

Full Report



A TASA-CMSi Audit™ of the Fort Bend Independent School District Literacy Program

November 2025

Dr. Marc Smith, Superintendent

Fort Bend Independent School District
16431 Lexington Blvd.
Sugar Land, TX 77479





The Full Report is the summative audit report and is comprised of two sections, the Executive Summary and the Expanded Report.

The Executive Summary serves as the Introduction to the Expanded Report, but also stands alone as a high-level synthesis of the strengths and weaknesses found in the school district and the actions needed to improve. These are presented in the Executive Summary in a more accessible format and are discussed in greater detail in the Expanded Report.

The Expanded Report details the data and analyses performed in drawing the conclusions presented in the Findings of the audit. The Expanded Report also provides background information regarding the methodology used, the rationale and research applied, and presents the detailed recommendations for improving system processes and, ultimately, student learning.

Sections of the Full Report are as follows:

Executive Summary (Introduction)

District Strengths

Key Findings

Recommendations

Expanded Report

Approach of the Audit

Findings

Recommendations

Appendices



Executive Summary



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This Audit Report is comprised of two sections:

The **Executive Summary** provides an overview of the audit findings and recommendations in a short, graphic format.

The **Expanded Report** gives a more complete discussion of audit methodology and discusses the findings and recommendations at length. The Expanded Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the audit.

Fort Bend ISD Literacy Program by the numbers

Site Visit Date:
March 24-28, 2025

144

interviews conducted with
staff and administrators



300+

documents
collected for review



444

classrooms observed



5,452

survey responses from administrators,
auxiliary, parents, and teachers



839

K-8 Literacy/ELA student
work artifacts evaluated

Introduction: The CMSi Curriculum Audit



This document constitutes the Executive Summary of a Literacy Program of the Fort Bend Independent School District in Sugar Land, Texas. This audit is based on principles of a Curriculum Audit designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as the set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district’s vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

With over 79,000 students, Fort Bend ISD is the sixth-largest public school district in Texas and one of the most diverse in the nation. More

than 100 languages and dialects are spoken in the FBISD community, and the district serves over 15,000 students in ESL, Bilingual, and Alternative Language Programs.

Fort Bend ISD provides instruction at 83 schools, including 12 high schools, 15 middle schools, and 51 elementary schools as well as 5 specialty schools that cater to students’ academic and vocational needs and interests. FBISD has seen steady enrollment district-wide over recent years. The total enrollment increased 3.9% between 2020-21 and 2024-25. Fort Bend ISD enrollment is projected to stabilize over the next three years. The 2024-25 state of Texas district ratings indicate that the district overall has met state standards with a “B” rating.

System Purpose for Conducting the Audit

Fort Bend ISD is dedicated to ensuring that all students develop strong literacy skills that serve as the foundation for academic success and lifelong learning. The Board of Trustees/Audit Committee initiated the comprehensive literacy audit to evaluate and enhance literacy instruction, curriculum, and student outcomes. Additionally, the audit was undertaken to assess curriculum alignment, identify gaps and areas of growth, ensure equity and access,

strengthen instructional practices, support new leadership's vision and accountability, enhance professional development, and drive continuous improvement. The district leadership will use the feedback from the literacy audit as a critical step in strengthening their literacy programs, fostering student growth, and holding the district accountable for ensuring that every student becomes a confident, proficient reader and writer.

CMSi Audit History

The Curriculum Audit™ has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Audit represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. Auditors closely examine and evaluate the interrelationships of system departments, levels, and related processes to determine their impact on the overall quality of the organization in accomplishing its primary purpose of improving student learning.

The audit process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.” An audit is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report to district leaders that summarizes district

strengths, audit findings, and the auditors' recommended actions for improvement.

Curriculum Audits have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the audit process and biographical information about the audit team are covered in the Appendices.

Audit Scope of Work

The audit's scope is centered on curriculum and instruction, as well as any aspect of operations within a school system that enhances or hinders curriculum design and/or delivery. The audit is an intensive and focused “snapshot” evaluation of how well a school system such as Fort Bend Independent School District has been able to set valid directions for pupil accomplishment and well-being; concentrate its resources to accomplish those directions; and improve its performance, however contextually defined or measured, over time.

The Curriculum Audit does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and were, therefore, unable to learn. In some cases, ancillary findings from a Curriculum Audit are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to successfully meet student needs.

The Curriculum Audit centers its focus on the main business of schools: teaching, curriculum, and learning. Auditors use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect a management system that is ideal, but not unattainable. They describe working characteristics that any

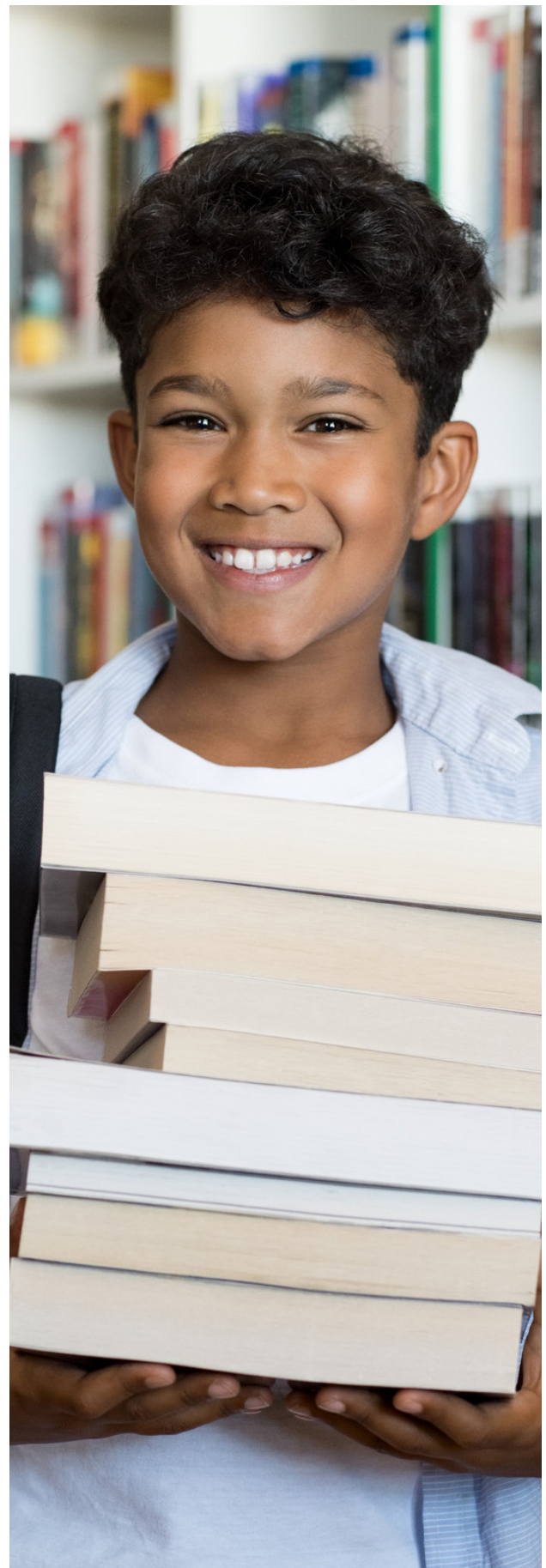
complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves its objectives.

The five focus areas employed in the TASA-CMSi Curriculum Audit™ are:

- 1 **District Vision and Accountability:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.
- 2 **Curriculum:** The school district has established clear and valid objectives for students and clientele.
- 3 **Consistency and Equity:** The school district demonstrates internal consistency and rational equity in its program development and implementation.
- 4 **Feedback:** The school district uses the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
- 5 **Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The auditors report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area and what specific action steps are recommended for revising areas needing improvement. These findings and their corresponding recommendations are presented in detail in the expanded report.



Fort Bend ISD Strengths

Fort Bend Independent School District (Fort Bend ISD, FBISD) has a positive culture throughout the district fostered by new leadership. The greatest challenge the district faces is managing a district this size to be a school system rather than a system of individual schools operating autonomously to meet the needs of all students. Despite this challenge, the district continues to shine in many areas, including those described below.

1 Committed Teachers and Administrators

4 Student Diversity

2 District Support of Literacy Instruction

5 New Leadership

3 Motivation to Improve

*“[A strength is] we function like a small district even though we are big because of the community connections.”
(Central Office Administrator)*

1 Committed Teachers and Administrators

Teachers, campus and central office personnel, and administrators are passionate, dedicated, and committed to serving the betterment of all students. Throughout their time in Fort Bend ISD, auditors continually heard teachers and administrators, as well as district staff, voice their commitment to do what was necessary to ensure students' instructional needs were met. Teachers showed a strong understanding of content, displayed academic understanding of the current curriculum and resources, and voiced the need for change and alignment to research-based literacy instruction. All spoke with great pride about Fort Bend ISD and the desire to help their students grow and achieve in literacy.

2 District Support of Literacy Instruction

The district has prioritized the placement of literacy instructional support through multiple levels of the organization. This includes coordinators and specialists who are specifically responsible for ELAR supports. Students are provided with additional literacy supports through the use of interventionists, as well as direct teacher support through specialists, identified teacher leaders, and coaches.

3 Motivation to Improve

Fort Bend ISD shows a commitment to improving literacy achievement for students in the district from the top down. The Board of Trustees/Audit Committee recommended that the district conduct a comprehensive literacy audit to ensure literacy instruction and curriculum are providing the means necessary for all students to achieve at high levels. Although the district continually scores above the state average in ELAR, the district recognizes that not all students are achieving at the levels necessary to develop strong literacy skills. Through interviews and

surveys of teachers, campus administrators and staff, and central office administrators and staff, it is apparent that all staff are motivated and committed to do what is necessary for students to be successful.

4 Student Diversity

A common source of pride in the district is the diversity of the student body. Eighty percent of the students represent racial minorities, with 48% of the student body economically disadvantaged. The district reports that over 100 languages are spoken within the district. Numerous survey and interview comments point to the positive environment the diversity helps generate and the value diversity provides in preparing students as they transition to a diverse world upon graduation.

“FBISD is a large district but operates like a small district. We are a diamond in the rough. The diversity is a strength with over 100 languages spoken here.”
(District Administrator)

5 New Leadership

Dr. Marc Smith, the district superintendent, has been with the district since January 2024. He has restructured and added to the leadership team, showing a commitment to lead and manage change. The new leadership team presents the district with a great opportunity for new ideas and change that can support the district's improvement efforts. With Dr. Smith leading the way, the leadership team is poised to address district challenges with commitment and confidence.

“New leadership has been great. They have a desire to make change: it isn't always good for some, but they're trying to understand the foundation of where the district currently is and where it needs to go.”
(Campus Administrator)



Colony Meadows Elementary School celebrates diversity

Key Focus Areas

1

District Vision and Accountability: Vision is foundational for establishing a framework for all decision making throughout the district and for ensuring that those decisions move the district in a single direction toward its established mission and goals. These goals and expectations must be clearly defined in policy to establish the parameters within which decisions across the various levels, departments, and campuses/schools are made. A functional organizational structure is also needed to assure that all personnel have defined responsibilities that do not overlap and to assure accountability at all levels. Accountability is essential in coordinating efforts and supporting efficacy across the system.

2

Curriculum: Written curriculum, as the most critical tool to support high quality teaching and learning, not only defines high levels of student learning, but also supports teachers with suggestions on how to deliver differentiated, student-centered instruction that is responsive to students' needs, backgrounds, and perspectives. A strong curriculum assists teachers in meeting the needs of their students more effectively by prioritizing and defining essential learning targets in measurable terms and providing the formative assessment tools needed to diagnose and monitor student learning. Strong written curriculum also promotes equity by clarifying for teachers what on-level learning looks like.

3

Consistency and Equity: All students in the system should have equal access to programs and services, and no students should be excluded from the regular classroom environment at rates that are not commensurate with their peers. Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all students are to be equally successful academically. Under Consistency and Equity, auditors also examine the degree to which the educational program and its supporting programs, such as ELL, Special Education, or Gifted, are defined and implemented with consistency across the system.

4

Feedback: Within the context of student learning expectations and a clear vision for how students should be engaged and demonstrate their learning in the classroom, having aligned assessments that measure progress and provide feedback on the strengths and weaknesses of the system is of prime importance. The audit expects school systems to have common, aligned formative assessment tools that provide teachers and building leaders with clear and specific feedback regarding student progress and learning needs. A coordinated system must be in place for data to be collected, interpreted, and accessed by teachers so that they have valid information for planning instruction.

5

Productivity: When all aspects of system operations are functional and effective, productivity should be evident within existing financial constraints. Over time, as the system improves and each department and school builds stronger components that work in coordination, leaders are able to allocate resources more effectively and adjust programming so that ineffective initiatives are terminated or modified in accordance with data. Support systems necessary for effective operations are clearly tied to district goals and vision, and district facilities are likewise supportive of the educational program.

What We Found

The following section presents a summary of the areas where there is the greatest need for improvement and growth in the literacy program of Fort Bend Independent School District. These findings represent the five focus areas applied to the district for a Curriculum Audit™.

In **Focus Area 1**, auditors considered the **VISION** and **ACCOUNTABILITY** that is present in the district's literacy programs. They sought to determine how the district prioritizes policies and planning to establish parameters for the district's literacy efforts. The district's board policies have not established accountability for key functions specific to literacy in order to ensure coordinated efforts and efficacy across the district. Literacy program planning efforts have not been clearly coordinated and have had limited impact on the implementation of the literacy program. In addition, Fort Bend ISD's organizational management practices are not adequate to ensure accountability for effective curriculum development and implementation of the literacy program.

“If I had a magic wand, I would do a reorg of the district office. It doesn't make sense to me that assessment is under special education; professional development and instructional coaches are under organizational development. Those people should be with curriculum in the teaching and learning department.” (Central Office Staff)

In **Focus Area 2**, auditors considered the quality and use of the literacy **CURRICULUM**. A strong curriculum is a critical tool to support effective teaching and high levels of student learning. Fort Bend ISD has created guidance to support literacy curriculum, instruction, and assessment

through the FBISD K-12 Literacy Plan, which contains the elementary and secondary instructional models. Auditors found multiple versions of the instructional models throughout district documents and within the curriculum. The current K-5 literacy instructional model and curriculum are not aligned. The curriculum contains a combination of previous instructional models and resources as well as documents from both a balanced literacy model and the science of reading. In addition, auditors found that district literacy curriculum is not user-friendly or adequate to guide teaching and learning, nor is it exclusively used by teachers.

“The current ELAR curriculum does not align to new district initiatives and is very difficult to follow.” (Teacher)

In **Focus Area 3**, auditors provide an analysis of the **ACCESS** and internal **CONSISTENCY** in the district. Auditors observed classroom instruction, reviewed student work artifacts, considered professional development activities, and reviewed instructional monitoring practices. The auditors determined that the district efforts have not resulted in high-quality learning environments for all students. Observed literacy instruction was generally centered around small groups in elementary classrooms; in middle school classrooms, teachers were assisting students when asked. Cognition was mainly limited to lower levels. Most literacy student work artifacts were of low cognitive demand and less engaging modalities. Additionally, the implementation of the district-developed literacy instructional models is inconsistent. Literacy professional development activities have not been aligned to district instructional expectations, and instructional monitoring expectations are inconsistent in providing staff with feedback.

“District Learning Walks are not yielding impact. We don’t get to see the data from the learning walks. We have a bit of dialogue afterwards, but they are really just a checkbox. It should be a true partnership when the data is shared or talked about, [helping us] decide what to do with the data and making a professional learning plan for it.” (Campus Administrator)

In **Focus Area 4**, auditors look at how the district designs its literacy assessment system to provide **FEEDBACK**, and how it uses that feedback to influence programming and instruction. The district does not have a comprehensive literacy assessment system in place to measure and evaluate the effectiveness of the literacy program. The use of data and student assessment results is inconsistent. Without a unified structure guiding assessment

practices, the district cannot determine the effectiveness of the written curriculum, the delivery of instruction, or programs to positively impact data trends.

Focus Area 5 considers **PRODUCTIVITY** in the district’s use of its human and financial resources. Since this focus area looks at planning and decision making far beyond the scope of an individual program such as literacy, auditors did not formally evaluate this area. Auditors identified that productivity in the literacy program would come through improvements in the other areas documented in the audit findings and recommendations. The 2025 FBISD Full Audit provides a full analysis of this focus area (see **2025 FBISD Full Audit, Findings 5.1, 5.2, and 5.3 and Recommendation 5**).

“We have a lot of data, but not a system in place to figure out what to do with the data.” (Central Office Administrator)





Literacy is in need of review and needs help in knowing where we are and how and where we are going. (Central Office Administrator)

We are shifting from guided reading to small group instruction. I understand that we are behind. The district created their own phonics program, but curriculum has not changed. However, in October, they transitioned us from the old program to the new. Unfortunately, the message did not align to the resources we have. (Campus Administrator)

Administrators and teachers are open to change—they want to do what’s right. (Central Office Administrator)

Curriculum doesn’t match the framework for instruction yet. Instead of adjusting the curriculum, they are rolling science of reading on top of balanced literacy. We’ve been piecemealing. (Central Office Administrator)

The district is willing to listen to new ideas and approaches. (Teacher)

The district offers a variety of programs to enhance the education of the various populations of students to achieve success. (Teacher)







Key Recommendations

The auditors are confident that this audit report will provide the foundation for improvement efforts. However, future progress will depend, in part, on the district leadership's efforts to make the tough decisions incorporated in the audit recommendations, including the willingness of the governing board to allocate additional resources necessary to implement the recommendations.

1

Support literacy programming by prioritizing through board policies and intentionally aligning all literacy planning efforts through a comprehensive literacy program plan. Further strengthen literacy design and delivery by making key organizational management changes. Develop processes and procedures for intervention programs and resource selections, implementation, monitoring, and evaluation.

2

Revise and maintain a high-quality written literacy curriculum by engaging in intentional efforts to develop high-quality, user-friendly curriculum documents.

3

Create structures that help provide all students with access to aligned, high-quality teaching, learning, and assessment in the district by revising the instructional model; developing deeply aligned, tightly-held assessments to inform instructional decisions; and supporting implementation through professional development and instructional monitoring.

Recommendations

The following are the summations of recommended actions to address the areas needing improvement in the findings section.

The recommendations collectively support the development of systems designed to support literacy curriculum and instruction in Fort Bend ISD. The recommendations support the development of high-quality curriculum documents, accompanied by high-quality instruction, and measured by high-quality assessments that positively impact student achievement. The curriculum, instruction, and assessments will be supported by specific literacy policies and regulations that help to maintain control over the instructional focus of the district. The recommendations can be translated by the district into priorities, action steps, and plans that can be embedded into the development of a comprehensive literacy program plan.

Recommendation 1 provides direction that outlines the development of greater control over the organization. The recommendation first addresses board policy and administrative regulations to require and support the development of critical literacy curriculum management functions in the district. The policy and regulation updates will provide clear expectations regarding the need for improving key functions in literacy planning. In addition, the recommendation addresses the need to revise or develop a new literacy program plan. The recommendation also addresses the need for organizational management change by realigning some departments and staff and addressing issues with some job descriptions. Additionally, the recommendation addresses the lack of guidance for campuses in purchasing intervention programs and resources. There should be a process for selecting, implementing, monitoring and evaluating all intervention programs and resources.

Recommendation 2 provides guidance regarding alignment of the design and development of written curriculum documents to research-based practices and the revised district instructional model addressed in **Recommendation 3**. Modifications or deletions should be made to curriculum resources that are not deeply aligned to the TEKS, science of reading, and assessments. The requisition of new aligned resources should be highly considered.

Recommendation 3 provides support for the improvement of instruction and assessments so that all students have access to high-quality literacy instruction. The recommendation provides ways to improve the quality of instruction in classrooms through revising the district instructional model based on research-based and developmentally appropriate practices. In addition, the recommendation provides guidance for professional development to improve instructional delivery of the literacy program. Intentional monitoring of classroom instruction is recommended where administrators observe and provide feedback to improve the quality of instruction. Fort Bend ISD leaders must prioritize use of assessment tools by clearly directing what assessments are required and which are optional to identify students' skills and abilities in demonstrating their literacy understanding. Assessment development should include a process to ensure alignment to the written, taught, and tested curriculum. The use of formative and summative assessment data should be clearly defined in order to strategically plan for and impact student learning.





**Conducted Under the Auspices of
Texas Curriculum Management Audit Center
Texas Association of School Administrators
406 East Eleventh
Austin, Texas 78701**

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Curriculum Management Solutions, Inc.
6202 Silver Birch Ct, Johnston, IA 50131)

Expanded Report



A TASA-CMSi Audit™ of the Fort Bend Independent School District Literacy Program

November 2025

Dr. Marc Smith, Superintendent

Fort Bend Independent School District
16431 Lexington Blvd.
Sugar Land, TX 77479



CMSi Curriculum Audit™

Presented to:

Fort Bend Independent School District
Sugar Land, Texas

Date Audit Presented:

October 2025

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 Recommendation 3: Establish systems to ensure high-quality, rigorous literacy instructional practices are aligned to district expectations across all district campuses and classrooms. Develop specific literacy protocols that ensure scope and quality of assessments and assessment data are collected, analyzed, and used to improve literacy instruction..... 122

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Approach

Central Question for the Audit:

To what extent has the Fort Bend Independent School District established a coordinated, valid, and comprehensive system to manage the design, development, implementation, and evaluation of the literacy program curriculum?

Focus Areas

The auditors have developed five focus areas based on the feedback and data requested by district leaders.

Following are the five areas, with the specific feedback requested:



District Vision and Accountability

The school district has a clear vision and demonstrates its control of resources, programs, and personnel.



Curriculum

The school district has established clear and valid objectives for students and clientele.



Consistency and Equity

The school district has demonstrated internal consistency and rational equity in its program development and implementation.



Feedback

The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.



Productivity

The school district has improved its productivity and efficiency, particularly in the use of resources.

Community Information

Fort Bend Independent School District (Fort Bend ISD, FBISD) serves students in Fort Bend County in the state of Texas. The population of the community served by Fort Bend ISD is approximately 467,554 with a median household income of \$98,359. About 8.8% of the families have an income below the poverty level.

Source: <https://censusreporter.org/profiles/97000US4819650-fort-bend-independent-school-district-tx/>

District Information

Based on the 2024-25 Texas School Report Card Data, Fort Bend ISD serves more than 79,500 students in Fort Bend County. The student body demographic racial makeup was 27.9% African American, 28% Asian, 26.6% Hispanic, 12.7% White, 4.2% Two or More Races, and 0.6% Other. The demographic makeup of the community is 28% African American, 26% Asian, 22% Hispanic, 21% White, and 3% Two or More Races. The community and student demographics are closely aligned with the exception of the White population with a difference of about 8%. Students considered economically disadvantaged make up 47.5%, and 15.4% of students are eligible for Special Education services.

Source: 2024-25 Texas School Report Card

District Schools

Fort Bend ISD provides instruction at 83 schools, including 12 high schools, 15 middle schools, 51 elementary schools, and 5 specialty schools.

Elementary Schools (51)

Armstrong, Austin Parkway, Barrington Place, Bhuchar, Blue Ridge—Briargate, Brazos Bend, Burton, Colony Bend, Colony Meadows, Commonwealth, Cornerstone, Drabek, Dulles, Ferguson, Fleming, Glover, Goodman, Heritage Rose, Highlands, Holley, Hunters Glen, Jones, Jordan, Lakeview, Lantern Lane, Leonetti, Lexington Creek, Madden, Malala, Meadows, Mission Bend - Glen, Mission West, Neill, Oakland, Oyster Creek, Palmer, Parks, Patterson, Pecan Grove, Quail Valley, Ridgegate, Ridgemont, Scanlan Oaks, Schiff, Seguin, Settlers Way, Sienna Crossing, Sugar Mill, Sullivan, Townewest, Walker Station

Middle Schools (15)

Baines, Bowie, Crockett, Dulles, First Colony, Fort Settlement, Garcia, Hodges Bend, Lake Olympia, McAuliffe, Missouri City, Quail Valley, Sartartia, Sugar Land, Thornton

High Schools (12)

Austin, Bush, Clements, Crawford, Dulles, Elkins, Hightower, Kempner, Marshall, Ridge Point, Travis, Willowridge

Specialty Schools (5)

Hunters Glen Early Literacy Center, M.R. Wood Center for Learning, Progressive High School, Reese Career and Technical Center, Ridgemont Early Literacy Center

Focus and Measure Schools

In the fall of 2024, Fort Bend ISD identified 20 campuses that have been historically underperforming. These 20 campuses receive additional support and increased monitoring.

APPROACH

Elementary Schools (10)

Armstrong, Blue Ridge - Briargate, Dulles, Goodman, Heritage Rose, Hunters Glen, Lantern Lane, Mission Bend - Glen, Parks, Ridgeway

Middle Schools (5)

Hodges Bend, Lake Olympia, McAuliffe, Missouri City, Sugar Land

High Schools (5)

Bush, Hightower, Kempner, Marshall, Willowridge

Governance Structure – Fort Bend ISD Board of Trustees

Fort Bend ISD is governed by a seven-person Board of Trustees. Fort Bend ISD constituents elect board members on a rotating basis to three-year terms.

Current School Board Members

Kristin K. Tassin (Board President), Angie Hanan (Board Vice President), Dr. Shirley Rose-Gilliam (Secretary), Adam Schoof, Afshi Charania, Angie Wierzbicki, Addie Heyliger

Source: Fort Bend ISD website: <https://www.fortbendisd.com/Page/205>

Superintendent Information

Dr. Marc Smith has served as Superintendent since January 2024.

District Staff

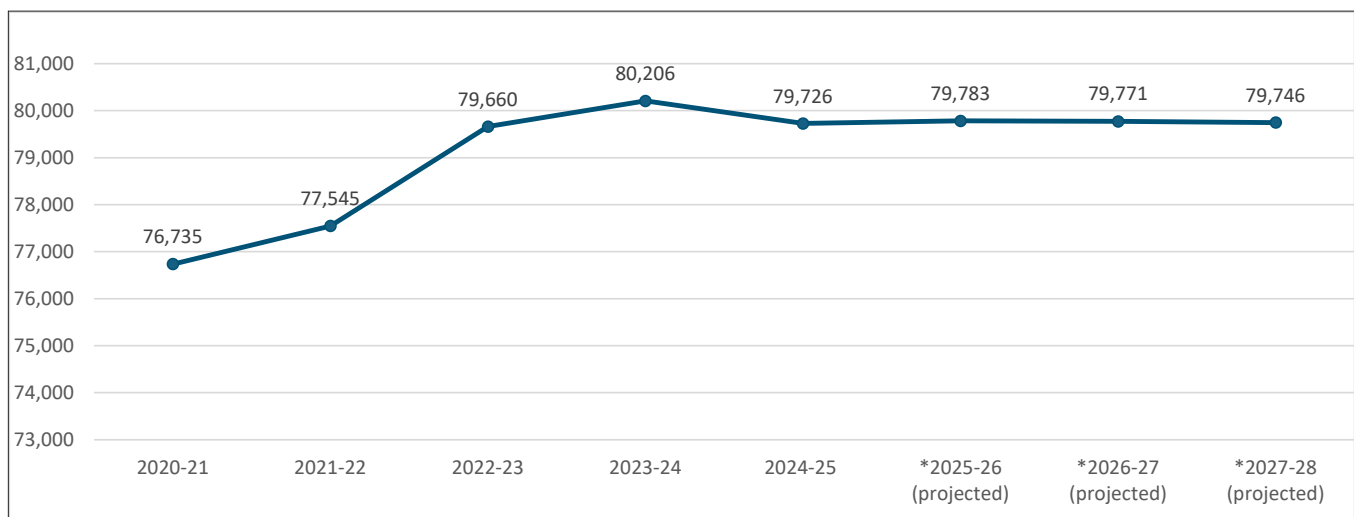
In 2024-25, the district employed 10,437.2 staff members. This includes 4,958.5 teachers, 1,254.2 professional support, 1,153.7 educational aides, 178 full time counselors, 64.1 central administrators, 333.5 campus administrators, and 2,673.3 auxiliary staff.

Source: 2024-25 Texas School Report Card

District Enrollment

Fort Bend ISD has had an increase in enrollment since 2020 with sta. The following exhibit displays the student enrollment of the district annually since 2020-21 with a projection through 2027-28.

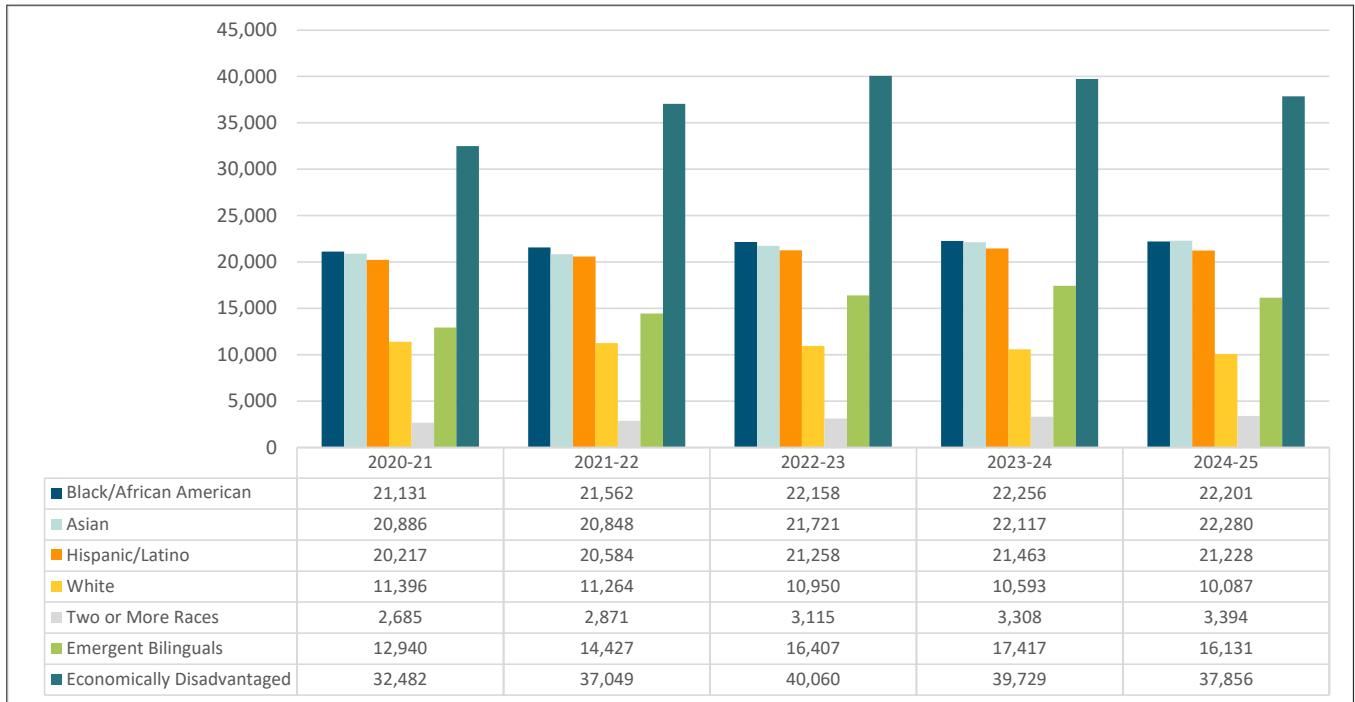
Exhibit 0.1: District Enrollment for Fort Bend ISD



Source: Population and Survey Analysts (PASA) Demographic Study 2024-25

The exhibit shows a steady increase in enrollment between 2020-21 and 2023-24. The district served almost 3,000 more students in 2024-25 than in 2020-21. There was a small decline of 480 students between 2023-24 and 2024-25 school years. According to the projections Fort Bend ISD will see a stabilization in enrollment over the next three years.

Exhibit 0.2: Race/Ethnicity and ED/EB 5-Year District Enrollment for Fort Bend ISD



Source: Texas Academic Performance Reports and information provided by Fort Bend ISD Administration

The exhibit shows a steady increase in enrollment for all racial/ethnic groups, economically disadvantaged, and emergent bilinguals with the exception of the 2024-25 school year in which some groups saw declines. The 2024-25 school year shows a small increase in enrollment for Asian students and students of Two or More Races.

School and District Performance Ratings

The state of Texas generates a report card for each district and school. The report card gives a rating based on three domains: Student Achievement for all students, School Progress for all students, and Closing the Gaps for all students and disaggregated student groups. Each of these domains is calculated and correlated to a rating of A to F. A rating of A-C indicates the district or school has met or exceeded state standards; ratings of D or F indicate the district or school did not meet state standards.

More information about A-F ratings and report cards can be found on the Texas Education Association website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

Exhibit 0.3: Texas 2024-25 District Ratings for Fort Bend ISD

School	Student Achievement Rating	School Progress Rating	Closing the Gaps Rating	Overall Rating
Fort Bend ISD	C	C	B	B

Source: 2024-25 Texas School Report Card

The above exhibit shows accountability ratings for 2025. The exhibit shows that Fort Bend ISD is rated as a “B” district, which means that it has met state standards. In Texas, schools are eligible for distinction designations in several areas based on performance relative to a group of campuses of similar type, size, grade, span, and student demographics. In 2025, the district did not earn any distinctions. Fort Bend ISD has 3 schools with an “F” rating, 7 schools with a “D” rating, 16 schools with a “C” rating, 30 schools with a “B” rating, and 24 schools with an “A” rating. In addition, three schools were designated as “Not Rated.”

Purpose of the Audit

Fort Bend Independent School District is dedicated to ensuring that all students develop strong literacy skills that serve as the foundation for academic success and lifelong learning. The Board of Trustees/Audit Committee initiated the comprehensive literacy audit to evaluate and enhance literacy instruction, curriculum, and student outcomes. Additionally, the audit was undertaken to assess curriculum alignment, identify gaps and areas of growth, ensure equity and access, strengthen instructional practices, support new leadership’s vision and accountability, enhance professional development, and drive continuous improvement. The district leadership will use the feedback from the literacy audit as a critical step in strengthening their literacy programs, fostering student growth, and holding the district accountable for ensuring that every student becomes a confident, proficient reader and writer.

Source: Information provided by Fort Bend ISD District Administration

Findings

FOCUS AREA ONE: The School District has a Clear Vision and Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local school board establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. Such a framework enables the district to create meaningful assessments and use student learning data as a critical factor in determining the overall success of the educational program.

Although educational program control and accountability are often shared among different components of a school district, ultimately, fundamental control of and responsibility for a district and its operations rest with the school board and top-level administrative staff.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area One: District Vision and Accountability

Under Focus Area One, auditors review the scope and quality of policy (governance) and planning across the school system. A school system meeting TASA-CMSi Curriculum Audit™ Focus Area One is able to demonstrate its control of resources, programs, and personnel so it can realize its vision and mission.

Common indicators include:

- A clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice;
- A curriculum policy framework that:
 - Is centrally defined and adopted by the board of trustees,
 - Establishes an operational framework for management that permits accountability,
 - Reflects state requirements and local program goals,
 - Reflects the necessity to use achievement data to improve school system operations, and
 - Defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission;
- A curriculum that is centrally defined and adopted by the board of trustees;
- A functional administrative structure that coordinates and facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals;
- A direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- Organizational development efforts that are focused to improve system effectiveness.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area One**. Details follow within separate findings.

In **Finding 1.1**, auditors examined school board policies and planning practices as related to the literacy program. The auditors did not identify any board policies that directly addressed literacy programming, and the current literacy plan met only 4 of the 15 characteristics outlined in the CMSi Recommended Characteristics of Effective Reading Programs.

Auditors also analyzed parts of the organizational chart and job descriptions that were closely related to the literacy program. The auditors noted that the organizational structure is problematic as functions that directly impact literacy are grouped under a different division. Most literacy-related job descriptions were adequate with a few exceptions noted pertaining to missing job descriptions, lack of adequate qualifications, and chain of command discrepancies (see **Finding 1.2**).

In **Finding 1.3**, auditors examined literacy intervention processes. Specific processes do not exist to ensure the quality of the literacy interventions that are selected by district and campus leaders and teachers. There is no guidance for planning for resources, implementing with fidelity, monitoring their use, or evaluating for effectiveness across the district.

Finding 1.1: Fort Bend ISD board policies do not provide adequate direction and control over curriculum management functions to ensure the quality of literacy instruction. Although the district has a literacy program plan, the plan is outdated, lacks key components, and is not consistently implemented throughout the district to drive literacy curriculum design and delivery.

Without policies and regulations that provide an operational system-wide vision for curriculum and instruction, leaders and staff will have less accountability to maintain consistency over time carrying out the district's core mission, both across the district and as personnel and preferences change. In high performing school districts, strong board policies and clear administrative regulations are essential tools used by school boards to control processes, programs, and resources needed to educate students. Board policy establishes expectations for how the curriculum will be designed, developed, delivered, monitored, and measured within parameters that define quality instruction; and how district leaders will support student learning. Administrative regulations provide further direction by clarifying policies and providing details regarding policy implementation. Together, policy and regulations exist to guide day-to-day decision making and ensure that decisions are congruent with school board goals and priorities.

To determine the adequacy of Fort Bend Independent School District's (Fort Bend ISD) board policies and administrative regulations, auditors analyzed policies found on the district website (<https://pol.tasb.org/PolicyOnline?key=483>) and shared by Fort Bend ISD leadership. The policies were reviewed against the Curriculum Management Audit Center® (CMAC®) model criteria. For the purpose of the Fort Bend ISD Literacy Program Audit, auditors looked for policies directly related to literacy planning, professional development, curriculum delivery, instructional monitoring, and assessment. (See **2025 FBISD Full Audit, Finding 1.1** for the complete board policy analysis.)

Auditors also reviewed literacy program plans and other planning documents against the CMSi recommended characteristics of effective reading programs to determine if district plans now in place are effective in guiding the literacy program.

Overall, Fort Bend ISD policies and regulations do not provide for control of key literacy curriculum management functions. No policy or regulation was found requiring the development or approval of a literacy program plan, including professional development or assessment. The literacy program plan currently in place in the district is not adequate to provide direction for a consistent, effective literacy program.

If literacy is a priority in Fort Bend ISD, auditors would expect to find board policies and supporting administrative regulations that adequately address control and accountability for all literacy programming. Although a number of board policies addressed many of the quality characteristics generically, auditors found the district’s policies do not adequately define the tightly-held components of the written, taught, and tested curriculum to support the district vision, mission, and priorities for literacy programming.

The following exhibit illustrates the relationship between the two categories that impact all areas of the audit.

Exhibit 1.1.1: Curriculum Management Audit Center® (CMAC®) Model Decision-Making Matrix

Tightly-held (Non-negotiable) <i>District Level</i>	Loosely-held (Aligned to the Tightly-held but Negotiable by School) <i>School/Classroom Level</i>
Ends (Curriculum and Aligned Assessments)	Means (Instruction and Programs)
<ul style="list-style-type: none"> • Vision, Mission (district, program-specific) • Goals (district goals, program goals) • Philosophy, Beliefs about education (district) • Priorities (district, program) • Standards, objectives for students • Curriculum—Outcomes/Student Expectations/Objectives • Assessment—aligned to curriculum, criterion-based, benchmark, formative, and diagnostic (progress-monitoring, skill checks, performance-based) 	<ul style="list-style-type: none"> • Differentiation of when students (individual and groups) get which standards/outcomes/student expectations/objectives • Processes, procedures • Instructional strategies • Resources, textbooks, etc. • Program implementation • Groupings • Staffing
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Policies represent the highest level of the district’s tightly-held (non-negotiable) priorities since they are legally binding expressions of the board’s vision and expectations for the district’s core mission that persist over time and are not subject to negotiation or revision without board action. Flexibility is required at the school level in order for schools to respond to the varying needs of students. However, school decisions must still align with the district’s overarching vision, goals, and expectations. Without these tightly-held expectations in place, nothing exists to ensure that decisions are made in alignment with the district mission and vision. Policy plays a critical role in establishing the tightly-held priorities and specifying the board’s expectations, beliefs, and vision. When the district manages and directs tightly-held commitments, the loosely-held elements can act cohesively to achieve those expectations.

For the literacy program audit, auditors looked for policies that specifically directed literacy programming. Auditors expected to find board policies and supporting administrative regulations that adequately address control and accountability for the literacy program. No policies or regulations require the literacy program to shift to the Science of Reading as mandated by the state of Texas. In addition, there were no

expectations for the deep alignment of curriculum and assessments, or for those to be more rigorous in content, context, and cognitive type than high-stakes assessments. No specifics were provided on how to address gaps or to differentiate for students above and below grade level. Board policy did not address the selection of instructional resource materials for alignment to the content, context, and cognitive type components in the district curriculum.

No policies were identified that directly addressed literacy programming other than the state-required *Board Policy EHAB(LEGAL)—Basic Instructional Program: Required Instruction (Elementary)*. This policy states that the district must adopt a phonics program for Kindergarten through grade 3 and is prohibited from providing “instruction that incorporates three-cueing in the required phonics curriculum.” Other board policies generically address literacy programming and planning with the expectation of plans for curriculum design and development, professional development, and student assessments that are meant for all content areas. Although Fort Bend ISD has a literacy plan, implementation is not required. Board policy also requires no systematic review of the plan based on use of data.

Literacy Program Planning

Quality planning is a critical component of governance and management of a school district’s intent to meet goals and its commitment to continuous improvement of student learning and achievement. The ideal approach to effective school district planning includes gathering input from various stakeholders, examining performance data, and developing a shared mission, strategies, results, and targeted actions over time. As a result of an effective system of planning processes, written plans are developed. Written plans are critical documents that establish a foundation for the values and work the school district expects to accomplish. Structured planning establishes the vision and mission for district efforts and affords the district an opportunity to assess and reassess its beliefs, values, commitments, and resources in terms of its vision and mission. Planning is essential in unifying efforts and increasing efficiency, effectiveness, and continuity. Without quality planning, a district’s resources will be used less efficiently, and achievement of district goals will be less likely.

To determine literacy planning in Fort Bend ISD, auditors analyzed district planning documents and surveyed and interviewed stakeholders to understand the planning processes in the district. Auditors analyzed the FBISD K-12 Literacy Plan, Literacy One-Pager, and Revised Instructional Model Graphic, using the CMSi recommended characteristics of effective reading programs. The following exhibit shows the auditors’ ratings of the literacy program, based on these characteristics.

Exhibit 1.1.2: CMSi Recommended Characteristics of Effective Reading Programs

Characteristics:	Auditors’ Rating
<p>1. Underlying philosophy of making meaning: The program is reflective of the philosophy that the purpose of reading is to make meaning—to derive meaning from what is being read. Reading, writing, speaking, and listening all exist as forms of human communication; understanding the message of each is the intent and purpose behind these skills. No skill exists in a vacuum; we read what has been written by someone else or ourselves; we listen to hear what someone else has to tell or say to us; we speak in order to convey a message to an audience; and we write to share a message or idea with our readers or to express personal thoughts for ourselves or others.</p>	<p>X</p>

Characteristics:	Auditors' Rating
<p>2. Emphasizes real literature and real-life reading samples: The program decreases the use of contrived passages or books that are written only as part of a program or to control Lexile range or reading level. The program emphasizes the use of books and reading material that are authentic or found in almost any library. Students apply newly learned skills (after guided practice) with authentic literature, consistently.</p>	X
<p>3. Based on the gradual release of responsibility model: The program emphasizes the gradual release of responsibility model when teaching students reading and writing skills. The gradual release of responsibility refers to a continuum of reading and writing activities that progress from mostly dependent to mostly independent. Instructional components of the literacy block would include interactive read-alouds, shared reading, small group reading, and independent reading time, as well as corresponding writing components: shared writing and independent writing.</p>	X
<p>4. Has a defined sequence of skills: The program has a clearly defined sequence of phonics, word work, and vocabulary building skills K-6 (or beyond) with identified resources for teaching the sequence consistent across all schools and classrooms. Resources are evaluated for adherence to best practices and research on the preferred sequence of skills and provide immediate opportunity to apply those skills decoding and making meaning of text that is accessible.</p>	P*
<p>5. Incorporates all components of research-based, quality reading programs: The program includes the critical components of phonemic awareness, phonics, vocabulary, fluency/ expression, and comprehension. However, emphasis on comprehension is a priority and is continuously emphasized throughout the four other components. Other skills are worked on in meaningful contexts, so students are completing activities that have meaning for them (not working on skills in isolation).</p>	P*
<p>6. Clearly defined literacy block: The program has recommended time allotments for the literacy block at every grade level with defined components, a suggested amount of time to devote to each, and how these components are to be delivered in conjunction with the district curriculum. Models for each component are available to teachers. The components of the literacy block support flexible student groupings, such as small group instruction, but also include SHARED practice and supported independent practice.</p>	X
<p>7. Is responsive to data at the individual student level: Data from assessments that assess comprehension, as well as Lexiles/vocabulary for individual students, are used to group students for targeted instruction (small-group, pair, or individual). The assessments are mostly administered in person (60%, minimum) and reflect adequate cognitive demand (not multiple choice).</p>	P*
<p>8. Integrates other content area skills and concepts: The program builds on the concepts, knowledge, and skills taught in other content areas to reinforce cross-content knowledge and increase students' familiarity with a wide range of texts from various time periods. Variety in content is emphasized to increase students' interest level and connection to text.</p>	
<p>9. Curriculum guides: Curriculum documents/guides provide direction not only regarding the ELAR skills that must be mastered, but also how to sequence those skills, bundle or chunk them for manageability, and teach them across all components of the literacy block, while keeping a focus on making meaning and authentic literature. Guides also are designed to support flexible student groupings for targeted, student-centered instruction.</p>	P*

Characteristics:	Auditors' Rating
10. Student access to high-quality, on-level text: The program integrates strategies to allow students to continue to practice literacy skills with text at an appropriate instructional level (such as literature circles, thematic offerings of multiple genres, etc.) and representative of authentic literature.	
11. Resource selection: Clear guidelines are in place regarding minimum criteria for a resource to be considered for adoption, such as inclusion of authentic text; research-based phonics progression, etc.; and materials that support the gradual release of responsibility model.	P*
12. Appropriate, Targeted Data: Multiple high-quality instruments are available and in use for evaluating students' reading skills. These include instruments that focus on comprehension, vocabulary, and fluency. These instruments are not exclusively online but include at least one measure that is administered in person.	P*
13. Data Use: Data are frequently and consistently used to determine how students should be grouped during small group learning time, as well as for progress monitoring and to select texts with which the student will be practicing reading skills. Data are also used to determine the effectiveness of reading instruction and to identify continuing areas of students' weaknesses that should be targeted with future instruction.	P*
14. Monitoring: Clear criteria are in place for building leaders to monitor reading instruction at all grade levels. Data from monitoring and evaluations are used to determine teachers' needs for continuing staff development.	P*
15. Program Evaluation: The district uses data from multiple formative tools as well as high-stakes assessments to monitor program quality and effectiveness. Data are used to make decisions regarding program improvement and revision.	
Total Met	4/15
Percentage Met	27%
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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As shown in the chart above, the Fort Bend ISD literacy program plan met only 4 of the 15 (27%) characteristics of effective reading programs. A summary of the auditors' ratings follows.

Characteristic 1: Underlying philosophy of making meaning (Met)

According to the FBISD K-12 Literacy Plan, literacy is “a recursive, continuous process involving the intentional use of reading, writing, listening, speaking, and thinking to develop the critical analysis skills necessary to be successful in the 21st century classroom and beyond.” The goal is to “cultivate and strengthen literacy skills by fostering collaborative communities of authentic readers and writers who can effect social change.” The philosophy conveys the notion that reading, writing, listening, speaking, and thinking are fundamental skills that students experience every day. This characteristic was rated as met.

Characteristic 2: Emphasizes real literature and real-life reading samples (Met)

The plan emphasizes that the class libraries should “reflect the cultures and interests of students,” and include “a robust selection of books that are relevant, varied in genre and topic.” Students should be engaged in “reading, writing, critical thinking, and communicating about authentic texts every day.” With the emphasis on authentic text in daily instruction, this characteristic was rated as met.

Characteristic 3: Based on the gradual release of responsibility model (Met)

The instructional model for both elementary and secondary emphasizes the use of the gradual release model. For example, in elementary the reading and writing workshops are divided into the following components – mini-lesson consisting of explicit instruction, shared reading/writing, guided practice; independent reading/writing; and group share. For secondary, the instructional model consists of an opening structure, focus lesson (I do, We do), structured practice (you do together, you do alone), and a debrief. The instructional models contain the elements of the gradual release model; therefore, this characteristic was rated as met.

Characteristic 4: Has a defined sequence of skills (Partially Met)

The Fort Bend ISD literacy department spent a considerable amount of time writing a phonics program. The program has a defined sequence of phonics, word work, and vocabulary and resources for teaching it consistently. However, there is no indication that the resources have been evaluated for adherence to best practices and research. This characteristic was rated as partially met.

Characteristic 5: Incorporates all components of a research-based, quality reading programs (Partially Met)

According to the Literacy One-Pager, the pillars of reading instruction in Fort Bend ISD include phonemic awareness, phonics, fluency, vocabulary, and comprehension. There is no indication that comprehension is continuously emphasized throughout the other components. These components are also not explicitly addressed in the FBISD K-12 Literacy Plan. For this reason, this characteristic was rated as partially met.

Characteristic 6: Clearly defined literacy block (Met)

For elementary, there is a clearly defined literacy block with recommended time allotments for each of the components of the instructional model (see **Finding 2.1**).

For secondary, only a few components are given time allotments. Secondary is problematic as class times across the district can vary from 45 to 90 minutes. The literacy plan states that the secondary instructional model is designed to focus on the components in “multiple schedule arrangements and works as a flexible framework for the secondary schedule” (see **Finding 2.1**). The literacy plan emphasizes the use of small groups, shared practice, and independent practice. With time allotments specified for elementary and some secondary, as well as the emphasis on student grouping, this characteristic was rated as met.

Characteristic 7: Is responsive to data at the individual student level (Partially Met)

The literacy program plan calls for the use of data to determine strategy groups, peer partnerships, and for small group instruction for both reading and writing. The plan does not refer to the types of assessments used to gather the data. Auditors reviewed sample assessment items in Eduphoria and found that the items were multiple choice. Items were mostly aligned in cognition, but did not provide deep alignment for cognitive demand (see **Finding 4.1**). This characteristic is rated as partially met.

Characteristic 8: Integrates other content area skills and concepts (Not Met)

There is no indication of intentional integration of other content area skills and concepts within the literacy program. In online surveys, teachers cited the need for “cross-curricular integration” within the curriculum. This characteristic was rated as not met.

Characteristic 9: Curriculum guides (Partially Met)

Curriculum guides provide direction in the sequencing of the skills to be mastered. However, according to interviews and online surveys, alignment is an issue. The following comments address the curriculum guides.

- “The Literacy instructional model does not match the curriculum.” (Teacher)
- “The ELA curriculum is very confusing. It’s hard to go in and pull out what needs to be covered. The scope and sequence is in narrative form...” (Campus Administrator)
- “Resources are not aligned to the curriculum.” (Teacher)
- “Literacy is a struggle because teachers don’t have a resource for the intervention time; they have to support small groups.” (Central Office Administrator)

The district curriculum guides don’t align to the literacy instructional model (see **Finding 2.1**) and don’t provide the resources and support for teacher-led small group instruction. Since curriculum guides do bundle the skills and provide sequencing of skills, this characteristic was rated as partially met.

Characteristic 10: Student access to high-quality, on-level text (Not Met)

The student work artifacts submitted by each school and each teacher indicate very little representation of authentic text as most of that submitted was technical or informational text (see **Finding 3.2**). In addition to the student work artifacts, a teacher stated that “Phonics is set and scripted. We would like more accessible decodables. My team has to search and find. We don’t have enough resources. If they are checked out from the literacy specialist, we are left to find our own resources.” Another teacher said, “It would be great to diversify ELAR scope and sequence that supports student exposure to various types of literary genres and writing skills.” In surveys, teachers noted that they needed more decodable books, novels for genre study, and more books and resources for small group instruction. The student work artifacts and teacher accounts of not enough decodables and the lack of various types of literary genres are indicators that high-quality authentic texts are not readily available for students. This characteristic was rated as not met.

Characteristic 11: Resource selection (Partially Met)

Central Office administrators indicated they will use the Texas Education Agency ELAR and English Phonics K-3 Quality Rubric when selecting new materials for literacy classrooms. The rubric reviews the following eight areas of instructional resources:

- Intentional Instructional Design
- Progress Monitoring
- Supports for All Learners
- Phonics Rule Compliance
- Foundational Skills
- Knowledge Coherence
- Text Quality and Complexity
- Evidence-Based Tasks and Responses

Although the rubric is extensive, it does not take into account the alignment to the district instructional model, inclusion of authentic text, or resources that support the gradual release model. These would need to be added in order to fully meet this characteristic. For this reason, the characteristic was rated partially met.

Characteristic 12: Appropriate, Targeted Data (Partially Met)

A variety of assessments in the district are used to assess literacy, such as *MAP Growth* assessment, district learning assessments, interim assessments, common campus assessments, *TELPAS*, *STAAR* and *TX-KEA* (see **Finding 4.1**). The literacy program plan provides information, under the assessment heading, for the formative assessment cycle phases. A chart includes a list of the formative assessment cycle phases, teacher actions during PLC and during instruction, student actions, and leadership actions & look fors. The phases serve as a means for teachers and students to provide feedback to “adjust instruction in order to improve students’ understanding of intended learning intentions.” Although guidance is offered regarding formative assessment in the plan, it is unclear which diagnostic or formative assessments are used, how they are used to evaluate student reading skills, and if an instrument used is not exclusively online. This characteristic was rated as partially met.

Characteristic 13: Data Use (Partially Met)

According to a central office administrator, there is no systematic way to look at data. No specific protocols are in place to consistently support the frequent use of data to determine the effectiveness of reading instruction or to identify students for small group instruction or progress monitoring. It does not mean that these things are not happening; there is just no consistency in what is done across all schools and classrooms. The following comments made by campus administrators illustrate the lack of consistency around data use:

- “Data is used to make instructional decisions. We have different data points that help us determine small groups, intervention, and extension.”
- “Teachers need time to look through the data, but the assessments are all given back-to-back and there’s no time to respond. Kids need to be conferenced with about the data, but time for that is not built into the curriculum.”
- “The most important data we have is what teachers collect in formative assessments. You have to check that students are ready to be released to group work. You have to know what they know so you can help them.”
- “I would say probably the formative assessments [are the most important tool for teachers use to determine student learning]. They take those formative assessments back to their PLC and analyze the data. We decided to keep a data binder for small group instruction. The more you are able to view data holistically, the better you can tailor instruction for individuals.”
- “I looked at data and paired English/Social Studies, so if a student is struggling to read social studies, we ask them to look at *MAP* to see where they are.”
- “Eduphoria is my best friend. I always give [teachers] feedback after every district assessment; I look through the data.”

Data are being collected in the district in a central location, and teachers and administrators are looking at the data to make instructional decisions. However, the literacy department offers no guidance as to what literacy data all campuses should be using and with what level of consistency the data should be

used to determine students for small group instruction or progress monitoring. The literacy program plan expects the use of data to inform instruction, but there is no level of specificity to guide when to use specific data for what purposes, and why/how to use it to identify areas of need for students for future instruction. This characteristic was rated as partially met.

Characteristic 14: Monitoring (Partially Met)

There is no tool that presents clear criteria for administrators to monitor reading instruction. The TLSGI Principal Observation Tool exists for the current literacy focus of teacher-led small group instruction as well as a separate “look-fors” document, TLSGI Look Fors for Teachers. The observation tool “look-fors” are not detailed for noting teacher actions and student actions. The monitoring tool and “look-fors” have a narrow focus of teacher-led small group instruction, and do not provide administrators with clear criteria to monitor reading instruction as a whole. For this reason, this characteristic was rated as partially met.

Characteristic 15: Program Evaluation (Not Met)

There is no indication that the literacy program is part of the program evaluation process. The plan does not indicate that the program will be monitored or evaluated for quality or effectiveness. No board policies require a literacy program plan or its evaluation; therefore, this characteristic was rated as not met.

During interviews and in online surveys, the need for more direction and specificity in literacy program planning was evident. The following are statements shared with auditors:

- “I think we are going backwards. I am so against a class of readers having worksheets and basal readers on their desks. Now we are not supposed to do Balanced Literacy, and, instead, we are supposed to do the Science of Reading. Why can’t we do both?” (Campus Administrator)
- “We are shifting from guided reading to small group instruction. I understand that we are behind. The district created their own phonics program, but curriculum has not changed. However, in October, they transitioned us from the old program to the new. Unfortunately, the message did not align to the resources we have.” (Campus Administrator)
- “Why are we always making things in-house that are not research-based? We need to stop experimenting on Fort Bend students.” (Teacher)
- “We are moving from Balanced Literacy to learning literacy.” (Central Office Administration)
- “Literacy is in need of review and needs help in knowing where we are and how and where we are going.” (Central Office Administrator)
- “Curriculum doesn’t match the framework for instruction yet. Instead of adjusting the curriculum, they are rolling Science of Reading on top of Balanced Literacy. We’ve been piecemealing.” (Central Office Administrator)
- “The curriculum and assessments are based on the TEKS. Where elementary RLA is right now is about the instructional framework that is changing, but the TEKS are the driving force for the written curriculum.” (Central Office Administrator)
- “With this [ELA] curriculum, we are not growing readers.” (Teacher)
- “The lessons and assessment resources are subpar and outdated.” (Teacher)

These comments evidence absence of a clear message around literacy programming in Fort Bend ISD. The district seems to be taking a wait-and-see approach by piecemealing curriculum and resources together instead of moving forward with the changes necessary to implement the literacy program requirements put forth by the state of Texas to shift instructional activities that more closely align with the Science of Reading.

Summary

The Fort Bend ISD board policies do not provide direction to support quality literacy instruction and the overriding goals of the literacy program. If literacy programming is a priority for the district, then board policies should direct the development of a comprehensive literacy program plan, its implementation and use, and the evaluation of program effectiveness. The district literacy plan is outdated and fully lacks many of the characteristics necessary for an effective literacy program. Providing clarity as to what quality literacy instruction is and engaging in comprehensive literacy curriculum planning are essential practices that the district must address so that students have the best possible instructional experiences. (See **Recommendation 1.**)

Finding 1.2: The organizational structure of the Literacy Department does not provide for efficient, clear lines of supervision as a separate department supervises other instructional personnel who directly impact literacy curriculum delivery. Job descriptions related to literacy programming mostly provide clear responsibilities for managing literacy curriculum design and delivery. However, a few descriptions need to be created or improved.

To perform effectively and productively, districts must have an organizational structure that is consistent with their mission and vision and job descriptions that provide clarity around distinct roles and responsibilities. A useful and accurate description of administrative structures is generally depicted in graphic form as either an Organizational Chart or Table of Organization. An organizational chart graphically shows the line of authority and responsibilities from the board of trustees and superintendent to campus principals and classroom teachers. The organizational structure is then supported by job descriptions that describe essential qualifications, tasks that must be completed in order for the organization to accomplish its mission, and that document the relationship of one position to another. Without clearly defined organizational relationships, organizational effectiveness can be compromised. Employees may be working in opposite directions or even in conflict with one another, possibly leading to gaps in coverage of essential responsibilities or duplication of effort.

To determine the quality of the Fort Bend ISD organization structure and job descriptions as they relate to the literacy program, auditors reviewed documents, including the organizational chart and job descriptions related directly to the literacy program; interviewed staff, including administrators and teachers; and conducted surveys of teachers and administrators. (See the **2025 FBISD Full Audit, Finding 1.2** for a full analysis of the organizational chart and job descriptions.)

For the literacy program audit, auditors found the organizational chart only meets three of the six principles of sound organizational management. Of significance is that some organizational groupings are negatively impacting the literacy program by controlling key functions that directly impact literacy instruction. Job descriptions are of good quality with clear articulation of curriculum responsibilities. Some job descriptions are missing, and a few need improvement.

Organizational Structure

A table of organization or organizational chart is a graphic depiction of the grouping and relationships of line and staff positions at a designated level in an organization. Each position on an organizational chart should be matched with a detailed job description. The grouping of positions in an organizational chart, according to generally accepted management principles, communicates expectations and promotes productive work relationships among members of the organization. Without these principles, the operations of an organization may be compromised, causing redundancy, loss of focus, and/or inaction.

Exhibit 1.2.1: FBISD Literacy Department Organizational Chart

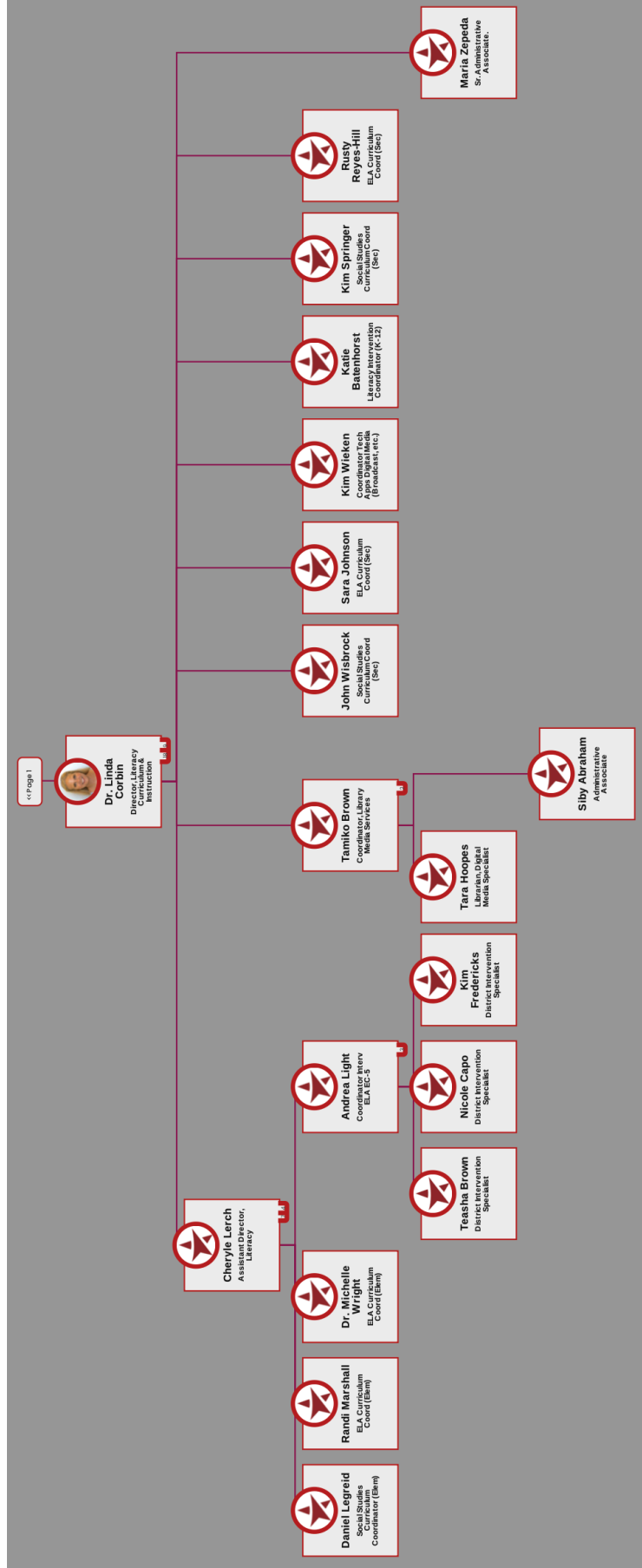


Exhibit 1.2.1, showing the literacy department organization structure, was provided to auditors (see also **Appendix C**). The auditors reviewed the Fort Bend ISD Literacy Department organizational chart as well as other departmental organizational charts and used the CMAC® Model Principals of Sound Organizational Management to analyze the Literacy Department structure. The auditors’ ratings of the Literacy Department organizational chart are presented in the following exhibit.

Exhibit 1.2.2: CMAC® Model Principles of Sound Organizational Management

Principle	Explanation	Auditor's Rating
Span of Control	The range of superiors to subordinates should be 7-12 as a maximum number of persons who are supervised on a daily face-to-face-basis.	X
Chain of Command	A person should have only one superior to avoid their being placed in a compromised decision-making situation.	X
Logical Grouping of Functions	The clustering of similar duties/tasks is employed in order to keep supervisory needs to a minimum (ensuring economy of scale).	
Separation of Line and Staff Functions	Those administrators carrying out the primary mission of the district are not confused with those supporting it. Also, note that in reporting relationships, line administrators report only to other line administrators, never to administrators whose only scope of authority is a staff function. This keeps the line of accountability for the primary mission of the district uncomplicated.	
Scalar Relationships	Roles of the same title and remuneration should be depicted graphically on the same general horizontal plane.	X
Full Inclusion	All persons working within the district carrying out its essential functions should be depicted on the table of organization.	
Key: X = Met, Blank = Not Met		
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Span of Control (Met)

To determine the span of control, auditors counted the number of direct reports shown for each position of the literacy department on the organizational chart to determine if each role had between 7 and 12 subordinates. The auditors found the number of immediate subordinates ranged from 2 to 9. Given that none of the supervisory roles exceeded 12, auditors rated this principle as met.

Chain of Command (Met)

All chain of command linkages were found to have only one supervisor, meeting the expectation of the principle.

Logical Grouping of Functions (Not Met)

Grouping positions with similar duties and responsibilities together under an administrator with relevant knowledge and experience increases the likelihood that work will be conducted with a greater effect. Auditors determined the placement of the Leadership Development Department under the Organizational Development Division violates this principle. Leadership Development, as described by the job description for the director, focuses on employee professional development, which is more closely aligned to the functions of the Teaching and Learning Division, which is responsible for the design and delivery of the curriculum. Additionally, instructional coaches fall under the purview of the Division of Organizational Development. According to a central office administrator, “Coaches are in Organizational Development, and Interventionists are in Teaching and Learning. Coaches don’t always have content knowledge. Teaching and Learning has had struggles getting on their agendas.” The literacy instructional coaches should more logically be grouped under the Teaching and Learning Division and ultimately under the Literacy Department as they are tasked with supporting the delivery of curriculum and need intensive training to be able to support literacy instruction. For these two reasons, this principle was rated not met.

Separation of Line and Staff Functions (Not Met)

A “line function” is one that directly advances the core work of the district, that of delivering teaching and learning to students. A “staff function” is one that provides services and assistance to other parts of the organization, including functions such as curriculum support and curriculum development, but is not directly involved in teaching or the supervision of teachers. The analysis of this principle would not be limited to the literacy department organizational chart. Auditors determined that line employees (principles, assistant principals, and teachers) were absent from any of the organizational charts (see the **2025 FBISD Full Audit, Finding 1.2** for an analysis of this principle). This principle was rated not met.

Scalar Relationships (Met)

Positions that appear on the same horizontal level of the organizational chart are expected to have similar authority and responsibilities and receive similar compensation. According to the organizational chart, the only position listed at the top is the director, followed by the assistant director of literacy. Positions listed on the third level are all coordinators, and then at the next level, specialists followed by a senior administrative associate and finally an administrative associate. Personnel at each level of the literacy department have similar responsibilities and receive similar compensation, according to pay grade codes listed in job descriptions. The literacy department meets the scalar relationship principle.

Full Inclusion (Not Met)

A complete organizational chart provides central office leaders with a tool for managing the delegation of critical functions throughout the system. The Fort Bend ISD Literacy Department organizational chart does not include interventionists who are deployed on campuses to support the needs of students. Due to this omission, this principle was rated not met.

In summary, the Literacy Department organizational chart meets only three of the six principles of sound organizational management. Most significantly, the logical grouping of functions principle, specifically as related to professional development and instructional coaches, is violated in such a way that improving instruction to better serve students is hindered.

Job Descriptions

Job descriptions are essential documents of any organization. Quality job descriptions ensure the critical work of a school district is accomplished through indicating where the job fits in the chain of command, listing the functions of the job, and noting how the job links to curriculum management functions. In addition, they assist in recruiting and hiring the most highly qualified applicants to fulfill the responsibilities of the position. Every employee in a school district should have a clearly defined job description outlining the major duties and responsibilities.

Auditors reviewed job descriptions and survey responses that were most closely related to the literacy program. According to the Literacy Department organizational chart, 12 different instructional positions should have job descriptions. Auditors located 10 of the 12 job descriptions. Additionally, auditors reviewed the job description for literacy interventionists, who are missing on the organizational chart. To identify the overall quality of the job descriptions, auditors used the CMAC® Model Job Description components that emphasize organizational management principles, but also expect a clear linkage to implementation of the curriculum. The following exhibit provides an explanation of the components used to rate the job descriptions.

Exhibit 1.2.3: CMAC® Model Job Description Components

Job Description Components Expected	
1. Qualifications, 2. Links to the chain of command, 3. Responsibilities/functions/duties of the job, and 4. Relationship to the curriculum/curriculum design, alignment, and delivery responsibilities.	
Rating	Explanation
Missing	No statement made.
Inadequate	A statement made, but incomplete and missing sufficient detail.
Adequate	A more or less complete statement usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.
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Below are the auditors’ analysis for 11 job descriptions found on the organizational chart and the literacy interventionists.

Exhibit 1.2.4: Auditors’ Rating of Job Descriptions

Position	Date	Qualifications	Chain of Command	Responsibilities and Duties	Curriculum Relationship	Meets All Criteria
Director, Literacy Curriculum and Instruction	5/2022	Adequate	Adequate	Strong	Strong	X
Assistant Director, Literacy	9/2024	Adequate	Adequate	Strong	Adequate	X
Social Studies Curriculum Coordinator (Elem)	9/2004	Adequate	Adequate	Adequate	Strong	X
ELA Curriculum Coordinator (Elem)	9/2024	Adequate	Adequate	Adequate	Strong	X
Coordinator Interventions ELA EC-5	9/2024	Adequate	Adequate	Adequate	Adequate	X
Social Studies Curriculum Coordinator (Sec)	9/2024	Adequate	Adequate	Adequate	Strong	X
ELA Curriculum Coordinator (Sec)	9/2024	Adequate	Adequate	Adequate	Strong	X
Coordinator Technology Applications Digital Media	9/2024	Adequate	Adequate	Adequate	Adequate	X
Literacy Intervention Coordinator (K-12)	9/2024	Adequate	Adequate	Adequate	Adequate	X

Position	Date	Qualifications	Chain of Command	Responsibilities and Duties	Curriculum Relationship	Meets All Criteria
District Intervention Specialists	7/2024	Adequate	Adequate	Adequate	Adequate	X
Literacy Interventionists	10/2019	Inadequate	Adequate	Adequate	Adequate	
Count/Percent – Inadequate		1/9%	0%	0/0%	0/0%	
Count/Percent – Adequate		10/91%	100%	9/82%	6/55%	
Count/Percent – Strong		0/0%	0/0%	2/18%	5/45%	
Count/Percent – Exemplary		0/0%	0/0%	0/0%	0/0%	
Count/Percent – Adequate, Strong, or Exemplary		10/91%	11/100%	11/100%	11/100%	Overall 10/91%
Note: % may not equal 100% due to rounding						
Source: Job descriptions provided by Fort Bend ISD						

According to the analysis done by auditors, 91% of the job descriptions were rated strong or adequate in all components. The job description for the Coordinator, Technology Applications Digital Media, position was not found as named. A Coordinator for Technology Applications fell under the purview of the Director of STEM, and a Coordinator of Digital Media fell under the purview of the Director of Literacy. Auditors rated the former based on the job description for the position named on the organizational chart. The Coordinator for Library Media Services and Librarian, Digital Media Specialist were the only job descriptions that were not found in those submitted by central office administrators. In addition, some job descriptions had multiple versions. Auditors reviewed the most recent version. All job descriptions included the date it was last written or edited. The Literacy Interventionist job description was the only description that has not been rewritten or edited within the past three years. A more detailed explanation for each of the ratings for the components follows.

Qualifications

The qualification component was rated as adequate for 91% of the job descriptions. Most job descriptions listed the expected knowledge, degrees, certifications, and years of experience required for the position. The Literacy Interventionist position did not list any years of experience needed; thus it was rated as inadequate as at least minimal years of teaching experience would be expected to perform the required duties.

Chain of Command

One hundred percent of the job descriptions were rated as adequate for chain of command. To receive a strong or exemplary rating in this component, the description would include a reference to who supervises the position as well as specific references to positions supervised by that role. Most of the descriptions were rated as adequate because the supervisor of the position was listed.

Responsibilities and Duties

One hundred percent of the descriptions were rated as adequate or strong for this component. Fort Bend ISD descriptions include sections titled as Job Purpose Summary and Key Functions, Essential Duties and Responsibilities. Under the Key Functions, Essential Duties, and Responsibilities section, there are more specific sections for Curriculum Development/Management, Instructional Leadership, and Administrative and Program Management. Nearly all descriptions had detailed listings of responsibilities and duties appropriate for the respective role. The only ones not meeting this component were the job descriptions that were missing.

Curricular Relationship

The CMAC® model expectation is that all job descriptions reference the direct or indirect support of effective curriculum implementation. It would be expected that roles most directly related to the literacy curriculum, instruction, and assessment would have far more specific curricular linkages, but all roles should have references to supporting effective implementation of the curriculum. Auditors noted that 100% of the descriptions had adequate or strong links to curriculum. The only descriptions not meeting this component were the missing job descriptions.

The majority of job descriptions found on the literacy department organizational chart provide the necessary content to effectively direct personnel to deliver a high-quality instructional program. However, auditors found two descriptions were missing, one description lacked detailed qualifications, and two descriptions did not have the appropriate supervisor listed according to the organizational chart.

Summary

The auditors found that the current organizational chart does not meet audit expectations for sound organizational management. The organizational chart did not meet expectations for logical grouping of functions, separation of line and staff functions, and full inclusion. Job descriptions were of high quality with clear responsibilities for curriculum management; however, there were missing descriptions and one rating of inadequate for qualifications. It should be noted that a few positions had multiple versions of job descriptions accessible, as well as a few positions that were named differently on the organizational chart. The lack of a well-structured organizational chart and strong job descriptions can lead to issues in reporting relationships, inefficient decision-making processes, and potential overlaps or gaps in responsibilities, with potential impact on literacy programming and student achievement. (See **Recommendation 1.**)

Finding 1.3: The district does not provide control over campus selections of literacy intervention resources and programs.

Interventions are defined as an overall action (such as a specific program, practice, or strategy), taken by school district personnel in order to reach desired results, to counter an undesirable trend, or to prevent an undesirable trend associated with poor student achievement or disparities in student subgroup performance. An effective intervention is one that not only produces and sustains positive impact but is also connected to district priorities and is well planned, adequately funded, and implemented with fidelity to assure that any positive results from interventions are reproducible.

An academic intervention is a well-planned deliberate approach focused on helping students develop new skills and knowledge or build fluency in acquired skills in order to transfer their understanding. Interventions are focused, intentional, explicit, and structured in a way that engages students. The effectiveness of an academic intervention is based on how well the intervention is tailored to individual student learning needs, how quickly the intervention is provided, how effective the intervention is in meeting student immediate needs, and at what costs.

Auditors are especially interested in how district personnel make determinations about the effectiveness of particular interventions in comparison to other interventions having the same goals or practices the interventions are introduced to replace. Fundamental to this analysis is the attention paid by implementation staff to the effectiveness of the new approach compared to the previous approach. Interventions that persist are those that replace existing efforts and improve upon those efforts. The process of designing and implementing an effective intervention is provided in the exhibit below.

Exhibit 1.3.1: Process for Designing and Implementing an Effective Intervention

Intervention Design and Implementation
Assess the current situation, and diagnose and analyze the data collected. The intervention should relate to a documented district need—current situation should be assessed, diagnosed, and analysis data collected and considered in the selection of the intervention.
Identify the problem and propose and examine alternatives. The problem should be identified from data analyses; several alternatives should be proposed and examined; and one of the better alternatives to address the problem should be selected.
A formal plan with goals and measurable objectives should be developed to address the identified problem. Documentation should be created to define the purpose of the intervention, why it addresses the system need/problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention should be created.
A strong deployment approach should be designed, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.
Human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) should be identified and put into place.
A formative feedback and summative evaluation plan tied to intervention goals, objectives, and expectations should be established.
A plan for monitoring the ongoing deployment and implementation of the intervention should be put into place, including identifying the appropriate individuals to carry out this plan.
Implement the plans with well-defined mechanisms for monitoring progress.
Evaluation of the program should take place with sound and appropriate techniques. Modification and adjustment of the program should occur if needed, based on formative and summative data gathered, to ensure continued quality control.
Re-implement based on modification and adjustments. Reassess and continue monitoring performance and results.
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Interventions that do not follow this process often do not address system needs, priorities, and goals, and do not sustain continued improvements for students. The implementation of interventions is a complex process that enables staff to address the changing needs and requirements of the system to improve student performance. Each stage of the process is critical to the alignment of the written and taught curriculum and for promoting success of the intervention. The process for designing and implementing an effective intervention could be adapted to provide campuses with guidelines to follow when selecting, implementing, monitoring, and evaluating intervention programs and resources.

Currently, district and campus personnel are acquiring intervention resources and programs based on student needs as determined by data. However, district and campus personnel are not selecting interventions based on a deep analysis of the causes of that impact the data, i.e., current instructional strategies in place, need for staff development, needs for shifts in current assessment practices, to name a few. Auditors determined that campuses are selecting and using a variety of academic intervention resources and programs that they have purchased with campus funds to improve student achievement in literacy; however, the interventions are not part of a district formalized plan in which the programs and resources are systemically selected, implemented, monitored, or evaluated based on district-created criteria to determine intervention effectiveness. Although resources are considered to be loosely held,

they must be aligned to the district tightly-held priorities, objectives, and outcomes for students. Fort Bend ISD does not have a system in place to guarantee alignment to the tightly held and to promote control to ensure effective intervention programming.

To determine the role of program interventions in overall school and district improvement efforts, auditors reviewed board policies, district and school improvement plans, and other district documents related to the selection, planning, implementation, monitoring, and evaluation of interventions through the school district. Auditors also gathered information from campuses as to the types of interventions offered. In addition, auditors conducted interviews and surveys regarding interventions used.

The auditors examined board policies relevant to the implementation and evaluation of program interventions. Board policy does not provide specific guidance for selecting programs or actions for intervention in response to identified needs. The formal processes and procedures necessary to promote effective selection, implementation, and evaluation of interventions have not been established (see **Literacy Audit, Finding 1.1** and **2025 FBISD Full Audit, Finding 1.1**).

In addition to board policy, auditors examined district and campus improvement plans and the FBISD K-12 Literacy Plan. An elementary campus improvement plan contained the statement that “ELA teachers will engage in PD to effectively implement small group lessons, CER strategies, intervention lessons, and phonics/word work lessons.” Another elementary plan stated that they would “identify students who are struggling in Tier 1 instruction early by analyzing assessment and classroom data to plan for intervention and tutorials for at risk students.” In reviewing middle school campus improvement plans, most mentioned the use of the additional literacy course or intervention advisory to support students. Campus improvement plans reveal that although interventions are generically mentioned, no references are made to the use of specific program interventions or resources. The FBISD K-12 Literacy Plan presents an intervention model consisting of Tier 1, 2, and 3 instruction. For elementary classrooms, the plan states that Literacy Intervention Teachers provide Tier 3 intervention using Fountas & Pinnell Leveled Literacy Intervention. For secondary, the plan refers to the use of the literacy course, but a specific resource or program is not listed. Although district and campus plans refer to the use of interventions to increase student achievement, no clear mention of resources and programs to be used leads to inconsistencies across the district.

To determine the range of interventions across campuses, the auditors asked campus administrators about what intervention programs were used at their respective sites. Auditors also asked central office administrators to provide a list of district provided interventions. Auditors reviewed the RLA Intervention Supplemental Resources document as well as the Intervention and Enrichment Guidelines document, which are separate documents from the FBISD K-12 Literacy Plan. The following exhibit shows a sampling of campus and district interventions.

Exhibit 1.3.2: Sampling of K-8 Campus and District Interventions

Campus Reported Interventions	District Reported Interventions
Fountas & Pinnell Resources	Leveled Literacy Intervention (LLI)
Razz Kids	The Reading Strategies Book 2.0
Decodables	FlyLeaf (piloted in 10 schools)
Phonics curriculum	Notice and Note
HMH for Dual Language	Reading Nonfiction
Measuring Up	FBISD Phonics Curriculum

Campus Reported Interventions	District Reported Interventions
IXL	The Reading Intervention Toolkit
Achieve 3000	Understanding Texts and Readers
iReady	Literacy Course
Leveled Literacy Intervention Kits	Guided Reading Ruby Kit
Pieces of Jennifer Serravallo	Learning Ally Audiobooks
Three Cheers	Rigby (K-3 Bilingual only)
Dream Box	Scholastic StoryWorks (Title 1 only)
UNIQUE (Special Education)	Learning A-Z (Title 1 and bilingual only)
Mentoring Minds	Decodable Text
Flyleaf	RLA Curriculum
Schoology/Mini Lessons	
<i>Source: Campus administrators and RLA Intervention Supplemental Resources list provided by the district</i>	

The exhibit shows multiple literacy intervention resources and programs are utilized in the district. Five interventions are common to both lists. The campuses report purchasing and implementing 12 more interventions than those provided by the district. Of concern is the fact that no systems are in place to ensure the alignment, quality, and effectiveness of these interventions for improving student achievement in literacy.

Additionally, auditors surveyed and interviewed central office and campus administrators, central office and campus staff, as well as teachers, to gain information regarding literacy interventions. Thirty-five percent of literacy teachers surveyed rated the quality of interventions as mediocre or poor. Some comments were made about literacy interventions follow:

- “All of us non-Title campuses get nothing for interventions.” (Campus Administrator)
- “We understand Tier 1 instruction and the guides support this instruction; however, the curriculum does not provide interventions to help students.” (Central Office Administrator)
- “Interventions allow for less than one student per class, nowhere near what is needed.” (Teacher)
- “Frankly, the interventions being implemented aren’t pushing the needle.” (Teacher)

Overall, the lack of systems for the selection, planning, implementation, monitoring, and evaluation of literacy interventions in Fort Bend ISD is not adequate to consistently provide quality, effective interventions to improve student achievement.

Summary

An effective intervention program is one that is tied to district goals and priorities, based on student learning needs, effective in supporting student learning, and evaluated consistently against measurable outcomes. The auditors did not find an articulated process for the selection, development, implementation, monitoring, and evaluation of these programs and resources. A process is necessary to ensure high-quality literacy intervention programs and resources are utilized consistently across the district to improve outcomes for students. (See **Recommendation 1.**)

FOCUS AREA TWO: The School District Has Established Clear and Valid Objectives for Students.

A school system meeting this audit focus area has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Two: Curriculum

Under Focus Area Two, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning.

Common indicators include:

- A clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of trustees;
- Demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best curricular practices;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel; and
- A framework that exists for systemic curricular change and for assuring support for all populations.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Two**. Details follow within separate findings.

The district scope of written curriculum for English Language Arts and Reading (ELAR) for grades PK-5 is 100%, but for grades 6-8 is 76%. The minimum basic quality of the written curriculum in grades PK-8 is inadequate (see the **2025 FBISD Full Audit, Finding 2.3**). Through further analyses, auditors found the literacy curriculum in FBISD grades PK-8 is not aligned to the district expectations reflected in the current ELAR Instructional Model. Auditors found that curriculum documents are outdated and reflect a mixture of previous instructional models and references to resources that do not support the current instructional model. District leaders are attempting to transition from a Balanced Literacy Model to

the Science of Reading; however, curriculum documents are layered with references to both models, resulting in confusion among teachers and administrators. In addition, many of the unit plans and lessons provided have not been updated since the pandemic when schools were closed and learning was all online and still contains references to synchronous and asynchronous learning. Teachers report that the curriculum suggests resources, such as decodable books, which are not available to all teachers. Although the middle school curriculum better reflects the district middle school instructional model, the issue with outdated materials is still present (see **Finding 2.1**).

The written curriculum for Spanish Language Arts and Reading (SLAR) and English as a Second Language (ESL) in grades K-8 is inadequate for teaching and learning for a bilingual population that is rising in numbers in Fort Bend ISD. Although the scope of the SLAR and ESL curriculum is 100% in grades K-8, the quality is not adequate to provide direction for planning instruction that ensures effective language acquisition. Auditors found the curriculum does not have research-based, authentic, or recent second language learner strategies based on the Texas Reading Academies for SLAR. Some documents were outdated and contained strategies for teaching synchronously and asynchronously. Formative or summative assessments to determine biliteracy and bilingualism were not present at any grade level. Fort Bend ISD relies on a general education curriculum for SLAR and ESL instead of a curriculum in which a goal is bilingualism and biliteracy. Culturally relevant literature and resources are not emphasized in the SLAR and ESL curriculum (see **Finding 2.2**).

According to **Finding 2.3**, the use of the written curriculum for ELAR and SLAR is inconsistent throughout the district. The online platform where the curriculum is housed has become cumbersome, as teachers and administrators reported in interviews and on surveys. The documents are housed in a plethora of folders within folders, which contain multiple links to other documents, overwhelming teachers trying to find what they need. Many links are inactive throughout the documents, and a number of documents are repeated grade level to grade level. Teachers are being asked in the curriculum unit plans to use resources that no longer support the current Science of Reading instructional model. These issues have resulted in teachers not using the curriculum and relying on their own ideas and materials they find on the internet to plan their daily lessons.

Finding 2.1: The scope of the written curriculum for PK-8 ELAR is adequate for grades PK-5 and inadequate for grades 6-8. The quality of the written curriculum PK-8 is inadequate for providing direction for planning and teaching or alignment of instructional resources to the standards. Although the district’s written expectations for the ELAR Instructional Model are evident in some curriculum documents, the auditors found that K-8 ELAR curriculum and its resources do not support the district’s current ELAR Instructional Model.

The written curriculum directs instruction so that the efforts of all teachers are coordinated in achieving the district’s education priorities. Quality curriculum documents focus instruction on the essential learnings and connect the curriculum vertically and horizontally within the school system. Quality curriculum documents include prioritized student learning objectives, prerequisite knowledge, aligned assessment, instructional resources, suggestions of approaches for how to teach key concepts, and student practice activities or assignments for the instructional objectives (see **2025 FBISD Full Audit, Finding 2.3**).

Scope of the Written Literacy Curriculum

The scope of the written curriculum is defined as the percentage of courses with a corresponding curriculum document to direct teaching, learning, and assessment in the classroom. As reported in the

2025 FBISD Full Audit, auditors sought to answer the question: Is it there? Auditors expected to find that 100% of English Language Arts and Reading (ELAR) courses in grades PK through 8 have written guides to direct teaching and learning. Clear and comprehensive curriculum guides provide teachers with direction and support. The absence of a clear and comprehensive curriculum for teaching and learning can produce inconsistent and potentially inequitable results across the district.

To determine the scope of Fort Bend ISD’s written curriculum for ELAR courses in grades PK through 8, auditors listed all the courses as provided by the district master schedules. They reviewed literacy curriculum documents housed in OneNote, a digital note-taking platform embedded in Microsoft Office. As indicated in the full audit, 100% of the ELAR courses in grades PK through 5, and 76% of ELAR courses in grades 6 through 8 have a written curriculum. In addition, six courses—the grade 6 through 8 ELAR Advanced Academic Courses and Advanced Academic Courses/Gifted and Talented—are missing a written curriculum. As stated in the full audit, a comprehensive written curriculum for these advanced courses is necessary to provide the guidance that engages students with the standards in a way that challenges them beyond the general education curriculum.

Quality of the Written Literacy Curriculum

A quality written curriculum gives teachers the needed guidance to ensure that all students have access to the written, taught, and tested curriculum. These documents detail for teachers what students are to learn, how students should demonstrate their learning, and how students will be assessed.

Minimum Basic Quality

To determine the quality of the ELAR curriculum, auditors examined the documents using the CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity listed in the full audit (see **Finding 2.3**). A total score was determined by adding the ratings for the six criteria. A total score of 14 of a possible 18 is the minimum score for the document to be determined adequate.

Auditors expected to find a written curriculum for each course that has the six components of a quality curriculum document to ensure equitable access to learning opportunities for all students. Overall, the auditors found the district’s ELAR curriculum guides in grades PK through 8 to be of inadequate quality, with a mean score of 9.4 across the six component areas. The full audit, includes the rating for each of the ELAR courses in grades PK through 8. The scores ranged from 8 to 11 in ELAR grades PK through 5. Scores were lowest in the components of assessment, resources, strategies, and activities, and highest in objectives and prerequisites. The scores in grades 6 through 8 ranged from 9 to 12. Scores were lowest in assessment, resources, and activities, and highest in objectives, prerequisites, and strategies. None of the documents scored a minimum of 14 to be considered adequate to guide instructional planning. The auditors provide an explanation for each of the six components in the full audit narrative in **Finding 2.3**.

Quality of Alignment to Standards

Auditors then examined the alignment of instructional resources with district standards and objectives. The alignment analysis was conducted for each of the content areas in grades 5, 7, 9, and in grade 11 social studies. The auditors chose three standards and the identified resources, which were analyzed for alignment in the three dimensions of content, context, and cognition to the learning standards. The full audit, includes the analysis of alignment of instructional resources with district standards and objectives relevant to the PK through 8 ELAR. In the analysis of the ELAR resources, auditors found that only one-third of the resources were aligned in content to the learning standards, and the context of

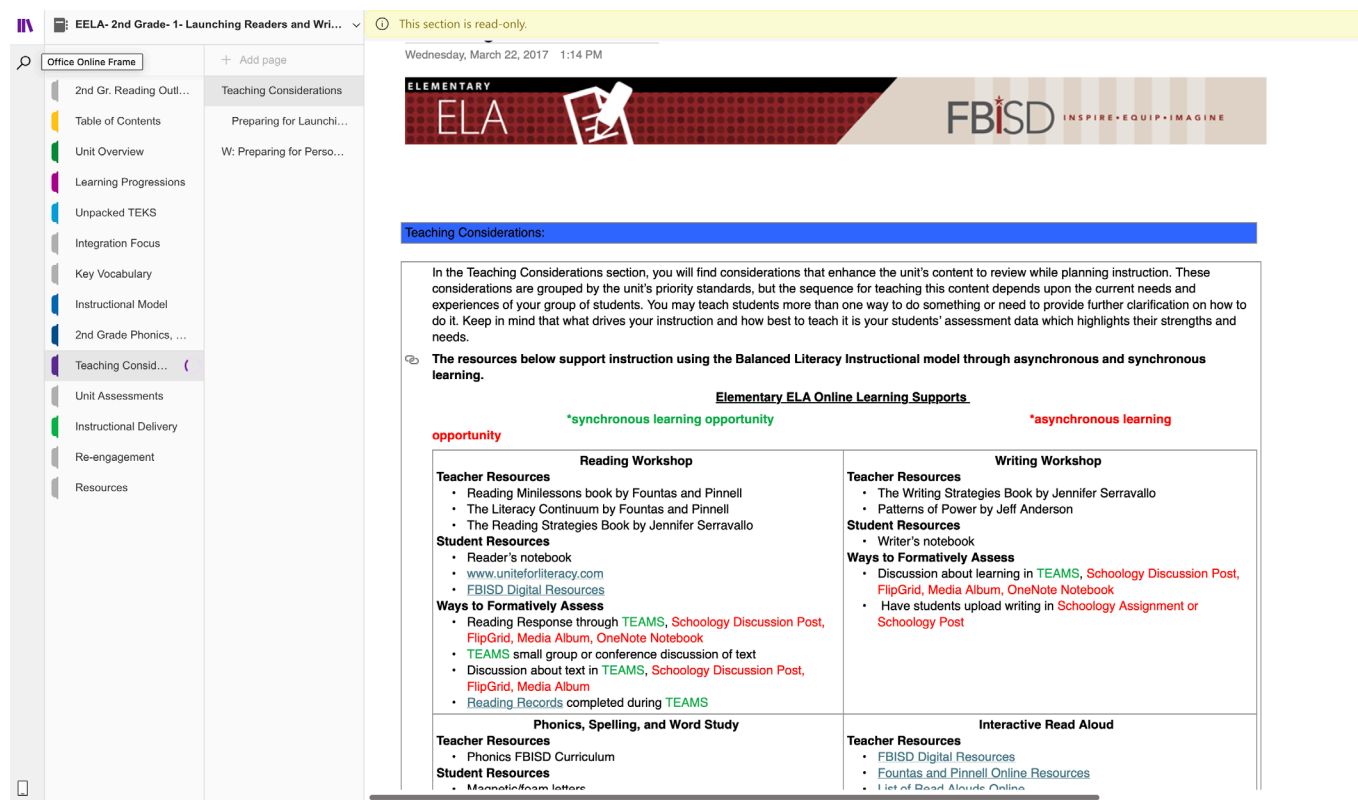
those resources were all classroom activities. This analysis demonstrates the need for ELAR curriculum documents to align the resources to the standards in content, context, and cognitive level in order to increase the rigor of the curriculum. Auditors’ full analysis is located in the full audit, **Appendix G**.

Quality of Alignment to District Expectations

The curriculum and its resources must be in alignment with the instructional models set by the district. These documents need to be user-friendly, serve as a guide for planning effective instruction, and be consistent with district priorities. To determine the alignment between the district’s ELAR curriculum and the written district expectations in the ELAR Instructional Model, auditors examined literacy curriculum documents and interviewed and surveyed teachers and administrators.

Auditors next analyzed the district’s expectations in the ELAR Instructional Model to determine the alignment. They reviewed literacy curriculum documents housed in OneNote, a digital note-taking platform embedded in Microsoft Office. All K-8 ELAR teachers have access to this platform, and all ELAR courses K-8 have a similar list of resource tabs. The following exhibit shows a sample page of the online platform for grade level 2.

Exhibit 2.1.1: OneNote Digital Page Sample



Source: Fort Bend ISD OneNote

Auditors reviewed the following curriculum documents tabs for each ELAR grade level unit, K-8: Unit Overview, Instructional Model, Teaching Considerations, and Instructional Delivery. From this review, three key takeaways surface throughout the K-5 documents. Auditors noticed that much of the information presented to teachers in these tabs was outdated; information presented in these tabs supported the

previous Balanced Literacy instructional model; and many embedded links were not active. Auditors found that an average of 70% of the information presented to K-5 teachers in the Unit Overview, Teaching Considerations, and Instructional Delivery tabs was created from 5 to 8 years ago. An average of 36% of the information referenced and/or supported the previous Balanced Literacy instructional model. The Instructional Delivery tab contained 355+ embedded links intended to support teachers, which were not active. When auditors reviewed the grades 6-8 documents, they found that 100% of units contained documents and information dated 5-8 years ago in the Unit Overview and Teaching Considerations tabs. The documents and information in the 6-8 Instructional Model and Instructional Delivery tabs were created within the last 3 years and have a clear connection to the MS & HS ELAR Instructional Model. Although the connections to the MS & HS ELA Instructional Model in the Instructional Delivery and Instructional Model tabs are clear, the lack of updates to the teacher-provided materials in the Unit Overview and Teaching Considerations tabs diminish as the clarity due to a this inconsistency. The exhibit below summarizes the auditors’ findings from the curriculum documents review. A comprehensive review for each grade level can be found in **Appendix D**. The K-5 and MS & HS ELAR Instructional Models, both previous and current, can also be found in **Appendix D**.

Exhibit 2.1.2: K-8 ELAR Curriculum Documents Review

K-8 ELAR Curriculum Documents Review						
Grade Level	ELAR Instructional Model Components	District Written Expectations in the Curriculum Documents	District Resources: Grade Level Unit Overview Information Provided to Teachers	District Resources: Instructional Model Resources Provided to Teachers	District Resources: Teaching Considerations Information Provided to Teachers	District Resources: Instructional Delivery Information Provided to Teachers
K 1 2 3 4 5	Gradual Release (I do, we do, you do) Phonics/ Word Study Reading Writing	No	K-5 <ul style="list-style-type: none"> • 90% of the information posted was created 5-8 years ago. • 40% of documents reviewed support the previous “Balanced Literacy” instructional model. • 40% of units contained an overview video created in 2020 that supports the previous Balanced Literacy instructional model. 	K-5 <ul style="list-style-type: none"> • 88% of the grade level units have a visual of the current ELAR Instructional Model posted. 	K-5 <ul style="list-style-type: none"> • 38% of the Information was created 5-8 years ago. • 90% of grade level units have the current ELAR Instructional Model posted. • 38% of the grade level units contain additional information that supports the previous “Balanced Literacy” instructional model. • 10% of the grade level units have no information provided. 	K-5 <ul style="list-style-type: none"> • 83% of the Information was created 5-8 years ago. • 29% of the grade level units have documents that reference and/or support the previous “Balanced Literacy” instructional model. • 10% of the grade level units have no information provided. • There are 355+ non-active links throughout the grade level units.

K-8 ELAR Curriculum Documents Review						
Grade Level	ELAR Instructional Model Components	District Written Expectations in the Curriculum Documents	District Resources: Grade Level Unit Overview Information Provided to Teachers	District Resources: Instructional Model Resources Provided to Teachers	District Resources: Teaching Considerations Information Provided to Teachers	District Resources: Instructional Delivery Information Provided to Teachers
6 7 8	Opening Structure Focus Lesson Structured Practice Debrief	Yes	<ul style="list-style-type: none"> •100% of units contain documents created 5-8 years ago. •33% of the units contain documents created within the last 3 years. 	<ul style="list-style-type: none"> • 100% of the units contain new MS & HS ELA Instructional Model along with supporting documents. 	<ul style="list-style-type: none"> •24 different informational tabs used throughout the units; however, only 6 (25%) of these tabs are used consistently in each unit. •100% of units contain documents and information from 5-8 years ago 	<ul style="list-style-type: none"> • 100% aligned to the new MS & HS ELA Instructional Model. • 100% of the units contain documents and information from within the last 3 years.

Source: Fort Bend ISD Curriculum and resources in OneNote

When the auditors did a deeper analysis of the K-8 ELAR curriculum documents, they found many documents were outdated, created between 2017 through 2021, and still referencing the pandemic. This indicated to auditors that these documents are not regularly updated. The unit overview videos provided to teachers were created in 2020 and supported the instructional practices of the Balanced Literacy instructional model. Forty percent of the K-5 units in the Unit Overview tab contained such a video. Auditors experienced first-hand the difficulty navigating the information housed in OneNote, from maneuvering through inactive links to moving through the overabundance of documents that were often repeated grade level to grade level (see **Finding 2.3**).

In interviews, teachers and administrators expressed concerns about the curriculum and resources provided to teachers.

- “The curriculum needs to be updated. There are no ECRs, the lessons are old, and it is not standards-based.” (Teacher)
- “The [ELA] curriculum is not user-friendly. It’s multiple clicks to get through, and it is never updated.” (Teacher)
- “I don’t even use the curriculum because it is so old.” (Teacher)
- “The curriculum is a sea of information. For a teacher of any experience, when you have to go to different spots for different things and there’s no real training provided, you will have varying levels of skill that translate into varying levels of instruction.” (Campus Administrator)

Auditors found the alignment between the district’s current K-8 ELAR Instructional Models and the district’s written curriculum to be compromised by the outdated curriculum and resources, documents, and information that support the previous instructional



Colony Meadows Elementary School
Kindergarten Small Group Instruction

model, inactive links throughout the documents, and inconsistent access to the same information across grade level units.

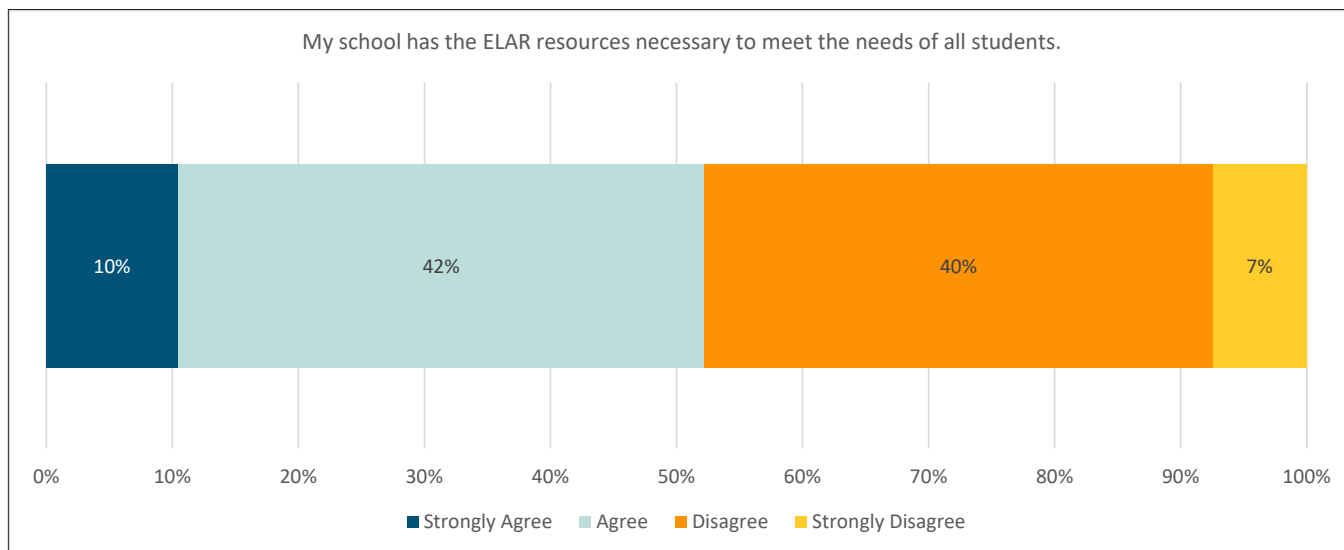
Throughout the curriculum review, auditors also noted that K-5 teachers are being asked to use resources that support the previous literacy instructional model, Balanced Literacy, not the current instructional model. These models can be found in **Appendix D**.

In interviews and surveys, teachers and administrators commented on these resources.

- “We have to use the Fountas and Pinnell resources, but they don’t really fit.” (Teacher)
- “We are shifting from guided reading to small group instruction. I understand that we are behind. The district created their own phonics program, but curriculum has not changed. However, in October, they transitioned us from the old program to the new. Unfortunately, the message did not align to the resources we have.” (Campus Administrator)
- “We are repurposing the Fountas & Pinnell resources, as the district has spent so much money on them.” (Central Office Staff)
- “[We need] something more than Fountas and Pinnell.” (Teacher)

In the K-8 ELAR teacher survey, teachers were asked to respond to the statement, “My school has the ELAR resources to meet the needs of all students.” Teachers from the following grade levels were represented in this survey: (K-1) 17%, (2-5) 57%, and (6-8) 26%. The results are presented in the following exhibit.

Exhibit 2.1.3: K-8 ELAR Teacher Response to Survey Question Regarding Resources



Source: ELAR K-8 Teacher Survey

Teachers were divided in their response about having the necessary resources to meet the needs of all students. Of the 134 K-8 ELAR teacher responses, 52% agreed or strongly agreed, while 47% disagreed or strongly disagreed. Teachers were also able to leave written comments about needed resources.

- “Some of the books recommended for lessons are decodables, and there is only one set per campus. Meaning, if another grade level has the set, we are unable to use it for our lesson. We try to pull the set to share among the team, but the sets are not always available.” (Teacher)
- “The resources do not align, are not accessible to all classrooms, or reference our prior textbook adoption that we are no longer able to use.” (Teacher)

- “My team creates or finds resources.” (Teacher)
- “More books and resources for small groups and differentiated instruction.” (Teacher)
- “Curriculum requires materials that there is no budget to purchase required materials.” (Teacher)

Of the comments left by teachers for this question, 33% addressed the lack of decodable resources for students.

In interviews, teachers and administrators also commented about resources.

- “The lack of resources affects how we can help our kids. We plan on a specific decodable, and it’s not there. Time is the biggest issue. These are resources (books) we were supposed to have for this year.” (Teacher)
- “District teacher resources are difficult to follow, and there are not enough of them.” (Teacher)
- “Phonics is set and scripted. We would like more accessible decodables. My team has to search and find. We don’t have enough resources. If they are checked out from the literacy specialist, we are left to find our own resources.” (Teacher)
- “The curriculum is not the same from campus to campus because we aren’t all provided what is needed, so everyone buys other things to supplement.” (Campus Administrator)
- “What’s there in the curriculum is not enough, and we need serious training on where things are in the curriculum.” (Teacher)

Auditors found the lack of resources available to K-5 teachers that support the current ELAR instructional model caused misalignment between the district is written expectations for an instructional model and the ELAR curriculum.

Additionally, during the curriculum review, auditors found a continual reference to the previous Balanced Literacy Instructional Model and resources supporting it in the K-5 ELAR curriculum. These references were mostly found in the Instructional Model and Teaching Considerations tabs in OneNote. Within the curriculum documents, there were visuals of the previous instructional model with lists of resources that support the use of that model. Within the same grade level were also visuals of the current instructional model with the same list of resources used to support the Balanced Literacy instructional model. Several times the current instructional model was presented with an embedded video explaining the district’s Balanced Literacy Instructional Model. Illustrations of these instructional models can be found in **Appendix D**. The Elementary: State of Literacy Instruction in FBISD 2024-2025 Facilitator Overview addressed the use of a Balanced Literacy Instructional Model in FBISD, stating that the ELAR Instructional Model is no longer referred to as a Balanced Literacy model. This overview can also be found in **Appendix D**. It is not clear how many district employees had access to this information. Interview and survey responses from teachers and administrators also referenced this misalignment.

- “The literacy instructional model does not match the curriculum.” (Teacher)
- “The curriculum does not align with the new instructional model.” (Teacher)
- “The curriculum was written based on Balanced Literacy, but we are trying to have change management and not totally rewrite or throw out everything.” (District Administrator)

- “We have said over and over that we have moved to the Science of Reading, but I am not sure they have the resources to do it.” (Central Office Administrator)
- “Curriculum doesn’t match the framework for instruction yet. Instead of adjusting the curriculum, they are rolling Science of Reading on top of Balanced Literacy. We’ve been piecemealing.” (District Administrator)

Although the majority of the 6-8 documents supported the MS ELAR Instructional Model, auditors found the use of multiple instructional models throughout the K-5 curriculum documents and resources to be very confusing. It is not evident in the K-5 ELAR curriculum documents that Balanced Literacy is not the district’s ELAR instructional model, showing lack of alignment between the district expectations of the current instructional model and the K-5 ELAR curriculum.

Summary

The district written expectations in the K-8 ELAR Instructional Models set the standard for literacy instruction for FBISD students. Through the review of curriculum and resources and interviews and surveys with teachers and administrators, auditors found misalignment between the district written expectations of the K-8 ELAR Instructional Model and the K-8 ELAR curriculum and resources. Auditors found the lack of updates to the curriculum documents and continuing to provide teachers with documents that support the previous instructional model to be the most significant barriers to the alignment between the K-8 ELAR curriculum and resources and the district written expectations of the current instructional model. Without clarity across all grade levels and units concerning the written curriculum and resources, it will be difficult for teachers to plan and implement effective instruction. The lack of consistency throughout the documents causes confusion and does not establish clear expectations for stakeholders. For alignment to occur between the district’s written expectations of the instructional model and the curriculum and its supporting resources, the instructional model and its written expectations must be clear to all stakeholders in the organization. Once that is established, the teachers and administrators must have a written curriculum that is easily accessible to all, clearly supports the instructional model, and appropriately references supporting resources necessary to plan and implement effective instruction. (See **Recommendation 2.**)

Finding 2.2: The written curriculum for Spanish Language Arts and Reading (SLAR) and English as a Second Language (ESL) in Kindergarten through grade 8 is inadequate to provide direction for planning quality instruction and does not adequately address the academic needs of emergent bilingual students.

Serving the needs of emergent bilingual students through the design of a robust literacy curriculum that addresses the domains of listening, speaking, reading, writing, and metacognition of their primary language, along with second language acquisition, is a fundamental responsibility that provides appropriate learning opportunities allowing students to fully participate in the literacy curriculum. Many factors contribute to the success and challenges when designing a literacy curriculum for second language learners that promotes and ensures acquisition of bilingualism and biliteracy. Literacy curricula that are considered effective are based on a philosophy of student learning and language acquisition that is research-based and has clear and attainable instructional expectations and procedures to ensure successful implementation. Such curricula have goals that clearly outline student progress in both English language learning and mastery of literacy content. Curricula should include an instructional model guiding teachers to plan lessons based on data and student needs, using proven strategies for language acquisition and development. Fort Bend ISD had 20.3% Emergent Bilingual/English Learners students in 2024-25.. In that same year, 21.1% of its students were enrolled in Bilingual/ESL programs. According to the **2025 FBISD Full Audit**, the number of Emergent Bilingual students and those enrolled in bilingual/ESL programs is rising, which indicates the district needs to develop and implement a comprehensive Dual Language/Bilingual/ESL curriculum.

Ensuring that second language learners acquire bilingualism and are biliterate requires monitoring of their language acquisition along with their progress in both first and second language literacy development. Understanding how language is acquired and ensuring that teachers are provided with research-based strategies, appropriate and authentic resources, literature that is culturally relevant, and monitoring that measures bilingualism and biliteracy is essential to a successful literacy curriculum. A key element to this success is a literacy curriculum that also contains formative and summative assessments that allow teachers to monitor in both languages and create lesson plans and interventions to ensure success for all students.

Scope of the Written Curriculum for SLAR and ESL

Auditors expected to find that 100% of Spanish Language Arts and Reading (SLAR) and English as a Second Language (ESL) courses in grades PK through 8 have written guides to direct teaching and learning. Comprehensive curriculum guides provide teachers with clear direction and support. The absence of a clear and comprehensive curriculum for teaching and learning can inhibit vertical and horizontal alignment and produce inconsistent and potentially inequitable results across the district. As indicated in the **2025 Fort Bend ISD Full Audit**, 100% of the SLAR courses in grades K through 5 have a written curriculum. Only 3rd grade has a Reading Language Arts Dual Language Curriculum Guide, yet Dual Language is implemented in grades K through 3. One hundred percent of beginning and intermediate ESL courses in English and Reading for grades 6 through 8 have a written curriculum.

Quality of the Written Curriculum for SLAR and ESL

To determine the quality of the curriculum for Fort Bend Independent School District One-Way Dual Language, Bilingual Early Transitional, and English as a Second Language programs, auditors reviewed curriculum guides, program resources, language allocation schedules, and the Professional Development (PD) program. They also interviewed administrators, program directors, teachers, and visited bilingual classrooms.

Overall, auditors found the curriculum for the dual language, bilingual, and ESL courses is not adequate to provide direction for planning instruction that ensures effective language acquisition. FBISD has three Spanish Language Arts and Reading (SLAR) program models: One Way Dual Language K-3, Transitional Bilingual Early Exit 4th-5th grades, and ESL Elementary, Middle School, and High School. Transitional Bilingual Early Exit is being phased out over the next two years, and One Way Dual Language will be the model for elementary. As a result, no consistent horizontal or vertical alignment in the SLAR curriculum was found. No district-adopted SLAR resources are used Kindergarten through grade 8, or even through grade 5, to contribute to alignment and help students move grade level to grade level with consistency.

Minimum Basic Quality

To determine the quality of the SLAR and ESL curriculum, auditors examined the documents using the CMAC® Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity listed in **Finding 2.3** of the **2025 Fort Bend ISD Full Audit**. A total score was determined by adding the ratings for the six criteria. A total score of 14 of a possible 18 is the minimum score for the document to be determined adequate.

Appendix F in the **2025 Fort Bend ISD Full Audit**, includes the rating for each of the SLAR and ESL English and Reading courses in grades K through 8. The scores ranged from 4 to 8 in SLAR grades K through 5, lower than the scores for the English Language Arts and Reading curriculum. Scores were lowest in the components of assessment, resources, strategies, and activities, and highest in objectives and prerequisites. Dual Language 3rd grade scored the highest with a 12. The ESL English and Reading curriculum in grades 6 through 8 all scored 11. Scores were lowest in assessment, and higher in resources, activities, objectives, prerequisites, and strategies. None of the documents scored a minimum of 14 to be considered adequate to guide teachers in their planning of instruction. The auditors provide an explanation for each of the six components in the full audit narrative in **Finding 2.3**.

Quality of Alignment

Auditors then examined the alignment of instructional resources with district standards and objectives. Using the curriculum guides for SLAR dual language in grades 2 and 4, and the ESL guide for grade 6, auditors randomly chose two activities and three learning standards (TEKS) for analysis. The following chart shows a summary of the analysis.

Exhibit 2.2.1: Analysis of District-Selected Resources for Congruency of Learning Experiences with Identified TEKS for Spanish Language Arts and Reading in Grades 2 and 4, and English as a Second Language in Grade 6 in Content, Context Type, and Cognitive Level

District Resources: Identified TEKS and Resource Description	Conocimientos y Destrezas Esenciales de Texas (TEKS) y expectativas de los estudiantes	TEKS and Student Expectations	Content	Context	Cognitive
Spanish Language Arts and Reading					
Grade 2 Dual Language					
<p>HMH, Lesson 1: Citizenship: M1 Week 1 T28-29</p> <p>Share information and ideas about a topic of conversation. Identify real-life connections between words and their uses. Answer questions with multi-word answers.</p> <p>Present: Tell children that citizenship is about belonging to a community. Ask children to name groups to which they belong. (Family, school, club, city/town). Create poster during a lesson. This gives children opportunity to contribute their ideas and talk about topic.</p> <p>Developing Context: Use prompts on pages 8–11 of Teaching Partner to begin developing module theme while children are still in My Book. Comment on the quote Guide so children can discuss proverb (p. 8). Essential Question: Why can being a good citizen make a difference? Use ACTIVE VISUALIZATION routine with Curious Minds: The Best Citizens Video (p. 9). Use the VOCABULARY routine and Flashcards 1.1–1.3 to present Core Idea Words: citizen, difference, kind. Ask children to start the Vocabulary Web (pages 10–11).</p> <p>Closing: Today we learned to answer questions with multi-word answers to share information and ideas about a topic of conversation. Invite students to express their ideas using several words to talk about new topic. (Lesson Written In Spanish)</p>	<p>2.1A escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras</p> <p>2.1C comparta información e ideas que se enfoquen en el tópico que está en discusión, hablando claramente a una velocidad apropiada y usando las convenciones dellenguaje</p> <p>2.10C discuta cómo usa el autor los aspectos impresos y gráficos para lograr propósitos específicos</p>	<p>2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p> <p>2.1C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p> <p>2.10C discuss the author’s use of print and graphic features to achieve specific purposes</p>	<p>Yes</p>	<p>Classroom Activity</p>	<p>DOK2</p>

District Resources: Identified TEKS and Resource Description	Conocimientos y Destrezas Esenciales de Texas (TEKS) y expectativas de los estudiantes	TEKS and Student Expectations	Content	Context	Cognitive
Spanish Language Arts and Reading					
Grade 2 Dual Language (Cont.)					
<p>HMH Lesson 7: Making M2 Connections Week 2 T374-375 Identify the characteristics of fantasy text. Make connections with personal experiences, texts, or society. Comment on connections to text. Create a teaching poster together. Use the prompts in the blue notes for READ TO UNDERSTAND on pages 148–181 of your Teaching Partner to guide the conversation about What a Hairy Madness as the children follow along in My Book. Gender Study Establish a Purpose for Reading Develop the context by Playing audio about Susan Stevens Crummel and Janet Stevens. Reading and Understanding: Guide the children to read the selection to the end. Pause, following your Teaching Partner’s directions to gauge students’ understanding and to apply how to make connections. Ask them to refer to the Flashcard to describe whether the connection is between the text and them, text-to-text, or between the text and the world. (Lesson Written in Spanish)</p>	<p>2.7B escriba comentarios breves sobre textos literarios o informativos que demuestren la comprensión del texto 2.7C use evidencia textual para apoyar una respuesta apropiada 2.10A discuta el propósito del autor al escribir un texto</p>	<p>2.7B write brief comments on literary or informational texts that demonstrate an understanding of the text 2.7C use text evidence to support an appropriate response 2.10A discuss the author’s purpose in writing the text</p>	<p>Yes</p>	<p>Classroom Activity</p>	<p>DOK2</p>

District Resources: Identified TEKS and Resource Description	Conocimientos y Destrezas Esenciales de Texas (TEKS) y expectativas de los estudiantes	TEKS and Student Expectations	Content	Context	Cognitive
Spanish Language Arts and Reading					
Grade 4 Dual Language - Phonics					
Orthographic Accent: Acute Words HMH Module 1 Week 1 <ul style="list-style-type: none"> Subjects and Compound Predicates Subject-Verb Agreement Subject-Verb Agreement (Lesson Written in Spanish) 	None Listed	None Listed		Type of Activities Not Listed	DOK1
Syllables with the sound /k/ HMH Module 3 Week 1 Syllables with za, zo, zu, ce, ci HMH Module 3 Week 2 Agreement between pronouns and antecedents Reflexive and prepositional pronouns Agreement between pronouns and antecedents (Lesson Written in Spanish and translated as written)	None Listed	None Listed		Type of Activities Not Listed	DOK1
Grade 6 ESL					
Resources 6th Grade ESL Unit 7- Inquiry Instructional Resources Concept 1-Generate Questions and Plan Inquiry	None Listed	None Listed	No - No TEKS or expectations listed	Listed in the document are graphic organizers, exemplars, worksheet	DOK1
Resources 6th Grade ESL Grammar Only 2 links are in folder and TEKS resource document		ELA 6.10.D.i The student is expected to edit drafts using standard English conventions, including: Complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	No - First link is only a template with one title slide. Second link is a Canva presentation that has several different sentences in different languages, mainly Spanish and English, with no directions on how to use or expectations	2 web links	DOK1

As the exhibit above shows, dual language grade 2 guides (Uploaded August 2025) clearly state the resources, HMH, page numbers, TEKS, and activities. The activities were found to be mostly recall and sharing with classmates. In grade 4 dual, the TEKS were not listed, and the activities were not outlined and described. They only included a description such as “graphic organizer.” The final grade level was 6 ESL, with two activities analyzed. The activities consisted of names of activities with no instructions or TEKS, and the second activity was comprised of two links. One link was a one slide template, and the other was a Canva presentation with sentences in Spanish, English, and a couple of other languages. No instructions on how to do the activity were included. Except for the 2nd grade guides uploaded in August 2025, other grade levels lacked TEKS, activities, resources, or instructions. These activities were also found to be at DOK level 1.

The Dual Language program for Kindergarten through grade 3 utilizes HMH as an instructional resource, while adhering to the Scope & Sequence and English Phonics curriculum used in general education. This requires the Multilingual Department and teachers to make HMH “fit” into the general education Scope & Sequence. In the ELAR Scope & Sequence, the HMH resource used in grade 2 is not referenced nor are the SLAR TEKS as they are numbered and written out only in English. A district administrator said in an interview, “Dual language program is not aligned – they have HMH but have the inhouse curriculum. They connect it with the general education scope and sequence the best they can, but it isn’t working.”

Transitional Bilingual Early Exit and ESL curriculum documents are modeled after general education with teachers asked to apply second language learning strategies. Although ESL is being phased out in elementary, there is no separate ESL curriculum in elementary, just the general education curriculum with ESL strategies, which, for the most part, are the documents provided by the Texas Education Agency (TEA) on their website, such as ESL supports, ELPS, and checklists.

No authentic dual language curriculum documents were found in which both languages were provided with strategies, assessments, differentiation, data collection and review, and reteaching strategies, along with strategies to bridge the two languages. Most documents reviewed were found to be only in English and are the same as the general education English language arts documents. The documents that contained Spanish language arts were mostly direct translations with no research-based, authentic, or recent second language learner strategies based on the Texas Reading Academies for SLAR. Other than HMH, resources were not in line with Reading Academies, nor were there any documents that described in detail how to implement them to teach the curriculum. HMH resources supported Kindergarten and second-grade Spanish phonics and reading units.

All elementary grade levels were found to use the English phonics curriculum developed by the district. Only the phonics documents in grade 2 contain one example per lesson of a cross-linguistic connection between English and Spanish phonics. Cross-linguistic connections should also be in grammar, writing, reading, word work, and, if relevant, spontaneously. The English phonics curriculum relies heavily on Fountas & Pinnell resources, while the resource for Spanish phonics is HMH. These resources do not align, nor do they bridge the languages.

Dates for curriculum documents ranged from 2017 to 2024. Some documents were outdated, and others contained strategies for teaching synchronously and asynchronously. The curriculum documents, even when present, are not easily accessed and take many clicks to find and reach. A new teacher would find it difficult to navigate. A dual teacher commented on the teacher survey, “What’s there in the curriculum is not enough, and we need serious training on where things are in the curriculum.” The curriculum needs to be easier for teachers to access and use. (See **Finding 2.3.**)

Fountas & Pinnell strategies and resources were found to be prevalent in many pieces of the curriculum, such as read alouds, small group resources, and English phonics, making it confusing for SLAR teachers to distinguish between the ELAR and SLAR portions of the curriculum since there is no clear demarcation as to where and how the resources should be used.

Presence of Assessments

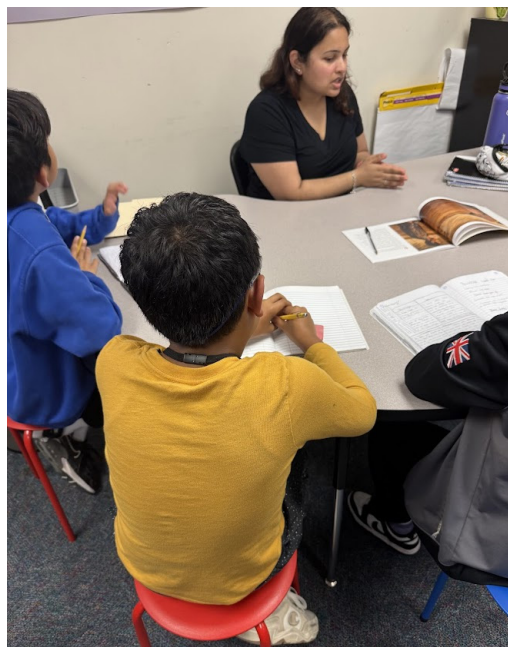
No formative or summative assessments to determine biliteracy and bilingualism were found at any grade level. Upon asking the Multilingual department what was used to measure biliteracy, the response was NWEA *MAP* given in both English and Spanish. NWEA *MAP* is not an exam that is recognized as an assessment given to measure biliteracy. It is a stand-alone English exam and a stand-alone Spanish exam with no measure of correlation between the two languages. The Spanish *MAP* Reading Fluency Content Guide outlines the exam and each piece contained within. It is detailed in the development of each piece of Spanish phonics and how it is measured. It does not contain any biliteracy phonics/reading correlation charts, nor does it describe any areas in which biliteracy is measured in the exam itself. It does state that *MAP* Reading Fluency in Spanish is used only to measure growth in Spanish, and its counterpart only growth in English. No correlation for biliteracy is stated.

In FBISD OneNote Kindergarten and second grade, a tab indicates assessment. The Margret Heritage Assessment Model is pictured when the tab is clicked. Next to it is another link for an ELL Instructional Accommodations Page, which is a TEA document. Another link asks the user to click to go to the Spanish Assessment folder, but when clicked, it goes back to the opening page for that grade level's resource folders. No Spanish assessments are contained within the folder. Additionally, in fourth and sixth grade, no dual assessments were found. All assessments are from general education. No Tier 2 or Tier 3 Spanish or Dual resources, progress monitoring, or assessments were found at any grade level.

Kindergarten Curriculum

Bilingualism and biliteracy ensure proficiency in both languages used in the program, including the ability to read, write, and think critically in both languages. This foundational skill supports overall academic achievement and cognitive development. Fort Bend ISD relies on a general education curriculum instead of a curriculum in which a goal is bilingualism and biliteracy. In the Reading Outline for Kindergarten in the Spanish Language Arts Kindergarten resource document, no Spanish guides or resources are listed. The document is the same as the one for general education.

The document for Interactive Read Aloud for Kindergarten is from 2019 and shows no Dual Language strategies, cross-linguistic connections, or other characteristics of a dual language document for Spanish Language Arts. It is also the same as used in general education.



Madden Elementary Small Group Instruction

The document from the FBISD OneNote for Kindergarten Spanish Language Arts for the Learning Progression for Competency 5: Phonics, Spelling and Word Study does not show how the student will achieve biliteracy. The exhibit below is taken from the OneNote resources:

Exhibit 2.2.2: Kindergarten Spanish Language Arts Learning Progression for Competency 5: Phonics, Spelling, and Word Study

Learning Progression for Competency 5: Phonics Spelling, and Word Study		
The student identifies the common sounds of most letters, decodes, and spells using common patterns within words.		
Developing	Progressing	Proficient
Understands and applies some concepts taught in phonics, spelling, and word study lessons with prompting.	Understands and applies all concepts taught in phonics, spelling, and word study lessons with prompting.	Understands and applies all concepts taught in phonics, spelling, and word study lessons.
The student can:		
First Grading Period		
Recognize your name		
Hear and say rhyming words		
Clap syllables		
Recognize some letters and their corresponding sounds		
Identifies some letters and their corresponding sounds		
Hear and generate rhyming words		
Blend syllables		
Hear and say the same beginning sound in words (big, bat, cute, cat) (sol, mamá, gusta, pelota)		

As seen in the exhibit, at the bottom of this document is an example of words teachers can use to teach the goal: “Hear and say the same beginning sound in words (big bat, cute cat) (sol, mama, gusta, pelota).” The words in Spanish do not meet the criteria for the goal.

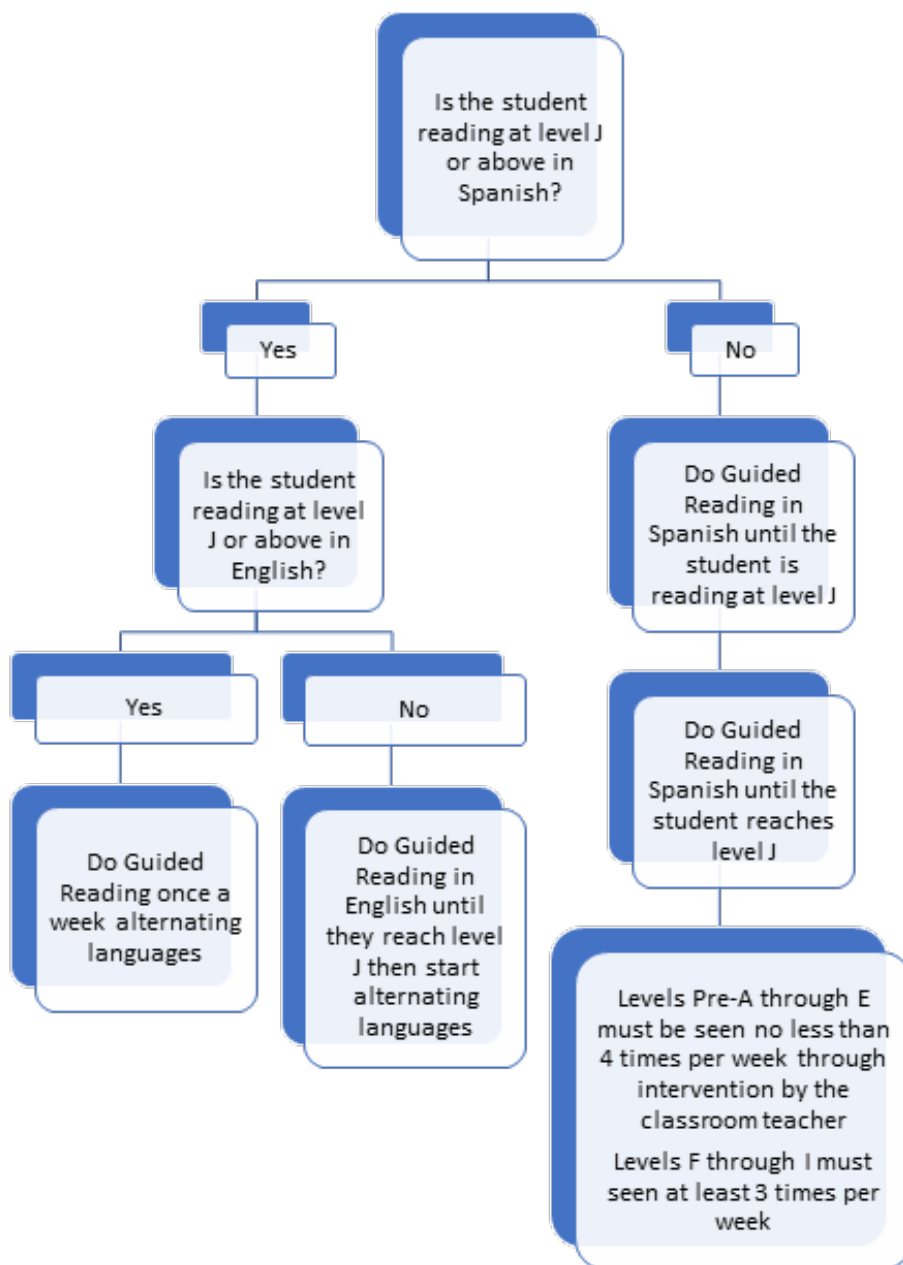
In the lower grades, HMH is the one dual language resource. That resource is used for Spanish phonics, and in second grade also for some Spanish reading units, but not all. This causes misalignment as there is not one consistent resource used to build skills from unit to unit, nor grade to grade. The Scope & Sequence of ELAR is made to fit the SLAR phonics piece in HMH, causing misalignment. When early literacy skills are taught “a la English,” the result is confusion and misalignment with objectives. A wider use of dual resources and strategies that teach biliteracy and specific Spanish literacy skills will likely provide more effective and accurate SLAR learning and language acquisition.

Alignment of the Written Curriculum to the Texas Reading Academies

The dual language program goals ensure that students not only become bilingual but also achieve high academic standards in language arts, in both languages. Fort Bend ISD does not have a rigorous curriculum and instruction that is challenging and engaging, while also supporting language acquisition. A curriculum that reflects and emphasizes dual language/bilingual/ESL research-based strategies and classroom activities such as those presented in the bilingual path of Reading Academies, and specific resources designed and researched for the simultaneous acquisition of literacy in both languages can provide SLAR teachers with what they need to plan effective lessons. A bilingual teacher commented, “We don’t have a curriculum. We are piecing together everything.”

The exhibit below shows the document found in FBISD OneNote for second grade Spanish Language Arts Guided Reading that illustrates the path to take with dual students.

Exhibit 2.2.3: OneNote Spanish Language Arts Guided Reading for Second Grade



As seen in the exhibit, bilingual teachers are led to do Guided Reading, which does not align with the Science of Reading. The Science of Reading is the basis for the Texas Reading Academies and, therefore, is not aligned with what FBISD states it follows for Spanish Reading Language Arts. A central office administrator commented in an interview, “We have said over and over that we have moved to the Science of Reading, but I am not sure they have the resources to do it.”

To show the contrast between activities found in the FBISD ELAR/SLAR curriculum and the Texas Reading Academies, auditors selected strategies from each to analyze their support for language acquisition. The following exhibit shows the comparison.

Exhibit 2.2.4: Comparison of Activities from FBISD Curriculum and Reading Academies

Activity from Curriculum Balanced Reading	Activity from Reading Academies Science of Reading	Supports Language Acquisition
Literacy instructional frameworks developed for monolingual students are appropriate for developing EBs’ literacy skills in their native or second language	Literacy instruction in a second language differs in key ways from native language instruction; a different framework is needed. For example, one strategy where this is highlighted is students benefit from explicit instruction about connections between their native language and English.	Teaching early literacy skills “a la English” does not support language acquisition. Literacy instruction with a specific framework, strategies, and resources designed to teach a second language, while bolstering and appreciating native language, has been shown to be an additive model of language acquisition.
Activity to develop Oracy: Students at desks talking to each other about the lesson	Activity to develop Oracy: Circle Chat Students are in two circles. One is an outer circle; the other is students in a circle inside that one. Students have a time limit to ask and answer a question or share information. Sentence stems are used to help EB students frame their questions and responses.	Student talk does not promote language acquisition as such talk can be unstructured at a level of social language and may not cover material. Circle Chat is structured and uses strategy of sentence frames. Teacher can ensure students practice academic vocabulary by framing questions to do so and can also ensure students are exchanging the information or answers that are academic.
Decodables used to teach early literacy skills	Grade level text at instructional level to teach early literacy skills and comprehension.	Decodables tend to teach patterns; while students may learn the pattern, they may have trouble when encountering words outside the pattern. Decoding is given preference over comprehension. Grade level text at instructional level is structured to help teach literacy skills within the framework of “real life” literacy so that comprehension is also taught.

As seen in the exhibit above, effective strategies for teaching ELAR differ from strategies that are effective for language acquisition in SLAR. The Texas Reading Academies activities are based on the Science of Reading and support language acquisition. The FBISD curriculum needs to shift completely to the Science of Reading for the bilingual, dual language, and ESL curriculum to ensure compliance with Texas law and to more effectively guide teachers in their planning, eliminate confusion about strategies teachers are expected to use, and provide instructional strategies that more likely result in language acquisition and higher student achievement.

Culturally Relevant Literature and Resources in the Written Curriculum

Sociocultural competence highlights the importance of students developing an understanding and appreciation of diverse cultures and perspectives. Fort Bend ISD has 120 languages and diverse cultures within its boundaries. Many of the administrators, teachers, and parents stated this was a district strength, yet no emphasis was placed on this valuable resource in the dual/bilingual/ESL literacy curriculum by using a variety of culturally relevant literature or resources. With such a variety of languages within its district, FBISD should ensure students feel their languages and cultures are valued. A campus administrator said in an interview, “Diversity is a strength; a lot of different backgrounds come into play.”

The exhibit below shows second grade resources for dual reading. The chart shows a sampling of resources and books with titles in Spanish for general reading and for poetry.

Exhibit 2.2.5: Second Grade Resources for Spanish Language Arts and Reading

Resources (2nd Grade)			
The following Resources are available to you to use in conjunction with the teaching points and lessons examples included above			
	Print Resources	Electronic Resources	Other
Tier 1	The Poetry Friday Anthology by Janet Wong and Sylvia Vandell	Spanish Poems PPT 2021	2.11 – Prewriting
	Poems by Nicki Grimes	Safety Pin by Valerie Worth	Primarily Writing by Debbie Rickards
	The New Kid on the Block by Jack Prelutsky	My Teacher Ate My Homework by Kenn Nesbitt	2.10A Craft
	Poems by Shel Silverstein	The Voice by Shel Silverstein	Craft Lesson: Teaching Writing K-8 by Joann Portalupi
	Steps to Literacy Poetry Collection	Things by Eloise Greenfield	2.11D.iv
	Cuales animales	Poetry Minilessons	Adjectives to Lift Description pg. 70
	Dichos de bichos	Unit 4 At a Glance Planning Document	Mastering the Mechanics: Ready-to-Use Modeled, Guided, and Independent Edit Linda Hoyt and Teresa Terriaut
	El canto del mosquito	Unit 4 Reading and Writing Connections	
	El libro que canta		
	Lleva a la luna a pasear		
	Poesia eres tu - Antología		
	Uno, dos, tres Dime quien es!		
	Additional Spanish resources available in campus library		
	Arcoiris de poesia: Poemmas de las Americas y España Por Sergio Andricain		
	Books with Repeated Words:		
	Bear Snores On by Karina Wilson		

Note: *Any misspelled words in Spanish are written exactly as in the resource document from FBISD.

Tier 1 and Tier 3 are included in the documents from FBISD, but as seen in the exhibit, only Tier 1 has resources in Spanish. Tier 2 and Tier 3 do not have any resources other than in English. Tier 1 resources are limited to Spanish and are not inclusive of any of the other 120 languages spoken in the district. Culturally, these resources are also only limited to Mexico, Central and South America, and Spain, along with the English resources that do not mention any other culture. These resources are not part of any resource itself, but instead are books and sites that teachers access in school libraries and the internet. No student activities were found that reflect and celebrate cultural diversity.

Stakeholder View of SLAR and ESL Curriculum

On surveys, parents, teachers, and administrators commented about needing to improve the curriculum and resources for Spanish Language Arts. The following are typical comments:

- “Please do better with your non-English speaking program.” (Parent)
- “This is a disservice; SLAR teachers cannot make the connection to the general ed ELAR scope and sequence.” (District Administrator)
- “There is a lack of alignment of ELAR/SLAR curriculum.” (District Administrator)
- “The Bilingual side has a completely different resource, and the scope and sequence is different.” (District Administrator)
- “We are not supporting all students in language learning except for Spanish speakers.” (District Administrator)
- “When ELL learners are placed in classrooms, teachers need to have a separate curriculum or assistance on how to reach those students.” (Teacher)

Summary

In summary, the Spanish Language Arts Reading curriculum does not have adequate alignment, resources, strategies, interventions, nor assessments to ensure the three pillars of dual language/bilingual education (bilingualism and biliteracy, high academic achievement, and sociocultural competence) are met. The three types of dual language/bilingual education show no alignment and continuity in the curriculum as students move from one program to the next. The programs utilize general education resources and curriculum documents, rather than materials specifically developed for Dual/Bilingual/ESL instruction. Assessments that measure bilingualism, biliteracy, and biculturalism, or the use of strategies specific to the programs, are not found in the curriculum documents. This analysis demonstrates the need in SLAR and ESL curriculum documents for increased alignment of the resources to the standards in content, context, and cognitive level in order to increase the rigor of the curriculum. FBISD needs to develop curriculum documents specifically for SLAR instruction based on the required literacy instruction provided in the Texas Reading Academies. (See **Recommendation 2.**)

Finding 2.3: Teachers report inconsistent use of the district’s written curriculum for ELAR/SLAR to plan instruction. The multitude of resource documents, misalignment to TEA expectations, and difficult online navigation have created a curriculum that is not user-friendly, especially for new teachers.

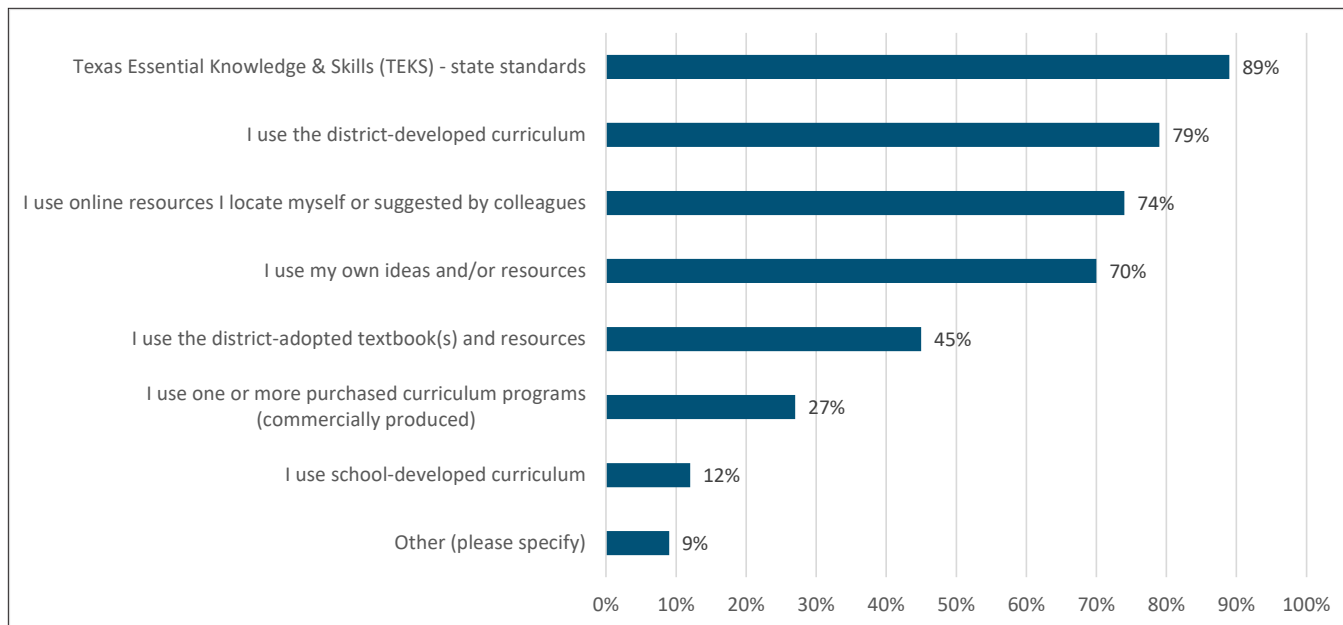
Consistent use of quality curriculum documents that support teaching and learning in classrooms is critical for establishing control of the educational program in the school district. In order for students to have equal opportunities for achievement, teachers should not only have access to high-quality curriculum, but need to use the objectives, assessments, prerequisite skills, approved resources, teaching

approaches, and student activities described in the written curriculum to meet the needs of learners in their classrooms. (See **2025 FBISD Full Audit, Finding 2.3** for a description of curriculum components.) Use of the district’s curriculum is non-negotiable, meaning every teacher at all grade levels and in all subject areas across the district must access and utilize the written curriculum documents to guide planning for instructional delivery to ensure all students have equal access to learning opportunities aligned to state standards and district-adopted curriculum resources. Because use is non-negotiable, written curriculum guides must be “user friendly” and easy to navigate and apply when planning lessons.

In order to determine the use of district ELAR/SLAR curriculum in Fort Bend ISD, auditors reviewed board policies, interviewed administrators and teachers, and visited classrooms during the on-site visit. Auditors reviewed board policies and curriculum documents to determine district expectations for the use of written curriculum. Auditors found that policies do not sufficiently direct teachers to use the district curriculum (see **Finding 1.1**). In interviews with administrators and teachers, and survey data from teachers, it was confirmed that there is no clear expectation that teachers teach the district-developed curriculum.

The auditors surveyed ELAR/SLAR teachers in grades K-8, and found that although the majority of teachers report using the district curriculum, many also rely on their own ideas and resources, or online resources, for planning and delivering instruction. In response to the survey question, “What instructional resources do you use most frequently?”, teachers could select up to three answers from seven response choices. Responses were received from 151 teachers, and the results are presented in the following exhibit.

Exhibit 2.3.1: ELAR Teacher Response: Most Frequently Used Resources, Grades K-8



Note: Not all totals equal 100% due to rounding

Source: ELAR K-8 Teacher Survey

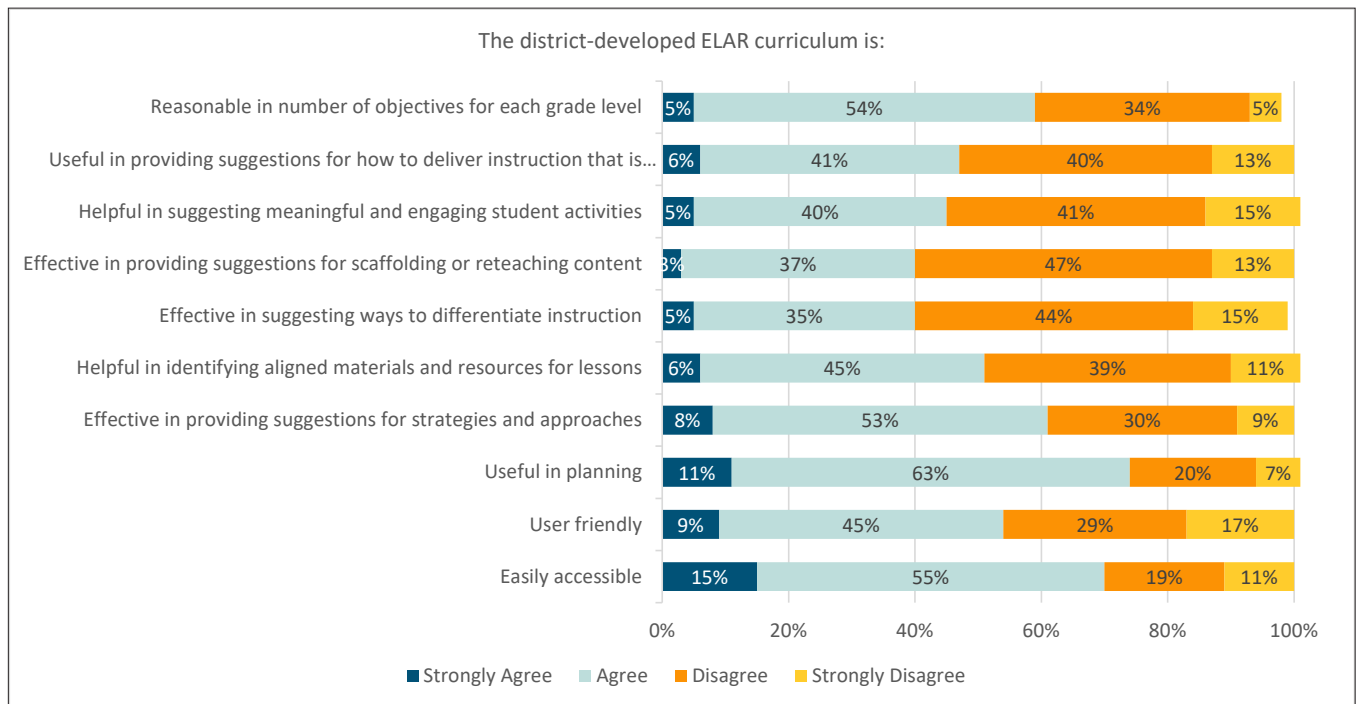
As noted in the exhibit, the most frequent response was the use of state standards (TEKS) at 89%, followed by use of the district-developed curriculum at 79%. Nearly three fourths of the teachers who responded indicated they use online resources (74%) or their own ideas or resources (70%). Teachers who responded “other” could also type in comments about other resources they use. Some typical responses included:

- “Lead4ward”
- “Fountas and Pinnell”
- “Science of teaching reading resources provided by the TEA website”
- “Strategies from other teachers”
- “The programs I purchased; our district does not have an adopted textbook or resources.”
- “Extra activities made up on my own or from Teachers Pay Teachers or Pinterest”

Although most teachers report following the district-developed curriculum, most also reported using online resources or their own ideas or resources. When teachers use a variety of resources that are not district-vetted for alignment to plan instruction for the targeted TEKS, the curriculum will vary, causing the learning experiences that students experience to likely be inconsistent and inequitable across the district. Teachers need aligned resources, strategies, and student activities for daily instruction, so that the tightly-held standards and assessments are coordinated both horizontally and vertically.

Auditors also asked K-8 ELAR teachers to agree or disagree with statements regarding the curriculum documents; 154 teachers responded. The following exhibit shows the percentage of respondents who responded to each choice for each statement. Not all totals equal 100% due to rounding, or possibly due to some respondents skipping some of the statements.

Exhibit 2.3.2: K-8 ELAR Teacher Responses Related to Curriculum



Source: ELAR K-8 Teacher Survey

As seen in the exhibit, teachers who responded strongly agree or agree that the curriculum is useful in planning (74%) and easily accessible (70%). They disagreed or strongly disagreed that the curriculum is effective in providing suggestions for scaffolding or reteaching content (60%) and effective in suggesting ways to differentiate instruction (59%). Additionally, 56% of teachers did not agree that the curriculum

is helpful in suggesting meaningful and engaging student activities. Teachers left the following written comments regarding the statements:

- “It takes time to develop strong readers and writers. That time is not built into the curriculum.”
- “I agree with the number of objectives, but feel we move through the curriculum too fast for students to really grasp each concept.”
- “The current ELAR curriculum is not laid out in a user-friendly way.”
- “The Dual Language curriculum is much more effective than regular ed curriculum at this time.”
- “The current ELAR curriculum does not align to new district initiatives and is very difficult to follow. This makes it difficult and frustrating in planning and implementing district initiatives.”

Teachers and central office administrators also reported to auditors that the curriculum documents contain errors and misalignment to current expectations from the Texas Education Agency for literacy instruction; both are factors that contribute to inconsistent use of the written curriculum.

- “Curriculum was written in-house based on the Balanced Literacy approach and supplemental resources from Fountas and Pinnell. Legislation triggered the reading academies, so we began making revisions and changes to make sure it was aligned with the Science of Reading.” (Central Office Administrator)
- “We have not had a lot of hands on the curriculum for four years, because of pauses through legislation. Phonics curriculum was not aligned so we built our own from the ground up.” (Central Office Administrator)
- “There are a lot of errors in the ELA curriculum, both in the mini lessons and the phonics.” (Teacher)
- “The mini lessons do not match the rigor of the *STAAR*. The rigor of the poetry unit did not match the rigor of the passage on the test.” (Teacher)
- “Revising and editing isn’t in the curriculum in the same way as it is tested on *STAAR* or on the *TELPAS*.” (Teacher)
- “Curriculum doesn’t match the framework for instruction yet. Instead of adjusting the curriculum, they are rolling Science of Reading on top of Balanced Literacy. We’ve been piecemealing.” (Central Office Administrator)

Overall, about half of the teachers were positive about the district’s curriculum, while about half were in disagreement with the quality statements. Because of the many comments auditors heard about how overwhelming the curriculum is, they next logged in to the online curriculum to experience it as a teacher does. Most of the ELAR and SLAR curriculum folders contain the same sections, or tabs, and have an enormous number of folders and links teachers must navigate to find what they need to plan. The following exhibit summarizes three grade levels ELAR/SLAR, Kindergarten, 2nd grade, and 7th grade, to give an example of the number of folders, links, and/or documents contained in the curriculum. Numbers are approximate, as the multitude of folders within folders and links on documents were difficult to count. A comprehensive list and explanation of documents for the three grade levels is shown in **Appendix D**.

Exhibit 2.3.3: Summary of Documents in Online Curriculum for ELAR/SLAR, Grades K, 2, and 7

Grade Level	Number of Language Arts Documents or Links
Kindergarten	
ELAR and SLAR use same documents except for Phonics Instruction. Some translations and SLAR TEKS are included in red font.	Overview/Scope and Sequence/Resources – 7 Unit folders – 8 Each unit folder – 4 folders Each unit link – 13 subtabs Each subtab – between 1 and 18 links
Total Kindergarten	Over 35 folders and 84 links to documents or resources
Grade 2	
ELAR and SLAR use same documents except for Phonics Instruction. Some translations and SLAR TEKS are included in red font.	Overview/Scope and Sequence/Resources – 3 folders, 3 documents Unit folders – 8 Vistas unit folders – 7 Each unit folder – 4 folders Unit Overview – 6 subtabs Each unit link – 13 subtabs Each subtab – between 1 and 25 links
Total Grade 2	Over 42 folders and 173 links to documents or resources
Grade 7	
Secondary ELAR	Resource Folder – 12 folders with 49 additional folders within and 218 links. Unit folders – 5, each containing 6 folders Unit Overview – 13 subtabs Each subtab – between 1 and 18 links
Total Grade 7	Over 91 folders and 302 links to documents or resources
<i>Source: Fort Bend ISD Curriculum in 1Link</i>	

As seen in the summary above, auditors found multiple documents for teacher use when planning units of instruction in ELAR and SLAR. Although not all documents would be utilized for planning each lesson, the number of folders and links to navigate for planning is a challenge for an experienced teacher and can be overwhelming for an inexperienced teacher. When faced with numerous planning documents and resources, teachers become frustrated, resulting in the utilization of external resources that may not align to or meet district expectations. On the teacher survey, several comments were made regarding how overwhelming the curriculum is to navigate.

- “The OneNote for each unit in reading and writing is poorly formatted and overwhelming.”
- “I am used to using it, but it really needs to be less complicated to navigate.”

- “The district curriculum is spread across Schoology, a textbook, and a OneNote that contains a ton of different pages and links. They also allow us to pull from Commonlit and released STAAR tests. It needs to be condensed down to one easily accessible location because, right now, it is not easy to navigate through at all. The district curriculum requires too much digging through tabs/links and time to be an efficient and effective resource. On top of that, some of the links they provide us don’t even work. I can’t say it is helpful when it is this difficult and time-consuming to navigate.”

In interviews, auditors also heard many comments regarding difficulty in using the online curriculum.

- “The [ELAR] curriculum is overwhelming for new teachers, and even for some of the seasoned teachers. They don’t know where things are, and it takes too many clicks.” (Teacher)
- “Right now, it’s [ELAR curriculum] so cumbersome, they don’t use it.” (Central Office Administrator)
- “You can only understand what’s behind the tabs if you are a curriculum writer. It’s information overload. The curriculum is too broad and overwhelming.” (Campus Administrator)
- “The ELA curriculum is all over the place with lists of books we can’t use, broken links, and it still has asynchronous and synchronous tags.” (Teacher)
- “There is nothing we actually give teachers to teach. They can see the curriculum in 25 clicks, but they don’t know what to actually use.” (Teacher)

Auditors found the quantity of documents and the cumbersome navigation of the ELAR/SLAR curriculum online likely has a negative impact on the use of the written curriculum. Teachers reported being frustrated and overwhelmed. The auditors concluded that although the curriculum is comprehensive, it is not consistently feasible or structured in a way that makes use more manageable and focused on student need.

Summary

In summary, auditors found that although the majority of teachers report using the district curriculum, they also report using external sources and their own ideas. Teacher survey data indicate they believe the curriculum is useful in planning and easily accessible. However, teachers also report that the curriculum does not provide effective direction for differentiation, reteaching, or providing meaningful and engaging student activities. Teachers and coaches report that the ELAR/SLAR curriculum is not fully aligned to the TEA expectations for literacy instruction, and contains errors that inhibit teachers’ use of the curriculum. The ELAR/SLAR curriculum presents an overwhelming number of resources that confuse and frustrate teachers in their planning. The district needs comprehensive, streamlined, accurate, and user-friendly curriculum documents, complete with suggestions for scaffolds and supports, to guide teachers in their delivery of high-level instruction to all students. (See **Recommendation 2.**)

FOCUS AREA THREE: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this Curriculum Audit™ focus area is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this focus area is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Three: Consistency and Equity

Under Focus Area Three, auditors review the design and delivery of the educational program to determine equity, consistency, and overall alignment. A successful school system meeting Focus Area Three will have in place a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored and supported by building and central office administrators and staff.

Common indicators include:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equality of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- Operations set within a framework that carries out the system's goals and objectives;
- Specific professional development programs to enhance curricular delivery and equip personnel to participate in its design and development;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Three**. Details follow within separate findings.

During classroom observations, auditors noted consistent implementation of the district's expectation of posted learning intentions or content objectives; however, the district priority of differentiation to meet diverse learner needs was seldom evident. While many classrooms, particularly in Focus and Measure schools, reflect components of the district's established literacy framework, students in nearly half

the literacy classrooms observed were not academically engaged. Most classroom activities observed required lower-order thinking skills. (See **Finding 3.1.**)

These observations were confirmed In **Finding 3.2**, when auditors analyzed district provided student work samples. Less than 5% of artifacts submitted were categorized as having academically engaging contexts, such as those that replicate real world activities or meaningful writing. Very few artifacts required strategic or extended thinking.

After reviewing district-provided documents, conducting interviews, and reading survey results, auditors found that the district has not established long-range, comprehensive professional development plans to initiate the change process required to meet state requirements regarding the Science of Reading. Monitoring of new district literacy initiatives, including phonics and small group instruction, has been thoughtfully planned by central office administrators, although no system is in place to collect, synthesize, or respond to the data collected. (See **Finding 3.3.**)

Finding 3.1: Classroom observations revealed inconsistencies in instructional practices, student engagement, rigor, and alignment with district expectations.

High-quality classroom instruction is key to a district’s capacity to positively influence student achievement and bridge achievement gaps across ethnicity, gender, and socioeconomic status. Diversity in approaches to the delivery of curriculum and the consistent use of research-based instructional strategies, active student engagement, and varied cognitive types promote increased achievement for all students. The use of a variety of strategies assists teachers in meeting the various needs and learning styles of students. Employing effective strategies and activities in the classroom serves to motivate students, facilitate challenging learning, and encourage students to think critically.

Central office and campus leaders are responsible for establishing and communicating desired classroom practices for quality instruction and monitoring that instruction for effective implementation. Successful school systems communicate clear and explicit expectations for instructional practices, and develop the skills of teachers and administrators in identifying and using effective classroom activities proven to engage students in learning.

Fort Bend ISD Instructional Models for Literacy

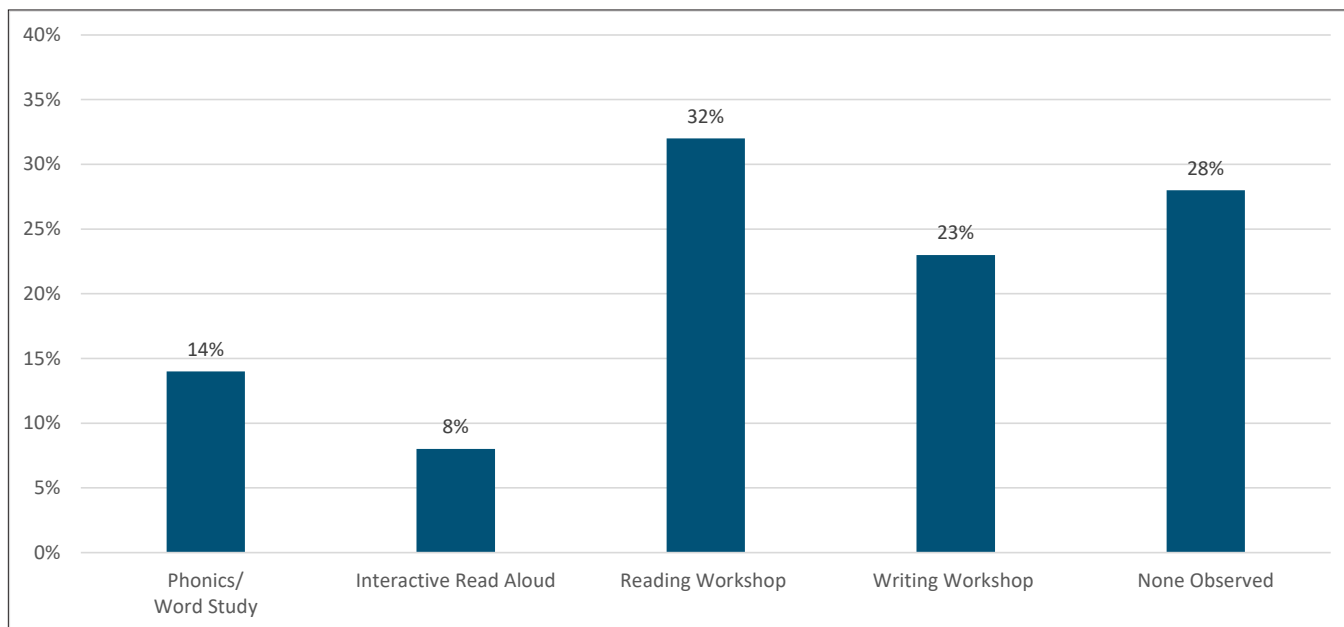
Auditors were provided with the FBISD K-12 Literacy Plan, dated June 2022, as well as a separate instructional model document that contained an elementary literacy framework. Fort Bend ISD staff informed auditors that the literacy plan is being revised, with finalization and implementation expected in the 2025-26 school year. The current plan outlines the district’s Balanced Literacy Framework for delivering English language arts and reading (ELAR) instruction to students in grades K-12. While this section of the report examines frameworks across all grade levels, the primary focus of the literacy audit findings and analysis will center on implementation in grades K-8.

Within the overarching Balanced Literacy Framework, the district further defines literacy instructional models for elementary grades K-5 and secondary grades 6-12; each model provides parallel structures for reading and writing instruction. Each of these models begins with a mini lesson (K-5) or focus lesson (6-12), which includes explicit teaching, modeling, and guided practice. Students then engage in independent practice (grades K-5) or structured practice (grades 6-12) in reading and or writing, during which teachers provide small group instruction tailored to students’ needs or confer with individual students. Phonemic awareness, phonics, fluency, vocabulary, comprehension, composition, and grammar/conventions are

all integrated throughout the instructional routines. Students are expected to engage in reading, writing, listening, speaking, and thinking through recursive, authentic interactions with increasingly complex texts. The expectations for both elementary and secondary literacy instruction follow the gradual release of responsibility model, which is characterized by a shift of responsibility from the teacher to the student as the student works toward mastery of learning objectives.

The district’s elementary literacy instructional model features a mini lesson in either reading or writing, followed by a reading or writing workshop. For students in grades K-3, a dedicated phonics and word study component builds foundational skills necessary for reading and writing. Instruction follows a systematic and explicit scope and sequence, helping students develop phonological awareness, phonics knowledge, handwriting/typing skills, and automatic recognition of high-frequency words. Auditors observed ELAR instruction in 395 elementary classrooms in Fort Bend ISD. The following exhibit presents the percentage of classrooms in which each component of the elementary literacy instructional model was observed during these visits.

Exhibit 3.1.1: Literacy Instructional Model, Grades K-5



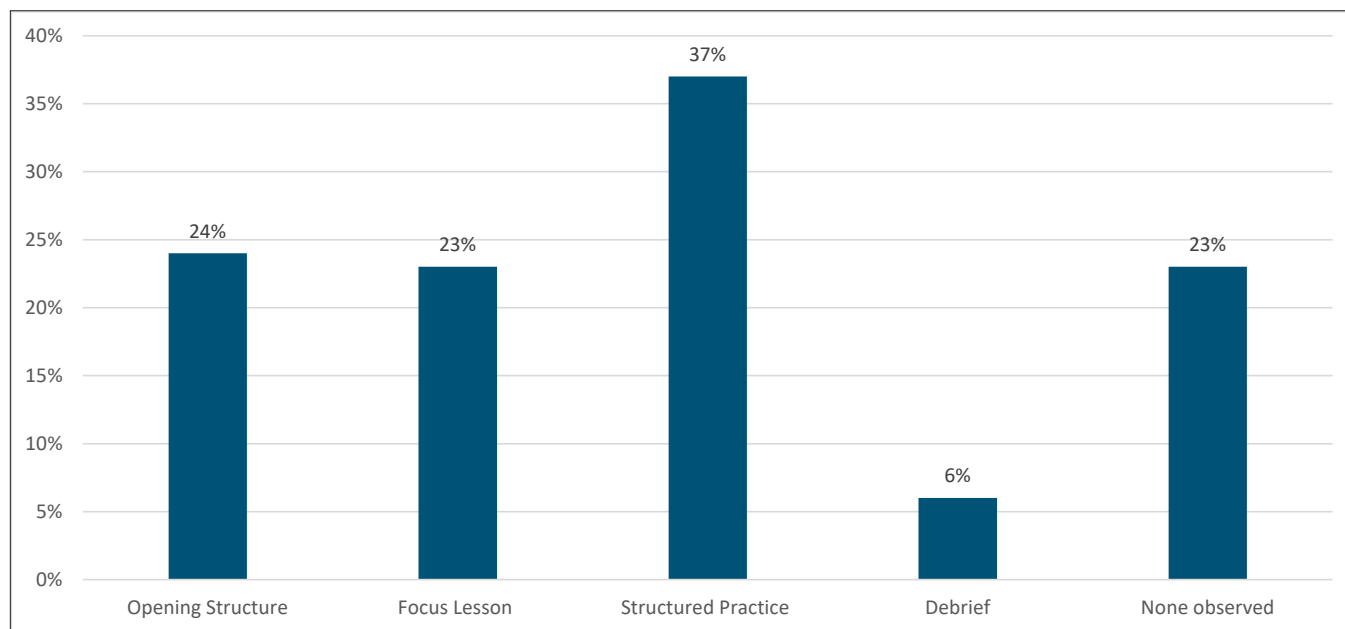
Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Across all campuses, auditors observed 32% of classrooms engaged in reading workshop activities and 23% in writing workshop activities. Phonics/word study and interactive read aloud were less often observed, likely due to the shorter durations of these components. Auditors did not observe components of the district’s instructional model for ELAR in 28% of the classrooms visited.

Of the elementary classrooms observed, 66 were located in Focus and Measure schools. Auditors identified a marginally higher implementation of elementary literacy instructional model components in Focus and Measure schools (74%) compared to other schools (71%). Additionally, it was noted that students in Focus and Measure schools were more likely to engage in reading workshop activities (42%) and less likely to participate in writing workshop activities (11%). Conversely, classrooms on all other campuses exhibited a more balanced distribution between reading workshop activities (30%) and writing workshop activities (26%), potentially indicating a disproportionate emphasis on reading over writing within Focus and Measure schools. Writing proficiency is unlikely without sufficient practice. Nevertheless, writing and writing instruction should be a regular, ongoing part of literacy instruction.

The secondary literacy instructional model is similar to the elementary model with minor differences. It includes an opening structure to engage students and outline learning goals, a 15-minute focus lesson for teaching concepts and skills, guided practice time for students in small groups or individually, and a lesson debrief to reflect on learning. The following exhibit presents the percentage of classrooms in which each component of the secondary literacy instructional model was observed by auditors.

Exhibit 3.1.2: Literacy Instructional Model, Grades 6-12



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

At the secondary level, 217 ELAR classrooms were observed. Of these, 77% incorporated elements of the secondary literacy instructional model. Auditors noted that students were often engaged in structured practice at the time of the observation, which is consistent with the model as this component occupies the majority of the class period. Opening activities, which typically last only a few minutes, were observed in 24% of the secondary ELAR classrooms visited by auditors. This observation suggests that some educators may be transitioning too slowly into focused instruction, thereby losing valuable teaching time. Focus lessons were observed in 23% of the classrooms, while lesson debriefs were noted in 6% of the classrooms.

Of the secondary ELAR classrooms observed, 74 were on Focus and Measure campuses. Auditors noted significantly higher degree of implementation of the secondary literacy instructional model components in Focus schools (84%) compared to non-Focus schools (74%). Auditors observed that teachers and students at Focus schools were engaged in opening structures (41%) and focus lessons (28%) more frequently, whereas these components were less commonly seen at non-Focus schools (16% and 18%, respectively). This observation suggests an increased emphasis on teacher-centered, direct instruction at Focus schools. If students in Focus schools are not provided with adequate opportunities for the application of literacy skills within the structured practice portion of the model, they may not develop the automaticity needed to gain proficiency and independence in reading and writing.

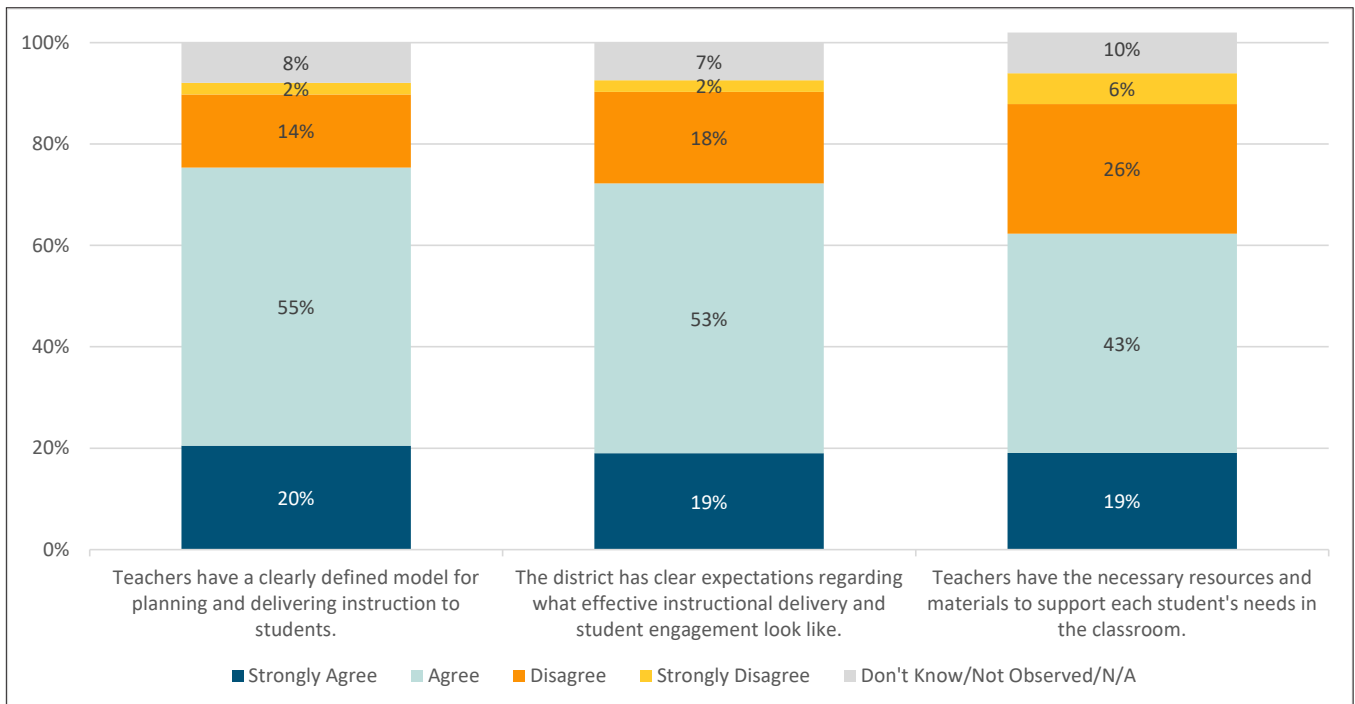
Literacy Classroom Observations Kindergarten – Grade 8

Classroom observations for the Fort Bend ISD literacy audit focused on ELAR classrooms spanning K-8. Auditors gathered data from 67 school campus locations, visiting 355 elementary classrooms and 89 middle school classrooms. During classroom visits auditors observed what was occurring in literacy classes and collected data on the implementation of the district’s instructional model for ELAR. They used this information to analyze the use of instructional strategies implemented in K-8 ELAR classrooms across the district.

During each 8-10 minute classroom visit, auditors recorded and categorized their observations. The data gathered provide a “snapshot” view of instruction during the observation period. Data gathered are not intended to be evaluative but to reflect what was observed for comparison with district expectations for instructional practices. No observations were conducted in classrooms where testing was occurring or in classrooms with a substitute teacher.

In addition to visiting classrooms, auditors conducted online surveys of teachers and administrators regarding expectations for classroom instruction. First, administrators were asked about the expectations for what classroom instruction should look like. The following exhibit summarizes their responses.

Exhibit 3.1.3: Administrator Perceptions Regarding Expectations of Classroom Instruction

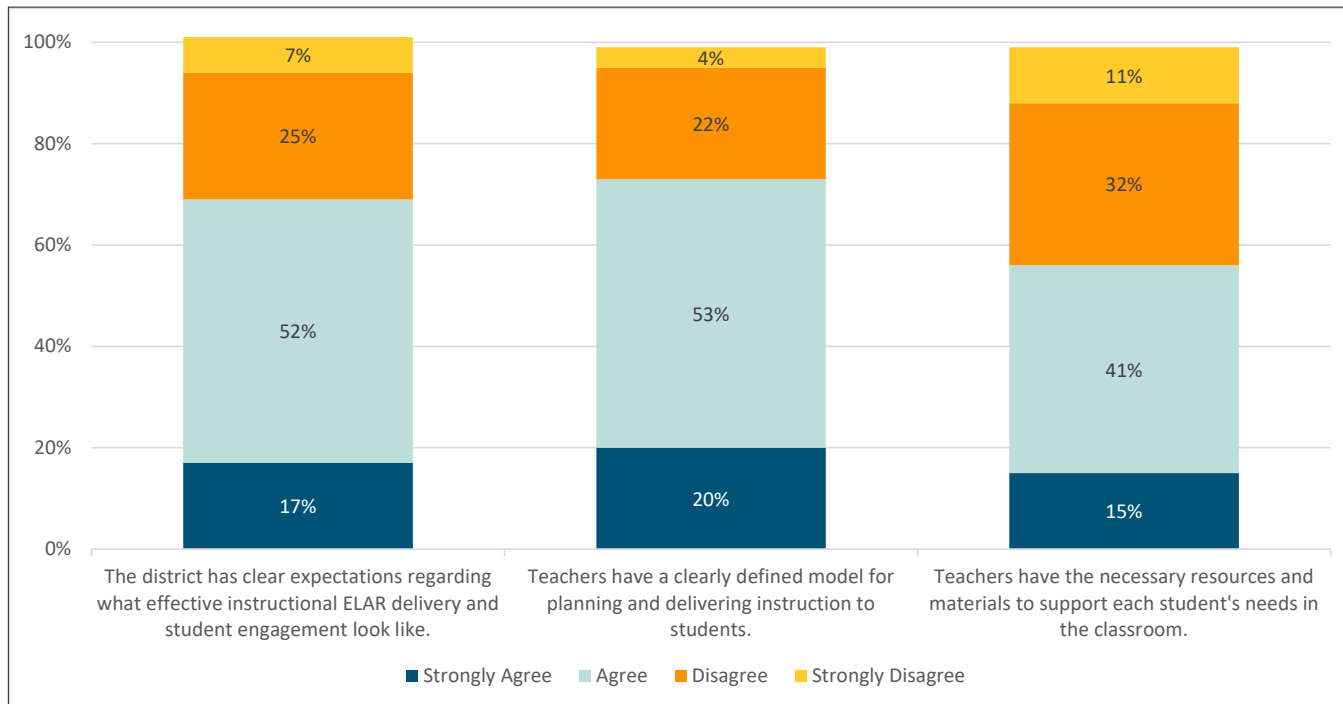


Source: Fort Bend ISD Principals Survey

Seventy-two percent of administrators agreed or strongly agreed that the district provides clear direction regarding what effective instructional delivery and student engagement should look like. Seventy-five percent agreed or strongly agreed that teachers have a clearly defined model for instruction, and 62% agreed or strongly agreed that teachers have the necessary resources and materials to support students’ needs in the classroom; 10% of principals surveyed had no knowledge of classroom resources.

When teachers were asked the same questions, the responses differed as shown in the following exhibit.

Exhibit 3.1.4: Teacher Perceptions Regarding Expectations of Classroom Instruction



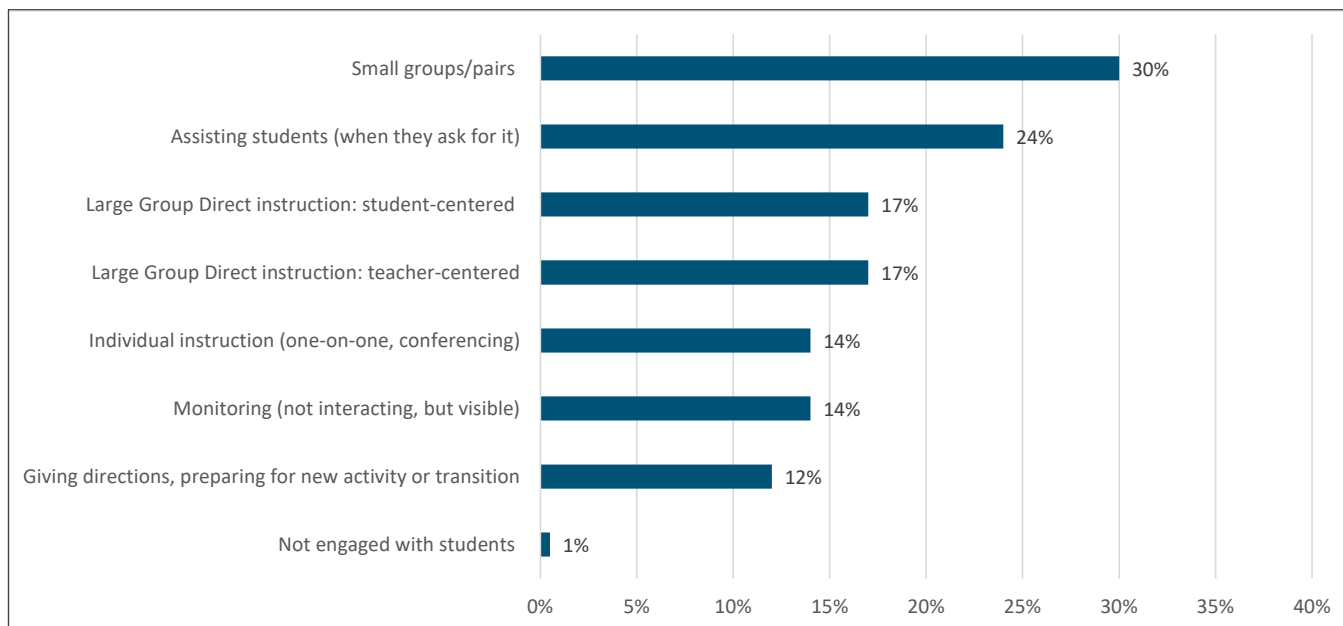
Source: Fort Bend ISD Teacher's Survey

When posed the same questions regarding the expectations for classroom instruction, 69% of teachers agreed or strongly agreed that they have clear direction from the district regarding what effective instructional delivery and student engagement look like. Most teachers (73%) feel they have a clearly defined model for planning and instruction, but only 56% of teachers feel they have the necessary resources and materials to support each student's needs in the classroom.

Synthesizing the information from district and school documents, surveys, and interviews, a few priorities emerged related to ELAR instruction in Fort Bend ISD schools. An emphasis was placed on student engagement, students working in groups, and posted objectives aligned to the Texas Essential Knowledge and Skills (TEKS). Auditors observed and recorded data related to clear and evident learning and language objectives, student orientation to the work, student arrangement, student activities, dominant teacher activities, cognitive level by Domains of Knowledge (DOK), and technology used by students and by teachers as determined by the SAMR (Substitution, Augmentation, Modification, Redefinition) model. Auditors also recorded evidence of effective instructional strategies and differentiation to meet individual student needs.

The following exhibits display auditors' findings in relation to the instructional characteristics listed above. The next four exhibits represent dominant teacher and student activities that auditors observed. Descriptions of the categories in which auditors classified their observations are provided in **Appendix E**.

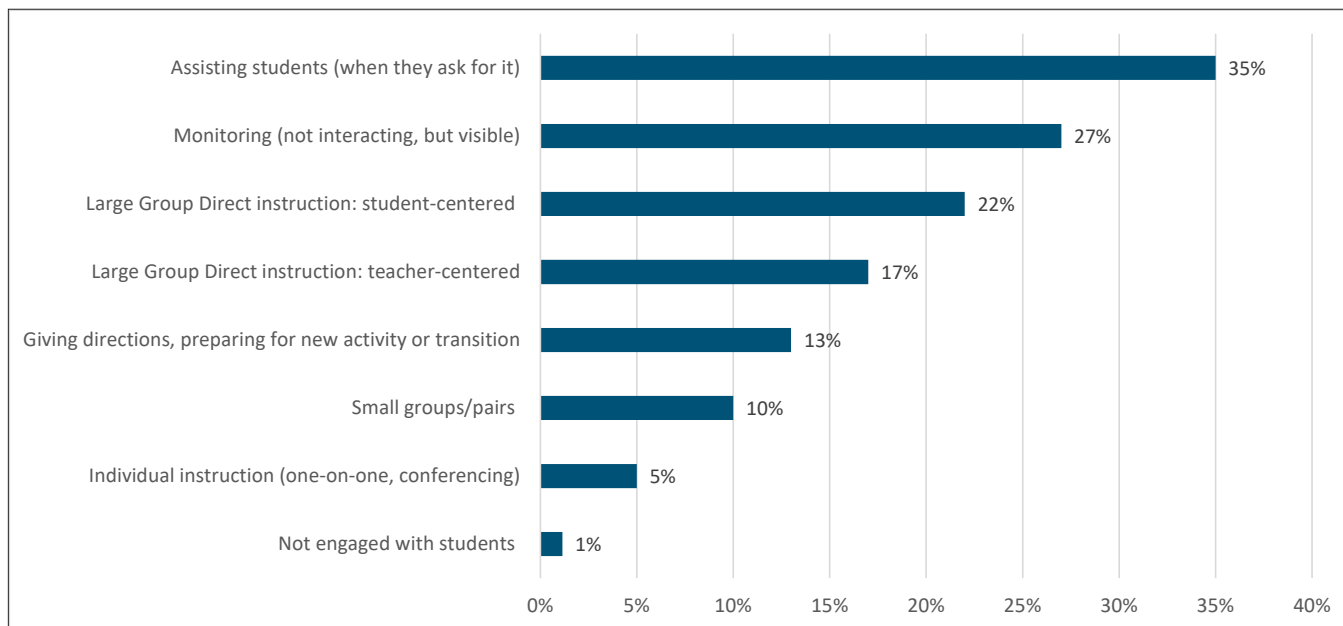
Exhibit 3.1.5: Dominant Teacher Instructional Activity, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

The dominant teacher activity in elementary classrooms was working with students in small groups/pairs (30%), followed by assisting students when they asked for it (24%). Large group instruction was equally balanced, with 17% being teacher-centered and 17% student-centered. There was rarely an instance (1%) where teachers were not engaged with students.

Exhibit 3.1.6: Dominant Teacher Instructional Activity, Grades 6-8

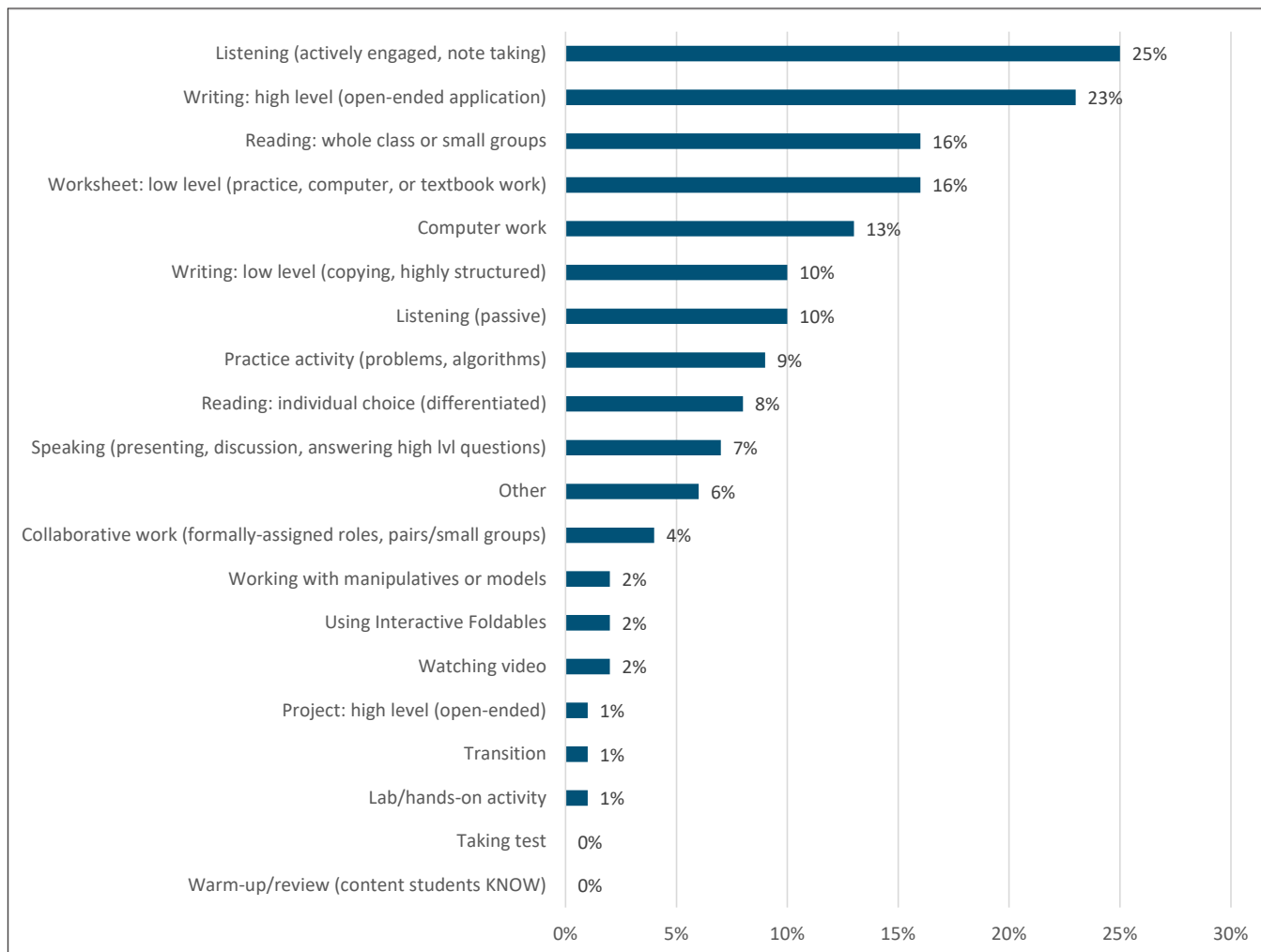


Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

The dominant teacher activity in middle school classrooms was teachers assisting students when they ask for it (35%), followed by monitoring (not interacting but visible) in 27% of classrooms. Student-centered large group instruction was observed in 22% of classrooms, and teacher-centered large group instruction was seen in 17% of classrooms. Small group instruction was observed in 10% of classrooms.

Auditors looked for the dominant student activity during their classroom visits. The following data reflect what was observed during those brief moments, understanding the dominant student activity could change throughout the class. However, collectively, the data provide useful information as a snapshot.

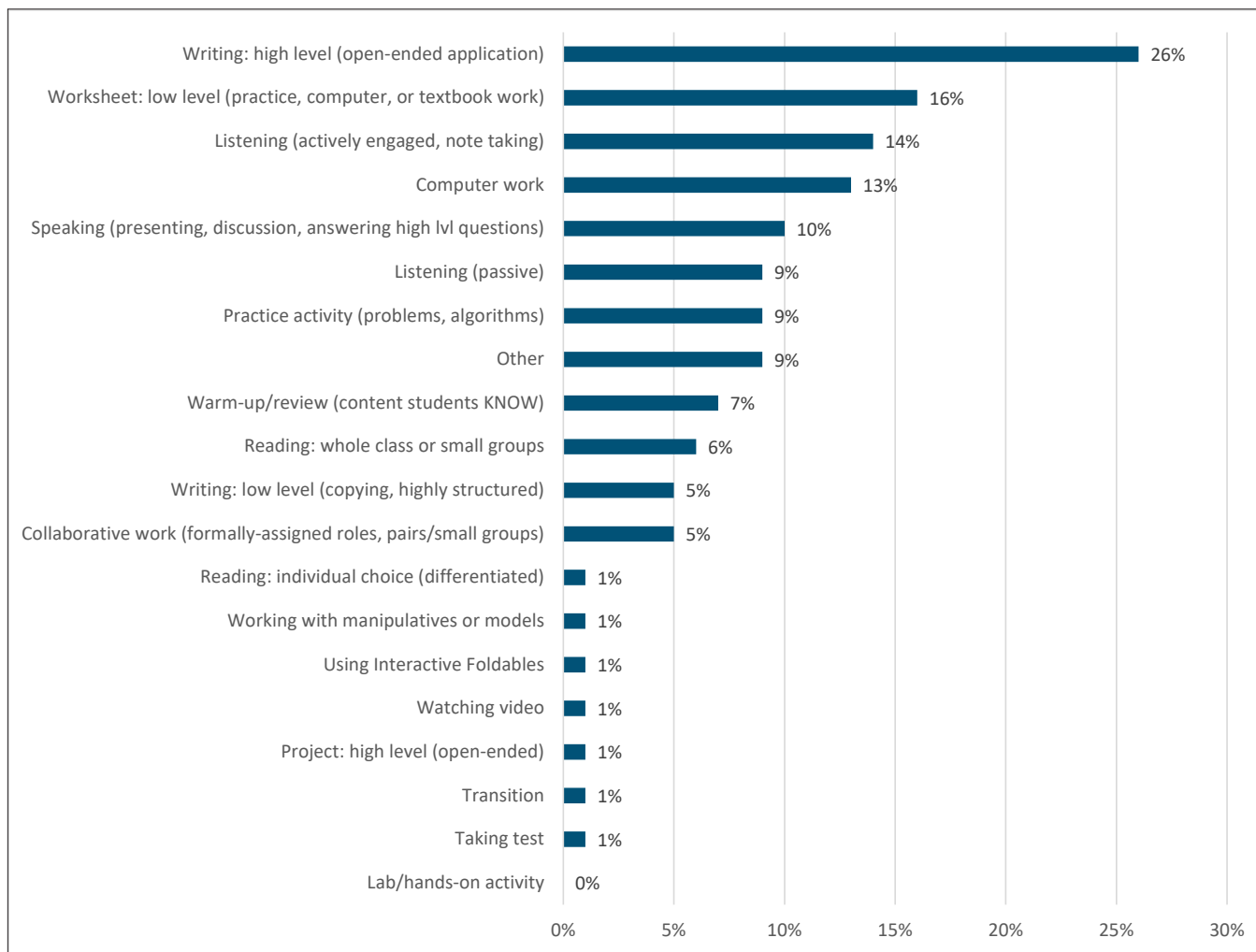
Exhibit 3.1.7: Dominant Student Activity, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

In elementary ELAR classrooms, the most prevalent activities observed were active listening (25%), high level writing (23%), reading either with the whole class or in small groups (16%) and low-level worksheets (16%). Auditors observed very little collaborative work in K-5 classrooms (4%), and only 1% of elementary students were engaged with high level projects.

Exhibit 3.1.8: Dominant Student Activity, Grades 6-8

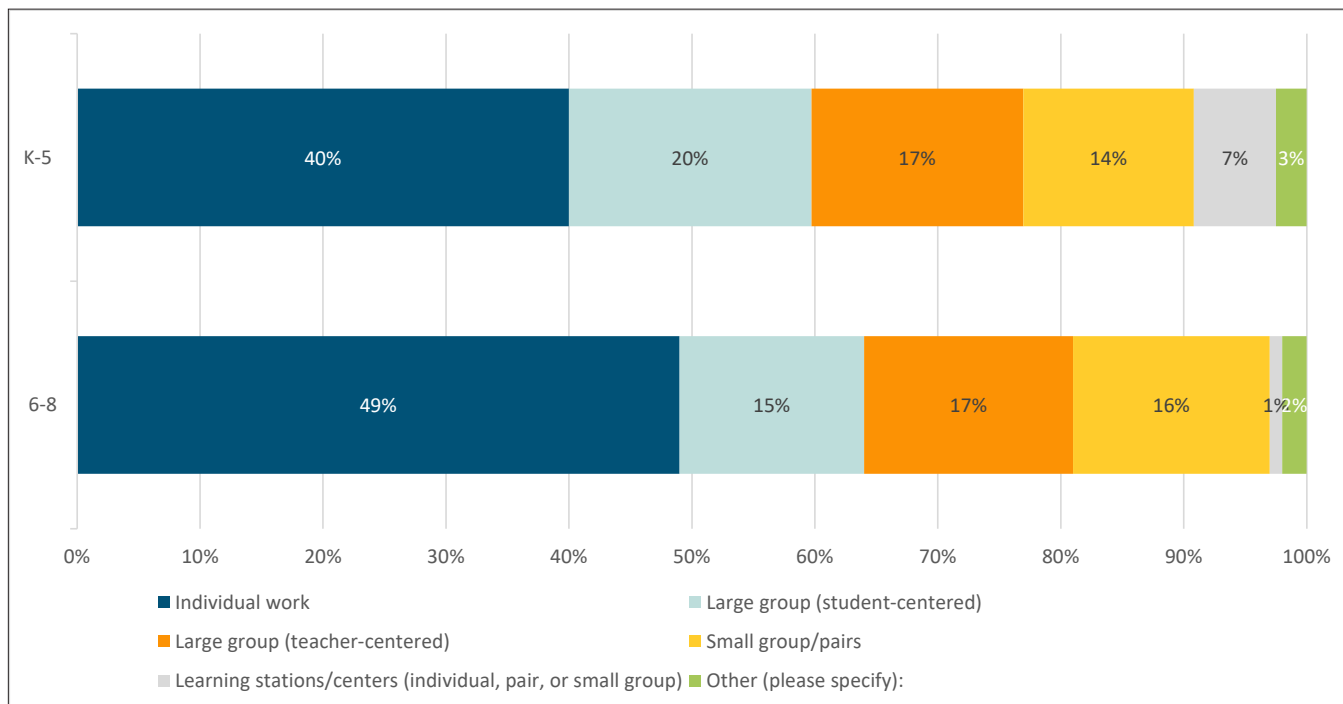


Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Students in middle school ELAR classrooms were most frequently engaged in high level writing (26%), low level worksheets (16%), active listening (14%), and computer work (13%). Presenting, discussion, and answering high level questions were observed in 10% of classrooms. Auditors observed very little collaborative work (5%). Only in rare instances were students engaged in individual choice reading (1%), working with interactive foldables (1%), or working on high level projects (1%).

The following exhibit displays how students were arranged for instruction.

Exhibit 3.1.9: Dominant Student Arrangement, Grades K-8

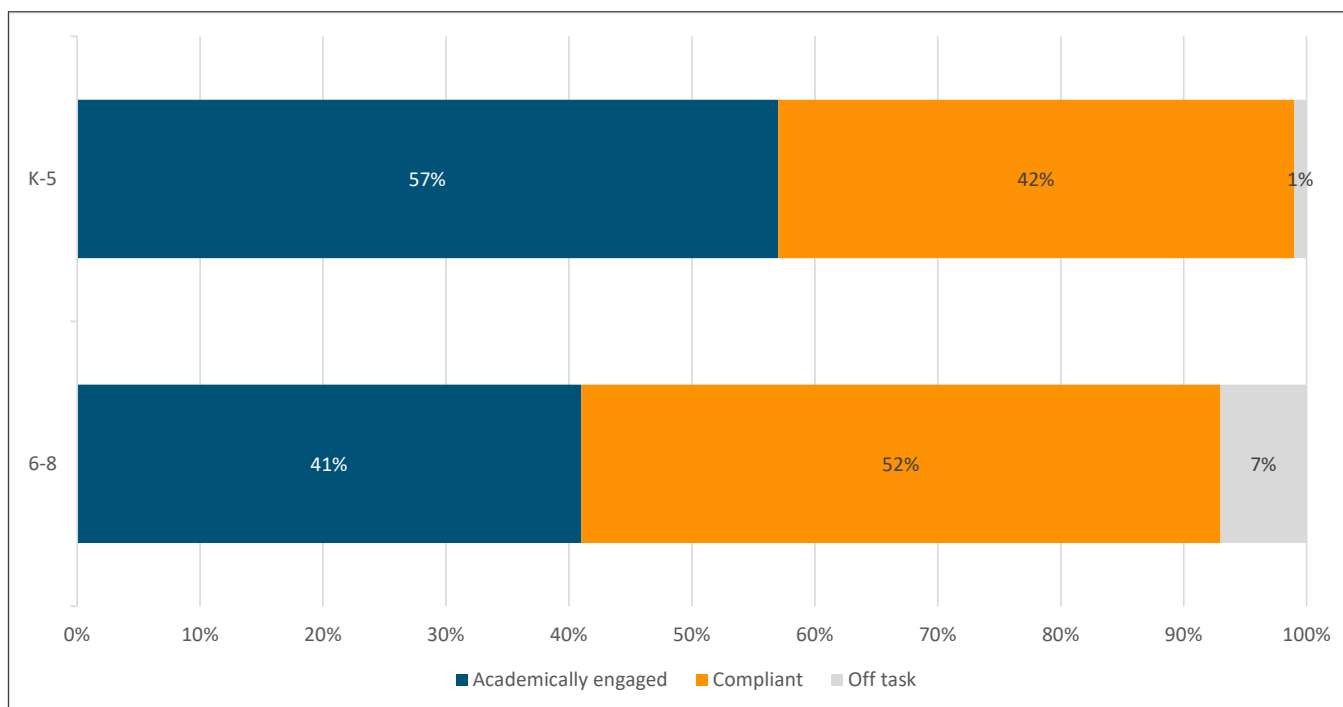


Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

The dominant student arrangement observed by auditors in grades K- 5 was individual work (40%). For grades 6-8, individual work was also the dominant arrangement (49%). Large group student-centered instruction was more common in elementary classrooms (20%), compared to middle school classrooms (15%). Large group teacher-centered instruction was observed equally (17%) in both elementary and middle school ELAR classes. Small group learning was seen in 14% of K-5 classrooms and 16% of 6-8 classrooms, with learning stations being the least common arrangement in both elementary (7%) and middle school (1%).

Auditors recorded the measure of student engagement or student orientation to the work. Auditors rated each classroom as academically engaged, compliant, or off task. Compliant students do what is asked, but the task is routine and not cognitively demanding. Academically engaged students not only comply with the task at hand, but their work is cognitively demanding, and the students see value in the work being asked of them. Off task students are those not doing what is being asked of them. The following exhibit demonstrates how students were oriented to the work.

Exhibit 3.1.10: Student Orientation to the Work, Grades K-8

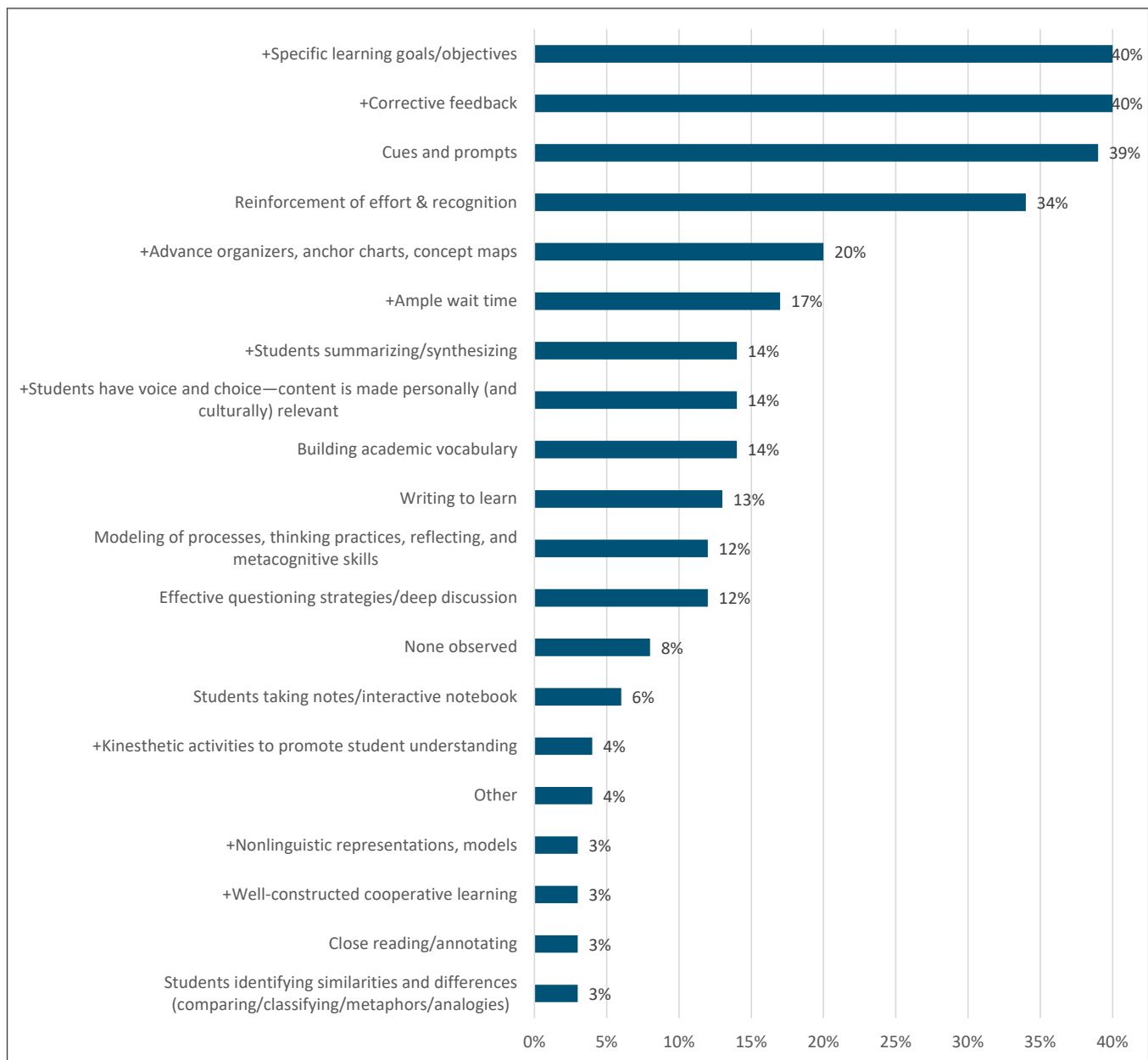


Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

For grades K-5 and grades 6-8, students were primarily either academically engaged (57%, 41%) or compliant (42%, 52%) in classrooms observed. In 7% of middle grade classrooms, students were observed to be off task. Observation revealed that Fort Bend ISD students were willing to complete the tasks teachers provided them in the lesson.

During visits to classrooms auditors also looked for examples of effective instructional strategies. These next two exhibits present data that auditors collected regarding observable high impact strategies. Descriptions of the instructional strategies are shared in **Appendix E**. Auditors observed one or more strategies used in most classrooms and noted all strategies observed in each room. Thus, percentages exceed 100%.

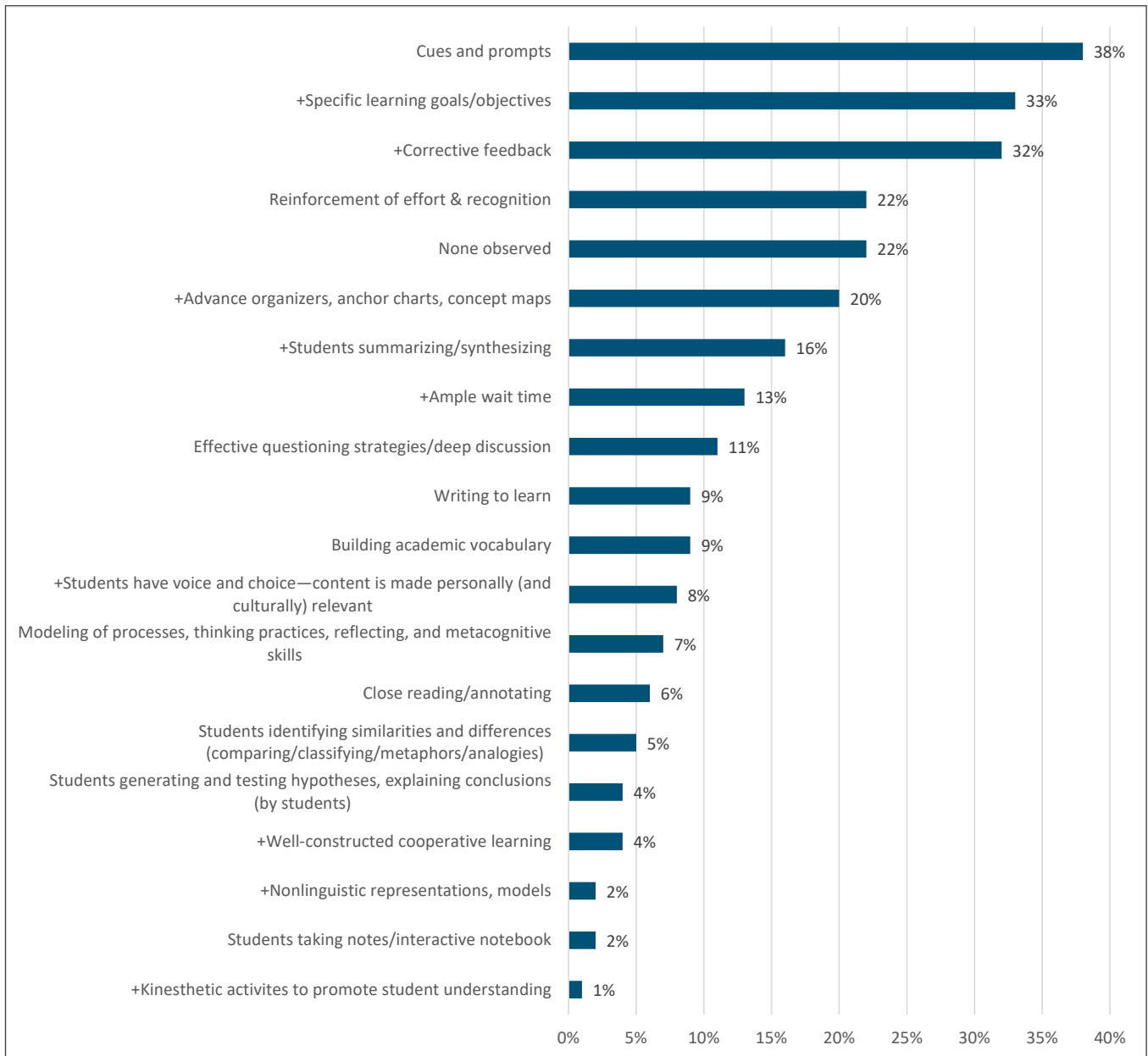
Exhibit 3.1.11: Effective Instructional Strategies Observed, Grades K-5



Note: + represents strategies that are also effective with Emergent Bilinguals.
 Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

The effective instructional strategies observed most frequently during elementary classroom visits were specific learning goals/objectives (40%) and corrective feedback (40%). Cues and prompts occurred in 39% of classrooms, and reinforcement of effort and recognition were observed in 34% of classes. The least commonly used strategies were non-linguistic representations models (3%), well-constructed cooperative learning (3%), close reading/annotating (3%), and students identifying similarities and differences (3%). In 8% of elementary classrooms, auditors saw no evidence of effective instructional strategies in use.

Exhibit 3.1.12: Effective Instructional Strategies Observed, Grades 6-8



Note: + represents strategies that are also effective with Emergent Bilinguals.
 Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

The effective instructional strategies observed most frequently during grades 6-8 classroom visits were cues and prompts (38%), specific learning goals and objectives (33%), and corrective feedback (32%). Reinforcement of effort and recognition were observed in 22% of classrooms, and advanced organizers, anchor charts, or concept maps were used in 20% of classrooms. The least commonly used strategies in middle school ELAR instruction were students generating and testing hypotheses and explaining conclusions (4%), well-constructed cooperative learning (4%), non-linguistic representations and models (2%), students taking notes (2%), and kinesthetic activities to promote student understanding (1%). Auditors saw no evidence of effective instructional strategies in use in 22% of classrooms.

Many of the strategies that were rarely or not evidenced are powerful, high impact strategies that can be easily implemented. Auditors would expect a greater presence of such strategies in effective and engaging classrooms.

When students are aware of what they are learning and why, they are more likely to be focused, actively engaged, and successful in learning. Auditors noted if learning objectives or language objectives were posted, verbally stated, or clearly evident in the classrooms they visited. The following exhibits display the auditors' observations.

Exhibit 3.1.13: Evidence of Learning Objectives and Alignment to Taught Content, Grades K-5 and 6-8



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Auditors observed or heard the learning objectives in 83% of elementary classrooms and 84% of middle school classrooms. Auditors also determined if the posted or stated learning objectives aligned with classroom content and activities at the time of the visit. The auditors found a match in 77% of both K-5 and 6-8 classrooms, demonstrating consistency in K-8 ELAR classrooms. In 23% of K-8 classrooms, auditors did not observe alignment between the stated objective and what was being taught.

Language objectives are crucial in ELAR courses because they help students articulate what they should be able to do with language, whether it’s speaking, listening, reading, or writing. They provide clear goals for language use, which is especially important for younger learners and English language learners. By integrating language objectives, teachers can ensure students not only understand content but also develop the language skills needed to express their understanding. The following exhibit shows the level of alignment observed between language objectives and taught content.

Exhibit 3.1.14: Evidence of Language Objectives and Alignment to Taught Content, Grades K-5 and 6-8



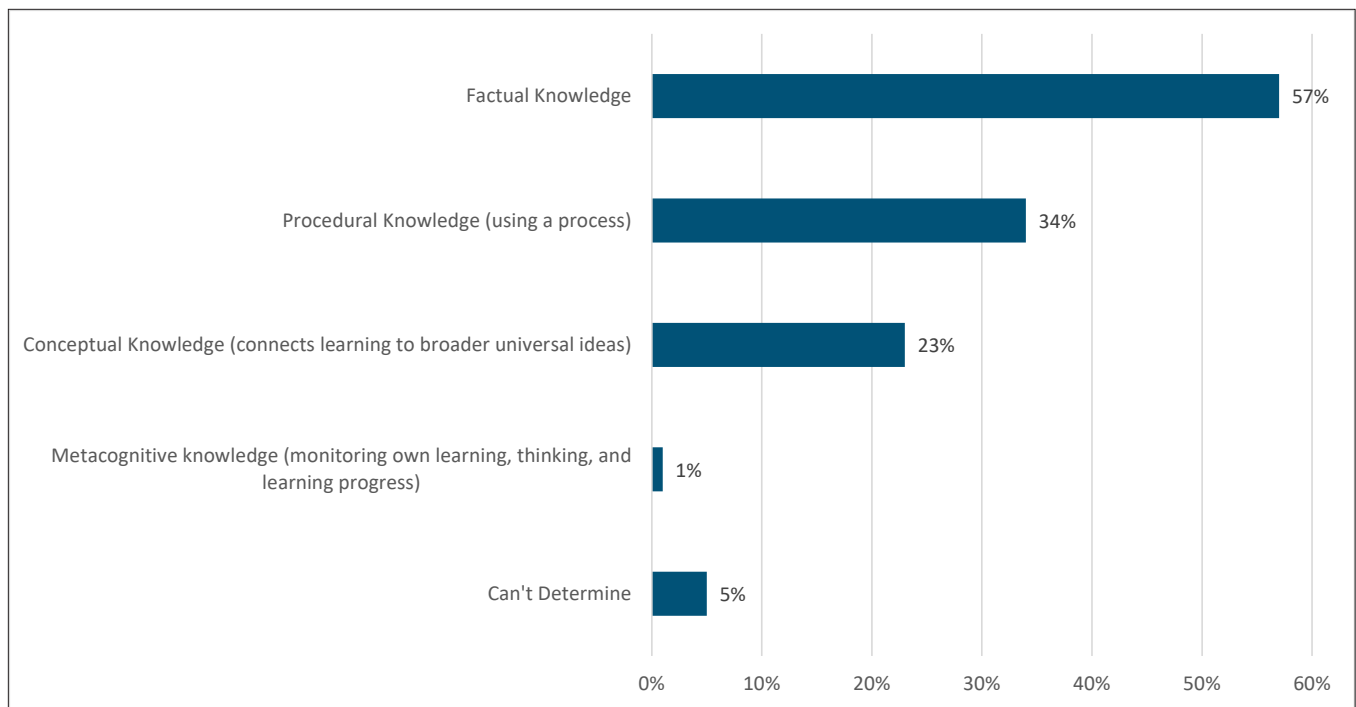
Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Auditors observed or heard the language objectives in 15% of elementary classrooms and 11% of middle school classrooms visited. Since evidence of stated or posted language objective was low, the number of classrooms where student activity matched the language objective was parallel, as seen in 17% of K-5 classrooms and 11% of middle grade classrooms.

In addition to looking for learning and language objectives, the auditors collected classroom data on the cognitive levels of instruction that reflected rigor based on types of knowledge and the cognitive process dimensions students were expected to use to complete the assigned work. Auditors used Bloom’s Revised Taxonomy and Webb’s Depth of Knowledge to determine observed student levels of thinking.

Auditors collected observation data on type of knowledge dimensions, ranging from concrete (factual) to abstract (metacognitive) thinking. See **Appendix E** for a description of Type of Knowledge Classifications. The following two exhibits summarize the type of knowledge findings observed in ELAR instruction, grades K-5 and grades 6-8. It is possible for multiple dimensions to be observed during a classroom visit; therefore, percentages exceed 100%.

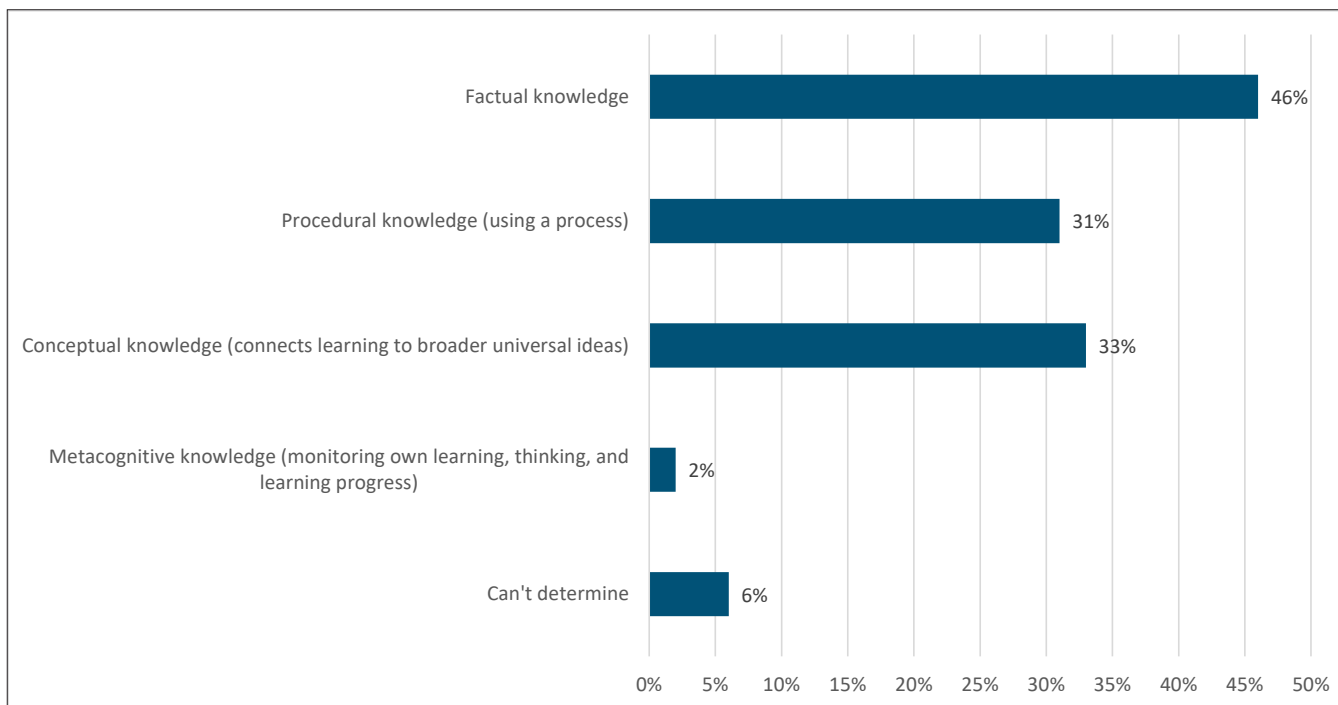
Exhibit 3.1.15: Knowledge Dimensions Observed in ELAR Classrooms, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Factual knowledge was the most common dimension observed in elementary classrooms (57%). Procedural knowledge was seen in 34% of classrooms and conceptual knowledge in 23% of classrooms visited. Metacognitive knowledge was observed in only 1% of K-5 classrooms. Auditors were not able to determine knowledge dimensions in 5% of classrooms visited.

Exhibit 3.1.16: Knowledge Dimensions Observed in ELAR Classrooms, Grades 6-8



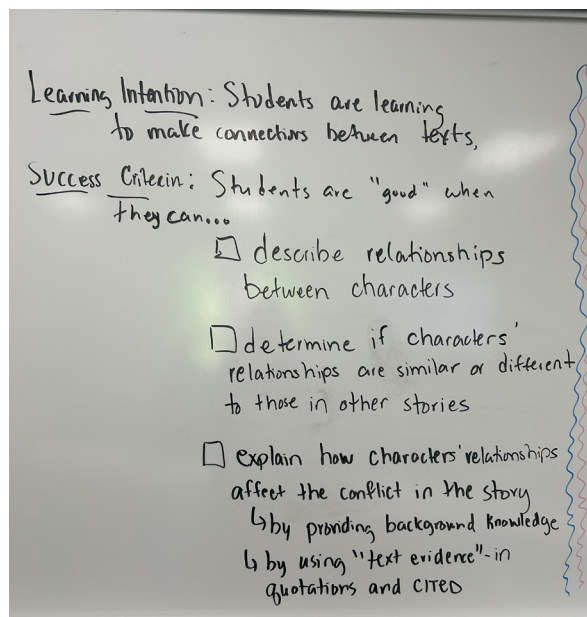
Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

In middle school classrooms factual knowledge was the most common dimension observed (46%). Conceptual knowledge (33%) and procedural knowledge (31%) were also observed. Metacognitive knowledge was observed in 2% of 6-8 classrooms. Auditors were not able to determine knowledge dimensions in 6% of classrooms visited.

Engaging students in complex tasks provides them with opportunities to investigate, experiment, solve problems, and apply learning authentically. To examine the cognitive processes observed in Fort Bend ISD schools, auditors used Bloom’s Revised Taxonomy and Webb’s Depth of Knowledge Framework (see **Appendix E**).

Bloom’s Revised Taxonomy classifies cognitive skills from memorization to creating products or developing a new perspective based on acquired knowledge. Webb’s Depth of Knowledge Framework categorizes the degree to which cognitive complexity is observed in learning tasks and assessments.

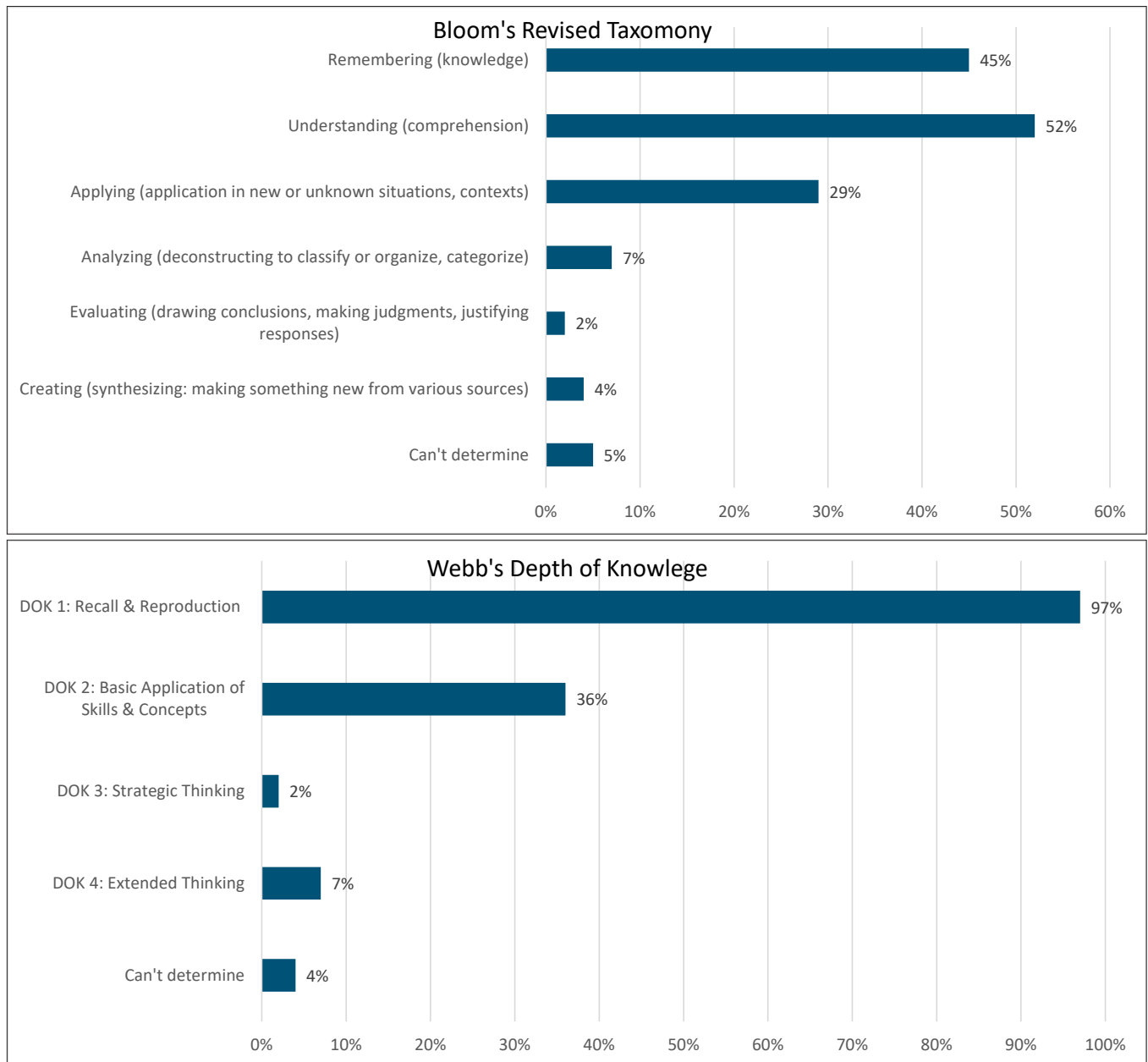
Auditors assessed the cognitive complexity of student tasks during classroom visits. The type of cognition indicates the sort of thinking required for learners to carry out a given task. Cognitive processes such as remembering, understanding, and applying are considered less rigorous than analyzing, evaluating, and creating, the higher-order cognitive types. A summary of the finding is provided in the following exhibit. It is



Sartartia Middle School 7th Grade
ELA Objectives on Board

possible for multiple cognitive processes to be observed during a classroom visit; therefore, percentages exceed 100%.

Exhibit 3.1.17: Level of Cognition Observed in ELAR Classrooms, Grades K-5



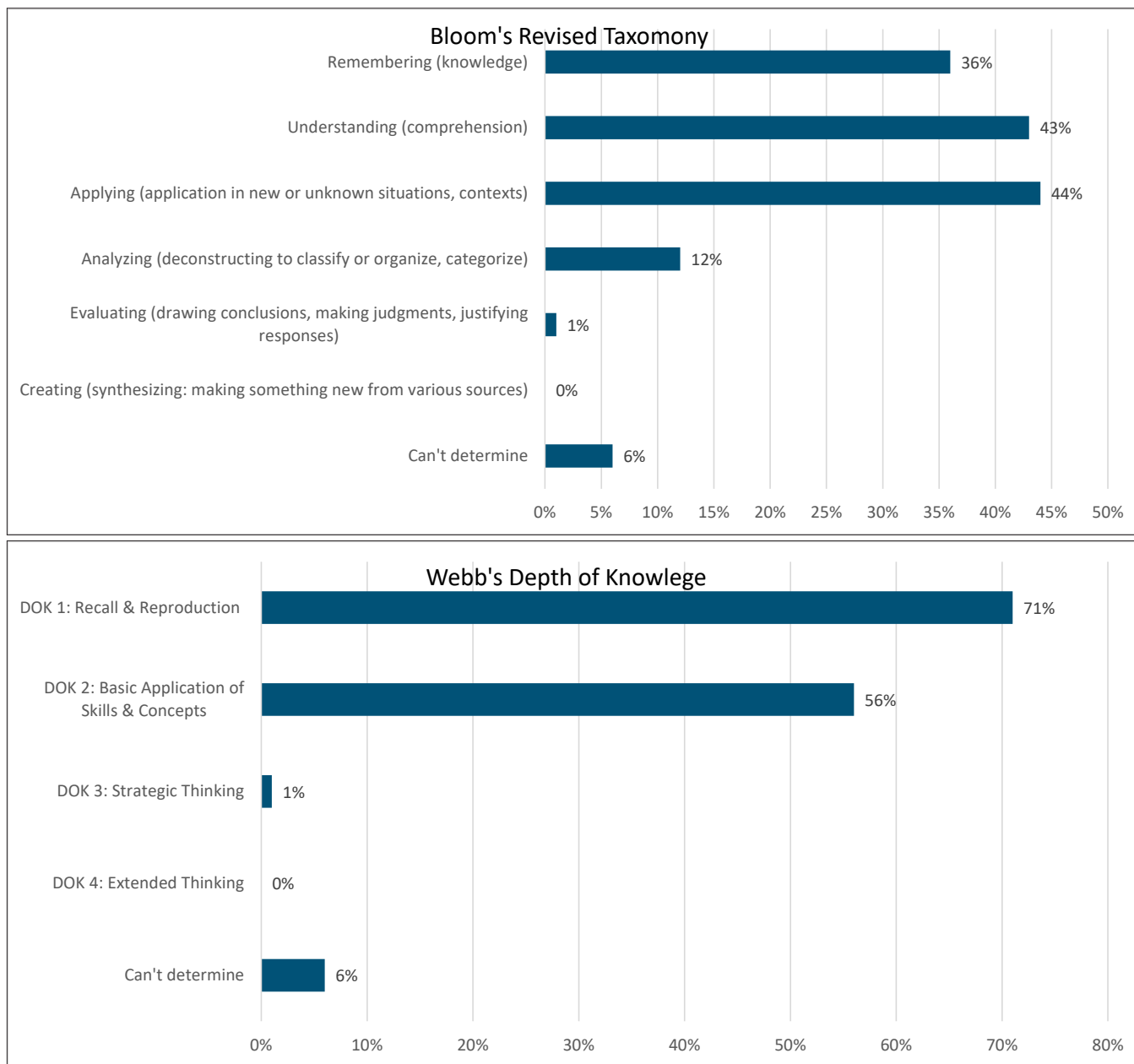
Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Auditors observed that the majority of students in elementary classrooms were using lower level thinking skills with understanding (52%) and remembering (45%) most frequently observed. Application of new knowledge was seen in 29% of K-5 classrooms. Auditors observed that higher level thinking was not common. Analyzing was observed in 7% of classrooms, creating in 4%, and evaluating in 2%. Auditors could not determine the level of cognitive rigor in 5% of classrooms.

When auditors aligned K-5 ELAR observation data with Webb’s Depth of Knowledge framework, 97% of student learning tasks were found to be at the recall and reproduction (DOK 1) level, with 36% of tasks requiring basic application of skills & concepts (DOK 2), 2% of instances requiring strategic thinking (DOK 3), and 7% requiring extended thinking (DOK 4).

The following exhibit summarizes the level of cognition observed in middle school classrooms.

Exhibit 3.1.18: Level of Cognition Observed in ELAR Classrooms, Grades 6-8



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Auditors observed that the majority of students in middle school classrooms were using lower level thinking skills with understanding (43%) and remembering (36%) most frequently observed. Application of new knowledge was seen in 44% of 6-8 classrooms. Auditors observed that higher level thinking

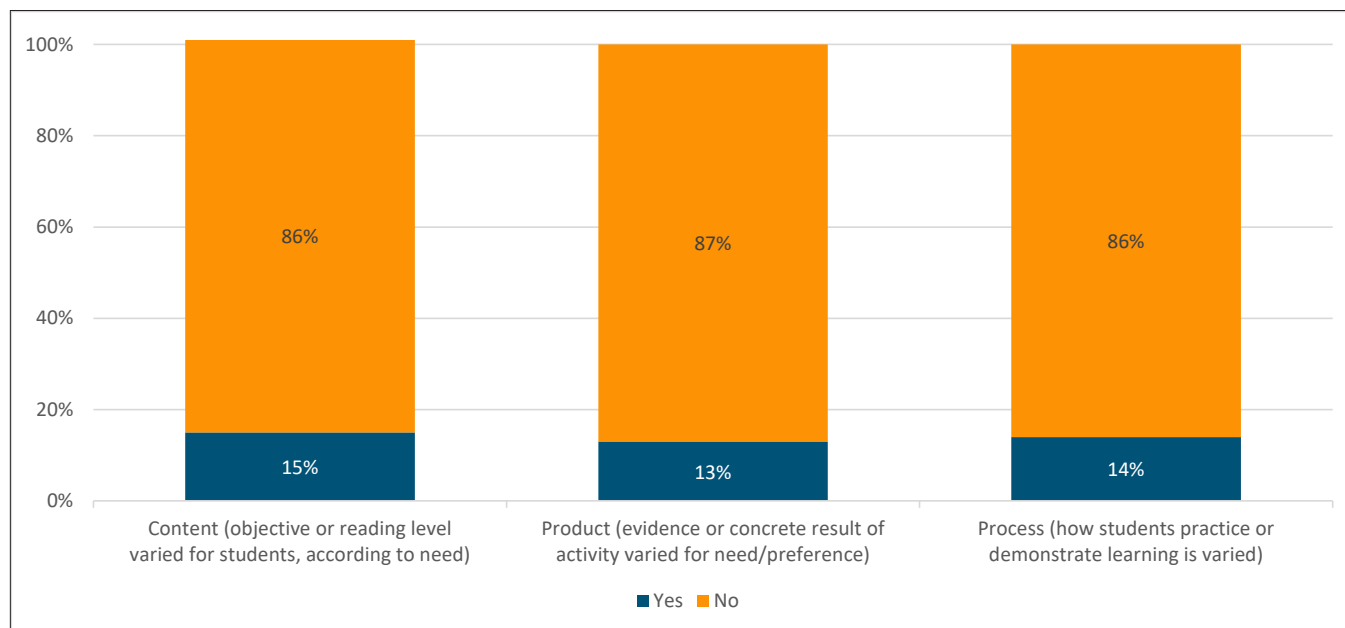
was not common. Analyzing was observed in 12% of classrooms and evaluating in 1%. Students were not observed demonstrating cognition at the creating level. Auditors could not determine the level of cognitive rigor in 6% of classrooms.

The majority (71%) of students in middle school classrooms were observed to be using lower levels of DOK 1 (recall and reproduction). Basic application of skills and concepts (DOK 2) was observed in 56% of classrooms. Only 1% of students in grades 6-8 were engaged in strategic thinking (DOK 3). Auditors saw no evidence of extended thinking (DOK 4) in grades 6-8 and could not determine the level of cognitive rigor in 6% of classrooms.

Overall, auditors found that the most common cognitive levels observed across K-8 ELAR classrooms represented lower levels of rigor. Most student activities involved low cognitive processing and limited depth of knowledge.

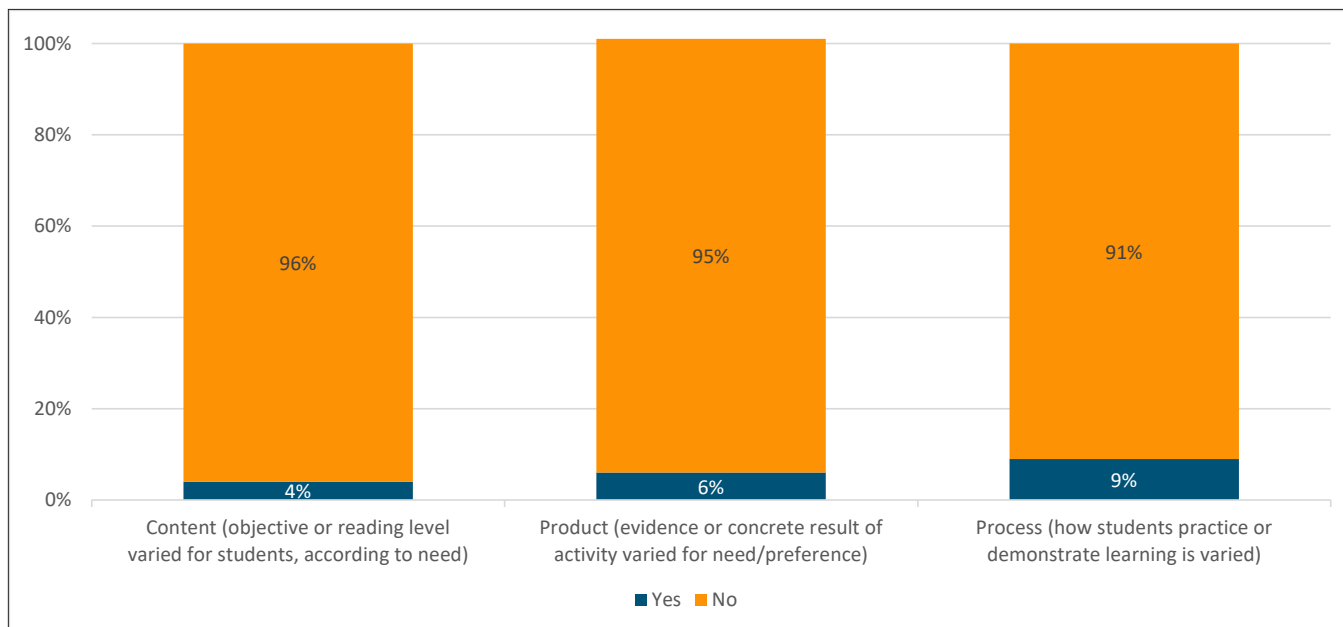
To determine if differentiation in instruction was present, auditors looked for three types of differentiation: process, content, and product. Differentiating instruction is the process of adjusting and modifying what skills and concepts students learn, what materials they use to learn concepts, and/or how their learning is produced and assessed, based on each student’s individual needs. A summary of what the auditors observed regarding the presence of differentiation in ELAR classrooms is presented in the two following exhibits.

Exhibit 3.1.19: Evidence of Differentiation in ELAR classrooms, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Exhibit 3.1.20: Evidence of Differentiation in ELAR classrooms, Grades 6-8



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

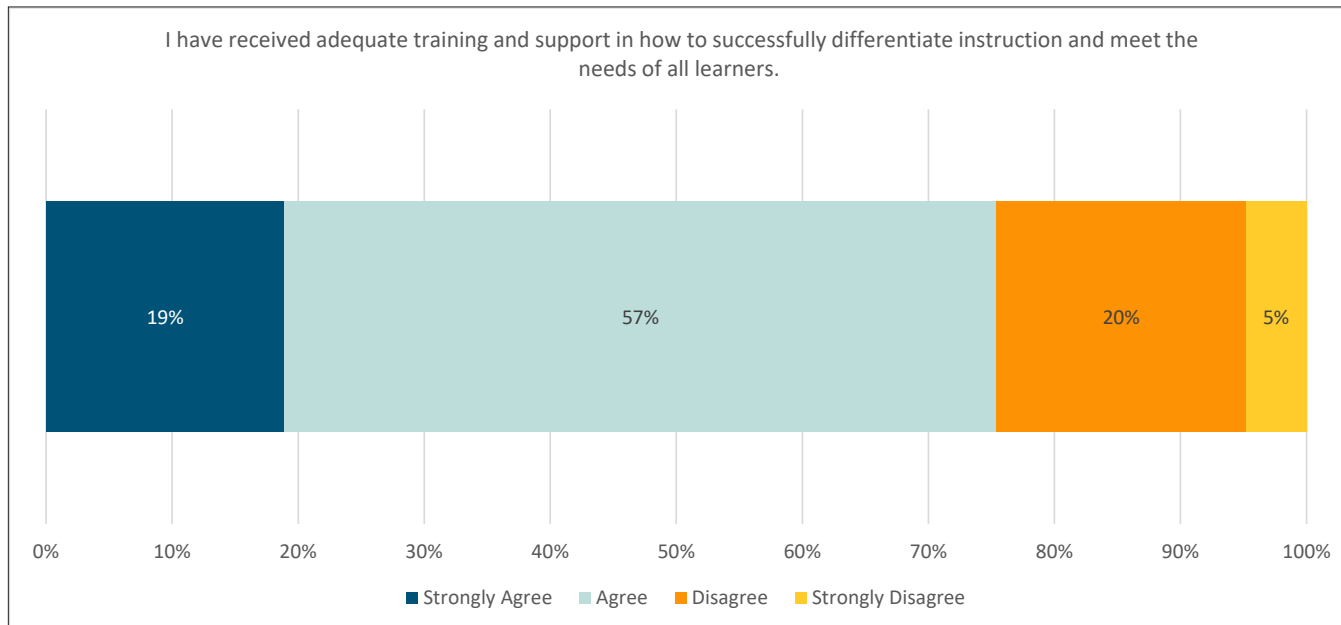
As these two exhibits illustrate, instances of differentiation were low across all K-8 ELAR classrooms. In K-5 classrooms, auditors observed no differentiation in process in 86% of classrooms, no differentiation for product in 87% of classrooms, and no differentiation of content in 86% of classrooms. On average, differentiation for process, product and content was observed in approximately 14% of elementary classrooms.

In middle school classrooms auditors observed no differentiation for process in 91% of classrooms, no differentiation for product in 95% of classrooms, and no differentiation of content in 96% of classrooms. Instances of differentiation in middle school classrooms were lower than elementary, with differentiation in process at 9%, product at 6%, and differentiation of content at 4%.

According to administrator survey data, 56% of campus administrators agree or strongly agree that teachers have received adequate training in how to successfully scaffold and differentiate instruction to meet the needs of all learners. Forty-five percent of campus administrators disagreed or strongly disagreed that teacher training for scaffolding and differentiating instruction was adequate. One campus administrator admitted, “Trainings offered are surface level, and teachers come back wanting more.” Another administrator noted, “The district does not have a clear vision for differentiated instruction.”

Fort Bend ISD K-8 ELAR teachers were asked if they have received adequate training and support in how to successfully differentiate instruction to meet the needs of all learners. The following exhibit presents their survey responses.

Exhibit 3.1.21: ELAR Teacher Perceptions of Readiness to Provide Differentiation, Grades K-8

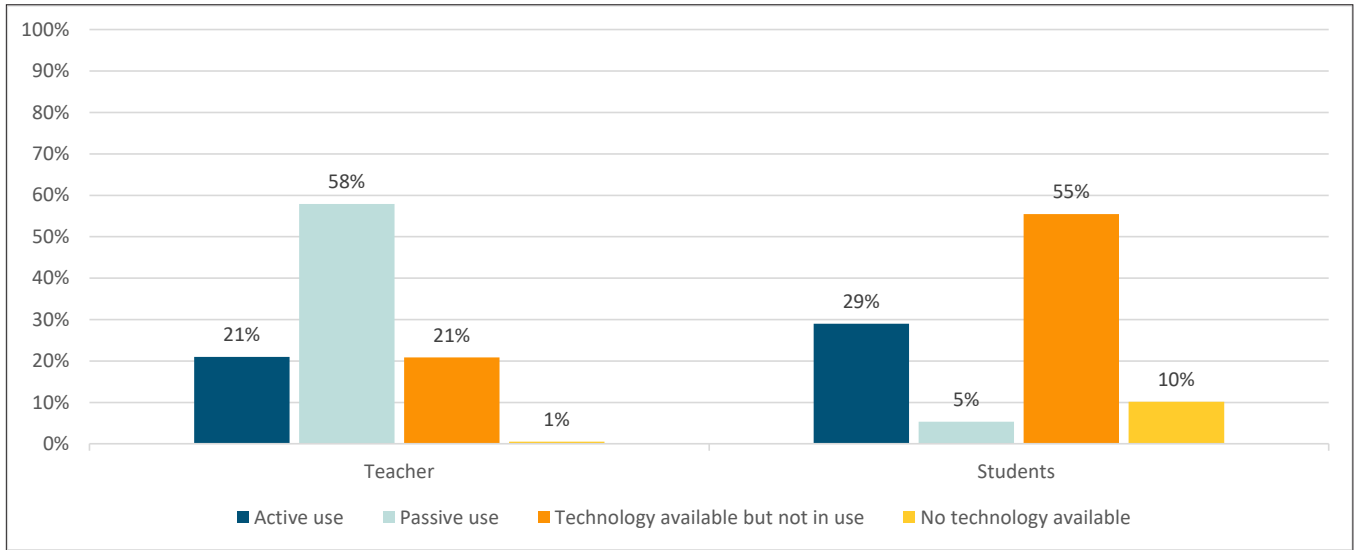


Source: Fort Bend ISD K-8 ELAR Teacher Survey Data

Survey data showed consensus among teachers. Collectively, 76% agreed or strongly agreed that they have received adequate training and support to provide differentiation, yet these responses did not align with implementation of differentiation in K-8 ELAR classrooms. This discrepancy suggests that while teachers may feel prepared, there may be gaps between theoretical understanding and practical application. Teachers might equate differentiation with offering varied tasks or grouping students, without tailoring content, process, and product to individual readiness, interests, and learning profiles. Additionally, the lack of a clearly defined district-wide vision for what differentiation should look like in practice may leave teachers uncertain about how to implement these strategies effectively and consistently. Recognizing that students learn in varied ways is crucial to achieving the district’s goal of success for all learners. Differentiated instruction helps meet the needs of all students by providing each with the tools they need to fully engage in learning, navigate through complex material, and achieve at their highest level. The auditors’ observation of insufficient differentiation during classroom observations raises questions about whether all students have equitable access to elementary and secondary ELAR curriculum. (See **2025 FBISD Full Audit, Findings 3.1 and 3.5.**)

Fort Bend ISD has made technology readily available for teachers and students across the district. Technology should be seamlessly integrated into lesson design to enhance learning. The SAMR model is used as a guide for levels of technology integration. Technology integration is considered as a continuum – moving from substitution to redefinition of classroom activity. (See **Appendix E** for an explanation of the SAMR model.) When technology is used at the lower level of substitution, the computer is simply an expensive way of doing the same thing that students could do decades ago with basic tools. To enhance instruction and make use of a significant financial investment, technology use must advance to tasks more appropriate for a digital age. The following exhibit demonstrates the level of technology used in classrooms observed.

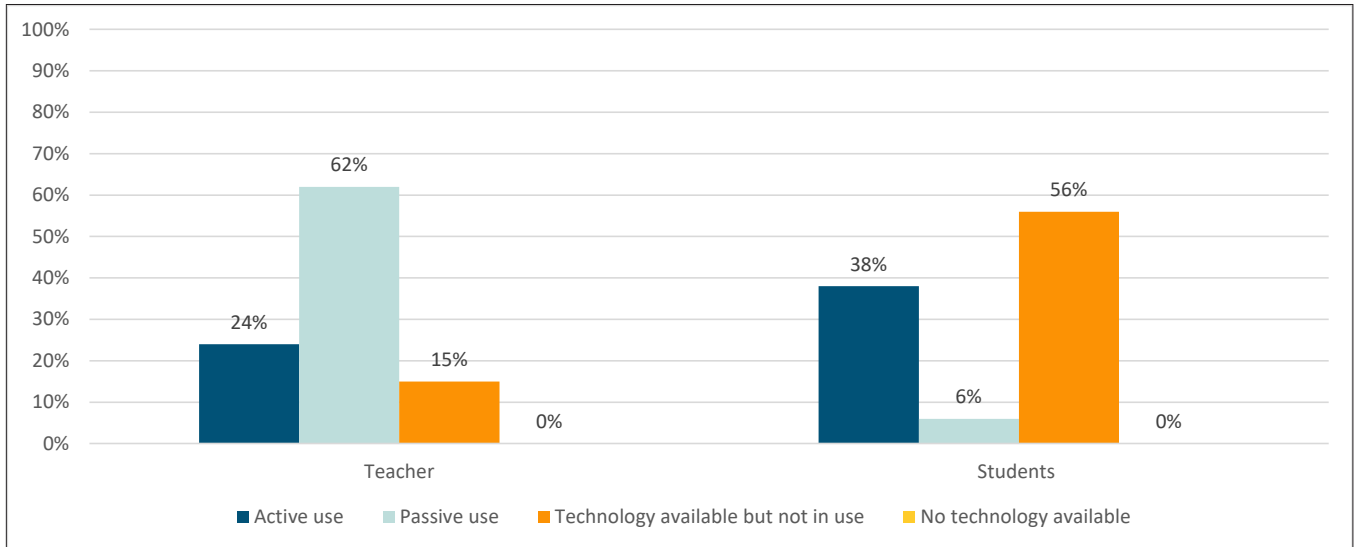
Exhibit 3.1.22: Use of Technology by Teachers and Students, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors

Teachers used technology in 79% of elementary classrooms observed; 58% made passive use of technology, while 21% used technology in an active manner. In 55% of K-5 classrooms, technology was available for students but not in use. Students were actively using technology in 29% of K-5 classrooms, with passive use observed in 5%. In 10% of classrooms visited, no technology was available for students.

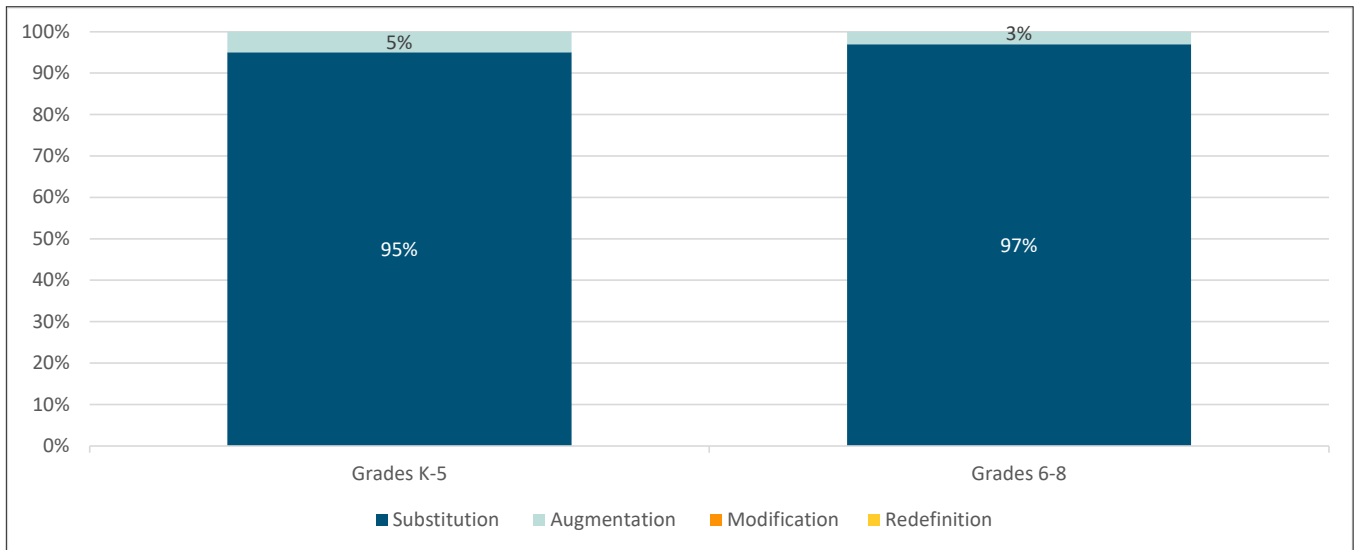
Exhibit 3.1.23: Use of Technology by Teachers and Students, Grades 6-8



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors.

In grades 6-8 classrooms, 86% of teachers used technology. Auditors observed 62% of teachers making passive use of technology, while 24% engaged in active use. In 56% of classrooms observed, technology was available for students but not in use. Students were actively using technology in 38% of classrooms, with passive use observed in 6% of classrooms. Technology was observed to be available in all middle school classrooms visited by auditors.

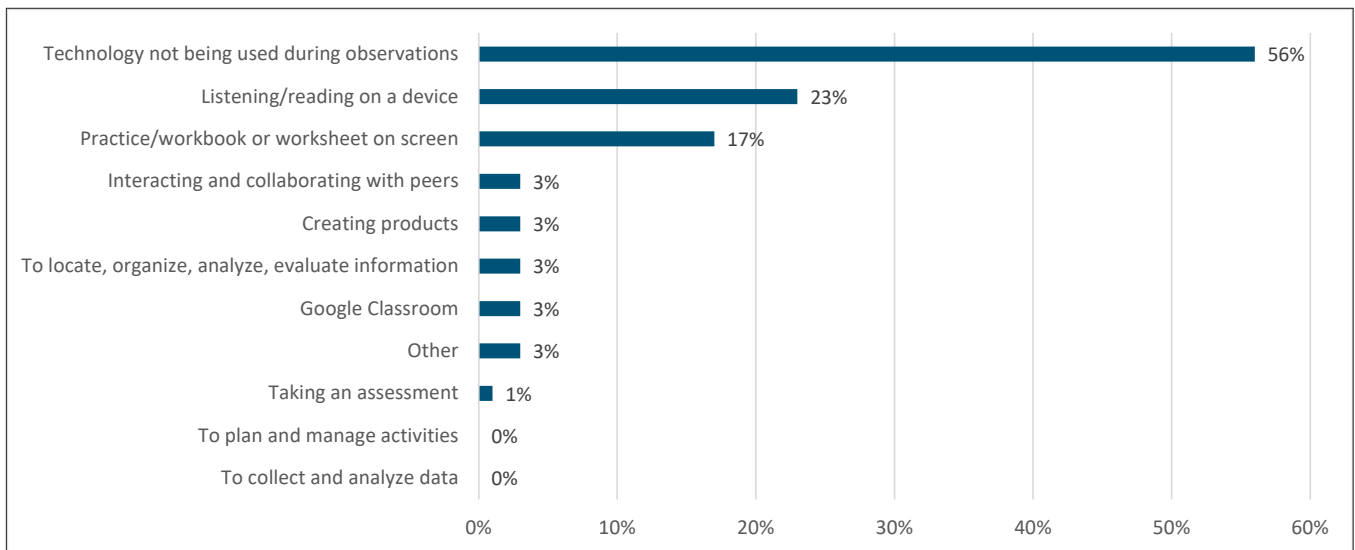
Exhibit 3.1.24: Level of Teacher Technology Use in ELAR Classrooms, Grades K-5 and 6-8



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors.

Using the SAMR continuum, auditors observed that substitution was the predominant mode of use for teachers in both elementary (95%), and middle school classrooms (97%). The only other way teachers used technology was for augmentation, observed in 5% of elementary and 3% of middle school lessons. Auditors found no instances of technology being used for modification or redefinition. Of the technology tools available, 73% of K-5 teachers and 91% of 6-8 teachers used whiteboards/smartboards for instruction. The following two charts indicate how technology tools were used by students.

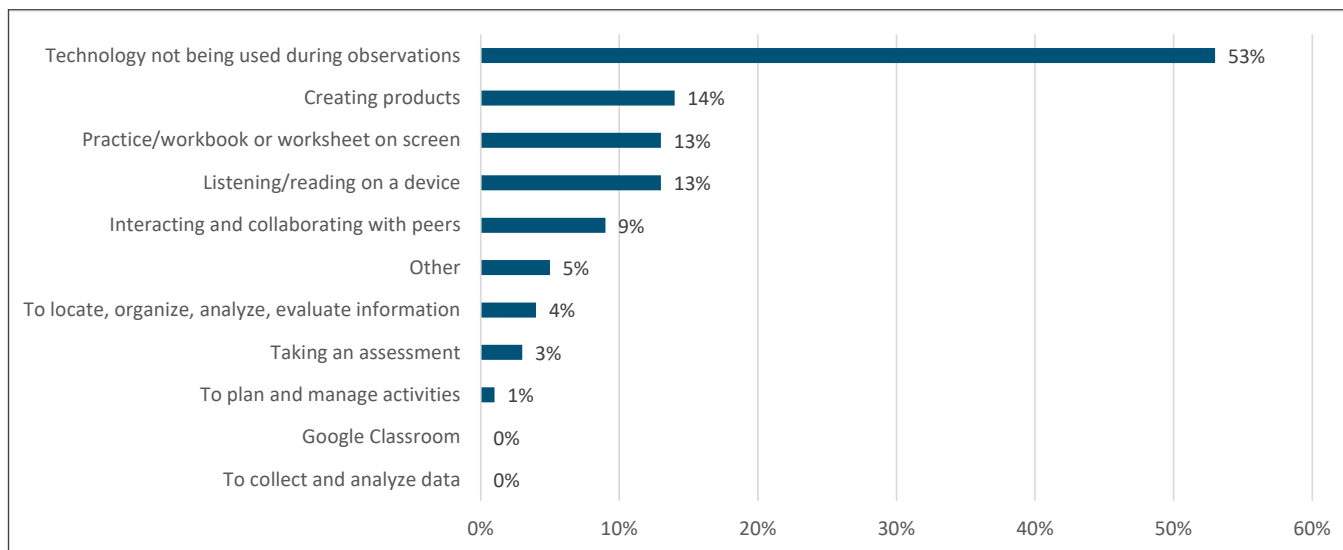
Exhibit 3.1.25: Student Technology Use in ELAR Classrooms, Grades K-5



Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors.

In 56% of elementary classrooms, technology was not being used during the observation period. When K-5 students were observed using technology, they were typically listening/reading on a device or practicing in an on-screen workbook or worksheet.

Exhibit 3.1.26: Student Technology Use in ELAR Classrooms, Grades 6-8



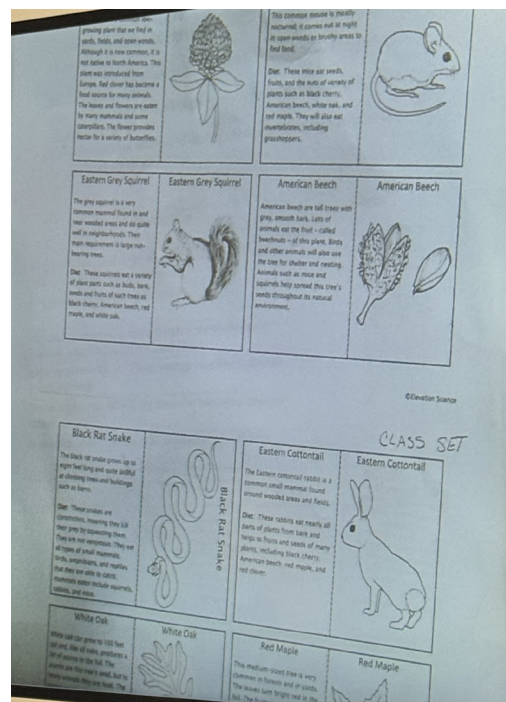
Source: Fort Bend ISD Classroom Observation Data Collected by CMSi Auditors.

In 53% of middle school classrooms, technology was not being used during the observation period. When students were observed using technology 14% were creating products, 13% were practicing or working on digital workbooks or worksheets, 13% were listening/reading on a device, and 9% were interacting and collaborating with peers.

Notably, few instances of technology use reflected higher-level applications—such as student collaboration, content creation, or conceptual exploration. These opportunities leverage digital tools for deeper engagement and 21st-century skill development.

Summary

Findings indicate uneven implementation of instructional practices and varying degrees of alignment with district expectations for literacy instruction. While components of the district’s literacy framework were evident in many classrooms—particularly in Focus and Measure schools—full implementation remains inconsistent across grade levels. Elementary classrooms more frequently emphasized reading over writing, and secondary classrooms showed limited use of focused lesson structures and debriefs. Student engagement tended toward compliance and lower-order thinking skills, with limited evidence of rigor or differentiation to meet diverse learner needs. Differentiation—adapting content, process, or product based on student readiness, interest, or learning profile—was seldom observed, raising concerns about how effectively instruction is meeting the needs of English learners and other diverse student groups. Although learning objectives were often present, language objectives critical for English learners were infrequently observed. Technology was widely available but primarily used for passive tasks rather than for



Example of Substitution Use of Technology at Bowie MS

active, collaborative learning. These patterns suggest that although district frameworks and resources are in place, consistent, high-quality implementation is not yet fully embedded across all classrooms. This summary identifies both areas of strength and areas for growth to support ongoing efforts to improve literacy outcomes for all students. (See **Recommendation 3.**)

Finding 3.2: Overall, English language arts and reading (ELAR) student artifacts aligned well in content to the Texas Essential Knowledge and Skills (TEKS). Artifacts were primarily low in cognitive demand, and contexts were of less engaging types.

The work activities students are asked to perform to practice a concept/skill or to demonstrate mastery of a district’s curriculum objectives are critical to ensure the written curriculum is being delivered at a high cognitive level and in contexts that engage student interest. Student work is often used as a predictor of student achievement; therefore, student artifacts must address the same content as the assessments, require higher level cognition to complete a task, and be practiced in multiple contexts so students are prepared and have no surprises in high-stakes test situations. Student artifacts may also reveal whether district expectations for student learning are being met and whether students are regularly engaged in challenging work that requires critical thinking. In some districts, artifacts may also differ by campus, creating possible inequities in curriculum access among schools and across subgroups. When student artifacts are carefully examined, districts have data to help identify and ultimately remedy areas of need.

Teachers were asked to submit artifacts that assess mastery of a standard and that represent all students, including special education, emergent bilingual, and advanced students. Fort Bend ISD provided auditors with 950 ELAR student artifacts for grades K-8, from each elementary and middle school campus. Auditors removed all duplicate artifacts and any artifacts that did not include the instructional standard or grade level addressed. They also removed any samples that were illegible or unclear in the task required of the students. Auditors were left with 839 artifacts from which a stratified random sample of 217 was selected, as detailed in the following exhibit. It must be noted that though the sample is random, auditors took great care to ensure that artifacts from all campuses were included in the body of work analyzed.

Exhibit 3.2.1: Artifact Sample Size

Grade Levels	Net Artifacts	Sample Size
K-5	645	163
6-8	194	54
Total K-8	839	217

Source: Artifacts provided by FBISD personnel

Auditors chose a sample size that promoted generalization of results to a broader range within a 95% confidence level. A minimum of 10 samples were selected from each grade level and from all campuses across the district. Auditors examined the 217 artifacts with 3 major areas of focus:

- Objective Content Analysis
- Cognitive Type Analysis
- Context Analysis

Overall, auditors found 16% of artifacts did not align to the Texas Essential Knowledge and Skills (TEKS) across grades K-8. Although the content of most remaining artifacts was on grade level, they most often required lower cognitive demand, and activities were less engaging and included few real world applications or meaningful writing opportunities.

Objective Content Analysis

Objective content refers to the knowledge, skills, and processes to be taught as found in the student learning objectives. For this analysis, auditors calibrated the instructional level of the student artifact by comparing the content skill/concept to be mastered to the district’s content objectives or standards – the TEKS for Fort Bend ISD. Each artifact was labeled by the teacher with the grade level and TEKS objective number, providing the auditors with a place to begin the analysis. The auditors then determined if the student work was a match to the grade level standard referenced; or if the work corresponded more closely with a standard a grade below or above the teacher specified standard. Using this process, an actual grade level content specification is determined for each artifact and then tallied to determine a percentage of on level student artifacts by grade level. For example, if grade 5 had 10 artifacts and 7 were determined to be at grade level and the remaining 3 artifacts were determined to be one grade level below, then 70% would be at grade level 5, and 30% would be at grade level 4.

These data are then displayed in a table showing the distribution of the actual grade level of the artifacts. The calibrated grade levels are multiplied by the number of artifacts to determine the average level of difficulty for all artifacts in that grade level, with Kindergarten considered grade 0 when calculating average grade level. To continue with the above example: if grade 5 had 10 artifacts total and 7 are on grade level and 3 are at grade 4 level, 7 is multiplied by 5 for a score of 35 and 3 by 4 for a score of 12. These numbers are added together for a score of 47, then divided by the total number of artifacts for grade 5—47 divided by 10, for an average grade level of 4.7. It must be noted that this is not a grade equivalent score; it rather reflects the average grade level that the artifacts represent. Of greater importance are the percentages in the body of the exhibit table, which show the percentage of artifacts calibrating either lower or higher than their identified grade. Also of importance are the percentages of artifacts that are determined to be Content Mismatches (CM). These artifacts do not correspond to any of the objectives at any grade level and are, therefore, not aligned in content to the district’s curriculum and, in this case, the TEKS. Content mismatches are not counted in the average of artifact grade levels. Further, it is the activity of the artifact that is analyzed, not a student’s actual work. The student’s work may represent an even lower or higher grade level than what the artifact itself requires. Finally, grade level calculations are a cross section of the types of work students are asked to do to demonstrate mastery of district and state standards.

The following exhibit shows the content calibration for the Fort Bend ISD ELAR student work artifacts for grades K-8.

Exhibit 3.2.2: Content Analysis of ELAR Artifacts, Grades K-8

Grade Assigned	Auditors’ Assessment of Artifact Grade Level									Content Mismatch	Ave. Grade Level
	K	1	2	3	4	5	6	7	8		
K	79%									21%	0
1		100%								0%	1
2		3%	69%							28%	1.9
3				80%	7%					13%	3.1
4			5%	2%	83%					10%	3.9
5						93%				7%	5

Grade Assigned	Auditors' Assessment of Artifact Grade Level									Content Mismatch	Ave. Grade Level
	K	1	2	3	4	5	6	7	8		
6						9%	68%			23%	5.9
7								90%		10%	7
8							4%		82%	14%	7.9

Source: Artifacts provided by FBISD personnel

Content analysis of Kindergarten-grade 8 English language arts artifacts ranged from 68% in grade 6 to 100% in grade 1. Below grade level artifacts were identified for grades 2, 4, 6, and 8; and above grade level student work was found only in grade 3. Few artifacts were assessed as below grade level, with most non-grade level artifacts identified by auditors as content mismatches.

Artifact Content Mismatch

Content mismatches occur when an artifact does not align to any of the objectives at any grade level. Often, content mismatches address the main topic of the intended learning standard but miss an important aspect of the expected learning. For example, for the learning objective, “Analyze the relationships of and conflicts among the characters,” asking students to “describe the characters” would be considered a mismatch. The student work addresses the topic of characters, but misses the greater theme of the characteristics’ relationships and conflicts.

The following exhibit shows the percentage of content mismatch for literacy for each grade K-8, as well as an average of all grade levels.

Exhibit 3.2.3: Percentage (Means by Grade) of Content Mismatch in ELAR Artifacts, Grades K-8

Grade Level									Total K-8
K	1	2	3	4	5	6	7	8	
21%	0%	28%	13%	10%	7%	23%	10%	14%	14%

Source: Artifacts provided by FBISD personnel

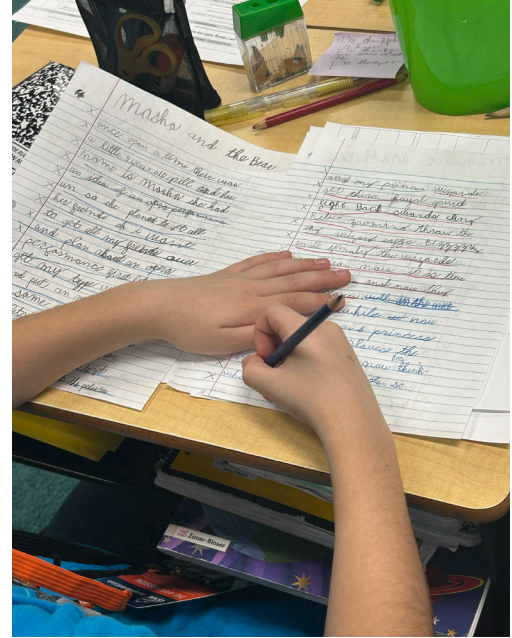
Content mismatches were found in all grade levels apart from grade 1. The highest percentages of mismatches were found in grades 2 (28%), 6 (23%), and Kindergarten (21%). Explanations of some of the mismatches found by auditors follow.

Auditors’ analysis revealed mismatches for a variety of reasons. In 2nd grade, the referenced TEKS 2.2B(iii) has students, in part, demonstrate and apply phonetic knowledge by decoding multi-syllabic words with closed syllables. The student artifact was not a match, however, since no multi-syllabic words were included for students to decode. A mismatch in a 4th grade artifact included TEKS 4.9(ii), requiring students to recognize characteristics and structures of informational texts that support understanding, including pronunciation guides and diagrams. Students were to read an article provided by the teacher; however, the article did not include either a pronunciation guide or a diagram for student use to enhance understanding. A 6th grade artifact referenced TEKS 6.12D, requiring students to identify and gather relevant information from a variety of sources, and TEKS 6.12H calling for examining those sources for faulty reasoning. The artifact required students to read only one article, not a variety, and write a short response, with no mention of addressing faulty reasoning found in the text, thereby resulting in a mismatch.

In summary, after content mismatches were removed from further analysis, most student work was found to be on grade level for content. Although this is a district audit and does not reference individual campuses, auditors noted that content alignment was consistent across the representative campuses.

Cognitive Type Analysis

Cognitive Type is an indicator of the level of thinking required to complete a given task. Auditors expect the cognitive types of the written, taught, and tested curriculum to be congruent, so students are not surprised by the cognitive demands of high-stakes testing situations. Assignments and activities collected in classrooms across the district should include a range of cognitive demands for student practice opportunities. Research indicates that all students, even the lowest performing, benefit greatly when they are engaged in problem solving, critical thinking, and decision-making activities. When students utilize higher levels of cognition to complete tasks on a regular basis, the more they achieve. Cognitive demand in the classroom is essential to student achievement – not just in testing situations, but in real world situations outside the classroom.



Cornerstone Elementary School 4th Grade Student Revising and Editing Writing

To analyze student artifacts to determine cognitive levels, auditors examined each artifact and assigned a level of cognitive demand to each individual piece of student work, using Webb’s Depth of Knowledge Framework found in **Appendix E**. The chart below illustrates the cognition level required to complete the Kindergarten-grade 8 literacy artifacts.

Exhibit 3.2.4: Cognitive Type Analysis of ELAR Artifacts, Grades K-8

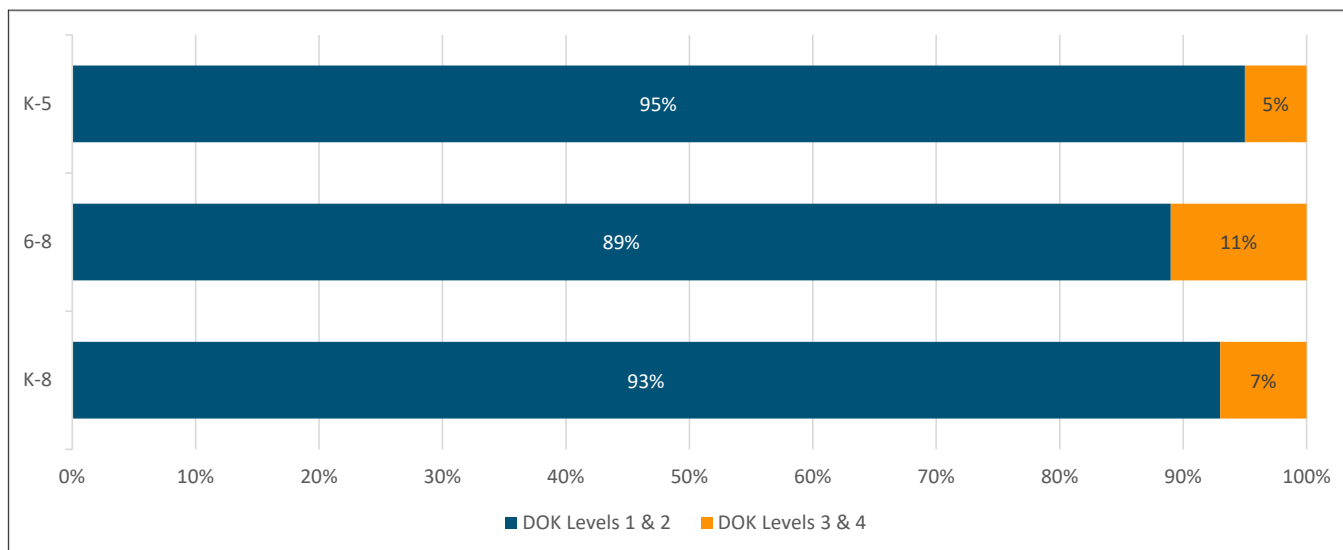
Cognitive Domain	Grade Levels									K-8 DOK Level
	K	1	2	3	4	5	6	7	8	
DOK-1: Recall & Reproduction	79%	100%	69%	62%	64%	54%	71%	56%	58%	68%
DOK-2: Skills & Concepts	21%	0%	31%	23%	28%	31%	23%	44%	21%	25%
DOK-3: Strategic Thinking	0%	0%	0%	15%	8%	7%	6%	0%	16%	6%
DOK-4: Extended Thinking	0%	0%	0%	0%	0%	7%	0%	0%	5%	1%

Source: Artifacts provided by FBISD personnel

The cognitive rigor across all grade levels was primarily at the Recall and Reproduction (68% at DOK 1) and Skills and Concepts (25% at DOK 2) levels, indicating the students were not required to use critical thinking, problem solving, or decision making when completing most work samples shared with the auditors.

The following exhibit provides the same information from a different perspective. Auditors present data by grade bands K-5, 6-8, and K-8; and combine lower levels (DOK 1 and 2) and higher levels (DOK 3 and 4) to give a visual comparison.

Exhibit 3.2.5: Comparison of Lower- and Higher-Order Thinking Skills (DOK) by Grade Bands K-5, 6-8, and K-8



Source: Artifacts provided by FBISD personnel

Most artifacts for all grade bands required students to recall facts, do simple procedures, and make some decisions related to approach with more than one mental step (DOK Levels 1 and 2). Conversely, very few artifacts required strategic or extended thinking (DOK Levels 3 and 4) – 5% grades K-5, 11% grades 6-8, and 7% grades K-8. Less than 7% of all artifacts, K-8, required students to think abstractly, justify choices, synthesize information from multiple sources, or transfer knowledge from one domain to solve problems in another. Auditors noted the level of cognition required to complete artifact tasks was consistent in samples from campuses across the district.

Context Analysis

Context is the way in which students demonstrate mastery of an objective or standard; in other words, the *how* of assessment. For example, a multiple-choice test, an essay test question, and a portfolio project provide different assessment contexts. Additionally, context types help determine levels of student engagement, since some contexts provide more relevance and interest for students than others. Completing a work sheet to analyze a published poem may be less engaging than writing an original poem and then completing a self-analysis and/or utilizing peer editing. When student work has relevance to the real world it becomes more intrinsically motivating, student engagement increases, and retention and application in other settings is more likely.

Auditors examined the artifacts for four types of contexts: Classroom, Test-like, Real World, and Meaningful Writing. The following exhibit shows the types of contexts and provides explanations and examples of each.

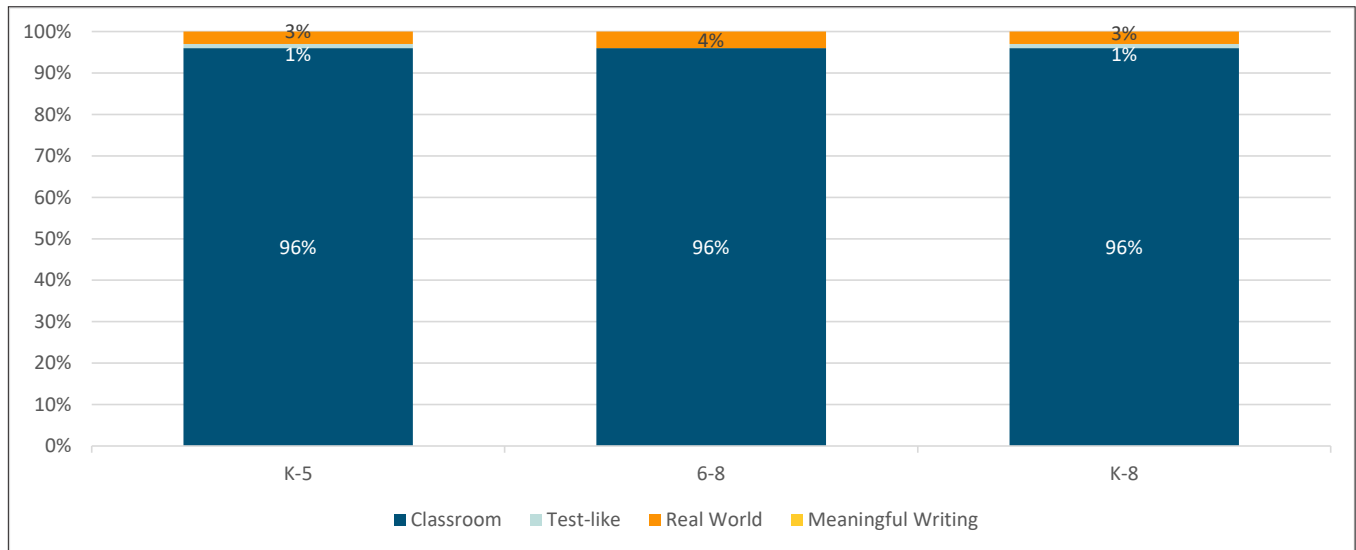
Exhibit 3.2.6: Context Types

Context	Explanation	Examples
Real World/ Simulated Real World	This type of context replicates activities found in the real world. It is often a hands-on activity.	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.
Test-like	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP® exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	Marking a bubble sheet; selecting from multiple-choice items; constructing a short answer; writing an extended response; fill-in-the-blank and true/false questions.
Classroom Activity	This context is comprised of activities that are unlikely to be found outside a classroom.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.
Meaningful Writing	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.	Researching, formulating, and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing, and evaluating a theory or premise; writing a personal narrative utilizing techniques learned in class.
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It should be noted that all contexts should be utilized in classrooms when appropriate. Classroom and Test-like are less engaging for students than Real World and Meaningful Writing contexts. The more engaging contexts promote the greatest opportunities for learning.

Auditors analyzed student work artifacts and categorized them by context type – Classroom, Test-like, Real World, or Meaningful Writing. Auditors expect to see all context types in a group of artifacts, with a higher proportion of the more engaging contexts (Real World and Meaningful Writing). The exhibit below shows the context of Fort Bend ISD literacy artifacts, by grade bands K-5 and 6-8, as well as the totals for K-8.

Exhibit 3.2.7: Distribution of ELAR Artifact Context Type by Grade Bands K-5, 6-8, and K-8



Source: Artifacts provided by FBISD personnel

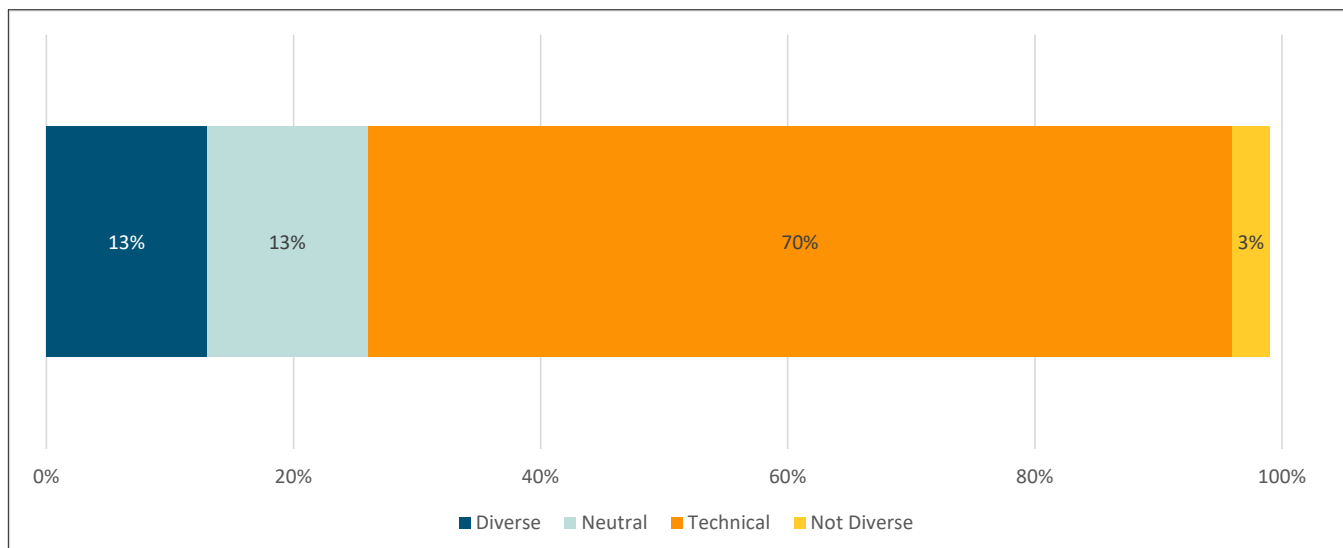
Most literacy artifacts were classified as Classroom, activities unlikely to be found outside a classroom setting. Examples include but are not limited to worksheets, labeling a map, or vocabulary practice. Few examples of Real World and Test-like were noted; and no artifacts K-8 required students to engage in meaningful writing activities.

Additional Analysis

Culturally Relevant Artifacts

Culturally relevant instruction that includes diverse texts and resources are necessary to ensure all students are engaged in the learning process. Auditors, therefore, chose to review English language arts and reading artifacts that clearly named a text by categorizing them as Diverse, Neutral, Technical, or Not Diverse. Diverse texts have either authors or characters who are people of color or people from marginalized groups and religions. Neutral texts have characters that are animals or objects. Technical texts are those that cover topics or scientific phenomena. Not Diverse texts have authors or main characters who are White. While there is no specific audit standard for this, there is an expectation that all students in a diverse school district will have access to culturally relevant resources. Thirty texts were analyzed, including short stories, articles, and poems. The results of this analysis are presented below, with details provided in **Appendix E**.

Exhibit 3.2.8: Percentage of Diverse, Neutral, Technical, and Not Diverse ELAR Texts, Grades K-8



Source: Artifacts provided by FBISD personnel

Auditors found that 70% of texts referenced in the artifacts were Technical. Only 3% of texts were found to be Not Diverse, with 13% Diverse and 13% Neutral. Although this is a limited analysis, auditors noted that few examples of literature—short stories, novels, poetry—were referenced in the student work artifacts for Kindergarten-grade 8, raising the question as to whether students have opportunities to interact with literature as frequently as they do with informational texts.

Summary

Student work artifacts are a critical piece of the learning process, providing a means to practice skills/ concepts and to show mastery of the same (see **Recommendation 3**). Auditors found that most Kindergarten-grade 8 ELAR artifacts are aligned in content to the TEKS, with a 14% mismatch for content. Less than 10% of the artifacts analyzed required students to use higher levels of cognition related to strategic or extended thinking to complete the work; and fewer than 5% of artifacts were of the more engaging contexts—Real World and Meaningful Writing. Auditors also found that most texts referenced in the artifacts were of a technical nature, with few examples of literature included. Finally, the lack of rigor and use of engaging contexts noted in the artifacts was consistent in work samples submitted by all campuses from across the district.

Finding 3.3: The absence of comprehensive planning in Fort Bend ISD has hindered the timely initiation and implementation of professional development needed to make instructional shifts addressing state legislation regarding the Science of Reading. While campus administrators are committed to monitoring, competing priorities from various departments and a multitude of walk-through tools provided by the district result in inconsistencies of what is monitored, how data are captured, and how the information is used to support teaching and learning.

The purpose of a high-quality professional development program is to increase staff effectiveness and meet the overarching goal of improving student achievement. High-quality professional development is intensive, ongoing, and connected to practice, focusing on the three phases of change: initiation, implementation, and institutionalization, which are necessary for sustainable and long-term improvements in teaching and learning.

To determine the quality and effectiveness of the professional development program specific to literacy, auditors reviewed board policies, job descriptions, district reports and planning documents, professional learning catalogs, the FBISD Literacy Task Force meeting notes, and state mandates regarding the Science of Reading. They interviewed stakeholders at all levels and surveyed district and campus administrators and teachers regarding professional development and conducted classroom observations. The auditors expected to find a long-range professional development plan specifically addressing the Science of Reading and the instructional shifts needed to comply with legislative requirements.

The **FBISD 2025 Full Audit** report analyzed the district’s professional development plan and found it to be inadequate. The following exhibit shows the auditors’ ratings using the CMAC® model professional development criteria.

Exhibit 3.3.1: CMAC® Model Professional Development Criteria and Auditors’ Assessment of Staff Development Program and Planning

Characteristics	Auditors’ Rating
Policy	
1. Has policy that establishes the expectation that professional development focus primarily on the improved delivery of curriculum	X
2. Fosters an expectation for professional growth and requires planning to support growth for the improvement of student learning	X
3. Is for all employees	X
Planning and Design	
4. Is based on a careful analysis of data and is data-driven	p*
5. Provides for system-wide coordination and has a clearinghouse function in place	
6. Has a current plan that provides a framework for integrating initiatives in professional development with the mission, vision, and curriculum implementation	X
7. Has a professional development mission in place	X
8. Is built using a long-range planning approach	p*
9. Provides for organizational, unit, and individual development in a systemic manner	p*
10. Focuses on organizational change—professional development efforts are aligned to district goals	p*

Characteristics	Auditors' Rating
Delivery	
11. Is based on proven research-based approaches that have been shown to increase productivity	P*
12. Provides for three phases of the change process: initiation, implementation, and institutionalization	
13. Is based on human learning and development and adult learning research	
14. Uses a variety of professional development approaches	P*
15. Provides for follow-up coaching and on-the-job application, which are necessary to ensure change in practice	P*
16. Expects each supervisor to be a staff developer of staff supervised	P*
Evaluation and Support	
17. Provides the necessary funding to carry out professional development goals	X
18. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior	P*
Total Met	6/18
Percentage Met	33%
Key: X = Met, P* = Partially Met, Blank = Not Met	
*Partial ratings are counted as not met when determining overall percentage of adequacy.	
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Six of the 18 characteristics (33%) for a Model Professional Development Program and Plan were fully met, below the 70% requirement for adequacy. Nine characteristics were partially met (see **2025 FBISD Full Audit, Finding 5.1** for full analysis).

For this literacy program audit, auditors will address some of the characteristics for professional development, specifically Characteristics 8 and 12, as they relate to the design and implementation of literacy professional development. In the CMAC® Model Professional Development Criteria, Criterion 8 specifies that “Professional development is built using a long-range planning approach,” and Criterion 12 expects the district plan to “Provide for three phases of the change process: initiation, implementation, and institutionalization.”

According to the phases of the change process, initiation ensures that targeted stakeholders have the skills, strategies, tools, and resources in place to make the change happen. During this initiation phase, communication occurs about the initiative, and descriptors for early, mid-stage, and full implementation are defined. Clarity about what is expected at each stage is necessary to minimize confusion and inconsistency in practice. Additionally, resources are provided during the initiation phase to ensure staff members are equipped for success before implementation is expected. During the implementation phase, training, feedback, clarification, and support are provided. During the institutionalization phase, the initiative becomes routine

LAKEVIEW ELEMENTARY SCHOOL
2024-2025 **CAMPUS IMPROVEMENT PLAN**

1 Teachers will deliver effective Tier 1 instruction by focusing on effective small group instruction and increasing rigor in planning & instruction.

- Teachers will engage in professional development to calibrate and build capacity in our understanding of the rigor needed to support students to achieve and/or exceed proficiency.
- Teachers will plan for and implement effective small group instruction during the Tier 1 instructional block.
- Teachers will participate in vertical planning to facilitate alignment of instructional strategies K-5 and deepen teacher understanding of TEK progressions across grade levels.
- Teachers will engage in professional learning on embedding strategies for supporting EB students in Tier 1 instruction.
- Teachers will support GT students through parent partnerships with increased communication, detailing current learning objectives, GT Learning Plans, additional practice resources, upcoming assessments and projects, and opportunities for parental support.

2 LVE will provide a supporting learning environment for all students through consistent and calibrated implementation of PBIS practices.

- Through staff development opportunities, staff members will calibrate the criteria for and frequency of awarding viking bucks.
- Through staff development opportunities, staff will calibrate their understanding of teacher managed versus office managed behaviors and effective classroom behavior management techniques.

3 LVE will improve communication to families about academic rigor and instruction occurring in the classroom

- Staff will collaborate with LVE PTA to plan, outreach, and implement parent events to increase understanding of instruction and rigor.

Lakeview Elementary CIP Posting

practice, and monitoring and evaluation ensure the desired outcomes on student learning are achieved. The change process cannot be considered complete if any one phase is not successful.

Auditors found no evidence that comprehensive long-range planning for change is occurring in English Language Arts and Reading (ELAR). The initiation phase is overlooked when planning for change; implementation is expected immediately after communication; teacher professional development is not prioritized; monitoring and evaluation are expected immediately; and no systemic plans for resource provision and support are put in place.

Long-Range Planning

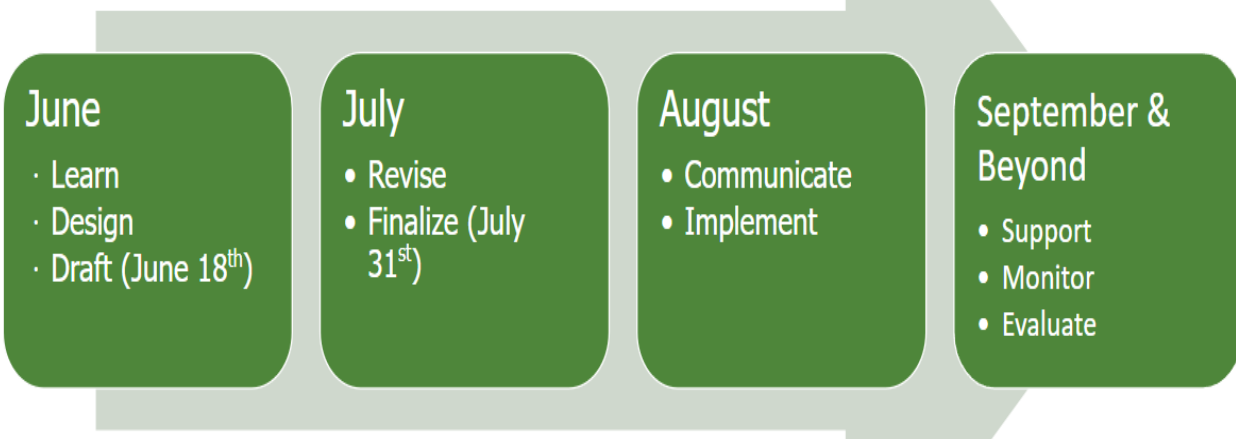
In June 2019, House Bill 3 legislated that all K-3 teachers and principals needed to attend reading academies designed to shift instructional practice to align with the Science of Reading by the end of the 2022-23 school year. Fort Bend ISD complied by ensuring all affected teachers and administrators attend Reading Academies, but no plan was put in place to ensure classroom practices changed to address the Science of Reading.

In November 2023, Fort Bend ISD’s *Board Policy EHAB(LEGAL)—Basic Instructional Program Required (Elementary)* was revised to comply with legislation stating that districts may not include any instruction that incorporates the three-cueing system. While district leadership was aware of the needed programmatic shifts to comply with legislation, a Literacy Task Force designed to respond to these shifts was not convened until late spring of 2024.

The FBISD Literacy Task Force meeting notes from May 24, 2024, show the expected timeline for the inception, implementation, and evaluation of the district’s new Teacher Led Small Group Instruction (TLSGI) initiative, which was created to respond to the research behind the Science of Reading and state legislative requirements.

Exhibit 3.3.2: Timeline to Implementation of Aligned Small Group Instruction

Timeline to Implementation of Aligned Small Group Instruction



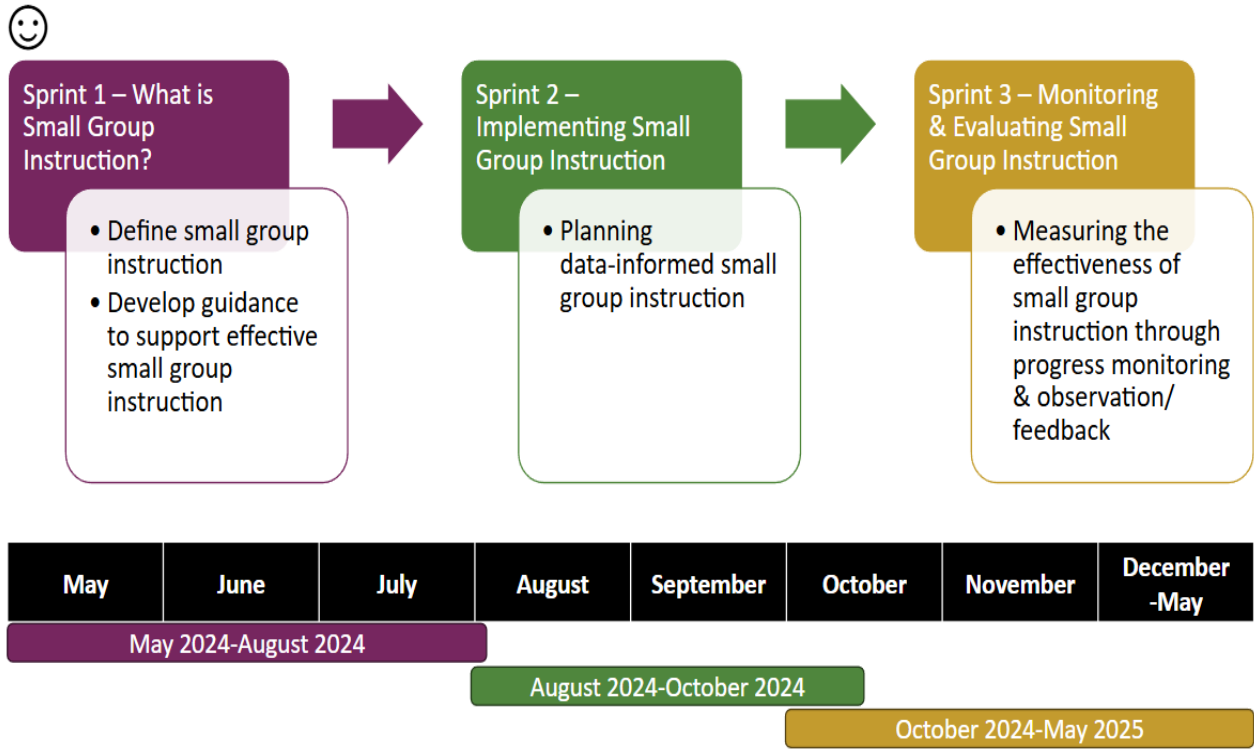
Source: The FBISD Literacy Task Force meeting notes from May 24, 2024

The previous exhibit shows a timeline of central office staff learning about, designing, and finalizing the new TLSGI initiative in the summer of 2024, then moving directly to monitoring and evaluating that initiative, beginning in September 2024.

The exhibit that follows shows a similar timeline. Neither plan references professional development or resource provision to support the expected shift in practice.

Exhibit 3.3.3: Literacy Task Force “Sprints” for Current Priority

Literacy Task Force “Sprints” for Current Priority



Source: The FBISD Literacy Task Force meeting notes from June 4, 2024

The compressed timelines shown in these slides confirm district leadership’s unfamiliarity with change management theory and the importance of creating a comprehensive long-range plan. A central office administrator confessed, “We have great improvements to make in having a long-range plan so that we are not being reactive to situations and are being more proactive.”

Three Phases of the Change Process

Characteristic 13 expects school districts to incorporate the three phases of the change process when implementing initiatives that require shifts in beliefs, thoughts, and actions. These phases include initiation, implementation, and institutionalization.

Initiation Phase

When designing comprehensive long-range plans, school districts design, procure, and provide training, tools, and resources during the initiation phase of the change process before moving into the implementation phase. When a long-range planning approach is not used, widespread confusion,

frustration, anxiety, and resistance occur (see Knoster’s Managing Complex Change Matrix in **Appendix E**). Through interviews and online surveys, stakeholders indicated a need for a more thoughtful, long-range approach to change. Teachers expressed frustration about the hasty communication and implementation of such a major shift in expectations from guided reading to a focus on small group instruction based on skills and strategies.

- “No one thinks ahead! Our district is too large to be making it up as we go! Someone needs to lead the ELA mess!”
- “It’s a sinking feeling, building a plane while it’s in the air. I feel like we are going to plummet at any time.”
- “Having a new system [mid-year] is not good because it adds more stress on teachers, and the delivering of instruction is uncertain due to lack of modeling and time to understand the new program.”
- “It changed in the middle of the year when they shared that we were not supposed to do ‘Guided Reading’ and were to do 10-minute SGI groups vs. using books to work on concepts. It is really hard to roll out a new way to teach mid-year and then expect a year and a half growth [for students], when things continue to change during the same school year.”

A crucial part of developing a long-range comprehensive plan is determining the resources and tools that will be needed to support the desired change. Teachers, specialists, instructional coaches, and campus administrators alike expressed concern that while new expectations were put in place mid-year, teachers were expected to utilize old curriculum and resources that did not align with the new expectations. Principals reported that teachers’ planning time for small group instruction had doubled or tripled because teachers were searching on their own time for resources that aligned with the new model.

- “It’s been hard for teachers. We don’t have the decodables we need to do small group instruction with. Teachers have to pull the Fountas and Pinnell books and look at each one to see if it fits a current phonics pattern and can be used as a decodable. The old resources don’t fit the new model.” (Campus Administrator)
- “We are shifting from guided reading to small group instruction. I understand that we are behind... However, in October when they transitioned us from the old program to the new, unfortunately, the message did not align to the resources we have.” (Campus Administrator)

Teachers in Fort Bend ISD reported feeling ill-equipped to change their instructional model without the training and resources needed to support the shift.

- “The changes to our literacy model are not reflected in the curriculum. They tell us, ‘Ignore the curriculum.’ The curriculum should’ve been adjusted first. The curriculum doesn’t reinforce the changes being demanded.”
- “They provided one copy of a new resource per grade level, but we have eight teachers per grade level.”

Even central office administrators shared concerns about the provision of resources with one stating, “We have said over and over that we have moved to the Science of Reading, but I am not sure they have the resources to do it.”

Implementation Phase

During the initiation phase of a comprehensive professional development plan, affected stakeholders are provided with the knowledge and skills necessary for successful implementation of a new initiative. After examining the FBISD 2024 Summer Professional Learning Catalog, auditors found no required training for teachers on the district’s new Teacher Led Small Group Instruction initiative. For teachers in K-2, no required literacy training was provided, and the optional small group training offered referenced guided reading, which is in direct conflict with the new model for small group instruction. The required training for ELAR teachers in grades 3-5 was focused on Tier 1 instruction rather than the new initiative expected to be implemented in the upcoming school year. Teachers questioned why a major shift in instructional philosophy was not addressed until after the school year started, with one teacher stating, “This year’s Skills Groups and Small Group Interventions would have been better addressed during the summer. Instead, it was initiated well after the start of the school year.”

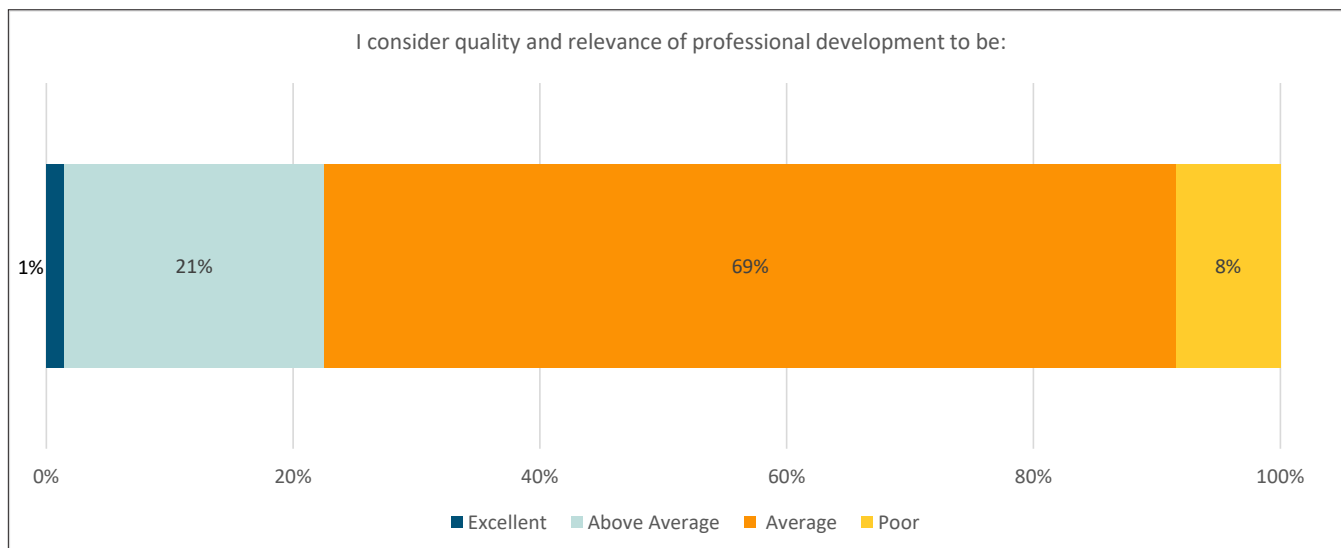
Central office and campus administrators shared that the training for Teacher Led Small Group Instruction was created as a trainer of trainers’ model, being led and delivered at the campus level. Instructional coaches, specialists, and campus administrators were given training after the school year had begun and then were expected to train teachers on the expected shift away from guided reading. Several campus administrators interviewed expressed frustration about the timeline expectations for the rollout. They felt forced to abandon the thoughtfully developed plans they had made for campus professional development, based on their campus goals, to comply with what they perceived to be a hastily developed district mandate.

- “It’s a concern that everything is given to us last minute and after school has already started. Then we are expected to turn our ship to an entirely new course within two weeks after we are trained without time to plan and prepare our staff.”
- “The district gave us three trainings that we had to turn around and give quickly to our teachers. I had to call extra meetings to deliver a training that was not going to be well received.”

Campus leaders, including administrators, coaches, and specialists, also expressed concern that they did not feel fully prepared or equipped to lead such a major shift in instructional philosophy and practice, wishing the training had been provided to teachers by central office personnel instead of using them as middlemen. One campus administrator said, “[Professional development has] shifted to the trainer of trainers’ model. I don’t always feel qualified to meet the teachers’ needs... I don’t feel like I can support [the teachers]. If we could go back to teachers going to PD on their content, getting the needed resources, we’d see better student outcomes.”

While the campus-based delivery of district-required professional development is ubiquitous in Fort Bend ISD, campus leaders aren’t the only ones who question its effectiveness. Central office administrators were asked their opinion regarding the quality and relevance of professional development provided at the school site.

Exhibit 3.3.4: School Site-Provided Professional Development Quality and Relevance



Source: 2025 Fort Bend District Administrator Survey

Seventy-seven percent of central office administrators rated the quality and relevance of these school-site provided trainings to be of average or poor quality, with only 22% believing site-based professional development to be excellent or above average. Teachers also expressed concern about the trainer of trainers’ model for major initiatives: “The district’s approach to rolling out instructional methods and strategies often loses its effectiveness by the time it reaches teachers... The original message from district leaders tends to become diluted or misinterpreted, leading to inconsistencies in implementation and overall effectiveness.”

When asked about plans for professional development for summer 2025, auditors were told by central office administrators that the required professional development for all teachers would be focused on planning Tier 1 instruction for a specific TEKS or unit focusing on planning for RAP (rigor, access, and progress monitoring). Training for small group instruction would be optional and not included as part of the required 14 hours of summer training. During interviews, central office staff explained they did not have the autonomy to determine the content of required professional development for teachers (see **Finding 1.2**). This was corroborated by comments made in surveys and other interviews.

- “Teaching and Learning does not have the autonomy to develop and present content area PD for our teachers. Organizational Development owns all professional learning.” (Central Office Administrator)
- “PD and pedagogy are owned by OD... We have content specific pedagogy and initiatives that never get addressed because OD determines what happens in the summer for professional development.” (Central Office Staff)
- “OD makes decisions unilaterally without our feedback. We try to be proactive, but we are continuously told no and faced with roadblocks.” (Central Office Staff)
- “Content is forever related to success criteria and learning intentions, but nothing to help teachers use instructional resources or create meaningful lesson plans.” (Campus Administrator)

Stakeholders at the classroom, campus, and district level expressed a desire for a stronger contribution from the Teaching and Learning department in the design and timely delivery of content specific

professional development for teachers and regular opportunities to talk with district-level staff regarding clarifications and support needed.

Institutionalization Phase

The final phase of the change process is known as institutionalization. In this phase, major challenges related to resources, time, and materials have been addressed, and the new practices are routine, consistent, and deliver the intended results. Campus and district leaders must maintain unwavering commitment to the change and its long-term benefits, confirming the positive impact of the change and identifying areas for continuous improvement. To sustain the desired change, leaders must plan specific actions to ensure the change endures over time. Ongoing feedback is essential to affirm and refine teachers’ implementation. Additionally, leaders must provide opportunities for teachers to openly discuss challenges and collectively find solutions to problems. Plans must be made for ongoing support, training, and accountability for members new to the organization or those who are still struggling with the innovation. Without a plan for the institutionalization phase, districts face the likelihood of returning to the previous state before the initiative began.

Monitoring

Feedback and support are a crucial part of the implementation phase. In Fort Bend ISD, campus administrators are primarily tasked with providing feedback and support to teachers as few campuses have instructional coaches. Principals expressed appreciation for the observation tool created by the Teaching and Learning department’s literacy team, giving them look-fors during a walk-through. Most admitted however that they were not using the tool, sharing that they did not feel adequately equipped to guide teachers through such a significant shift in literacy practice and did not feel comfortable evaluating teachers on a shift demanded mid-way through the school year. They expressed a need for more on-campus support: “My teachers are doing the best they can, but there is no support for teachers. The Teaching and Learning department staff give great feedback when they come to our campus. They are amazing, but that department doesn’t have the manpower to support us and our teachers like we need.”

Additionally, campus administrators expressed feeling overwhelmed by all of the various district-provided monitoring tools, walk-through forms, and initiatives, sharing they felt responsible for monitoring all the items on the district tools, including learning intentions, success criteria, adherence to the curriculum and fidelity to each content’s instructional model, rigor, engagement, accountable talk, differentiation, data-driven responsiveness, TTESS dimensions, phonics monitoring, small group instruction monitoring, and their own campus-specific goals. They said a lack of inter-departmental communication has caused confusion because each office expects their initiative to be the priority, not realizing that everyone is sharing different priorities. Campus administrators admitted they didn’t know which priority they should be chasing.

During the institutionalization phase, central office administrators monitor and evaluate how widespread implementation is and collect evidence to determine which

The image shows a 'SLMS Walkthrough Form' with the following sections:

- Teacher Name: _____ Date: _____ Period: _____
- LI Posted: _____ SC Posted: _____ Activities Aligned to LI/SC: _____ Word Walls: _____
- Listening/Speaking: _____ Writing: _____ AVID Strategy: _____ Costa's: _____
- Instructional Model and Lesson Components Observed**
- Table with columns: Opening, Focus Lesson, Structured Practice
- Row 1: ELA (Concrete/Representation/Abstract, #Sense/Task/Mini/Guided/Makey/Station)
- Row 2: Math (Engage/Explore/Explain/Evaluate/Elaborate, RT/Concepts/SEP Tools)
- Row 3: Science (Question, Gather & Interpret, Communicate & Demonstrate, Reflect)
- Row 4: Social Studies (Engage, Model, Application, Practice, Evaluate)
- Row 5: Electives (Lecture, Partners, Small Groups (Teacher Led or Student Led), Independent)
- Class Structure
- Observations: _____
- Next Highest Leverage: _____
- Observer: _____

Sugar Land MS NCR Walk-through Form

elements need further attention to ensure deeper implementation. When auditors asked the office of Organizational Development for data about monitoring and evaluating the implementation of instructional practices based on the Science of Reading after teachers completed Reading Academies, no response was provided. The ELAR team did share that they conduct weekly monitoring walks to assess the level of implementation of the new phonics curriculum. They explained that their team uses the information gained from the walks to support principals with campus feedback and to plan for future professional development.

Summary

A comprehensive approach to change management has not been used in Fort Bend ISD when planning for instructional shifts in literacy programming. Reading Academies occurred as a stand-alone professional development event, and changes were not made to instructional model expectations until well after legislation occurred, requiring implementation of key components of the Science of Reading. The district's delayed response did not allow for adequate time to engage in comprehensive planning for the major instructional shift, moving away from guided reading to a strategy and skills-based approach using small group instruction. Planning for the initiation phase was overlooked, resulting in widespread frustration that adequate training, support tools, and resources were not provided before a change in practice was expected. The impact of the absence of long-range planning on teachers was summed up by one teacher who shared their dismay, stating, "Plan ahead. Don't place teachers in positions that make them feel inadequate." (See **Recommendation 3.**)

FOCUS AREA FOUR: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting **Focus Area Four** has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Four: Feedback

Under Focus Area Four, the auditors examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Within this system, teachers have access to formative assessment tools that they can use to determine each student's progress in mastering needed content.

Common indicators include:

- A *formative* and *summative* assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current best practices for curriculum and program assessment;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be modified, evaluated, and subsequently improved;
- High quality and valid formative tools teachers can use to determine each students' progress in mastering the defined content;
- A timely and relevant database upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A database to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

Overview of What the Auditors Found in the Fort Bend Independent School District:

This section is an overview of the findings that follow in the area of **Focus Area Four**. Details follow within separate findings.

In **Finding 4.1**, auditors examined the scope, quality, and use of assessments in the FBISD literacy program. Significant inconsistencies were found between the written curriculum and its corresponding assessments, particularly in how assessment data are used to inform instruction. While the assessment system generates data, auditors found that its use for instructional decision making varied widely across

classrooms and campuses. A review of released state assessment items uncovered content alignment with the state standards, but inconsistent alignment was found in context and cognitive demand.

Auditors noted that the lack of district-wide consistency and accountability in assessment protocols within the literacy program results in fragmented student data, limiting the district’s ability to accurately monitor student growth and identify instructional needs. Consequently, many students may not be assessed with vetted, high-quality formative tools throughout the academic year. Without reliable and consistent formative data, the district cannot fully evaluate the effectiveness of its literacy programs or make informed decisions to support student achievement.

In **Finding 4.2**, auditors compared FBISD STAAR trend data with the state, special populations, and Focus and Measure schools. They found that, overall, academic performance remains stable and generally exceeds state averages. However, significant disparities persist in English Language Arts and Reading (ELAR), particularly among Special Education students, economically disadvantaged students, and across campuses—indicating inconsistent academic growth and equity in achievement.

Finding 4.1: Alignment of assessment items to state standards in grades K, 2, 4, 6, and 8 revealed inconsistencies between the written curriculum and corresponding assessments, limiting the consistent use of data for effective decision making across campuses and classrooms.

Formal assessments can serve both formative and summative purposes. The results should be accessible at the campus, department, and district levels to support diagnostic analysis and inform decision making. Formative assessments allow teachers and students to monitor progress and identify areas needing reteaching to improve learning outcomes. When aligned to state standards and district curriculum, these assessments support data-informed instructional adjustments. Summative assessments help teachers evaluate student learning and proficiency over specific skills at the conclusion of an instructional period. Tightly-held assessments aligned to state standards and the district curriculum facilitate data-informed decision making for continuous improvement of student learning and achievement (see **Finding 1.1**).

The design of student assessments should answer three key questions:

- *Is it there?* (Scope)
- *How good is it?* (Quality)
- *Is it being used?* (Delivery)

Gaps in any of these areas limit the effectiveness of assessments as tools for continuous improvement.

Scope of Student Achievement

The scope of student assessment refers to the presence of some form of tightly-held state or formal assessment and answers the question: *Is it there?* To determine the scope of the FBISD literacy assessments in grades K, 2, 4, 6, and 8, auditors examined assessment results, interviewed teachers and administrators, and administered surveys regarding assessment practices. A scope analysis was performed using the Curriculum Management Audit Center® (CMAC®) Formative Assessment Analysis framework to evaluate the availability and alignment of assessment systems supporting literacy instruction in the targeted grade levels.

Auditors expected to find both formative and summative assessments utilized in each grade-level English language arts and reading (ELAR) classroom, aligned with the Texas Essential Knowledge and Skills (TEKS) in content, context, and cognitive demand. Auditors expected to find formal formative and/or summative assessments administered in 100% of grades K, 2, 4, 6, and 8. They expected to find test items from curriculum-based assessments to be fully aligned to respective TEKS in content, context, and cognitive type.

Auditors found that Fort Bend ISD has developed numerous formative and summative assessments, but only the state and district formal assessments are held tight. Formal assessment is defined as an administratively mandated standardized assessment for all district students in a grade level course, whether formative or summative. Formative assessment is administered during instruction to identify learning progress. Data from formative assessment are used to adapt instruction and to identify students in need of larger interventions. In FBISD one such formal formative assessment is the NWEA *Measure of Academic Progress (MAP Growth)*.

Grades K, 2, 4, 6, and 8 had some form of formal formative and/or summative assessments in ELAR classes. The following exhibit lists assessments by name and grade level. State and district assessments required for all students are indicated with an “X,” and assessments administered or offered to only a select group of students with an “S.” Each assessment listed is also labeled as formative and/or summative.

Exhibit 4.1.1: Formal Assessments of Student Performance, Grades K, 2, 4, 6, and 8

Assessment	Grade					Formative	Summative
	K	2	4	6	8		
Common Campus Unit Assessments (Eduphoria)	X	X	X	X	X	X	X
District Learning Assessment (DLA) Reading	X	X	X	X	X	X	
Interim Assessments Reading			X	X	X	X	
Measure of Academic Progress (MAP Growth) ELAR/SELA	X	X	X	X	X	X	
State of Texas Assessments of Academic Readiness (STAAR)			X	X	X		X
Texas English Language Proficiency Assessment System (TELPAS)	S	S	S	S	S	X	X
Texas Kindergarten Entry Assessment (TX-KEA) Literacy	X	X				X	X
Total						6	4
Key: X = State and/or district required assessments; S=Given to select students; a blank space indicates that no formal test is given.							
Note: Formative or Summative: X represents the type of assessment							
Source: Fort Bend Independent School District							

The examination of the scope of assessment in a district refers to the percentage of courses or content areas that are formally tested. Formal testing means there is a common and consistent assessment of that grade level required of all students in the grade level or course. Detailed exhibits and a summary of the scope of formal assessments follow.

Exhibit 4.1.2: Scope of Formal ELAR Assessments, Grades K-5

Courses Offered	Types of Assessments Present	Grades/Courses Requiring Assessment	Grades/Courses with Assessment
Kindergarten English Language Arts	L, SD, SA	1	1
1st Grade English Language Arts	L, SD	1	1
2nd Grade English Language Arts	L, SD	1	1
3rd Grade English Language Arts	L, SD, SA	1	1
4th Grade English Language Arts	L, SD, SA	1	1
5th Grade English Language Arts	L, SD, SA	1	1
Total		6	6 (100%)

Key: L – Locally Developed Assessment, SD – Standardized Diagnostic, SA – State Assessment

The prior exhibit demonstrates 100% formal assessment of literacy is present for all Fort Bend ISD elementary K-5 grade levels.

Exhibit 4.1.3: Scope of Formal ELAR Assessments, Grades 6-8

Courses Offered	Types of Assessments Present	Grades/Courses Requiring Assessment	Grades/Courses with Assessment
6th Grade English Language Arts	L, SD, SA	1	1
6th Grade AAC English Language Arts	L, SD, SA	1	1
7th Grade English Language Arts	L, SD, SA	1	1
7th Grade AAC English Language Arts	L, SD, SA	1	1
8th Grade English Language Arts	L, SD, SA	1	1
8th Grade AAC English Language Arts	L, SD, SA	1	1
Total		6	6 (100%)

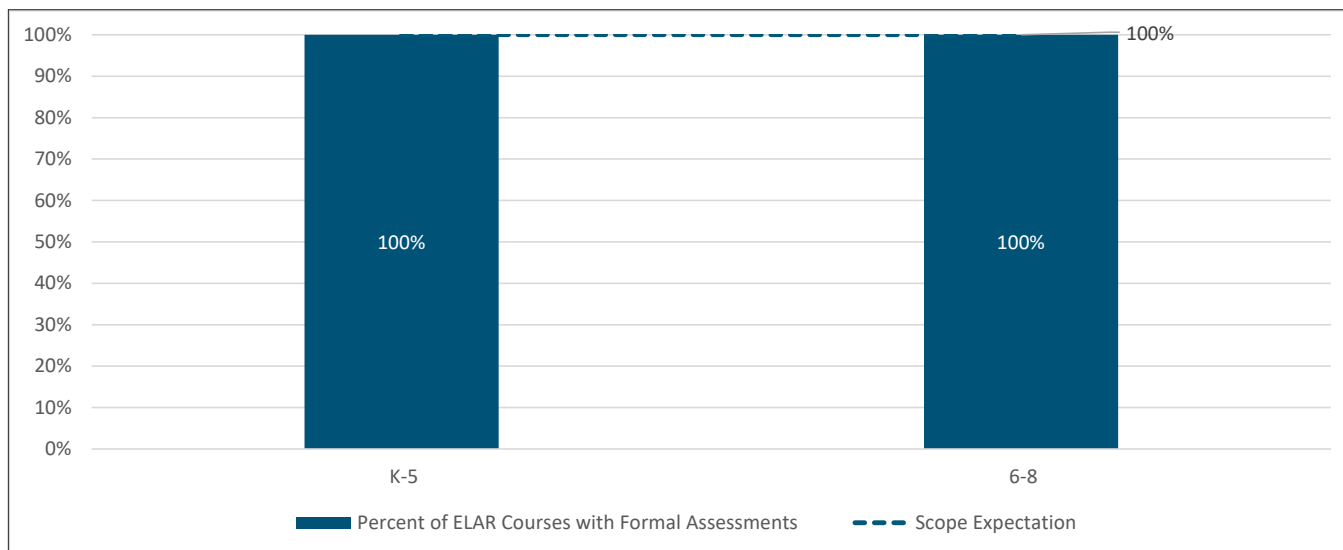
Key: L – Locally Developed Assessment, SD – Standardized Diagnostic, SA – State Assessment

Notes: *For Grade Level & (AAC) Advanced Academics Courses (formally pre-AP), assessments are the same as for the “regular level” course. There is no variation to assess different expectations for these courses.

The prior exhibit demonstrates that Fort Bend ISD administers formal assessments for 100% of grades 6-8 ELAR classes. The courses and exams listed in the FBISD testing calendar, the FBISD curricular resource system, Schoology, as well as the assessment and data system, Eduphoria, were listed together for grade level resources and formal assessments. No differentiation for assessments was noted between the advanced (AAC) and the regular middle school ELAR curriculum and assessments. The formal assessments analyzed included the locally developed grade level *District Learning Assessments (DLA)* as well as the *State of Texas Assessments of Academic Readiness (STAAR)* for grades 3-8.

Auditors noted with some concern that the *District Learning Assessments (DLAs)* for the academically advanced students at the middle school level are the same as *DLAs* for the general middle school students. They are not differentiated or enriched to measure the variation in expected learning.

Exhibit 4.1.4: Summary of Scope of Formal ELAR Assessments, Grades K-5 and 6-8



Student assessment data are essential for guiding curriculum design, instructional delivery, and measuring student achievement. To determine scope and quality of the formal ELAR assessment program for Kindergarten-grade 8, auditors reviewed assessment calendars and a list of course offerings and assessments, including ELAR District Learning Assessments (DLA) for grades K-8. Auditors found that the FBISD had 100% formal assessments at the elementary and middle school levels for all English Language Arts/Reading classes. According to the FBISD full audit, availability of formal assessments by content area for ELAR and math at the elementary level was comparable, but there were inconsistencies in science and social studies. Auditors for the full audit noted courses in science (52%) and social studies (58%) were assessed more frequently than English Language Arts (36%) and mathematics (28%). Although auditors determined the scope of formal English Language Arts/Reading assessments to be 100% in grades K-8, auditors also uncovered inconsistencies in the alignment and structured use of assessment data. (See **2025 FBISD Full Audit, Finding 4.2** for complete analysis of scope and quality.) A uniform system-wide approach to assessment design, access, and implementation is lacking. Inconsistencies in use of assessments across campuses limit the effectiveness of data-driven instructional decisions.

Fort Bend ISD ELAR teachers also feel that they have sufficient assessment tools. In a survey administered by auditors, 70% of K-8 ELAR teachers strongly agreed or agreed that they had sufficient assessment tools to give feedback on each child’s ELAR progress throughout the year.

While formative assessments are available in K-8 literacy classrooms across Fort Bend ISD, their effectiveness depends on consistent implementation, dedicated time for data analysis, and purposeful instructional planning based on that analysis. Without these elements, the availability of assessment tools alone is insufficient to ensure meaningful improvements in student achievement.

Quality of Student Assessment

Auditors found that Fort Bend ISD primarily utilizes the NWEA *MAP Growth* assessment to benchmark student achievement and growth in reading for grades K-8. However, auditors did not have access to *MAP Growth* test items to evaluate their quality or alignment with the Texas Essential Knowledge and Skills (TEKS). Auditors did have access to the district curriculum resource, Schoology, and to the district data assessment system, Eduphoria, to determine quality of assessment items used throughout the district. To determine quality of assessment items, auditors check for alignment in three dimensions:

- Content
- Context
- Cognitive Type

Looking at alignment along all three dimensions gives teachers and administrators a picture of the extent, nature, and degree of alignment. The following discussion explains the three dimensions of alignment when analyzing assessment items.

Content

Content covers the knowledge, skills, and processes that are tested. When items are out of alignment in the content dimension, students may answer an item correctly without knowing the facts or skills required by the learning standard (TEKS).

Context

Locally developed assessments, including those created by teachers, textbook publishers, or online curriculum providers, are often not aligned to the TEKS at the item level. This misalignment can be further complicated by the lack of clarity in the TEKS regarding the context in which content mastery should be demonstrated.

Context is the format or situation in which students are asked to perform. Context alignment considers how students are expected to demonstrate their knowledge and skills. Students can demonstrate their knowledge in numerous contexts at the classroom level, such as quizzes and tests, writing assignments, projects, and lab activities. However, when considering assessments, the contexts are typically limited to various types of assessment items, such as multiple choice, fill-in-the-blank, short answer, grid response, and composition. For local assessments to provide reliable information that helps students with meaningful preparation for state assessments, students must have opportunities to demonstrate their knowledge and skills in ways that are consistent with what they will be expected to do on the tests. Creating assessments that align with state assessments is only the minimum requirement. To create rigor in assignments and then in assessments, teachers must ensure students also encounter contexts that are at least as rigorous as demanded by the TEKS but also that go beyond the TEKS by creating real world situations, such as investigations that require students to discover answers on their own, or evaluate situations and write constructed responses rather than select from multiple choice.

The conundrum of context contextual bias, occurs when test items are embedded in situations that are unfamiliar or culturally specific, potentially disadvantaging some student groups. For example, a reading passage about snowboarding may be unfamiliar to students living in warmer climates, just as a math problem based on sailing terminology may be confusing to students with no exposure to

nautical activities. In contrast, a more neutral context—such as a passage about school routines or a math problem involving grocery shopping—offers more universal familiarity, helping ensure that the assessment measures content knowledge rather than background experience.

Because students come from diverse socioeconomic, cultural, and educational backgrounds, ensuring that assessments are fair, unbiased, and relevant to all learners is a persistent challenge. Assessment designers must be intentional about context to avoid introducing unintended barriers to accurate measurement of student learning.

Cognitive Type

Cognitive type refers to the type of thinking required to answer a question, generally matched to Bloom’s Revised Taxonomy. If questions are aligned in content but not in cognition, students can answer a question successfully by demonstrating their knowledge or comprehension of a certain event or skill; however, they may be unable to answer a question asked at the cognitive level of the learning standard (TEKS). The newer *STAAR* question item types no longer simply require multiple-choice response. They ask for extended constructed response. To increase rigor, districts should include not only state test question types but also performance assessments and student-constructed responses at a higher cognitive level than students will encounter on standardized tests or required by the TEKS. This deep alignment will allow students to demonstrate their learning at higher levels and still be successful on the high-stakes tests.

Auditors were given access to the Fort Bend ISD assessment and data system, Eduphoria. They chose questions from each grade level and, when possible, selected questions from the common campus assessments. The auditors selected two questions per grades K, 2, 4, 6, 8 as the samples for their findings for a total of 10 questions. Two different ELAR standards were selected per grade level for a larger sample size of standards. Auditors chose TX-KEA sample questions to compare with the Fort Bend ISD grades K and 2 assessments. Auditors found most of the Fort Bend ISD assessments reviewed were at the lower Depth of Knowledge (DOK) levels of 1 and 2.

The exhibit below is a summary of the analysis done by auditors of the Fort Bend ISD assessments found in Eduphoria. (See **Appendix F**, for the full analysis of content, context and cognitive type of chosen assessment items.)

Exhibit 4.1.5: Summary of the Alignment of Curriculum-Based Assessment Items to TX-KEA and TEKS in Content, Context, and Cognitive Type

Grade Level and Subject	Content	Context	Cognition
Grade K ELAR			
Q1 (K.2Aii)	Aligned	Aligned	Aligned
Q2 (K.8B)	Aligned	Aligned	Aligned
Grade 2 ELAR			
Q1 (2.9Di)	Aligned	Aligned	Aligned
Q2 (2.11B)	Not Aligned	Not Aligned	Not Aligned
Grade 4 ELAR			
Q1 (4.7C)	Aligned	Aligned	Aligned
Q2 (4.11C)	Aligned	Aligned	Aligned

Grade Level and Subject	Content	Context	Cognition
Grade 6 ELAR			
Q1 (6.5F)	Aligned	Aligned	Aligned
Q2 (6.10C)	Aligned	Not Aligned	Not Aligned
Grade 8 ELAR			
Q1 (8.9A)	Aligned	Aligned	Aligned
Q2 (8.10C)	Aligned	Aligned	Aligned
Summary Percent Fully Aligned	90%	80%	80%
<i>Sources: TEA Texas Essential Knowledge and Skills; Fort Bend ISD 2023-25 Eduphoria Assessments</i>			

Auditors reviewed Fort Bend ISD assessment items selected from the Eduphoria data assessment system. Assessments demonstrated strong content alignment—with approximately 90% of items matching TEKS content standards; 80% were aligned in context and cognition. The overwhelming majority of questions were multiple choice or single response, and very few required higher-order thinking beyond basic recall, understanding, or procedural application. Critically, none of the sampled items reflected the newer STAAR item types, such as extended constructed response, multipart questions, drag and drop, or multiselect formats. This lack of variety limits students’ exposure to the kinds of tasks they will encounter on the redesigned STAAR assessments and may contribute to gaps in test preparedness, particularly in demonstrating analytical thinking, reasoning, and written justification.

As part of Texas’ statewide assessment redesign, the *State of Texas Assessments of Academic Readiness (STAAR)* now includes a variety of innovative item types intended to better measure student mastery of the Texas Essential Knowledge and Skills (TEKS). These item types aim to reflect more authentic learning and require higher levels of cognitive engagement from students. For the purposes of this curriculum audit, evaluating alignment to these item types and their corresponding cognitive demands is critical to determining the readiness of district-developed assessments. These new formats are designed to go beyond basic recall and require students to analyze, evaluate, justify, or synthesize information in context—aligning more directly with college and career readiness standards.

Use of Assessment Data

High-performing districts are intentional in generating high-quality assessment data and fostering a system-wide culture of data literacy. In such systems, assessment data are used systematically to inform curriculum development, guide instructional practices, monitor student progress, and evaluate the effectiveness of programs and services. Regular, purposeful use of both formative and summative data enables educators to plan instruction responsively, identify learning gaps, and measure progress toward established goals. A comprehensive assessment framework is essential for generating actionable data. Effective districts utilize both formal assessments—centrally managed to ensure consistency across grade levels and subject areas—and informal assessments, which are implemented flexibly by teachers to meet the needs of individual students in real time.

This portion of the audit addresses the guiding question: *Is assessment data being used effectively?*

To evaluate data-use practices in Fort Bend ISD, auditors reviewed district documents and conducted interviews and surveys with administrators, teachers, and parents. Auditors anticipated finding a complete and coordinated assessment system across all grade levels and subject areas, with consistent mechanisms to analyze results, provide instructional feedback, and inform program decisions.

When K-8 ELAR teachers and administrators were asked about how the literacy program could be improved, many expressed frustration at having to create their own assessments.

- “Each department creates their own assessments. There is not a process for how that happens. To my knowledge, there is not a vetting process. Depending on the content, they will pull from a test bank or write their own.” (Campus Administrator)
- “I have to create things and find things on a regular basis. There should be assessments provided for us and used across the district instead of teachers making their own assessments.” (Teacher)
- “We pull assessments from Schoology or they’re teacher created. Teachers turn them in and during PLC’s we review them. We try to give as much input as we can. We look at the assessments and give feedback, and it’s a hope and a prayer if it’s rigorous enough.” (Campus Administrator)

The image shows a complex data dashboard with multiple tables. Key sections include:

- Monthly Cumulative Student Attendance Goal - 95%:** A table with columns for months (Aug, Sept, Oct, Nov, Dec, Jan, Feb, March, April, May) and rows for attendance percentages.
- MAP Growth Reading:** A table with columns for BOY, MOY, EY, and rows for different assessment points.
- MAP Growth Math:** A table with columns for BOY, MOY, EY, and rows for different assessment points.
- MAP Growth Science:** A table with columns for BOY, MOY, EY, and rows for different assessment points.
- Building Counts:** A table with columns for months and rows for various counts.
- Discipline Incidents:** A table with columns for months and rows for incident counts.
- Throughput Data by Percentage:** A large table with columns for various metrics and rows for months.

Brazos Bend Elementary Data Dashboard

The FBISD K-12 Literacy Plan references several types of assessment—including formative, summative, diagnostic, and programmatic—and articulates a clear instructional philosophy grounded in equity. The district’s approach emphasizes a managed, taught, and assessed curriculum, supported by a defined instructional model. The plan describes core literacy practices, including reading and writing workshops, phonics and word study, interactive read-alouds, and the creation of language-rich classroom environments. It also aspires to build communities of engaged learners through discussion, classroom libraries, and intentional learning environments. Additionally, the literacy assessment plan identifies teacher collaboration through PLCs, where educators determine learning intentions and success criteria.

Auditors found that Fort Bend ISD has numerous assessments in place, but no comprehensive district-wide literacy assessment plan to guide the data-driven decisions necessary to effectively create growth in literacy for all students in Fort Bend ISD.

- “We have a lot of data, but not a system in place to figure out what to do with the data.” (Central Office Administrator)
- “There’s no data dashboard because we haven’t had consistent expectations for giving or using assessments. Campus administrators don’t feel like *DLAs* are predictive of *EOC* results.” (Central Office Administrator)
- “We do not have a systemic way of looking at data.” (Central Office Administrator)
- “We did not always have the greatest relationship with data. We have been getting principals up to date on how to use *MAP* data for student improvement.” (Central Office Administrator)

The lack of a cohesive and coherent literacy assessment plan that oversees the creation and use of the assessments to improve student success in literacy has led to teachers creating formative assessments in isolation and not using the data from the results to improve instruction. One administrator, when asked during a campus interview about the use of data in the classroom, remarked, “Campuses are surprised

at the end of the year when their campus grades are low because they haven't been doing formative assessments."

Auditors did not find data protocols to support the systematic collection, analysis, or instructional application of assessment results. Without formal structures in place, teachers and campus leaders may lack clarity and consistency in how data are used to drive instructional improvement and monitor student progress.

- "NWEA MAP is new this year. We had to learn the details of the test. The training came late in the process. Staff was doing training and NWEA staff was doing training, and they were conflicting in their message." (Teacher)
- "The district has yet to communicate clear goals and a cohesive vision for improving literacy. The only consistent message we hear is the expectation for every student to achieve 1.5 years of growth, but without a well-defined strategy to support this goal." (Campus Administrator)
- "The district could improve by ensuring teachers are implementing the provided district curriculum and monitoring teachers' utilization of the instructional models provided in all classes. Build buy-in and clarity so there are clear expectations of all staff from leadership, and ensure there isn't any ambiguity." (Campus Administrator)

Summary

Auditors found that Fort Bend ISD lacks a cohesive, district-wide system for developing and implementing formative assessments. Most assessment design is left to individual teachers, with minimal oversight to ensure alignment, rigor, or consistency. The absence of standardized practices across campuses has resulted in inconsistent use of formative assessments, limiting the district's ability to gather reliable data, monitor student growth, and support effective instructional decision making. As a result, many students may not be assessed using high-quality, vetted tools. (See **Recommendation 3.**)

Finding 4.2: Fort Bend ISD literacy assessment trends show stable academic performance above the state average. However, imbalances exist at the campus and classroom levels, resulting in below average growth rates for some student groups.

High-performing school systems consistently demonstrate student growth through well-documented assessment trends. These trends offer valuable perspectives that isolated annual results may not reveal until years later—potentially delaying necessary interventions. Without ongoing data analysis, district and school leaders lack the essential information needed to evaluate instructional quality, program implementation, and organizational effectiveness. Moreover, they are limited in their ability to make informed decisions about curriculum design and instructional strategies.

The audit team examined state and district assessment policies, test data, and strategic plans. Surveys and interviews were also conducted with central office administrators, campus leaders, instructional staff, and parents. Particular attention was given to STAAR results in English Language Arts and Reading for grades 3-8. Given its broad coverage and role in state and national accountability, STAAR served as the primary data source for the trends portion of the audit. 2024-25 marks the initial implementation year of the MAP assessment program in Fort Bend ISD, making the STAAR the most comprehensive and consistent summative measure of student performance. Assessments were analyzed from 2018 to 2024, excluding 2020 when testing was suspended.

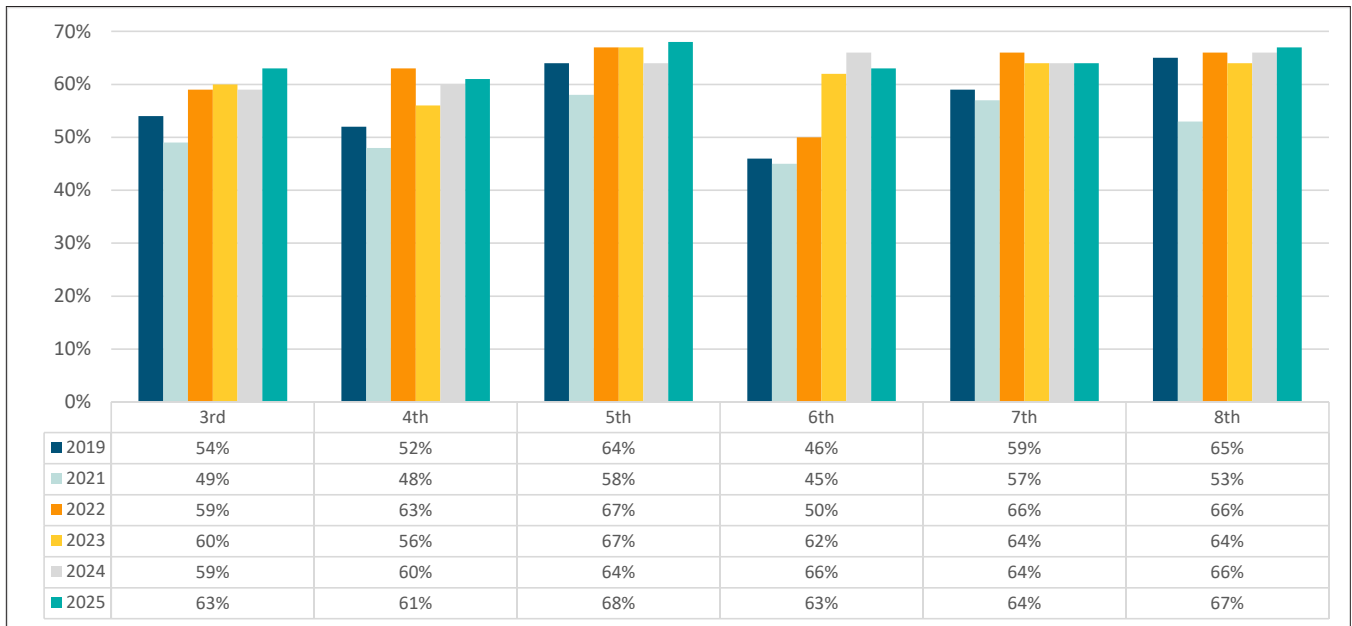
Auditors focused on ELAR data from the assessment scores that highlight key trends relevant to curriculum planning. Where possible, results were disaggregated by student groups, including economically disadvantaged students, emergent bilingual/English learners, and students receiving special education services. These student populations often face systemic barriers that can impact learning outcomes. Establishing meaningful comparison points across these groups is essential for identifying disparities and guiding equitable instructional improvements.

District Performance on State Exams

State assessment results can illuminate how students are performing on reading assessments. Because the audit was conducted specifically for the literacy program, auditors compiled the percentage of students meeting grade level expectations on the STAAR reading exams in Fort Bend ISD, comparison district group, and Texas overall from 2019 to 2024 in reading. No exams were administered in 2019-20 due to COVID-related school closures; and 2022-23 STAAR results reflect a changed assessment and may not be directly comparable to prior years.

The following exhibit illustrates the percentages of students meeting or exceeding grade-level expectations on five years of STAAR Reading assessments for grades 3-8. The chart contains the percentages of students meeting or exceeding expectations.

Exhibit 4.2.1: STAAR Reading Grades 3-8 Percent Meets or Above, 2019-2025



Source: Texas Performance Reporting System (TPRS)

Auditors’ analysis of the STAAR Reading scores for grades 3 through 8 from 2019 to 2025 highlights clear patterns in grade-level performance. All grade levels experienced significant declines in 2021, with 4th grade dropping to 48% and 6th grade falling to 45% as well, reflecting the impact of pandemic-related learning disruptions. By 2022, strong recoveries were evident, with 5th grade peaking at 67% and 7th and 8th grades climbing to 66% each. This upward trend continued in most grade levels through 2025. Despite these gains, 6th grade showed a 3% decline following the 2024 school year with 7th grade remaining at 64%, underscoring the need for ongoing instructional focus.

Auditors next analyzed student performance longitudinally by cohort to evaluate the effectiveness of the district’s literacy program.

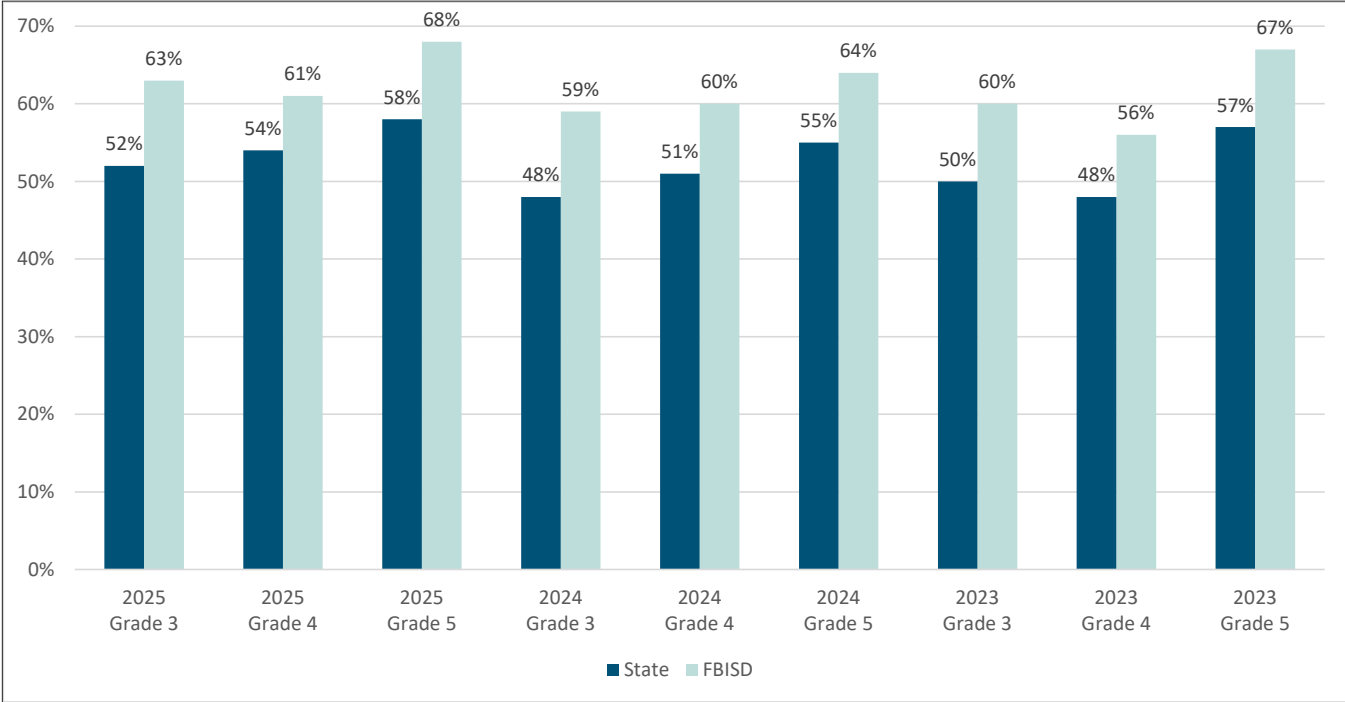
Exhibit 4.2.2: STAAR Reading Percent Meets or Above by Cohort, 2020-2025



Source: Texas Performance Reporting System (TPRS)

Cohort 1, which progressed from grade 3 to grade 7 during the review period, showed a significant gain from 50% in 2020-21 to 64% in 2024-25. However, Cohort 1 students have seen a decline of 3% between grade 5 and grade 7. Cohort 2, spanning grades 4 to 8, rebounded from 49% in 2020-21 to 68% in 2021-22. Students saw a 6% decrease from grade 5 to grade 6 and a small increase of 3% from grade 7 to grade 8. Cohort 3, advancing from grade 5 to grade 9/English I, showed a decrease from 2020-21 to 2021-22 of 8%. Since grade 6, students in Cohort 3 have seen increases of 13% and 2% respectively. However, a significant decrease of 10% was observed between grade 8 and grade 9/English I. The data provide insight into the district’s literacy program and underscores the importance of sustaining early literacy growth as students progress through higher grade levels especially into high school.

Exhibit 4.2.3: STAAR Reading Grades 3-5 Results at Meets Grade Level or Higher, 2023, 2024, and 2025

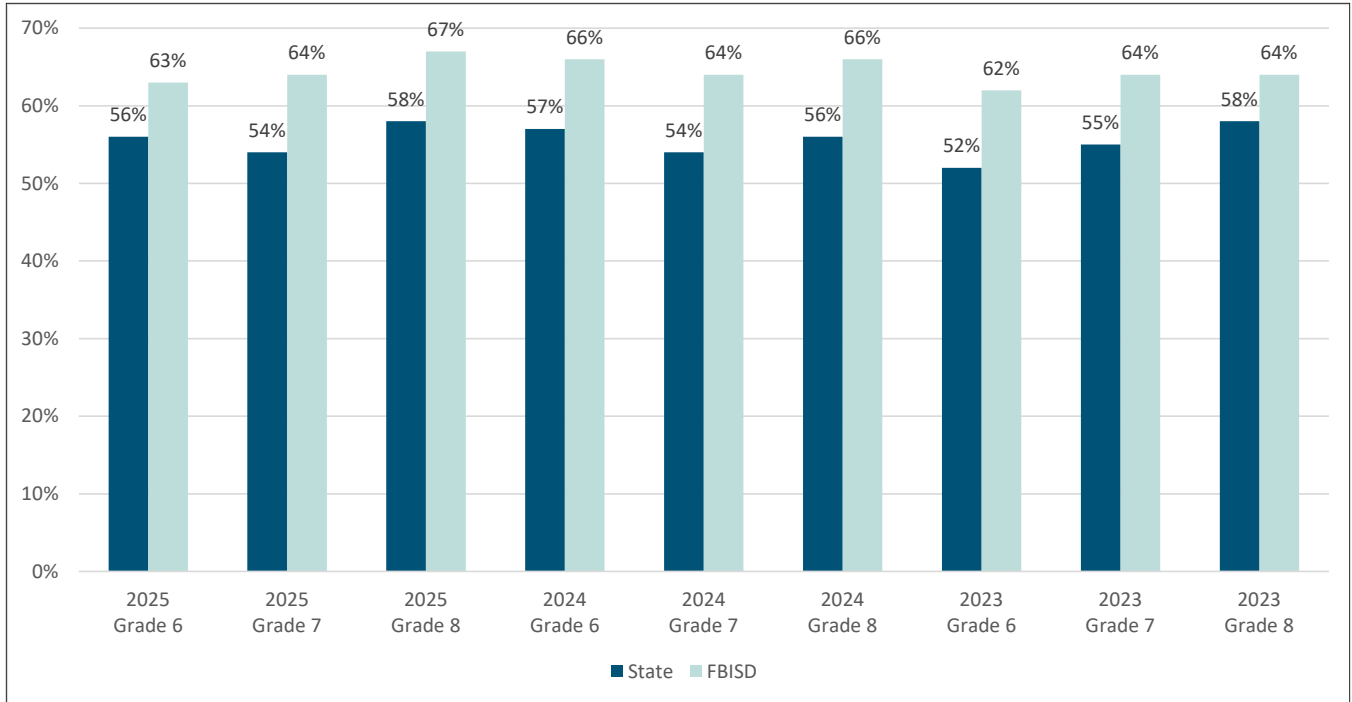


Source: Texas Performance Reporting System (TPRS)

In 2025, FBISD achieved proficiency rates of 63% in grade 3, 61% in grade 4, and 68% in grade 5, compared to state averages of 52%, 54%, and 58%, respectively. When compared to 2024 performance, trends showed increases in each grade level. Grade 4 demonstrated the most notable improvement since 2023, increasing five percentage points from 56% to 61%, while the state increased six percentage points from 48% to 54%. Grade 3 saw a slight decline of one percentage point between 2023 and 2024 (60% to 59%), mirroring a two-point drop at the state level. Grade 5 experienced a significant decrease between 2023 and 2024, dropping three percentage points from 67% to 64%, compared to a two-point decline at the state level. However, grade 5 increased four percentage point between 2024-2025, compared to a three-percentage point increase at the state level. These mixed results highlight the district’s continued strength relative to state performance, while also indicating a need to focus on sustaining early literacy growth as students advance through higher grade levels.

The exhibit below shows the percentage of Fort Bend ISD Special Education students in grades 6 through 8 who achieved “Meets Grade Level” or above on the STAAR Reading assessment between 2022-23 to 2024-25.

Exhibit 4.2.4: STAAR Reading Grades 6-8 Results at Meets Grade Level or Higher, 2023, 2024, and 2025

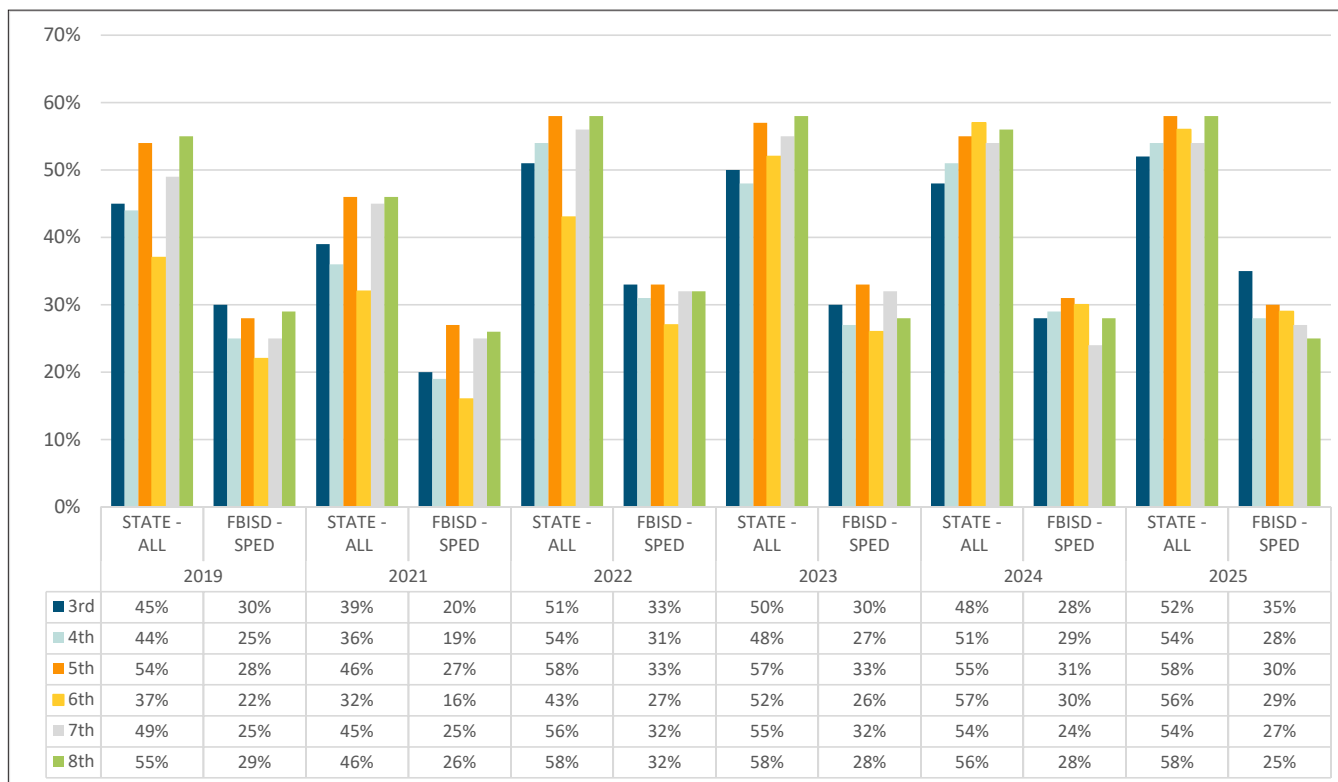


Source: Texas Performance Reporting System (TPRS)

In 2025, FBISD achieved proficiency rates of 63% in grade 6, 64% in grade 7, and 67% in grade 8, compared to state averages of 56%, 54%, and 58%, respectively. When compared to 2024 performance, grade 6 showed a three-percentage point decrease from 66% to 63%, while the state decreased by one percentage point from 57% to 56%. Grade 7 performance has remained flat at 64% for FBISD, which has been the trend with state percentages as well. Grade 8 improved from 66% to 67%, while the state improved by two percentage points. FBISD exceeded the state average in every grade in all three years, maintaining a consistent advantage of 7-10 percentage points. Sustaining growth in grades 6 and 8 while examining instructional practices in grade 7 will be critical for continued upward trends.

Auditors noted that FBISD continues to demonstrate strong performance in STAAR Reading assessments in grades 3-8, relative to state averages. However, auditors also recommend the need for targeted strategies to sustain and accelerate literacy growth across all grade levels, particularly as students progress to higher grades.

Exhibit 4.2.5: STAAR Reading Grades 3-8 Results: Percent Meets or Above, State and Fort Bend ISD Special Education Students, 2019-2025



Source: Texas Performance Reporting System (TPRS)

STAAR Reading performance data for Special Education (SPED) students in Fort Bend Independent School District (FBISD) from 2019 to 2025 reveals a consistent and concerning trend of underperformance in comparison to statewide averages. Across grades 3 through 8, FBISD special education students consistently scored between 15 to 33 percentage points below their state peers, indicating a persistent achievement gap requiring targeted intervention and systemic support.

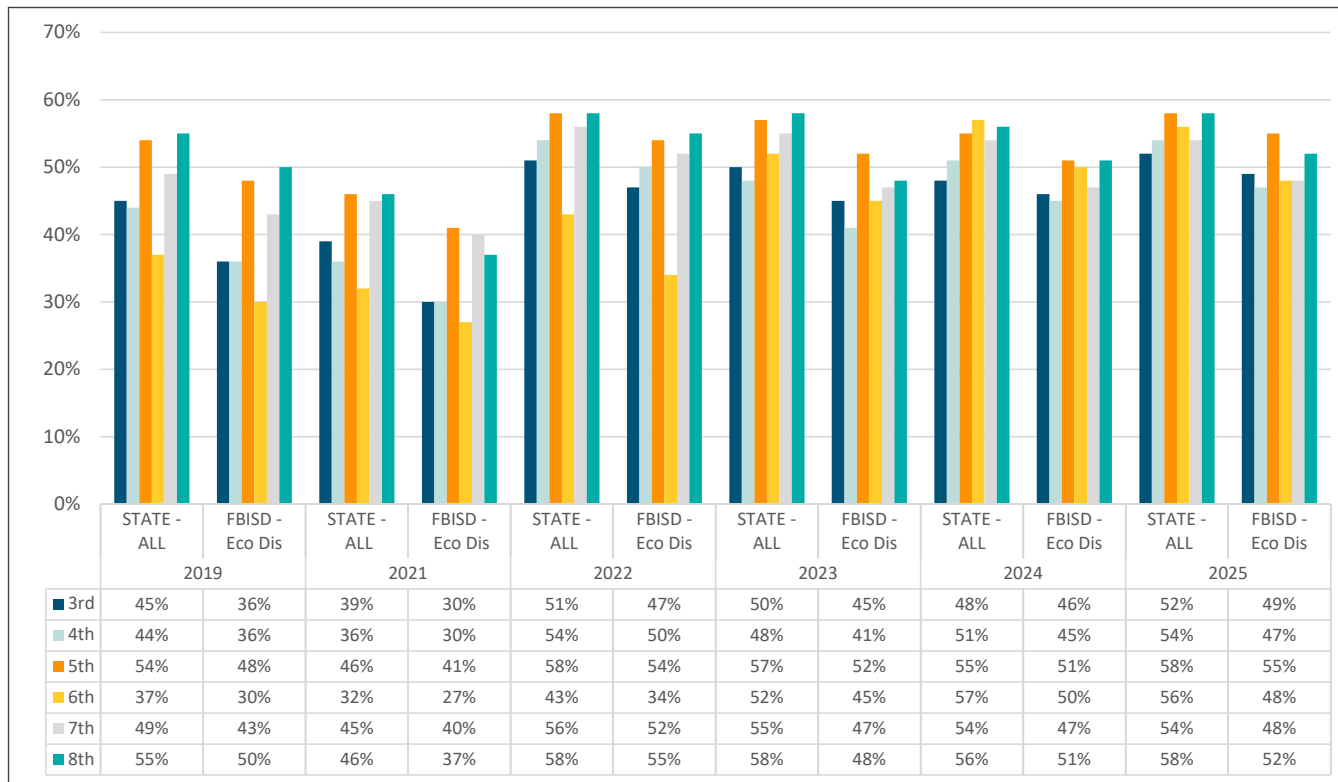
The pandemic’s impact was clearly reflected in the 2021 data, with both state and district scores declining. However, the decline was more pronounced in FBISD. For example, third-grade performance dropped from 30% in 2019 to 20% in 2021, while the state experienced a less severe decrease from 45% to 39%. Similar declines were observed in other grades, particularly in fourth and sixth grades, where FBISD students scored only 19% and 16%, respectively.

By 2022, the state demonstrated a marked recovery, with most grade levels achieving scores at or above 50%. Notably, the state’s fifth, seventh, and eighth grades achieved 58%, 56%, and 58%, respectively. FBISD also experienced gains during this period, with third-grade special education students improving to 33% and fifth grade reaching 33% as well. Despite these improvements, the performance gap remained wide, with FBISD scores trailing the state by as much as 25 percentage points in certain grade levels.

Data from 2023, 2024, and 2025 state performance remained strong – averaging 50% or higher across most grades; however, FBISD’s special education student performance showed signs of stagnation or regression. The most significant disparities in 2024 were seen in sixth and seventh grades, where FBISD special education students scores 30% and 24%, respectively, compared to the state averages of 57% and 54%. In 2025, the most significant disparities were seen in grades 4 through 8 with FBISD special education students trailing the state by 26 to 33 percentage points.

Auditors note that while the state has made considerable progress in recovering from the educational disruptions of the pandemic, FBISD’s Special Education students have not experienced comparable academic recovery.

Exhibit 4.2.6: STAAR Reading Grades 3-8 Percent Meets or Above, State and Fort Bend Economically Disadvantaged Students, 2019-2025



Source: Texas Education Agency 2023-24 STAAR Performance (TAPR)

In 2019, the percentage of Economically Disadvantaged students in Texas meeting grade-level standards in STAAR Reading ranged from 37% to 55%, while performance in Fort Bend ISD ranged from 30% to 50%. The largest differences between FBISD and the state were observed in grades 3, 4, and 6, with gaps of approximately 7 to 9 percentage points. These discrepancies persisted through 2021, during the period most affected by the COVID-19 pandemic, with FBISD scores ranging from 27% to 41% depending on grade level.

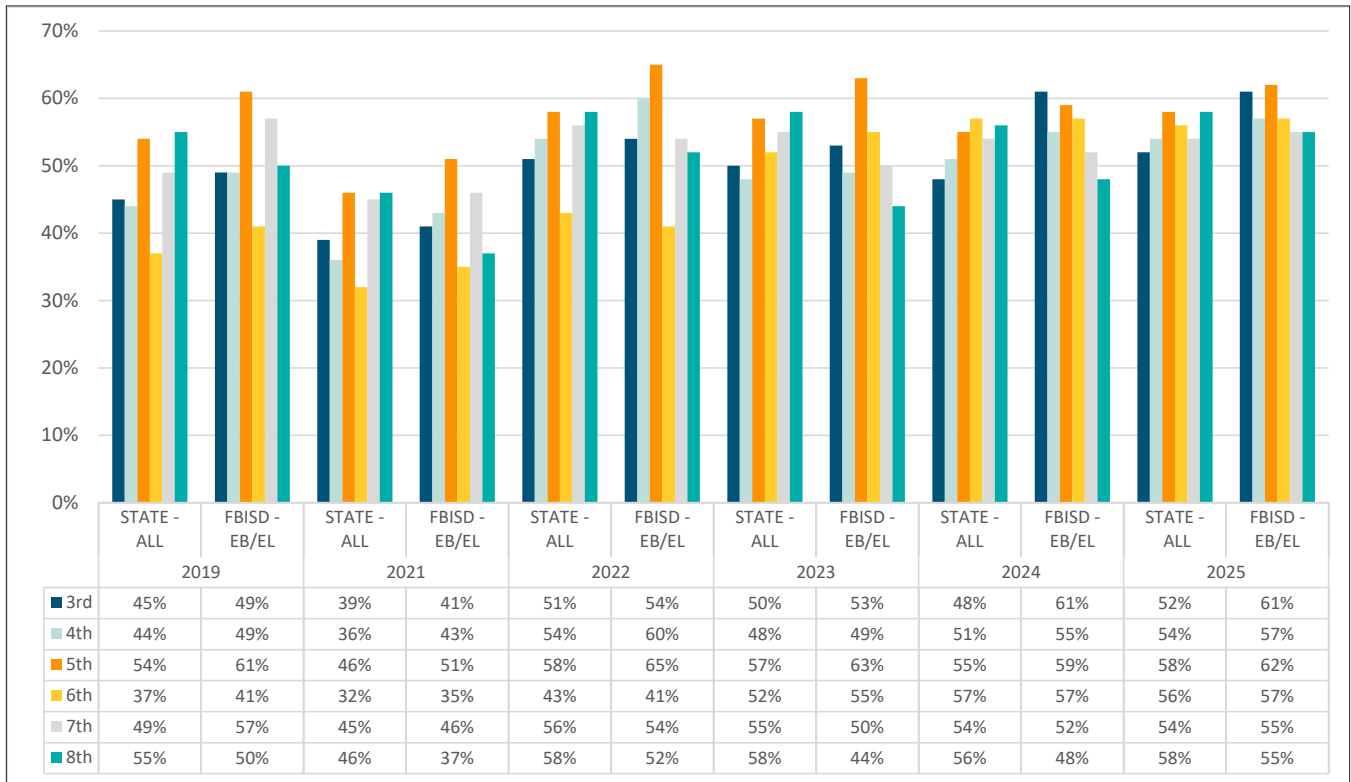
By 2022, state performance showed substantial recovery, with most grade levels returning to or surpassing pre-pandemic benchmarks. FBISD scores also increased, with Economically Disadvantaged students in grades 3 through 8 achieving between 34% and 55%. During this year, the gap between FBISD and state averages narrowed to within 4 percentage points across most grade levels.

In 2023, the gaps between FBISD Economically Disadvantaged students and the state widened significantly with gaps between 5 and 10 percentages points in various grade levels. In 2024, the district improved with gaps seen between 2 to 7 percentage points. In 2025, FBISD Economically Disadvantaged students continue to lag behind the state with gaps ranging from 3 to 8 percentage points.

While FBISD’s Economically Disadvantaged students did not consistently outperform statewide averages, available data indicates a slight improvement trend between 2021 and 2025. The most substantial growth was observed in third and sixth grades. Applications of literacy support strategies and instructional adjustments aligned with student needs will be important to sustaining progress and addressing remaining performance gaps.

The following exhibit disaggregates 2019-2025 STAAR Reading results for grades 3-8 and compares outcomes for Emergent Bilinguals.

Exhibit 4.2.7: STAAR Reading Grades 3-8 Percent Meets or Above, State and Fort Bend ISD EB/EL Current and Monitored Students, 2019-2025



Source: Texas Performance Reporting System (TPRS)

The STAAR Reading performance data for Emergent Bilingual/English Learner (EB/EL) students—both current and monitored—in FBISD from 2019 to 2025 highlights substantial academic growth and improvement across all grade levels. The data indicate a strong upward trend in reading achievement for EB/EL students, particularly between 2021 and 2025, where significant gains were made that, in several instances, closed or surpassed the gap with the statewide averages.

In 2019, prior to the COVID-19 pandemic, FBISD EB/EL students scored higher than the state in reading performance, with scores ranging from 41% to 61% meeting or exceeding grade level expectations. Following the pandemic in 2021, both the state and FBISD experienced declines. By 2022, performance rebounded significantly. FBISD students continued to exceed the state averages in grades three through five while grades six through eight lagged behind the state by 2% to 6%.

The 2023 results revealed mixed outcomes. While FBISD EB/EL students were still performing above the state average, scores for grades 3, 4, 5, 7, and 8 declined by 1 to 11 percentage points. Grade 6 saw an increase of 14%. In 2024, FBISD increased scores for students meeting or exceeding in most grade levels

and continued to be above state averages in all grade levels except for grade 7 and 8, which were 2% and 8% respectively below the state average. In 2025, FBISD continued to see increases in EB/EL scores on *STAAR* Reading. The most notable gain was in grade 8 of 7% which has been historically underperforming and continues to lag behind the state by 3%.

Overall, the data reflect a clear and consistent trajectory of academic growth for EB/EL students in FBISD from 2019 to 2025. Strategic initiatives, including targeted language development, literacy interventions, and monitored support systems, appear to be yielding positive results. Continued investment in these areas, with an emphasis on sustaining middle school gains, will be critical to maintaining momentum and ensuring equitable academic achievement for multilingual learners.

Summary

Fort Bend ISD continues to perform overall at or above state averages on the state *STAAR* performance assessments. However, auditors found persistent gaps in achievement of special education students as well as students who are economically disadvantaged and emergent bilinguals when compared to the FBISD All Student group. In addition, FBISD Focus and Measure schools are scoring significantly lower than their counterparts. FBISD assessment performance growth has slowed over the past few years, indicating a need to reevaluate its literacy program and the role of data in supporting academic performance. (See **Recommendation 3.**)

FOCUS AREA FIVE: The School District Has Improved Productivity.

Productivity refers to the relationship between system input and output. A school system meeting this focus area of the TASA-CMSi Curriculum Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

What the Auditors Expected to Find in the Fort Bend Independent School District:

Focus Area Five: Productivity

Under Focus Area Five, auditors examine the degree to which school systems are equipped to achieve goals and improve the delivery of the educational program and services with the existing resources available. Attaining improved productivity and system effectiveness in school systems is dependent on the complex balance between a tightly-held organizational structure with the flexibility required by individual schools. This balance ensures responsiveness to schools' clientele within a framework of consistent district expectations.

Common indicators include:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial database and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable database in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program;
- Support systems that function in systemic ways; and
- District and school climate that is conducive to continual improvement and program effectiveness.

Overview of What the Auditors Found in the Fort Bend Independent School District:

The auditors' review found that the district does not have performance-driven budgeting criteria; cost-benefit data are not available for decision making; facility issues exist, including overutilized and underutilized campuses; and connections between employee performance, professional development, and improved performance are inadequate. However, these are larger district-wide concerns, rather than specific to the literacy program. These areas are addressed in the **2025 FBISD Full Audit** in great detail (see **2025 FBISD Full Audit, Findings 5.1, 5.2, and 5.3**).

Recommendations

Based on the streams of data derived from interviews, documents, online surveys, and site visits, the TASA-CMSi Curriculum Audit™ Team has developed a set of recommendations to address its findings under each of the focus areas of the audit.

The findings have been triangulated, i.e., multiple sources of data serve to support the auditors' conclusions. The recommendations in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of trustees and the operational and administrative duties of the superintendent of schools.

Where the TASA-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of trustees. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the TASA-CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Directly support the literacy program by creating or updating a number of division level functions and practices related to those functions, including board policy, planning, and organizational management. Develop and implement a system for selecting, planning, implementing, monitoring, and evaluating literacy program interventions.

The school board's role is to establish and maintain control of the foundation of the district's work. The most important component of the foundation is the set of policies that formalize the board's mission and expectations. Well-written policies assure the long-term stability of the organization and set a course for staff as they manage the district's assets to achieve the educational mission.

Planning is the vehicle for managing literacy improvement in the district. Plans are those documents that outline clear goals that are intended to not only reflect the vision and mission of the district but also support attaining them. A literacy program plan is important to assure consistency. The most effective plans are those that are concise, clear, and measurable, so that accountability can be maintained. According to the CMSi recommended characteristics of effective reading programs, Fort Bend ISD does not have an adequate literacy program or plan in place to guide district efforts in assuring student success. In Fort Bend ISD, auditors found board policies must be written or updated to ensure the quality and effectiveness of the literacy program (see **Finding 1.1**).

Complementing strong policy and planning around literacy programming, the administration can provide further control by developing an efficient and productive organizational structure accompanied by clear job descriptions that articulate the roles and responsibilities associated with literacy programming. The intentional implementation of organizational management brings accountability to the staff for their work and defines staff relationships that support more productive and efficient operations. In Fort Bend ISD, auditors found that the district needs to adjust some supervisory relationships to meet the CMAC® principles of sound organizational management. Auditors also found most job descriptions related to literacy were adequate, with a few needing to be created or improved (see **Finding 1.2**).

To improve the district's policies, planning functions, organizational management and job descriptions, the auditors offer the following recommendations to the Board of Trustees and the Superintendent. The recommended steps are organized into the following sections:

- Board Policies and Literacy Program Planning
- Organizational Management
- Job Descriptions
- Intervention Programs and Resources

The following recommendations are provided to address the auditors' findings. It is important that the policy development and refinement be completed during the 2025-26 school year to establish the expectation and foundation for the critical work of the other recommendations.

Board Policies and Literacy Program Plan

In **Finding 1.1**, auditors found that Fort Bend ISD does not have board policies specific to literacy to provide adequate control for district literacy efforts. Although the district does have a literacy program plan, the development, implementation, monitoring, and evaluation of the plan is not required by board policy. The auditors recommend the following specific steps to address the gaps in literacy program planning. While the literacy program plan can be established in a short time (less than one year), other areas related to instructional design and delivery will take 3-5 years (see **Recommendations 2 and 3**).

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.1.1: Develop a literacy program policy to address the following:

- a. Require a comprehensive K-12 literacy program plan that incorporates the district's vision, mission, and beliefs (see **A.1.1-A.1.6**).
- b. Define job roles and responsibilities to develop and manage the literacy program plan (see **A.1.5, A.1.7-A.1.8**).
- c. Require the implementation, monitoring, and evaluation of the literacy program plan (see **A.1.3**).

G.1.2: Provide necessary funding and require periodic reports on implementation of all recommended administrative actions in this recommendation.

G.1.3: Develop a local policy outlining criteria for selecting, planning, implementing, monitoring, and evaluating intervention resources and programs (see **A.1.9-A.1.15**).

G.1.4: Approve policy revisions that direct all curriculum management functions for the district (see **2025 FBISD Full Audit, Recommendation 2**). Include specific requirements for a separate curriculum for Dual Language programs that meet the goal of language acquisition for Emergent Bilingual students (see **A.2.1-A.2.6**).

G.1.5: Provide necessary funding and require periodic reports on implementation of all recommended administrative actions in this recommendation.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.1: Assist the board in developing policy suggested in **G.1.1**, and develop a new administrative regulation that outlines the minimum components of the literacy program plan. Incorporate the CMSi Recommended Characteristics of Effective Reading Programs (see **Finding 1.1**) into the guidelines along with any other district priorities. The plan should also include professional development and assessment planning components.

A.1.2: Assign to the Director Literacy Curriculum and Instruction the responsibility to develop and implement the Literacy Program Plan.

A.1.3: Develop a K-12 literacy program plan for directing the design, delivery, monitoring, evaluation, and revision of the literacy program. The plan should address the CMSi Recommended Characteristics of Effective Reading Programs (see **Finding 1.1**).

A.1.4: Assign the Director Literacy Curriculum and Instruction the responsibility of overseeing the ongoing evaluation of the K-12 Literacy Program Plan.

A.1.5: Ensure that the job description for the Director Literacy Curriculum and Instruction includes responsibility for the development, maintenance, monitoring, and evaluation of the literacy program plan; and all coordinators and specialists in the Literacy Department have responsibilities for supporting the planning and implementation of, the literacy program plan.

A.1.6: Make periodic reports to the board of trustees regarding the progress in managing the literacy program, using data from formative and summative assessments, as well as from monitoring practices.

Organizational Management

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.7: Modify existing organizational structure so that it complies with the CMAC® Model Principles of Sound Organizational Management outlined in **Finding 1.2**. Consider the following actions related to the principles:

- a. To address logical grouping functions as it relates to the Literacy Department and the Organizational Development Department outlined in **Finding 1.2**, consider the following:
 1. Group professional development positions under the Teaching and Learning Division to better align with functions of curriculum design and delivery.
 2. Group literacy coach support positions under the Literacy Department to align with functions related to curriculum delivery support.

- b. To address separation of line and staff outlined in **Finding 1.2**, include principals, assistant/associate principals, and teachers on the organizational chart under district staff that supervise them (see **2025 FBISD Full Audit, Finding 1.2**, and **Recommendation 1**).
- c. To address full inclusion outlined in **Finding 1.2**, include literacy interventionists on the organizational chart as they are supported by literacy intervention specialists grouped under the literacy department.

Job Descriptions

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.8: Direct the Chief of Human Resources to inventory literacy job descriptions against the current staffing of the district, and ensure only one description exists for each position. Once the inventory is complete, address the following:

- a. Revise position names so that the descriptions match the current commonly known name for the role and supervision responsibilities.
- b. Update job descriptions to address any changes in compensation or supervisors precipitated by the updates to the organizational chart (see **A.1.7**).
- c. Review descriptions to ensure that differences in job responsibilities are clearly described within the job descriptions.
- d. Create descriptions for positions that are missing job descriptions (see **Finding 1.2**).
- e. Update and revise descriptions noted in **Finding 1.2** to ensure the correct supervisor is listed, and qualifications are appropriate for the job functions.

Intervention Programs and Resources

An effective school system carefully selects intervention programs that align with the curriculum and respond to needs assessments based in large part on student performance data. The selection and implementation of interventions is connected to a plan developed to support efforts in the district. Evaluation strategies for these interventions are determined in advance, and implementation of such programs and/or improvement efforts is carefully monitored on a regular basis. Reports of progress or problems identified through student performance data or other means are provided on a periodic basis to guide modification or elimination decisions. Long-term commitment to the funding of interventions supporting these functions also must be built into existing budgets.

An effective intervention is one that not only produces and sustains a positive impact, but also addresses district priorities and is well planned, often funded via reallocation of existing resources, and implemented with fidelity to assure that any positive results from interventions are reproducible. Effective school systems employ carefully selected, well designed, comprehensively evaluated interventions that are implemented with fidelity to bring about improved student achievement within the same or reduced resource parameters. Efforts that produce improved results at less cost allow the district to continue a process of sustained support for interventions aligned with and consistent with school and district improvement goals.

Literacy interventions in Fort Bend ISD are currently selected in part on the basis of their perceived face value. In addition, the identification of the need for interventions is also informal and not the result of a more careful and comprehensive needs assessment process. Auditors received information on 28 different literacy interventions reported by a sampling of campuses and central office staff. Intervention selection processes were not evident, which could indicate potential inconsistencies in quality, implementation, and alignment, leading to inequities for students who most need support.

To improve literacy intervention programming, in the district, the auditors offer the following recommendations.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.1.9: Assist the board in developing policy suggested in **G.1.3**.

A.1.10: Develop a new administrative regulation that outlines procedures with detailed criteria that address the steps for the deployment of effective interventions as listed below, as well as alignment to the district literacy curriculum (see **Finding 1.3**):

- a. Assess the current situation.
- b. Diagnose and analyze the data collected.
- c. Identify the problem.
- d. Propose and examine alternatives.
- e. Select one of the better alternatives to address the problem.
- f. Develop a formal plan for the design, deployment, and implementation of the alternative that includes goals and measurable objectives to address the problem.
- g. Identify the staff proficiencies needed to implement the intervention, appropriate professional development around the proficiencies, and a clear communication plan.
- h. Provide the fiscal and human resources needed to sustain the intervention.
- i. Establish a formative feedback and summative evaluation plan and a plan for monitoring the ongoing deployment and ongoing implementation of the intervention.
- j. Implement the plans with well-defined mechanisms for monitoring progress.
- k. Evaluate the program with sound and appropriate techniques.
- l. Modify or adjust the program as needed, based on data gathered during the evaluation process.
- m. Implement, based on adjustments needed.
- n. Reassess and continue monitoring performance and results.

A.1.11: Assign to the Director Literacy Curriculum and Instruction the responsibility to develop and implement the intervention program procedures.

A.1.12: Develop the intervention program procedures for selecting, planning, implementing, monitoring, and evaluating intervention resources and programs. The procedures should address the steps for the deployment of effective interventions (see **Finding 1.3**).

A.1.13: Assign the Director Literacy Curriculum and Instruction the responsibility of overseeing the ongoing evaluation of literacy interventions.

A.1.14: Ensure that the job description for the Director Literacy Curriculum and Instruction includes responsibility for ensuring all schools follow the procedures for selecting, planning, implementing, monitoring, and evaluating intervention resources and programs; and all coordinators and specialists within the Literacy department have responsibilities for supporting the use of the procedures.

A.1.15: Make periodic reports to the board of trustees regarding the progress in managing intervention programs, using data from formative and summative assessments, as well as from monitoring practices.

In summary, Fort Bend ISD needs to develop and implement a system for selecting, planning, implementing, monitoring, and evaluating program interventions. The policy portions of this recommendation should be in place within six months. Selection, planning, and monitoring processes should be completed within 10 months, followed by full implementation and evaluation in the following 1 to 3 years. This process should be utilized with the selection of all new intervention programs, as well as to evaluate existing programs to determine if they should be sustained or discontinued. These recommendations, when fully implemented, will provide clarity for an effective intervention program that is tied to district goals, based on student learning needs, supports student learning, and is evaluated consistently against measurable outcomes and defined costs.

The implementation of this recommendation and its associate functions will provide a foundation that supports the improvement of the literacy program in Fort Bend ISD. Administrators will have direction from the policy and plan to ensure consistent implementation through the district. Successful completion of the recommendation will position the literacy department to positively influence instruction and student achievement in literacy.

Recommendation 2: Review and revise the district instructional model for ELAR/SLAR K-5 and 6-8, emphasizing prioritized instructional practices that promote higher-order thinking skills, active student engagement, and differentiated instruction. Develop new curriculum documents, according to the Curriculum Management Plan, that reflect the instructional model; provide teachers with all components needed to plan and implement effective instruction; and utilize resources available to all teachers. Ensure that SLAR curriculum supports language acquisition and promotes successful learning for all Emergent Bilingual students. Streamline the online curriculum management system so that all curriculum is user-friendly and easy to access and navigate, to ensure all teachers follow the district curriculum with fidelity.

The goal of every district is to deliver quality instruction to ensure each child's academic success. In order to achieve this goal, a district must focus time, energy, and the necessary resources to purposefully and carefully plan for a district-wide system that provides guidance for curriculum development, adoption, implementation, monitoring, evaluation, and revision for all courses of study.

A quality curriculum document is based on a written, taught, and tested curriculum that is aligned in content, context, and cognition. Context refers to the way in which something is learned or practiced. Cognition refers to the type of cognitive functioning students engage in when accomplishing a task or practicing a skill. Therefore, when a curriculum is deeply aligned, the content (what is taught) is aligned with the context and required cognition. Auditors found that the district has a current instructional model for ELAR/SLAR, but previous, outdated models are also prevalent in the curriculum documents. Some of the curriculum has been revised, but multiple components are outdated. Although the district has shifted from a Balanced Literacy model to a more current Science of Reading model, many curriculum documents

still reflect Balanced Literacy and reference older resources. In addition, the SLAR curriculum is not aligned with the currently adopted resource, causing bilingual classroom teachers to spend unnecessary effort trying to make the resource fit the curriculum. The result is that the curriculum does not support language acquisition or effective instruction for all Emergent Bilingual students. This inconsistency and misalignment cause teachers to be overwhelmed and confused, resulting in many of them using their own materials and ideas rather than the district curriculum. Teachers also report that the online system that houses the curriculum is overwhelming due to the quantity of documents and folders within folders, causing it to be difficult to navigate and find what they need to plan efficiently.

Having overarching guiding curriculum documents with a cohesive format across grade levels and content areas provides consistency for teachers as they utilize the documents for planning effective delivery of instruction. Key components of an aligned curriculum guide provide teachers with all of the tools needed for effective planning and instruction, and include the following (see **2025 FBISD Full Audit, Finding 2.3** for explanation of each component):

- Objectives that specify the content to be taught;
- Formative, diagnostic assessments and sample test items that are aligned with district, state, and national tests that enable teachers to know when objectives have been mastered;
- Prerequisite skills and knowledge needed for new learning so teachers know what has been taught previously and what will be taught at the next level;
- Instructional resources, technology, and texts that support the objectives and are available to all teachers;
- Suggestions for classroom strategies to teach the content as well as the contexts necessary for students to attain mastery and the desired cognitive type for student engagement; and
- Suggestions for student work and activities that are aligned to the objectives and that can be differentiated for content, process, and product.

When a quality curriculum is in place, learning is not left to chance, but becomes an intentional, focused effort with clear direction for teachers and access to the same learning for all students across the district. To ensure a quality curriculum for ELAR/SLAR K-8 in Fort Bend ISD, auditors recommend a set of focused actions. These steps will help district leaders align the work of all stakeholders, promote consistent and effective instructional practices, and ensure teachers have all they need to meet the needs of their students.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.2.1: Work with the Teaching and Learning department to define the instructional models for ELAR and SLAR for elementary and middle school that meet current Texas law regarding the science of teaching reading, and that the model for SLAR is consistent with current practices for second language learning. Ensure that only the current model for each grade band is available in written curriculum to avoid confusion with previous models in use.

A.2.2: Select and adopt a primary instructional resource for both ELAR and SLAR so that instruction is coordinated between the two courses. Ensure that every grade level for ELAR and SLAR has a written curriculum aligned with CMAC® model expectations and with the current district instructional models. Include specific references to the primary and supplemental instructional resources within every unit plan in the written curriculum documents, and ensure that every teacher has access to all materials they need to follow the curriculum.

A.2.3: Include in the design of the curriculum the expectation that instruction be differentiated to accommodate individual student academic needs. This requires suggestions for remediation as well as enrichment within the guides themselves. In written curriculum, include integration of instructional technology use for both teachers and students that enhances, not replaces, teacher instruction. Include strategies for meeting the needs of Emergent Bilinguals, special education students, and gifted students in all curriculum documents.

A.2.4: Improve the quality of the written curriculum for ELAR, SLAR, and ESL by aligning all student activities and assignments to the learning standards in the three dimensions of content, context, and cognition. Doing an analysis of this alignment before providing references in the curriculum to the activities in the district resources will increase the rigor of the curriculum.

A.2.5: Set priorities and schedules for curriculum development and revision. Set specific goals for curriculum writers to include components (as listed in bullet points above) to meet audit quality standards and to align with the district instructional models.

A.2.6: Develop a process to ensure that all texts, instructional materials, and supplemental resources used in every grade level, including intervention programs and adopted commercial products, meet district standards for quality, rigor, and alignment with the written curriculum and district expectations for content, context, and cognitive demand. This process should include materials purchased with campus level funds and require formal presentation to the board for approval. Add culturally relevant literature to ELAR and SLAR classrooms, and provide references in the curriculum documents for its use.

A.2.7: Streamline the online space where curriculum is housed to be user-friendly, easy to access, and easy to navigate for all teachers. Significantly reduce the quantity of documents teachers must navigate in order to find what they need to effectively and efficiently plan their instruction. Review and update documents every year, and revise in response to data collected.

A.2.8: Establish a process to ensure that curriculum guides, texts, and instructional materials for all ELAR and SLAR courses, including intervention courses and programs, are presented to the board for adoption.

Implementing the recommendations outlined above will promote clear direction to establish aligned, quality curriculum that empowers teachers to faithfully deliver the district's learning objectives in all ELAR and SLAR classrooms. Quality curriculum guides will direct system efforts to deliver a rigorous curriculum, personalized and enhanced by the effective integration of standards to ensure that every student has the benefit of a customized learning experience linked to student achievement data and district goals. Attention to the three essential components of effective districts—the written, taught and assessed curriculum—will ensure Fort Bend ISD students will attain exemplary levels of achievement.

Recommendation 3: Establish systems to ensure high-quality, rigorous literacy instructional practices are aligned to district expectations across all district campuses and classrooms. Develop specific literacy protocols that ensure scope and quality of assessments and assessment data are collected, analyzed, and used to improve literacy instruction.

The quality of daily classroom instruction and the rigor of student learning artifacts are fundamental drivers of student success. High-quality instruction, paired with engaging, cognitively demanding student tasks, cultivates critical thinking, creativity, and academic growth. When students regularly engage in rigorous, meaningful learning experiences that are aligned to district standards, they are better prepared for assessments and real world applications. Establishing clear systems to define, support, monitor, and

sustain instructional excellence and rigorous learning expectations is essential to achieving the district’s vision for equitable student outcomes across all campuses.

Auditors observed significant variation in instructional practices, student engagement, cognitive rigor, and alignment to district instructional models. While many classrooms demonstrated elements of the district’s literacy instructional model, full and consistent implementation was not evident across K–8 classrooms. Student engagement often leaned toward compliance rather than authentic academic engagement, with most observed activities requiring lower-level cognitive skills such as remembering and understanding. Higher-order thinking (analyzing, evaluating, creating) was rarely observed. Similarly, the analysis of student artifacts showed that although most artifacts aligned to the TEKS content standards, the majority of tasks required only low levels of cognitive demand. Only a small percentage of artifacts engaged students in strategic or extended thinking, and most were situated in traditional classroom contexts rather than real world or meaningful writing opportunities. Very few artifacts referenced culturally diverse or literary texts. Literacy audit findings indicate systemic gaps in the rigor of instruction and student work products. Despite the existence of ELAR instructional models and district curriculum frameworks, expectations for cognitive demand, student engagement, differentiation, and integration of academic language objectives are inconsistently enacted across classrooms and campuses.

Instructional Practices

Governance Functions: The following actions are recommended to the Fort Bend ISD Board of Trustees:

G.3.1: Adopt a district policy that establishes expectations for rigorous, high-quality daily instruction and cognitively demanding student tasks aligned to district frameworks and state standards.

G.3.2: Require annual monitoring reports from the superintendent on instructional quality, cognitive rigor of classroom instruction, and alignment of student artifacts to district expectations.

G.3.3: Direct the development and periodic review of clear, observable instructional and artifact quality criteria to ensure consistent expectations across all campuses and all student groups.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

Design Actions

Direct central office instructional leaders to complete the following design actions:

A.3.1: Finalize and disseminate clear criteria for high-quality instruction and rigorous student work artifacts aligned to the K-12 instructional models and TEKS standards.

A.3.2: Develop exemplar libraries of rigorous lesson plans, student tasks, and artifacts that model high levels of cognitive demand, engagement, differentiation, and cultural relevance.

A.3.3: Build professional development modules to strengthen teacher and administrator capacity in designing and delivering cognitively demanding instruction and meaningful student work.

Delivery Actions

Direct central office instructional leaders to complete the following delivery actions:

A.3.4: Develop a long-term planning framework with defined action steps and timeframes for each phase of the change process—initiation, implementation, and institutionalization to support a multi-tiered professional learning series for K-8 literacy teachers and instructional leaders to address instructional gaps identified by auditors (see **Finding 3.3**). This series should include:

- a. **Explicit Training on Differentiation:** Hands-on workshops and lesson modeling on how to adapt content, process, and product for diverse learners, including English language learners and students with varying readiness levels. Example: Teachers practice redesigning low-level worksheet tasks into differentiated, collaborative learning stations that incorporate tiered questioning strategies.
- b. **Higher-Order Thinking and Cognitive Rigor:** Professional learning on Webb’s Depth of Knowledge (DOK) and Bloom’s Revised Taxonomy, emphasizing how to transform “remembering” and “understanding” activities into tasks requiring analyzing, evaluating, and creating. Example: Converting a passive reading comprehension worksheet into a student-led debate or text analysis project.
- c. **Integration of Academic Language Objectives:** Targeted sessions on embedding and posting language objectives, including the use of sentence stems, academic vocabulary routines, and student self-assessment checklists.
- d. **Active Engagement and Collaboration Strategies:** Training in high-impact strategies such as cooperative learning structures, Socratic seminars, close reading and annotation, and interactive tools (digital and non-digital) to move away from predominantly passive, individual work.
- e. **Model Classrooms and Coaching:** Opportunities for teachers to observe model classrooms or exemplar video lessons that highlight strong differentiation, high engagement, and rigorous questioning. Follow-up coaching cycles will guide teachers in implementing these strategies in their own classrooms.

A.3.5: Establish regular instructional rounds, artifact reviews, and classroom walk-throughs, using aligned observation tools that include measures for engagement, cognitive rigor, differentiation, and technology integration.

A.3.6: Provide ongoing coaching and job-embedded professional learning cycles to support teachers in lesson and task design aligned with rigorous standards.

A.3.7: Monitor implementation fidelity through scheduled reviews of classroom instruction, lesson plans, and student work products, disaggregated by campus and student special populations to ensure equity.

A.3.8: Create feedback loops where teachers and leaders collaboratively review instructional practices and student artifacts to promote reflection, calibration, and continuous improvement.

By defining clear instructional and artifact expectations, supporting teacher and leader development, and monitoring for consistency and rigor, Fort Bend ISD will create a cohesive, equitable system of high-quality teaching and learning. These efforts will ensure that all students, regardless of background or campus, experience engaging, challenging instruction that prepares them for success in school, in assessments, and in life beyond the classroom.

Assessment

A comprehensive student assessment program is essential to ensuring that students are evaluated accurately, and that the resulting data are leveraged to drive informed decision making across all levels of the educational system. An effective assessment framework yields actionable insights that support system-wide functions—from district-level budgeting and strategic planning to site-level resource allocation and classroom-level instructional adjustments. In the absence of a well-structured and effective assessment plan, educational leaders lack the critical data necessary to make evidence-based

decisions, often defaulting instead to anecdotal evidence, instinct, or outdated practices (see **2025 FBISD Full Audit, Recommendation 4**).

The Fort Bend ISD does not have an updated written comprehensive assessment plan that incorporates both formative and summative measures to monitor student achievement for every course at every grade level (see **2025 FBISD Full Audit, Finding 4.1**). It also lacks the formal data protocols necessary to evaluate program effectiveness and inform instructional adjustments. This limits the district's ability to measure progress, ensure consistency, and improve literacy outcomes for all students in Fort Bend ISD.

The FBISD K-12 Literacy Plan defines the differences between the formative and summative assessments, but does not include explicit formative and summative assessment procedures for implementation and use of results at all levels of the system. Auditors found no established procedures within the FBISD K-12 Literacy Plan for evaluating curriculum effectiveness through assessment data. This absence contrasts with *Board Policy EH(LOCAL)—Curriculum Design*, which calls for a systematic process to assess student performance and use disaggregated data to guide instruction.

Auditors found that Fort Bend ISD has developed and/or has access to numerous literacy formative and summative assessments. However, only the state and district formal assessments are tightly held. Auditors found significant inconsistencies between written assessment and corresponding assessments. Assessments are aligned, but the use of assessments varies widely across classrooms. Content was aligned to state standards, but the alignment was inconsistent in context and cognitive rigor. The feedback loop from student achievement to specific programs and interventions is not effective.

District plans were found to be inadequate for facilitating effective district-and school-level use of assessment data to address students' literacy instructional needs (**2025 FBISD Full Audit, Finding 4.1**). The scope of literacy student assessments was deemed sufficient for the sample size collected in grades K, 2, 4, 6, and 8 (see **Finding 4.1**). Auditors found locally developed assessments were mostly aligned to standards and content on external assessments, but were not aligned in context and cognitive type. The locally developed assessments contained mostly multiple-choice questions, typically requiring students to demonstrate knowledge of the content at lower levels of rigor than that required in the standards (see **Finding 4.1**). The district has not developed a systemic approach to the effective use of data for making sound decisions regarding literacy teaching and learning, as highlighted in **Finding 4.1**. Although assessment trends indicate stable academic performance, overall, for Fort Bend ISD, persistent achievement gaps exist for certain student groups, and academic growth rates are below average (see **Finding 4.2**).

The following actions are recommended to the Fort Bend Independent School District for consideration in improving literacy assessment and the use of assessment data in Fort Bend ISD. Work, including developing a full scope of quality assessments for all courses in all grade levels and systematizing, should be completed in two to three years.

Administrative Functions: The following actions are recommended to the Fort Bend ISD Superintendent:

A.3.9: Develop an administrative regulation that requires and provides details of the who, what, when, how and why assessment data shall be used to assess students' ongoing (formative) and mastery (summative) of the district curriculum, as well as to guide decision making related to teaching and learning. The regulation should clearly communicate the overarching purpose of assessment—to provide feedback for improvement—and to establish accountability expectations.

RECOMMENDATIONS

- a. Publicize and distribute the administrative regulation widely, and reference it often in discussing curriculum, instruction, and accountability in principal and teacher meetings, stressing assessment data are of little value unless action is manifested in the classroom.
- b. Revise job descriptions by adding accountability to line and staff employees charged with administering assessments, analyzing data, and/or using results. Ensure related responsibilities are also added to performance review protocols and expectations.
- c. Provide ongoing professional development to teachers and other campus staff on the clinical process of data use for improvement.
- d. Monitor outcomes and adjust instruction as necessary.

Direct central office instructional leaders to develop a comprehensive student assessment and program evaluation plan (see **2025 FBISD Full Audit, Recommendation 4**).

A.3.11: Require implementation of the plan and regular progress updates. Assign roles for design and delivery of assessments, and revise related job descriptions as needed.

A.3.12: Establish timelines for principals and curriculum personnel to work with literacy staff members to develop formal formative and summative assessments for each grade level and course currently lacking formal district-wide assessments. Require that the assessments be developed and organized in a fashion that information on student learning of the curriculum (i.e., by student expectation) can be easily collected and analyzed.

A.3.13: Direct central office instructional support leaders to provide targeted training for campus administrators and teachers on how to use assessment data to measure student progress, and then make instructional decisions that enable them to differentiate instruction in response to student learning needs while still moving forward in expected curriculum implementation.

A.3.14: Raise the consciousness of internal and external stakeholders that some student groups (e.g., economically disadvantaged, emergent bilingual, and special education, as well as some racial/ethnic groups) need and must have differential attention and resource allocations if achievement gaps are expected to narrow over time. Run five-year cohort *STAAR* trend analyses for the ELAR content areas with trajectory lines for each identified student group and focus school within the district every year, and report results to the public. Until this issue is placed on the District Scorecard and supported by excellent Tier 1 instruction that includes targeted differentiation, aligned interventions, and selective disruption of the status quo (e.g., resources allocation based on need), achievement gaps are likely to persist. Replace concern about achievement gaps with focused and explicit action.

A.3.15: Develop an ongoing process for the consistent monitoring of student achievement and growth at all levels of the Fort Bend Independent School District, as well as other important outcomes, and include test data analysis and data-based recommendations in all school department and district level reports and budget requests.

Implementing these recommendations will allow the staff of Fort Bend Independent School District to effectively utilize literacy assessment data to make sound instructional decisions about literacy curriculum and instruction to support student growth and achievement.



**Conducted Under the Auspices of
Texas Curriculum Management Audit Center
Texas Association of School Administrators
406 East Eleventh
Austin, Texas 78701**

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6202 Silver Birch Ct, Johnston, IA 50131)

Appendices



A TASA-CMSi Curriculum Audit™ of the Fort Bend Independent School District Literacy Program

November 2025

Dr. Marc Smith, Superintendent

Fort Bend Independent School District
16431 Lexington Blvd.
Sugar Land, TX 77479



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Appendices

Appendix A: Auditors' Biographical Data



Shannon L. Hernandez, MEd

Shannon Hernandez retired from the Fort Worth Independent School District in Fort Worth, Texas, where she served as the Executive Director of K-12 Mathematics and Science among other roles. She has been involved in public education for over 30 years and started her career in Fort Worth ISD as a classroom teacher. She has served as an instructional support specialist, curriculum and assessment writing specialist, as well as K-12 Mathematics Director. Mrs. Hernandez has an extensive background in curriculum and assessment writing, alignment, and delivery. She has developed several successful large-scale, sustainable programs in her district such as the Advanced Academic Immersion program, Saturday Learning Quest for K-5 students, the High School Summer School program, and a comprehensive and aligned Grade 6-12 Pre-AP/AP program for mathematics. She received her BA in English from Texas State University, a BA in Secondary Education with Mathematics from the University of Texas at Arlington, a Master's of Curriculum and Instruction from Pennsylvania State University, and a Masters in Educational Administration from University of Texas at Arlington. She completed her audit training in 2017 in Austin, Texas, and her internship in October 2017. She has participated in audits in Arkansas, Colorado, Maryland, Ohio, Texas, and Virginia.



Laura Adlis, MEd

Laura Adlis is an independent consultant and retired school administrator from Houston, Texas. In her 30 years of experience in public education she has served in a variety of roles, including professional learning coordinator, instructional coaching coordinator, elementary and intermediate ELA curriculum coordinator, instructional coach on elementary and high school campuses, and classroom teacher. In addition, she served on the Board of Directors for Learning Forward Texas and worked as a content developer for Curriculum Associates.

Mrs. Adlis' areas of expertise are curriculum development, professional learning design and delivery, instructional coaching, and early literacy. She conducts workshops and consulting services in her areas of expertise, having presented at local, state, and national conferences. Mrs. Adlis earned her BA from Trinity University and her MEd from the University of Houston at Clear Lake.

She has served on one audit team and personally experienced an audit while serving as a curriculum coordinator. She used the findings and recommendations to revise district curriculum, which led to improved instruction and student achievement.

**Laura E. Allen, MEd**

Laura E. Allen is a bilingual, biliterate, and bicultural lifelong educator living in El Paso, Texas. Born in Mexico City, she immigrated to the United States and lived in various cities before settling in El Paso. Ms. Allen has an undergraduate degree in Political Science, a master's in Bilingual Education, and another in English and American Literature, all from the University of Texas at El Paso. Currently, she is employed with the El Paso Independent School District as a Coordinator of Bilingual Operations and Compliance District-wide and continues consulting and writing Spanish and English Elementary Dual Language Reading Language Arts curriculum

for the district, as well. Before stepping into the role of a coordinator, she was a full-time Dual Language Reading Language Arts facilitator. She was in the elementary classroom for 29 years and has taught in grades PK-5th, except for 1st. She has taught Immersion, Bilingual, Dual Language, GT, and Monolingual programs in both private and public education. Ms. Allen has also been an adjunct professor at El Paso Community College. She enjoys reading, traveling, creating stained glass panels, baseball, and the company of her two dogs.

**Mary Arthur, EdD**

Mary Arthur is currently retired from the position of Language Arts Coordinator for the Grapevine-Colleyville Independent School District in Texas where she served for 15 years. She also served 18 years as an adjunct professor at the University of North Texas, teaching classes and supervising student teachers in the College of Education. Dr. Arthur holds Texas Teacher certifications in Home Economics, Secondary English, and Professional Reading Specialist K-12. She has served as a classroom teacher, reading specialist, new teacher liaison, and district curriculum coordinator for Language Arts, for a total of 33 years in public education.

Dr. Arthur earned her Doctor of Education degree from the University of North Texas with a major in Reading Education and a minor in Computer Education and Cognitive Systems. She received her audit training in Tucson, Arizona, in 2010 and has served on 33 audits in Texas, Arizona, Washington, Illinois, Kentucky, Ohio, Missouri, Montana, Maryland, and Alabama.



Melani Edwards, MEd

Melani Edwards has been an educator for over 30 years and is currently the Director of Curriculum and Instruction for the Coolidge Unified School District in Coolidge, Arizona. Ms. Edwards began her teaching career in Tucson, Arizona, after receiving a bachelor's degree in Secondary Education from the University of Arizona in 1992. She taught Advanced Placement English classes and history to high school students in the states of Idaho and Arizona. In 2011 she earned her master's in educational leadership from Arizona State University and was assigned the position of Assistant Principal for a high school district in Casa Grande, Arizona.

After serving as an assistant principal of teaching and learning, she was offered the opportunity to develop the curriculum department for the district. She completed her Curriculum Management Audit Training in Austin, Texas, in 2016 and interned on her first audit in Augusta, Georgia, in 2017. She has served on audits in both Georgia and Texas.



Carolyn Friesen, EdD

Carolyn Friesen (prefers Callé) is Professor Emeritus at Buena Vista University in Storm Lake, Iowa, where she served the School of Education as Professor of Literacy Education and Department Chair of Literacy and Early Childhood Education. Prior to her career in higher education, she was a Middle School ELAR and Secondary English classroom teacher.

Dr. Friesen earned her Doctor of Education in educational leadership from Drake University, Master of Liberal Arts in creative writing and literature from Harvard University, Master of Science in Education with a focus on reading from Drake University, and Bachelor of Arts in English Education

from Buena Vista University.

Dr. Friesen completed her curriculum audit training in Des Moines, Iowa, in 2023 and has served CMSi as a curriculum writing instructor since 2021, facilitating workshops in Iowa, Texas, Washington, and Oregon.

She serves as a presenter at state and national conferences in her areas of educational expertise, which include K-12 Literacy, ELAR, creative writing, YA literature, curriculum and instruction, teacher effectiveness, and mindfulness in the classroom.

**Kathryn Myers, MEd**

Kathryn Myers is a retired educator now serving as Substitute Administrator at Columbus City Schools in Columbus, Ohio. In this role, she supports the Director of Teaching and Learning and assists principals with teacher evaluations. With 34 years of experience in public education across rural, suburban, and urban settings, Ms. Myers has excelled in roles ranging from classroom teacher and building administrator to district supervisor of World Languages, Secondary Curriculum, and Academic Coaching and Development.

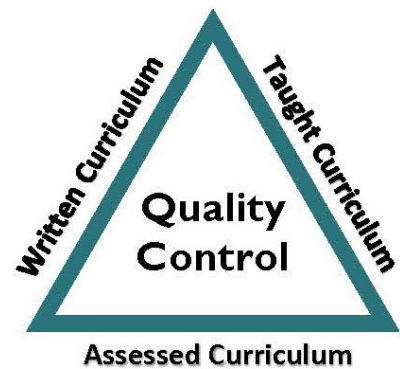
A dedicated educational leader, she brings extensive expertise in curriculum development, instructional coaching, and school administration. Her commitment to enhancing student achievement is demonstrated through successful initiatives that promote instructional excellence and teacher development.

Ms. Myers holds a Master of Arts in Educational Policy and Leadership from The Ohio State University and continually pursues professional development in curriculum auditing, instructional coaching, and equity literacy. Passionate about educational innovation, she remains a staunch advocate for high-quality teaching practices that empower educators and students alike. Currently, she is embracing a new challenge by participating as an intern in her first audit, further broadening her expertise in educational evaluation.

Appendix B: Audit Methodology

The Model for the Curriculum Audit™

The model for the Curriculum Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (Frase, English, Poston, 1995).



A Schematic View of Curricular Quality Control

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (a) a work standard, goal/objective, or operational mission; (b) work directed toward attaining the mission, standard, goal/objective; and (c) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (a) a written curriculum in some clear and translatable form for application by teachers in classrooms or related instructional settings; (b) a taught curriculum, which is shaped by and interactive with the written one; and (c) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of trustees.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Auditors

While a Curriculum Audit™ is not a financial audit, it is governed by similar principles. These are:

Expertise

TASA-CMSi-certified auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Fort Bend Independent School District (Fort Bend ISD, FBISD) Curriculum Audit™ Team selected by the Curriculum Management Audit Center included auditors who have been executive directors, directors, coordinators, coaches, as well as elementary and secondary classroom teachers in public educational systems and college professors in Texas and other states.

Biographical information about the auditors is found in **Appendix A**. This audit team has vast experience including conducting more than 45 curriculum audits or academic reviews and serving on teams in over 14 states.

Independence

None of the Curriculum Audit™ Team members had any vested interest in the findings or recommendations of the Fort Bend Independent School District Curriculum Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Fort Bend Independent School District, nor with any of the past or current members of the Fort Bend Independent School District Board of Trustees.

Objectivity

Events and situations that comprise the database for the Curriculum Audit™ are derived from documents, interviews, site visits, and online surveys. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative, such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditors and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only an additional source of triangulation, but is considered a summative triangulation of the entire audit report.

Consistency

All TASA-CMSi-certified curriculum auditors have used the same standards and methodology since the initial audit conducted by Dr. Fenwick English in 1979. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

Materiality

TASA-CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

Confidentiality

Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in all audit interviews.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

- “Some school principals said that...”
- “Many teachers expressed concern that...”
- “There was widespread comment about...”

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. “Many teachers said that...” represents only those interviewed by the auditors, or who may have responded to a survey, and not “many” of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some...or a few...	Less than a majority of the group interviewed and less than 30%
Many...	Less than a majority, more than 30% of a group or class of people interviewed
A majority...	More than 50%, less than 75%
Most...or widespread	75-89% of a group or class of persons interviewed
Nearly all...	90-99% of those interviewed in a specific class or group of persons
All or everyone...	100% of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits, an attempt is made to interview every member of the board of trustees and all top administrative officers, all principals, and the executive board of the teachers’ association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district’s operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Fort Bend Independent School District	
Superintendent	Central Office Administrators
Central Office Staff	Campus Administrators
Campus Staff	K-8 Teachers
Parents	

A total of 144 individuals were interviewed during the site visit phase of the audit.

Data Sources of the Curriculum Audit™

A Curriculum Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Fort Bend Independent School District Literacy Program Audit™ included the following:

Documents

These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, and any other source of information and data that reveal elements of the written, taught, and tested curricula and the linkages among these elements. **Appendix G** lists all documents reviewed over the course of the audit.

Interviews

The auditors conducted interviews with stakeholders throughout the district to shed light on district initiatives and documents and on the district context, as a whole. Interviews were conducted with staff and administrators in the system. A total of 144 stakeholders were interviewed as part of the audit process.

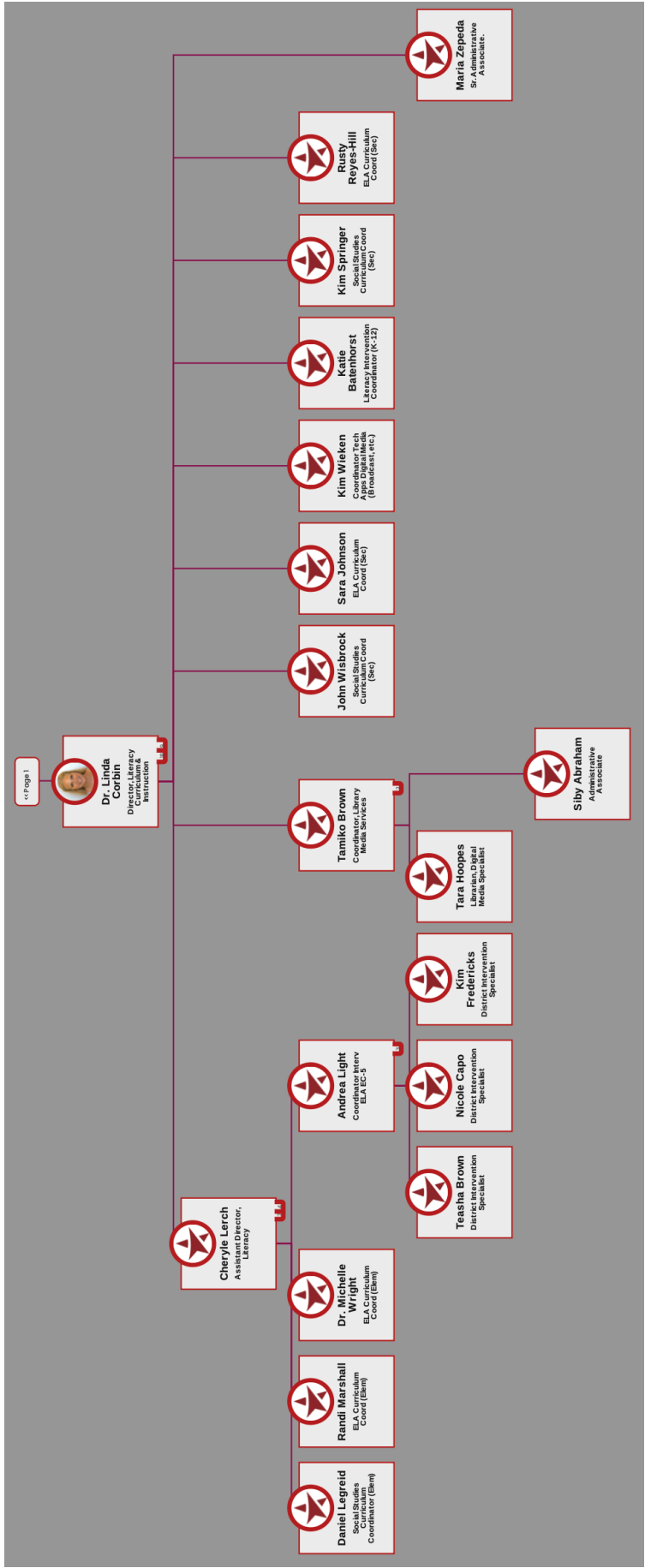
Site Visits

Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may result from a lack of alignment between district expectations and site-level implementation of those expectations.

Online Surveys

Selected stakeholders (staff and administrators) are offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.

Appendix C: Literacy Department Organizational Chart



Appendix D: Focus Area Two Documents
Exhibit D.1: K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart						
Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 1						
Kindergarten	Information provided is from 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 6 non-working links on under Reading section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
1st grade	Information provided is from 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 7 non-working links on under Reading section. 10 non-working links under Writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
2nd grade	Information provided is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 14 non-working links on under Reading section. 10 non-working links under Writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 1						
3rd grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 6 non-working links under Reading section. 14 non-working links under Writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
4th grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided. The overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout the video.	New Instructional Model graphic	New Instructional Model graphic Information specifically referencing COVID-19 is still posted.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment.	75% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
5th grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided. The overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. The previous Balanced Literacy Instructional Model graphic is provided with the Unit 1 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 1						
6th Grade	All information provided in this section is from between 2017 and 2023. A video unit overview is provided that was created in 2023 and is a general overview for Unit 1 across all secondary ELA courses.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 13 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
7th Grade	All information provided in this section is from between 2017 and 2023. A video unit overview is provided that was created in 2023 and is a general overview for Unit 1 across all secondary ELA courses.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 12 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
8th Grade	All information provided in this section is from between 2017 and 2023. A video unit overview is provided that was created in 2023 and is a general overview for Unit 1 across all secondary ELA courses.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 12 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 2						
Kindergarten	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 6 non-working links under Reading section. 5 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
1st Grade	All information provided in this section is from between 2017 and 2020. A planning document supporting the previous Balanced Literacy Instructional Model referencing resources supporting the previous instructional model are mentioned.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 16 non-working links under Reading section. 6 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
2nd Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided in the writing section that supports guided reading and the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout the video.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 21 non-working links under Reading section. 18 non-working links under the writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 2						
3rd Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided in both the reading and writing sections. Each overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout the video.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. Specific mention is made of the previous Balanced Literacy Instructional Model.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	75% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
4th Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided. The overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout the video.	New Instructional Model graphic Information provided during the pandemic about synchronous and asynchronous learning is posted.	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment.	75% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 2						
5th Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided. The overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. The previous Balanced Literacy instructional model graphic is provided with the Unit 2 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
6th Grade	Information provided is from 2017-2020.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 9 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
7th Grade	Information provided is from 2017-2020.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 8 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 2						
8th Grade	Information provided is from 2017-2022.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 9 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
Unit 3						
Kindergarten	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 8 non-working links under Reading section. 6 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 3						
1st Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided that supports guided reading and the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 8 non-working links under Reading section. 14 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
2nd Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit from 2019 is provided that supports the work of the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout this section.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 17 non-working links under Reading section. 13 non-working links under the writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart						
Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 3						
3rd Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. Specific mention is made of the previous Balanced Literacy instructional model.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
4th Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit from 2020 is provided that supports the work of the previous Balanced Literacy Instructional Model. References to resources supporting the previous instructional model are mentioned throughout this section.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 3						
5th Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. The previous Balanced Literacy instructional model graphic is provided with the Unit 3 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
6th Grade	Information provided is from 2017-2020.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 9 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
7th Grade	Information provided is from 2017-2020.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 8 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 3						
8th Grade	Information provided is from 2017-2020.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 9 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
Unit 4						
Kindergarten	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
1st Grade	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
2nd Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit from 2020 is provided that supports the work of the previous Balanced Literacy Instructional Model and teaching in the virtual classroom during the pandemic. References to resources supporting the previous instructional model are mentioned throughout the section.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 11 non-working links under Reading section. 14 non-working links under the writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 4						
3rd Grade	All information provided in this section is from between 2017 and 2020. "	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. Specific mention is made of the previous Balanced Literacy Instructional Model.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
4th Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit from 2020 is provided that supports the work of the previous Balanced Literacy Instructional Model and teaching in the virtual classroom during the pandemic. References to resources supporting the previous instructional model are mentioned throughout the section.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	75% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart						
Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 4						
5th Grade	All information provided in this section is from between 2017 and 2020 with the exception of the Writing Unit at a Glance, which was uploaded in 2025.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. The previous Balanced Literacy Instructional Model graphic is provided with the Unit 4 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
6th Grade	Information provided is from 2017-2021.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons	There are 10 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 4						
7th Grade	Information provided is from 2017-2023, including a unit overview video from 2023.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 11 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
8th Grade	Information provided is from 2017-2023.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 10 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 5						
Kindergarten	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
1st Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided that supports guided reading and the previous Balanced Literacy Instructional Model referencing resources supporting the previous instructional model.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 7 non-working links under Reading section. 15 non-working links under the writing sections. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
2nd Grade	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
3rd Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. Specific mention is made of the previous Balanced Literacy Instructional Model.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 5						
4th Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
5th Grade	All information provided in this section is from between 2017 and 2021.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. The previous Balanced Literacy instructional model graphic is provided with the Unit 5 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
6th Grade	Information provided is from 2017.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 9 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept. Information from 2023.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart						
Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 5						
7th Grade	Only a unit overview is provided from 2017.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 11 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept. Information from 2023.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
8th Grade	Only a unit overview is provided from 2017.	The Secondary ELA instructional model is provided, along with a guiding document for consideration when planning lessons.	There are 11 tabs provided in this section with information from 2017-2020.	Aligned to the SELA instructional model by instructional concept. Information from 2023.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 6						
Kindergarten	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 9 non-working links under Reading section. 5 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
1st Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 10 non-working links on under Reading section. 8 non-working links under the writing section. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 6						
2nd Grade	All information provided in this section is from between 2017 and 2020. The overview for reading references resources supporting the previous instructional model.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 3 non-working links under Reading section. 6 non-working links under writing section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
3rd Grade	All information provided in this section is from between 2017 and 2021.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2022-2023."	25% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.
4th Grade	All information provided in this section is from between 2017 and 2021.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2023.	25% of the teacher resource tabs contained documents and information created 5-8 years ago.	No resource tabs contained documents or information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 6						
5th Grade	All information provided in this section is from between 2017 and 2020. A video overview of the unit is provided. The overview was created in 2020 and supports guided reading and the previous Balanced Literacy Instructional Model.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2023.	25% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
Unit 7						
Kindergarten	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 3 non-working links under Reading section. 13 non-working links under the writing section. Nothing specifically addresses interactive writing. The previous instructional model (Balanced Literacy) is referenced twice in this section.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 7						
1st Grade	All information provided in this section is from between 2017 and 2020. A planning document supporting the previous Balanced Literacy Instructional Model and referencing resources supporting the previous instructional model.	New Instructional Model graphic	New Instructional Model graphic. Additional information attached to this section is specifically adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 16 non-working links. Nothing specifically addresses interactive writing.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
2nd Grade	All information provided in this section is from between 2017 and 2020.	The previous Balanced Literacy Instructional Model graphic is provided, along with a video explaining Balanced Literacy.	The Reading Workshop instructional model is provided along with additional information adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. 29 non-working links under reading/writing sections.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

K-8 Grade Level and Unit ELAR Instructional Model Comparison Chart

Grade Level	U Overview	Instructional Model	Teaching Considerations	Instructional Delivery	% of Resource Tabs Reviewed Containing Information Created 5-8 Years Ago by Grade Level and Unit	% of Resource Tabs Reviewed Containing Documents and Information Specifically Supporting the Previous Instructional Model
Unit 7						
3rd Grade	All information provided in this section is from between 2017 and 2020.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. Fountas & Pinnell planning resources are referenced. Specific mention is made of the previous Balanced Literacy Instructional Model.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
4th Grade	All information provided in this section is from between 2017 and 2021.	New Instructional Model graphic	New Instructional Model graphic	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	25% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.
5th Grade	All information provided in this section is from between 2017 and 2021. A video unit overview is provided that was created in 2021.	New Instructional Model graphic	The Reading Workshop Instructional Model is provided along with additional information adapted from resources supporting the previous instructional model.	Information provided is from 2017 through the pandemic. Multiple references to virtual learning environment. References to resources supporting the previous instructional model are mentioned. The previous Balanced Literacy Instructional Model graphic is provided with the Unit 7 Interactive Read-Aloud documents.	50% of the teacher resource tabs contained documents and information created 5-8 years ago.	50% of the teacher resource tabs reviewed contained documents and information specifically supporting the previous instructional model.

Exhibit D.2: Previous K-5 ELAR Instructional Model

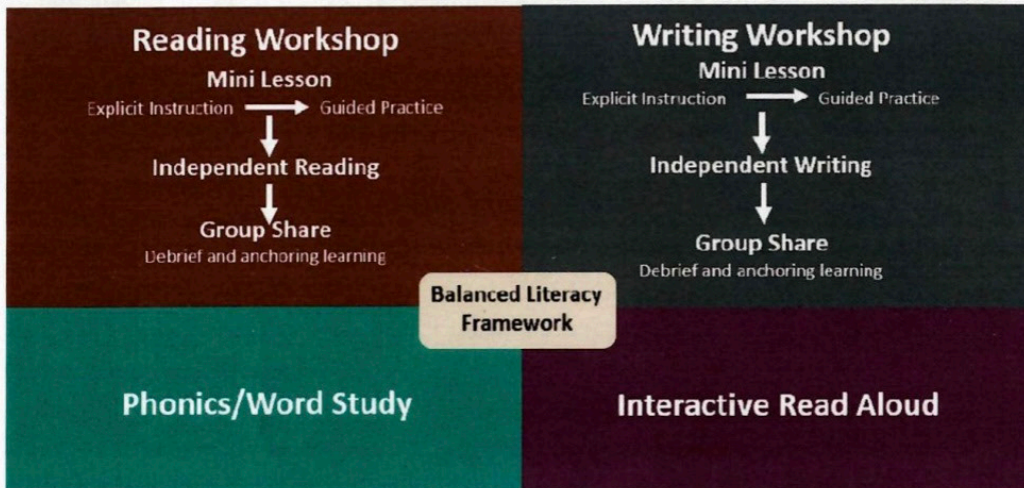
Balanced Literacy Instructional Model – FBISD Curriculum Management Plan

EXHIBIT F – Instructional Models

English Language Arts

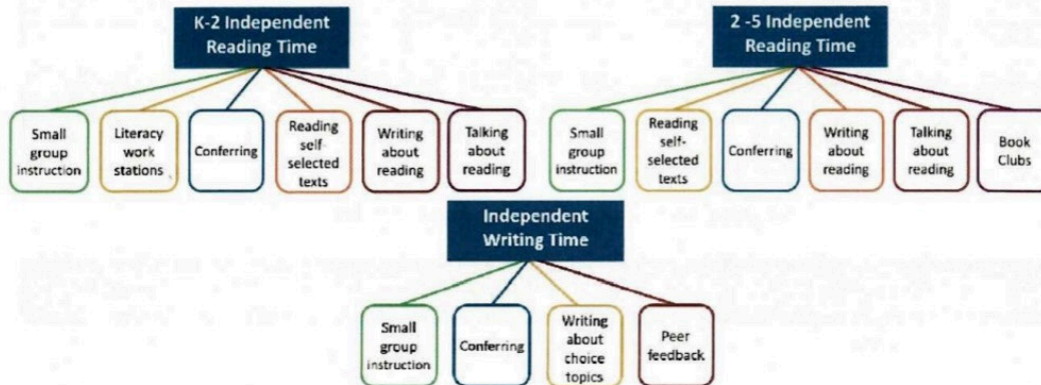
Reading and Writing Workshop have a similar structure and follow the workshop model, which incorporates gradual release. The reading/writing workshop approach allows teachers to reach all students at their level of proficiency. There are 3 phases in the workshop approach: the mini-lesson, guided practice, and independent practice. The mini-lesson involves the teacher teaching TO the students. Guided practice involves the teacher teaching WITH the students. Independent practice involves students doing BY themselves.

Reading and Writing Approach



After the reading mini lesson, students transition to independent reading. Students should spend time reading self selected texts *every day* and engage in a variety of text based learning experiences. Students may meet with the teacher in a small group or conference, work with others in book clubs, talk about reading, and write about reading. Students should engage in each of these authentic experiences across a week.

After the writing mini lesson, students transition to independent writing. Students should spend time writing *every day* and engage in a variety of learning experiences that grow students as writers. Students may meet with the teacher in a small group or conference, work with a peer to provide feedback on their writing, and work on other writing pieces of their choosing. Students should engage in each of these authentic experiences across a week.



Elementary ELAR Instructional Model posted at the time of the audit

Instructional Model:
 Reading and Writing Workshop have a similar structure and follow the workshop model which incorporates gradual release. The reading/writing workshop approach allows us to reach all students at their level.

FBISD Elementary Language Arts & Reading Instructional Model



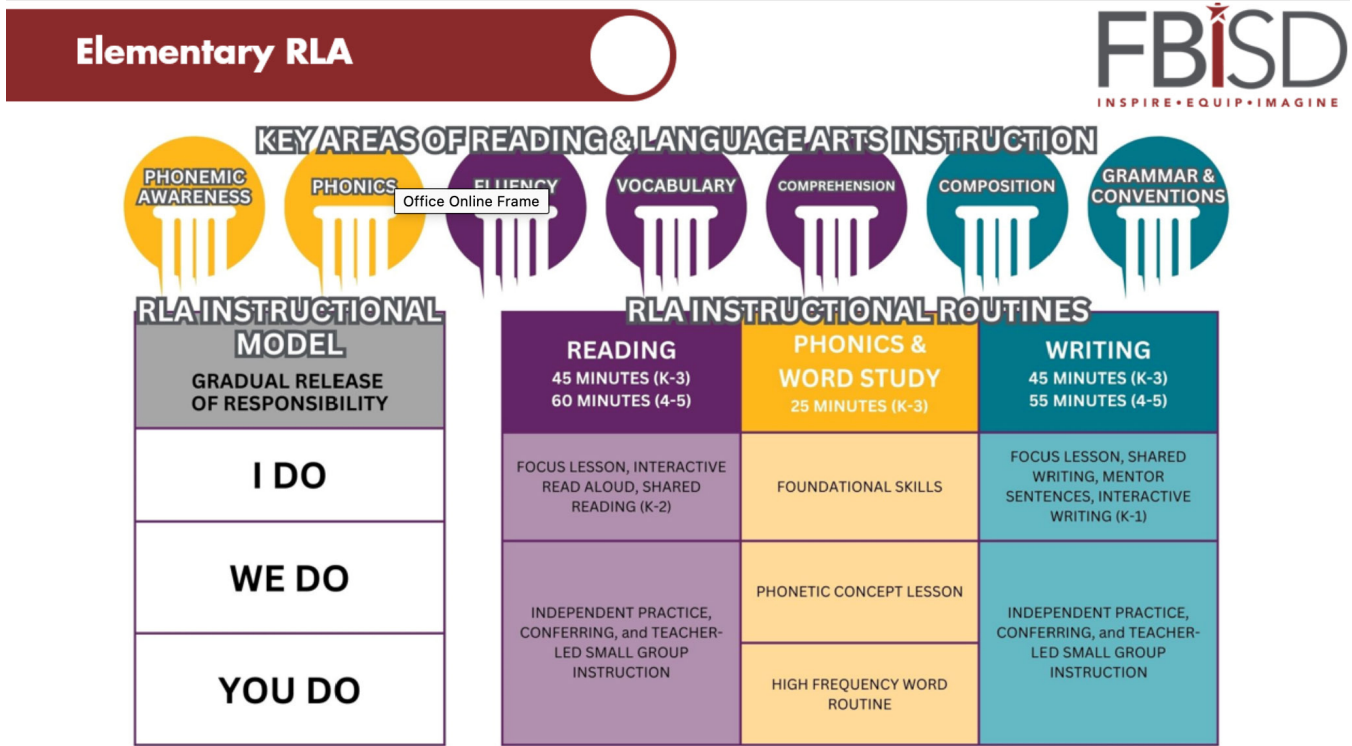
Note: The minutes within each component may vary within the bilingual program classroom per the Bilingual Language Allocation Framework.



Exhibit D.3: K-8 ELAR Instructional Models

Current Elementary ELAR Instructional Model

Instructional Model:



Current MS & HS ELAR Instructional Model

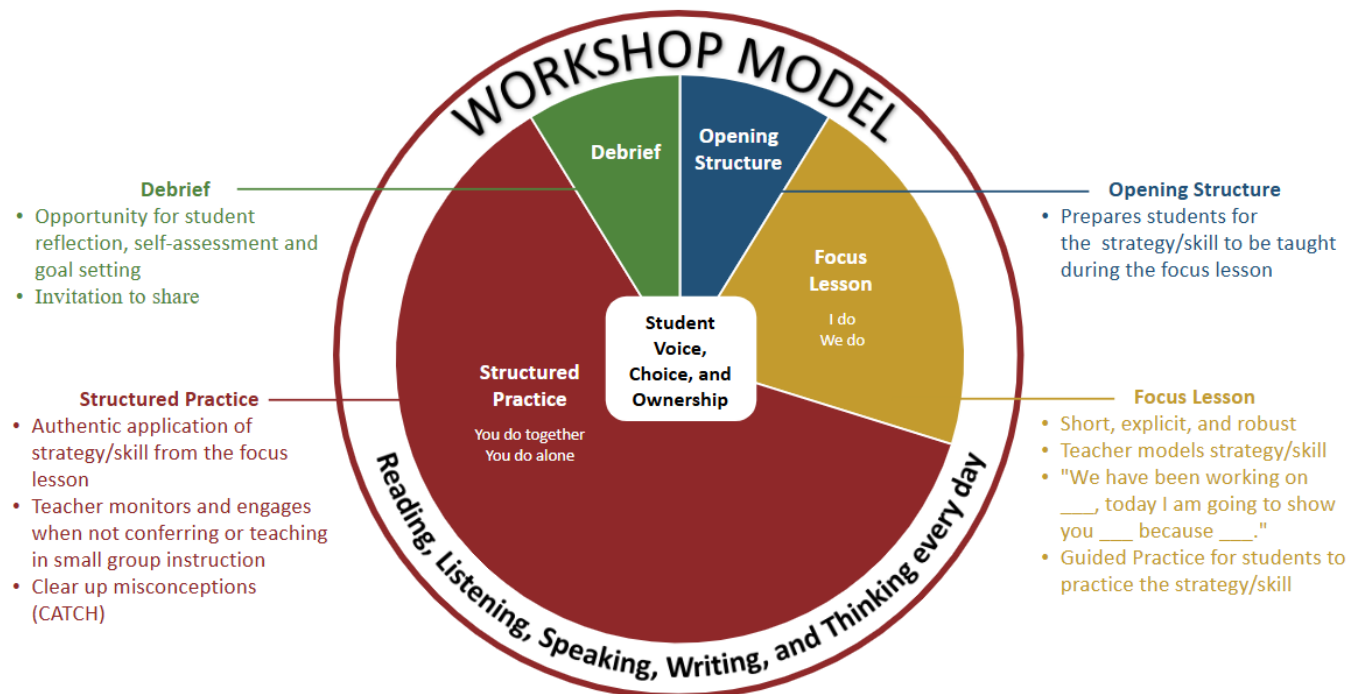


Exhibit D.4: Inconsistent ELAR Instructional Models Found Throughout the Curriculum at All Grade Levels K-5

Balanced Literacy video and supporting resources posted



Teaching Considerations:

In the Teaching Considerations section, you will find considerations that enhance the unit's content to review while planning instruction. These considerations are grouped by the unit's priority standards, but the sequence for teaching this content depends upon the current needs and experiences of your group of students. You may teach students more than one way to do something or need to provide further clarification on how to do it. Keep in mind that what drives your instruction and how best to teach it is your students' assessment data which highlights their strengths and needs. [Watch an overview of the FBISD Balanced Literacy Model](#)

The resources below support instruction using the Balanced Literacy Instructional model through asynchronous and synchronous learning.

Elementary ELA Online Learning Supports

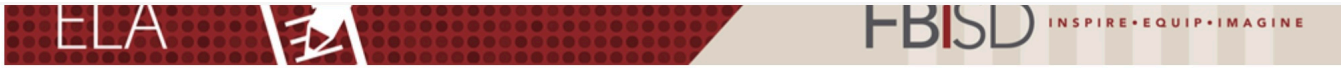
*synchronous learning opportunity

*asynchronous learning

opportunity

Reading Workshop	Writing Workshop
<p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Minilessons book by Fountas and Pinnell The Literacy Continuum by Fountas and Pinnell The Reading Strategies Book by Jennifer Serravallo <p>Student Resources</p> <ul style="list-style-type: none"> Reader's notebook www.uniteforliteracy.com www.getepic.com - requires teacher set up FBISD Digital Resources <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Reading Response through TEAMS, Schoolology Discussion Post, FlipGrid, Media Album, OneNote Notebook TEAMS small group or conference discussion of text Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album Reading Records completed during TEAMS 	<p>Teacher Resources</p> <ul style="list-style-type: none"> The Writing Strategies Book by Jennifer Serravallo Patterns of Power by Jeff Anderson <p>Student Resources</p> <ul style="list-style-type: none"> Writer's notebook <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album, OneNote Notebook Have students upload writing in Schoolology Assignment or Schoolology Post
Phonics, Spelling, and Word Study	Interactive Read Aloud
<p>Teacher Resources</p> <ul style="list-style-type: none"> Phonics, Spelling, and Word Study System by Fountas and Pinnell <p>Student Resources</p> <ul style="list-style-type: none"> Magnetic/foam letters Dry Erase Board Resources to support learning – paper letters, word sorts, etc. <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album Online Assessments and Practice in Fountas and Pinnell Online Resources TEAMS small group or conference discussion of text 	<p>Teacher Resources</p> <ul style="list-style-type: none"> FBISD Digital Resources Fountas and Pinnell Online Resources List of Read Alouds Online Kate Messner list of Read Alouds Storyline Online <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album

Same Balanced Literacy resources posted without the video and the word Balanced removed



Teaching Considerations:

In the Teaching Considerations section, you will find considerations that enhance the unit’s content to review while planning instruction. These considerations are grouped by the unit’s priority standards, but the sequence for teaching this content depends upon the current needs and experiences of your group of students. You may teach students more than one way to do something or need to provide further clarification on how to do it. Keep in mind that what drives your instruction and how best to teach it is your students’ assessment data which highlights their strengths and needs.

The resources below support instruction using the literacy Instructional model through asynchronous and synchronous learning.

Elementary ELA Online Learning Supports

*synchronous learning opportunity

*asynchronous learning

opportunity

Reading Workshop	Writing Workshop
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Minilessons book by Fountas and Pinnell • The Literacy Continuum by Fountas and Pinnell • The Reading Strategies Book 2.0 by Jennifer Serravallo <p>Student Resources</p> <ul style="list-style-type: none"> • Reader’s notebook • www.uniteforliteracy.com • FBISD Digital Resources <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Reading Response through TEAMS, Schoolology Discussion Post, FlipGrid, Media Album, OneNote Notebook • TEAMS small group or conference discussion of text • Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album • Reading Records completed during TEAMS 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • The Writing Strategies Book by Jennifer Serravallo • Patterns of Power by Jeff Anderson <p>Student Resources</p> <ul style="list-style-type: none"> • Writer’s notebook <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album, OneNote Notebook • Have students upload writing in Schoolology Assignment or Schoolology Post
Phonics, Spelling, and Word Study	Interactive Read Aloud
<p>Student Resources</p> <ul style="list-style-type: none"> • Magnetic/foam letters • Dry Erase Board • Resources to support learning – paper letters, word sorts, etc. <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album • Online Assessments and Practice in Fountas and Pinnell Online Resources • TEAMS small group or conference discussion of text 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • FBISD Digital Resources • Fountas and Pinnell Online Resources • List of Read Alouds Online • Kate Messner list of Read Alouds • Storyline Online <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album

Current ELAR Instructional Model posted with Balanced Literacy resources



Instructional Model:
 Reading and Writing Workshop have a similar structure and follow the workshop model which incorporates gradual release. The reading/writing workshop approach allows us to reach all students at their level.

FBISD Elementary Language Arts & Reading Instructional Model



Note: The minutes within each component may vary within the bilingual program classroom per the Bilingual Language Allocation Framework.

Office Online Frame



The resources below support instruction using the Balanced Literacy Instructional model through asynchronous and synchronous learning.

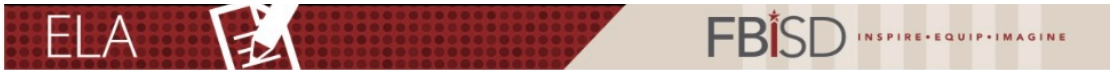
Elementary ELA Online Learning Supports

*synchronous learning opportunity

*asynchronous learning opportunity

*synchronous learning opportunity	*asynchronous learning opportunity
<p style="text-align: center;">Reading Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Minilessons book by Fountas and Pinnell The Literacy Continuum by Fountas and Pinnell The Reading Strategies Book by Jennifer Serravallo <p>Student Resources</p> <ul style="list-style-type: none"> Reader's notebook www.uniteforliteracy.com www.getepic.com - requires teacher set up FBISD Digital Resources <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Reading Response through TEAMS, Schoolology Discussion Post, FlipGrid, Media Album, OneNote Notebook TEAMS small group or conference discussion of text Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album Reading Records completed during TEAMS 	<p style="text-align: center;">Writing Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> The Writing Strategies Book by Jennifer Serravallo Patterns of Power by Jeff Anderson <p>Student Resources</p> <ul style="list-style-type: none"> Writer's notebook <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album Have students upload writing in Schoolology Assignment or Schoolology Post
<p style="text-align: center;">Phonics, Spelling, and Word Study</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> Phonics, Spelling, and Word Study System by Fountas and Pinnell <p>Student Resources</p> <ul style="list-style-type: none"> Magnetic/foam letters Dry Erase Board Resources to support learning – paper letters, word sorts, etc. <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album Online Assessments and Practice in Fountas and Pinnell Online Resources TEAMS small group or conference discussion of text 	<p style="text-align: center;">Interactive Read Aloud</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> FBISD Digital Resources Fountas and Pinnell Online Resources List of Read Alouds Online Kate Messner list of Read Alouds Storyline Online <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about text in TEAMS, Schoolology Discussion Post, FlipGrid, Media Album

Current ELAR Instructional Model posted with Balanced Literacy video and resources



Instructional Model:

Reading and Writing Workshop have a similar structure and follow the workshop model which incorporates gradual release. The reading/writing workshop approach allows us to reach all students at their level. [Explanation of Balanced Literacy](#)

FBISD Elementary Language Arts & Reading Instructional Model



Note: The minutes within each component may vary within the bilingual program classroom per the Bilingual Language Allocation Framework.



The resources below support instruction using the Balanced Literacy instructional model through asynchronous and synchronous learning.

Elementary ELA Online Learning Supports

**synchronous learning opportunity*

**asynchronous learning opportunity*

<p style="text-align: center;">Reading Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> • Reading Minilessons book by Fountas and Pinnell • The Literacy Continuum by Fountas and Pinnell • The Reading Strategies Book by Jennifer Serravallo <p>Student Resources</p> <ul style="list-style-type: none"> • Reader's notebook • www.uniteforliteracy.com • myON • FBISD Digital Resources <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Reading Response through TEAMS, Schoology Discussion Post, FlipGrid, Media Album, OneNote Notebook • TEAMS small group or conference discussion of text • Discussion about text in TEAMS, Schoology Discussion Post, FlipGrid, Media Album • Reading Records completed during TEAMS 	<p style="text-align: center;">Writing Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> • The Writing Strategies Book by Jennifer Serravallo • Patterns of Power by Jeff Anderson <p>Student Resources</p> <ul style="list-style-type: none"> • Writer's notebook <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about learning in TEAMS, Schoology Discussion Post, FlipGrid, Media Album • Have students upload writing in Schoology Assignment or Schoology Post
<p style="text-align: center;">Phonics, Spelling, and Word Study</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> • Phonics, Spelling, and Word Study System by Fountas and Pinnell <p>Student Resources</p> <ul style="list-style-type: none"> • Magnetic/foam letters • Dry Erase Board • Resources to support learning – paper letters, word sorts, etc. <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about learning in TEAMS, Schoology Discussion Post, FlipGrid, Media Album • Online Assessments and Practice in Fountas and Pinnell Online Resources • TEAMS small group or conference discussion of text 	<p style="text-align: center;">Interactive Read Aloud</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> • FBISD Digital Resources • Fountas and Pinnell Online Resources • List of Read Alouds Online • Kate Messner list of Read Alouds • Storyline Online <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> • Discussion about text in TEAMS, Schoology Discussion Post, FlipGrid, Media Album

Current ELAR Instructional Model posted with Balanced Literacy video



Instructional Model:

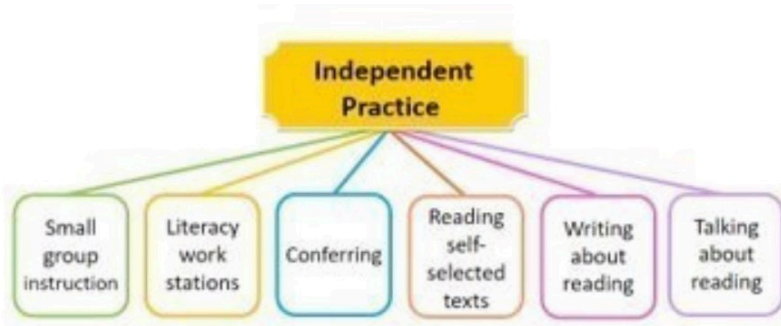
Reading and Writing Workshop have a similar structure and follow the workshop model which incorporates gradual release. The reading/writing workshop approach allows us to reach all students at their level. [Explanation of Balanced Literacy](#)

FBISD Elementary Language Arts & Reading Instructional Model



Office Online Frame

Note: The minutes within each component may vary within the bilingual program classroom per the Bilingual Language Allocation Framework.



Balanced Literacy Instructional Model with supporting resources

Teaching Considerations:

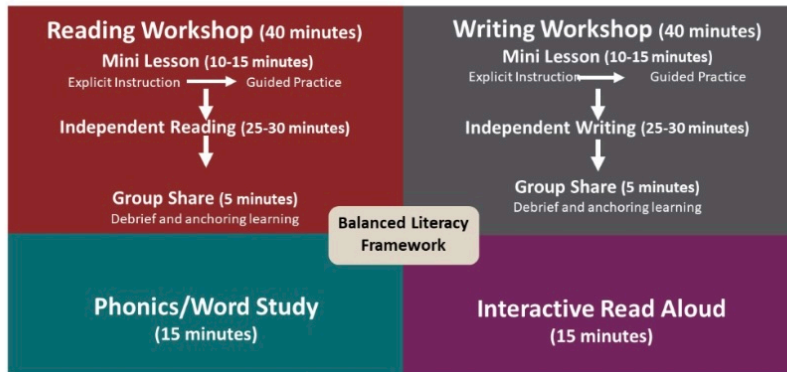
In the Teaching Considerations section, you will find considerations that enhance the unit's content to review while planning instruction. These considerations are grouped by the unit's priority standards, but the sequence for teaching this content depends upon the current needs and experiences of your group of students. You may teach students more than one way to do something or need to provide further clarification on how to do it. Keep in mind that what drives your instruction and how best to teach it is your students' assessment data which highlights their strengths and needs.

Ensuring Balanced & Unbiased Curriculum

The Fountas and Pinnell Literacy resource provides differentiated texts for varying levels and purposes. As part of the PLC process, teachers should collaborate to identify appropriate texts that align to the purpose of lessons in order to ensure instruction is balanced and unbiased. It is important to critically analyze each text that PLCs select to ensure that instructional text selections value the diversity within our community. Teachers should consider the setting, characters, and overall message of each text to ensure all beliefs, ethnicities, and socio-economic statuses are valued.

The below teaching points can be used to guide your whole group, small group, or one-on-one conferences with students.

Suggested Times for 2nd-5th Grade Balanced Literacy Instruction



The resources below support instruction using the Balanced Literacy Instructional model through asynchronous and synchronous learning.

Elementary ELA Online Learning Supports

- *synchronous learning opportunity
- *asynchronous learning opportunity

<p>Reading Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> Reading Minilessons book by Fountas and Pinnell The Literacy Continuum by Fountas and Pinnell The Reading Strategies Book by Jennifer Serravallo <p>Student Resources</p> <ul style="list-style-type: none"> Reader's notebook myON FBISD Digital Resources <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Reading Response through TEAMS, Office 365, Schoology Discussion Post, FlipGrid, Media Album, OneNote Notebook TEAMS small group or conference discussion of text Discussion about text in TEAMS, Schoology Discussion Post, FlipGrid, Media Album Reading Records completed during TEAMS 	<p>Writing Workshop</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> The Writing Strategies Book by Jennifer Serravallo Patterns of Power by Jeff Anderson <p>Student Resources</p> <ul style="list-style-type: none"> Writer's notebook <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Office 365, Schoology Discussion Post, FlipGrid, Media Album Have students upload writing in Schoology Assignment or Schoology Post
<p>Phonics, Spelling, and Word Study</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> Phonics, Spelling, and Word Study System by Fountas and Pinnell <p>Student Resources</p> <ul style="list-style-type: none"> Magnetic/foam letters Dry Erase Board Resources to support learning – paper letters, word sorts, etc. <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about learning in TEAMS, Schoology Assessment (matching word sort), Schoology Discussion Post, FlipGrid, Media Album Online Assessments and Practice in Fountas and Pinnell Online Resources TEAMS small group or conference discussion 	<p>Interactive Read Aloud</p> <p>Teacher Resources</p> <ul style="list-style-type: none"> FBISD Digital Resources Fountas and Pinnell Online Resources List of Read Alouds Online Kate Messner List of Read Alouds Storyline Online <p>Ways to Formatively Assess</p> <ul style="list-style-type: none"> Discussion about text in TEAMS, Schoology Discussion Post, FlipGrid, Media Album

Exhibit D.5: State of Literacy Facilitator Overview



Elementary
State of Literacy Instruction in FBISD: 2024-2025

Facilitator Overview (30 minutes total)

LEARNING INTENTIONS & SUCCESS CRITERIA
 We are learning about key priorities for literacy instruction within FBISD for the 2024-2025 school year. Teachers and leaders will:

- Explain the importance of aligned literacy instruction.
- Describe the FBISD guiding principles for literacy instruction.
- Name the main components of the teacher-led small group instruction structure.

<p>RESOURCES NEEDED</p> <ul style="list-style-type: none"> ◆ Video (about 10 minutes) ◆ Facilitator Guide ◆ Participant Handout (1 copy per participant) 	<p>MATERIALS NEEDED</p> <ul style="list-style-type: none"> ◆ Audio and Visual Equipment
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Welcome (2-3 minutes)

1. Provide participants with an overview of the session.
Last school year, leaders in our district began evaluating literacy instruction, including our defined instructional model, curriculum, and instructional materials. At that time, we communicated specific changes for instructional materials to align with our core beliefs, guidance from state legislation, and research from Texas Reading Academies. This video provides a look into literacy instruction in FBISD, and the priorities for refinement of our literacy framework during the 2024-2025 school year and beyond.
2. Begin video.

FBISD Guiding Principles for Literacy Instruction (5-7 minutes)

Background Information on the Literacy Task Force: The literacy task force is a cross-department group of literacy leaders in FBISD that convenes regularly to evaluate the FBISD literacy framework. This framework includes the defined reading and language arts (RLA) instructional model, curriculum, and instructional materials to ensure alignment with national, state, and local guidelines and expectations. In addition, the literacy task force engages in professional learning on literacy topics and reviews current research on literacy instructional practices in order to inform decision-making around literacy instruction in FBISD. Finally, the literacy task force leads opportunities for feedback around these decisions with teachers, teacher leaders, and campus leaders.

Background Information on the FBISD Guiding Principles for Literacy Instruction: These 6 guiding principles were developed by the Literacy Task Force. The guiding principles align to our literacy core beliefs and convey what is important for literacy instruction in FBISD. These principles also align to guidelines and expectations from TEA and the SBOE, as well as, align to the research in Texas Reading Academies.

Exhibit D.6: Curriculum Resources ELAR/SLAR, Grades K, 2, and 7

English Language Arts and Reading – Dates vary from 2017 to 2024

Grade K Resources Found in Schoology	
English Language Arts and Reading	Spanish Language Arts and Reading
Kindergarten Reading Scope and Sequence 2024-25 – 21 pages	Kindergarten Reading Scope and Sequence 2024-25 – Same document as ELA
Kindergarten Writing Scope and Sequence 2024-25 – 38 pages – includes SLAR TEKS, in red	Kindergarten Writing Scope and Sequence 2024-25 – Same document as ELA – includes SLAR TEKS, in red
Kindergarten Phonics Scope and Sequence 2024-25 – 10 pages	Kindergarten Spanish Scope and Sequence 2024-25 – 32 pages
TXKEA Overview Video – 9 minutes	Language Arts Dual Language Schedule 2024-25
TXKEA User Guide – 40 pages	
TXKEA CLI Engage Webpage	
TXKEA Scoring Guidelines – BOY, MOY, EOY – English	TXKEA Scoring Guidelines – BOY, MOY, EOY – Spanish
Units 1-8 – Folder for each unit contains the following: Unit Link, Teacher Resources folder, Instructional Resources folder, Assessment Resources folder. Each unit link includes:	Units 1-8 – Folder for each unit contains the following: Unit Link, Teacher Resources folder, Instructional Resources folder, Assessment Resources folder. Each unit link includes:
Table of Contents with links for the following:	Table of Contents with links for the following:
Unit Overview – With link to Reading and Writing Connections Document, subtabs Unit Trajectory and Unit at a Glance	Unit Overview – With link to Reading and Writing Connections Document, subtabs Unit Trajectory and Unit at a Glance
Unpacked TEKS ELA	Unpacked TEKS ELA
Learning Progressions	Learning Progressions
Instructional Model – Contains 9 links (Balanced Literacy Framework). Includes synchronous and asynchronous learning opportunity chart	Instructional Model – Contains 9 links (Balanced Literacy Framework). Includes synchronous and asynchronous learning opportunity chart
Phonics, Spelling, and Word Study – Link to access, then 44 different links to support lessons, songs, additional information, videos, activities, etc.	Phonics, Spelling, and Word Study – Link to access the Dual Language curriculum, then 32 different links to support weekly lessons, rubrics, etc.
Key Vocabulary – Subtabs to Instructional Approach, Strategies (another link to templates and directions), Exemplar 1 and 2, each with another link to download. Writing Key Vocabulary, Spanish vocabulary in red.	Key Vocabulary – Subtabs to Instructional Approach, Strategies (another link to templates and directions), Exemplar 1 and 2, each with another link to download. Writing Key Vocabulary, Spanish vocabulary in red.
Teaching Considerations – 8 links, two subtabs Preparing for Playing with Language and Preparing for Oral Storytelling	Teaching Considerations – 8 links, three subtabs Preparing for Playing with Language, Language Acquisition and Language Transfer, and Preparing for Oral Storytelling
Instructional Delivery – 4 subtabs – Interactive Read Aloud with 8 links, Reading Workshop with 14 links, Writing Concept #1 with 8 links, Writing Concept #2 with 10 links.	Instructional Delivery – 4 subtabs – Interactive Read Aloud with 8 links, Reading Workshop with 14 links, Writing Workshop.

Grade K Resources Found in Schoology (Con't)	
English Language Arts and Reading	Spanish Language Arts and Reading
Unit Assessments – Link to assessment folder and ELL Instructional Accommodations, subtabs Interactive Read Aloud with 9 links, Reading Workshop with 10 links (some lead to Fountas and Pinnell Online Resources, requiring a log in and password, Writers Concept #1 with 3 links, Writers Concept #2 with 4 links, and Supporting Emergent Bilingual Students using the Student-Friendly PLDS with 3 links.	Unit Assessments – Link to assessment folder and ELL Instructional Accommodations, subtabs Interactive Read Aloud with 9 links, Reading Workshop with 10 links (some lead to Fountas and Pinnell Online Resources, requiring a log in and password, success criteria in Spanish in red, Writing Workshop with 18 links and success criteria in Spanish in red.
Integration Focus – Subtabs Profile of a Graduate, Writing Integration Focus, Writing Profile of a Graduate, Technology Integration	Integration Focus – Subtabs Profile of a Graduate, Writing Integration Focus, Writing Profile of a Graduate, Technology Integration
Re-engagement – One subtab Writing Re-engagement	Re-engagement – One subtab Writing Re-engagement
Resources with 18 links – One subtab Writing Resources with 17 links.	Resources with 18 links – One subtab Writing Resources with 17 links.
Grade 2 Resources Found in Schoology	
English Language Arts and Reading	Spanish Language Arts and Reading
<i>Note: Additional folders for Guidelines for Special Education Accommodations, Sample Lessons for Special Education Students, and Vistas (a separate curriculum for some campuses piloting this resource.) Vistas contains 7 unit folders with up to 25 links to resources in each folder.</i>	
Grade 2 Reading Scope and Sequence 2024-25 – 28 pages	Grade 2 Reading Scope and Sequence 2024-25 – Same document as ELAR
Grade 2 Writing Scope and Sequence 2024-25 – 33 pages; includes SLAR TEKS, in red	Grade 2 Writing Scope and Sequence 2024-25 – 33 pages; includes SLAR TEKS, in red – Same document as ELAR
Grade 2 Phonics Scope and Sequence 2024-25 – 17 pages	Grade 2 Dual Language Phonics Scope and Sequence 2024-25 – 10 pages
District Assessments Folder – Contains 3 folders – Renaissance 360, BAS/SEL, and OLD Learning Assessments. BAS/SEL folder contains 8 links and one folder for support videos.	Grade 2 DL Language Arts Schedule 2024-25
Units 1-8 – Folder for each unit contains the following: Unit Link, Teacher Resources folder, Instructional Resources folder, Assessment Resources folder. Each unit link includes:	Units 1-8 – Folder for each unit contains the following: Unit Link, Teacher Resources folder, Instructional Resources folder, Assessment Resources folder. Each unit link includes:
Unit Overview – With links to Unit at a Glance Planning Document and Reading and Writing Connections Document, subtabs Unit Trajectory, Unit at a Glance, Writing Unit Overview, Writing Unit Trajectory, and Writing Unit at a Glance.	Unit Overview – With links to Unit at a Glance Planning Document and Reading and Writing Connections Document, subtabs Unit Trajectory, Unit at a Glance, Writing Unit Overview, Writing Unit Trajectory, and Writing Unit at a Glance. Spanish Texts and Big Ideas translations in red.

Grade 2 Resources Found in Schoology (Con't)	
English Language Arts and Reading	Spanish Language Arts and Reading
Learning Progressions – Learning and Grading Progressions and Writing Grading and Learning Progressions	Learning Progressions – Learning and Grading Progressions and Writing Grading and Learning Progressions – Same documents as ELAR
Unpacked TEKS – Concept 1 Readers, Concept 2 Readers, Concept 1 Writers, Concept 2 Writers, Spanish concepts and Big Ideas in Spanish in red, SLAR TEKS in red	Unpacked TEKS – Concept 1 Readers, Concept 2 Readers, Concept 1 Writers, Concept 2 Writers, Spanish concepts and Big Ideas in Spanish in red, SLAR TEKS in red
Integration Focus – Profile of a Graduate, TA TEKS, Writing Technology Integration, Writing Profile of a Graduate	Integration Focus – Profile of a Graduate, TA TEKS, Writing Technology Integration, Writing Profile of a Graduate
Key Vocabulary – Instructional Approach, Strategies, Exemplar 1, Exemplar 2, Writing: Key Vocabulary. Spanish translations in red	Key Vocabulary – Instructional Approach, Strategies, Exemplar 1, Exemplar 2, Writing: Key Vocabulary. Spanish translations in red
Grade 2 Phonics – Link to phonics curriculum. Document contains links to Scope and Sequence, videos, Week at a Glance, Research from Texas Reading Academies, Lessons, and resources (worksheets, word cards, activities.	Grade 2 Phonics – Link to Dual Language phonics curriculum. Document contains links to scope and sequence, rubrics, videos, Lesson calendar, and references to HMH resources.
Instructional Model – Contains 6 links (Balanced Literacy Framework). Includes synchronous and asynchronous learning opportunity chart. Indicates Bilingual minutes may be different.	Instructional Model – Contains a different picture representation of the model of balanced Literacy Framework than ELAR, but has no minutes represented. Includes synchronous and asynchronous learning opportunity chart with Spanish references in red.
Teaching Considerations – Ensuring Balanced & Unbiased Curriculum and a sample schedule. Subtabs Preparing for Readers and Preparing for Writers.	Teaching Considerations – Same balanced literacy model representation and learning opportunities. Also includes a sample schedule. Subtabs are Preparing for Readers, Language Acquisition and Language Transfer, and Preparing for Writers.
Unit Assessments – Subtabs – Concepts # 1, 2, and 3, and Writing Concepts 1 and 2, Supporting Emergent Bilingual Students using the Student-Friendly PLDS. Contains 3 additional links.	Unit Assessments – Subtabs – Concepts # 1, 2, and 3, and Writing Concepts 1 and 2. (Missing article about Supporting Emergent Bilingual students.)
Instructional Delivery – 5 subtabs for concepts. Each concept link leads to an outline containing up to 14 additional links. Each concept has up to 15 sections.	Instructional Delivery – 5 subtabs for concepts. Each concept link leads to an outline containing up to 14 additional links. Each Concept has up to 15 sections.
Re-engagement – 2 subtabs, Reading Re-engagement and Writing Re-engagement	Re-engagement – 2 subtabs, Reading Re-engagement and Writing Re-engagement
Resources – Writing: Resources – Multiple links for exemplars and examples. Spanish resources in red.	Resources – Writing: Resources – Multiple links for exemplars and examples. Spanish resources in red.

Secondary ELA – Middle School ELA – Grade 7: On Level & AAC
SELA Curriculum Resources Folder – Contains 12 folders or links:
Planning Documents – 4 links to documents.
Novel List, Online Textbooks and Digital Texts – 7 folders or links to documents. Savvas folder has 10 links.
General Assessment Tools – 7 folders and 16 links to documents. Each folder has 3 to 6 links to documents.
Accountable Talk – 10 links and 1 folder with 15 links to documents and another folder with 7 links to documents.
Feedback Protocols – 8 links and 2 folders with 7 more links.
Book Clubs – 10 links to documents.
Close Reading Templates – 7 links and 1 folder with 4 videos for how to plan close reading.
Status of the Class – 6 links to documents.
Digital Tools – 8 folders and one document. Folders have a total of 31 links to documents.
Rockin Review – 12 links for all grades and 5 links for grade 7.
Resources from Curriculum Group Updates (dated 8/2023 to 2/2024) One document with 26 links.
SELA Model Lesson Video Bank – 4 links to videos.
Grade 7 ELA Folder – Contains the Following:
Scope and Sequence updated May 29, 2024.
District Assessments folder containing 7 folders and 1 document. Each folder contains additional folders and documents.
Unit Folders – 5 units, each containing Unit Overview, Unit Planner, Teacher Resources folder, Instructional Resources folder, Assessment Resources folder, and 7th ELA Standards-Based Grading Teachers Only folder.
Unit Overview – Contains Same Tabs as Other ELA Courses as Follows:
Course Outline – List of units.
Table of Contents – Explains the tabs.
Unit Overview – Time, connections, genre, big ideas. Subtab – Unit Trajectory dated 2022 with nothing there.
Instructional Model – Picture of the Secondary ELA Instructional Model, Subtabs – Setting up the Learning Environment and Classroom Library ideas.
Unpacked TEKS – Subtabs – Concepts 1, 2, and 3.
Instructional Delivery – Subtabs – Concepts 1, 2, and 3.
Learning Progressions – Rubric for Developing, Progressing, Proficient, and Advanced.
Integration Focus – Subtabs, Technology Integration and Profile of a Graduate.
Key Vocabulary – Contains Tier 1, 2, and 3 words with some Spanish cognates in red – Subtabs, Instructional Approach, Strategies, Exemplar 1, Exemplar 2 (Both Exemplar links are dated January 2019 and have nothing there.)
Teaching Experiences – Subtabs Reading/Writing/Talking about Text, Writing Process, Reflection/Reflecting on Author’s Purpose and Craft, Tiered Instruction, Close Reading, Independent Reading, Conferring with Students, Text Complexity, Selecting Texts for Classroom Use. Each tab leads to one document, 1 to 2 pages each.
Re-engagement – One page.
Resources – 3 Tiers – 18 links on each tier. 6 print resources.
Unit Assessments – Subtabs – Concepts 1,2, and 3.

Appendix E: Focus Area Three Documents

Exhibit E.1: Explanation of Recorded Classroom Teacher Activity, Student Activity, and Student Groupings

Predominant Teacher Instructional Behavior	
Assisting students	Refers to a teacher working with students in pairs, small lab groups, or individually about specific steps or actions the student(s) should take, not simply providing praise or feedback.
Direct instruction: Student-centered	Refers to the teacher facilitating or conducting whole group activities where students are actively engaged in discussion or generating and answering high-level questions.
Direct instruction: Teacher-centered	Refers to the teacher verbally giving instruction to or leading the entire class through a learning activity; e.g., lecture, demonstration, overhead projector, or low-level questioning.
Giving directions	Refers to the teacher orally giving directions to the whole group or a small group of students for an upcoming classroom activity.
Individual instruction	Refers to a teacher sitting with one student, teaching, reteaching, or otherwise meeting a student's individual needs.
Monitoring students	Refers to the teacher circulating about the classroom, visually monitoring the students as they work, but not interacting with them.
Not engaged with students	Refers to the teacher seated at his/her desk without students; e.g., correcting papers, taking attendance, reading, or doing other paperwork or computer work.
Small group/pairs	Refers to a teacher working with a group of not more than 1/3 of all students in the classroom. Examples include working with reading groups; centers; students in groups doing problem-solving; doing a mini-lesson/tutoring; or targeted direct instruction.
Predominant Student Learning Activity	
Seatwork/ Worksheet (low level)	Refers to students completing a prepared worksheet or answering textbook questions.
Practice activity (applying the learning)	Refers to students practicing or applying what they learned during instruction. Includes using algorithms to solve new (but contextually same) problems. May be individual, in pairs, or in small groups.
Listening (passive)	Refers to students listening to a lecture or directions given by the teacher without opportunity to actively participate in a discussion. Includes situations where the teacher is asking low-level questions that require only short, factual answers or choral responses.
Listening (active and participating)	Refers to students listening to the teacher or other students while actively involved in discussion and meaningful questioning. Includes opportunities where students are allowed to discuss with their peers, such as "turn and talk," before answering whole group.
Writing (high level)	Refers to the majority (<2/3) of students in the class writing independently or in small groups. Writing means complete sentences to paragraphs/multi-page essays, not worksheet/ fill in the blank or formulaic. High-level writing could be on a worksheet, if open-ended and engaging (as with certain graphic organizers).
Writing (low level)	Refers to students either copying from the board or from a book.
Reading (whole class or small groups)	Refers to at least two-thirds of the students in the class reading the same book silently or in small groups.

Predominant Student Learning Activity (Con't)	
Reading (individual choice)	Refers to at least two-thirds of the students in the class reading a book of their choice to themselves.
Speaking (presenting, answering, high level questions)	Refers to an oral presentation that can be given as an individual or as part of a group. It also might add components of technology such as a slide show, video clip, or audio recording. Visual aids and teaching tools are used to further enhance the spoken words.
Small group collaborative work	Refers to students working with a group that is less than approximately one-third of the total number of students in the classroom or with a partner. Examples include reading groups, centers, students in groups trying to solve mathematical or science problems by deciphering information or analyzing data, or completing assigned projects together.
Project (high level)	Refers to learning as a building process designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.
Lab/hands-on	Refers to students completing a science lab procedure or other hands-on type of learning experience. Not limited to only science lab procedures.
Working with manipulatives or models	Refers to students, typically in pairs or small groups, using manipulatives or models such as foldables or math manipulatives to explore concepts.
Computer work	Refers to more than half the class actively using computers as part of their assigned work.
Watching video	Refers to students passively sitting and watching a video, with no accompanying written work (note-taking, analysis, etc.).
Taking test	Refers to students taking a test.
Transition	Refers to students transitioning from one activity to another, such as putting away materials or moving to another location in the room to begin another activity.
Warm-up/review	Refers to students working on a warm-up activity at the beginning of a class period or reviewing previously learned objectives.
Predominant Student Grouping	
Individual work (low level)	Refers to students completing seatwork/worksheets on their own, without collaboration with others.
Individual work (high level)	Refers to students working at their desks individually on work that is meaningful and higher-level cognitively. Includes analyzing information, planning and goal setting, or creating written or visual products.
Large group: Student-centered	Refers to students involved as a whole class in a common activity that includes students actively participating with the teacher and with each other.
Large group: Teacher-centered	Refers to students involved as a whole class in a common activity that could include receiving direct instruction, watching a movie, listening to a lecture, watching a demonstration, etc.
Pair/small group work	Refers to students working with one or more other students.
At learning stations/centers	Refers to students rotating to different small groups, while the teacher works with a small group of students or assists individuals.
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Exhibit E.2: Explanation of Effective Instructional Strategies

Effective Instructional Strategies	
1.	<p>+Specific learning goals/objectives</p> <ul style="list-style-type: none"> ▫ Clearly identifies the learning targets for the lesson; explicitly identifies (with students or for students) the desired learning ▫ Has students set personal learning goals for a given lesson or unit of instruction—e.g., “I want to know...” ▫ Uses rubrics, checklists, and other tools to define what on-level performance of the learning/standard(s) looks like/requires
2.	<p>+Students have VOICE and CHOICE—content is made personally (and culturally) relevant</p> <ul style="list-style-type: none"> ▫ Connects new learning to students’ prior knowledge and experiences ▫ Encourages students to make personal connections to the content and learning from their everyday lives/experiences ▫ Gives students many and varied opportunities to choose how to explore, practice, and/or demonstrate their learning, collaboratively and individually ▫ Makes learning relevant, by connecting to authentic experiences from real life (students’ real life)
3.	<p>+Corrective feedback</p> <ul style="list-style-type: none"> ▫ Provides feedback in an ongoing basis during the lesson and for all student responses ▫ Includes in feedback a specific explanation of why an item/response is correct or incorrect; gives feedback on how to improve or correct an incorrect response ▫ Uses, when appropriate, academic feedback—“your response is correct because...”
4.	<p>+Advance organizers, anchor charts, concept maps</p> <ul style="list-style-type: none"> ▫ Sets the stage for new content to prepare students for the learning ▫ Furnishes students with a clear vision of the learnings to come with a meaningful reason for mastering the learning, such as how it fits into the big-picture of their world around them and personal interests (e.g., a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.) ▫ Provides “structuring comments” to help students organize the learning—what, why, and how—what they are going to experience, the value of learning (how the student benefits), and the approaches to be used (Berliner) ▫ Provides an organizational structure for the learning, identifies connections across concepts or skills (develops schema)
5.	<p>+Nonlinguistic representations, physical models (real world)</p> <ul style="list-style-type: none"> ▫ Provides visuals representing facts, skills, and concepts: physical models, drawings, kinesthetic activities, pictures and pictographs, and concrete representations (realia and manipulatives) ▫ Uses strategies that build on students’ innate visualizing of knowledge, mental pictures ▫ Connects abstract ideas and concepts (such as language, oral or written) with concrete representations (such as visuals or realia)
6.	<p>+Kinesthetic activities to promote student understanding</p> <ul style="list-style-type: none"> ▫ Engages students in physical activities to model, represent, and/or practice knowledge, concepts, and skills ▫ Has students actively practice the learning, individually or collaboratively
7.	<p>Modeling of processes, thinking practices, reflecting and metacognitive skills</p> <ul style="list-style-type: none"> ▫ Models for students the processes and cognitive practices to be learned by students: does think-alouds, reflective questioning, and metacognitive strategies ▫ Provides opportunities for students to share their metacognitive processing, and provides opportunities for students to share those processes—knowledge of one’s own thinking or learning ▫ Uses reflection and metacognition to review learning and provide closure

Effective Instructional Strategies

8. +Well-constructed cooperative learning

- Clearly communicates positive interdependence through two key responsibilities: learn the assigned material, and ensure that all members of the group learn the assigned material
- Recognizes each group member's efforts as required and indispensable for group success (i.e., no "free-riders"; accountability ensured)
- Recognizes each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities
- Has considerable promotive (face-to-face) interaction-- individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce, in order to reach the group's goals/complete the assigned product
- Requires from all students individual accountability and personal responsibility to achieve the group's goals
- Frequently uses relevant interpersonal and small-group skills
- Frequently has students engage in group processing and interaction to improve the group's future effectiveness

9. +Ample wait time

- Never rushes to answer questions, allowing students ample time to think about a question or problem
- May use cues, but still waits for students to attempt an answer
- Avoids putting a single student "on the spot" or uncomfortable; wait time is not used punitively when a student does not know an answer

10. +Students summarizing/synthesizing

- Provides opportunities for students to summarize in their own words the essence of text or an experience in as few words as possible in a new, yet concise form
- Requires students to analyze information, organize it in a way that captures the main ideas and supporting detail, and to synthesize the information
- Has students summarize information in different ways, including deleting information that isn't important to the overall meaning of the text/reading/selection, substituting some information, and keeping only the most salient information

11. Reinforcement of effort & recognition

- Reinforces effort and provides recognition of progress made
- Delivers praise contingently
- Notes the specific concepts, skills, knowledge that were evident in the context of feedback on performance
- Shows spontaneity, variety, and other signs of credibility that suggest clear attention to the student's effort and accomplishment
- Recognizes and affirms attainment of specified performance criteria (which can include effort)
- Encourages a growth mindset in students by acknowledging their accomplishment in relation to the effort they expended and affirms growth in their thinking and learning
- Uses students' own prior accomplishments as the context for affirming present accomplishments and ongoing growth
- Gives recognition of noteworthy effort or success at personally challenging tasks
- Attributes success to effort and learned skills, reinforcing students' self-efficacy and belief in their ability to be successful in future learning scenarios
- Fosters students' intrinsic motivation to learn
- Avoids competition or comparisons with others

Effective Instructional Strategies

12. Cues and prompts

- Provides cues and hints to aid in student performance
- Provides prompts to remind students of relevant information or experience and familiar concepts or skills
- Provides probes or inquiries for more depth of learning
- Connects learning to familiar, broader concepts

13. Effective questioning strategies/deep discussion

- Asks questions that focus on the critical attributes of the student expectations; avoids questioning students about extraneous matters
- Poses questions throughout the lesson, asking questions frequently during class discussion
- Uses questioning to personalize the learning: teachers connect new learning to students' personal backgrounds and experiences, as well as their prior learning
- Uses questions that call for deep thinking and that have no single correct answer; such questions lead to a natural "tension," and encourage critical thought and problem solving connected to the desired learning
- Addresses questions to the entire class rather than a single student
- Engages students in asking questions of one another
- Uses adequate wait time, allowing students time to process their thinking
- Distributes response opportunities widely
- Affirms student responses—acknowledges correct response, elaborates on an answer for partially correct responses, or invites elaboration from other students. Responds to the part that is correct and solicits the fully correct response through rephrasing or giving clues; affirms thinking of all contributors, even when "wrong"
- Uses redirection and probing as part of classroom questioning and keep these focused on salient elements of students' responses
- Avoids vague or negative responses to student answers during recitations
- During recitations, uses praise sparingly and makes certain it is sincere, credible, and directly connected to the students' responses

14. Writing to learn

- Encourages students to practice writing about their learning, to explore their understanding, probe into what more they wish to learn, and to practice their writing skills
- Sees writing as a process through which students can learn about the targeted concepts or skills, not as the end-skill itself (similar to discussion)
- Uses writing as a platform for collaborative discussion, such as chat rooms, Google Classroom, etc.

15. Close reading/annotating

- Has students practice reading difficult text, noting key ideas and vocabulary to more effectively access and comprehend a text's main point
- Has students highlight or mark text to better understand key ideas, note evidence, and remember main points
- Has students practice noting evidence in the text for conclusions or inferences

Effective Instructional Strategies

16. Building academic vocabulary

- Pre-teaches vocabulary for a unit of study/piece of literature
- Presents a brief explanation or description of the term/phrase
- Characterizes the word and how it is typically used; explains the meaning in everyday language when presenting new words
- Assists students in making personal connections (from background, experiences) to each new vocabulary word
- Identifies examples and applications and non-examples and non-applications related to the meaning of the vocabulary term (Ellis, 2002)
- Facilitates paraphrasing of new term’s definitions so students identify the core idea associated with the meaning of the term and its distinguishing features (Ellis, 2002)
- Presents a nonlinguistic representation of the new term/phrase
- Has students generate their own explanations/descriptions of the term/phrase
- Has students create their own nonlinguistic representation of the term/phrase—associating an image, diagram, or icon with the new term/phrase
- Asks students to periodically review the accuracy of their explanations and representations for a term/phrase
- Teaches new terms in context of meaningful subject matter and facilitates discussion on that term (Ellis, 2002)
- Creates multiple formats in which students can use and elaborate on the meaning of new vocabulary terms (Ellis, 2002)

17. Students taking notes/interactive notebook

- Expects synthesized notes that identify most important ideas, rather than having students copy what is said or on screen
- Has a consistent approach to having students take notes
- Employs a student notebook for students to record new information and continue with previous ideas (can be electronic)

18. Students identifying similarities and differences (comparing/classifying, metaphors/analogies)

- Presents students with explicit guidance in identifying similarities and differences
- Asks students to independently (individually or collaboratively) identify similarities and differences
- Represents similarities and differences in graphic or symbolic form
- Has students compare and contrast ideas and concepts in relation to new learning and/or prior learning
- Has students group things that are alike into categories on the basis of their characteristics, citing criteria used to decide the categories
- Has students construct metaphors (basic pattern in a topic and find another topic that appears to be different, but has the same basic pattern)
- Has students construct analogies (identifies relationships between pairs of concepts)

19. Students generating and testing hypothesis, explaining conclusions (by students)

- Has students generate and test hypotheses, including processes of systems analysis, invention, experimental inquiry, decision making, and problem solving
- Asks students “what if?” as they plan and conduct simple investigations (e.g., formulate a testable question, make systematic observations, and develop logical conclusions)

Key: + = strategies that are also effective with English learners

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Exhibit E.3: Type of Knowledge Classifications

Type of Knowledge	Definition/Example
Factual Knowledge	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., technical vocabulary, musical symbols).
Procedural Knowledge	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., painting with watercolors, whole-number division, interviewing techniques, scientific method, etc.).
Conceptual Knowledge	The interrelationships among the basic elements within a larger structure that enable them to function together (e.g., periods of geologic time, Pythagorean theorem, law of supply and demand, etc.).
Metacognitive Knowledge	Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition (e.g., outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the different types of tests, cognitive demands of different tasks, etc.)

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Exhibit E.4: Description of Cognitive Types in Bloom's Revised Taxonomy

Cognitive Domain	Definition of Type	Additional Clarification Comments
Remembering	Includes those behaviors and test situations that emphasize remembering, either by recognition or recall of ideas, material, or phenomena.	Ranges from the specific and relatively concrete to the more complex and abstract, including interrelations and patterns in which information can be organized and structured. Remembering is the dominant psychological process.
Understanding	When confronted with written or oral communications, the student is expected to know what is being communicated and how to make some use of the materials or ideas contained in it.	Three types: translation, interpretation, extrapolation. Emphasis is on grasping the meaning and intent of the material.
Applying	Student must be able to apply comprehension without prompting in a situation new to the student. Requires transfer of knowledge and comprehension to a real situation.	Emphasis is on remembering and bringing to bear upon a new situation.
Analyzing	Student must break down into component parts, make explicit the relationships between elements, and recognize organizational principles of the structure, which hold the elements together as a whole.	Emphasizes breaking wholes into pieces and the ability to detect structure, relationships, organization. Must have a specific purpose.
Evaluating	Making judgments about values for some purpose; ideas, works, solutions, methods, materials, etc.	Involves the use of criteria as standards for appraising the degree to which something is effective, accurate, satisfying. May be quantitative or qualitative. Not merely opinions; must have salient criteria as its basis.

Cognitive Domain	Definition of Type	Additional Clarification Comments
Creating	Putting together elements and parts to form a whole; to create pattern or structure not clearly there before.	Emphasis is on the creative ability of students within a given framework. Must draw on elements from many sources. Should yield a product.
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Exhibit E.5: Webb’s Depth of Knowledge Framework

DOK-1: Recall and Reproduction: Tasks require recall of facts or rote application of simple procedures (copying, computing, defining, and recognizing).
DOK-2: Skills and Concepts: A student must make some decisions about his or her approach. Tasks require more than one mental step (comparing, organizing, summarizing, predicting, and estimating).
DOK-3: Strategic Thinking: Students must use planning and evidence, and thinking is more abstract. A task has multiple valid responses, where students must justify their choices (solving non-routine problems, designing an experiment, or analyzing characteristics of a genre).
DOK-4: Extended Thinking: Requires the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another (designing a survey and interpreting the results, analyzing multiple texts to extract themes, original writing, problem-based learning).

Exhibit E.6: Explanation of the SAMR Model

Level	Definition	Examples	Functional Change
Substitution	Computer technology is used to perform the same task as was done before the use of computers.	Students print out a worksheet, finish it, pass it in.	No functional change in teaching and learning. There may be times when this is appropriate, with no real gain to be had from computer technology. One needs to decide use based on other possible benefits. Tends to be teacher-centric, with teacher guiding all aspects of the lesson.
Augmentation	Computer technology offers an effective tool to perform common tasks.	Students take a quiz using a Google Form instead of using paper and pencil.	There is some functional benefit in that paper is saved, and students/ teacher receive immediate feedback on student mastery of material. This level starts to move along the teacher- to student-centric continuum. Immediate feedback may encourage more engagement in learning.

Level	Definition	Examples	Functional Change
Modification	This is the first step over the line between traditional and transformed classroom work. Common classroom tasks are accomplished through use of technology.	Students are asked to write an essay around the theme “And This I Believe...” Students make an audio recording, along with an original musical soundtrack. The recording is played in front of an authentic audience (e.g., parents, college admission counselors).	There is significant functional change in the classroom. While all are learning similar writing/ publication skills, the authentic audience gives students personal stakes in the quality of their work. Computer technology is necessary for this, allowing peer and teacher feedback, easy rewriting, and audio recording. Questions about writing skills increasingly come from students themselves.
Redefinition	Computer technology allows for new tasks that were previously inconceivable.	Class is asked to create a documentary that answers an essential question related to important concepts. Teams of students are responsible for different subtopics and are expected to gather information from outside sources. Class collaborates on a final product.	Common classroom tasks and technology support student-centered learning. Collaboration and technology both are necessary as students learn concepts and skills supporting important concepts. Collaboration is necessary as students are tasked with development of a high quality real world product. Questions and discussion are increasingly student-generated.

Data Source: Taken from <https://sites.google.com/a/msad60.org/technology-is-learning/samr-model> [Accessed May 18, 2022].

Exhibit E.7: Percentage of Diverse, Neutral, Technical, and Not Diverse English Language Arts Texts, Grades K-8

Grade Level	Text	Category Assigned
Kindergarten	Tam and the Pan	Diverse
Kindergarten	The Very Busy Spider	Neutral
Kindergarten	Love Monster	Neutral
1st	Let It Snow!	Technical
1st	Bootsie Barker Bites	Not Diverse
2nd	Eaglets in the Nest	Technical
3rd	Too Much Tube	Technical
4th	Trapped in a Cave	Technical
4th	Free All the Whales	Technical
4th	Fighting Hunger with a Kick	Technical
4th	Amazon Alert	Technical

Grade Level	Text	Category Assigned
4th	What is Antarctica?	Technical
4th	A Frozen Vacation with Bragging Rights	Technical
4th	Should Kids Have Smartphones	Technical
4th	The Dangers of Trash in the Ocean	Technical
4th	Money Isn't Everything or Is It?	Technical
4th	Four Hurricanes in a Row	Technical
4th	Dogs on Display	Neutral
4th	The World's Deadliest Snails	Technical
5th	Hold On to Your Music	Diverse
6th	Malala's Magic Pencil	Diverse
6th	Should School Start Later	Technical
6th	Where the Sidewalk Ends	Neutral
6th	The Biometric Body	Technical
7th	Beaches vs. Lakes	Technical
8th	Freedom of the Press	Technical
8th	Esports vs. Traditional Sports: Exploring Their Surprising Similarities and Differences	Technical
8th	A Career for You in Esports	Technical
8th	The Distracted Teenage Brain	Technical
8th	Tears of a Tiger	Diverse


Data Source: FBISD Artifacts




Exhibit E.8: Knoster's Change Matrix



Knoster, T., Villa, R., Thousand, J. Managing Complex Change; 2001

Appendix F: Alignment of Curriculum-Based Assessment Items to TX-KEA and TEKS in Content, Context, and Cognitive Type, Grades K, 2, 4, 6, and 8

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
2nd Grade ELAR		
<p>K.2(A.ii) (K.2A) Developing sustaining foundational language skills: listening, speaking, reading, writing, and thinking- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (ii) The student is expected to recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>Question: Which word rhymes with cat? A) Dog B) Hat C) Car D) Sit</p> <p>K.8(B) (8) Describe characters in a story and the reasons for their actions. (B) Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p>	<p>Click on the pictures that have the same beginning sound as snap.</p> 	<p>Content: Aligned Content is aligned to sustaining foundational language skills through phonological awareness.</p> <p>Context: Aligned The standard requires the student to identify the pictures that begin with the same sound.</p> <p>Cognitive Type: Aligned The standard asks the student to show understanding beginning sounds.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
2nd Grade ELAR (Con't)		
<p>Question: Look at the picture.</p> <p>The cat is sitting _____ the box.</p> <p>(Visual: A picture of a cat sitting on top of a box)</p> <p>Answer Choices: A) Under B) Next to C) On D) Beside</p>	<div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center;">K.8(B) K.5(B) No DoK</p> <p style="text-align: center;">Question 11</p> <p style="text-align: center;">In "Little Miss Muffet", what frightens Little Miss Muffet?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px dashed gray; padding: 5px; margin-bottom: 5px;"></div> <div style="border: 1px dashed gray; padding: 5px; margin-bottom: 5px;"></div> <div style="border: 1px dashed gray; padding: 5px;"></div> </div> </div>	<p>Content: Aligned The standard asks the student to describe a character and the reason for their actions.</p> <p>Context: Aligned The student is asked to identify from the pictures what frightened the character.</p> <p>Cognitive Type: Aligned The student is asked to apply comprehension of the events in the story.</p>
<p>2.9Di (9) Recognize characteristics and structures of informational text. (i) Including the central idea with supporting evidence with adult assistance</p> <p>After listening to the story about animals, what was the big idea the author wanted you to remember?</p> <p>A) Animals are fun to draw. B) Animals need food, water, and shelter to live. C) Some animals have funny names. D) Animals like to play all day.</p>	<p>2nd Grade ELA Practice STAAR Palmer Question #21 Edutopia</p> <p>The author states that Laura Bush reminds Americans to do good things for others. To support this idea, the author explains:</p> <p>A) That Laura Bush is from Texas B) That Laura Bush married George W. Bush C) How Laura Bush supports school libraries D) How Laura Bush graduated from college</p>	<p>Content: Aligned The standard is asking the student to recognize the central idea with supporting evidence.</p> <p>Context: Aligned The question calls for students to recognize informational text and the central idea with supporting evidence.</p> <p>Cognitive Type: Aligned The question calls for the student to understand that supporting school libraries is an example of doing good things for others.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
2nd Grade ELAR (Con't)		
<p>2.11B (11) Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. (B) (ii) Develop drafts into a focused, structured, and coherent piece of writing by developing an idea with specific and relevant details.</p> <p>Read the sentences: 1) I made a sandwich for lunch. 2) I ate the sandwich at the table. 3) I got the bread and peanut butter out of the cabinet. 4) I put peanut butter on the bread.</p> <p>Question: Which is the best order for these sentences to show what happened?</p> <p>A) 2, 1, 4, 3 B) 3, 4, 1, 2 C) 1, 3, 4, 2 D) 4, 3, 2, 1</p>	<p>English Language Arts and Reading, Grade 2 TEKS Bank in Edutopia</p> <p>The Moon Landing uses a capital letter for each word. Why?</p> <p>A) You capitalize every word in a title. B) You capitalize the important words in a title.</p>	<p>Content: Not Aligned The TEKS and the assessment item both address developing the draft into a structured coherent piece of writing.</p> <p>Context: Not Aligned The TEKS has students organizing ideas logically using focused development of an idea. The Edutopia question addresses the writing convention of capitalization.</p> <p>Cognitive Type: Not Aligned The test item is written at a basic recall response, but the standard has the student developing ideas using relevant details.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
4th Grade ELAR		
<p>4.7C Composition: listening, speaking, reading, writing, and thinking using multiple texts</p> <p>(7) Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>(C) Use text evidence to support an appropriate response.</p> <p>Read the poem excerpt: <i>The river runs fast, Over rocks and sand, It sings a loud song, Across the wide land.</i></p> <p>Question: How do the rhyme and line breaks help the reader understand the poem?</p> <p>A) They make the poem sound serious and sad. B) They help the poem sound musical and flow smoothly. C) They show that the river is dangerous. D) They explain why the river is important to the land.</p>	<p>Common Assessment 10-day skills check – 61% of students answered correctly</p> <p>Question 1: Selected Response Which sentence from the story suggests that the old queen was also searching for a real princess?</p> <p>A) And yet she said that she was a real princess. B) “Well, we’ll soon find that out,” thought the old queen. C) She took twenty mattresses and laid them on the pea. D) In the morning, she was asked how she had slept.</p>	<p>Content: Aligned The TEKS, the STAAR item and the test item have the student responding to challenging sentences and using evidence to support an appropriate response.</p> <p>Context: Aligned The STAAR item and the test item are both multiple choice, asking students to look at multiple types of text using evidence to support an appropriate response.</p> <p>Cognitive Type: Aligned The standard requires the student to respond to a challenging variety of sources and to use text evidence for support.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
4th Grade ELAR (Con't)		
<p>4.11C Composition: listening, speaking, reading, writing, and thinking using multiple texts.</p> <p>(11) Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> <p>(C) Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>Read the sentence: My dog is fun and we play and he runs and we jump and we laugh.</p> <p>Question: Which revision best improves the sentence?</p> <p>A) My dog is fun because we play, run, jump, and laugh together. B) My dog is fun but he runs and we laugh a lot. C) My dog is fun because we jump and my dog runs and plays. D) My dog is fun and he runs fast and he jumps high and he plays a lot and he laughs.</p>	<p>Spring 2024. STAAR 4th Grade Reading (Fiction, SCR, Editing & Revising) Question #15</p> <p>What revision, if any, should be made in sentence 13?</p> <p>A) It was night after night, and he just kept coming back again. B) Night after night, coming back is what he just kept doing. C) It was night after night of coming back, and he just kept coming. D) No change is needed.</p>	<p>Content: Aligned The TEKS asks the student to use the writing process to recursively compose multiple texts through revision of drafts.</p> <p>Context: Aligned Both the STAAR item and the test item call for students to revise a piece of writing and to choose from a multiple-choice format the correct revision to a sentence.</p> <p>Cognitive Type: Aligned The TEKS calls for revision of drafts, using multiple texts to improve sentence structure. Revision is DOK level 3, which is congruent with both the STAAR and test item.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
6th Grade ELAR		
<p>6.5F (5) Use the reading process to develop and deepen comprehension of increasingly complex texts (F) Make inferences and use evidence to support understanding</p> <p>Read the paragraph: Emma tucked the letter deep into her backpack without opening it. She glanced around the crowded hallway, her heart pounding. She would wait until she got home, where no one could see her reaction, whatever it might be.</p> <p>Question: What can the reader infer about Emma?</p> <p>A) She is excited to read the letter right away. B) She is nervous about what the letter might say. C) She plans to share the letter with her friends. D) She already knows what the letter says.</p>	<p>MCMS 6th Grade ELAR CFA#1 Inference APTevid Question #1</p> <p>Based on paragraphs 4 through 7 of the story, what can the reader infer about Kyle and Kristen?</p> <p>A) They are selfish kids who only think of themselves. B) They are shy kids who have a difficult time talking to people who they do not know. C) They are brother and sister. D) They are friendly kids.</p>	<p>Content: Aligned Both the STAAR question and the FBISD sample call for student to make an inference using evidence for support.</p> <p>Context: Aligned Both questions ask the student to use the reading process and make inferences using evidence for support.</p> <p>Cognitive Type: Aligned Both questions call for the student to infer, which is a DOK level 2 concept.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
6th Grade ELAR (Con't)		
<p>6.10C (10) Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions (C) Revise drafts for clarity, development, organization, style, word choice, and sentence variety</p> <p>Many people think of robots as machines used only in factories, but robots are also helping doctors save lives. In some hospitals, tiny robotic arms assist surgeons during complicated operations. These robots can move in ways that human hands cannot, making surgeries safer and more precise.</p> <p>Question: What is the author’s purpose for writing this paragraph?</p> <p>A) To entertain readers with a story about a robot. B) To persuade readers to build their own robots. C) To inform readers about the helpful role of robots in medicine. D) To describe how to become a surgeon who uses robots.</p> <p>Optional Second Part (New STAAR Format):</p> <p>Question: What message does the author want readers to understand?</p> <p>A) Robots are too complicated for most people to use. B) Robots are important tools that can help improve people’s lives. C) Robots should only be used in science fiction stories. D) Surgeons do not really need robots to do their jobs well.</p>	<p>DMS 6 ELA Grammar Assessment – Spring 2025 Question #6</p> <p>Choose the answer with the correct punctuation for the sentence below.</p> <p>Michelle made pizza for lunch but she didn’t realize it was only 10:00 a.m.</p> <p>A) Michelle made pizza for lunch but she didn’t realize it was only 10:00 a.m. B) Michelle made pizza for lunch but, she didn’t realize it was only 10:00 a.m. C) Michelle made pizza for lunch, but she didn’t realize it was only 10:00 a.m. D) Michelle made pizza for lunch; but she didn’t realize it was only 10:00 a.m.</p>	<p>Content: Aligned The STAAR item calls for students to use reading and writing to analyze appropriate conventions and revision for clarity to assume the purpose of the author’s writing of the paragraph. The test item asks students to choose the correct punctuation for the sentence.</p> <p>Context: Not Aligned The TEKS has students revising and using conventions, word choice, and sentence variety. The test item is a much simpler grammar assessment.</p> <p>Cognitive Type: Not Aligned The STAAR sample question asks the student about the author’s purpose for writing the paragraph, which is a strategic thinking DOK level; the test item question is written at level one.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
8th Grade ELAR		
<p>8.9A (9) Author’s Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author’s choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. (A) The student is expected to explain the author’s purpose and message within a text.</p> <p>Read the excerpt: In her article, “Saving the Monarchs,” Dr. Elena Cruz describes how the monarch butterfly population has dropped sharply in recent years due to loss of habitat and climate change. She encourages readers to plant milkweed, the monarch’s favorite food source, and to avoid using harmful pesticides. Dr. Cruz explains that even small changes in gardening practices can have a big impact on preserving this beautiful species.</p> <p>Question: What is the author’s primary purpose in this article? A) To describe the life cycle of the monarch butterfly B) To entertain readers with a story about butterflies C) To persuade readers to help protect monarch butterflies D) To explain the history of monarch butterfly migration</p>	<p>MCMS Fall Benchmark MC – ELA 8 2024-25 Question #9</p> <p>Read the following excerpt from the text.</p> <p>Asking him, “Are you sure you’re with the right group, little guy?” Meaning the right <i>age</i> group.</p> <p>What is the author’s purpose for using italics on the word “age”?</p> <p>A) To make sure that readers emphasized the word when reading aloud. B) To show that because of Danny’s size he was often confused as being younger than he was. C) To show children of the same age had to play on the same team. D) To reveal Danny’s true age.</p>	<p>Content: Aligned The TEKS addresses students using critical inquiry to analyze author’s purpose. The student is expected to explain the author’s purpose and message within a text.</p> <p>Context: Aligned Both questions include an excerpt and are written in a multiple-choice format.</p> <p>Cognitive Type: Aligned The TEKS, the STAAR sample question, and the test item all ask the student to analyze.</p>

TX-KEA Designated for the Item	Assessment Item Curriculum-Based Assessment	Congruency
8th Grade ELAR (Con't)		
<p>8.10C (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts. (C) Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Article Title: “Preparing for a Hurricane” Hurricanes can cause heavy rain, strong winds, and dangerous flooding. It is important to prepare ahead of time to stay safe.</p> <p>Important Safety Tips: Have an emergency kit with food, water, and medicine. Listen to local weather reports. Know your evacuation route. Stay indoors during the storm. <i>A checklist titled “Important Safety Tips” appears beside the article.</i></p> <p>Question: How does the checklist help the author achieve the purpose of the article?</p> <p>A) It entertains readers by telling a story about a hurricane. B) It persuades readers to ignore news reports. C) It organizes important actions clearly so readers know how to stay safe. D) It describes different types of hurricanes around the world.</p>	<p>MCMS 8th Grade Common Campus Assessment 3/27 Unit 3 CFA#2 Question #8</p> <p>What is the BEST way to revise sentence 22 to avoid repeating an idea?</p> <p>A) Depending on if it is large or complex, volunteers may have to start planning a whole year of celebration in advance. B) Volunteers may have to start planning, depending on how large or complex it is, a whole year in advance for a celebration. C) Depending on how large or complex a celebration is, volunteers may have to start planning a whole year in advance. D) Volunteers may have to start and begin planning a whole year in advance, depending on how large or complex a celebration is.</p>	<p>Content: Aligned The TEKS and the assessment item both address the writing process and ask students to revise the sentences for clarity.</p> <p>Context: Aligned Both the STAAR question and the test item ask students to read a passage, and to choose the correct answer in a multiple-choice format.</p> <p>Cognitive Type: Aligned The TEKS, the STAAR sample question, and the test item require the student to use extended thinking and to analyze the author’s use of print to achieve a specific purpose.</p>
<p><i>Data Source: Curriculum-Based Assessments provided by Fort Bend ISD</i></p>		

Appendix G: List of Documents Reviewed by the Fort Bend Independent School District Audit Team

Documents Reviewed
2019-20, 2020-21, 2021-22, 2022-23, 2023-24 TSDS PEIMS Disaggregation
2020-21, 2021-22, 2022-23, 2023-24 TAPR Reports
2020-2024 Accountability Ratings
2023-24 Campus Improvement Plans (66)
2024-25 Demographic data
2024-25 FBISD District Improvement Plan
2024-25 Teacher Leader PD Final
2024-25 TXKEA BOY Summary by Campus
2024-25 Campus Learning Walk Tool TTESS 2.1 through 3.3 (7)
2024-25 Elem RLA Approved Instructional Resources Audit
2024-25 Focus and Measure Campuses
Access to all Curriculum Resources/Supporting Documents (100+ resources/documents)
Access to Assessments
Accountability, Assessment & Compliance
Assessments Administered
Campus Learning Walk Forms
Campus Learning Walk Tool
Comprehensive Audit Statement for Fort Bend ISD
Comprehensive Program Evaluation Plan
Core Instructional Resources Supplemental
Course Description Guides (6)
Curriculum Audit Historical Information
Curriculum Audit IT Expenditures Data All Funds V2
Curriculum Management Plan Nov 2023
Demographic Data 2022-2025
District Committees
Dual Language Framework – Language Allocation
EELA Materials Checklist
Elem RLA TLSGI Observation Criteria for Instructional Leaders
ELL Instructional Accommodations Page
ELPS Instructional Tool Language Intentions Sentence Frames
ELPS Linguistic Instructional Alignment Guide Student Behavior
FBISD Administrator Literacy Professional Learning
FBISD Board Policies and Administrative Regulations
FBISD Description of RtI
FBISD K-12 Literacy Plan Rev 06-2022
FBISD Literacy Message 2024-25 Elementary
Federal Programs – Audit 2025
Focus Campus Learning Walk Forms
Formal (Required) Formative Assessment Instruments

Documents Reviewed
Fort Bend ISD Board of Trustees
Fort Bend ISD Campuses
Fort Bend ISD Mission Statement & Goals
Fort Bend ISD Purpose Statement for Curriculum Literacy Audit Request
Grade Distribution Report
Guidelines for Linguistic Accommodations Teacher Behaviors
History of FBISD Curriculum
Interaction Structures
Interactive Read Aloud K-5
Intervention & Enrichment Guidelines
Inventory K-5 FPC ELASLA with Special Programs August 2019
Job Descriptions (18)
K-5 Literacy Instructional Model
Learning Walk Data Dashboard
Library Book Avg Collection Year March 27, 2025
Library Book Counts February 2025
Library Books Spanish Percentages at Bilingual Campuses
List of Superintendents
Literacy Instructional Staff by Campus
Literacy Message Elementary 09-2024 Facilitator Guide
Literacy One Pager
Literacy Task Force Meeting Notes
Master Schedules (66)
MS and HS ELA Instructional Model
MS and HS TLGSI Look Fors for Teachers
MS Instr Model Current
Observation Form (Clarity)
Observation Form (Feedback)
Observation Form (Goal Setting)
Organizational Charts (15)
Phonics Walk-through Tool
Responsive Instruction Framework 8-11-2020
Retention Data 2022-2025
Revised Instructional Model Graphic
RLA Intervention Supplemental Resources Audit March 2025
SELA 5 Year Teacher Learning Plan
SELA Workshop Model Look-Fors
Student Assessment 2019-2024
Student Test Data
Summaries of ELPS
Supervisory Flow Chart LIT and Coaches

Documents Reviewed
TASA Curriculum Audit – Student Demographics Five-Year Comparison
TELPAS Action Plans
Textbook Materials Adoption
TLSGI in RLA PD Plan
TLSGI Lesson Plan Template
TLSGI Principal Observation Tool
Total Number of Teachers and Administrators
Use of Formative and Summative Assessments



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Texas Curriculum Management Audit Center
Texas Association of School Administrators
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