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INTRODUCTION

District-level averages can hide educational inequity. This exploratory study examines how Fort Bend ISD’s overall “B” rating may conceal differences among schools and student groups.

Why it matters: when averages hide gaps, the challenges of the most vulnerable students may go unaddressed.

RESEARCH QUESTION

How might FBISD’s “B” district rating mask the reality of campus ratings ranging from A to F?

METHODS

- DESIGN** Exploratory, descriptive study.
- DATA** TAPR data from TEA.
- SETTING** 11 high schools in a district of nearly 80,000 students.
- PERIOD** Readiness: 2022-2023. Graduation vs. readiness: 2020-2023.
- APPROACH** Compared percentages by school and student group.

LIMITATIONS

- Only school-level percentages were available, not student records.
- Findings show patterns, not causes.
- The data did not allow regression or multivariate analysis.

RESULTS

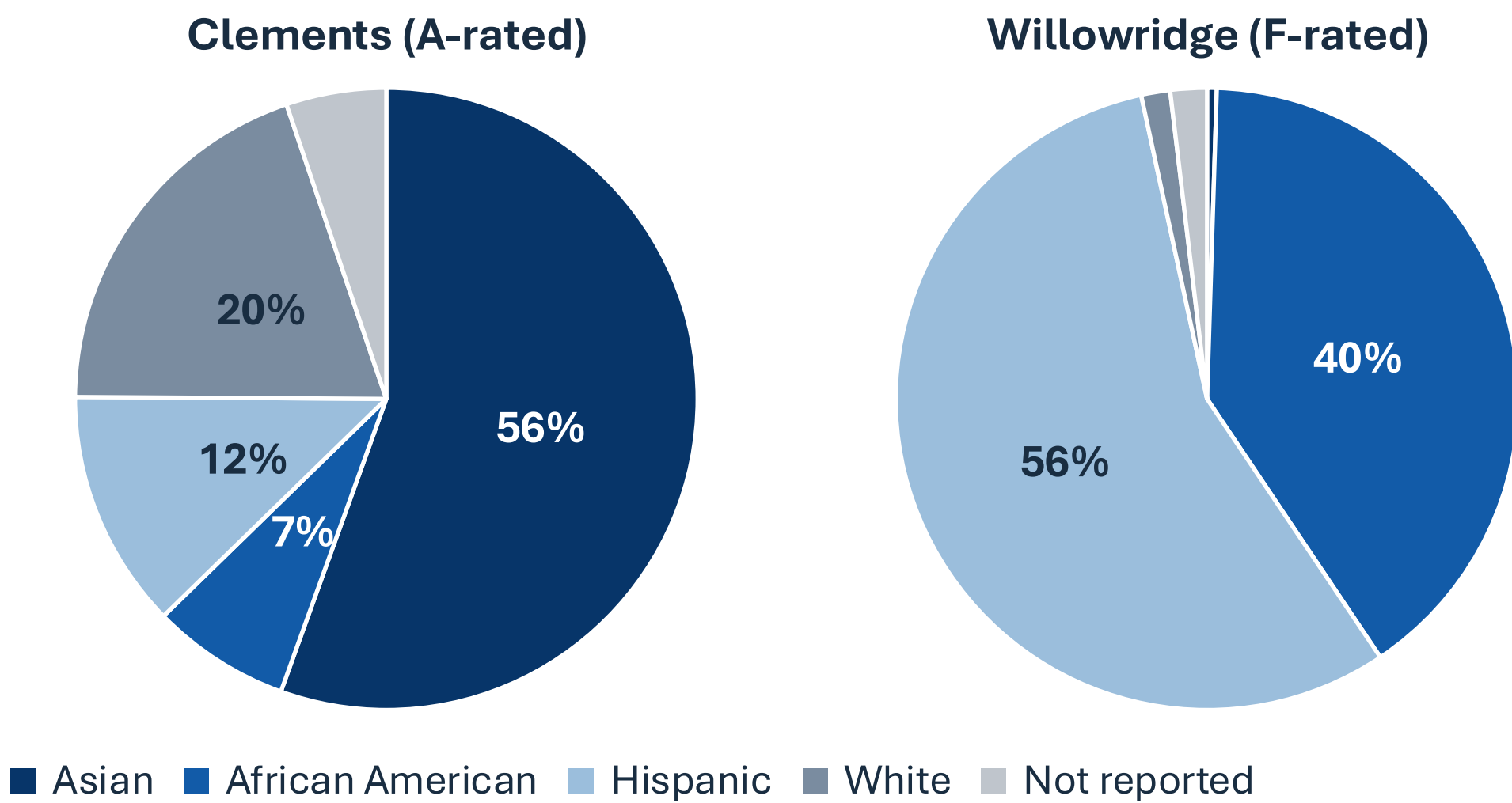
45-47 points **TSI MATH GAP**
Asian vs. African American/Hispanic peers.

38 points **TSI ELA GAP**
Asian vs. African American and Hispanic peers.

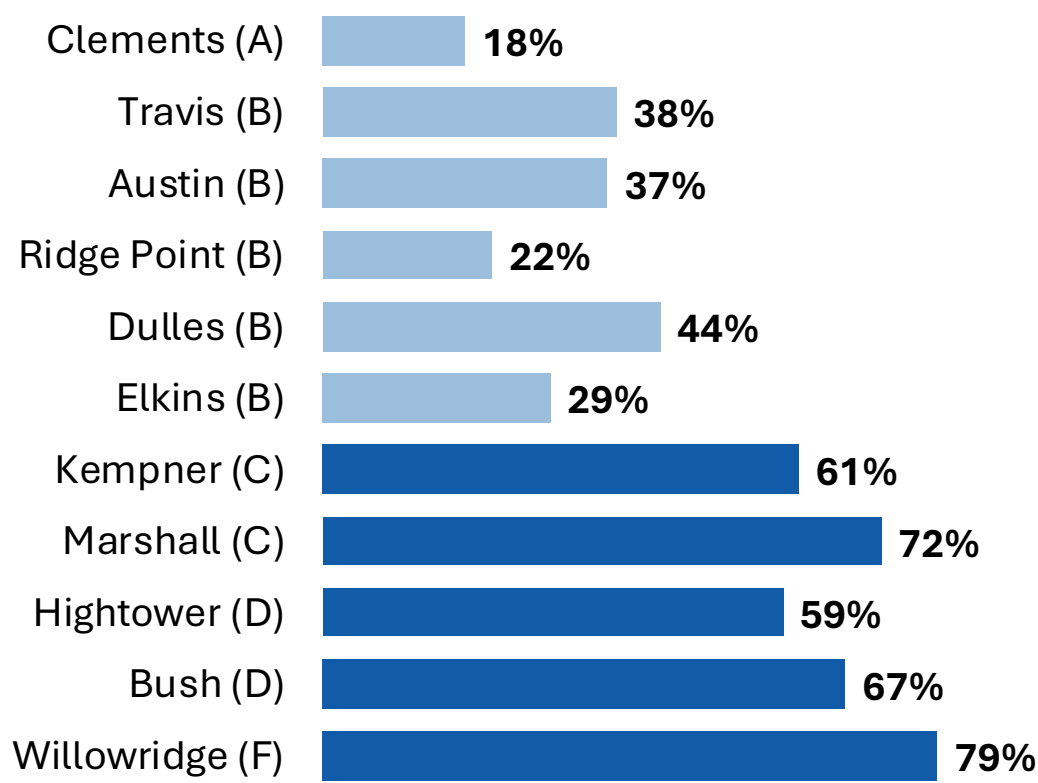
13 points **ECONOMIC DISADVANTAGE**
Trail district averages on readiness, AP/IB and TSI Math.

31 points **ENGLISH LEARNER GAP**
Around 30% readiness vs. roughly 61% districtwide.

WHO ATTENDS AN A SCHOOL VS. AN F SCHOOL?



Economically disadvantaged (%)

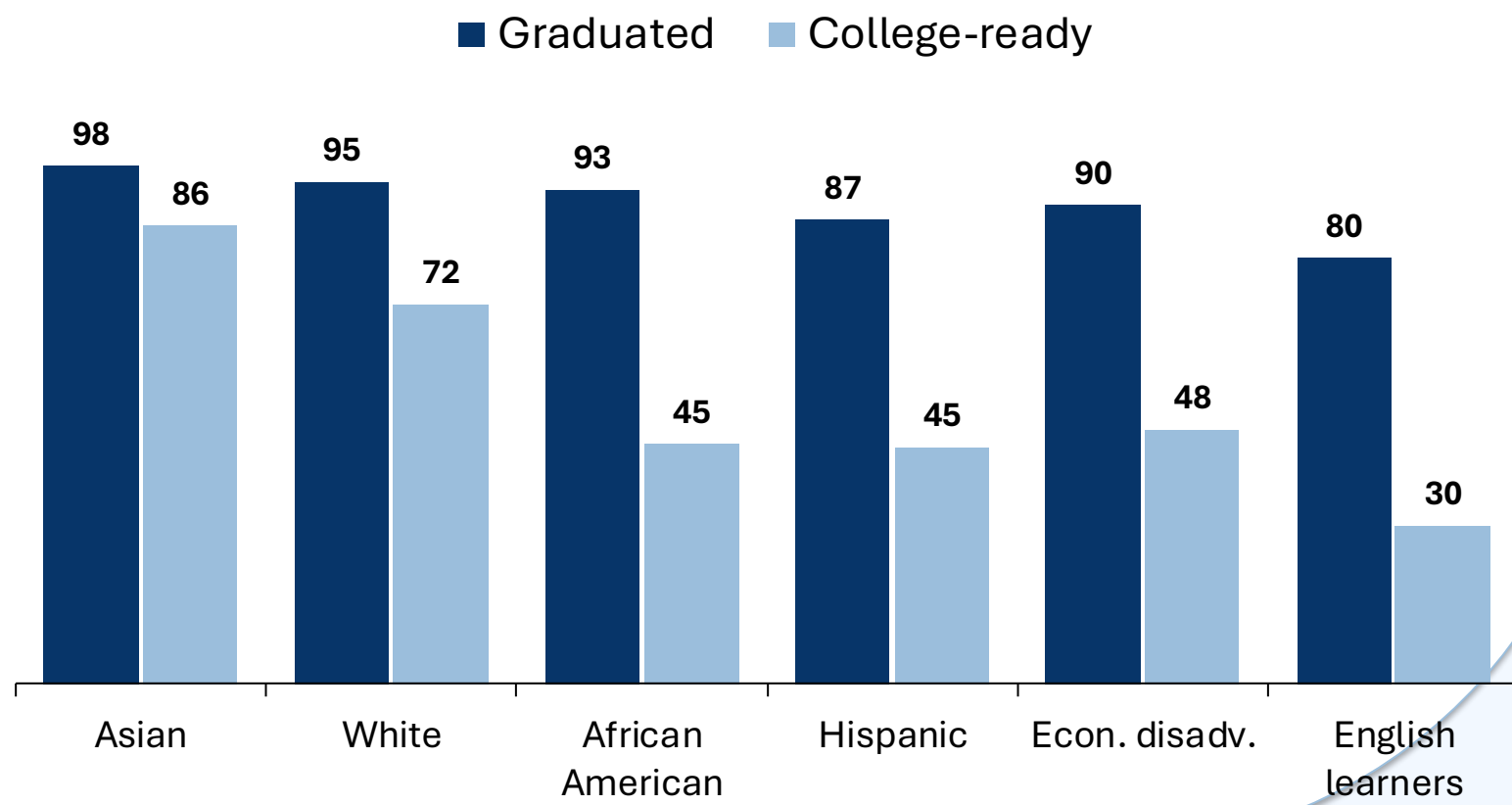


Dark bars: C, D and F schools.

COLLEGE READINESS PATTERNS

- Dual credit: 32% Asian, 15% African American, 13% Hispanic.
- AP/IB met criteria: 56% Asian, 9% African American, 13% Hispanic.
- Higher attendance and lower chronic absenteeism align with higher readiness.
- Graduation-readiness gap: 15-31 points at A-B schools, 39-52 at D-F.

GRADUATED VS. COLLEGE-READY (2023)



DISCUSSION

This study found that FBISD’s “B” rating hides large differences between campuses and student groups.

A-rated Clements is 55.5% Asian and 18.3% economically disadvantaged. F-rated Willowridge is 56% Hispanic, 40.1% African American and 79.3% economically disadvantaged.

High graduation rates give false reassurance. African American students graduate at 93% but only 45% are college-ready. Hispanic students: 87% vs. 45%.

CONCLUSION

- Report performance separately and visibly for each school.
- Create targeted programs for resource gaps and attendance.
- Build better support for English learners.
- Address segregation between schools over the long term.
- Next research: link high school readiness to college and career outcomes.

TAKEAWAY

Aggregate ratings do not show the full within-district picture.

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