


2021-22 Annual Report

CFISD Board of Trustees
Public Hearing
February 9, 2023



District Accreditation Status

- January 20, 2022, To the Administrator Addressed Letter
- TEA suspended the assignment of accreditation statuses until the 2022-23 school year.
- Due to:
 - Ongoing impact of COVID-19 and the unique challenges faced by school districts
 - Accountability rating of “Not Rated: SB 1365” used

 **To the Administrator Addressed**
Texas Education Agency Commissioner Mike Morath
1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	January 20, 2022
SUBJECT:	2021-2022 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with Appropriate Staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, *Public School System Accountability*, and 19 Texas Administrative Code (TAC), Chapter 97, *Planning and Accountability*, Subchapter EE, *Accreditation Status, Standards, and Sanctions*. The rules define the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](https://tea.texas.gov/sites/default/files/ch097ee.pdf) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A-F accountability ratings for the 2020-2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,
Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Texas Academic Performance Report

To access the Texas Academic Performance Report:

- www.cfisd.net
- Our District
- School Ratings
- Select District
- Select 2021-22
- Click 2021-22 Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

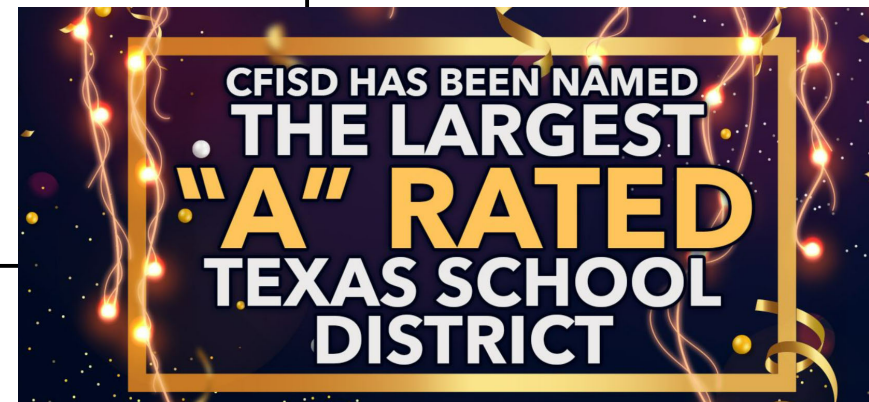
District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

2022 Accountability Rating: A

2022 Special Education Determination Status:

Meets Requirements



Measuring Change

- Difference Color code
 - Subtract prior year from current year
 - Results in a positive or negative number
 - Example: **74%** (2022) - **67%** (2021) = 7
- Growth Δ
 - Current year – prior year / prior year * 100
 - Results in a positive or negative percent
 - Example: **74%** - **67%** / **67%** * 100 = 10.5% growth

All Subjects and Grade Levels Combined

Group	2022 Enroll.	2022 Eco. Dis %	Approaches				Meets				Masters			
			2022	2021	Diff	% Growth	2022	2021	Diff	% Growth	2022	2021	Diff	% Growth
State	5,402,928	60.7%	74%	67%	+7	+10.5%	48%	41%	+7	+17.1%	23%	18%	+5	+27.8%
Region 4	1,228,557	63.8%	74%	68%	+6	+8.8%	49%	43%	+6	+14.0%	25%	20%	+5	+25.0%
Klein	53,059	51.2%	79%	74%	+5	+6.8%	54%	47%	+7	+14.9%	28%	22%	+6	+27.3%
Cypress-Fairbanks	116,913	57.6%	82%	77%	+5	+6.5%	58%	52%	+6	+11.5%	32%	26%	+6	+23.1%
Katy	88,165	39.8%	87%	86%	+1	+1.5%	68%	65%	+3	+4.6%	41%	37%	+4	+10.8%

8th Grade Algebra I

District	% Taking Algebra I				% Passing Algebra I			
	2022	2021	Diff	% Growth	2022	2021	Diff	% Growth
8 th Grade Students	42%	43%	-1	-2.3	100%	98%	+2	+2.0

NOTE: In the state of Texas, roughly 1/3 (33%) of 8th grade students take Algebra 1. (TEA Performance Reporting 9-9-22)

Distinction Designations Earned

Group	Number
Total distinctions earned	211
% Campuses earning at least 1 distinction	78% (67 campuses)
% Campuses earning all possible distinctions	7% (6 campuses)

4-Year Longitudinal Graduation Rate

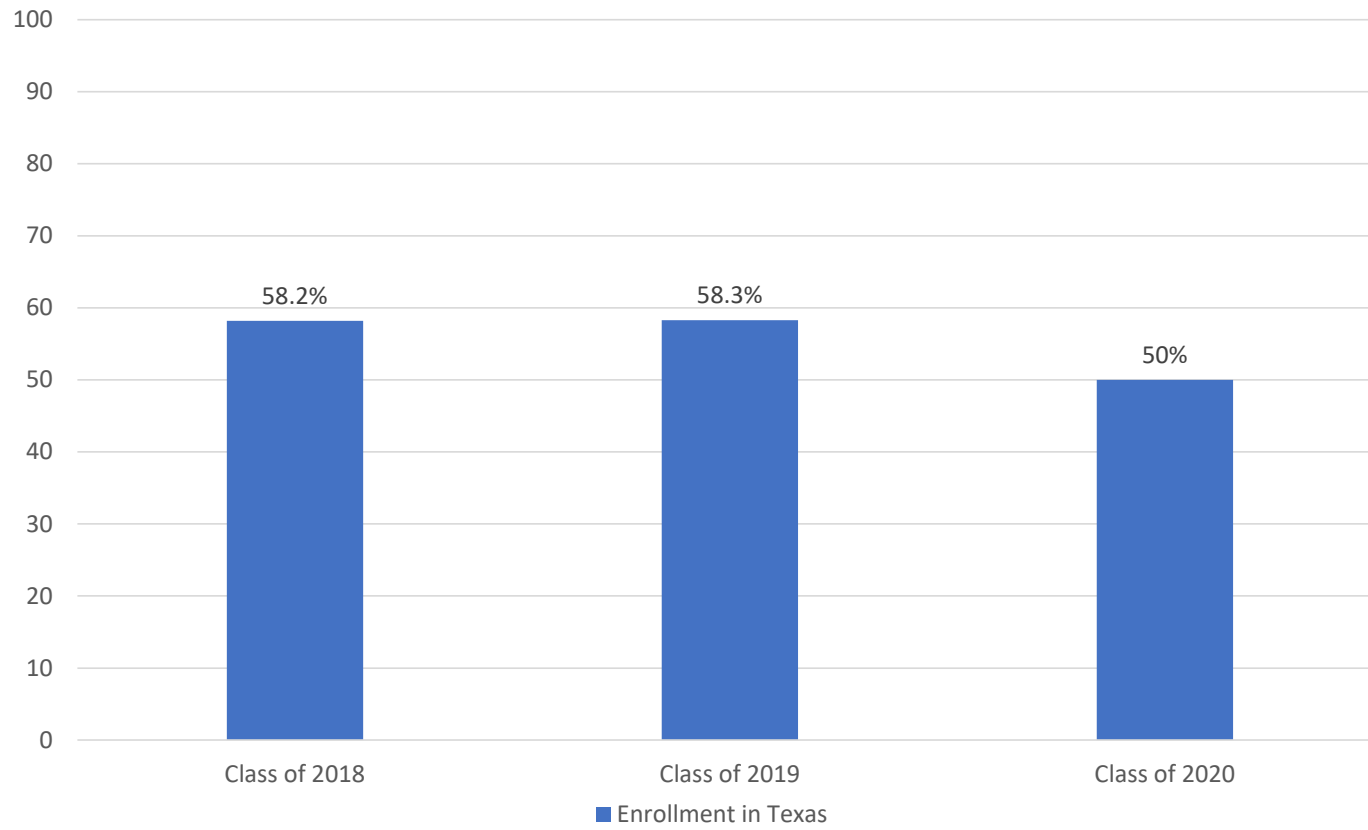
Group	Class of 2021 (CFISD)
All	92.6%
African American	90.7%
Hispanic	90.4%
White	96.6%
Economically Disadvantaged	89.6%

Campus Performance Objectives

To access the Campus Improvement Plans:

- www.cfisd.net
- Our District
- School Ratings
- Select Campus Level
- Select Campus Name and 2021-22
- Click Campus Improvement Plan

Graduates Enrolled in Texas Institutions of Higher Education



Annual Report on Violence and Violence Prevention

2021-22	
Total Student Population	116,913
Total Number of Actions	1,946
Total Rate	.0166

Texas Education Code §11.185 – Early Childhood Literacy and Mathematics Proficiency Plans

Required Components

Each Elementary Campus	3 rd Grade STAAR (CFISD selected the Meets grade level standard or higher)	Targets by student group (25 or more students)	Annual goals for 5 years	Annual Report to Board of Trustees	Plans posted on campus & district websites	Targeted Professional Development for campuses not meeting targets
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African American
Hispanic
White
American Indian
Asian
Pacific Islander
Two or More
Economically Disadvantaged
English Learner
Special Education

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
All	Target and Actual Rate	54%	45%	56%	73%	58%	61%	64%
	Total Number Meets or Higher		68		120			
	Total Number Tested		151		164			
	Points away from or above target		-9		+17			
	Difference from Prior Year				+28			
	Growth from Prior Year				62%			

3rd Grade Reading Target Data (Meets or Higher)

3 rd Grade Student Group	Total Evaluated 2022	Met or Exceeded Target		Missed Target	
		#	%	#	%
All	55	51	93%	4	7%
African American	29	21	72%	8	28%
Hispanic	54	48	89%	6	11%
White	23	18	78%	5	22%
Eco Dis	52	47	90%	5	10%

3rd Grade Math Target Data (Meets or Higher)

3 rd Grade Student Group	Total Evaluated 2022	Met or Exceeded Target		Missed Target	
		#	%	#	%
All	55	13	24%	42	76%
African American	29	11	38%	18	62%
Hispanic	54	16	30%	38	70%
White	23	6	26%	17	74%
Eco Dis	52	15	29%	37	71%

Required Professional Development: Building Teacher Capacity

- Digital Learning Conference
- New Teacher Literacy Academy
- August Professional Development
- Just in Time Professional Development
- Closing the Gaps Teacher Academies
- Weekly Content Common Planning
- Teacher Workdays
- Teacher Share Sessions
- Model Teacher Program



Testing and Accountability Changes in 2022-2023

- STAAR/EOC Redesign
- All STAAR/EOC Online
- Accountability Reset

Questions

