Spring Branch
Independent School District

District Improvement Team
Thursday, February 4, 2021
5:00 – 7:00 pm

Via Zoom
https://zoom.us/j/95809790469?pwd=UmlNMWgwNEdUL1FUNWxPNHkxU0kzdz09

AGENDA

Welcome	Anne Daily and John Pisklak, District Improvement Team Co-Chairs
District Update	Dr. Jennifer Blaine, Superintendent of Schools
Approval of Minutes	Anne Daily and John Pisklak
ESSA Plan Progress Update	Lawanda Coffee, Director of External Funding & Compliance and Gary Henry, Director of Talent & Support Services
Reading Diagnostic Update	Dr. Kristin Craft, Associate Superintendent for Academics
Texas Academic Performance Report (TAPR)	Dr. Keith Haffey, Executive Director for Assessment & Compliance
Visioning for the Future Committee Update	Linda Buchman, Associate Superintendent for Communications & Community Engagement
2021 DIT Elections Update	Linda Buchman

2020-21 DIT Meeting Dates:
Thursday, March 4
Thursday, April 1
Thursday, May 6

District Improvement Team (DIT) Meeting
Thursday, January 7, 2021
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:01 pm **Meeting end time:** 5:50 pm

Member Attendance (35)
Jennifer Blaine, Carla Braxton, Carter Breed, Minda Caesar, Lisse Colon Melendez, Kristin Craft, Anne Daily, Laura Dawson, Kayla Delgado, Molly Ferguson, Michael Ferrier, Bibbin Gill, Mia Hallmark, Mary Hand, Darya Hasanova, Shaundra Jacobs, Vanya Karia, Richard Kelvin, Matt Kiger, Julie Knapp, Kim Lemex, Noel Lezama, Noemi Lopez, Larry Maple, Michelle Marcil, Michelle Nall, Soha Nassef, John Pisklak, Christian Rice, William Schwartz, Jennifer Stuart, Van Tran, Julie Turrentine, Kate Waldorf, Katie Wiseman

Percent of DIT members in attendance: **83.3%**

Non-Member Attendance (5)
Amy Accardo, Linda Buchman, Audrey Shakra, Lance Stallworth, Mike Thomas

Welcome and Approval of Minutes
Associate Superintendent Linda Buchman welcomed DIT members, and DIT Co-Chair John Pisklak introduced Minda Caesar and Carter Breed as new Trustee liaisons for the DIT (replacing Chris Gonzalez and Karen Peck). Mr. Pisklak asked members to review and approve the November 2020 minutes by typing their approval into the chat. Nineteen members subsequently approved.

District Update
Dr. Jennifer Blaine stated that about 72% of Spring Branch students have returned to in-person instruction. Although Houston Covid numbers are up, community medical partners have not identified schools as a place of significant spread.

Dr. Blaine also spoke about the ongoing work of the Visioning for the Future Committee. Community meetings are scheduled for January 19 and 21, and these will provide opportunity to educate the public about the committee's work and gather feedback as they seek to define a T-2-4 ready graduate.

The Communications team now has a Marketing Coordinator who is working with campus and district leaders to create a comprehensive marketing plan. The first step was a Pre-K enrollment push. Virtual tours for each high school will soon roll out, followed by campaigns for the middle schools and elementaries.

District of Innovation Renewal and Vote
Mr. Pisklak introduced General Counsel Audrey Shakra to review the timeline for the District of Innovation (DOI) renewal. DIT is now meeting to consider the results of the 30-day public comment period that ran from November 17-December 17, 2020. Following review, members will vote to recommend the renewal plan to Trustees if no changes are proposed.

Mike Thomas, Director of Research and Evaluation, reviewed the 18 public comments registered during the 30-day period. He categorized these as follows:

- Seven (7) agreed with renewal.
- Four (4) agreed but offered comments that do not pertain to the plan.
- Three (3) provided additional comments or suggestions about the plan.
- Two (2) offered comments or suggestions that do not pertain to the plan.
- Two (2) disagreed with renewal.

Mr. Pisklak then opened the floor for questions and comments. After a brief discussion, he asked if any members would motion to take the renewal plan to a formal vote. Mr. Richard Kelvin motioned and Mr. Michael Ferrier seconded. Members responded to the following poll question:

- Do you approve SBISD's plan to renew its District of Innovation status?

According to policy, a majority of DIT voting members – a minimum of 18 – is required to affirm the plan's renewal. Non-voting student members will vote separately, as their votes are symbolic and non-binding.

- **Twenty-six (26) eligible voting members (76.5%) responded affirmatively to plan renewal.**
- **One (1) eligible voting member responded negatively to plan renewal.**

- **Three (3) students (60%) responded affirmatively to plan renewal.**
- **Zero (0) students responded negatively to plan renewal.**

Next steps: Board of Trustees will consider the DIT's recommendation at their January 25 meeting. The Board must then approve the plan with a 2/3 majority (5 of 7 members). Once approved, the district informs the Texas Education Agency (TEA), and renewal is complete for five years.

Calendar Updates
Ms. Buchman stated that academic calendar recommendations for 2021-22 and 2022-23 would also go before the Board for approval on January 25. Additionally, that meeting will include a required public hearing on the Texas Academic Performance Report (TAPR). The meeting will serve as a joint Board/DIT meeting and DIT members are invited to attend.

Closing

Dr. Blaine closed by taking questions. One member asked about the impact of reduced enrollment on district finances. Dr. Blaine stated that TEA Commissioner Morath has decision-making authority over whether to hold districts harmless for lower attendance due to the pandemic. If Spring Branch is not held harmless for the second semester, the potential cost could be $15.1 million.

Regarding Covid vaccinations, Dr. Blaine stated that SBISD nurses have received vaccinations, but Texas has not prioritized education workers. At this time, only staff who meet the eligibility requirements of age and/or underlying health condition can register for the vaccine.

Ms. Buchman reminded members that the district is now using the Let's Talk online tool, so people can use that avenue to ask questions and receive targeted responses as the situation around vaccination develops.

Mr. Pisklak adjourned the meeting at 5:50pm.

SBISD Equitable Access Plan

Lawanda Coffee

ESSA (Every Student Succeeds Act)

- Under ESSA all district that receive Title I funds must develop a plan for “how the local educational agency will identify and address, any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.”

- Starting with the 2019-2020 school year, TEA identified districts that have equity gaps greater than 10 percent in two of the last three years in access to effective teaching by using the “meets or exceeds growth target” percentages for minority students and economically disadvantaged students.

Where we are now

- Our equity plan was submitted in Spring 2020
- 1st Check in with Region IV occurred January 29th
- 2nd Check in will be held July/August
- Despite COVID-19, we are on track with our plan
- Improved Strategies

Spring Branch Independent School District

Talent

District Supporting Leaders

Leaders Supporting Teachers

Teachers Supporting Students

What's Next?

Campus Improvement Plan

Principal Survey

HB3: Reading Diagnostics

Presentation to the District Improvement Team

Kristin Craft, Rebecca Brown, Joyce Evans

February 4, 2021

Purpose

- Share an overview of House Bill 3 related to Literacy
- Present Reading Diagnostic District Committee recommendation
- Discuss next steps

Role of DIT

Texas Education Agency

Sec. 28.006 Reading Diagnosis

A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension.

HB3 and Literacy

Texas Education Agency

HB 3 in 30

K-2 Diagnostic Tools

Strong Diagnostics Support Instruction

Useful diagnostic data empowers administrators and teachers.

Collect Data

Teachers collect data on what each student knows and can do.

Analyze Data

Teachers analyze the data on student strengths and opportunities for growth to inform instruction.

Adjust Practice

Teachers change their instruction based on their analysis in order to meet the needs of all students.

Texas Education Agency

Kindergarten

HB 3 Changes

Statute related to early childhood diagnostic tools changed following HB 3.

Previous Statute

Kindergarten Focused

- The commissioner shall adopt **a list of reading instruments** that a school district may use to diagnose student reading development and comprehension
- The commissioner's list shall include **at least two multidimensional assessment tools**

Statute Following HB 3 - §28.006

Kindergarten Focused

- The commissioner shall adopt a kindergarten multidimensional diagnostic tool that includes a reading instrument and tests at least three developmental skills, including literacy,
- The commissioner may adopt one alternative reading diagnostic tool
- The commissioner shall adopt rules to determine the performance of the reading instrument that indicates kindergarten readiness
- Provide written report to parents within 60 days of administration.

First & Second

- To ensure at least one reading diagnostic tool is available **at no cost** for grades K-2

Statewide Kindergarten Diagnostic

Having a common approach to kindergarten diagnostics creates:

Students	Aligned and common expectations communicated for all students
School Districts	Effective evaluation of prekindergarten and the partnership programs
Public Policy	Evaluation of Early Childhood programs across the state.

The Statewide Diagnostic Instrument is TX-KEA

TX-KEA is a free, comprehensive one-on-one instrument with the following vision:

TEXAS Kindergarten Entry Assessment

CLI engage

TX-KEA provides teachers with a **holistic understanding** of each student, enabling them to design **differentiated instruction** in order to better meet each student's unique needs and communicate those needs to families.

Texas Education Agency

First and Second Grade

Choose a 1st and 2nd grade diagnostic instrument

- LEAs may choose to use the free option of TPRI or Tejas LEE that are on the CLI Engage Platform.
- LEAs may also choose an alternative research based and scientifically proven instrument chosen by their district level committee.
- The chosen instrument must adhere to the rubric requirements for grade 1 and 2

In Statute	TEC Sec. 28.006. READING DIAGNOSIS (b) A district-level committee may adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension.

Texas Education Agency

Seventh Grade

Texas Education Agency

Grade 7

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.

Reading Diagnostic District Committee

Committee Charge

- Per Subchapter F Section 28.006 Reading Diagnosis, districts will have the option to adopt one alternative instrument for kindergarten and multiple alternatives for first, second grade and seventh grade, but for first, second and seventh grades, they must be research-based and scientifically proven and adhere to the rubric requirements TEC 28.006. A district may submit to the TEA an alternate diagnostic reading instrument for approval.
  - Be based on published scientific research in reading
  - Be age and grade-level appropriate, valid and reliable
  - Identify specific difficulties in word analysis, fluency, and comprehension; and
  - Assist the teacher in making individualized instructional decisions based on the assessment results

Committee Membership - Elementary and Middle School

- 9 Principals (one PreK, five elementary, two middle)
- 4 Assistant Principals (two elementary, two middle)
- 4 Teachers (two elementary, two middle)
- Community Superintendents
- Associate Superintendent for Academics
- Division Designees
    - Academics: Humanities, Multilingual, Dyslexia
    - Research and Accountability
    - Talent/Administration
    - Technology

Commissioner’s Approved Assessment List

Kinder	Grade 1-2	Grade 7
• Tx-KEA • mClass Amplify	• TPRI/Tejas Lee • mClass • Fastbridge/CBM Reading	• Istation Indicators of Progress, Advanced Reading (ISIP-AR) • Reading Analysis and Prescription System (RAPS 360) • Texas Middle School Fluency Assessment (TMFSA) • Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)

Committee Process - Elementary and Middle School

- Reviewed TEA parameters
- Discussed current assessment practices
- Divided into work groups to study the Commissioner's approved assessments
- Scored assessments using rubrics aligned to the TEA assessment requirements
- Reached consensus
- Developed recommendation for DIT

Example of the 1st Grade Rubric

Rubric for 1st Grade Literacy Diagnostic

DIAGNOSTIC COMPONENTS	YES	NO
Aligns to 1st grade TEKS		
Demonstrates the instrument is consistent and stable in measuring what it is intended to measure to show reliability		
Demonstrates the degree the instrument measures what it claims to measure and shows the extent to which inferences, conclusions, and decisions made based on test scores are appropriate and meaningful to show validity		
Includes a separate screen to be administered with all students to determine further diagnostic needs		
Includes further inventory items for children who do not make satisfactory progress on the screen		
Provides an easy-to-read report which informs instructional next steps		
Provides an English and Spanish version of the instrument		
RESULTS AND REPORTS	**YES**	**NO**
Provides easy-to-read/understand results from screener and inventory immediately		
Provides suggestions for small grouping of students based on intervention need		
Provides interventions based on data		

Example of Seventh Grade Rubric:

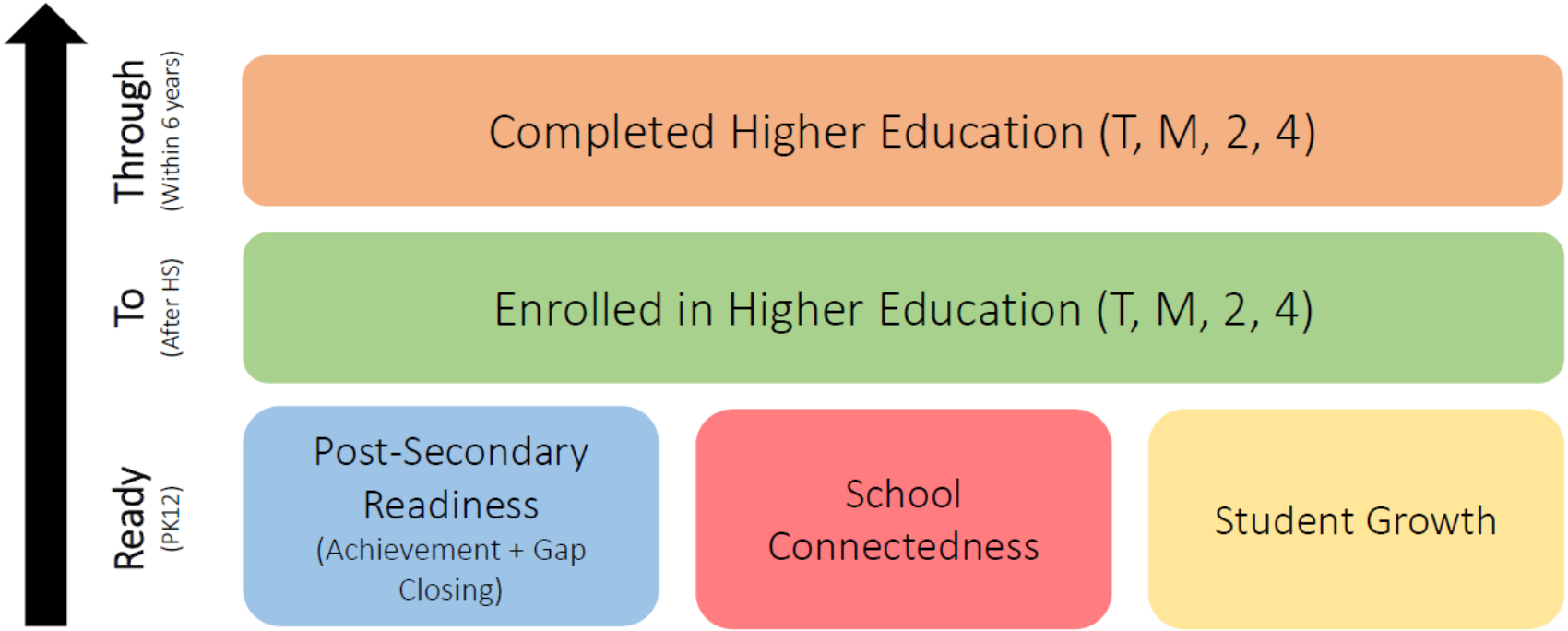
How much time does the program take to give to students?	What does this program assess?	Is the program group, individual, or both?	Is the program given on the computer, paper-pencil, or both? Does the program provide a list of technology required for administration of diagnostic? Accommodations for SPED students?	Is the program teacher/user and student friendly? Why or why not?	Is the program data friendly? • How is data collected? • What data is collected?
• Untimed/approximately 45 minutes but campuses choose how to administer. (shut down or through ELA classes)	• Is the student below, at, or above GL • Based on state standards • Reading level • Language "ability"	Either	Computer Accessibility • Refreshable braille • Screen reader compatible • Magnification • Color contrast • Test and Item Aids	Depends on the teacher. • Teachers can monitor and provide feedback while in progress. • Many have expressed a lack of know-how when analyzing the results. • Students rarely use the results to set goals.	• Provides insights into areas of strengths and weaknesses • Provides a LEXILE and RIT scores.

Committee Recommendation

Grade Level	BOY	MOY	EOY
Kindergarten	TX-KEA English and Spanish	MAP Growth English and Spanish	MAP Growth English and Spanish
Grade 1	MAP Growth English and Spanish	MAP Growth English and Spanish	MAP Growth English and Spanish
Grade 2	MAP Growth English and Spanish	MAP Growth English and Spanish	MAP Growth English and Spanish
Grade 7	MAP Growth	MAP Growth	MAP Growth

map GROWTH

How will we measure the progress of Every Child?



map GROWTH

What is MAP?

- Computer adaptive assessment for measuring achievement and growth in K-8 Math, Reading, Science
- Assessment items increase or decrease in difficulty based on student responses
- 4 years in SBISD

How do we use MAP?

- Measure Growth- data informs teachers student achievement in the moment and growth over time
- Inform Instruction- data used to help personalize lessons at the appropriate level for students
- Assess Strategy- data used to help students set goals and understand what they need to learn to achieve their learning goals

Next Steps

Next steps

Pending approval by DIT:

- Refine communication plan by audience
  - Principals, teachers, and parents
- Schedule and develop teacher training
  - over the summer
  - prior to start of school
- Update district-level documents
  - Student/Parent Handbook, Elementary Grading Expectations

DIT as Decision Making Body

Committee Recommendation

The committee affirms that the MAP instrument meets all TEA requirements and is based on scientific research concerning reading skills development and reading comprehension.

We seek approval from DIT on the following:

- MAP to serve as the district-approved alternate diagnostic reading instrument for grades 1, 2, and 7.

2019-2020 Texas Academic Performance Report

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2019-20 Texas Academic Performance Report

District Name: **SPRING BRANCH ISD**

District Number: **101920**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Needs Assistance

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District Name: SPRING BRANCH ISD
County Name: HARRIS
District Number: 101920

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**74%**	60%	64%	90%	*	91%	*	85%	47%	50%	74%	72%	61%	62%
	2018	77%	77%	**73%**	65%	64%	93%	*	89%	-	92%	48%	63%	75%	68%	62%	62%
At Meets Grade Level or Above	2019	45%	46%	**46%**	31%	31%	70%	*	75%	*	61%	28%	25%	46%	43%	28%	30%
	2018	43%	44%	**44%**	29%	30%	70%	*	68%	-	65%	32%	30%	44%	41%	29%	30%
At Masters Grade Level	2019	27%	28%	**29%**	17%	16%	51%	*	55%	*	39%	9%	10%	30%	25%	14%	15%
	2018	25%	25%	**26%**	15%	15%	47%	*	44%	-	45%	10%	7%	26%	24%	15%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**78%**	58%	70%	93%	*	96%	*	79%	52%	55%	78%	77%	68%	71%
	2018	78%	79%	**75%**	53%	67%	93%	*	93%	-	90%	50%	67%	76%	70%	65%	66%
At Meets Grade Level or Above	2019	49%	49%	**49%**	31%	36%	72%	*	82%	*	56%	28%	28%	50%	46%	32%	37%
	2018	47%	48%	**46%**	27%	33%	72%	*	80%	-	67%	33%	43%	47%	42%	33%	34%
At Masters Grade Level	2019	25%	25%	**26%**	13%	15%	44%	*	57%	*	37%	10%	15%	27%	22%	13%	16%
	2018	23%	24%	**23%**	13%	12%	42%	*	54%	-	43%	9%	11%	23%	21%	13%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**69%**	53%	59%	91%	*	89%	-	89%	42%	54%	72%	63%	57%	57%
	2018	73%	73%	**70%**	56%	59%	92%	*	92%	*	90%	41%	54%	72%	66%	59%	59%
At Meets Grade Level or Above	2019	44%	45%	**44%**	26%	30%	72%	*	69%	-	65%	28%	23%	46%	39%	27%	28%
	2018	46%	46%	**43%**	28%	27%	72%	*	77%	*	62%	25%	42%	45%	39%	28%	27%
At Masters Grade Level	2019	22%	23%	**24%**	17%	12%	46%	*	42%	-	39%	8%	10%	25%	21%	10%	11%
	2018	24%	25%	**25%**	9%	12%	50%	*	55%	*	41%	6%	23%	27%	21%	13%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**72%**	44%	64%	91%	*	89%	-	85%	45%	73%	75%	65%	61%	64%
	2018	78%	80%	**75%**	51%	66%	93%	*	96%	*	83%	46%	77%	77%	69%	65%	68%
At Meets Grade Level or Above	2019	48%	49%	**49%**	26%	36%	74%	*	82%	-	69%	31%	44%	52%	40%	33%	36%
	2018	49%	51%	**46%**	19%	33%	73%	*	80%	*	60%	31%	33%	49%	37%	32%	34%
At Masters Grade Level	2019	28%	30%	**33%**	16%	20%	57%	*	67%	-	55%	16%	19%	35%	28%	17%	20%
	2018	27%	29%	**27%**	10%	14%	49%	*	63%	*	37%	8%	21%	28%	22%	15%	17%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	**65%**	50%	55%	87%	*	85%	-	84%	34%	48%	68%	57%	52%	54%
	2018	63%	63%	**61%**	40%	49%	84%	*	88%	*	70%	33%	50%	64%	55%	48%	51%
At Meets Grade Level or Above	2019	35%	35%	**37%**	22%	25%	59%	*	61%	-	63%	24%	18%	39%	31%	22%	24%
	2018	39%	40%	**40%**	19%	25%	65%	*	73%	*	46%	25%	21%	41%	34%	24%	26%
At Masters Grade Level	2019	11%	11%	**13%**	7%	6%	25%	*	29%	-	21%	6%	4%	13%	12%	5%	6%
	2018	11%	11%	**13%**	4%	5%	24%	*	35%	*	18%	5%	10%	13%	12%	6%	6%

District Name: SPRING BRANCH ISD
County Name: HARRIS
District Number: 101920

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**83%**	76%	76%	97%	*	94%	*	96%	50%	81%	84%	80%	75%	76%
	2018	84%	83%	**77%**	71%	69%	94%	38%	99%	-	98%	46%	81%	77%	77%	68%	69%
At Meets Grade Level or Above	2019	54%	54%	**54%**	36%	38%	85%	*	81%	*	75%	26%	62%	55%	50%	36%	36%
	2018	54%	54%	**51%**	36%	35%	82%	25%	82%	-	83%	31%	49%	52%	47%	35%	35%
At Masters Grade Level	2019	29%	30%	**32%**	18%	17%	61%	*	58%	*	48%	7%	36%	33%	30%	14%	16%
	2018	26%	27%	**26%**	10%	14%	53%	0%	51%	-	50%	7%	22%	28%	20%	13%	13%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	**86%**	76%	80%	97%	*	99%	*	92%	57%	94%	86%	86%	79%	82%
	2018	91%	90%	**86%**	73%	81%	96%	75%	100%	-	95%	55%	95%	86%	83%	80%	82%
At Meets Grade Level or Above	2019	58%	59%	**58%**	33%	43%	86%	*	92%	*	70%	32%	60%	60%	53%	41%	45%
	2018	58%	58%	**54%**	30%	40%	83%	38%	90%	-	80%	31%	54%	56%	47%	41%	42%
At Masters Grade Level	2019	36%	38%	**40%**	14%	24%	70%	*	77%	*	59%	16%	34%	42%	34%	21%	26%
	2018	30%	31%	**29%**	6%	17%	52%	25%	73%	-	54%	10%	32%	31%	24%	18%	19%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**71%**	57%	59%	94%	*	95%	*	85%	41%	73%	73%	67%	58%	59%
	2018	76%	76%	**70%**	56%	59%	91%	38%	95%	-	95%	42%	84%	71%	65%	59%	60%
At Meets Grade Level or Above	2019	49%	50%	**46%**	26%	31%	74%	*	75%	*	60%	28%	48%	48%	41%	29%	31%
	2018	41%	42%	**38%**	21%	25%	62%	0%	73%	-	70%	28%	38%	40%	32%	25%	25%
At Masters Grade Level	2019	24%	25%	**23%**	11%	11%	46%	*	44%	*	32%	10%	19%	24%	20%	10%	11%
	2018	17%	18%	**14%**	7%	7%	27%	0%	40%	-	23%	7%	11%	14%	13%	7%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	**66%**	54%	54%	90%	33%	95%	*	88%	30%	78%	67%	63%	53%	53%
	2018	69%	71%	**68%**	57%	56%	90%	*	95%	-	90%	32%	63%	69%	66%	56%	53%
At Meets Grade Level or Above	2019	37%	38%	**38%**	18%	24%	63%	17%	74%	*	71%	15%	34%	40%	31%	22%	23%
	2018	39%	41%	**41%**	22%	26%	69%	*	73%	-	55%	19%	41%	42%	38%	25%	23%
At Masters Grade Level	2019	18%	19%	**18%**	7%	10%	34%	0%	42%	*	38%	4%	15%	20%	15%	8%	9%
	2018	19%	20%	**23%**	8%	11%	44%	*	47%	-	38%	8%	22%	23%	21%	10%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**80%**	63%	72%	97%	50%	98%	*	94%	45%	97%	80%	77%	70%	73%
	2018	77%	78%	**74%**	47%	65%	93%	*	97%	-	83%	41%	71%	76%	68%	63%	64%
At Meets Grade Level or Above	2019	47%	48%	**51%**	27%	35%	83%	33%	88%	*	80%	23%	58%	52%	47%	33%	36%
	2018	44%	46%	**47%**	20%	30%	77%	*	92%	-	59%	21%	52%	49%	41%	29%	31%
At Masters Grade Level	2019	21%	22%	**26%**	8%	13%	50%	17%	64%	*	55%	6%	37%	27%	21%	11%	13%
	2018	18%	20%	**22%**	6%	10%	44%	*	61%	-	41%	10%	26%	24%	19%	10%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**74%**	63%	64%	92%	*	95%	*	95%	34%	78%	76%	69%	63%	61%
	2018	74%	76%	**73%**	66%	62%	92%	*	92%	-	86%	39%	63%	75%	68%	62%	60%

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At Meets Grade Level or Above	2019	49%	51%	**51%**	29%	37%	78%	*	82%	*	77%	22%	52%	53%	46%	35%	34%
	2018	48%	50%	**51%**	43%	35%	77%	*	81%	-	71%	29%	45%	53%	46%	36%	32%
At Masters Grade Level	2019	29%	31%	**34%**	16%	20%	57%	*	65%	*	49%	8%	30%	36%	28%	19%	18%
	2018	29%	30%	**32%**	24%	18%	56%	*	62%	-	57%	9%	34%	34%	29%	18%	15%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	**75%**	51%	65%	94%	*	97%	*	92%	36%	83%	78%	68%	63%	64%
	2018	72%	75%	**73%**	65%	62%	94%	*	92%	-	80%	42%	68%	75%	67%	62%	60%
At Meets Grade Level or Above	2019	43%	46%	**51%**	20%	34%	81%	*	92%	*	67%	21%	64%	53%	44%	32%	33%
	2018	40%	43%	**48%**	32%	30%	80%	*	86%	-	60%	27%	50%	49%	44%	30%	29%
At Masters Grade Level	2019	17%	18%	**25%**	5%	13%	45%	*	64%	*	49%	4%	28%	27%	22%	11%	13%
	2018	18%	20%	**26%**	13%	13%	50%	*	69%	-	45%	8%	28%	27%	24%	13%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**68%**	61%	54%	90%	*	96%	*	91%	28%	64%	70%	62%	54%	52%
	2018	69%	69%	**66%**	62%	52%	89%	*	91%	-	78%	26%	51%	67%	62%	52%	48%
At Meets Grade Level or Above	2019	42%	43%	**44%**	28%	28%	72%	*	80%	*	72%	18%	42%	46%	38%	27%	25%
	2018	43%	44%	**43%**	36%	26%	72%	*	80%	-	65%	20%	38%	44%	40%	26%	23%
At Masters Grade Level	2019	18%	19%	**22%**	7%	9%	43%	*	53%	*	35%	5%	16%	23%	16%	7%	7%
	2018	15%	16%	**19%**	7%	8%	36%	*	49%	-	39%	7%	5%	19%	17%	7%	7%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**85%**	77%	78%	97%	*	95%	-	93%	48%	80%	86%	79%	77%	75%
	2018	86%	86%	**81%**	79%	73%	95%	*	93%	-	94%	33%	80%	82%	77%	73%	68%
At Meets Grade Level or Above	2019	55%	56%	**57%**	47%	42%	81%	*	83%	-	80%	24%	37%	58%	52%	40%	37%
	2018	49%	51%	**47%**	33%	33%	72%	*	74%	-	74%	20%	30%	49%	43%	33%	27%
At Masters Grade Level	2019	28%	30%	**33%**	22%	18%	55%	*	65%	-	65%	7%	23%	33%	30%	16%	13%
	2018	27%	28%	**26%**	11%	15%	45%	*	50%	-	48%	6%	7%	28%	20%	15%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**85%**	76%	81%	94%	*	97%	-	89%	53%	82%	85%	84%	81%	81%
	2018	86%	87%	**75%**	66%	70%	90%	*	96%	-	78%	41%	63%	75%	73%	69%	68%
At Meets Grade Level or Above	2019	57%	58%	**53%**	45%	41%	76%	*	94%	-	83%	26%	36%	53%	52%	41%	40%
	2018	51%	52%	**37%**	20%	29%	58%	*	81%	-	48%	22%	47%	38%	34%	28%	28%
At Masters Grade Level	2019	17%	18%	**19%**	7%	7%	39%	*	74%	-	46%	6%	14%	20%	15%	7%	8%
	2018	15%	16%	**12%**	6%	6%	25%	*	44%	-	30%	7%	19%	13%	9%	7%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	**80%**	75%	71%	95%	*	97%	-	92%	47%	71%	82%	75%	70%	68%
	2018	76%	77%	**73%**	63%	63%	92%	*	94%	-	94%	34%	77%	75%	67%	62%	58%
At Meets Grade Level or Above	2019	51%	52%	**55%**	44%	39%	80%	*	88%	-	77%	28%	37%	57%	48%	37%	34%
	2018	52%	53%	**51%**	31%	36%	77%	*	84%	-	76%	24%	49%	53%	44%	37%	32%
At Masters Grade Level	2019	25%	27%	**30%**	16%	16%	53%	*	70%	-	50%	6%	20%	32%	26%	15%	13%
	2018	28%	29%	**28%**	10%	15%	49%	*	58%	-	50%	9%	28%	30%	20%	15%	13%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**69%**	65%	56%	89%	*	91%	-	88%	40%	61%	70%	65%	53%	51%
	2018	65%	66%	**62%**	60%	49%	85%	*	89%	-	86%	32%	71%	64%	57%	49%	44%
At Meets Grade Level or Above	2019	37%	38%	**42%**	39%	26%	65%	*	76%	-	63%	25%	42%	43%	39%	24%	21%
	2018	36%	37%	**33%**	21%	20%	55%	*	63%	-	62%	19%	33%	35%	26%	21%	17%
At Masters Grade Level	2019	21%	23%	**26%**	18%	12%	45%	*	62%	-	48%	6%	25%	26%	26%	10%	9%
	2018	21%	22%	**19%**	10%	9%	37%	*	40%	-	32%	4%	18%	21%	15%	10%	7%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**65%**	56%	56%	91%	36%	91%	*	79%	28%	63%	68%	58%	55%	48%
	2018	65%	65%	**66%**	57%	55%	90%	83%	93%	-	92%	31%	60%	67%	64%	55%	47%
At Meets Grade Level or Above	2019	50%	50%	**50%**	35%	37%	86%	18%	87%	*	78%	18%	50%	53%	43%	36%	29%
	2018	44%	45%	**51%**	38%	35%	85%	67%	87%	-	88%	20%	40%	51%	51%	36%	27%
At Masters Grade Level	2019	11%	11%	**1%**	0%	1%	0%	0%	0%	*	2%	0%	0%	1%	0%	1%	1%
	2018	7%	8%	**1%**	0%	0%	1%	0%	2%	-	0%	1%	0%	1%	0%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	**67%**	68%	55%	90%	55%	88%	*	89%	28%	64%	68%	63%	55%	41%
	2018	67%	67%	**64%**	59%	53%	86%	*	83%	*	92%	23%	44%	67%	54%	52%	32%
At Meets Grade Level or Above	2019	49%	50%	**48%**	44%	33%	78%	18%	80%	*	80%	19%	45%	50%	43%	32%	17%
	2018	48%	48%	**47%**	33%	33%	76%	*	76%	*	90%	16%	24%	50%	38%	31%	13%
At Masters Grade Level	2019	8%	9%	**9%**	3%	3%	20%	0%	24%	*	21%	3%	3%	10%	7%	3%	1%
	2018	8%	9%	**9%**	4%	4%	19%	*	26%	*	24%	3%	0%	10%	7%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**84%**	69%	79%	94%	71%	97%	*	87%	49%	93%	85%	79%	78%	78%
	2018	83%	83%	**85%**	74%	80%	96%	86%	98%	-	93%	50%	89%	87%	81%	79%	77%
At Meets Grade Level or Above	2019	61%	61%	**61%**	39%	51%	83%	29%	95%	*	65%	24%	72%	63%	55%	50%	49%
	2018	55%	55%	**58%**	35%	44%	82%	57%	92%	-	85%	20%	55%	61%	49%	44%	41%
At Masters Grade Level	2019	37%	38%	**18%**	11%	17%	18%	0%	31%	*	15%	6%	23%	19%	13%	18%	19%
	2018	32%	34%	**15%**	10%	12%	17%	29%	28%	-	28%	3%	18%	15%	13%	12%	13%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	**88%**	79%	84%	97%	100%	98%	*	94%	56%	86%	89%	87%	83%	80%
	2018	87%	86%	**88%**	80%	83%	97%	80%	98%	-	98%	63%	73%	89%	83%	82%	78%
At Meets Grade Level or Above	2019	62%	63%	**64%**	46%	51%	89%	60%	90%	*	88%	25%	69%	66%	56%	50%	44%
	2018	59%	60%	**62%**	50%	49%	85%	20%	87%	-	94%	29%	53%	63%	58%	49%	41%
At Masters Grade Level	2019	25%	28%	**32%**	12%	18%	57%	60%	67%	*	60%	5%	29%	34%	26%	16%	13%
	2018	24%	26%	**26%**	10%	13%	49%	0%	59%	-	56%	3%	17%	27%	23%	13%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**94%**	94%	92%	98%	*	96%	*	98%	68%	95%	95%	93%	92%	83%
	2018	92%	91%	**94%**	82%	92%	98%	100%	98%	*	100%	69%	95%	95%	90%	90%	80%
At Meets Grade Level or Above	2019	73%	75%	**79%**	78%	70%	92%	*	93%	*	98%	36%	77%	81%	74%	70%	47%
	2018	70%	71%	**75%**	60%	65%	92%	80%	87%	*	95%	37%	60%	77%	70%	62%	36%

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At Masters Grade Level	2019	45%	49%	**53%**	43%	40%	74%	*	77%	*	67%	13%	45%	55%	47%	38%	18%
	2018	40%	43%	**48%**	28%	32%	73%	80%	72%	*	67%	14%	25%	49%	44%	30%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**76%**	65%	67%	93%	66%	94%	67%	89%	43%	73%	77%	72%	66%	64%
	2018	77%	77%	**74%**	63%	65%	92%	72%	93%	100%	89%	42%	69%	75%	69%	64%	61%
At Meets Grade Level or Above	2019	50%	51%	**51%**	35%	37%	77%	37%	82%	44%	72%	25%	46%	53%	46%	35%	33%
	2018	48%	49%	**48%**	32%	34%	75%	45%	80%	75%	71%	25%	41%	50%	43%	34%	29%
At Masters Grade Level	2019	24%	25%	**25%**	13%	14%	45%	18%	53%	33%	42%	7%	20%	26%	21%	12%	12%
	2018	22%	23%	**22%**	10%	12%	40%	27%	48%	25%	39%	7%	17%	23%	19%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**72%**	63%	62%	92%	53%	92%	57%	89%	38%	69%	74%	68%	61%	58%
	2018	74%	74%	**71%**	63%	61%	91%	66%	91%	*	92%	37%	64%	73%	66%	60%	56%
At Meets Grade Level or Above	2019	48%	49%	**49%**	34%	34%	77%	26%	79%	29%	73%	23%	42%	50%	43%	32%	29%
	2018	46%	47%	**47%**	34%	32%	76%	49%	77%	*	74%	24%	38%	48%	43%	32%	27%
At Masters Grade Level	2019	21%	22%	**21%**	11%	11%	39%	5%	44%	14%	37%	6%	17%	22%	18%	10%	10%
	2018	19%	20%	**20%**	9%	10%	37%	20%	41%	*	38%	6%	14%	21%	16%	10%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	62%	73%	94%	68%	96%	67%	88%	48%	83%	81%	76%	71%	73%
	2018	81%	82%	**78%**	62%	71%	94%	80%	96%	*	87%	47%	76%	79%	73%	70%	70%
At Meets Grade Level or Above	2019	52%	53%	**53%**	31%	40%	80%	36%	89%	50%	69%	27%	53%	55%	48%	37%	40%
	2018	50%	51%	**49%**	27%	35%	76%	43%	86%	*	68%	27%	47%	51%	42%	35%	35%
At Masters Grade Level	2019	26%	28%	**27%**	11%	16%	46%	23%	62%	50%	46%	9%	25%	28%	23%	14%	17%
	2018	24%	25%	**22%**	9%	12%	40%	30%	55%	*	40%	8%	22%	23%	19%	13%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**67%**	56%	54%	89%	*	91%	*	86%	32%	56%	69%	60%	53%	53%
	2018	66%	66%	**64%**	52%	51%	87%	100%	89%	*	74%	30%	51%	66%	58%	50%	49%
At Meets Grade Level or Above	2019	38%	39%	**40%**	25%	26%	66%	*	71%	*	66%	22%	29%	42%	34%	24%	24%
	2018	41%	42%	**41%**	28%	25%	68%	80%	76%	*	55%	22%	30%	43%	37%	25%	24%
At Masters Grade Level	2019	14%	15%	**17%**	7%	7%	34%	*	42%	*	26%	5%	9%	18%	14%	6%	6%
	2018	13%	13%	**16%**	6%	6%	30%	40%	41%	*	28%	6%	7%	16%	14%	7%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	**80%**	70%	72%	95%	90%	97%	*	90%	47%	76%	81%	76%	71%	69%
	2018	80%	80%	**77%**	67%	69%	94%	59%	95%	-	96%	47%	78%	79%	73%	68%	65%
At Meets Grade Level or Above	2019	54%	55%	**55%**	38%	41%	81%	60%	84%	*	74%	27%	51%	57%	49%	39%	36%
	2018	51%	52%	**51%**	35%	37%	75%	18%	82%	-	79%	27%	46%	52%	46%	37%	32%
At Masters Grade Level	2019	25%	27%	**28%**	13%	15%	52%	50%	60%	*	46%	7%	22%	30%	24%	14%	12%
	2018	23%	24%	**23%**	9%	12%	42%	12%	54%	-	42%	6%	19%	24%	19%	12%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	**82%**	79%	74%	94%	100%	94%	*	93%	52%	74%	82%	79%	72%	63%
	2018	78%	79%	**78%**	72%	69%	92%	78%	94%	*	92%	47%	78%	79%	75%	68%	56%

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At Meets Grade Level or Above	2019	55%	57%	**60%**	59%	48%	79%	80%	85%	*	80%	30%	55%	61%	57%	46%	31%
	2018	53%	54%	**54%**	42%	42%	75%	67%	76%	*	76%	26%	42%	56%	49%	40%	23%
At Masters Grade Level	2019	33%	36%	**39%**	31%	25%	60%	40%	70%	*	57%	9%	33%	40%	37%	24%	12%
	2018	31%	32%	**34%**	20%	20%	57%	67%	57%	*	47%	8%	20%	35%	31%	19%	9%

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School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	**61**	45	55	72	*	77	-	62	52	43	62	59	54	55
	2018	63	64	**64**	58	59	72	*	81	*	73	62	59	64	65	60	59
Grade 4 Mathematics	2019	65	66	**68**	63	63	78	*	82	-	68	60	68	70	65	63	64
	2018	65	67	**65**	56	61	74	*	77	*	66	62	66	66	62	61	63
Grade 5 ELA/Reading	2019	81	81	**86**	83	84	89	*	89	*	91	77	84	86	85	84	86
	2018	80	80	**82**	83	80	85	*	81	-	86	75	86	82	83	80	81
Grade 5 Mathematics	2019	83	82	**83**	82	78	91	*	95	*	96	72	86	83	83	78	79
	2018	81	79	**82**	76	80	87	71	94	-	88	77	85	82	82	80	81
Grade 6 ELA/Reading	2019	42	44	**43**	34	39	49	8	66	*	54	34	43	45	37	39	40
	2018	47	49	**52**	37	47	62	*	69	-	62	38	50	53	50	46	47
Grade 6 Mathematics	2019	54	55	**62**	53	55	78	25	80	*	74	56	80	63	61	54	55
	2018	56	57	**59**	42	53	72	*	82	-	67	61	79	60	56	52	53
Grade 7 ELA/Reading	2019	77	78	**78**	71	75	82	*	90	*	80	72	77	78	75	74	75
	2018	76	77	**78**	66	76	83	*	88	-	82	67	74	79	75	76	77
Grade 7 Mathematics	2019	62	63	**65**	53	60	73	*	80	*	77	42	63	66	60	59	60
	2018	67	67	**68**	60	64	76	*	85	-	67	60	71	68	68	64	64
Grade 8 ELA/Reading	2019	77	78	**78**	74	76	80	*	87	-	84	73	68	78	78	75	75
	2018	79	79	**76**	75	77	74	*	79	-	70	61	66	76	76	77	77
Grade 8 Mathematics	2019	82	84	**86**	82	88	77	-	80	-	68	73	83	86	86	87	88
	2018	81	81	**79**	66	81	76	*	83	-	77	66	93	80	79	80	81
End of Course English II	2019	69	70	**64**	64	63	66	75	65	*	59	59	59	63	67	63	63
	2018	67	67	**66**	64	63	69	*	75	*	80	51	52	66	67	64	61
End of Course Algebra I	2019	75	75	**66**	51	65	72	*	89	-	50	37	77	67	63	64	66
	2018	72	72	**64**	48	61	73	50	86	-	82	34	59	65	60	60	61
All Grades Both Subjects	2019	69	70	**70**	62	66	77	49	83	78	75	59	69	70	68	65	66
	2018	69	70	**70**	61	67	75	71	81	*	75	61	70	70	68	67	67
All Grades ELA/Reading	2019	68	69	**69**	61	65	74	52	82	60	73	60	63	69	67	64	65
	2018	69	69	**70**	64	67	74	76	79	*	76	60	65	70	69	67	67
All Grades Mathematics	2019	70	71	**71**	63	67	79	43	85	*	76	58	75	72	69	66	67
	2018	70	70	**69**	58	66	77	66	84	*	74	61	76	70	68	66	67

District Name: SPRING BRANCH ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	**34%**	32%	32%	45%	29%	44%	*	50%	16%	32%	29%
	2018	38%	38%	**31%**	34%	29%	42%	*	52%	-	58%	15%	29%	26%
Mathematics	2019	45%	45%	**37%**	32%	37%	48%	*	50%	*	38%	21%	36%	34%
	2018	47%	46%	**39%**	32%	38%	53%	*	58%	-	37%	21%	37%	35%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	77%	**74%**	65%	63%	94%	*	89%	*	91%	30%	61%	52%
Students Requiring Accelerated Instruction	2019	22%	23%	**26%**	35%	37%	6%	*	11%	*	9%	70%	39%	48%
STAAR Cumulative Met Standard	2019	86%	86%	**83%**	75%	76%	96%	*	91%	*	96%	43%	74%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	83%	**78%**	58%	70%	96%	*	98%	*	82%	40%	67%	65%
Students Requiring Accelerated Instruction	2019	17%	17%	**22%**	42%	30%	4%	*	2%	*	18%	60%	33%	35%
STAAR Cumulative Met Standard	2019	90%	89%	**86%**	74%	80%	97%	*	99%	*	92%	52%	78%	76%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	79%	**77%**	67%	67%	94%	*	94%	-	92%	33%	65%	37%
Students Requiring Accelerated Instruction	2019	22%	21%	**23%**	33%	33%	6%	0%	6%	-	8%	67%	35%	63%
STAAR Cumulative Met Standard	2019	85%	86%	**84%**	76%	76%	96%	*	96%	-	94%	42%	75%	52%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	**78%**	66%	72%	90%	*	98%	-	88%	38%	72%	59%
Students Requiring Accelerated Instruction	2019	18%	17%	**22%**	34%	28%	10%	0%	2%	-	12%	62%	28%	41%
STAAR Cumulative Met Standard	2019	88%	88%	**83%**	73%	80%	93%	*	98%	-	88%	46%	79%	69%

District Name: SPRING BRANCH ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**76%**	59%	54%	64%	69%	58%	49%	63%	46%	56%	53%	53%
	2018	77%	77%	**74%**	60%	60%	59%	69%	59%	43%	49%	40%	53%	50%	50%
At Meets Grade Level or Above	2019	50%	51%	**51%**	24%	19%	28%	32%	24%	19%	33%	15%	24%	21%	21%
	2018	48%	49%	**48%**	24%	24%	24%	28%	24%	15%	20%	12%	23%	18%	19%
At Masters Grade Level	2019	24%	25%	**25%**	9%	7%	12%	12%	9%	5%	13%	3%	5%	6%	6%
	2018	22%	23%	**22%**	8%	8%	8%	9%	8%	4%	7%	2%	7%	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**72%**	59%	52%	61%	74%	58%	39%	62%	35%	51%	46%	46%
	2018	74%	74%	**71%**	58%	52%	57%	70%	59%	34%	52%	27%	45%	43%	43%
At Meets Grade Level or Above	2019	48%	49%	**49%**	23%	15%	26%	35%	22%	13%	30%	10%	22%	16%	16%
	2018	46%	47%	**47%**	23%	19%	23%	31%	22%	11%	20%	7%	19%	15%	16%
At Masters Grade Level	2019	21%	22%	**21%**	8%	4%	9%	14%	9%	3%	9%	1%	4%	5%	5%
	2018	19%	20%	**20%**	8%	7%	9%	12%	8%	3%	6%	1%	5%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	67%	68%	71%	71%	66%	63%	71%	61%	64%	65%	65%
	2018	81%	82%	**78%**	69%	73%	68%	76%	66%	57%	62%	53%	58%	62%	62%
At Meets Grade Level or Above	2019	52%	53%	**53%**	31%	29%	35%	35%	30%	28%	43%	23%	28%	29%	29%
	2018	50%	51%	**49%**	30%	32%	31%	29%	28%	21%	28%	16%	25%	25%	25%
At Masters Grade Level	2019	26%	28%	**27%**	13%	13%	18%	15%	12%	10%	22%	6%	4%	11%	11%
	2018	24%	25%	**22%**	11%	12%	10%	9%	11%	7%	11%	4%	7%	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**67%**	49%	31%	61%	63%	50%	33%	47%	26%	45%	40%	41%
	2018	66%	66%	**64%**	46%	42%	46%	53%	46%	28%	37%	24%	41%	37%	37%
At Meets Grade Level or Above	2019	38%	39%	**40%**	18%	8%	25%	31%	17%	12%	20%	8%	20%	15%	15%
	2018	41%	42%	**41%**	19%	15%	19%	24%	20%	11%	20%	6%	22%	15%	15%
At Masters Grade Level	2019	14%	15%	**17%**	4%	1%	8%	8%	2%	2%	3%	2%	0%	3%	3%
	2018	13%	13%	**16%**	3%	0%	4%	5%	5%	2%	3%	1%	7%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	**80%**	48%	51%	55%	64%	39%	58%	57%	58%	56%	55%	55%
	2018	80%	80%	**77%**	51%	60%	48%	56%	48%	51%	40%	58%	63%	51%	51%
At Meets Grade Level or Above	2019	54%	55%	**55%**	16%	18%	22%	15%	13%	19%	29%	18%	14%	19%	18%
	2018	51%	52%	**51%**	17%	28%	14%	20%	15%	16%	14%	18%	26%	17%	17%
At Masters Grade Level	2019	25%	27%	**28%**	4%	3%	8%	5%	2%	4%	8%	3%	4%	4%	4%
	2018	23%	24%	**23%**	3%	4%	3%	5%	3%	2%	3%	2%	8%	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	**82%**	17%	-	-	17%	-	49%	*	49%	59%	49%	49%
	2018	78%	79%	**78%**	33%	-	-	*	*	43%	22%	57%	61%	42%	43%
At Meets Grade Level or Above	2019	55%	57%	**60%**	17%	-	-	17%	-	18%	*	18%	38%	18%	19%
	2018	53%	54%	**54%**	0%	-	-	*	*	12%	5%	17%	28%	12%	13%
At Masters Grade Level	2019	33%	36%	**39%**	0%	-	-	0%	-	5%	*	5%	15%	5%	5%
	2018	31%	32%	**34%**	0%	-	-	*	*	4%	2%	5%	17%	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**70%**	67%	70%	67%	69%	65%	61%	70%	59%	63%	63%	63%
	2018	69%	70%	**70%**	69%	72%	70%	64%	68%	64%	73%	58%	59%	66%	65%
All Grades ELA/Reading	2019	68%	69%	**69%**	65%	70%	62%	62%	64%	61%	70%	59%	63%	62%	62%
	2018	69%	69%	**70%**	67%	72%	66%	59%	66%	66%	74%	61%	58%	66%	66%
All Grades Mathematics	2019	70%	71%	**71%**	69%	70%	71%	73%	65%	61%	71%	59%	64%	64%	64%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	**69%**	70%	71%	72%	66%	70%	62%	72%	56%	60%	65%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	**34%**	37%	33%	32%	59%	38%	27%	35%	26%	35%	29%	29%
	2018	38%	38%	**31%**	31%	35%	28%	26%	32%	25%	31%	20%	30%	26%	26%
Mathematics	2019	45%	45%	**37%**	33%	35%	36%	32%	32%	34%	33%	35%	37%	34%	34%
	2018	47%	46%	**39%**	41%	41%	42%	45%	38%	33%	40%	26%	26%	36%	35%

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Texas Education Agency

Texas Academic Performance Report

2019-20 District STAAR Participation

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	100%	100%	100%	100%	100%	99%	99%	99%
Included in Accountability	94%	94%	**93%**	89%	92%	96%	78%	95%	86%	96%	94%	93%	87%
Not Included in Accountability													
Mobile	4%	4%	**4%**	9%	4%	2%	16%	2%	14%	3%	3%	4%	6%
Other Exclusions	1%	1%	**2%**	2%	3%	1%	6%	3%	0%	0%	2%	3%	7%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	0%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	0%	0%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	100%	99%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	**95%**	90%	94%	97%	74%	94%	67%	96%	94%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**3%**	8%	4%	2%	19%	3%	17%	3%	3%	3%	5%
Other Exclusions	1%	1%	**1%**	0%	2%	1%	5%	3%	17%	0%	1%	2%	4%
Not Tested	1%	1%	**1%**	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	1%	1%	0%	1%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	**95.5%**	94.5%	94.9%	96.3%	94.4%	97.8%	95.8%	95.9%	93.6%	94.8%	95.4%
2017-18	95.4%	95.4%	**95.4%**	93.9%	94.8%	96.2%	93.2%	97.6%	95.5%	95.9%	93.6%	94.8%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	**0.9%**	0.7%	1.0%	0.7%	12.5%	0.3%	-	0.0%	0.9%	0.9%	1.4%
2017-18	0.4%	0.6%	**0.6%**	0.8%	0.7%	0.3%	0.0%	0.6%	-	1.0%	0.7%	0.8%	1.1%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	**1.8%**	2.5%	2.2%	1.0%	7.1%	0.3%	*	3.1%	1.9%	2.3%	4.2%
2017-18	1.9%	2.1%	**2.3%**	3.1%	3.1%	0.8%	18.0%	0.4%	0.0%	1.1%	2.4%	3.1%	6.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	**89.3%**	79.7%	85.9%	94.3%	*	99.4%	*	92.1%	75.5%	84.4%	68.7%
Received TxCHSE	0.5%	0.4%	**0.3%**	0.0%	0.1%	0.7%	*	0.0%	*	0.0%	0.0%	0.2%	0.5%
Continued HS	3.7%	3.7%	**2.4%**	7.3%	3.0%	1.1%	*	0.0%	*	0.0%	11.2%	3.6%	6.3%
Dropped Out	5.9%	6.9%	**8.0%**	13.0%	10.9%	3.8%	*	0.6%	*	7.9%	13.3%	11.8%	24.5%
Graduates and TxCHSE	90.4%	89.5%	**89.6%**	79.7%	86.0%	95.0%	*	99.4%	*	92.1%	75.5%	84.6%	69.2%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	**92.0%**	87.0%	89.1%	96.2%	*	99.4%	*	92.1%	86.7%	88.2%	75.5%
Class of 2018													
Graduated	90.0%	88.9%	**90.9%**	87.2%	87.5%	95.5%	83.3%	96.6%	*	94.1%	74.6%	87.1%	72.1%
Received TxCHSE	0.4%	0.5%	**0.2%**	0.0%	0.1%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.3%
Continued HS	3.8%	4.0%	**2.4%**	5.5%	3.0%	1.4%	0.0%	2.0%	*	0.0%	13.8%	3.0%	5.0%
Dropped Out	5.7%	6.6%	**6.5%**	7.3%	9.5%	2.6%	16.7%	1.5%	*	5.9%	11.5%	9.8%	22.6%
Graduates and TxCHSE	90.4%	89.3%	**91.1%**	87.2%	87.6%	96.0%	83.3%	96.6%	*	94.1%	74.6%	87.2%	72.4%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	**93.5%**	92.7%	90.5%	97.4%	83.3%	98.5%	*	94.1%	88.5%	90.2%	77.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	**92.2%**	91.7%	89.3%	95.7%	83.3%	97.5%	*	91.4%	75.8%	89.2%	75.9%
Received TxCHSE	0.6%	0.6%	**0.4%**	0.0%	0.2%	0.9%	0.0%	0.0%	*	0.0%	0.8%	0.3%	0.6%
Continued HS	1.1%	1.1%	**0.8%**	0.9%	0.8%	0.9%	0.0%	1.0%	*	0.0%	12.9%	0.6%	0.6%
Dropped Out	6.1%	7.0%	**6.6%**	7.4%	9.6%	2.5%	16.7%	1.5%	*	8.6%	10.6%	9.9%	22.9%
Graduates and TxCHSE	92.8%	91.9%	**92.6%**	91.7%	89.5%	96.6%	83.3%	97.5%	*	91.4%	76.5%	89.5%	76.5%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	**93.4%**	92.6%	90.4%	97.5%	83.3%	98.5%	*	91.4%	89.4%	90.1%	77.1%
Class of 2017													
Graduated	92.0%	91.0%	**91.7%**	85.2%	88.6%	96.2%	80.0%	98.7%	-	100.0%	72.1%	88.2%	71.9%
Received TxCHSE	0.6%	0.7%	**0.6%**	2.2%	0.6%	0.4%	0.0%	0.0%	-	0.0%	0.0%	0.7%	0.7%
Continued HS	1.1%	1.2%	**0.8%**	0.0%	0.7%	1.1%	0.0%	0.6%	-	0.0%	13.9%	0.7%	0.4%
Dropped Out	6.3%	7.1%	**7.0%**	12.6%	10.1%	2.3%	20.0%	0.6%	-	0.0%	13.9%	10.4%	27.0%
Graduates and TxCHSE	92.6%	91.7%	**92.2%**	87.4%	89.3%	96.6%	80.0%	98.7%	-	100.0%	72.1%	88.9%	72.7%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**93.0%**	87.4%	89.9%	97.7%	80.0%	99.4%	-	100.0%	86.1%	89.6%	73.0%

6-Year Extended Longitudinal Rate (Gr 9-12)

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Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.5%	**91.8%**	84.6%	88.9%	96.5%	80.0%	98.7%	-	100.0%	75.6%	88.2%	72.3%
Received TxCHSE	0.7%	0.8%	**0.6%**	2.2%	0.7%	0.4%	0.0%	0.0%	-	0.0%	0.0%	0.8%	1.1%
Continued HS	0.6%	0.6%	**0.5%**	0.7%	0.3%	0.7%	0.0%	0.6%	-	0.0%	8.9%	0.4%	0.0%
Dropped Out	6.3%	7.1%	**7.1%**	12.5%	10.1%	2.4%	20.0%	0.6%	-	0.0%	15.4%	10.6%	26.6%
Graduates and TxCHSE	93.2%	92.3%	**92.5%**	86.8%	89.6%	96.9%	80.0%	98.7%	-	100.0%	75.6%	89.0%	73.4%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**92.9%**	87.5%	89.9%	97.6%	80.0%	99.4%	-	100.0%	84.6%	89.4%	73.4%
Class of 2016													
Graduated	92.1%	91.3%	**92.2%**	87.5%	88.2%	97.9%	*	98.2%	-	96.0%	85.5%	87.5%	69.6%
Received TxCHSE	0.8%	0.9%	**0.5%**	0.0%	0.5%	0.6%	*	0.0%	-	4.0%	0.0%	0.5%	1.6%
Continued HS	0.5%	0.5%	**0.1%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
Dropped Out	6.6%	7.3%	**7.2%**	12.5%	11.3%	1.2%	*	1.8%	-	0.0%	14.5%	11.9%	28.8%
Graduates and TxCHSE	92.9%	92.1%	**92.7%**	87.5%	88.7%	98.6%	*	98.2%	-	100.0%	85.5%	88.0%	71.2%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	**92.8%**	87.5%	88.7%	98.8%	*	98.2%	-	100.0%	85.5%	88.1%	71.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	**88.5%**	76.3%	84.9%	94.3%	*	99.4%	*	92.1%	74.5%	83.5%	67.9%
Class of 2018	90.0%	88.9%	**90.3%**	85.0%	86.9%	95.1%	83.3%	96.6%	*	94.1%	74.0%	86.5%	71.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	*	*	-	*	-	-	-	-	-	*	*
Class of 2018	68.5%	71.3%	**50.0%**	-	-	*	-	*	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	**1.6%**	2.1%	2.5%	0.5%	*	0.6%	*	0.0%	5.8%	2.2%	4.6%
Class of 2018	5.0%	6.4%	**2.2%**	3.4%	3.1%	1.2%	0.0%	0.5%	*	0.0%	4.3%	3.0%	5.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	**80.4%**	53.7%	73.6%	92.1%	*	94.8%	*	68.6%	25.0%	71.3%	58.3%
Class of 2018	82.0%	80.4%	**81.5%**	67.4%	73.6%	91.3%	80.0%	95.3%	*	90.3%	10.9%	73.9%	57.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	**82.0%**	55.2%	76.0%	92.6%	*	95.4%	*	68.6%	30.8%	73.6%	63.2%
Class of 2018	86.8%	86.7%	**83.6%**	70.8%	76.7%	92.2%	80.0%	95.9%	*	90.3%	15.2%	76.9%	62.2%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	**15.0%**	*	18.2%	14.3%	-	-	-	-	7.7%	37.5%	*
2017-18	37.7%	27.5%	**25.0%**	0.0%	27.3%	25.0%	-	*	-	-	0.0%	27.8%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	**1.6%**	1.9%	2.2%	0.8%	*	0.6%	*	0.0%	5.6%	2.1%	4.6%
2017-18	4.9%	6.3%	**2.1%**	3.2%	2.9%	1.2%	0.0%	0.0%	*	0.0%	4.2%	3.1%	4.2%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	**79.4%**	51.5%	72.5%	91.1%	*	95.5%	*	68.6%	23.4%	69.9%	56.4%
2017-18	81.5%	80.1%	**81.2%**	65.6%	73.4%	91.2%	80.0%	95.4%	*	90.3%	10.5%	72.2%	59.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: SPRING BRANCH ISD

Texas Academic Performance Report

County Name: HARRIS

District Number: 101920

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	**80.4%**	52.4%	74.2%	91.2%	*	96.0%	*	68.6%	26.7%	71.8%	61.3%
2017-18	85.1%	84.9%	**82.4%**	65.3%	75.4%	91.7%	80.0%	95.4%	*	90.3%	13.7%	74.3%	63.0%

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Education Agency

Texas Academic Performance Report

2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	2,344	100.0%	355,615	100.0%
By Ethnicity:				
African American	107	4.6%	43,953	12.4%
Hispanic	1,245	53.1%	180,673	50.8%
White	774	33.0%	105,577	29.7%
American Indian	4	0.2%	1,293	0.4%
Asian	178	7.6%	16,564	4.7%
Pacific Islander	1	0.0%	537	0.2%
Two or More Races	35	1.5%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	17	0.7%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	3	0.1%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	447	19.1%	51,579	14.5%
Foundation H.S. Program (Endorsement)	36	1.5%	15,160	4.3%
Foundation H.S. Program (DLA)	1,841	78.5%	285,538	80.3%
Special Education Graduates	124	5.3%	27,598	7.8%
Economically Disadvantaged Graduates	1,148	49.0%	186,364	52.4%
LEP Graduates	285	12.2%	25,189	7.1%
At-Risk Graduates	1,053	44.9%	146,432	41.2%

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	**70.3%**	43.9%	56.3%	90.6%	*	94.4%	*	80.0%	68.5%	53.6%	34.2%
2017-18	65.5%	65.8%	**68.0%**	49.5%	52.8%	87.4%	80.0%	91.3%	*	79.7%	63.6%	50.4%	33.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	**62.6%**	29.0%	45.5%	87.3%	*	91.6%	*	77.1%	6.5%	42.4%	18.6%
2017-18	50.0%	51.8%	**62.3%**	38.5%	44.4%	85.1%	60.0%	90.5%	*	78.1%	8.4%	41.6%	20.6%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	**68.6%**	46.7%	52.0%	91.6%	*	94.4%	*	88.6%	11.3%	50.2%	14.7%
2017-18	58.2%	59.4%	**69.4%**	51.0%	52.6%	91.0%	60.0%	92.0%	*	90.6%	17.8%	49.3%	19.1%
Mathematics													
2018-19	48.6%	51.4%	**60.1%**	31.8%	41.0%	86.3%	*	92.7%	*	80.0%	4.0%	38.8%	17.9%
2017-18	46.0%	50.4%	**63.2%**	44.2%	44.4%	86.2%	60.0%	93.5%	*	78.1%	8.4%	44.7%	26.6%
Both Subjects													
2018-19	44.2%	45.3%	**56.9%**	26.2%	36.5%	85.1%	*	91.0%	*	77.1%	3.2%	33.8%	9.1%
2017-18	42.1%	45.1%	**59.1%**	38.5%	39.0%	84.1%	60.0%	89.5%	*	78.1%	7.5%	37.3%	13.9%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	**20.6%**	5.6%	9.8%	38.6%	*	28.1%	*	14.3%	0.8%	8.4%	3.2%
2017-18	20.7%	17.5%	**15.6%**	1.9%	6.8%	28.3%	0.0%	23.5%	*	31.3%	0.0%	6.2%	0.4%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	**36.1%**	12.1%	22.4%	53.5%	*	68.0%	*	51.4%	4.8%	19.4%	10.9%
2017-18	20.4%	23.3%	**33.4%**	9.6%	18.2%	50.3%	20.0%	67.5%	*	56.3%	2.8%	15.6%	10.9%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	1.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	**7.3%**	4.7%	1.9%	15.5%	*	10.7%	*	5.7%	0.0%	1.7%	1.1%
2017-18	1.0%	0.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	**23.1%**	22.9%	23.3%	23.6%	*	21.1%	*	20.0%	68.5%	22.8%	18.9%
2017-18	28.7%	25.2%	**17.8%**	16.8%	16.5%	19.9%	30.0%	18.8%	*	15.6%	61.7%	16.7%	15.5%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	**2.9%**	0.0%	2.6%	3.6%	*	3.9%	*	0.0%	0.0%	2.2%	1.4%
2017-18	4.8%	4.3%	**2.4%**	0.0%	0.7%	5.1%	0.0%	3.0%	*	3.1%	0.0%	0.9%	0.4%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	**2.6%**	9.3%	3.0%	1.6%	*	0.6%	*	0.0%	47.6%	3.4%	6.0%
2017-18	1.7%	1.8%	**2.2%**	7.7%	3.2%	0.5%	20.0%	0.0%	*	0.0%	48.6%	4.0%	7.1%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	**33.4%**	29.9%	31.6%	37.1%	*	31.5%	*	40.0%	20.2%	30.1%	18.2%
2017-18	38.7%	33.1%	**26.1%**	15.4%	22.5%	31.2%	20.0%	34.0%	*	28.1%	10.3%	21.9%	15.4%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	**1.2%**	0.0%	1.8%	0.6%	*	1.1%	*	0.0%	0.0%	1.8%	1.1%
2017-18	4.3%	4.1%	**0.9%**	1.0%	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.0%	1.1%	0.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	**1.4%**	0.0%	2.1%	0.8%	*	0.0%	*	0.0%	25.8%	2.0%	3.5%
2017-18	2.6%	2.0%	**0.6%**	1.0%	0.7%	0.5%	0.0%	0.0%	*	0.0%	13.1%	0.9%	1.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	**1.1%**	0.0%	1.6%	0.4%	*	1.1%	*	0.0%	0.8%	1.7%	0.4%
2017-18	0.6%	0.3%	**0.0%**	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Education Agency

Texas Academic Performance Report

2019-20 District CCMR-Related Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.3%	**10.5%**	9.3%	15.2%	4.5%	*	5.1%	*	8.6%	5.6%	15.9%	5.6%
2017-18	32.1%	25.0%	**14.9%**	15.4%	17.7%	11.9%	0.0%	10.0%	*	15.6%	9.3%	17.1%	6.4%
Mathematics													
2018-19	24.7%	20.6%	**12.6%**	14.0%	17.2%	6.5%	*	6.7%	*	8.6%	2.4%	18.2%	9.8%
2017-18	23.7%	21.3%	**16.3%**	18.3%	20.1%	11.9%	40.0%	10.0%	*	3.1%	2.8%	22.8%	14.2%
Both Subjects													
2018-19	18.8%	13.3%	**5.0%**	2.8%	7.3%	2.2%	*	3.4%	*	2.9%	0.8%	7.7%	2.8%
2017-18	18.1%	13.8%	**7.3%**	5.8%	9.5%	5.2%	0.0%	4.5%	*	3.1%	1.9%	9.6%	3.7%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	**34.0%**	30.8%	32.4%	37.6%	*	31.5%	*	40.0%	21.0%	31.1%	19.6%
2017-18	58.4%	51.1%	**35.4%**	24.0%	34.6%	37.3%	20.0%	40.5%	*	31.3%	20.6%	33.4%	25.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	**1.0%**	0.0%	1.8%	0.0%	*	0.6%	*	0.0%	1.6%	1.7%	1.1%
2017-18	2.0%	1.3%	**1.1%**	1.0%	1.8%	0.3%	0.0%	0.0%	*	0.0%	1.9%	0.8%	1.1%
Mathematics													
2018-19	7.3%	8.5%	**1.3%**	2.8%	2.0%	0.4%	*	0.0%	*	0.0%	0.0%	2.0%	2.5%
2017-18	3.9%	5.3%	**0.9%**	2.9%	1.5%	0.0%	0.0%	0.0%	*	0.0%	0.9%	1.9%	3.4%
Both Subjects													
2018-19	2.6%	1.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.4%	**35.9%**	14.4%	27.4%	46.1%	7.7%	69.9%	*	39.1%	n/a	25.6%	n/a
2018	25.8%	28.3%	**39.0%**	18.1%	28.2%	50.8%	33.3%	72.7%	*	51.4%	n/a	29.4%	n/a
English Language Arts													
2019	14.5%	15.1%	**21.1%**	10.6%	17.8%	23.0%	0.0%	45.0%	*	25.3%	n/a	17.1%	n/a
2018	15.3%	16.0%	**22.9%**	13.6%	17.6%	27.4%	11.1%	44.3%	*	31.4%	n/a	18.6%	n/a
Mathematics													
2019	7.4%	8.1%	**13.3%**	3.4%	7.1%	19.1%	7.7%	38.7%	*	21.8%	n/a	6.8%	n/a
2018	7.3%	8.3%	**14.0%**	4.1%	6.3%	20.8%	0.0%	41.1%	*	25.7%	n/a	8.2%	n/a
Science													
2019	10.4%	11.4%	**14.5%**	3.4%	7.6%	20.1%	0.0%	48.1%	*	21.8%	n/a	7.4%	n/a
2018	10.8%	11.8%	**17.2%**	6.3%	8.3%	24.7%	0.0%	50.3%	*	24.3%	n/a	10.0%	n/a
Social Studies													
2019	13.9%	15.8%	**24.7%**	8.5%	14.0%	37.5%	0.0%	59.0%	*	31.0%	n/a	12.8%	n/a
2018	14.5%	16.9%	**29.0%**	12.2%	16.9%	41.9%	22.2%	64.6%	*	38.6%	n/a	18.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	**62.6%**	41.2%	36.6%	80.5%	*	87.3%	*	82.4%	n/a	34.5%	n/a
2018	50.7%	53.3%	**63.4%**	37.5%	38.8%	79.6%	*	80.6%	*	88.9%	n/a	40.4%	n/a
English Language Arts													
2019	41.2%	43.1%	**52.1%**	40.0%	20.3%	78.9%	-	83.4%	-	86.4%	n/a	19.2%	n/a
2018	42.5%	44.3%	**56.6%**	40.0%	26.5%	79.9%	*	78.2%	-	72.7%	n/a	29.8%	n/a

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	**61.7%**	37.5%	27.1%	74.3%	*	83.7%	*	63.2%	n/a	28.1%	n/a
2018	52.8%	54.5%	**60.9%**	22.2%	28.7%	69.0%	-	77.8%	*	77.8%	n/a	31.9%	n/a
Science													
2019	40.6%	43.7%	**65.7%**	75.0%	32.5%	78.8%	-	79.8%	-	73.7%	n/a	34.4%	n/a
2018	38.0%	41.1%	**57.9%**	28.6%	25.0%	70.3%	-	70.5%	*	70.6%	n/a	31.7%	n/a
Social Studies													
2019	46.3%	52.0%	**62.6%**	40.0%	35.3%	73.3%	-	81.1%	*	81.5%	n/a	31.8%	n/a
2018	44.6%	49.2%	**56.8%**	29.6%	29.7%	70.5%	*	68.5%	*	81.5%	n/a	32.7%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	**99.0%**	94.4%	96.0%	100.0%	*	100.0%	*	100.0%	n/a	95.9%	n/a
2017-18	74.6%	80.9%	**99.1%**	89.4%	98.2%	99.9%	100.0%	100.0%	*	100.0%	n/a	97.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	37.4%	**48.5%**	16.8%	23.8%	80.9%	7.7%	86.1%	*	65.8%	n/a	19.9%	n/a
2017-18	37.9%	39.5%	**49.3%**	23.7%	24.2%	80.3%	14.3%	84.6%	*	74.3%	n/a	25.9%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1028	**1058**	931	936	1205	883	1292	*	1163	n/a	924	n/a
2017-18	1036	1038	**1065**	942	940	1209	904	1290	*	1223	n/a	954	n/a
English Language Arts and Writing													
2018-19	517	515	**529**	474	470	604	438	626	*	579	n/a	464	n/a
2017-18	521	520	**529**	471	468	602	466	621	*	613	n/a	474	n/a
Mathematics													
2018-19	510	513	**529**	456	467	601	445	666	*	585	n/a	460	n/a
2017-18	515	518	**536**	472	472	607	439	669	*	610	n/a	481	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	**23.6**	19.5	19.2	26.5	*	28.1	*	25.4	n/a	18.6	n/a
2017-18	20.6	21.2	**25.1**	21.2	20.8	26.7	*	28.0	*	27.0	n/a	21.6	n/a
English Language Arts													
2018-19	20.3	20.8	**23.6**	19.7	18.8	26.9	*	27.9	*	25.6	n/a	18.1	n/a
2017-18	20.3	20.8	**25.2**	20.9	20.4	27.1	*	28.0	*	27.4	n/a	21.2	n/a
Mathematics													
2018-19	20.4	21.0	**23.3**	18.5	19.3	25.9	*	28.3	*	24.9	n/a	18.7	n/a
2017-18	20.6	21.2	**24.9**	20.3	20.8	26.3	*	28.3	*	26.7	n/a	21.9	n/a
Science													
2018-19	20.8	21.2	**23.2**	19.8	19.2	25.7	*	27.5	*	24.9	n/a	18.9	n/a
2017-18	20.9	21.4	**24.8**	21.7	21.2	26.1	*	27.1	*	25.8	n/a	21.7	n/a

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Education Agency

Texas Academic Performance Report

2019-20 District Other Postsecondary Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.2%	**44.4%**	32.2%	34.8%	57.1%	25.0%	72.8%	*	60.0%	10.2%	33.9%	15.6%
2017-18	43.4%	43.6%	**45.2%**	27.1%	36.8%	57.0%	15.8%	69.0%	80.0%	62.0%	9.4%	34.0%	16.0%
English Language Arts													
2018-19	17.8%	18.5%	**21.1%**	13.9%	15.2%	29.3%	5.9%	37.2%	*	28.3%	3.2%	14.5%	3.3%
2017-18	17.3%	18.5%	**21.4%**	10.8%	14.9%	31.0%	5.4%	35.6%	60.0%	28.5%	1.6%	13.7%	1.8%
Mathematics													
2018-19	20.4%	19.8%	**28.7%**	17.7%	18.7%	43.2%	12.1%	51.3%	*	40.0%	4.3%	18.2%	6.7%
2017-18	20.7%	20.7%	**30.6%**	15.7%	21.5%	43.1%	11.1%	53.1%	80.0%	39.9%	3.6%	20.2%	8.7%
Science													
2018-19	21.7%	20.0%	**17.7%**	10.3%	10.9%	26.3%	14.3%	37.8%	*	23.4%	2.9%	10.1%	3.6%
2017-18	21.2%	19.7%	**18.7%**	10.0%	12.5%	25.4%	7.4%	39.3%	60.0%	24.5%	2.8%	12.0%	4.6%
Social Studies													
2018-19	23.6%	22.7%	**25.5%**	12.5%	15.3%	38.3%	6.5%	57.8%	*	43.8%	1.6%	14.0%	1.9%
2017-18	22.8%	22.2%	**25.7%**	9.8%	16.3%	37.7%	6.1%	53.5%	80.0%	41.9%	1.2%	15.1%	1.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	**49.7%**	34.6%	38.9%	61.6%	40.0%	73.0%	*	68.8%	23.4%	39.0%	25.0%
2016-17	54.6%	55.9%	**53.5%**	48.3%	44.4%	65.5%	20.0%	70.7%	-	54.5%	22.4%	42.6%	28.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	**75.7%**	61.1%	60.6%	86.4%	*	92.0%	*	93.8%	29.2%	61.8%	30.3%
2016-17	59.2%	60.5%	**68.5%**	42.6%	52.6%	84.0%	*	93.2%	-	68.2%	0.0%	49.1%	17.5%

Texas Education Agency

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Academic Performance Report

2019-20 District Student Information

Student Information	Membership: District Count	Membership: District Percent	Membership: State Count	Membership: State Percent	Enrollment: District Count	Enrollment: District Percent	Enrollment: State Count	Enrollment: State Percent
Total Students	35,136	100.0%	5,479,173	100.0%	35,188	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	62	0.2%	16,848	0.3%	87	0.2%	25,883	0.5%
Pre-Kindergarten	2,017	5.7%	248,413	4.5%	2,017	5.7%	249,226	4.5%
Kindergarten	2,423	6.9%	383,585	7.0%	2,428	6.9%	384,114	7.0%
Grade 1	2,422	6.9%	391,175	7.1%	2,430	6.9%	391,449	7.1%
Grade 2	2,445	7.0%	388,370	7.1%	2,446	7.0%	388,675	7.1%
Grade 3	2,441	6.9%	391,565	7.1%	2,443	6.9%	391,795	7.1%
Grade 4	2,580	7.3%	399,883	7.3%	2,581	7.3%	400,111	7.3%
Grade 5	2,590	7.4%	417,272	7.6%	2,591	7.4%	417,444	7.6%
Grade 6	2,634	7.5%	422,605	7.7%	2,634	7.5%	422,740	7.7%
Grade 7	2,699	7.7%	423,421	7.7%	2,699	7.7%	423,545	7.7%
Grade 8	2,593	7.4%	411,170	7.5%	2,593	7.4%	411,272	7.5%
Grade 9	2,817	8.0%	448,929	8.2%	2,817	8.0%	449,122	8.2%
Grade 10	2,576	7.3%	406,785	7.4%	2,576	7.3%	407,044	7.4%
Grade 11	2,532	7.2%	376,894	6.9%	2,533	7.2%	377,208	6.9%
Grade 12	2,305	6.6%	352,258	6.4%	2,313	6.6%	354,312	6.4%
Ethnic Distribution:								
African American	1,692	4.8%	691,582	12.6%	1,692	4.8%	692,925	12.6%
Hispanic	20,840	59.3%	2,892,928	52.8%	20,856	59.3%	2,899,504	52.8%
White	9,354	26.6%	1,477,699	27.0%	9,381	26.7%	1,483,688	27.0%
American Indian	114	0.3%	19,999	0.4%	114	0.3%	20,062	0.4%
Asian	2,288	6.5%	250,065	4.6%	2,294	6.5%	250,463	4.6%
Pacific Islander	15	0.0%	8,466	0.2%	15	0.0%	8,481	0.2%
Two or More Races	833	2.4%	138,434	2.5%	836	2.4%	138,817	2.5%
Sex:								
Female	17,072	48.6%	2,673,270	48.8%	17,091	48.6%	2,678,619	48.8%
Male	18,064	51.4%	2,805,903	51.2%	18,097	51.4%	2,815,321	51.2%
Economically Disadvantaged	20,873	59.4%	3,303,974	60.3%	20,882	59.3%	3,309,610	60.2%
Non-Educationally Disadvantaged	14,263	40.6%	2,175,199	39.7%	14,306	40.7%	2,184,330	39.8%
Section 504 Students	2,213	6.3%	376,734	6.9%	2,213	6.3%	376,956	6.9%
English Learners (EL)	12,909	36.7%	1,112,674	20.3%	12,913	36.7%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	328	0.9%	82,551	1.5%				
Students w/ Dyslexia	1,146	3.3%	224,619	4.1%	1,146	3.3%	224,741	4.1%
Foster Care	23	0.1%	17,393	0.3%	23	0.1%	17,451	0.3%
Homeless	515	1.5%	78,178	1.4%	515	1.5%	78,296	1.4%
Immigrant	2,261	6.4%	126,747	2.3%	2,261	6.4%	126,858	2.3%
Migrant	2	0.0%	18,888	0.3%	2	0.0%	18,992	0.3%
Title I	17,888	50.9%	3,568,526	65.1%	17,911	50.9%	3,576,850	65.1%
Military Connected	21	0.1%	105,751	1.9%	21	0.1%	105,787	1.9%
At-Risk	20,002	56.9%	2,773,390	50.6%	20,011	56.9%	2,776,481	50.5%

Texas Education Agency

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Academic Performance Report

2019-20 District Student Information

Student Information	Membership: District Count	Membership: District Percent	Membership: State Count	Membership: State Percent	Enrollment: District Count	Enrollment: District Percent	Enrollment: State Count	Enrollment: State Percent
Students by Instructional Program:								
Bilingual/ESL Education	13,304	37.9%	1,128,904	20.6%	13,308	37.8%	1,129,558	20.6%
Career & Technical Education	7,758	22.1%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,524	14.9%	805,496	50.8%	1,524	14.9%	806,117	50.8%
Gifted & Talented Education	3,474	9.9%	444,125	8.1%	3,476	9.9%	444,196	8.1%
Special Education	3,179	9.0%	577,868	10.5%	3,225	9.2%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	3,179		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,284	40.4%	245,216	42.4%				
Students with Physical Disabilities	751	23.6%	123,847	21.4%				
Students with Autism	558	17.6%	79,952	13.8%				
Students with Behavioral Disabilities	556	17.5%	120,042	20.8%				
Students with Non-Categorical Early Childhood	30	0.9%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	4,249	12.9%	806,375	15.3%				

Student Information	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:				
Kindergarten	0.7%	1.6%	1.7%	5.5%
Grade 1	1.0%	2.9%	1.2%	4.9%
Grade 2	0.7%	1.6%	1.8%	2.0%
Grade 3	0.2%	0.9%	0.4%	0.8%
Grade 4	0.2%	0.5%	0.3%	0.4%
Grade 5	0.2%	0.4%	0.0%	0.5%
Grade 6	0.1%	0.4%	0.0%	0.5%
Grade 7	0.4%	0.5%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.5%	0.6%
Grade 9	5.8%	7.8%	10.7%	13.1%

	District Count	District Percent	State Count	State Percent
Data Quality:				
Underreported Students	33	0.2%	5,686	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.0	19.0
Grade 1	20.0	18.9
Grade 2	20.5	18.8
Grade 3	20.0	19.0
Grade 4	20.4	19.2
Grade 5	21.7	20.9
Grade 6	18.2	20.4
Secondary:		
English/Language Arts	17.5	16.4
Foreign Languages	17.8	18.7
Mathematics	18.8	17.8
Science	18.8	18.8
Social Studies	19.6	19.3

Texas Education Agency

District Name: SPRING BRANCH ISD

County Name: HARRIS

District Number: 101920

Texas Academic Performance Report

2019-20 District Staff Information

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	4,404.4	100.0%	734,726.4	100.0%
Professional Staff:	2,930.1	66.5%	468,132.4	63.7%
Teachers	2,287.7	51.9%	363,121.3	49.4%
Professional Support	467.3	10.6%	74,698.8	10.2%
Campus Administration (School Leadership)	130.6	3.0%	21,960.1	3.0%
Central Administration	44.5	1.0%	8,352.3	1.1%
Educational Aides:	381.4	8.7%	78,096.8	10.6%
Auxiliary Staff:	1,092.9	24.8%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	34.0	n/a	4,373.0	n/a
Part-time	3.0	n/a	595.0	n/a
Counselors				
Full-time	76.0	n/a	12,901.0	n/a
Part-time	5.0	n/a	1,103.0	n/a
Total Minority Staff:	2,381.2	54.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	187.6	8.2%	39,132.5	10.8%
Hispanic	661.3	28.9%	102,099.7	28.1%
White	1,303.0	57.0%	209,453.0	57.7%
American Indian	8.0	0.3%	1,239.6	0.3%
Asian	95.0	4.2%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	32.8	1.4%	4,165.2	1.1%
Males	501.3	21.9%	86,302.4	23.8%
Females	1,786.4	78.1%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	25.4	1.1%	4,859.9	1.3%
Bachelors	1,599.2	69.9%	266,596.3	73.4%
Masters	630.7	27.6%	89,088.4	24.5%
Doctorate	32.3	1.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	133.4	5.8%	26,878.7	7.4%
1-5 Years Experience	661.4	28.9%	101,305.8	27.9%
6-10 Years Experience	418.8	18.3%	70,305.4	19.4%
11-20 Years Experience	636.8	27.8%	106,767.7	29.4%
Over 20 Years Experience	437.3	19.1%	57,863.9	15.9%
Number of Students per Teacher	15.4	n/a	15.1	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.3	6.2
Average Years Experience of Principals with District	6.8	5.3
Average Years Experience of Assistant Principals	6.4	5.3
Average Years Experience of Assistant Principals with District	6.1	4.7
Average Years Experience of Teachers:	11.5	11.1
Average Years Experience of Teachers with District:	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$57,586	$49,868
1-5 Years Experience	$58,880	$52,823
6-10 Years Experience	$62,493	$55,756
11-20 Years Experience	$65,006	$59,308
Over 20 Years Experience	$72,817	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$63,835	$57,091
Professional Support	$75,061	$67,352
Campus Administration (School Leadership)	$95,784	$82,512
Central Administration	$143,796	$108,367
Instructional Staff Percent:	65.0%	64.6%
Turnover Rate for Teachers:	14.9%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	635.9	6,309.0

Program Information	District Count	District Percent	State Count	State Percent
Teachers by Program (population served):				
Bilingual/ESL Education	115.9	5.1%	23,626.0	6.5%
Career & Technical Education	76.8	3.4%	18,120.4	5.0%
Compensatory Education	102.9	4.5%	10,147.3	2.8%
Gifted & Talented Education	13.3	0.6%	7,053.3	1.9%
Regular Education	1,702.9	74.4%	257,548.7	70.9%
Special Education	161.0	7.0%	33,620.4	9.3%
Other	115.0	5.0%	13,005.2	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPRING BRANCH ISD								
	101920016	ACADEMY OF CHOICE							
		Four-Year Public University	1						
		Two-Year Public Colleges	6	5	1	0	0	0	0
		Independent Colleges & Universities	0						
		Not Trackable	12						
		Not Found	42						
		Total High School Graduates	61						
	101920001	MEMORIAL H S							
		Four-Year Public University	275	31	15	31	63	134	1
		Two-Year Public Colleges	121	28	17	15	23	34	4
		Independent Colleges & Universities	31						
		Not Trackable	94						
		Not Found	141						
		Total High School Graduates	662						
	101920005	NORTHBROOK H S							
		Four-Year Public University	60	16	13	11	8	10	2
		Two-Year Public Colleges	77	26	18	7	17	7	2
		Independent Colleges & Universities	5						
		Not Trackable	115						
		Not Found	206						
		Total High School Graduates	463						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101920003	SPRING WOODS H S							
		Four-Year Public University	73	17	14	6	20	15	1
		Two-Year Public Colleges	98	42	13	15	15	11	2
		Independent Colleges & Universities	12						
		Not Trackable	83						
		Not Found	216						
		Total High School Graduates	482						
	101920006	STRATFORD H S							
		Four-Year Public University	155	25	13	29	25	63	0
		Two-Year Public Colleges	125	35	14	14	26	33	3
		Independent Colleges & Universities	26						
		Not Trackable	48						
		Not Found	149						
		Total High School Graduates	503						
	101920014	WESTCHESTER ACADEMY FOR INTERNATIONAL STUDIES							
		Four-Year Public University	45	6	7	12	11	8	1
		Two-Year Public Colleges	48	18	6	8	7	8	1
		Independent Colleges & Universities	11						
		Not Trackable	16						
		Not Found	40						
		Total High School Graduates	160						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

School Violence Prevention and

Violence Intervention Policies and Procedures 2020-2021

Maintaining safe and secure schools is the highest priority of the Spring Branch Independent School District. Some major components of the District's efforts to keep students safe are:

- A state certified Police Department, staffed by fully state certified Peace Officers to ensure student and staff safety and security.
- Enforcement of Local Ordinances, State and Federal law, and School Board policies to ensure the safety and security of students, staff, and visitors.
- Emergency operation plans for district campuses and facilities, enhanced student/parent unification plan.
- Each campus is required to conduct drills in the four main Standard Response Protocols which include "Lockout", "Lockdown", "Evacuate", and "Shelter" drills every year.
- Safety and Security Audits of District campuses are conducted per State requirements. Implementation of audits' findings address deficiencies and allow improvement on best practices for school safety.
- An Emergency Radio System notifies all campuses and departments of emergency situations involving weather, terrorist, or criminal activities requiring a Standard Response Protocol.
- An Active Threat Alert system notifies directly the police department and officers.
- Tactical training for SBISD Police Officers on "Active Shooter Response" including training on lessons learned from recent school and college shootings.
- Self-Aid/Buddy Aid Medical training for SBISD Police Officers.
- Develop and maintain policies and procedures related to school safety and security.
- Detailed and comprehensive policies for weapons, gang-related activities, assaults, racial intolerance, sexual harassment, drugs, alcohol, and bullying.
- Policies prohibiting disruptive activities on District property.
- Use of access control, burglar and fire alarms, and Closed Circuit Television to protect students, staff, and property.
- Use of trained K-9s for patrol and the detection of explosives and drugs.
- Discipline alternative education program for students who commit serious discipline offenses.
- SBISD supplies Emergency Management Pocket Guides for all District Campus and Departmental Administrators.
- Training for administrators and staff using table top drills on Incident Command procedures following guidelines set by the National Incident Management System (NIMS).

SBISD: VIOLENT and CRIMINAL INCIDENTS
2019-2020
School Year

Disciplinary Offenses Descriptions	Permanent Removal by a Teacher from Classroom	Conduct Punishable as a Felony	Possession of Controlled Substance Drugs	Possession of Controlled Substance Alcohol	Public Lewdness / Indecent Exposure	Retaliation against a School Employee	Conduct Occurring Off Campus - Title 5 Felony	Conduct Occurring Off Campus - Non-Title 5 Felony	Used/possessed firearm	Used, exhibited, or possessed an illegal knife	Used/possessed club	Used / Possessed Prohibited Weapon	Serious or Persistent Misconduct while at a DAEP	Criminal Mischief	Terroristic Threat	Assault Against an Employee or Volunteer	Assault Against someone other than Employee/Volunteer	Aggravated Assault against employee/volunteer	Aggravated Assault against a school employee	Possession or Use of Tobacco Products	School related gang violence	False Alarm or False Report	Felony Violation of a Controlled Substance	Fighting / Mutual combat	Aggravated Robbery	Engaged in deadly conduct	Used or Possessed a Non-Illegal Knife	Used/possessed illegal knife, club, or prohibited weapon	Felony Marihuana, Controlled Substance, Dangerous Drug	Registered sex offender under court supervision	TOTAL INCIDENTS PER SCHOOL YEAR									
SCHOOLS	01	02	04	05	07	08	09	10	11	12	13	14	20	22	26	27	28	29	30	33	34	35	36	41	46	49	50	52	54	55	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
ACADEMY OF CHOICE			2																												2	2	10	16	11	1	2			
MEMORIAL HS			18	3			1																	3							25	108	88	51	50	32	28	22	41	31
NORTHBROOK HS & Yes			48		2			1	1						3							1	1	9							66	84	45	54	73	81	77	84	104	78
SPRING WOODS HS		1	22		2		1							2	1	3	3							10							45	79	78	51	55	63	75	102	83	42
STRATFORD HS			31	4	2											1								10							48	101	53	37	41	31	36	44	39	57
WESTCHESTER AIS																								1							1	16	8	4	7	5	10	13	21	9
CORNERSTONE ACADEMY																															0	2	2	4	2			1		1
LANDRUM MS & KIPP			9	3	1		2												1					22							38	56	54	40	40	39	25	29	48	36
MEMORIAL MS																	1							3							4	11	11	17	7	3	3	1	2	4
NORTHBROOK MS & Yes			2	2											2									4							10	24	27	10	21	30	43	38	29	21
SPRING BRANCH MS			10																					10							20	20	21	36	33	23	38	36	36	20
SPRING FOREST MS		4	2	1											2		1							12							22	18	31	22	28	18	17	38	59	18
SPRING OAKS MS			2												1		1							37							41	63	47	45	28	28	39	34	39	37
SPRING WOODS MS			2												2		2							31							37	55	36	56	56	37	57	49	26	54
Subtotal - Secondary		5	148	13	7			1	1					2	11	4	8		1			1	1	152							359	639	511	443	452	391	450	491	527	408

SBISD: VIOLENT and CRIMINAL INCIDENTS
2019-2020
School Year

Disciplinary Offenses Descriptions	Permanent Removal by a Teacher from Classroom	Conduct Punishable as a Felony	Possession of Controlled Substance Drugs	Possession of Controlled Substance Alcohol	Public Lewdness / Indecent Exposure	Retaliation against a School Employee	Conduct Occurring Off Campus - Title 5 Felony	Conduct Occurring Off Campus - Non-Title 5 Felony	Used/possessed firearm	Used, exhibited, or possessed an illegal knife	Used/possessed club	Used / Possessed Prohibited Weapon	Serious or Persistent Misconduct while at a DAEP	Criminal Mischief	Terroristic Threat	Assault Against an Employee or Volunteer	Assault Against someone other than Employee/Volunteer	Aggravated Assault against employee/volunteer	Aggravated Assault against a school employee	Possession or Use of Tobacco Products	School related gang violence	False Alarm or False Report	Felony Violation of a Controlled Substance	Fighting / Mutual combat	Aggravated Robbery	Engaged in deadly conduct	Used or Possessed a Non-Illegal Knife	Used/possessed illegal knife, club, or prohibited weapon	Felony Marihuana, Controlled Substance, Dangerous Drug	Registered sex offender under court supervision	Comparison Years									
																														TOTAL PER SCHOOL YEAR									
SCHOOLS	01	02	04	05	07	08	09	10	11	12	13	14	20	22	26	27	28	29	30	33	34	35	36	41	46	49	50	52	54	55	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
BENDWOOD CAMPUS																																								
BUFFALO CREEK ES																																								
BUNKER HILL ES																																			1					
CEDAR BROOK ES																								9							9	5	2	1	4		3	5	4	3
EDGEWOOD ES																															0	1	2			4			4	
FROSTWOOD ES																																								
HOLLIBROOK ES																																	1	1	6	7	1	3	2	3
HOUSMAN ES																																						4	6	6
HUNTERS CREEK ES																																								
MEADOW WOOD ES																																		2	2	6		1	1	3
MEMORIAL DRIVE ES																																								
NOTTINGHAM ES																															0	2		1	1		1	1	2	1
PINE SHADOWS ES																																		3		11	6	4	3	
RIDGECREST ES																																							1	1
RUMMEL CREEK ES																																								
SHADOW OAKS ES																															0	1		5	3	1	4	2	4	2
SHERWOOD ES																4															4	1	2	3	6	6	4	2	8	6
SPRING BRANCH ES																								4							4	8		2		1	1	2	20	6
SPRING SHADOW ES																								4							4	1	7	12	2			3	6	
TERRACE ES																								1							1	2	4	1	2		4	7	7	4
THORNWOOD ES																								3							3	14	16	13	14		7	5	7	7
TREASURE FOREST ES																								1							1			1	10					2
VALLEY OAKS ES																																			1				1	1
WESTWOOD ES																																							1	
WILCHESTER ES																																	1	1				2	2	
WOODVIEW ES																1															1	1	2			1		2	11	
THE BEAR BLVD. SCHOOL																																								
THE LION LANE SCHOOL																																								
THE PANDA PATH SCHOOL																																								
THE TIGER TRAIL SCHOOL																																								
THE WILDCAT WAY SCHOOL																																								
Subtotal - Elementary & Early Childhood																5								22							27	36	37	46	52	37	31	43	90	45

SBISD: VIOLENT and CRIMINAL INCIDENTS
2019-2020
School Year

Disciplinary Offenses Descriptions	Permanent Removal by a Teacher from Classroom	Conduct Punishable as a Felony	Possession of Controlled Substance Drugs	Possession of Controlled Substance Alcohol	Public Lewdness / Indecent Exposure	Retaliation against a School Employee	Conduct Occurring Off Campus - Title 5 Felony	Conduct Occurring Off Campus - Non-Title 5 Felony	Used/possessed firearm	Used, exhibited, or possessed an illegal knife	Used/possessed club	Used / Possessed Prohibited Weapon	Serious or Persistent Misconduct while at a DAEP	Criminal Mischief	Terroristic Threat	Assault Against an Employee or Volunteer	Assault Against someone other than Employee/Volunteer	Aggravated Assault against employee/volunteer	Aggravated Assault against a school employee	Possession or Use of Tobacco Products	School related gang violence	False Alarm or False Report	Felony Violation of a Controlled Substance	Fighting / Mutual combat	Aggravated Robbery	Engaged in deadly conduct	Used or Possessed a Non-Illegal Knife	Used/possessed illegal knife, club, or prohibited weapon	Felony Marihuana, Controlled Substance, Dangerous Drug	Registered sex offender under court supervision
Disciplinary Offenses	01	02	04	05	07	08	09	10	11	12	13	14	20	22	26	27	28	29	30	33	34	35	36	41	46	49	50	52	54	55
2019-2020 Total		5	148	13	7		4	1	1					2	8	9	11		1			1	1	174						
2018-2019 Total		**4**	**163**	**26**	**4**			**3**	**2**	**1**				**3**	**6**	**8**	**8**		**2**	**211**	**1**	**2**	**3**	**226**	**2**					
2017-2018 Total		**6**	**145**	**25**	**3**		**2**	**1**		**1**					**8**	**2**	**8**	**1**		**115**		**2**	**3**	**226**						
2016-2017 Total		**3**	**136**	**17**	**1**		**8**	**1**		**2**					**1**	**6**	**12**		**1**	**66**		**4**	**2**	**229**						
2015-2016 Total		**12**	**159**	**21**			**6**	**1**		**1**		**1**		**3**	**4**	**5**	**11**			**46**		**1**	**7**	**225**	**1**					
2014-2015 Total		**1**	**142**	**13**	**4**		**1**	**2**				**1**		**7**	**2**	**13**	**8**			**35**			**8**	**178**	**1**		**12**			
2013-2014 Total		**5**	**173**	**14**	**7**		**4**	**1**	**2**		**1**	**3**		**6**	**4**	**4**	**8**			**38**		**2**	**9**	**187**	**1**	**1**	**11**			
2012-2013 Total	**1**		**228**	**19**	**2**	**2**		**3**	**1**	**1**		**3**		**5**	**3**	**6**	**17**	**1**		**21**		**0**	**3**	**208**			**10**			
2011-2012 Total	**1**	**11**	**165**	**19**	**5**	**1**	**3**	**2**				**1**	**12**	**4**	**5**	**10**	**24**			**11**		**3**	**7**	**314**	**1**		**18**			
2010-2011 Total		**10**	**116**	**18**	**2**		**1**	**4**		**0**		**1**	**1**	**6**	**3**	**4**	**8**		**2**	**8**	**1**	**2**	**3**	**241**			**19**	**1**	**1**	**1**

Comparison Years

TOTAL INCIDENTS PER SCHOOL YEAR

	2019-2020	2018-2019	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
2019-2020 Total	**386**								
2018-2019 Total		**675**							
2017-2018 Total									
2016-2017 Total			**489**						
2015-2016 Total				**504**					
2014-2015 Total					**428**				
2013-2014 Total						**481**			
2012-2013 Total							**534**		
2011-2012 Total								**617**	
2010-2011 Total									**453**

TAPR Public Hearing Published in the Houston Chronicle

Notice of Joint Public Hearing

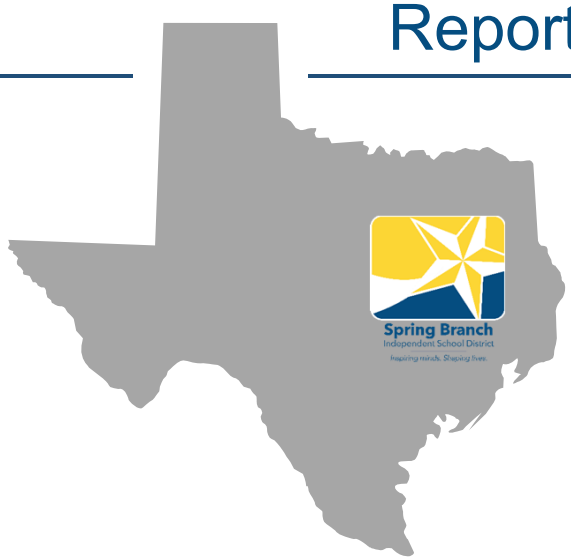
Spring Branch Independent School District

Spring Branch Independent School District will hold a joint public hearing on Monday, January 25, 2021 at 7:00 p.m. for the purpose of discussing the District's Texas Academic Performance Report (TAPR) for the 2019-2020 school year.

The hearing will be held in conjunction with the regularly scheduled meeting of the Board of Trustees. The meeting will be held at The Wayne F. Schaper, Sr. Leadership Center located at 955 Campbell Road, Houston, Texas 77024.

2019-20 Texas Academic Performance Report (TAPR) Public Hearing
January 25, 2021

Texas Academic Performance Report (TAPR)



2019-20 District Performance

January 25, 2021

Prepared by

Spring Branch Independent School District
Assessment & Compliance
Inspiring minds. Shaping lives.

Keith Haffey, Ed.D.
Executive Director

2019-2020 Texas Academic Performance Report (TAPR)

Compiled by TEA for every district and campus using

- PEIMS
- Student Assessment Data
- Due to cancellation of Spring 2020 STAAR assessments, the 2019-20 TAPR is repeating STAAR results previously posted in the 2018-19 TAPR.

Two forms of TAPR

- A comprehensive, "dynamic" online data system
  - Data will be added as they become available
- A "scaled back" PDF version (the "Paper TAPR")
  - Only includes major, statutorily-required data points
  - Designed to allow districts to fulfill their public notification requirements (i.e. public hearing)

2

2019-2020 Texas Academic Performance Report (TAPR)

- Accreditation Statuses
- District Profile
- STAAR Performance not included
- Graduation
- College Readiness

3

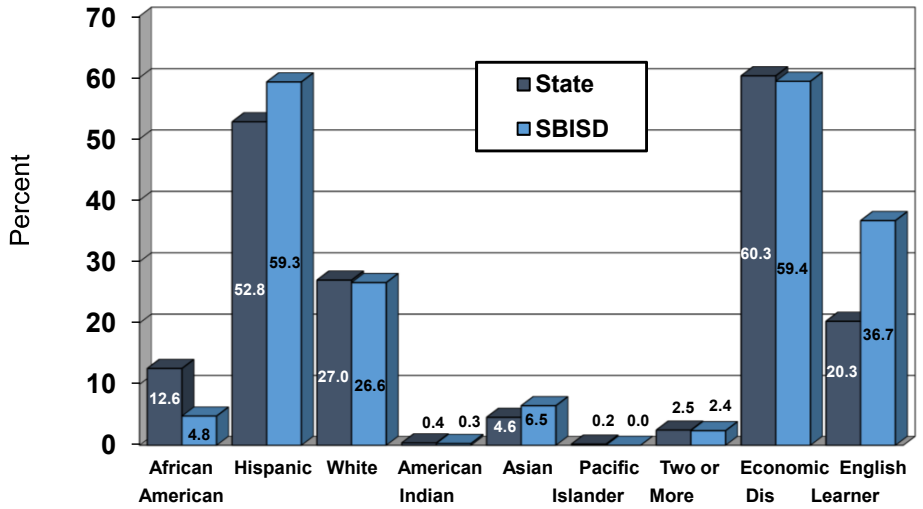
Accreditation Statuses

2020 Financial Integrity Rating System of Texas	**A - Superior**
2020 Accountability Rating	**Not Rated: Declared State of Disaster**
2020 Special Education Determination Status	**Needs Assistance**
2020-2021 Accreditation Status	**Accredited**

4

District Profile 2020

Total Enrollment – 35,136



✓ Enrollment increased by 504 students in 2020. The percentage of EL students in SBISD continues to be nearly double the State level.

5

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2020 STAAR CANCELLED

STAAR State of Texas Assessments of Academic Readiness

6

District Performance Graduation Rate

- **4-Year Longitudinal Rate (Class of 2019)**
- **5-Year Longitudinal Rate (Class of 2018)**
- **6-Year Longitudinal Rate (Class of 2017)**

7

District Performance – Longitudinal Graduation

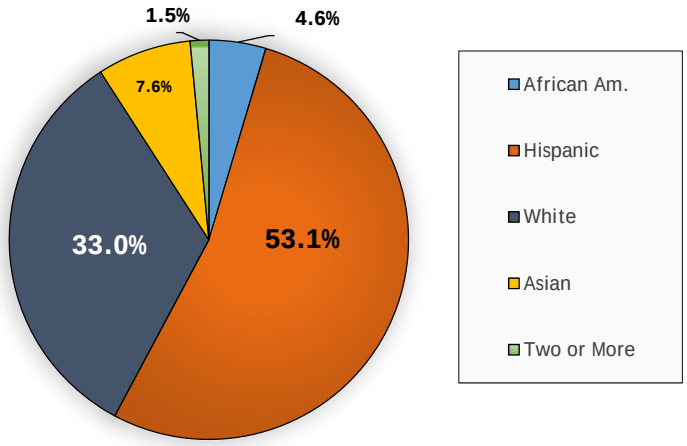
Longitudinal Graduation

- Three Classes
  - Class of 2019 – 4-Year Graduation Rates
  - Class of 2018 – 5-Year Graduation Rates
  - Class of 2017 – 6-Year Graduation Rates
- Reported by
  - Graduates
  - TxCHSE – Texas Certificate of High School Equivalency
  - Continuers – Students enrolled beyond 4 years to meet graduation requirements
  - Drop Outs

8

Graduating Class of 2019

Total Graduates - 2,344

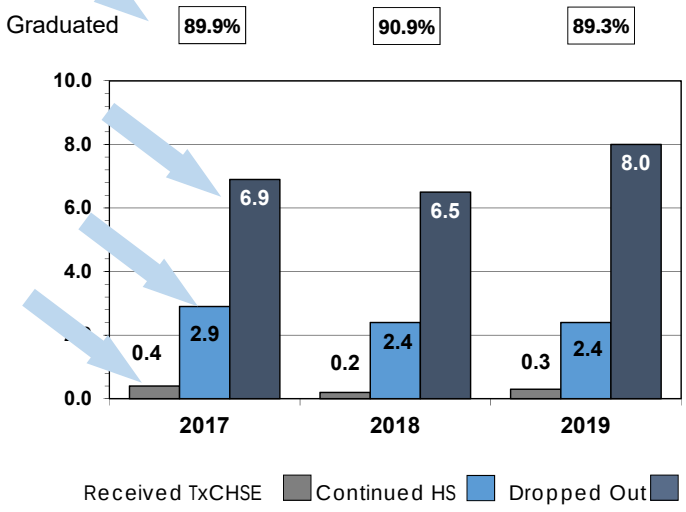


✓ Hispanic and White students comprise more than 86% of the graduating class.

9

4-Year Completion/Student Status Rate

Classes of 2017, 2018, & 2019



✓Four-year graduation rate declined to the lowest level in three years, while the drop out rate was at its highest over that same period.

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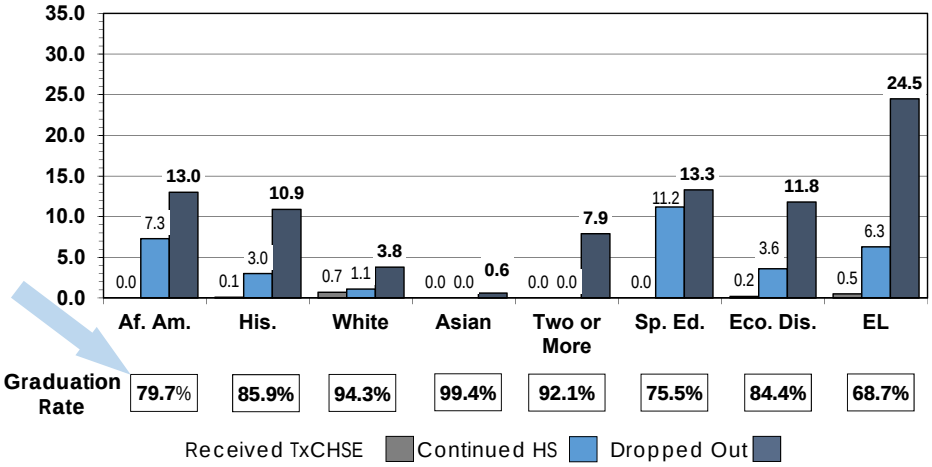
2019-20 Texas Academic Performance Report (TAPR) Public Hearing
January 25, 2021

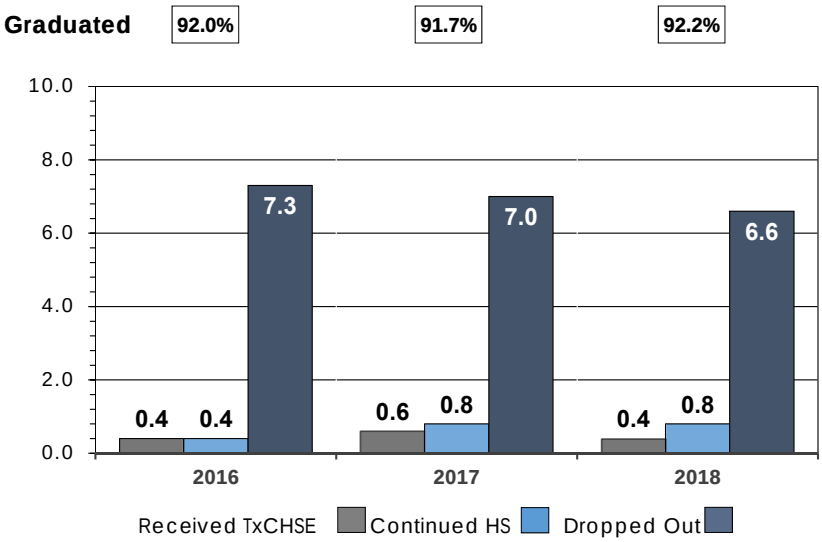
4-Year Longitudinal Rate
Class of 2019



✓Rate of students continuing in high school was highest for students served by Special Ed, while dropout rate was highest among EL students.

11

5-Year Completion/Student Status Rate
Classes of 2016, 2017, & 2018

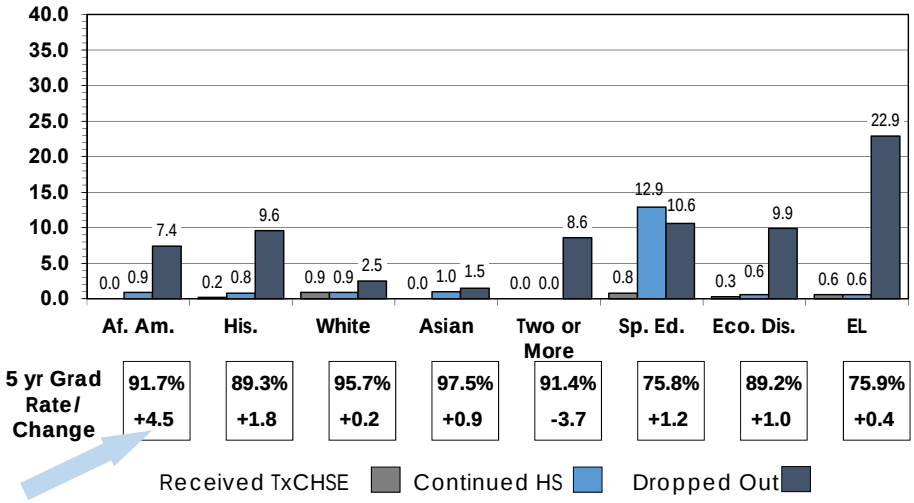


✓Five-year graduation rate was at its highest in last three years, while the dropout rate was at its lowest over that same period.

12

2019-20 Texas Academic Performance Report (TAPR) Public Hearing
January 25, 2021

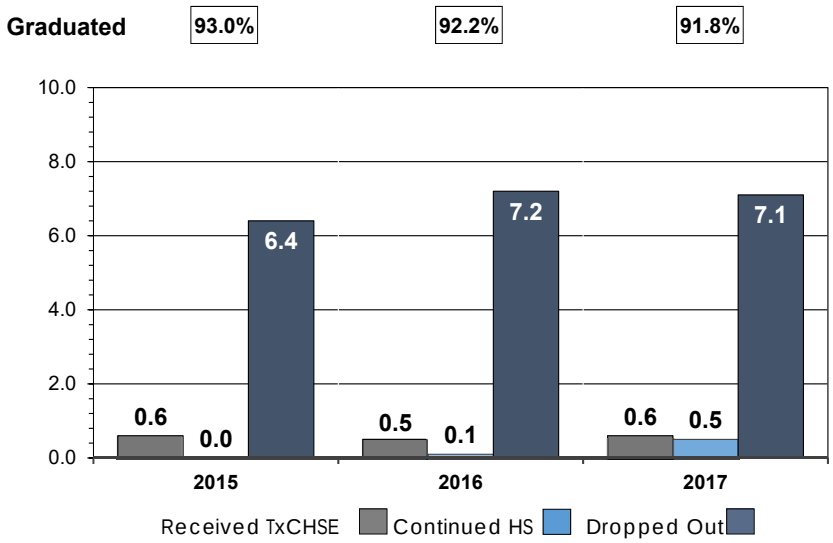
5-Year Longitudinal Rate
Class of 2018



✓Graduation rates increased in 5th year in 7 of 8 student groups, with the greatest increase in African American.

13

6-Year Completion/Student Status Rate
Classes of 2015, 2016 & 2017

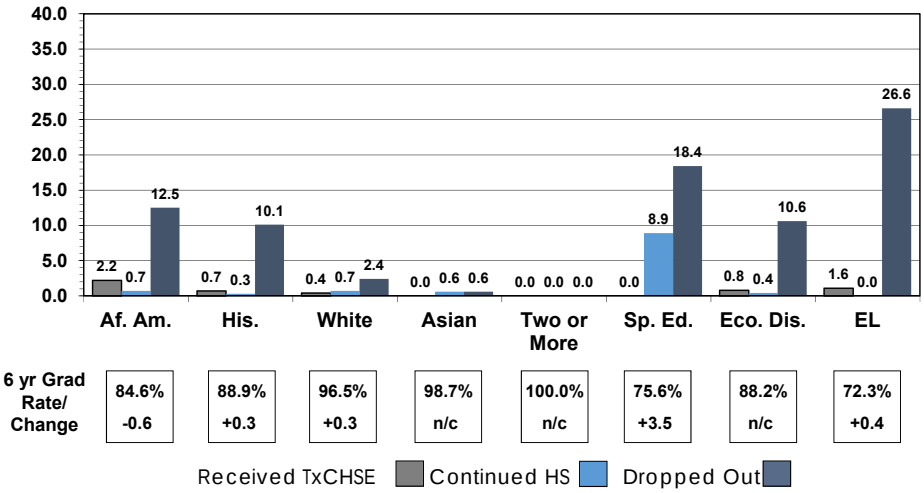


✓Six-year graduation rate was at its lowest in last three years, while the drop out rate declined slightly.

14

6-Year Longitudinal Rate

Class of 2017



6 yr Grad Rate/ Change	Af. Am.	His.	White	Asian	Two or More	Sp. Ed.	Eco. Dis.	EL
	84.6% -0.6	88.9% +0.3	96.5% +0.3	98.7% n/c	100.0% n/c	75.6% +3.5	88.2% n/c	72.3% +0.4

✓Graduation rates increased in 6th year in 4 of 8 student groups, with the greatest increase in Special Ed.

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Graduation Rate

Highlights and Areas for Improvement

Areas for Improvement

- Increase 4-year graduation rates for each student group
- Decrease dropout rates for Economically Disadvantaged and EL students

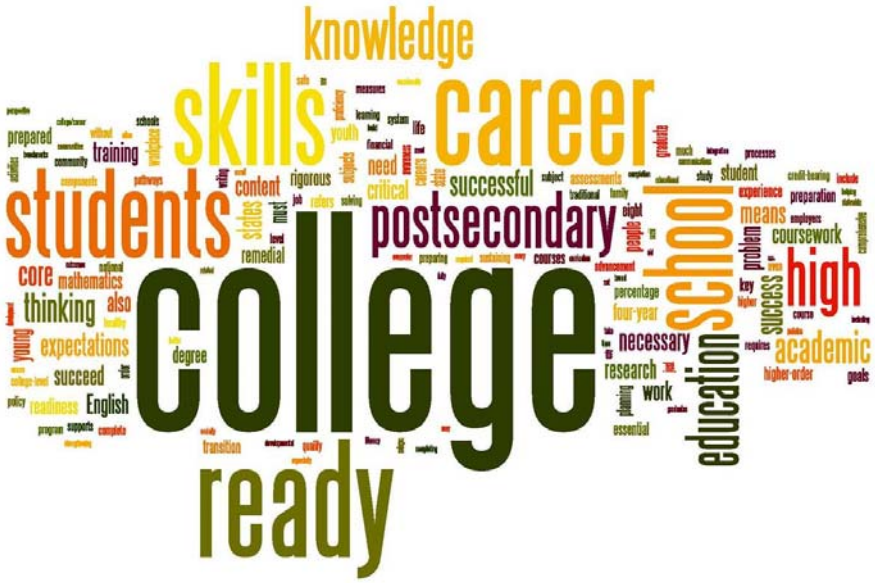
Graduation Highlights

- The five-year graduation rate was the highest in last 3 years while the dropout rate was at its lowest over that same period

16

2019-20 Texas Academic Performance Report (TAPR) Public Hearing
January 25, 2021

College Readiness Indicators



2019-2020 Texas Academic Performance Report (TAPR)

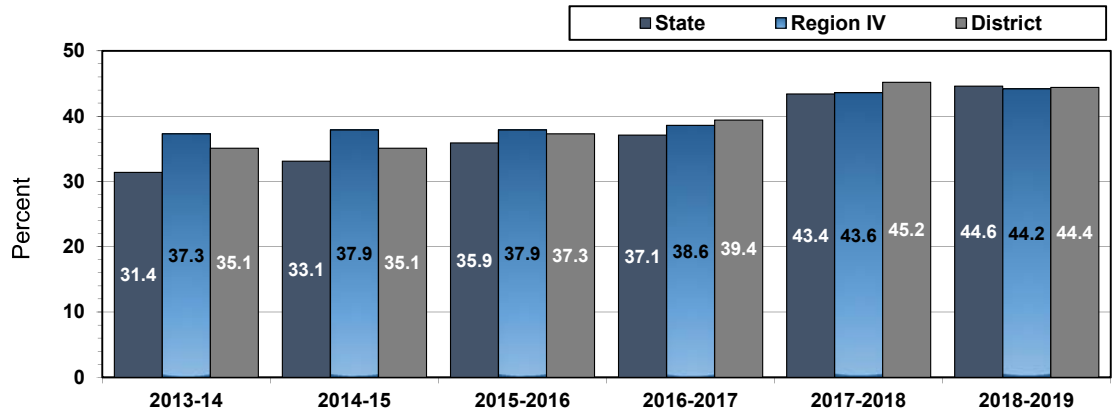
College Readiness Indicators
- Advanced Course/Dual Credit Completion
- AP/IB Students Tested
- AP/IB Students Meeting or Exceeding Criterion Score
- Students Taking SAT/ACT
- Students Scoring at or Above Criterion Score on SAT/ACT
- Average SAT/ACT Scores
- College, Career, Military Ready Graduates

Reported by
- Race/Ethnicity – African American, Hispanic, White, Asian, Two or More Races
- Program – Special Education, Economically Disadvantaged, English Learner

Post-Secondary Indicators
- Graduates enrolled in Higher Education
- Graduates Completing First Year in Higher Education Without Remediation

18

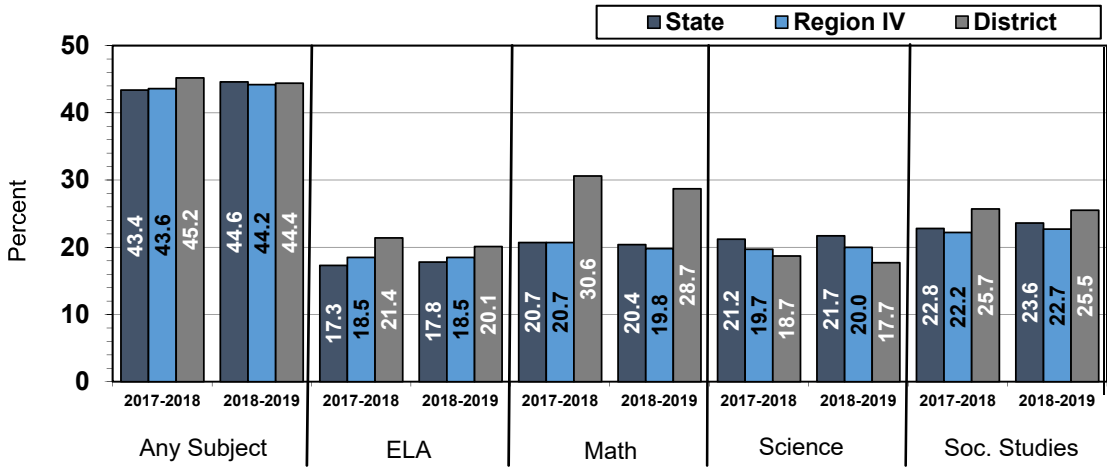
College Readiness Indicators
Advanced Dual Credit Course Completion 9-12



✓Advanced Dual Credit course completion rates across all high school grades declined slightly, exceed the Region, but lag behind the state for the first time in the last 6 years.

19

College Readiness Indicators
Advanced Dual Credit Course Completion Grades 9-12 – All Students

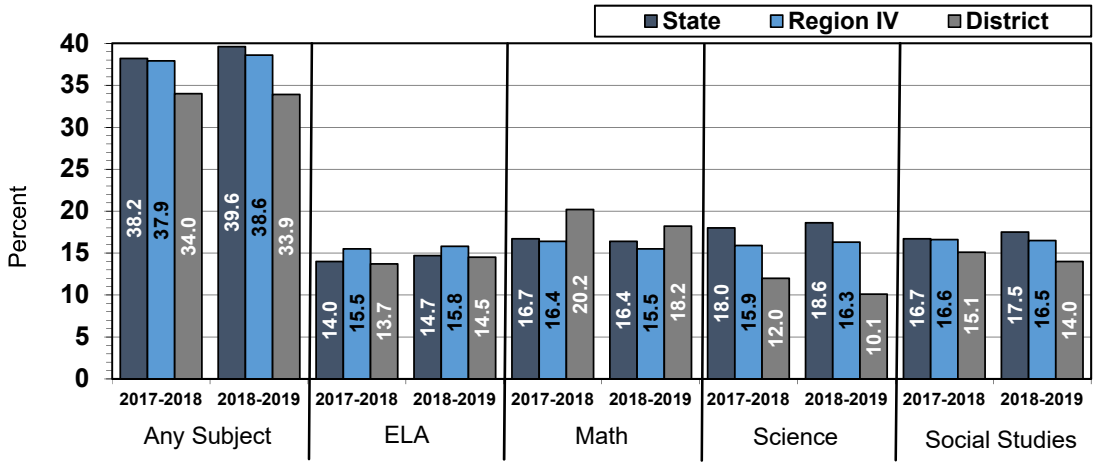


✓ District completion rates of Advanced Dual Credit courses exceeded State and Region levels in 3 of 4 subjects, but declined in every subject.

20

College Readiness Indicators

Advanced Dual Credit Course Completion Grades 9-12 – Eco Dis

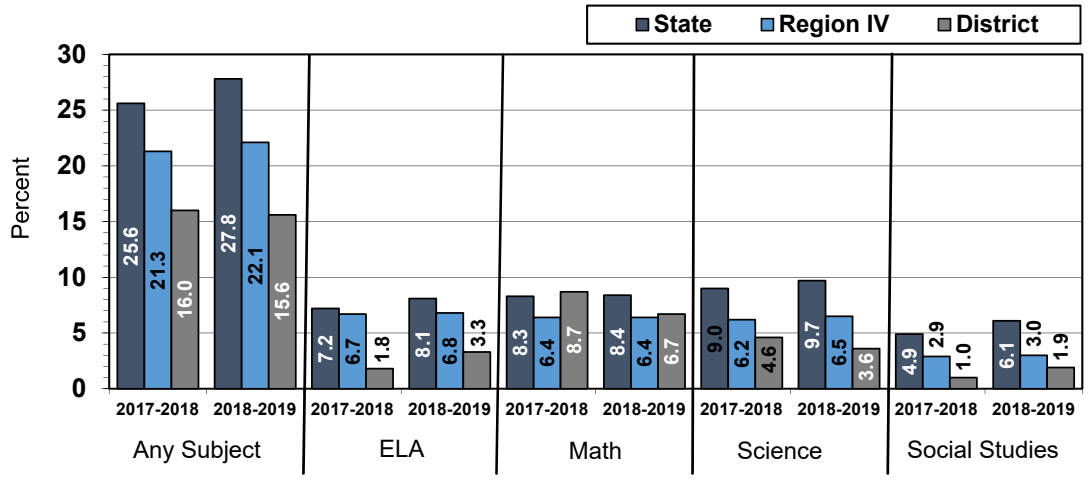


✓ Overall rates of Advanced Dual Credit course completion decreased slightly for Economically Disadvantaged students, with decreases in 3 of 4 subjects.

21

College Readiness Indicators

Advanced Dual Credit Course Completion Grades 9-12 – EL

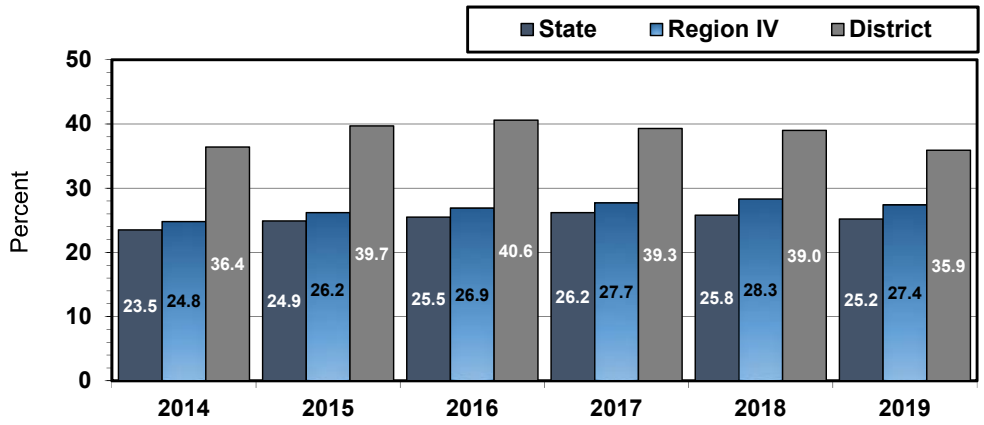


✓ Overall rates of Advanced Dual Credit course completion decreased for English Learners, with increases in two of four subjects tested.

22

College Readiness Indicators

Percent AP/IB Students Tested – Grades 11-12

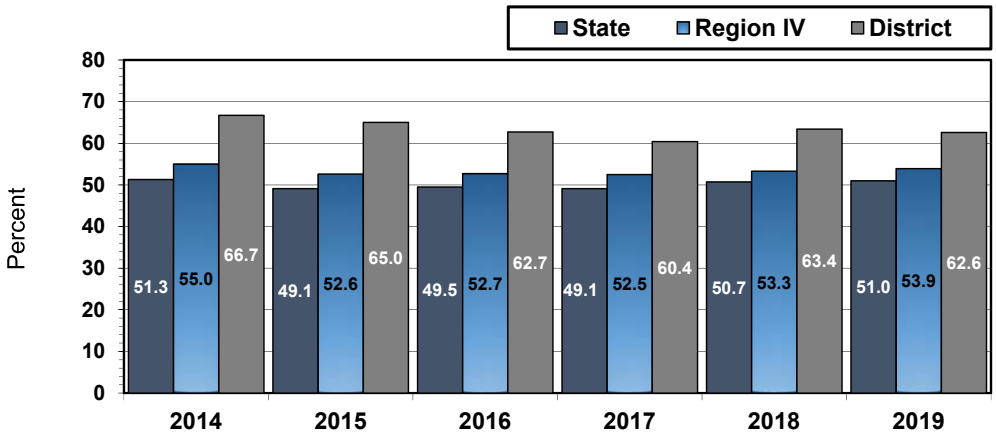


✓District rate of students taking AP/IB tests decreased to its lowest level in 6 years, but exceeded State and Region.

23

College Readiness Indicators

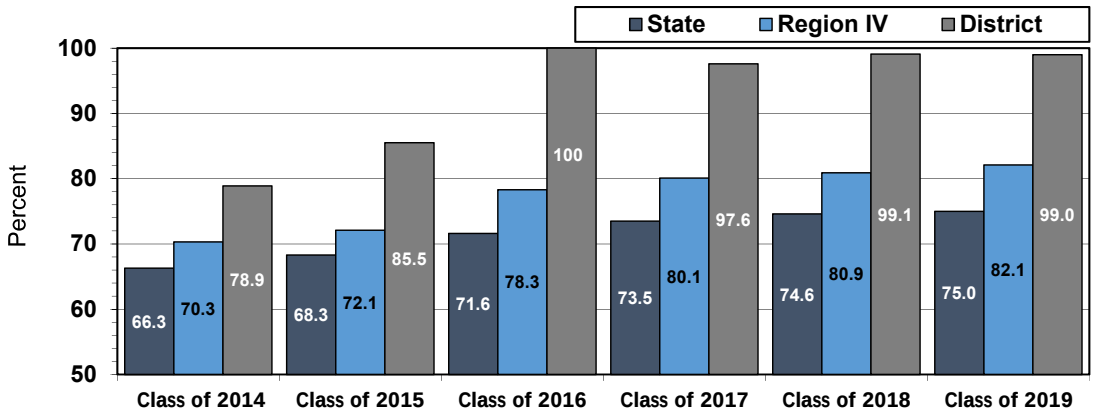
Percent of AP/IB Examinees ≥ Criterion – Grades 11-12



✓ District rate of examinees scoring at or above criterion on AP/IB tests declined but exceeded State and Region, while State and Region levels improved to their highest levels since 2015.

24

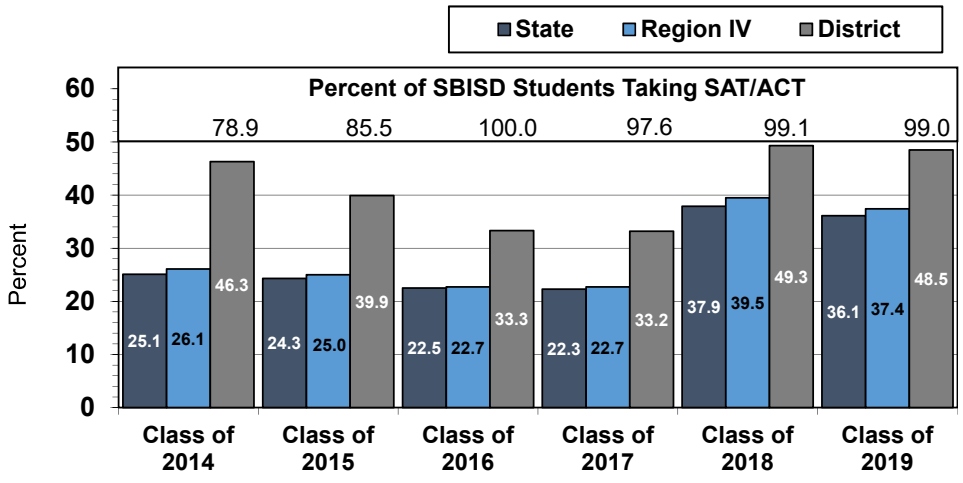
College Readiness Indicators
Percent of Annual Graduates Taking SAT/ACT



✓ Participation rate of Spring Branch students in the SAT and ACT continues to exceed State and Region levels by wide margins due in part to a district funded School Day SAT for high school juniors.

25

College Readiness Indicators
Percent of SAT/ACT ≥ Criterion

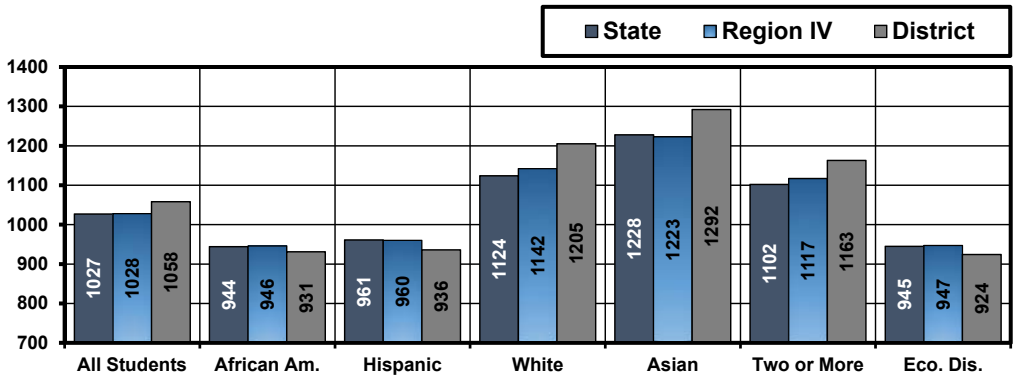


✓ State, Region, and District SAT/ACT criterion level performance rates all declined with the class of 2019, although District exceeded State and Region by more than 10 points.

26

College Readiness Indicators

Class of 2019 Mean SAT Scores (Maximum Score 1600)

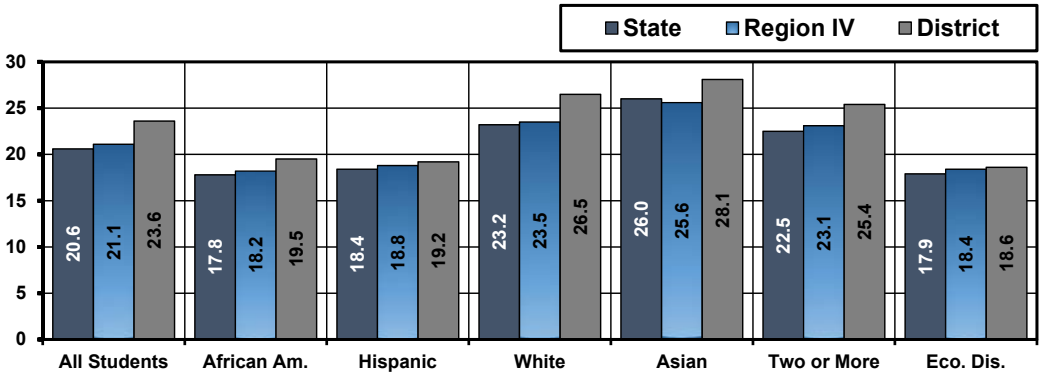


✓ Overall SAT average performance of SBISD students was higher than State and Region levels while performance among other student groups was mixed.

27

College Readiness Indicators

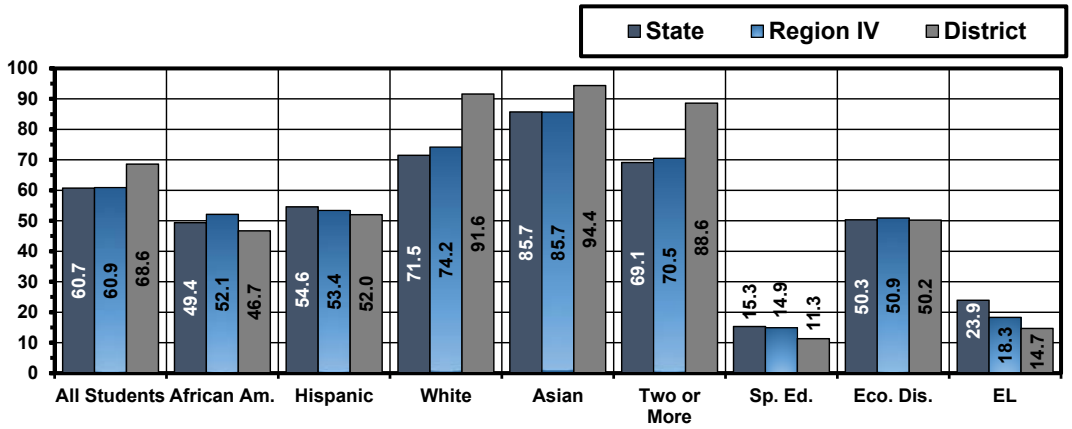
Class of 2019 Mean ACT Scores (Maximum Score 36)



✓ Overall ACT average performance of SBISD students exceeded State and Region levels and was higher in all student groups.

28

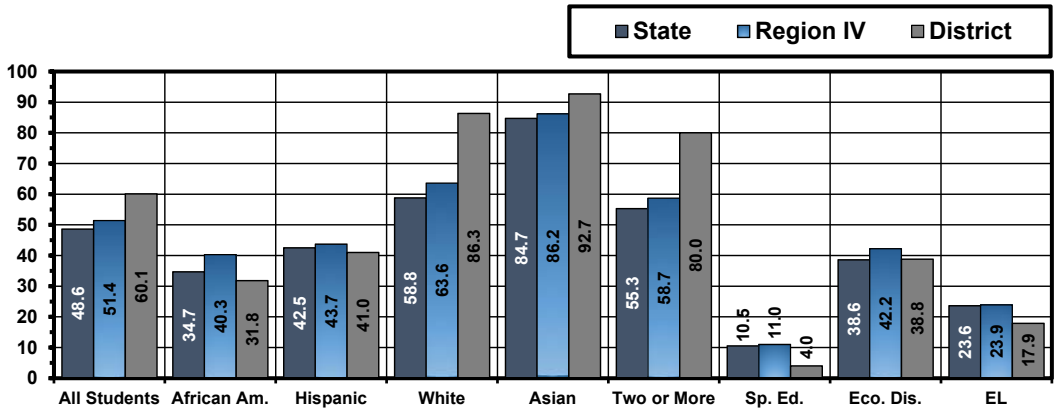
College Ready Graduates Annual Graduation 2018-2019
Texas Success Initiative (TSI) Criteria – ELA



✓ Overall District rates of College-Ready Graduates meeting TSI in ELA exceeded State and Region, while performance among other student groups was mixed.

29

College Ready Graduate Annual Graduation 2018-2019
Texas Success Initiative (TSI) Criteria – Math

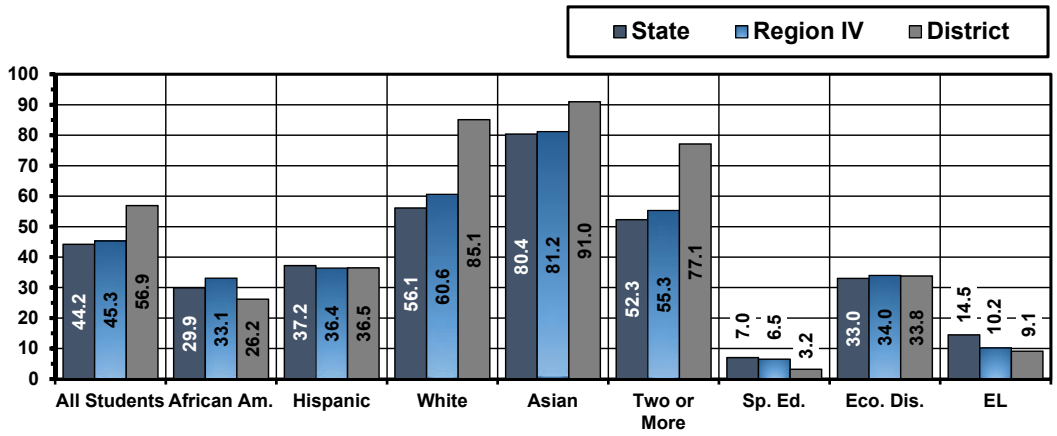


✓ Overall District rates of College-Ready Graduates meeting TSI in math exceeded State and Region, while performance among other student groups was mixed.

30

College Ready Graduates Annual Graduation 2018-2019

Texas Success Initiation (TSI) Criteria – Both Subjects



✓ Overall District rates of Annual Graduates meeting TSI in both ELA and math exceeded State and Region, while performance among other student groups was mixed.

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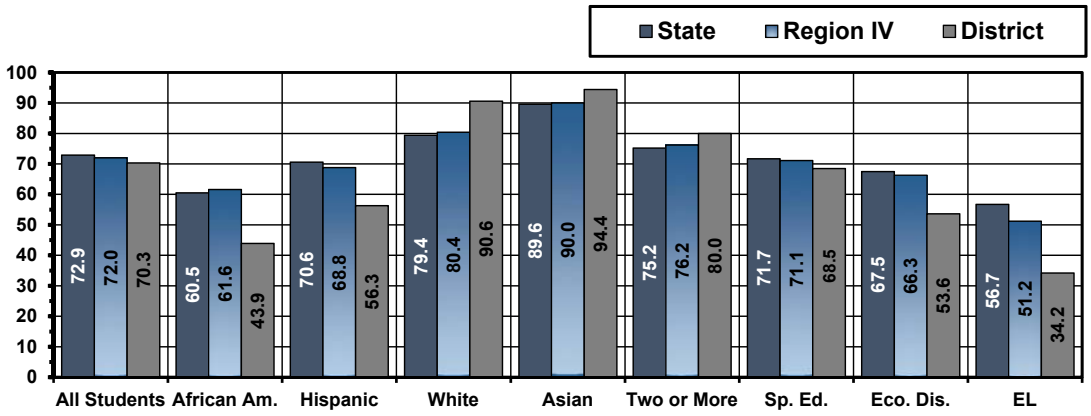
College Readiness Indicators

College, Career and Military Ready Annual Graduates 2018-2019 (Student Achievement)



✓ Overall District rate of students achieving one or more College, Career, and Military Ready indicators lagged State and Region, and was below State and Region in 5 of 8 student groups.

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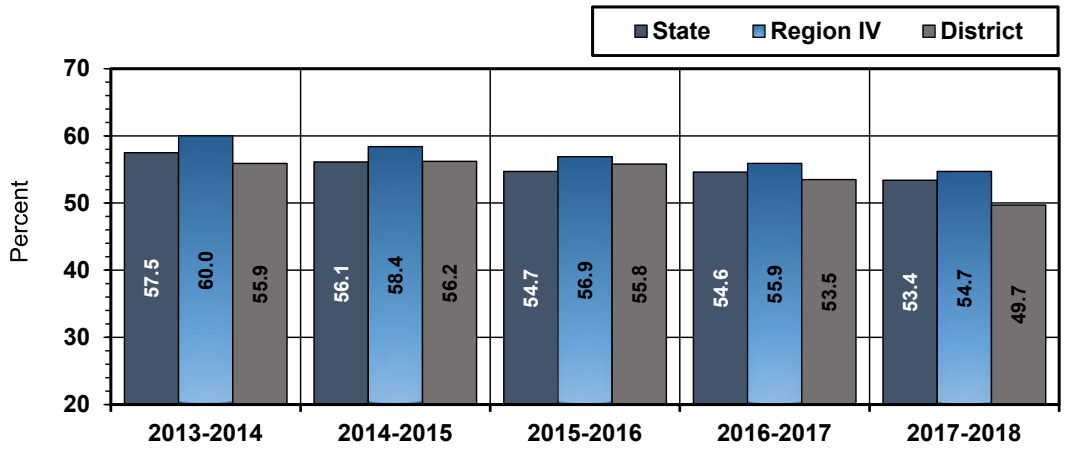
Post-Secondary Indicators

Graduates Enrolled in Texas Institutions of Higher Education



✓ The percentage of students from the class of 2018 enrolled in Texas Institutions of Higher Education the year after graduation declined at the State, Region, and District levels to their lowest levels in five years.

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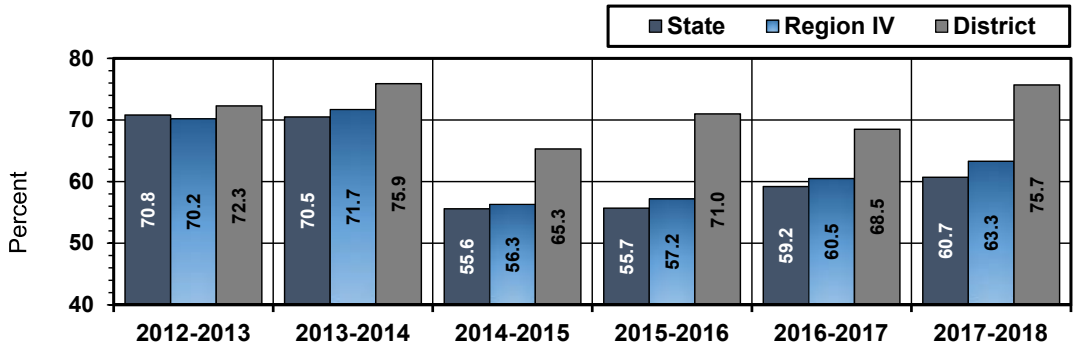
Post-Secondary Indicators

Graduates in Texas Institutions of Higher Education Completing One Year Without Remediation



✓ Of the class of 2018 graduates enrolled in Texas Institutions of Higher Education, more than three-quarters of SBISD students, 75.7%, completed their first year without developmental courses, exceeding State and Region.

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College Readiness Indicators Highlights and Areas for Improvement

Areas for Improvement:

- Increase Economically Disadvantaged and EL Advanced Dual Credit course completion rates.
- Reverse the trajectory of the percentage of students taking AP and IB tests.
- Increase the percentage of graduates earning College, Career, and Military Ready status.
- Narrow the gaps among student groups in College Readiness Indicators.

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College Readiness Indicators Highlights and Areas for Improvement

Highlights:

- District Advanced Dual Credit course completion rate exceeded region for third straight year.
- Advanced Dual Credit course completion rate is highest in math.
- Percent of students taking AP and IB tests and exceeding criterion score continued to exceed state and region.
- Rate of annual graduates taking the SAT/ACT and scoring at or above the criterion score exceeded State and Region.
- District average SAT score exceeded state and region levels.
- District average ACT scores exceeded state and region levels in every student group.
- District rates of annual graduates meeting Texas Success Initiative (TSI) criterion levels in ELA, math, and both subjects exceeded State and Region.
- More than three-quarters of the class of 2018 graduates who enrolled in Texas Institutions of Higher Education completed their first year without developmental courses, exceeding State and Region levels.

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For additional information, reports are available at TEA's website:

https://tea.texas.gov/perfreport/tapr/index.html

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Texas Academic Performance Report (TAPR)

2019-20 District Performance

Prepared by

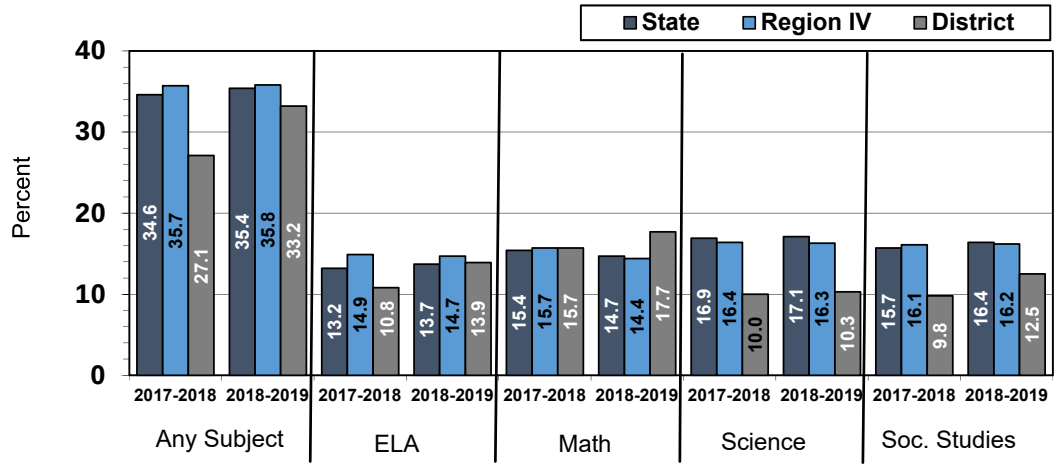
Assessment & Compliance

Keith Haffey, Ed.D.
Executive Director

Appendix: College Readiness Indicators by Student Group

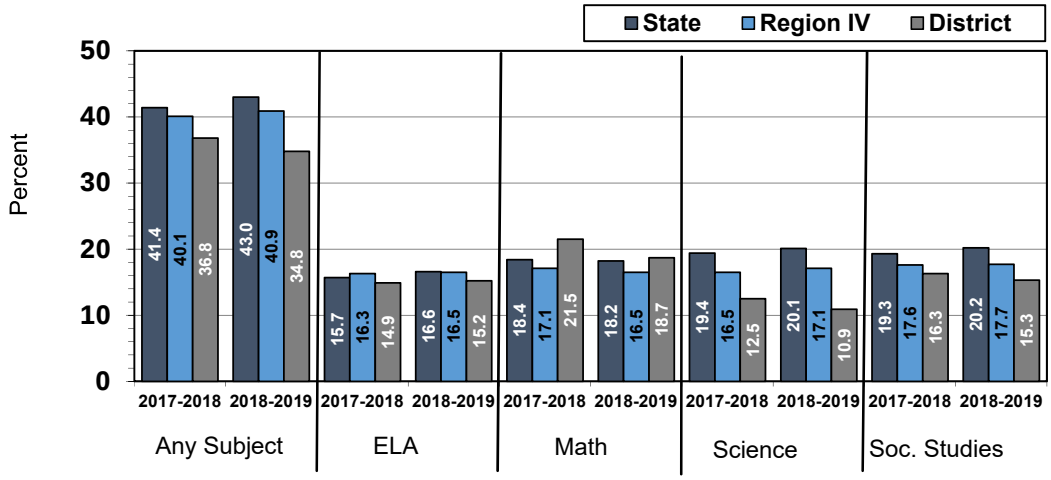
College Readiness Indicators

Advanced Dual Credit Course Completion
Grades 9-12 – African American



✓ African American completion rates of Advanced Dual Credit courses increased overall, but was below State and Region levels, while increasing in every subject.

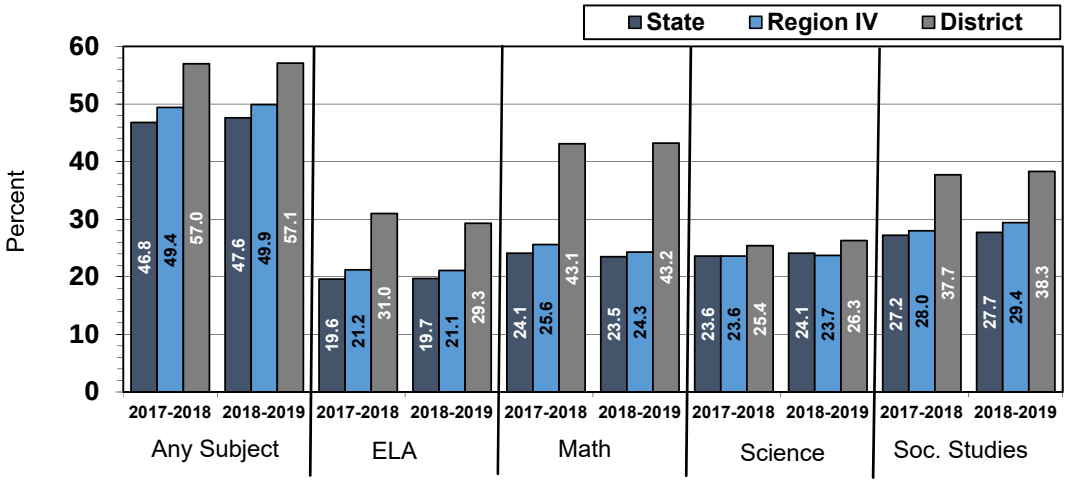
College Readiness Indicators
Advanced Dual Credit Course Completion
Grades 9-12 – Hispanic



✓ Hispanic completion rates of Advanced Course/Dual Credit courses decreased overall, was below State and Region levels, and decreased in 3 of 4 subjects.

41

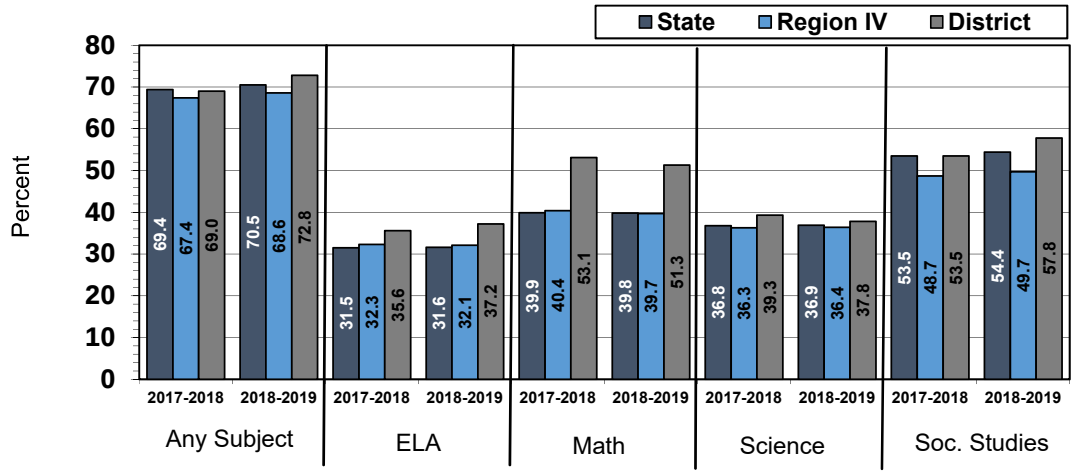
College Readiness Indicators
Advanced Dual Credit Course Completion
Grades 9-12 – White



✓ White completion rates of Advanced Course/Dual Credit courses increased slightly overall and in 3 of 4 subjects, while exceeding State and Region levels.

42

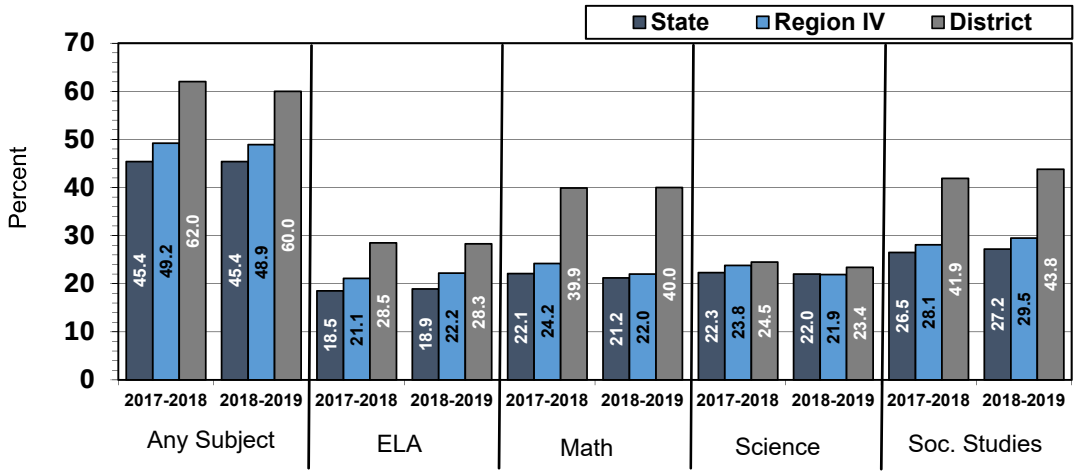
College Readiness Indicators
Advanced Dual Credit Course Completion
Grades 9-12 – Asian



✓ Asian completion rates of Advanced Dual Credit courses increased overall and was at or above State and Region levels.

43

College Readiness Indicators
Advanced Dual Credit Course Completion
Grades 9-12 – Two or More Races



✓ Two or More Races completion rates of Advanced Course/Dual Credit courses exceeded State and Region levels overall and in every subject .

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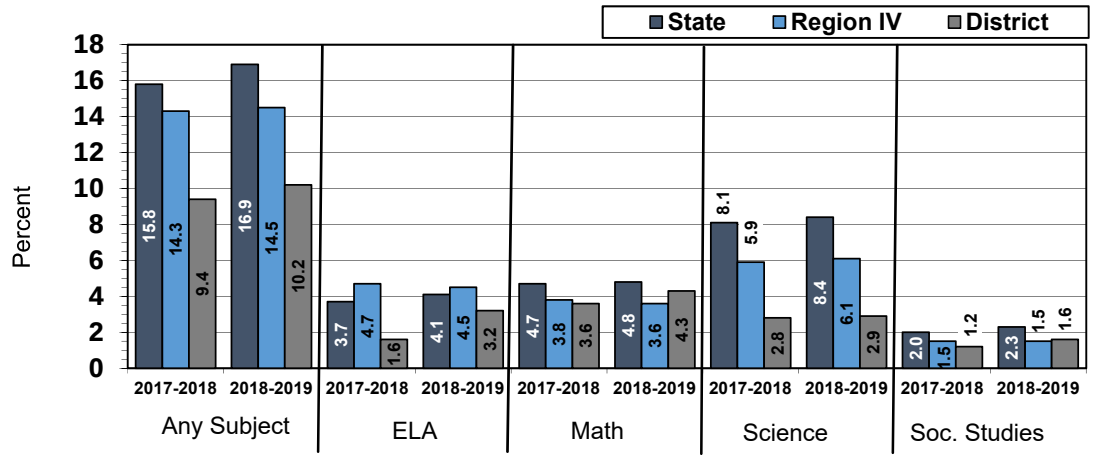
College Readiness Indicators

Advanced Dual Credit Course Completion
Grades 9-12 – Special Ed

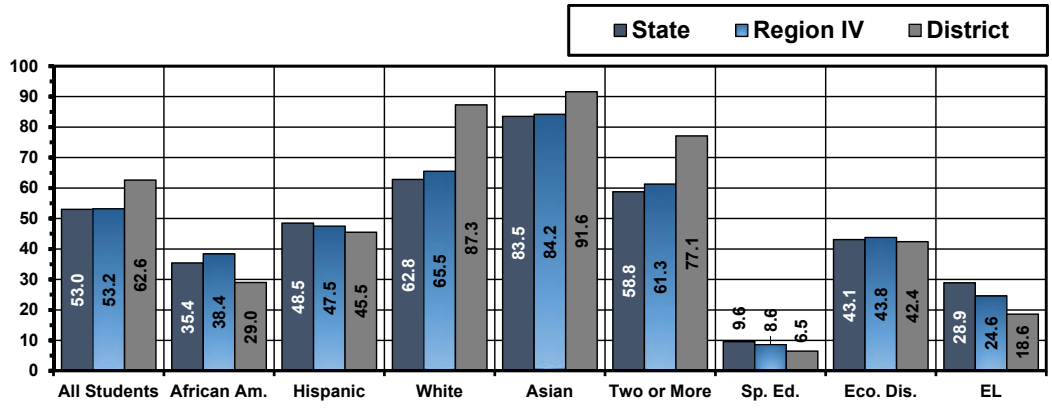


✓ Special Ed completion rates of Advanced Course/Dual Credit courses increased overall and in every subject.

45

College Ready Graduates 2018-2019

College-Ready Annual Graduates (Domain 3)



✓ Overall District rates of College-Ready Graduates exceeded State and Region, but was below State and Region in 5 of 8 student groups.

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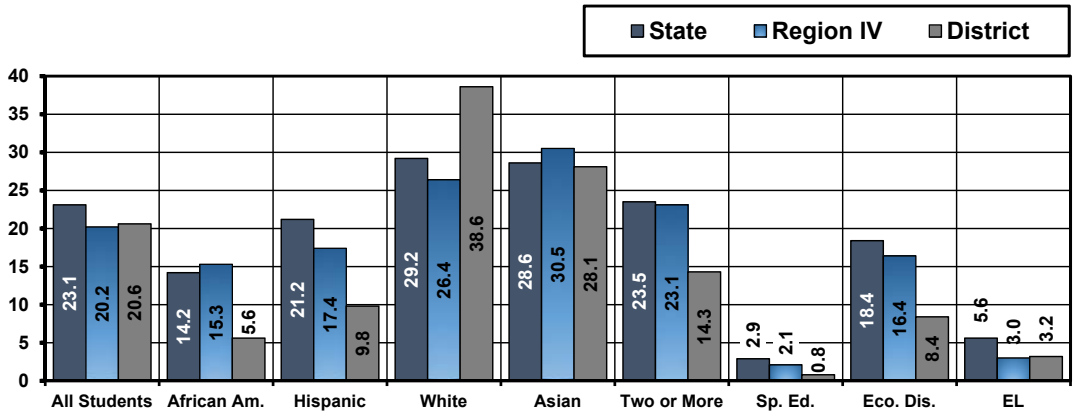
College Ready Graduates 2018-2019

Nine or More Hours of Dual Credit in any Subject or Three or More Hours of ELA and Math – Annual Graduates



✓ District rates of Annual Graduates meeting the Dual Credit indicator exceeded the Region overall while lagging State and Region in most student groups.

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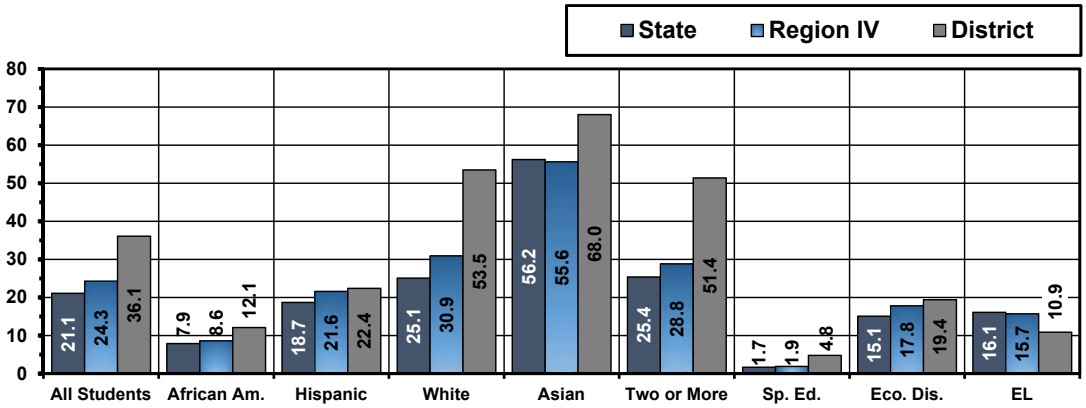
College Ready Graduates 2018-2019

AP/IB Met Criteria in Any Subject- Annual Graduates



✓ Overall District rates of Annual Graduates meeting criteria in AP/IB exceeded State and Region, and higher in 7 of 8 student groups.

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