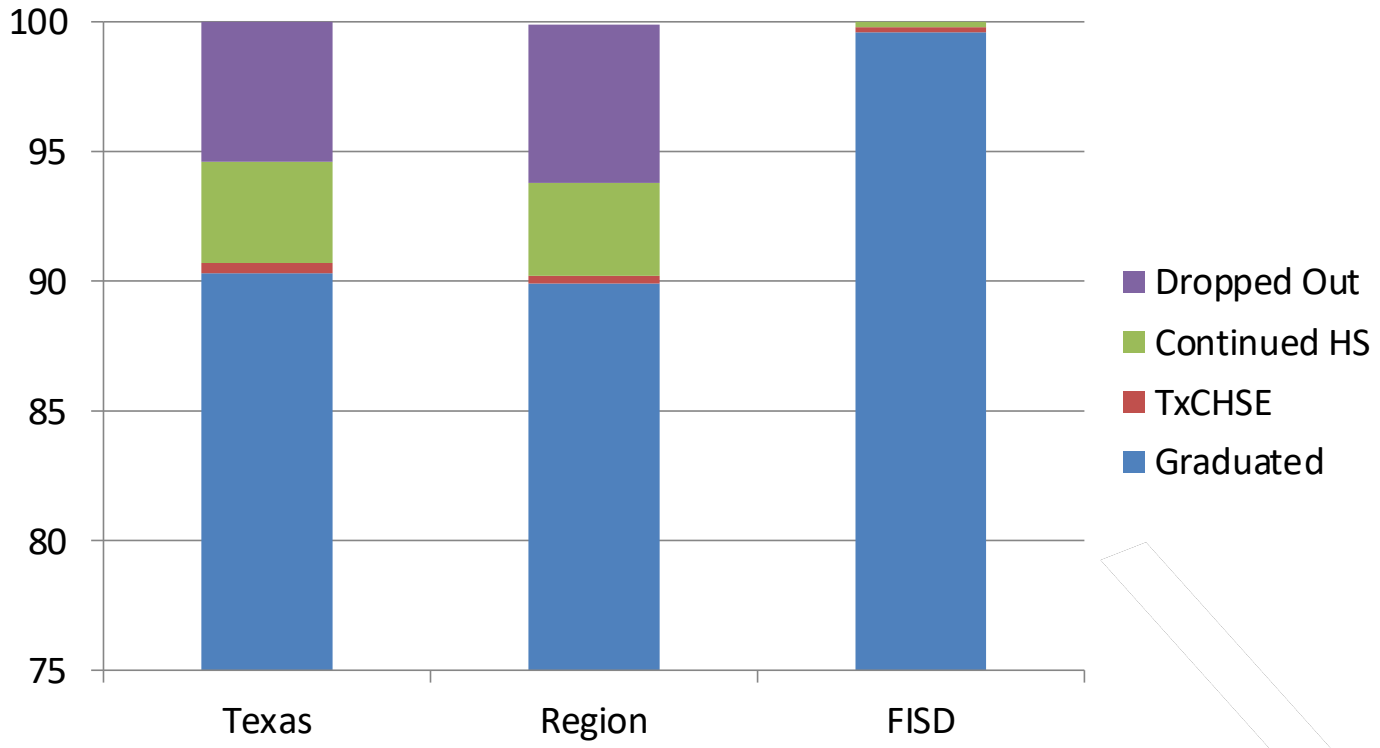
96.2
Texas
Region 4
FISD
2018-19
2019-20

4 Year Graduation Rate: Class of 2020



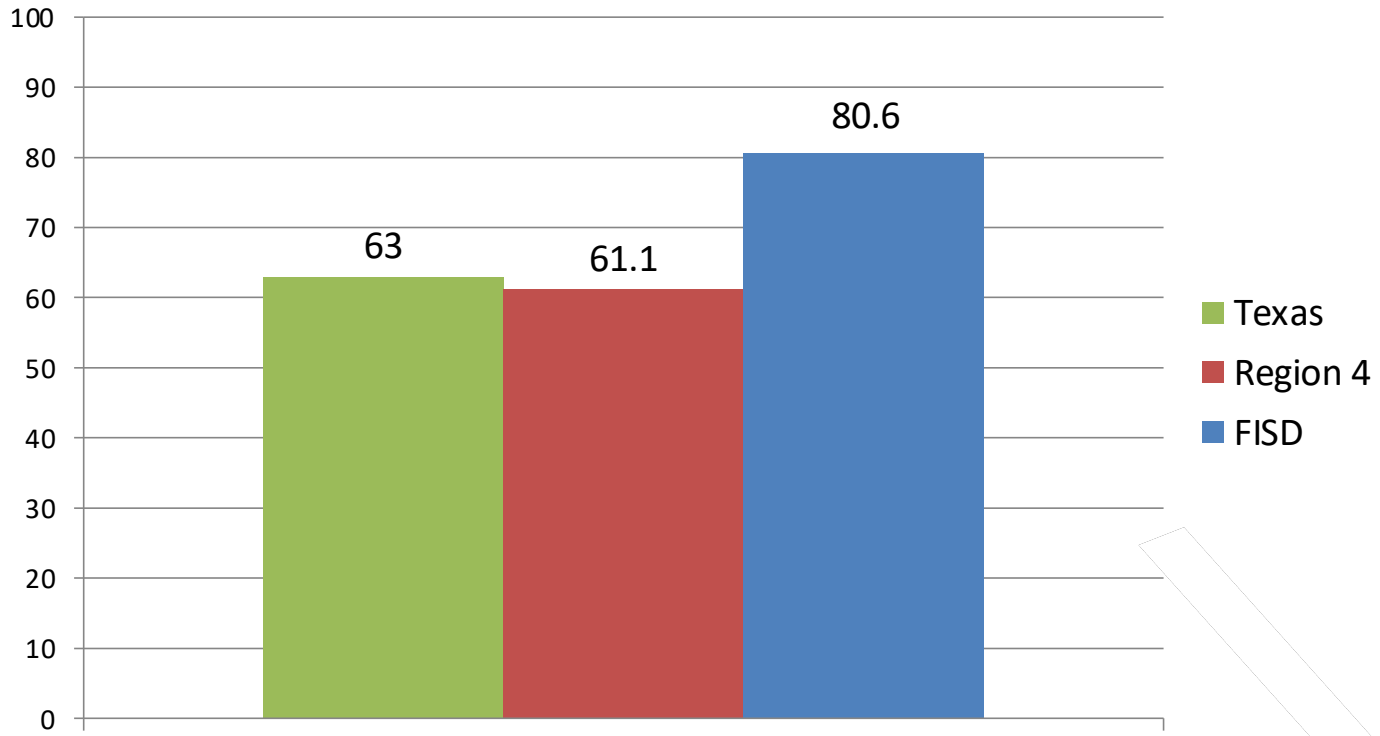
Section 1

2020-21 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 2019-20 school year. Therefore, performance on these measures is reported for the 2019-20 and 2018-19 school years.

College, Career, and Military Ready Graduates: Class of 2020

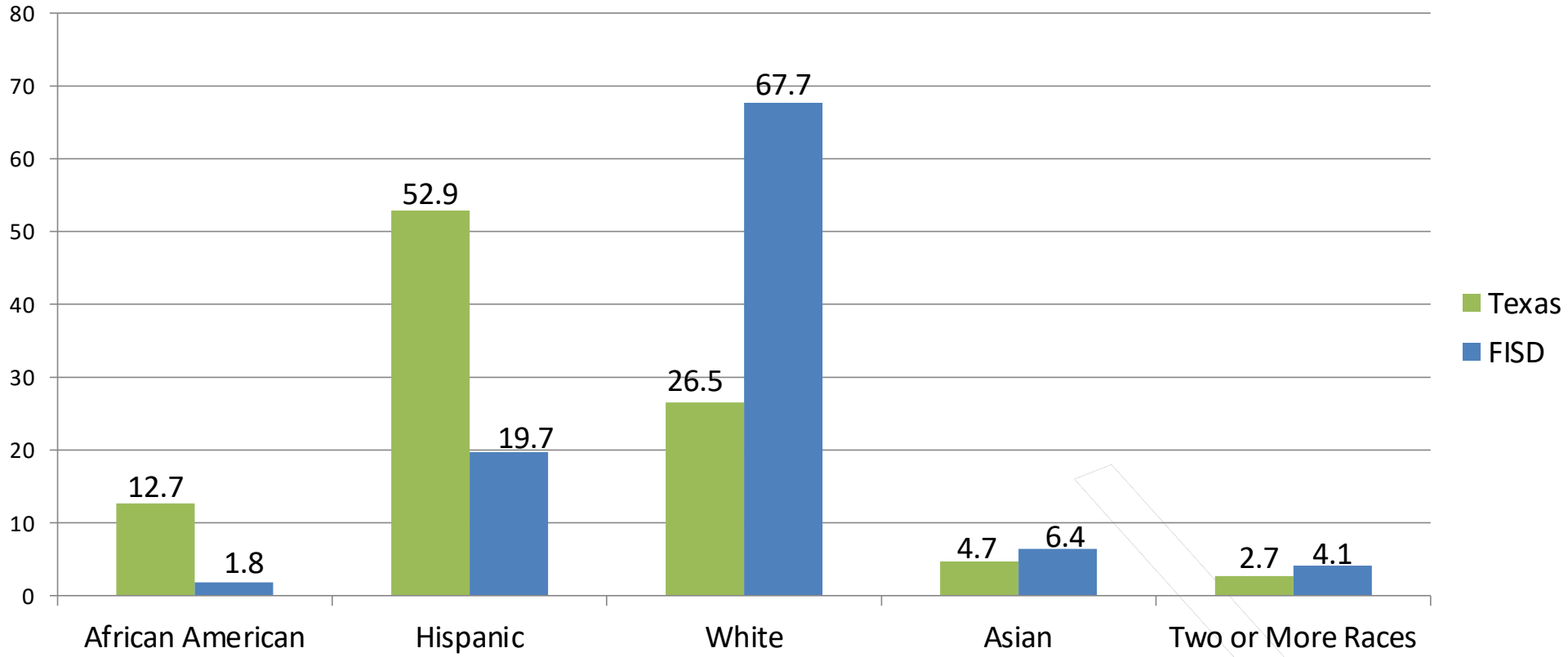


Section 1

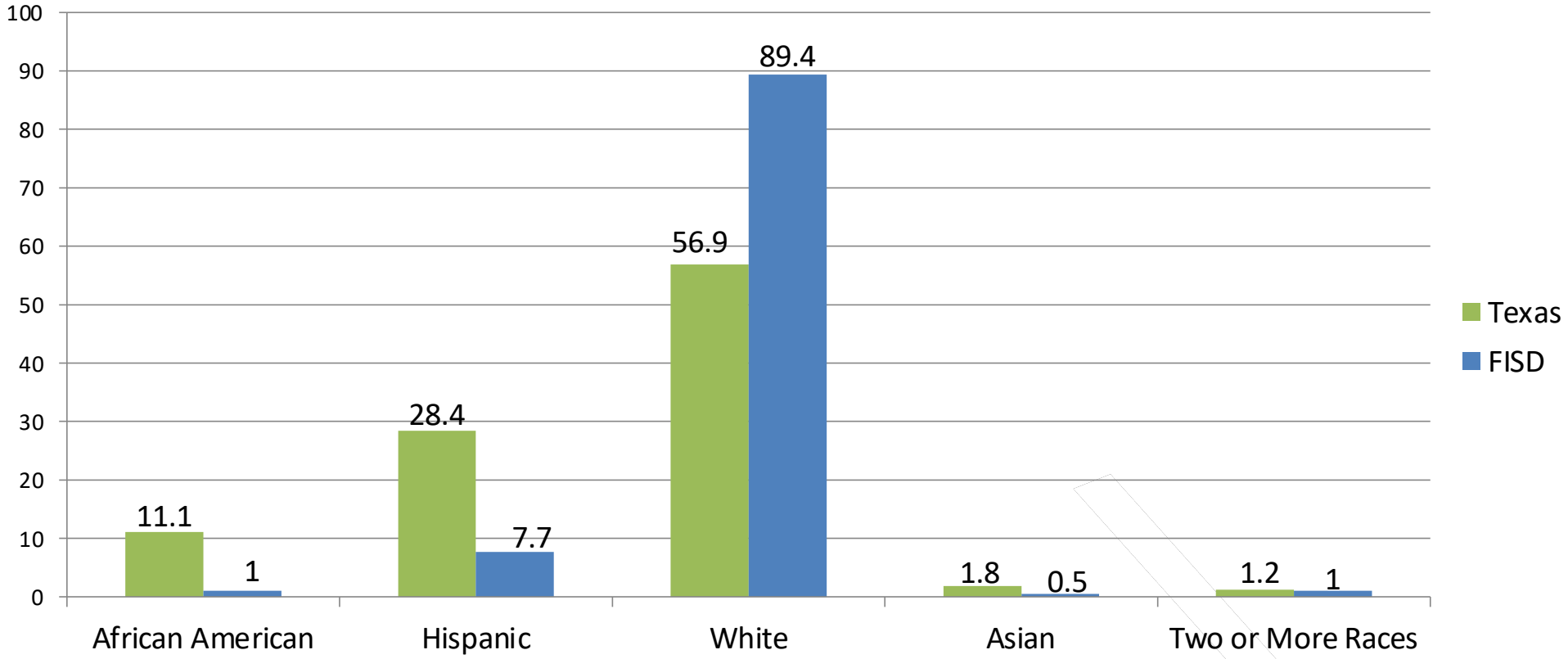
2020-21 Texas Academic Performance Report (TAPR)

- **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)

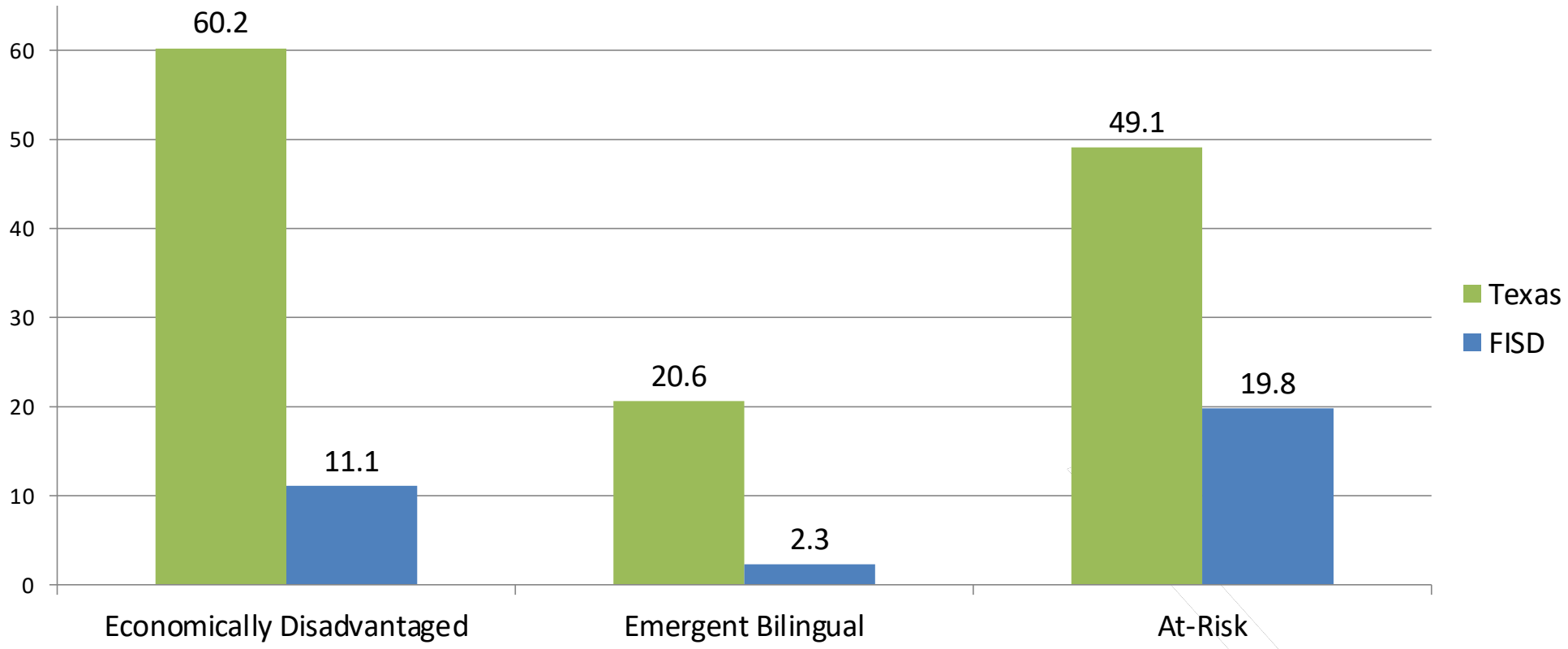
Enrollment by Ethnicity, 2020-21



Teachers by Ethnicity, 2020-21



Student Program Information, 2020-21



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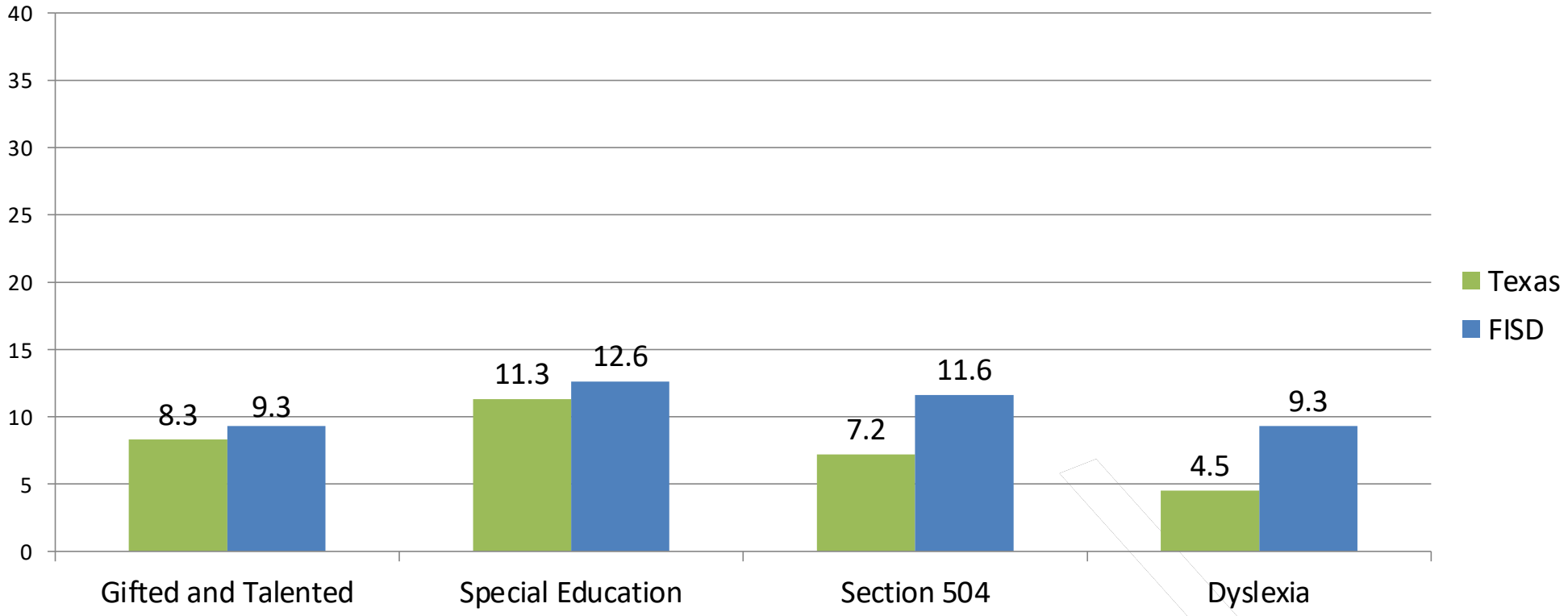
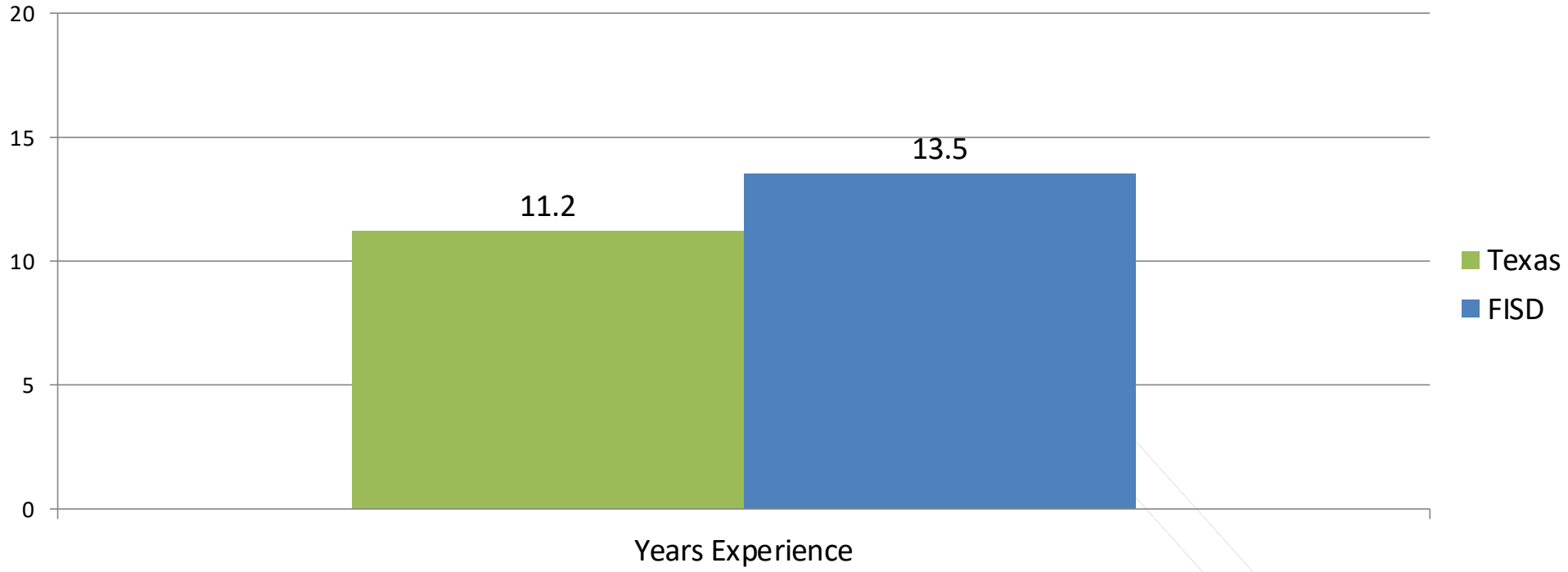
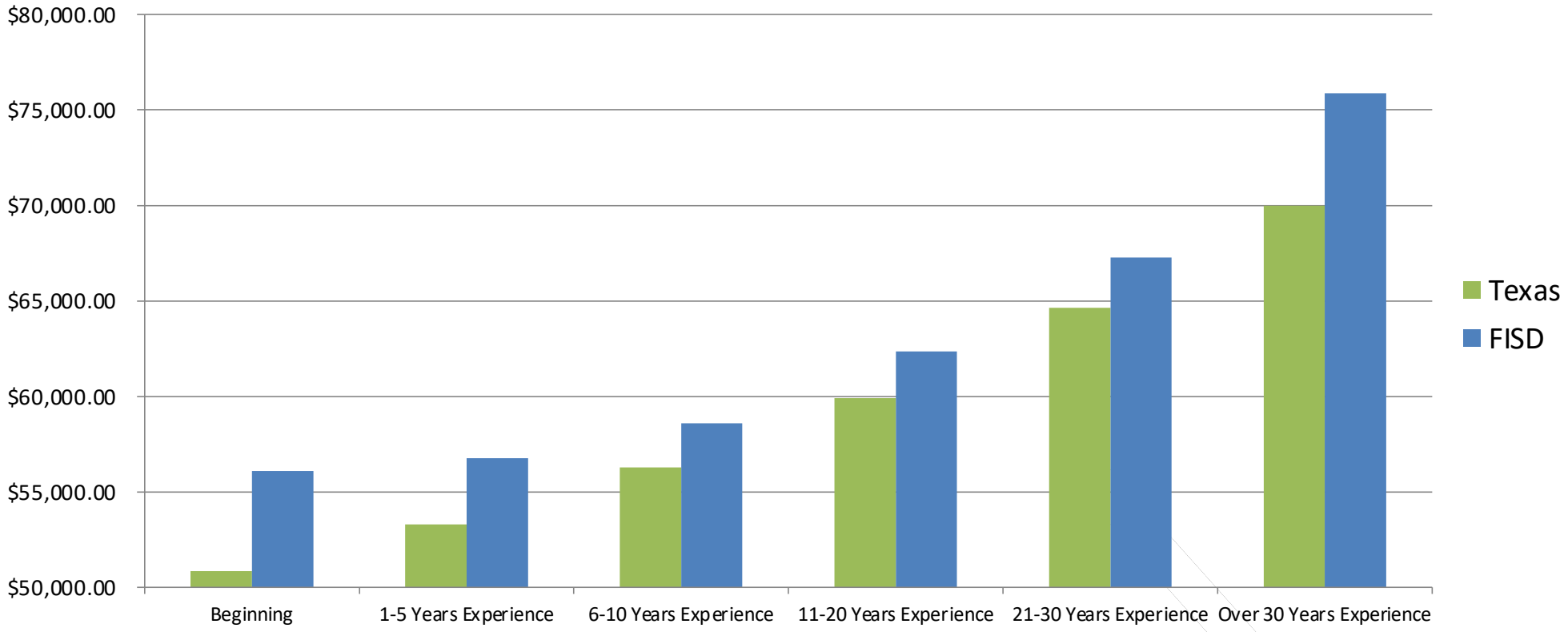


Average Years Experience of Teachers, 2020-21



Average Teacher Salaries, 2020-21



Section 2

PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

2019-20 Actual Financial Data (District)

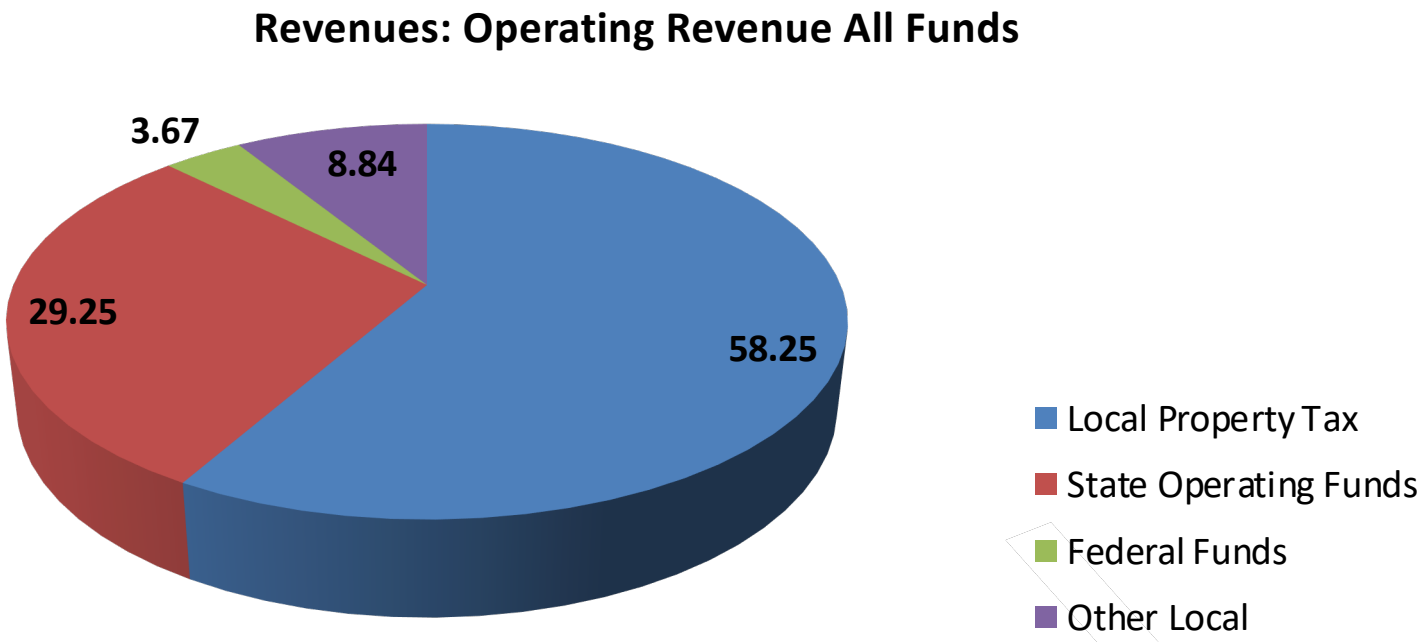
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2019-20 Actual Financial Data (Campus)

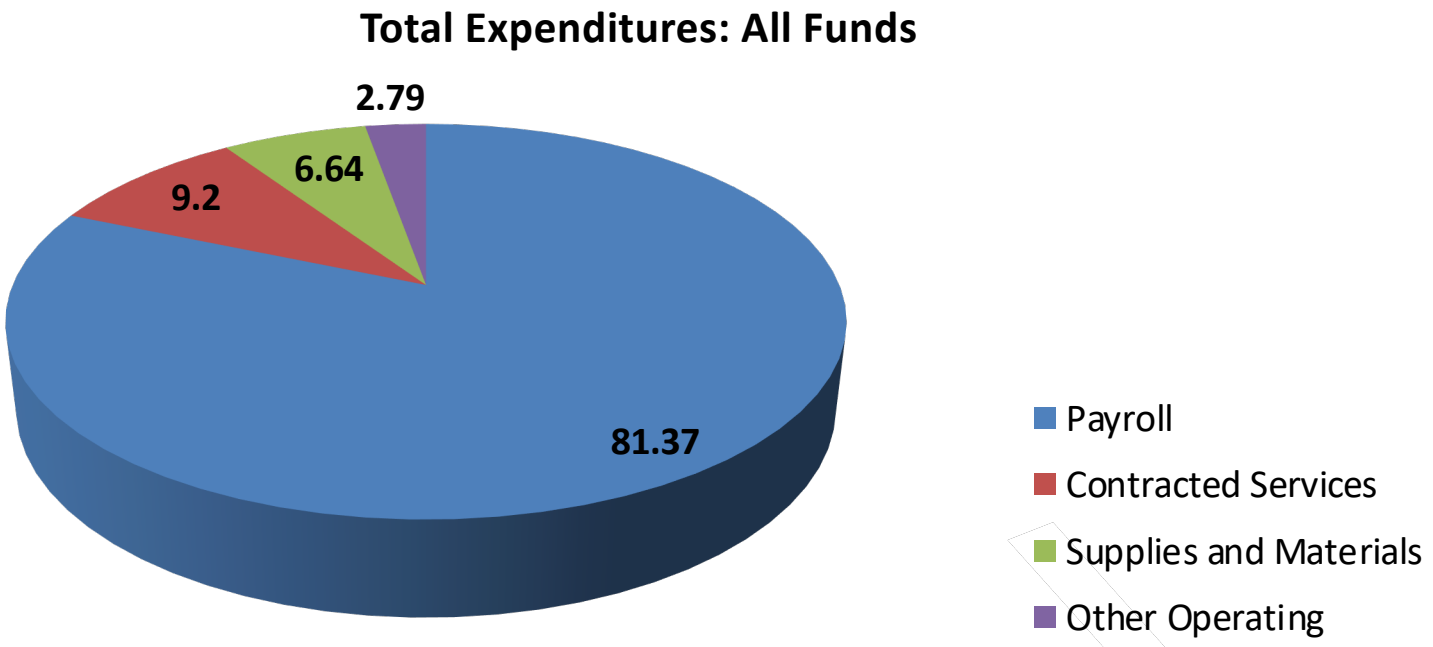
- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2019-20 is the most recent year for which these data are available.

Financial Data (2019-20 Actuals)



Financial Data (2019-20 Actuals)



Section 3

2020-21 District Accreditation Status

- 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)
- **Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year**
- **Therefore, no district was assigned an accreditation status for 2020-21**

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 2020-21 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
- Friendswood CIPs are embedded as part of the overall Strategic Plan. The goals and specific results can be accessed on the districts website: https://www.myfisd.com/explore-fisd/strategic-plan

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 2020-21 school year is available for review at the district's central office and at each campus in the district

Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2021	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://tea.texas.gov/sites/default/files/USCO%20Guidance%20Handbook%20Final%2008-30-19.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 **2018-19 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 2019**, **Spring 2020**, and **Summer 2020** are added together and averaged to determine the GPA

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

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	134	5	7	14	32	75	1
	Two-Year Public Colleges	198	33	29	21	46	62	7
	Independent Colleges & Universities	23						
	Not Trackable	11						
	Not Found	137						
	Total High School Graduates	503						

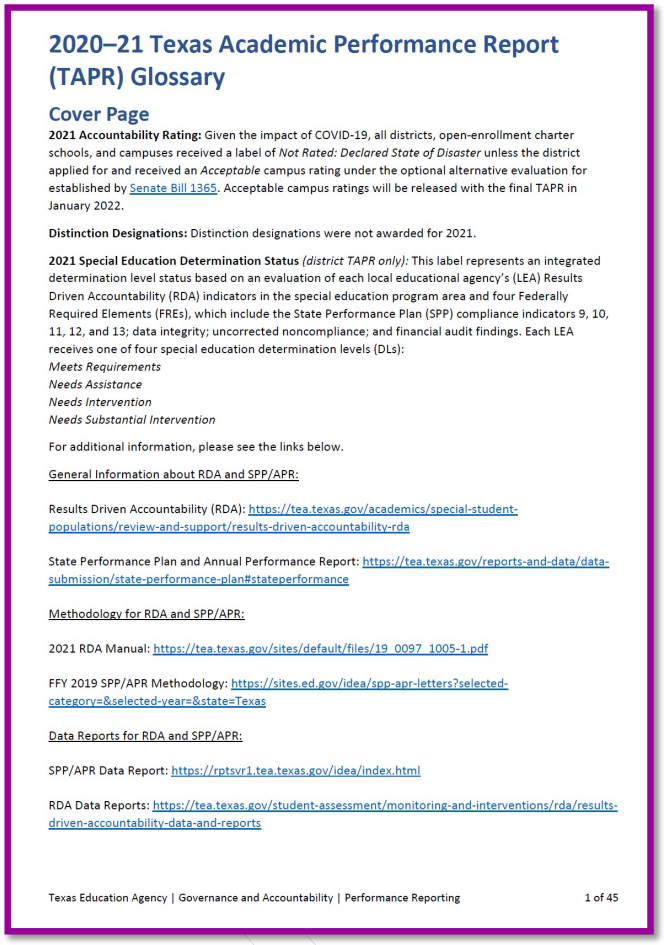
Texas High School Graduates From FY 2020
Enrolled in Texas Public or Independent Higher Education Fall 2020

FRIENDSWOOD ISD	FRIENDSWOOD H S	084911001	SAN JACINTO COMMUNITY COLLEGE (029137)	46
			TEXAS A&M UNIVERSITY (003632)	38
			BLINN COLLEGE DISTRICT (003549)	35
			U. OF TEXAS AT AUSTIN (003658)	25
			UNIVERSITY OF HOUSTON (003652)	18
			ALVIN COMMUNITY COLLEGE (003539)	16
			U. OF HOUSTON-CLEAR LAKE (011711)	14
			TEXAS STATE UNIVERSITY (003615)	13
			TEXAS TECH UNIVERSITY (003644)	12
			COLLEGE OF THE MAINLAND COMMUN (007096)	11
			TEXAS A&M UNIV AT GALVESTON (010298)	10
			UNIVERSITY OF NORTH TEXAS (003594)	8
			U. OF TEXAS AT DALLAS (009741)	7
			BAYLOR UNIVERSITY (003545)	6
			TARLETON STATE UNIVERSITY (003631)	5
			Other Pub/Ind 4-yr Institution (17)	35
			Other Pub/Ind 2-yr Institution (4)	7
			Not trackable	23
			Not found	181
			Total high school graduates	*510*

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



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

Texas Education Agency | Governance and Accountability | Performance Reporting 1 of 45

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:

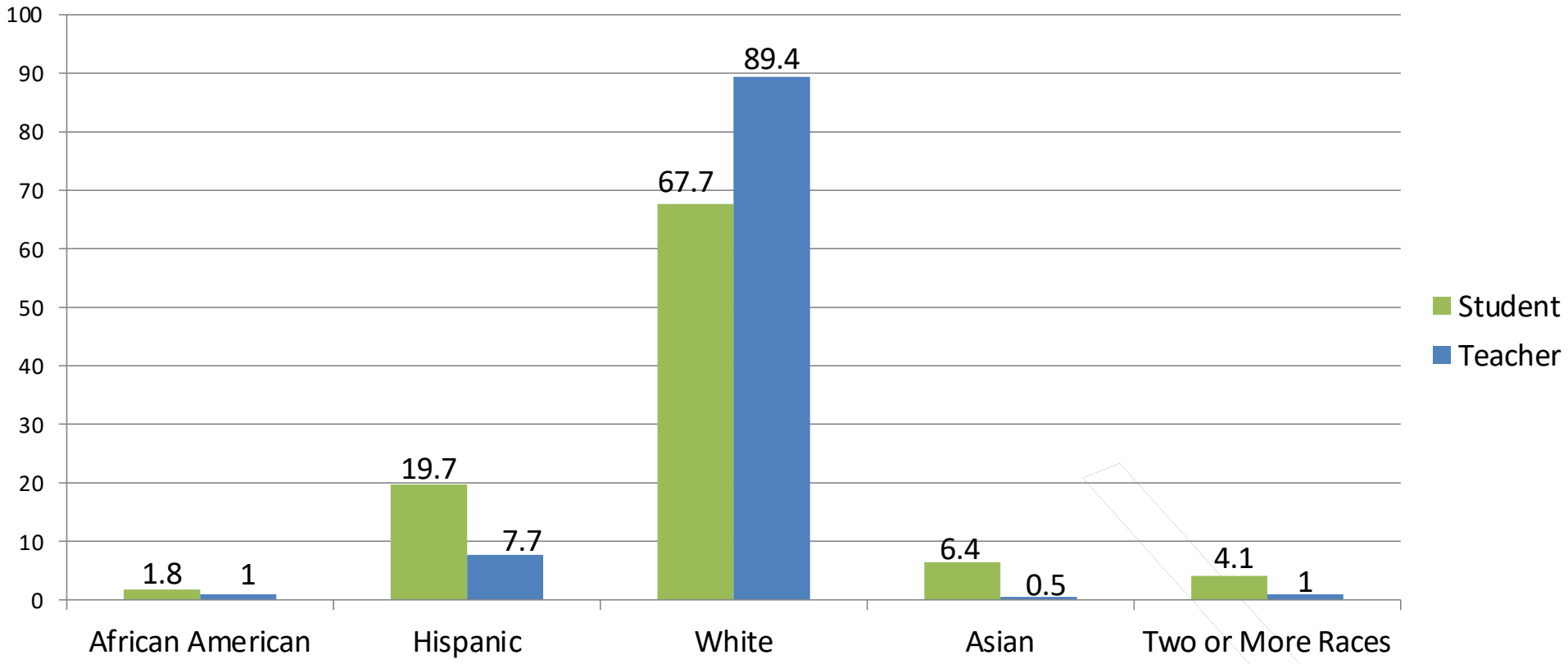
- American Indian or Alaska Native Speech representation (3.5)
- African American OSS and Expulsion <= 10 days (4.9)
- African American ISS <= 10 days (3.7)
- Hispanic ISS > 10 days (6.0)
- African American total Discipline removal (5.1)

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)

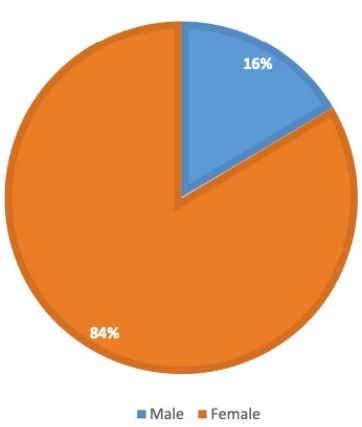
In 2020-21 we found a larger proportion of African American and Hispanic students are being removed from their classroom than total enrollment

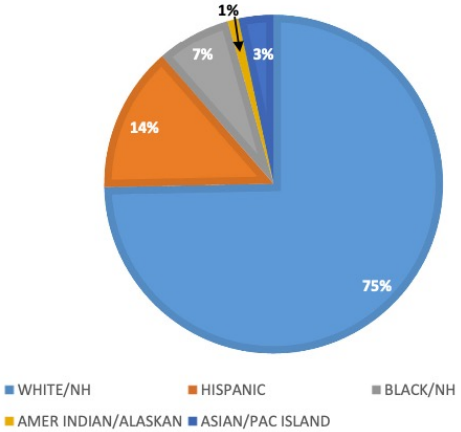
AE Local Reporting: FISD Teachers and Student by Ethnicity, 2020-21



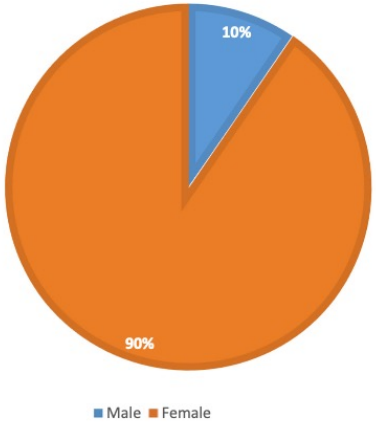
AE Local Reporting: Professional Employment, 2021-22

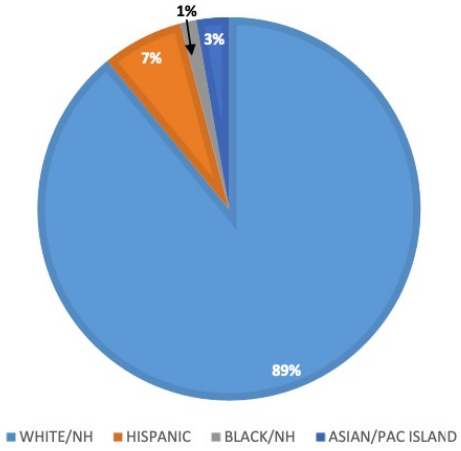
TOTAL APPLICANTS





TOTAL HIRED





Resources and Availability of Annual Report

- The District's TAPR is posted on the district's website: https://www.myfisd.com/parents-and-students/curriculum/district-reports-and-accountability/tapr
- Paper copies can be made available at the district's central office by request
- For questions or more information, contact:

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