2021-22
District Annual Report
Public Hearing

Friendswood ISD

February 13, 2023

8 Sections to the 2021-22 District Annual Report

1. 2021-22 Texas Academic Performance Report (PDF TAPR)
   - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2020-21 Financial Actual Report)
3. 2021-22 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
7. Progress Toward Board-adopted HB 3 Goals
   - For the District and each Campus in the District
8. 2021-22 TAPR Glossary

Section 1

2021-22 Texas Academic Performance Report (TAPR)

Compiled by TEA for every district and campus using

- PEIMS
- Student Assessment Data

2021-22 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

2021-22 Texas Academic Performance Report (TAPR)

Cover Page

- 2022 Accountability Rating
  - *A, B, C or Not Rated: Senate Bill 1365*
  - Reported for the District and for each Campus
- 2022 Special Education Determination Status
  - Only reported on the district's TAPR
- 2022 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 or offered an ASVAB Alternative Test
- 2022 Distinction Designations
  - Reported for the District and for each Campus

Section 1

2021-22 Texas Academic Performance Report (TAPR)

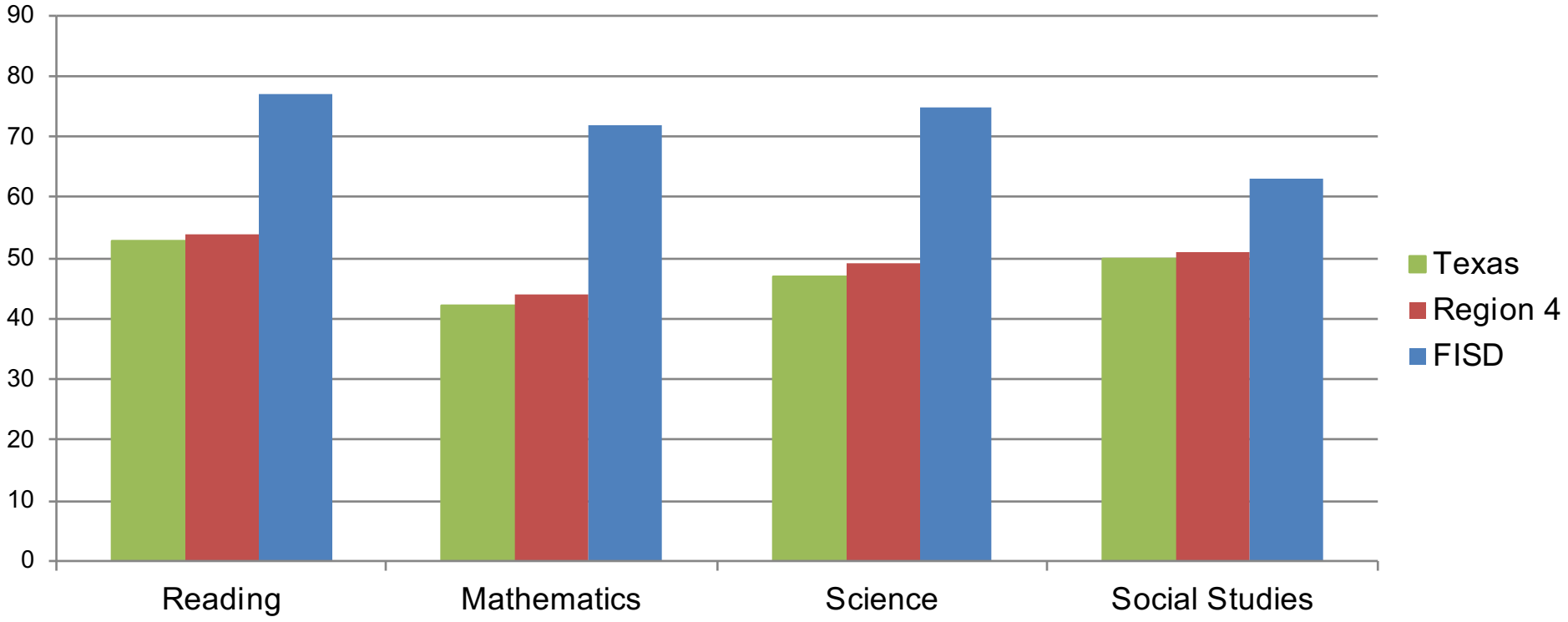
STAAR Performance – reported for 2022 and 2021

- 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 2022 and 2019

- 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 2020 or 2021 (due to the cancellation of STAAR in 2020)

2022 Percentage of Students at Meets Grade Level Standard



Section 1

2021-22 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 2022 and 2021

STAAR Participation

- Reported for 2022 and 2021

Section 1

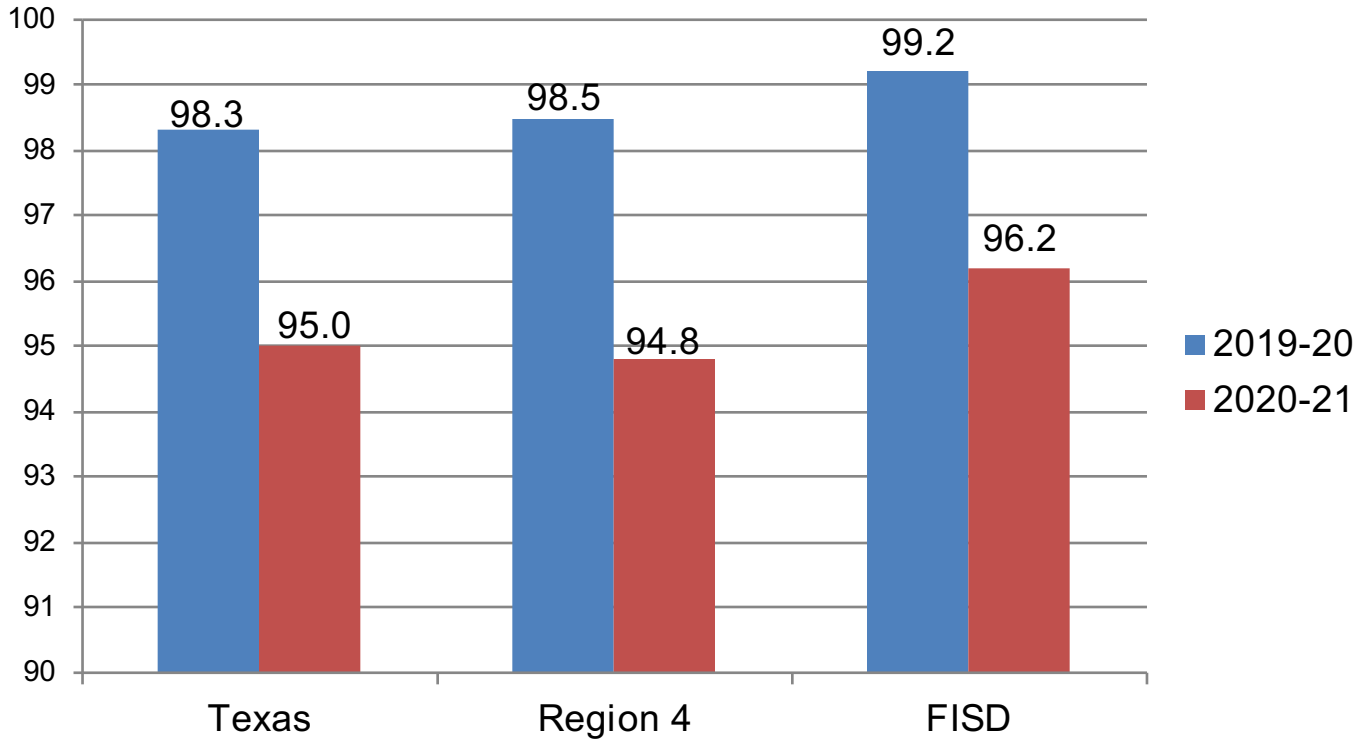
2021-22 Texas Academic Performance Report (TAPR)

Attendance, Graduation, and Dropout Rates – reported for 2020-21 and 2019-20.
(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 – 2020-21 Graduates

Attendance


100
99
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91
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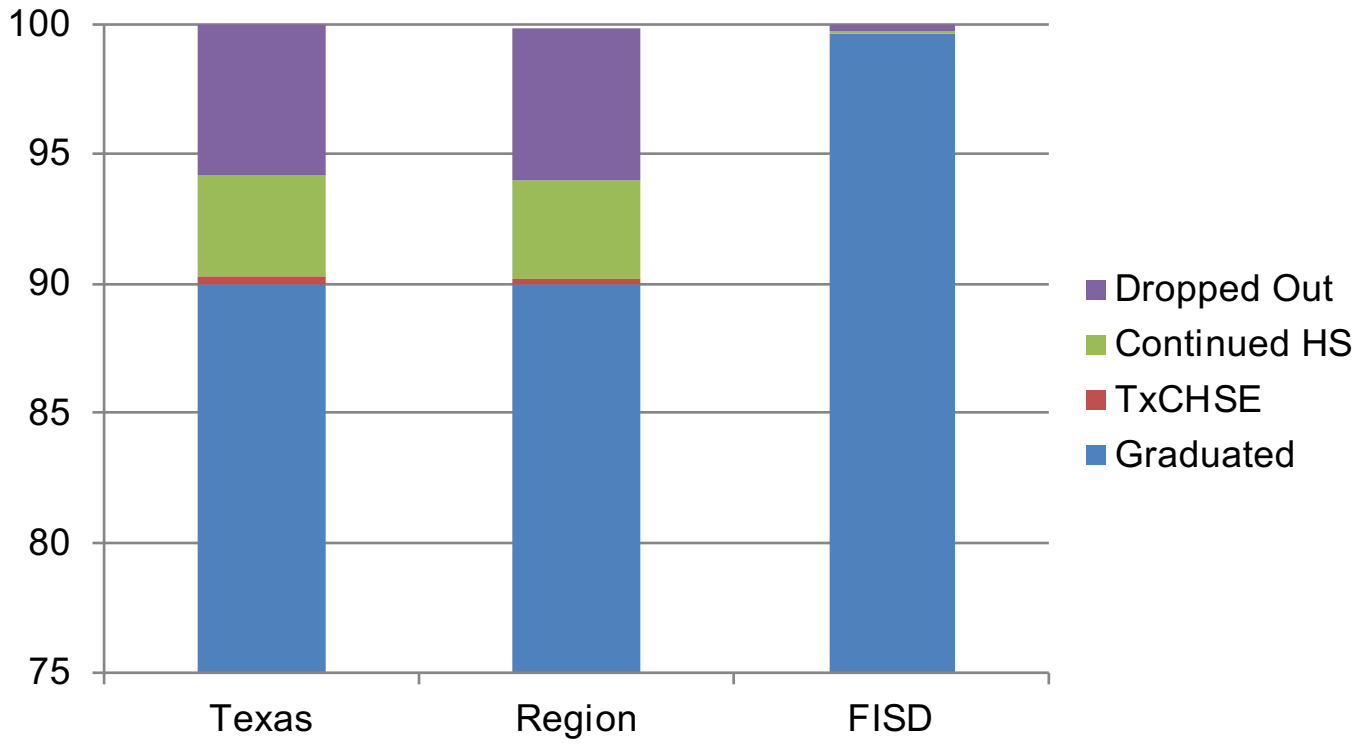
96.2
Texas
Region 4
FISD
2019-20
2020-21

4 Year Graduation Rate: Class of 2021



Section 1

2021-22 Texas Academic Performance Report (TAPR)

College, Career and Military Readiness (CCMR)

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

CCMR-Related Indicators

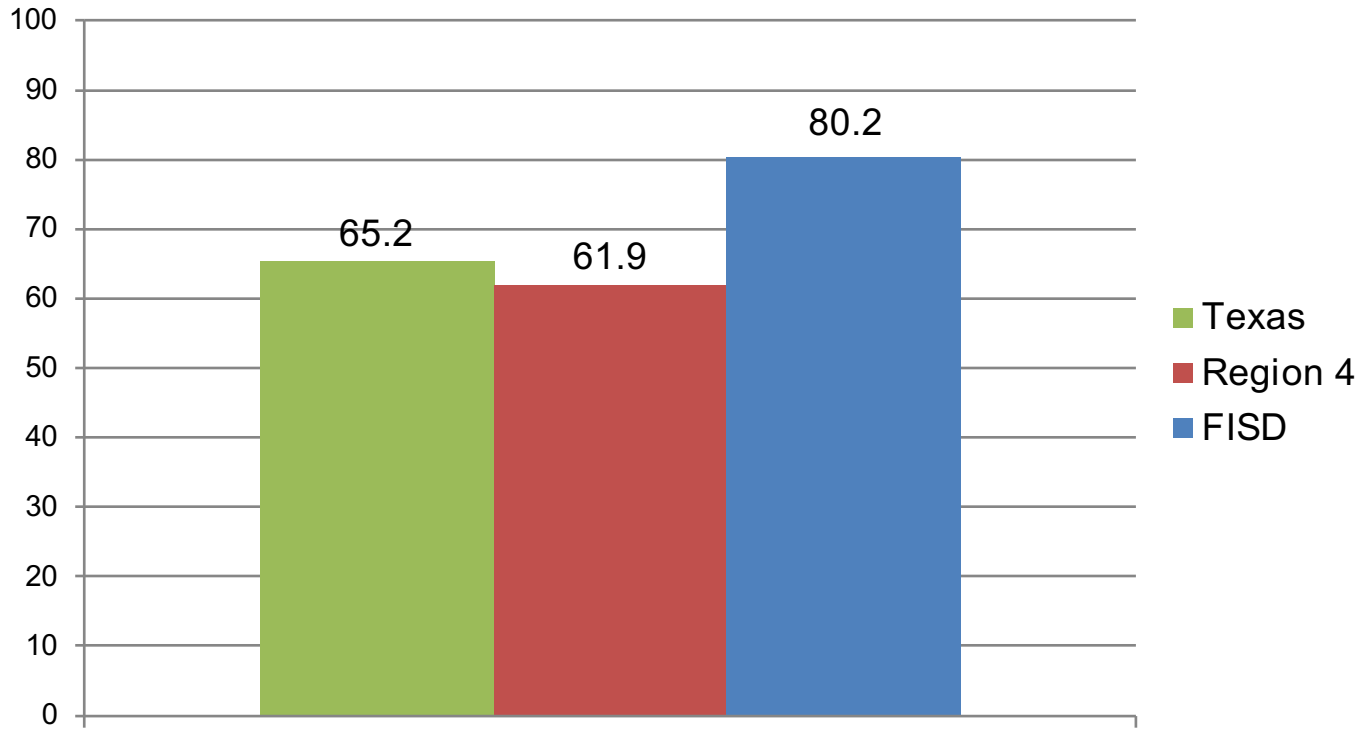
- ❑ TSIA Results
- ❑ CTE Coherent Sequence
- ❑ Completed and Received Credit for College Prep Courses
- ❑ AP/IB Results
- ❑ SAT/ACT Results

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

College, Career, and Military Ready Graduates: Class of 2021



Section 1

2021-22 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)

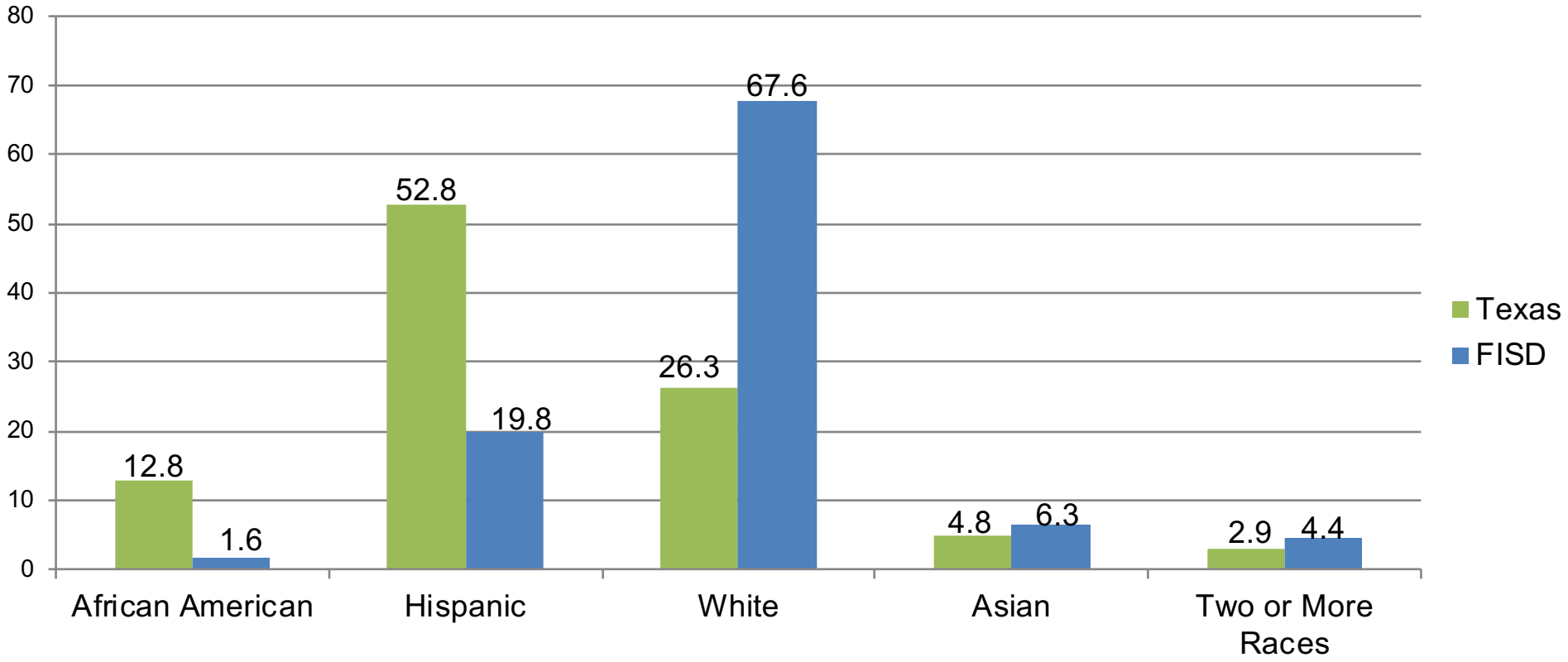
Staff Information

- ❑ 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)

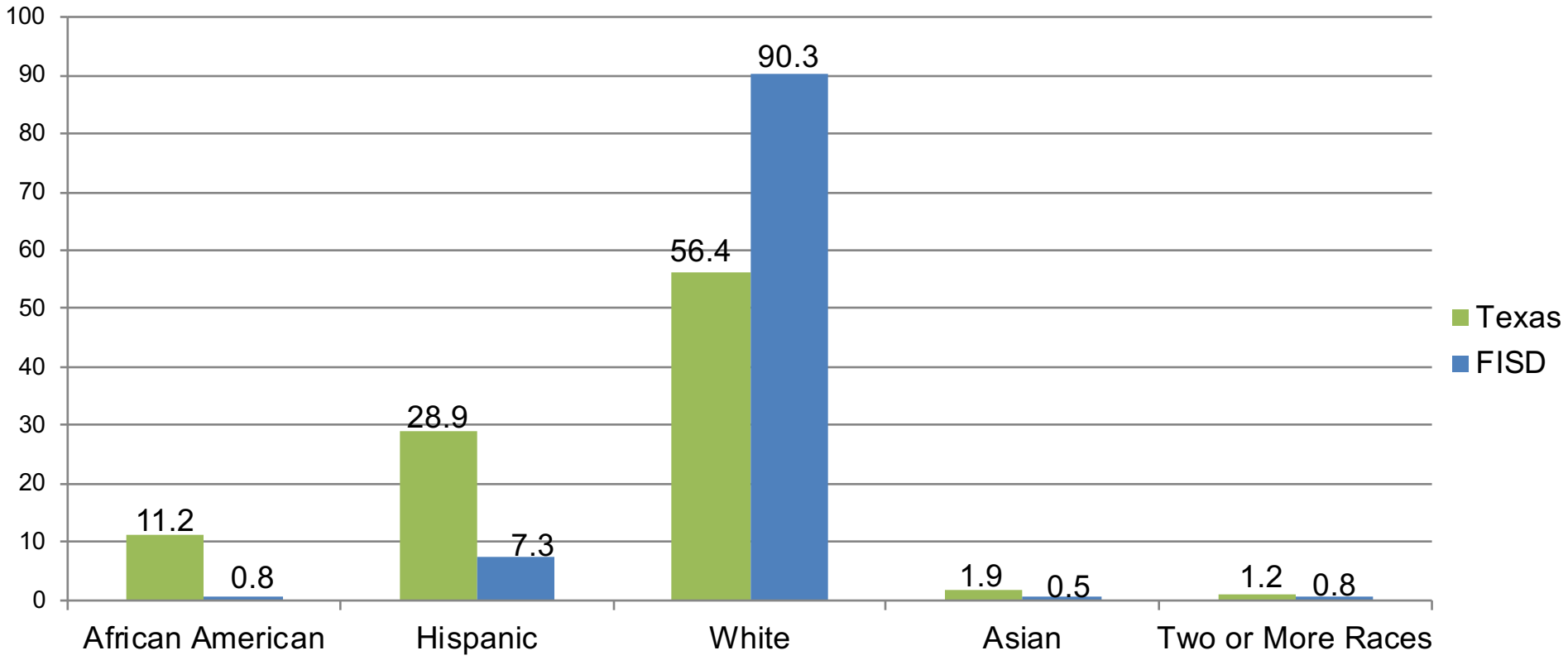
Program Information

- ❑ Student Enrollment by Program
- ❑ Teachers by Program (population served)

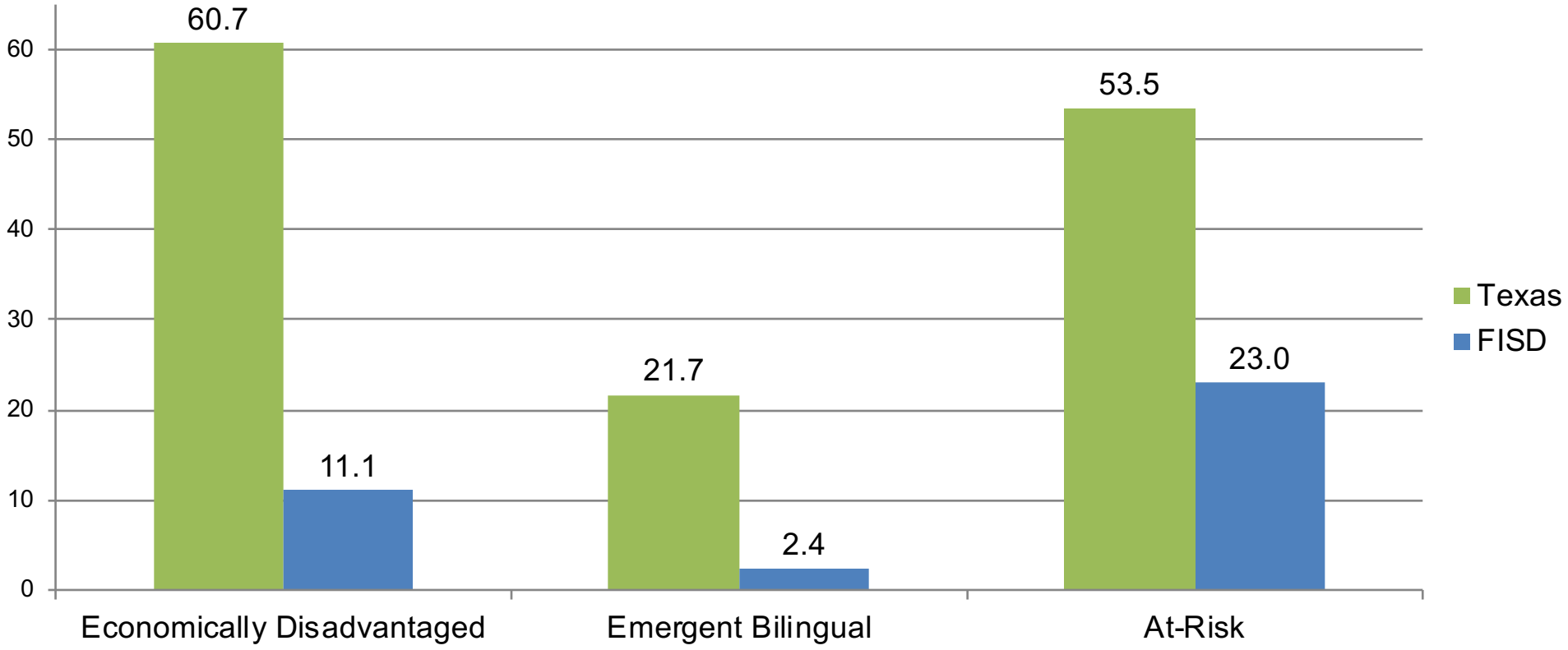
Enrollment by Ethnicity, 2021-22



Teachers by Ethnicity, 2021-22



Student Program Information, 2021-22



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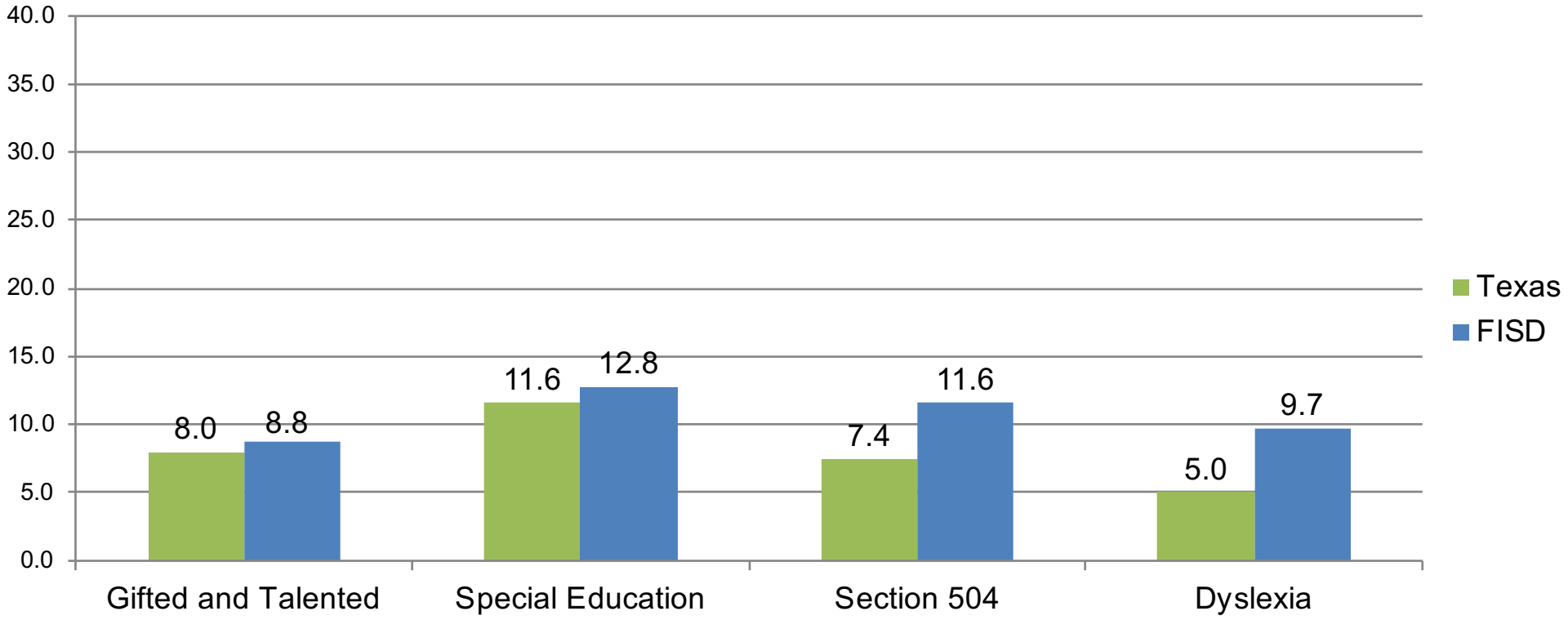
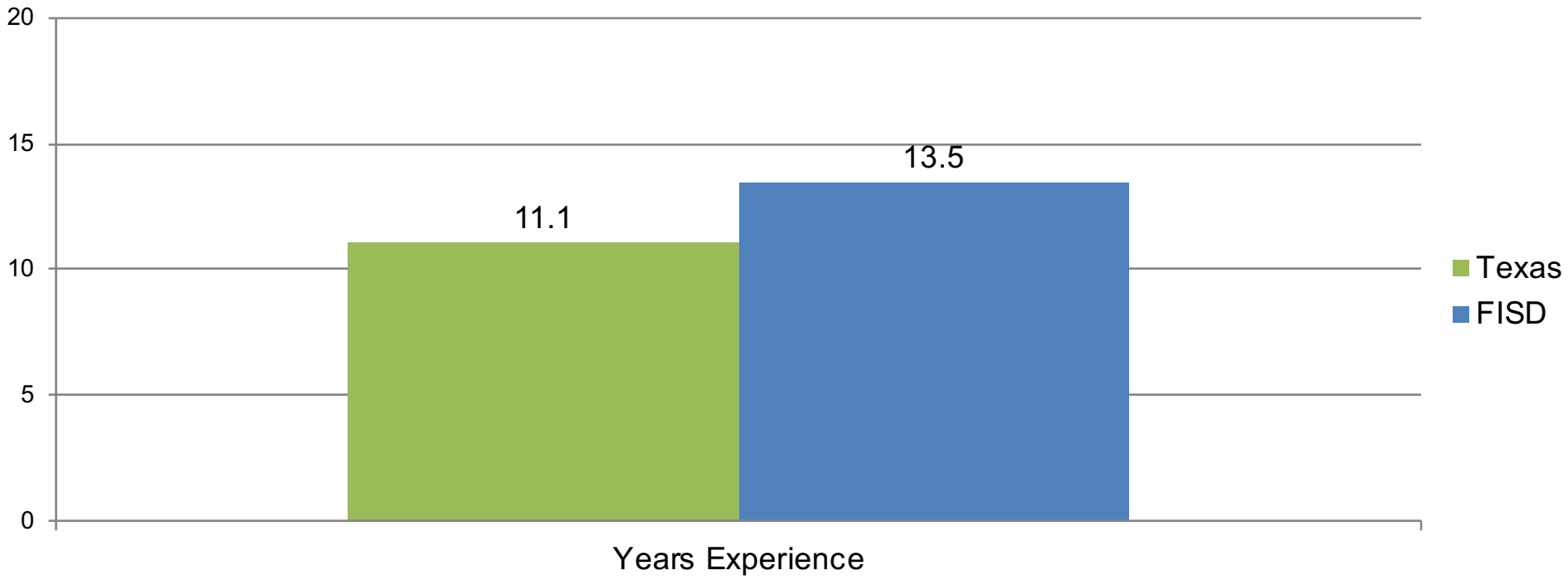
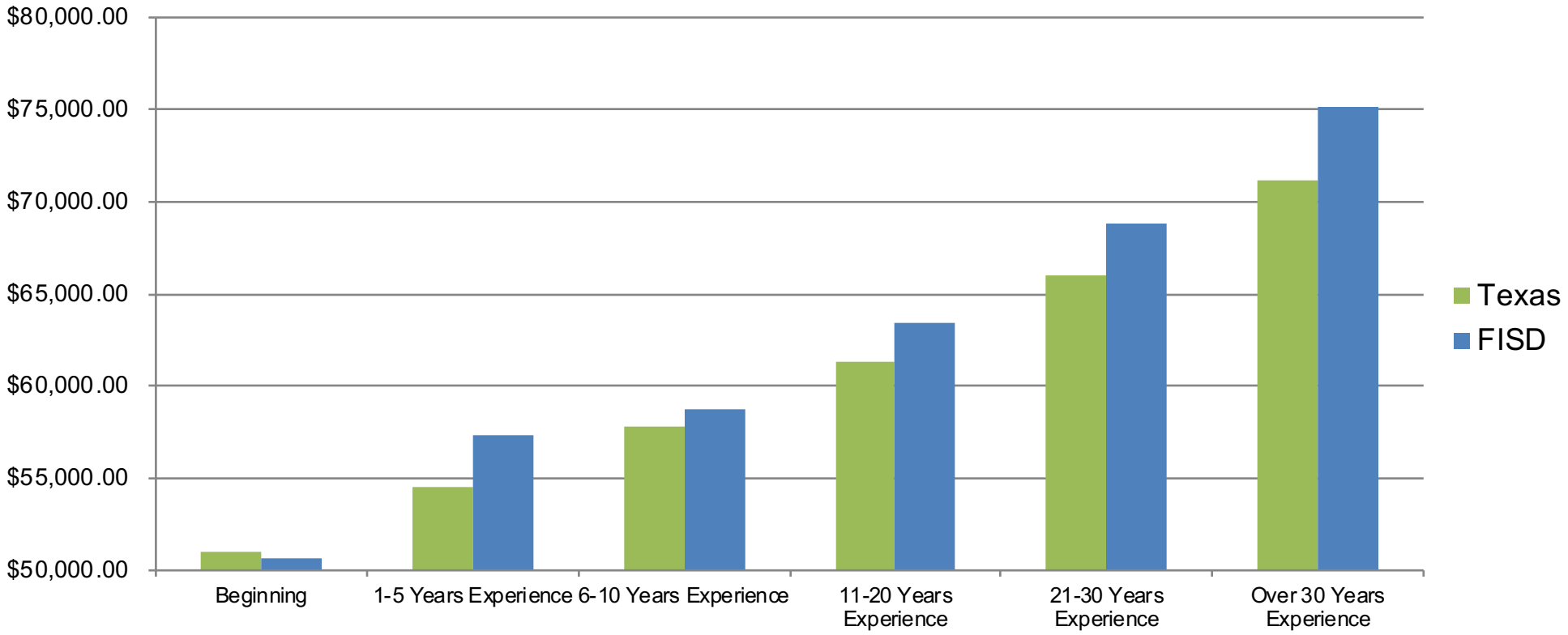


Average Years Experience of Teachers, 2021-22



Average Teacher Salaries, 2021-22



Section 2

PEIMS Financial Standard Reports (2020-21 Financial Actual Reports)

2020-21 Actual Financial Data (District)

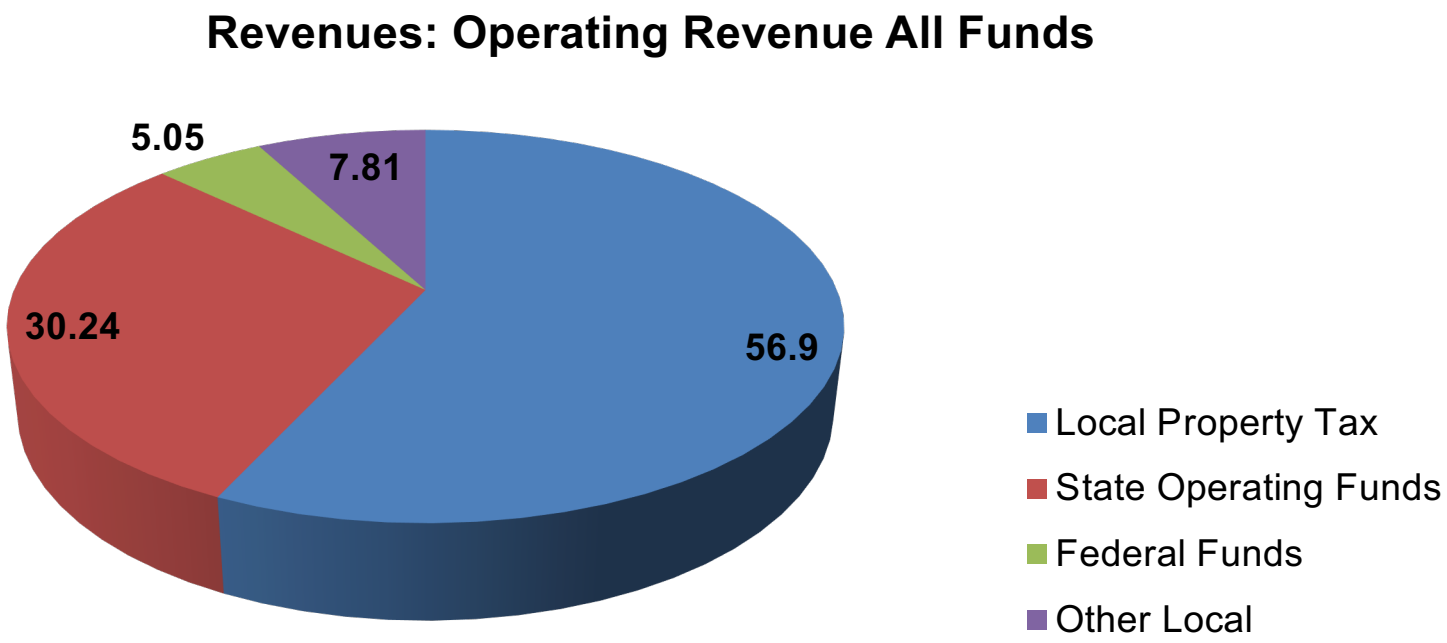
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2020-21 Actual Financial Data (Campus)

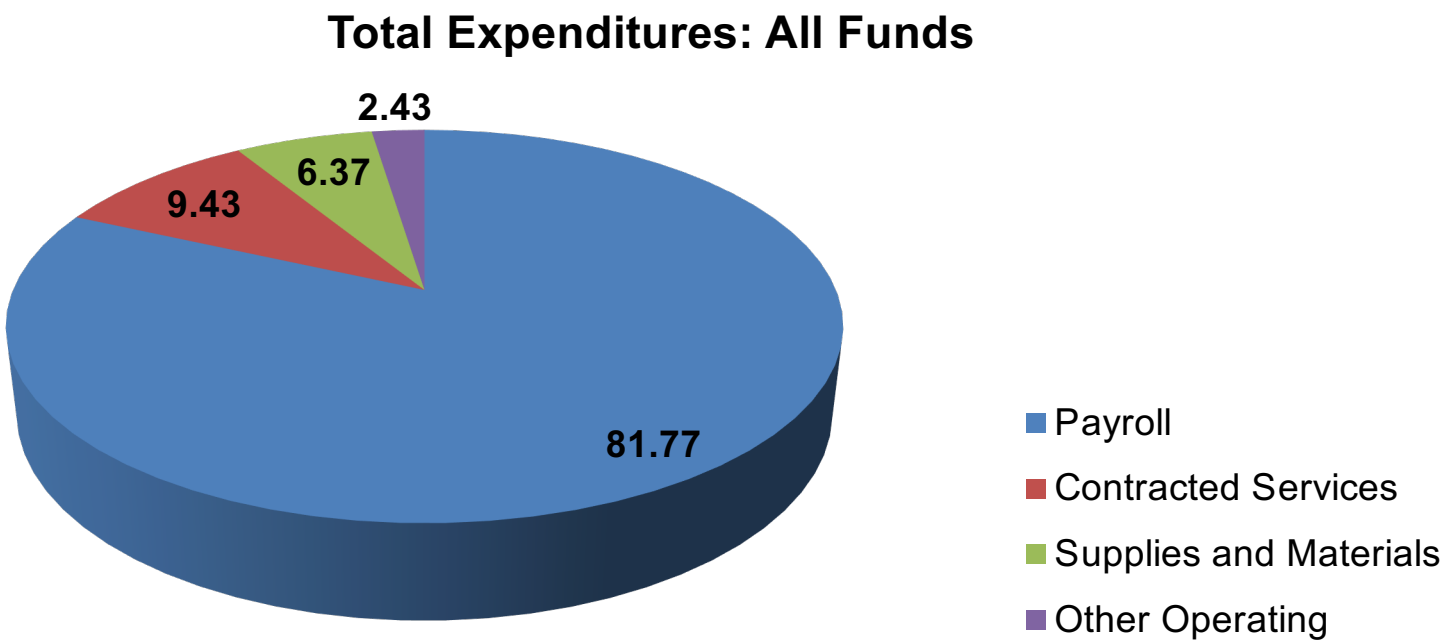
- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

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

Financial Data (2020-21 Actuals)



Financial Data (2020-21 Actuals)



Section 3

2021-22 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)

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

Therefore, the district was not assigned an accreditation status for 2021-22

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 2021-22 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

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 2021-22 school year is available for review at the district's central office and at each campus in the district

Section 5

Report on Violent or Criminal Incidents

As required by TEA, the district has taken the following actions prior to the start of the 2022-23 school year:

- ❑ Conduct a Summer Targeted Partial Safety Audit
- ❑ Conduct an Exterior Door Safety Audit
- ❑ Convene the district's Safety and Security Committee to review:
  - the multi-hazard emergency operations plan (EOP)
  - and, as a component of the EOP, the district's active threat plan
- ❑ Ensure all campus staff (including substitutes) are trained on their specific district and campus safety procedures
- ❑ Schedule all mandatory drills for the school year
- ❑ Ensure all threat assessment team members are trained
- ❑ Review and, as necessary, update access control procedures

Additional descriptions of school violence prevention and violence intervention policies and procedures that the district is using to protect students are available in the District Improvement Plan and the corresponding Campus Improvement Plans (which are posted on the districts' website)

Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2022	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 2018-19 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 FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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
	084911001	FRIENDSWOOD H S							
		Four-Year Public University	170	9	8	20	39	93	1
		Two-Year Public Colleges	146	33	12	23	29	43	6
		Independent Colleges & Universities	16						
		Not Trackable	23						
		Not Found	155						
		Total High School Graduates	510						

Texas High School Graduates From FY 2021
Enrolled in Texas Public Higher Education Fall 2021

FRIENDSWOOD ISD	084911	SAN JACINTO COMMUNITY COLLEGE (029137)	53
		TEXAS A&M UNIVERSITY (003632)	41
		TEXAS STATE UNIVERSITY (003615)	21
		U. OF TEXAS AT AUSTIN (003658)	20
		BLINN COLLEGE DISTRICT (003549)	19
		SAM HOUSTON STATE UNIVERSITY (003606)	19
		TEXAS A&M UNIV AT GALVESTON (010298)	17
		TEXAS TECH UNIVERSITY (003644)	17
		ALVIN COMMUNITY COLLEGE (003539)	11
		BAYLOR UNIVERSITY (003545)	11
		UNIVERSITY OF HOUSTON (003652)	11
		U. OF HOUSTON-CLEAR LAKE (011711)	8
		COLLEGE OF THE MAINLAND COMMUN (007096)	7
		U. OF TEXAS AT DALLAS (009741)	7
		TEXAS A&M UNIV-CORPUS CHRISTI (011161)	5
		Other Public 4-yr Institution (18)	31
		Other Public 2-yr Institution (3)	5
		Not trackable	25
		Not found	181
		Total high school graduates	*509*

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
- ❑ CCMR plans adopted under TEC §11.186

The progress made by the district and each campus as of the end of the 2021-22 school year was presented during alongside the Strategic Plan report this past August. These goals are also posted on our website.

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 (3.7)
- Native American/Other Pacific Islander ED representation (13.5)

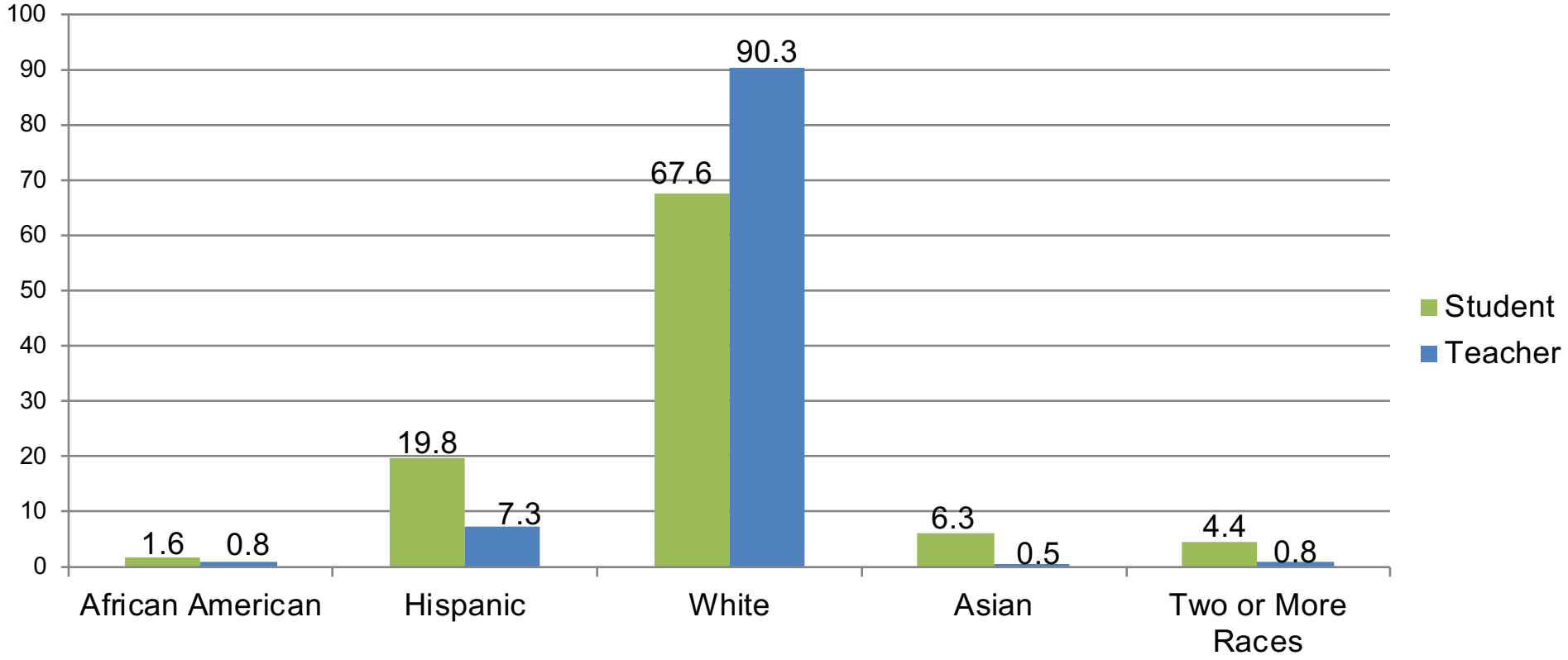
Both of these populations are very small.

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)

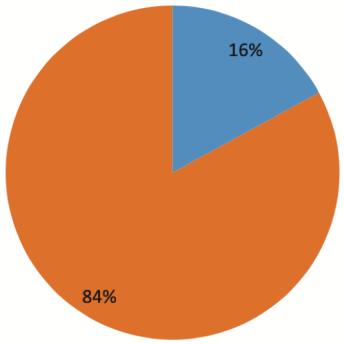
In 2021-22 there were a disproportionate rate (2.8) of Hispanic students with discretionary DAEP placements. There were also significantly more male students with disciplinary placements than male students.

AE Local Reporting: FISD Teachers and Student by Ethnicity, 2021-22

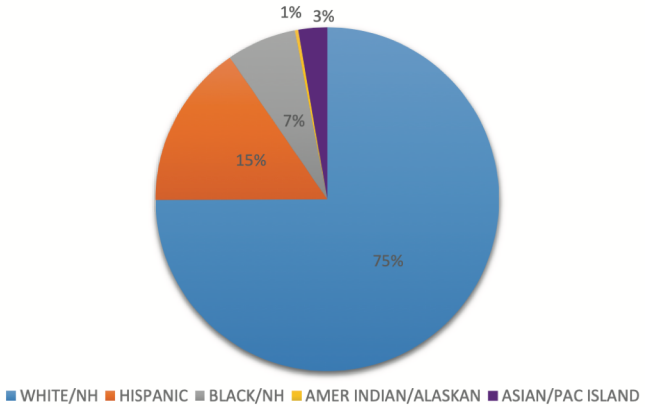


AE Local Reporting: Professional Employment, 2022-23

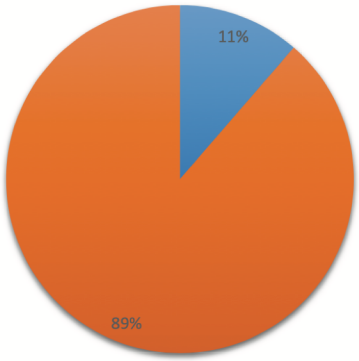
TOTAL APPLICANTS



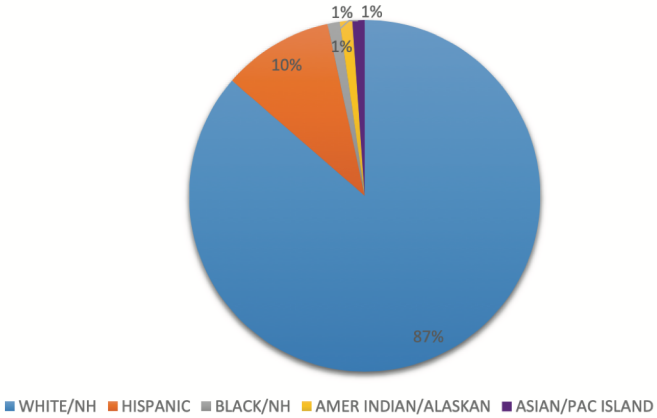
Female Male



TOTAL HIRED



Female Male



Section 8

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

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

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