Spring Branch
Independent School District

District Improvement Team
Thursday, March 3, 2022
5:00 – 7:00 pm

Via Zoom:
https://springbranchisd.zoom.us/j/91855372149?pwd=SSs3Slo3WFBFRkEzYXU4eCtJWktXZz09

AGENDA

Welcome and Approval of Minutes   Linda Buchman, Associate Superintendent for Communications and Community Engagement

District Update   Dr. Jennifer Blaine, Superintendent

State-Mandated Equity Plan   Lawanda Coffee, Director for External Funds and Compliance and Gary Henry, Director for Talent and Support Services

ESSER Update   Lawanda Coffee and Dr. Annie Wolfe, Executive Director for Curriculum and Instruction

Texas Academic Performance Report (TAPR)   Dr. Keith Haffey, Executive Director for Assessment and Compliance

Core Characteristics Update and Review   Dr. Kristin Craft, Associate Superintendent for Academics and Linda Buchman

2022 DIT Elections Update   Linda Buchman

2021-22 DIT Meeting Dates:
Thursday, April 7
Thursday, May 5

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

Current Member Attendance (25)
Crystal Arrington, Lynne Barry, Carla Braxton, Minda Caesar, Kristin Craft, Dominique Harvey, Kathleen Holder, Vanya Karia, Richard Kelvin, Julie Knapp, Noemi Lopez, Larry Maple, Sarah Morris, Heather Morse, Michelle Nall, Abena Ntoso, Charles Reed, William Schwartz, Jennifer Sharp, Emily Sperandio, Jennifer Stuart, Joy Stuart, Van Tran, Kevin Villalobos, Kate Waldorf

Percent of current DIT members in attendance: 60.9**%**

Non-Member Attendance (5)
Amy Accardo, Linda Buchman, Lisa Stultz, Annie Wolfe, Leslie Wylie

Welcome and Approval of Minutes
Linda Buchman, Associate Superintendent for Communications and Community Engagement, welcomed attendees on behalf of DIT Chair Anne Dailey. In honor of SBISD's 75 Year Anniversary, Ms. Buchman shared "fun facts" about the District while members tested their historical knowledge.

District Update
Dr. Kristin Craft, Associate Superintendent for Academics, offered a District Update on behalf of Dr. Blaine, who is recovering from surgery. Highlights included:

- Due to the Legislature's delayed approval for virtual schooling, SBISD will not offer a virtual program at this time. Families who expressed interest in this option were notified.
- The district will soon replace ItsLearning with a new learning management system, and a final decision will be announced in a few weeks. Teacher training on the new platform will kick off in spring and carry into summer.
- All K-3 teachers and their leaders will be trained in Reading Academy, which takes approximately one year to complete. Half of teachers and administrators are training now, with the remaining scheduled to complete in the 2022-2023 school year. This program aligns to our literacy priority.
- Ongoing adjustments to goals and strategies are being made to the District Improvement Plan. A recent example is the addition of a Dating Violence training component in the Safe Schools training suite.
- Five hundred SBISD students from the Class of 2021 took the ACT college entrance exam, and data showed average scores exceeding state and national averages for every tested subject, along with composite scores. These were the District's highest averages in the past five years. Additionally, 773 students in the Class of 2022 have taken the SAT, which is offered as a school-day option to all juniors. This year, seniors were also offered an opportunity to test again in October 2021. SBISD students outperformed state averages in reading, writing and math, and exceeded college-ready benchmarks.

Update on Book Challenges and Library Book Selection Process
Dr. Annie Wolfe, Executive Director for Curriculum and Instruction, provided an update on recent book challenges. To date, there have been five formal challenges, with two still in the reconsideration process. Principals and librarians look to policy EF Local to guide both book selection and the challenge process. Currently, a cross-functional team including

librarians, principals, senior staff and trustees is working to review EF Local and draft new regulations to accompany the policy to add clarity of process. Regulations and exhibits define "how" the policy is carried out.

After a final working draft is available, EF Local will be posted online for 30 days for public review. The Board must also hold three public meetings before adopting any new policy. Dr. Wolfe then answered member questions around library book selection and related items.

Update on District School Health Advisory Council (DSHAC) Recommendation Process for Human Sexuality Instructional Materials
Dr. Wolfe also reviewed requirements created by House Bill 1525 around Human Sexuality instruction. All districts in Texas must now have a Board-approved resolution asking a DSHAC to convene and recommend curriculum for this topic. DSHAC is an advisory body for issues affecting student health and learning, and the committee includes multiple stakeholder groups such as parents, teachers, community members, counselors, police department and others. By law, meetings are open to the public. This spring, the SBISD DSHAC will present its Human Sexuality curriculum recommendations to the Board following two public meetings and two public feedback opportunities. March is the target date for approval of the new curriculum.

Once approved, Human Sexuality instruction is provided for students in grades 6-8, and parents are required to opt students in to these lessons. Additionally, curriculum is selected for the grade 5 Human Growth and Development unit, taught by campuses nurses. All Human Sexuality instruction in Spring Branch follows an abstinence-based approach. Lessons are taught by Health Fitness teachers, and boys and girls are separated for instruction. Students whose parents did not opt in to the lessons continue with their regular Health Fitness and/or Athletics assignments. Dr. Wolfe then introduced Leslie Wylie, Director for Health Fitness, and the two addressed questions.

Closing
In closing, Ms. Buchman asked DIT members to approve the October 2021 minutes by typing approval into the chat box. Sixteen (16) members approved.

The January 24 Board Regular Meeting will also be the annual opportunity to hold a joint public hearing with the DIT to review the Texas Academic Progress Report (TAPR). This data will also be presented at the February 3 DIT meeting.

DIT elections for the class of 2022-2024 begin in January and new members will be announced by the end of February, as required by policy. Certified staff are elected, and parent representatives are chosen by lottery. Next year's DIT will work to develop two years of academic calendar recommendations to present to the Board, and the pre-work for this will happen later in the spring.

The meeting adjourned at 5:50 p.m..

SBISD EQUITABLE ACCESS PLAN UPDATE

February 2022

Spring Branch Independent School District

ESSA (EVERY STUDENT SUCCEEDS ACT)

- UNDER ESSA EACH STATE MUST DEVELOP A PLAN FOR "HOW THE STATE 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 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.

- DISTRICT WERE REQUIRED BY THE STATE TO DEVELOP AN EQUITY PLAN TO ADDRESS THESE GAPS.

Strategy 1

Ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Strategies Implemented:

- Continued with Relay/GSE to provide paraprofessionals the opportunity to receive teaching certifications in high needs areas
- Partnership with the Texas A&M College of Education Special Education department
- SBISD School Board voted to approve a "Retention Stipend" to all employees.
- SBISD School Board voted to approve salary increases for "difficult to fill" positions in the district including substitutes costing approximately $9.4 million.

Next Steps:

- Hiring season is beginning for '22-'23. Adjusted date of professional job fair (virtual) to February instead of March in order to hire earlier due to teacher shortages.
- Participating in 15 out-of-state job fairs and 11 in-state job fairs in order to attract and hire a diverse group of professionals.
- Participating in opportunities to speak in education classes at various Houston-area universities.

Spring Branch Independent School District

Strategy 2

High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high quality curriculum for early childhood through 12th grade, in all core subjects.

The Academics team continues to provide monthly calendars to principals to communicate all development opportunities across the district. Additionally, instructional specialists provide job-embedded professional learning in addition to district-wide offerings that support core content areas, including advanced academics. Summer professional learning calendars are informed by leader feedback and district data on formative assessments.

The results of these efforts is evidenced below in the 2020-2021 TAPR report recently released by TEA. Compared with 2019, District gains were greater or declines were smaller at every performance level compared with State and Region:

- In 4 of 5 STAAR tested subjects
- In every End-of-Course test
- In every subject for English Learners in Bilingual and ESL programs
- In 4 of 5 subjects for Economically Disadvantaged students

Next Steps:

- **Continue providing campuses with professional development calendars for teachers and supporting campuses with instructional specialists.**

Spring Branch Independent School District

Strategy 3

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

- The Academics Department has continued to hold monthly "Program of Studies" meetings for principals in elementary and secondary schools. These meetings generally begin with a principal sharing specific strategies their teachers are using related to student achievement in all academic areas.
- This strategy has been proven to be beneficial for principals, as evidenced in the TAPR reports, as they continue to provide their teachers with high quality professional development and direction during Professional Learning Community meetings.
- The addition of the Campus Assessment Instruction and Support Specialists at priority campuses were created to relieve campus counselors, administrators, and other personnel to relieve them of the responsibilities related to data reporting and student support processes including SSC, RTi, and 504. In addition, they serve as the campus test coordinator for state and local assessments.

Next Steps:

- **Continue holding monthly "Program of Studies" meetings with elementary and secondary campuses.**

Texas Academic Performance Report

2020-21 District Performance
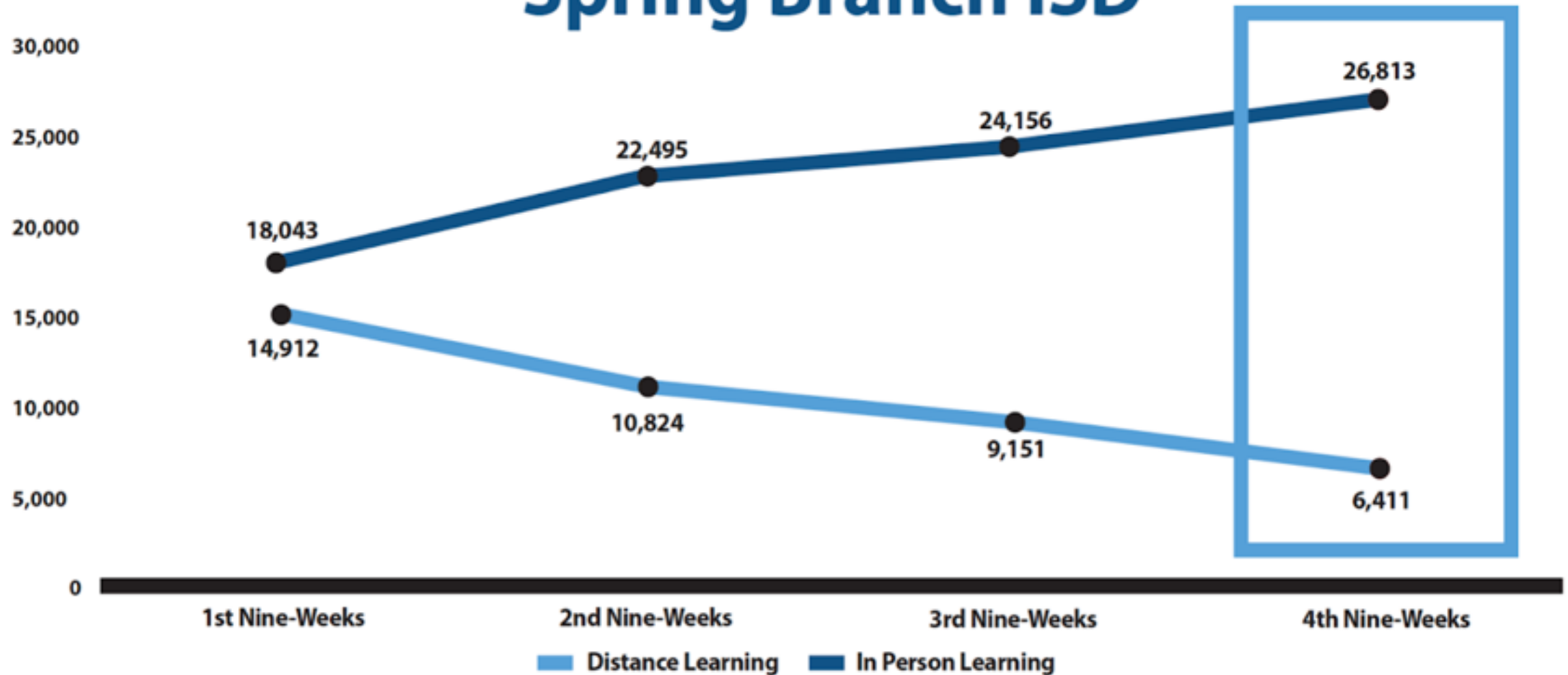
Public Hearing

Presentation to the Board

January 24, 2022

Learning Model by Nine-Weeks: 2020-2021 Spring Branch ISD

	1st Nine-Weeks	2nd Nine-Weeks	3rd Nine-Weeks	4th Nine-Weeks
In Person Learning	18,043	22,495	24,156	26,813
Distance Learning	14,912	10,824	9,151	6,411

Distance Learning   In Person Learning
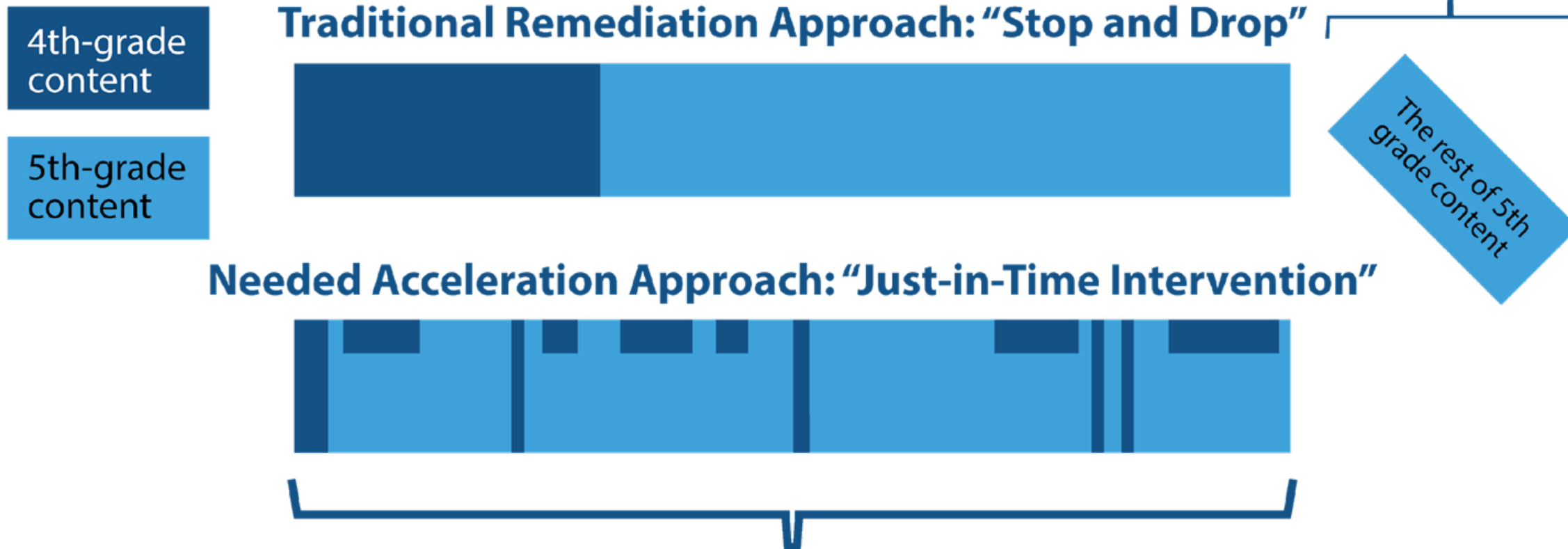
2020-2021 Texas Academic Performance Report (TAPR)

Compiled by TEA for every region, district, and campus using:

- PEIMS
- Student Assessment Data
- Other Sources include ACT, College Board, Texas Higher Education Coordinating Board

Two forms of TAPR

- The online TAPR System (HTML version) will no longer be published, but the data can be accessed through the Texas Performance Reporting System (TPRS)
  - Data will be updated as they become available
- PDF version (the "Paper TAPR")
  - Only includes major, statutorily-required data points
  - Designed to allow districts to fulfill their public notification requirements

Changes in the 2020 - 2021 TAPR

Indicator	2019 and/or 2020	2021
English Learner	EL	Emergent Bilingual/English Learner – EB/EL
STAAR	2019 and 2020 both reported same STAAR results (2019 vs. 2018)	• Both 3rd and 4th grade students took STAAR for the first time in 2021 • 2021 results compared to 2019
Accelerated Testers (SAT/ACT All Subjects)	n/a	• *SAT/ACT All Subjects* reported for students taking EOCs before 9th grade in ELA, math, or science • Includes best result through Spring of grade 12
School Progress	Both reports used 2019 vs 2018	Repeat of 2019 vs 2018 from the 2019 TAPR
Chronic Absenteeism	n/a	• New for 2021; lags a year so compares 19-20 to 18-19 • Includes students in K-12 enrolled at least 10 days and absent for 10% or more days
CCMR – US Armed Forces Enlistment	District reported and included	Not included for class of 2020
Mobility	Reported for All Students group only	Reported by ethnicity, sped, EB/EL, and Eco Dis

2020-2021 Texas Academic Performance Annual Report and Public Hearing

- Accreditation

- District Profile

- STAAR Performance

- Graduation

- College Readiness

- Texas Higher Education Coordinating Board Enrolled in Higher Ed Report

- Report on Violent or Criminal Incidents

- Campus Safety Policies and Procedures

Accreditation Statuses

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

Accelerated Testers SAT/ACT All Subjects 2021
Seniors in 2020-2021

NEW
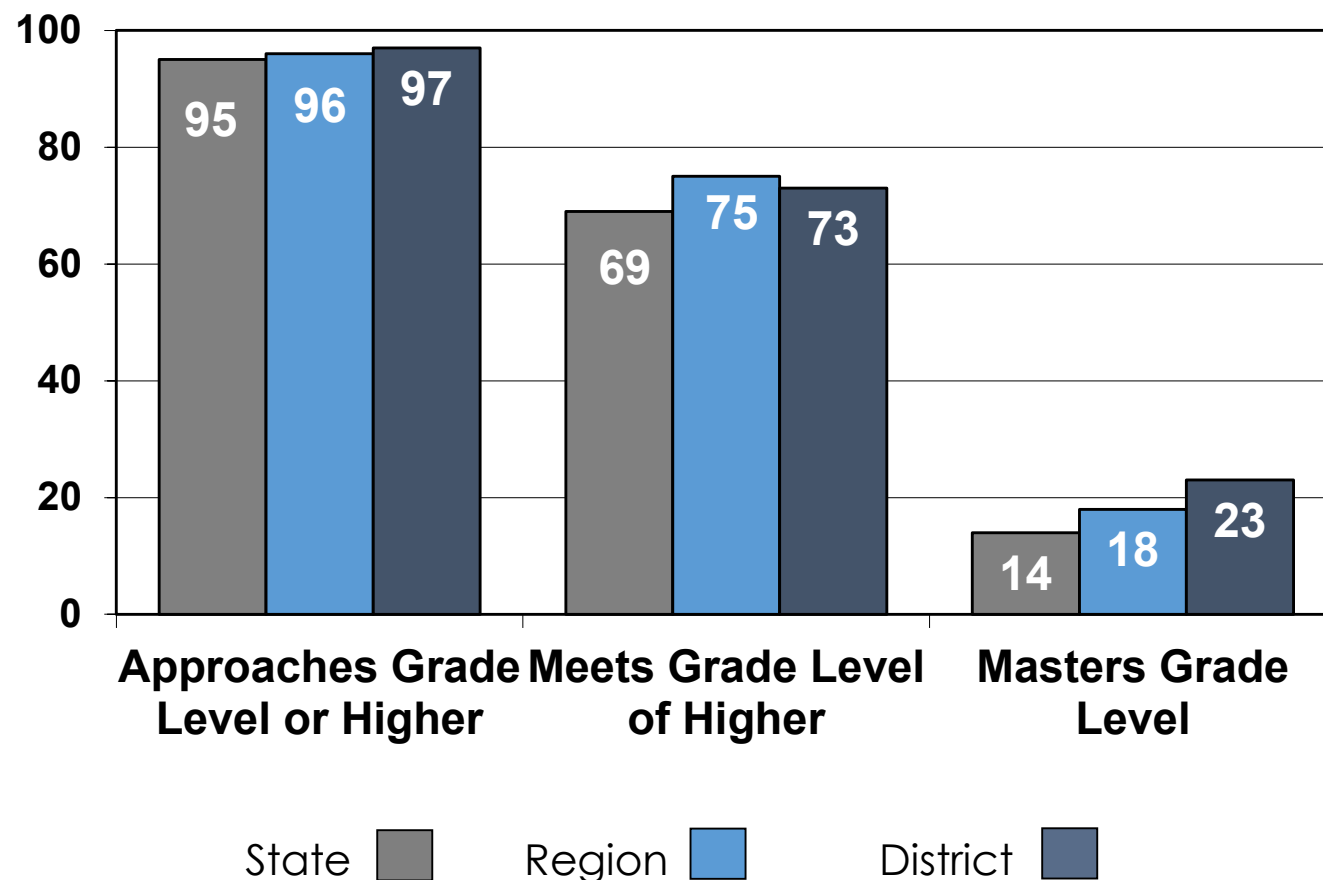
- ✓ The highest SAT or ACT scores of Seniors who took an End-of-Course Assessment in ELA, Math, or Science prior to 9th Grade were included.

- ✓ Opportunities and criteria for Acceleration vary across school districts.

District Performance 2021 STAAR

2020-2021
Texas Academic Performance Report (TAPR)

STAAR Performance – Achievement and Growth

- Three performance standards
  - Approaches Grade Level or Above
  - Meets Grade Level or Above
  - Masters Grade Level

- Reported for
  - Grades 3 – 8 Reading and Math
  - Grades 4 and 7 Writing
  - Grades 5 and 8 Science
  - Grade 8 Social Studies
  - End-of-Course (EOC) for Algebra I, Biology, English I and II, and U. S. History

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

- Accountability Year – Summer 2020 EOC, December 2020 EOC, Spring 2021 3 – 8 and EOC

- Includes only students in the Accountability Subset

	State	Region 04	District
All Tests			
Assessment Participant	88%	88%	96%
Included in Accountability	83%	84%	91%

2021 Region and State Results All Grades
% Approaches Grade Level or Above

	State	Region IV	District	Change 2019 to 2021
Reading	68	69	70	-7 / -6 / -2
Math	66	66	73	-16 / -16 / -7
Writing	58	59	61	-10 / -10 / -6
Science	71	71	74	-10 / -11 / -6
Social Studies	73	74	75	-8 / -7 / -7

✓ District performance at the Approaches Grade Level or Above exceeded State and Region in every subject, with smaller declines.

13

2021 Region and State Results All Grades
% Meets Grade Level or Above

	State	Region IV	District	Change 2019 to 2021
Reading	45	46	48	-3 / -3 / -1
Math	37	39	48	-15 / -14 / -5
Writing	30	31	37	−8 / −8 / −3
Science	44	45	51	-10 / -10 / -4
Social Studies	49	51	54	-6 / -6 / -6

✓ District performance at the Meets Grade Level or Above exceeded State and Region in every subject, with smaller declines in 4 of 5 subjects.

14

2021 Region and State Results All Grades
% Masters Grade Level

	Change 2019 to 2021
Reading	
State – 18	-3
Region IV – 20	-2
District – 23	+2
Math	
State – 18	-8
Region IV – 19	-9
District – 27	n/c
Writing	
State – 9	-5
Region IV – 9	-6
District – 14	-3
Science	
State – 20	-5
Region IV – 22	-5
District – 26	-2
Social Studies	
State – 29	-4
Region IV – 31	-5
District – 35	-4

Legend:
- State
- Region IV
- District

✓ In every subject, District performance at the Masters Grade Level exceeded State and Region, along with improvement or smaller declines.

2021 Region and State Results End-of-Course % Approaches Grade Level or Above

	Change 2019 to 2021
English I	
State 67	-1
Region IV 67	n/c
District 68	+3
English II	
State 71	+3
Region IV 71	+2
District 71	+4
Algebra I	
State 73	-8
Region IV 74	-10
District 85	+1
Biology	
State 82	-6
Region IV 82	-6
District 87	-1
U.S. History	
State 88	-5
Region IV 89	-4
District 91	-3

Legend:
- State
- Region IV
- District

✓ District performance at the Approaches Grade Level or Above exceeded State and Region in 4 of 5 subjects tested, with greater improvement or smaller declines in every subject.

2021 Region and State Results End-of-Course % Meets Grade Level or Above

Change 2019 to 2021

Subject	State	Region IV	District
English I	50 (n/c)	51 (+1)	53 (+3)
English II	57 (+8)	58 (+8)	58 (+10)
Algebra I	41 (-20)	44 (-17)	55 (-6)
Biology	55 (-7)	57 (-6)	66 (+2)
U.S. History	69 (-4)	70 (-5)	76 (-3)

- **State**
- **Region IV**
- **District**

✓ District performance at the Meets Grade Level or Above exceeded State in every subject and Region in 4 of 5 subjects, with greater improvement or smaller declines in every subject.

2021 Region and State Results End-of-Course % Masters Grade Level
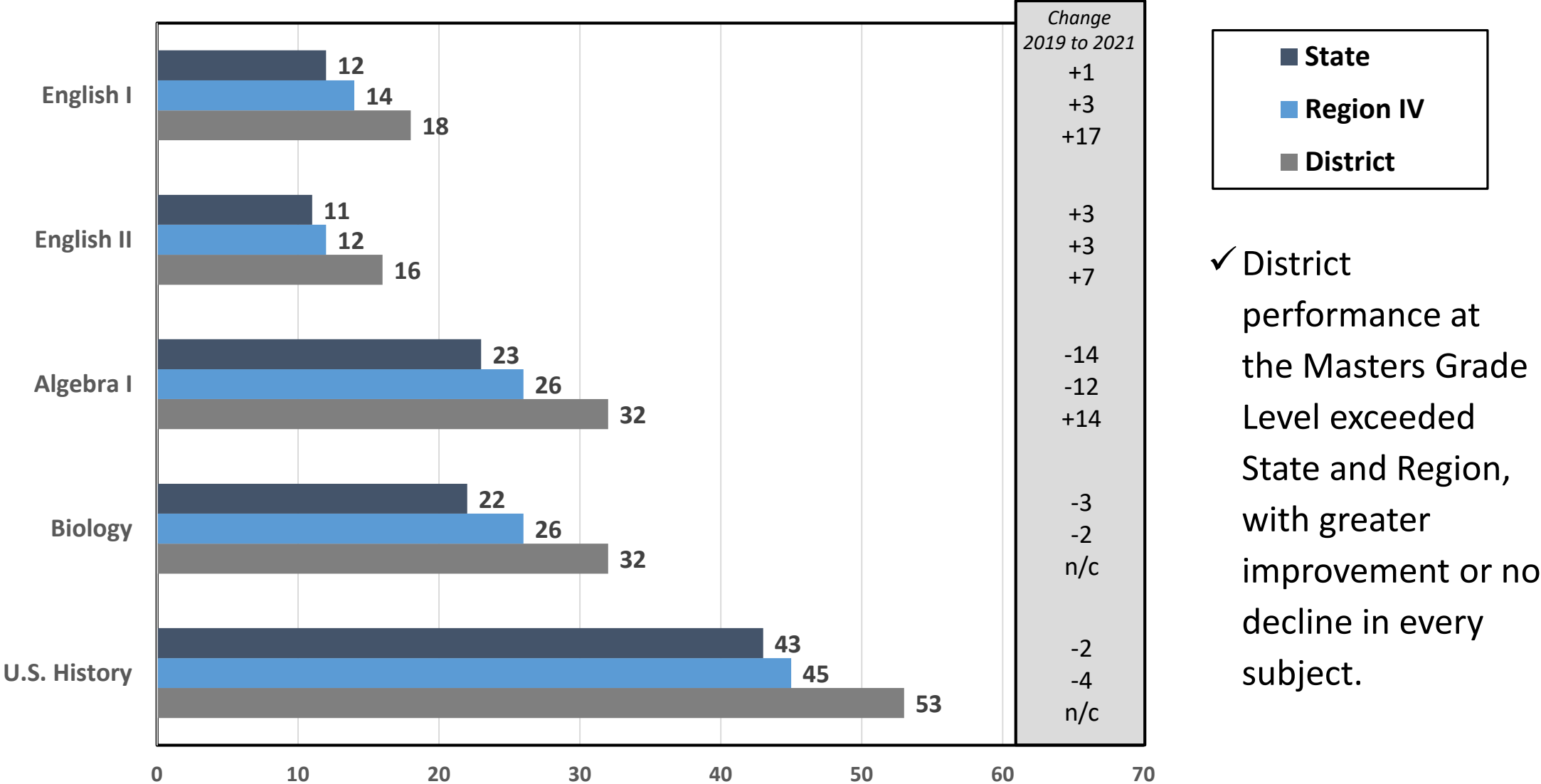
2021 Region and State Results All Grades
% Approaches Grade Level or Above – Bilingual

	Change 2019 to 2021
Reading	
State	54	-17
Region IV	53	-14
District	55	-4
Math	
State	52	-27
Region IV	53	-24
District	58	-9
Writing	
State	37	-25
Region IV	37	-21
District	39	-10
Science	
State	44	-20
Region IV	43	-15
District	49	+1

Legend: ■ State ■ Region IV ■ District
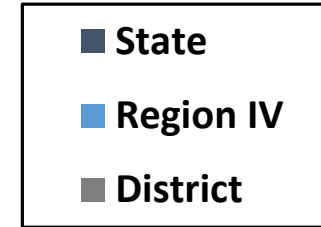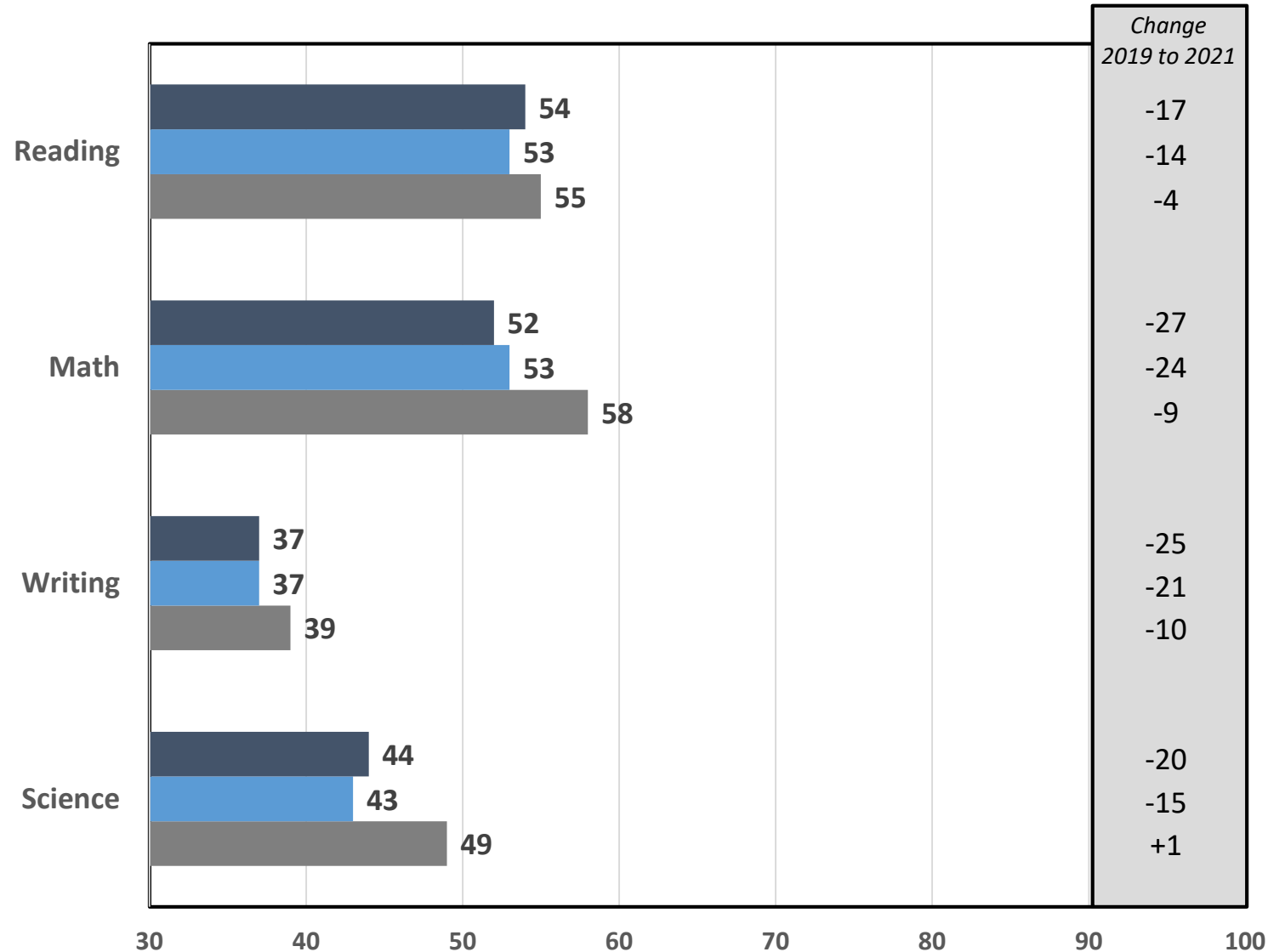
✓ District performance at the Approaches Grade Level or Above exceeded State and Region, with improvement or smaller declines in every subject.
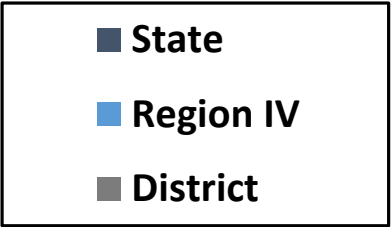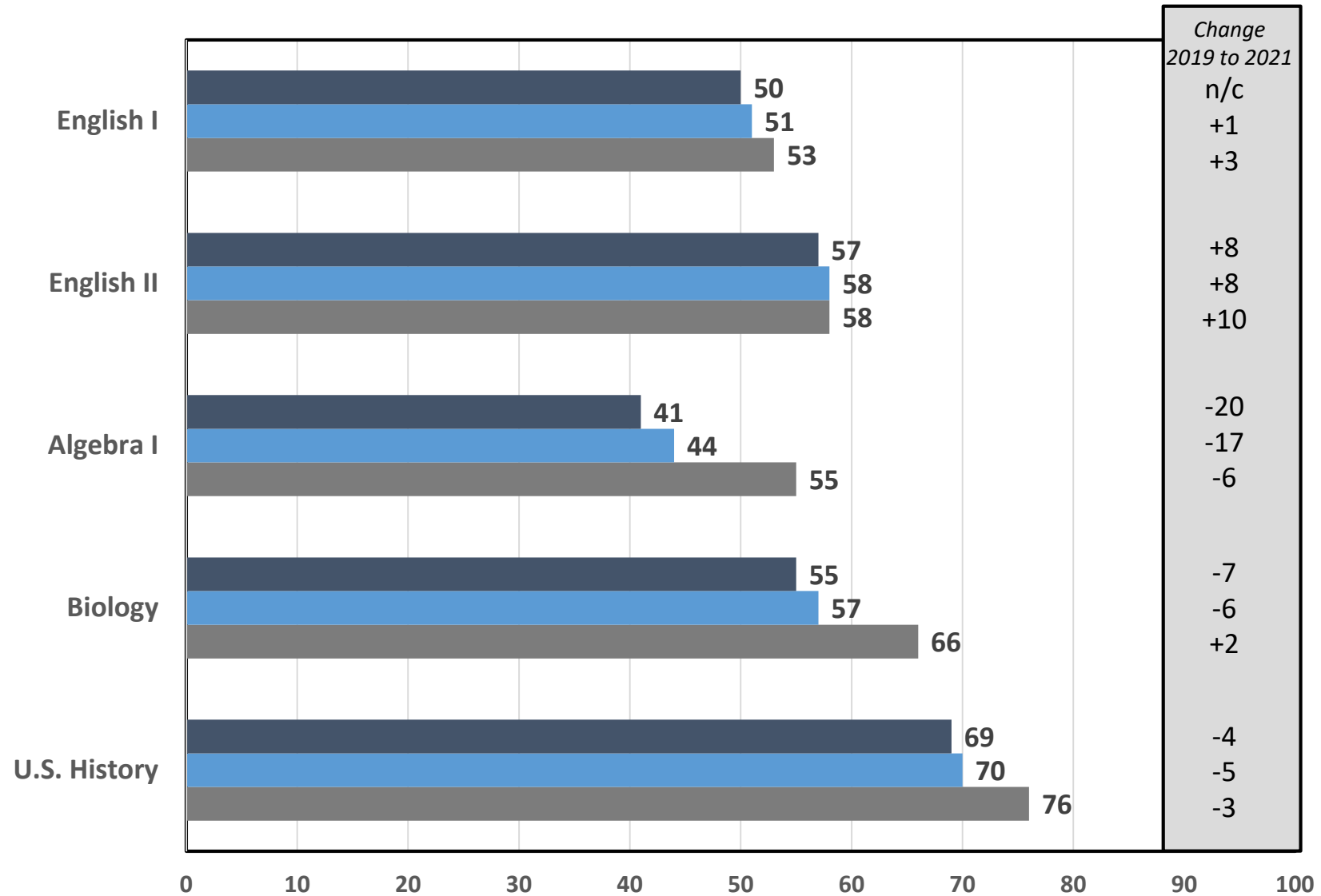
2021 Region and State Results All Grades
% Meets Grade Level or Above – Bilingual

Change 2019 to 2021

Reading
- State: 25 (−10)
- Region IV: 23 (−7)
- District: 24 (+1)

Math
- State: 23 (−21)
- Region IV: 24 (−17)
- District: 28 (−3)

Writing
- State: 14 (−15)
- Region IV: 13 (−11)
- District: 13 (−5)

Science
- State: 15 (−19)
- Region IV: 13 (−14)
- District: 18 (+2)

Legend:
- State
- Region IV
- District
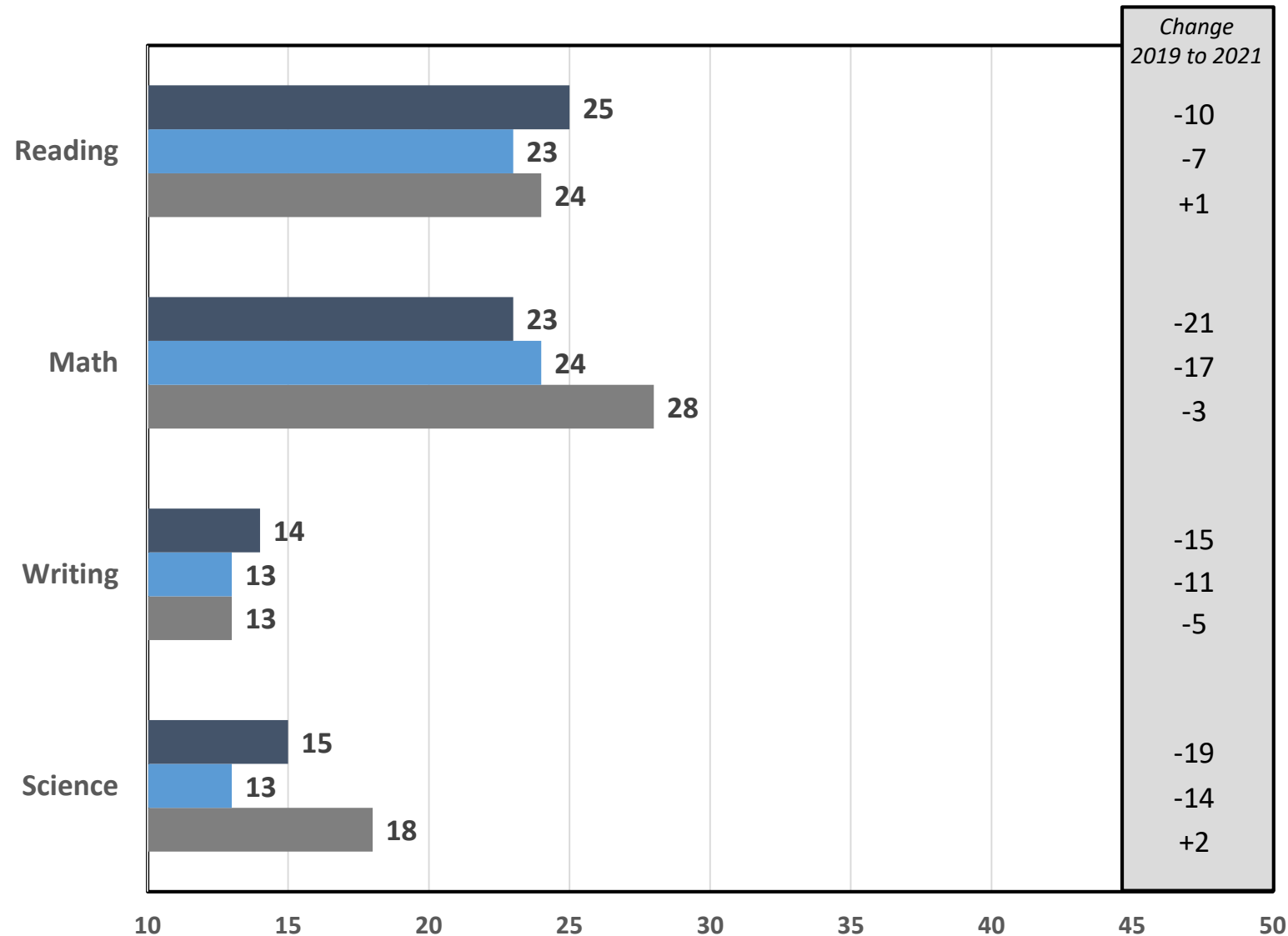
✓ With improvements or smaller declines in every subject, District performance at the Meets Grade Level or Above also exceeded State and Region in Math and Science.

2021 Region and State Results All Grades
% Masters Grade Level – Bilingual
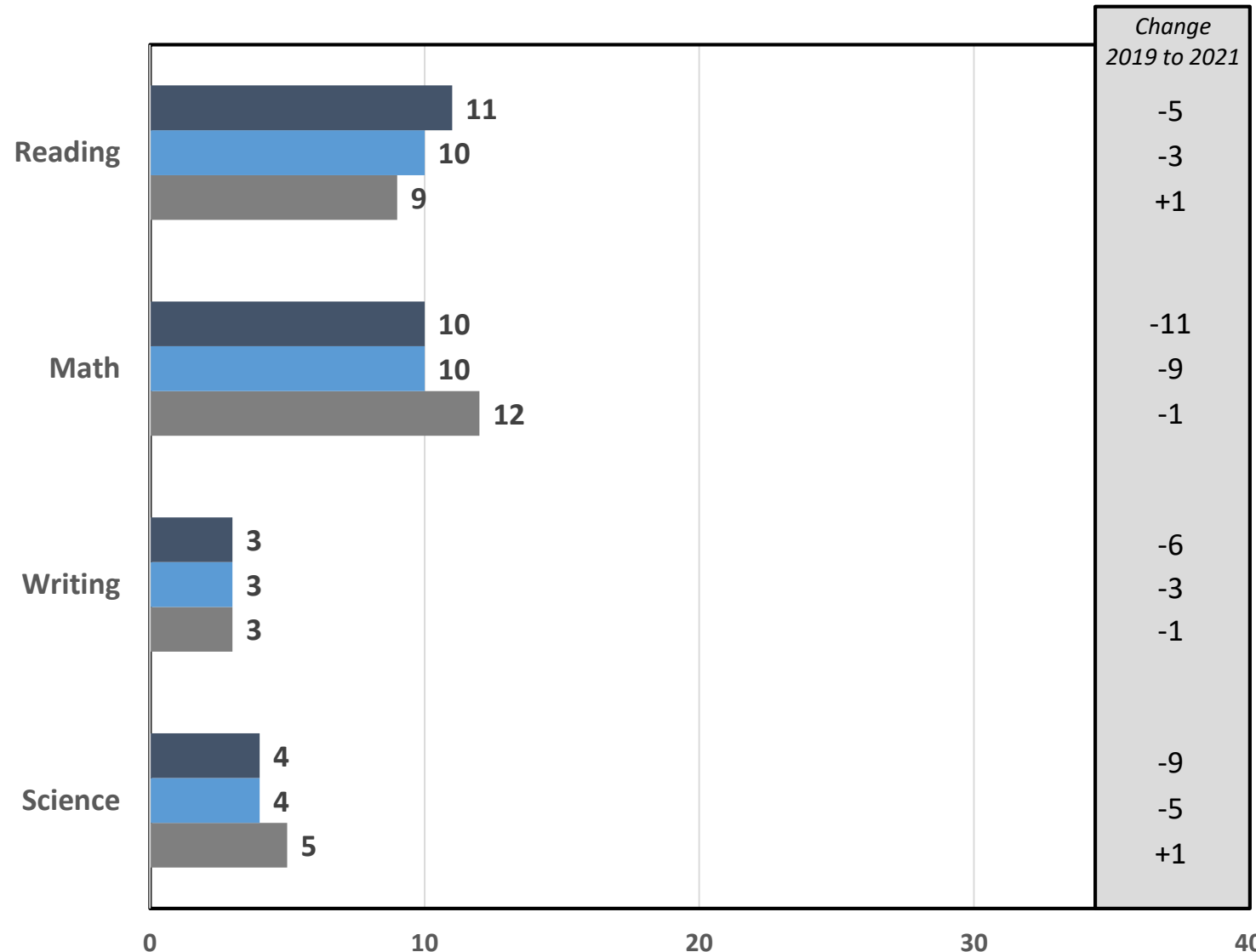
Legend:
- State (dark blue)
- Region IV (blue)
- District (gray)

Subject	State	Region IV	District	Change 2019 to 2021 (State)	Change 2019 to 2021 (Region IV)	Change 2019 to 2021 (District)
Reading	11	10	9	-5	-3	+1
Math	10	10	12	-11	-9	-1
Writing	3	3	3	-6	-3	-1
Science	4	4	5	-9	-5	+1

✓ With improvements or smaller declines in every subject, District performance at the Masters Grade Level was also at or above State and Region levels in 3 of 4 subjects.

2021 Region and State Results All Grades
% Approaches Grade Level or Above – ESL

2021 Region and State Results All Grades
% Meets Grade Level or Above – ESL

Change 2019 to 2021

Subject	State	Region IV	District	State change	Region IV change	District change
Reading	19	18	18	n/c	+1	+5
Math	20	20	26	-15	-13	-2
Writing	11	12	13	-6	-3	+1
Science	19	18	21	-5	-3	+2
Social Studies	17	15	19	-3	-2	+1

Legend: State, Region IV, District

✓ With improvements or smaller declines in every subject, District performance at the Meets Grade Level or Above exceeded State and Region levels in 4 of 5 subjects.
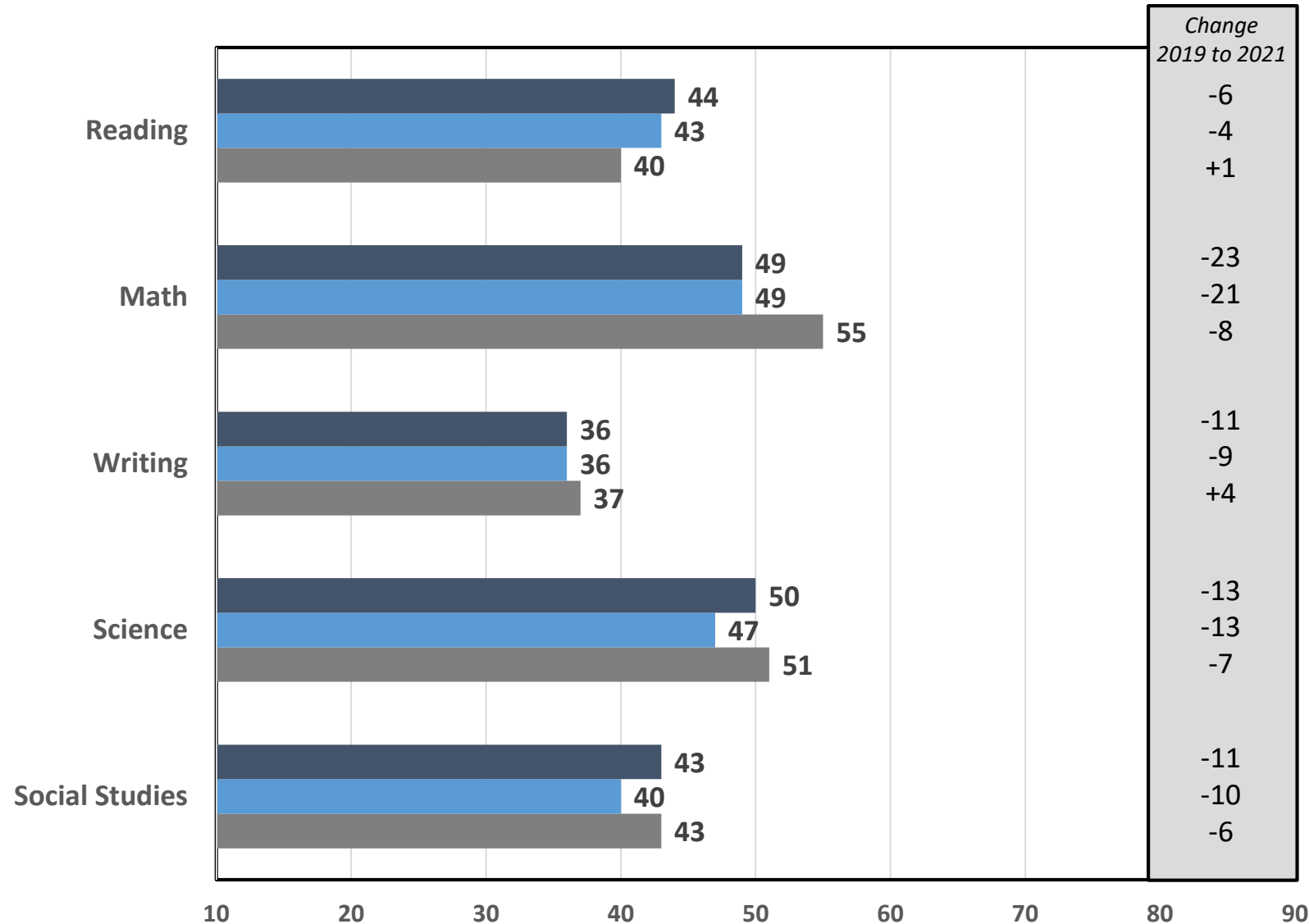
23

2021 Region and State Results All Grades
% Masters Grade Level – ESL

	Change 2019 to 2021
Reading	n/c, n/c, +2
Math	-6, -5, n/c
Writing	-2, -1, n/c
Science	-1, n/c, +2
Social Studies	-1, -1, +2

Legend: State, Region IV, District

Reading: State 5, Region IV 5, District 5
Math: State 7, Region IV 8, District 10
Writing: State 2, Region IV 2, District 2
Science: State 5, Region IV 5, District 6
Social Studies: State 6, Region IV 5, District 7
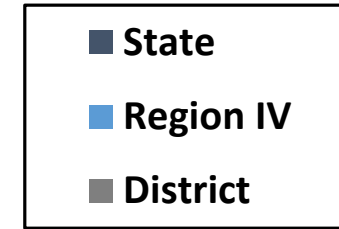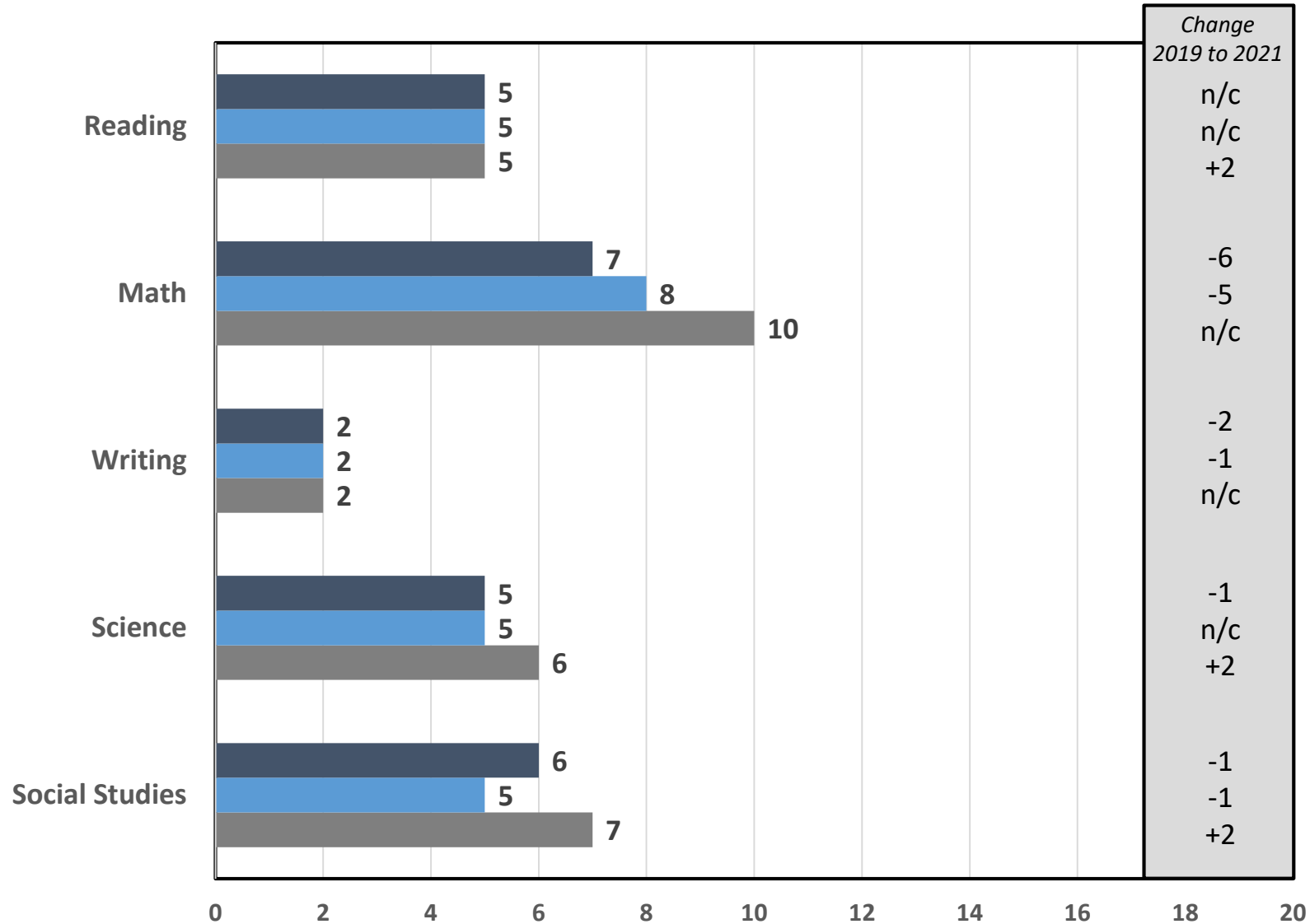
✓ District performance at the Masters Grade Level was at or above State and Region levels with improvement or no decline in all subjects.

2021 Region and State Results All Grades
% Approaches Grade Level or Above – Eco Dis

	State	Region IV	District	Change 2019 to 2021
Reading	59	60	56	-8 / -8 / -5
Math	55	56	59	-22 / -21 / -12
Writing	46	47	45	-14 / -14 / -8
Science	61	62	61	-14 / -13 / -10
Social Studies	64	64	62	-10 / -11 / -10
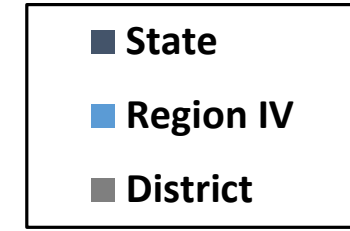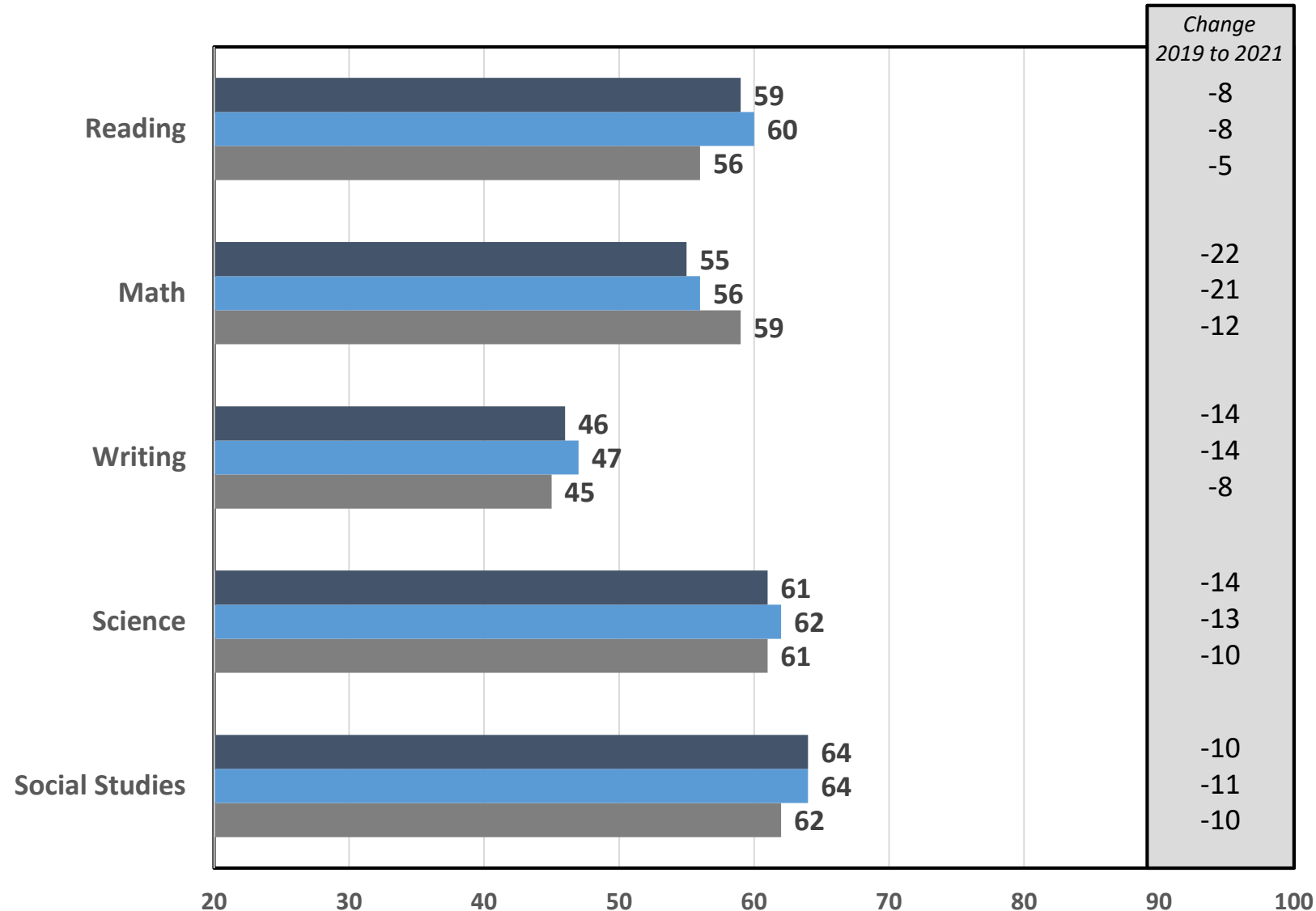
✓ District performance at the Approaches Grade Level or Above exceeded State and Region levels in math with smaller declines in 4 of 5 subjects.

2021 Region and State Results All Grades
% Meets Grade Level or Above – Eco Dis

	State	Region IV	District	Change 2019 to 2021
Reading	33	34	30	-4 / -4 / -2
Math	26	26	30	-17 / -17 / -7
Writing	19	19	17	-10 / -10 / -7
Science	31	33	32	-12 / -11 / -7
Social Studies	37	38	38	-7 / -8 / -8
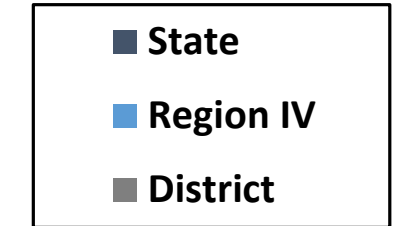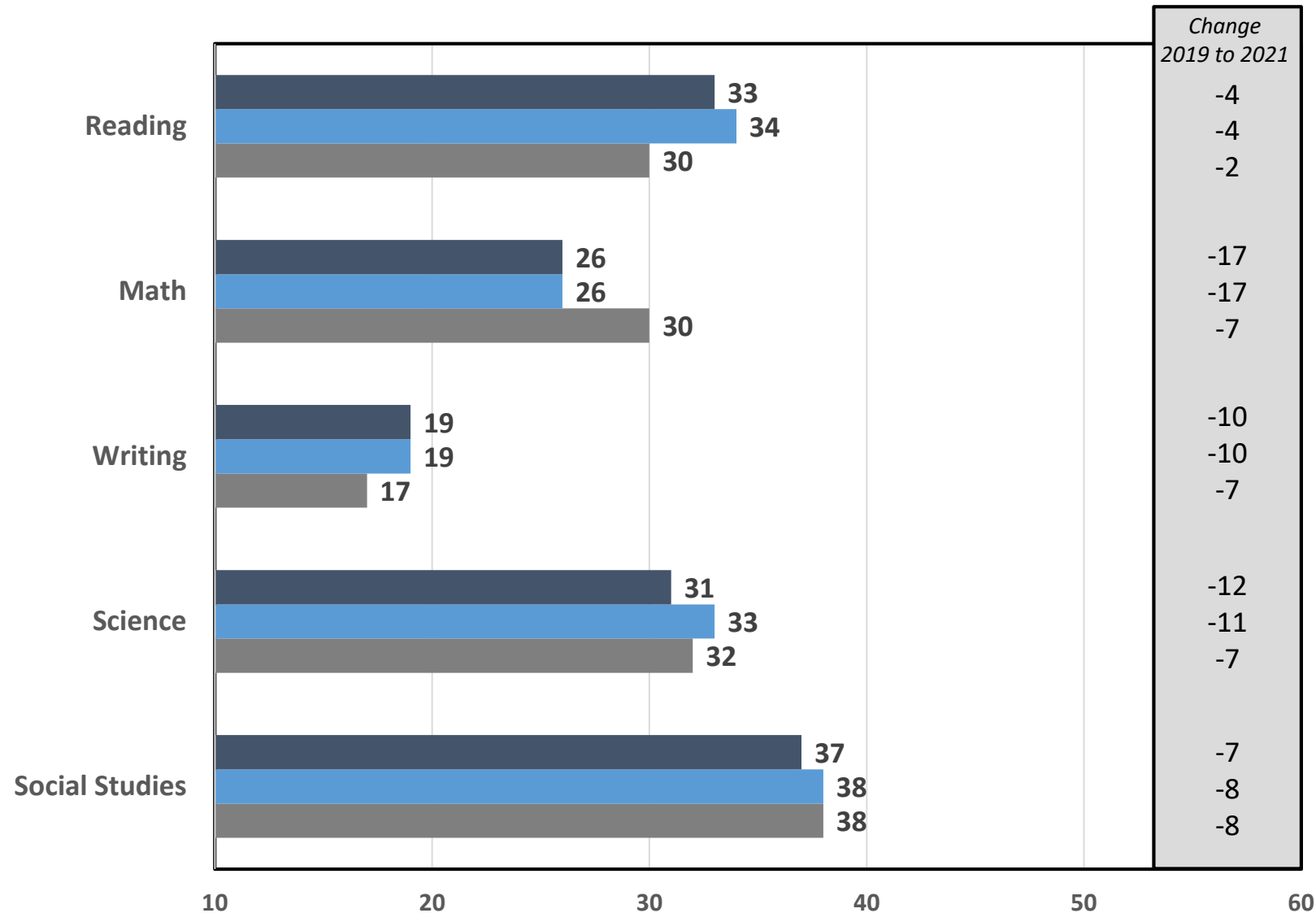
✓ District performance at the Meets Grade Level or Above met or exceeded State and Region levels in math and social studies, with smaller declines in 4 of 5 subjects.

2021 Region and State Results All Grades
% Masters Grade Level – Eco Dis

	State	Region IV	District	Change 2019 to 2021
Reading	11	11	10	-2 / -3 / n/c
Math	10	10	11	-9 / -9 / -3
Writing	4	4	3	-4 / -4 / -3
Science	10	12	12	-5 / -4 / -2
Social Studies	18	19	19	-5 / -6 / -5
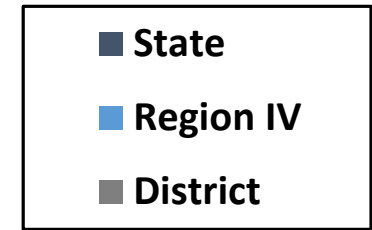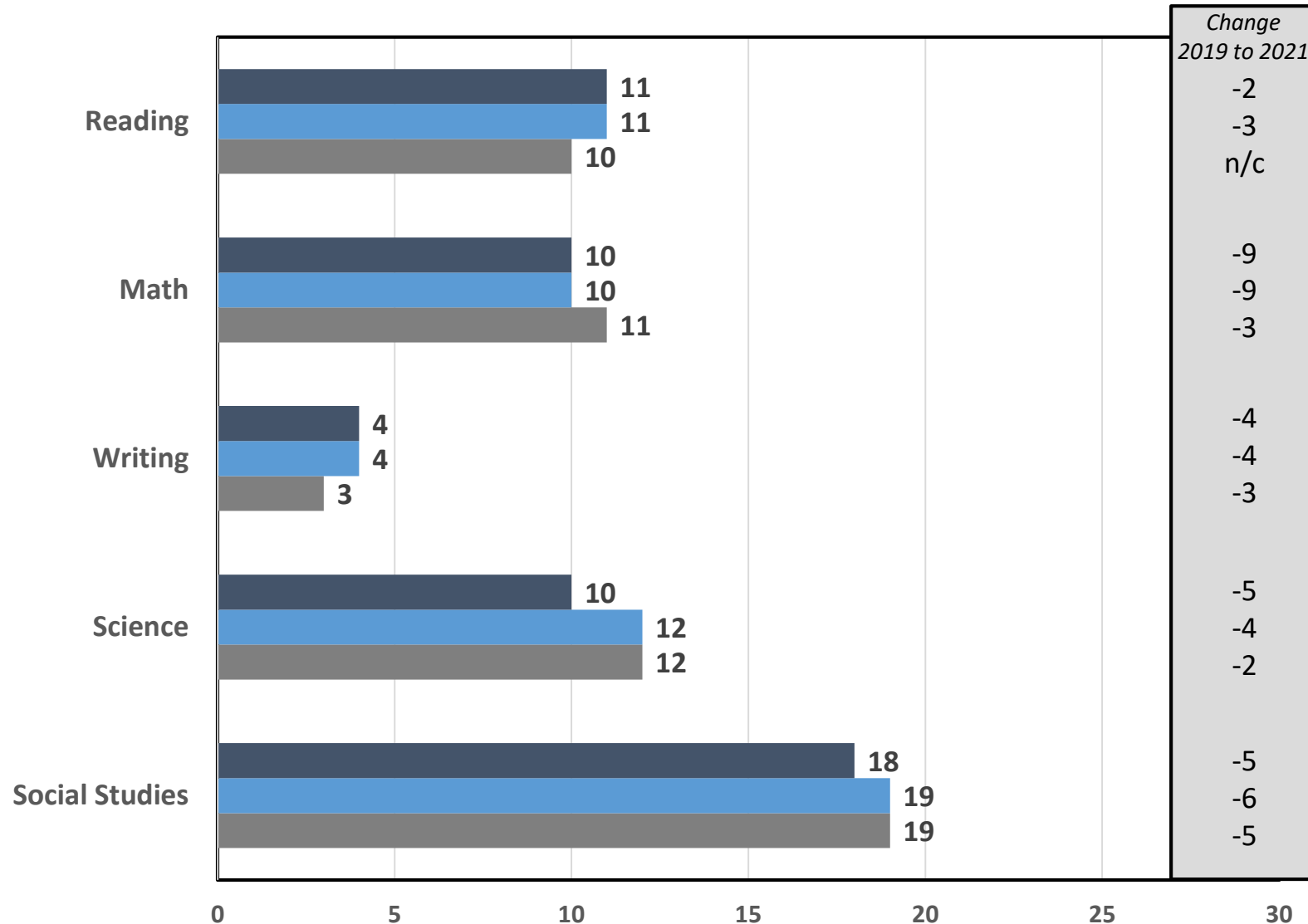
✓ District performance at the Masters Grade Level met or exceeded State and Region levels in 3 of 5 subjects, with smaller or no decline in 4 of 5 subjects.

27

STAAR and End-of-Course Highlights

✓ District combined STAAR performance in every subject exceeded State and Region at all three performance levels

✓ District performance on End-of-Course exceeded State and Region in all subjects at the Masters Grade Level, and exceeded State and Region in 4 of 5 subjects tested at the Approaches and Meets Grade Level

✓ Compared with 2019, District gains were greater or declines were smaller at every performance level compared with State and Region:
   ✓ In 4 of 5 STAAR tested subjects
   ✓ In every End-of-Course test
   ✓ In every subject for English Learners in Bilingual and ESL programs
   ✓ In 4 of 5 subjects for Economically Disadvantaged students

STAAR and End-of-Course

Areas for Improvement

✓ The new STAAR English Language Arts and Reading (ELAR) redesign, scheduled for 2022-2023, will assess both reading and writing in the same assessment in grades 3 through 8.

✓ Continued focus on narrowing gaps between economically disadvantaged students and non-economically disadvantaged students, including English learners.

District Performance Graduation Rate

Longitudinal Graduation

- **Three Classes**
  - Class of 2020 – 4-Year Graduation Rates
  - Class of 2019 – 5-Year Graduation Rates
  - Class of 2018 – 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

Graduating Class of 2020

Total Graduates – 2,293

Legend:
- African Am.
- Hispanic
- White
- Asian
- Two or More

Pie chart values: 5.1%, 53.2%, 31.6%, 7.4%, 2.3%
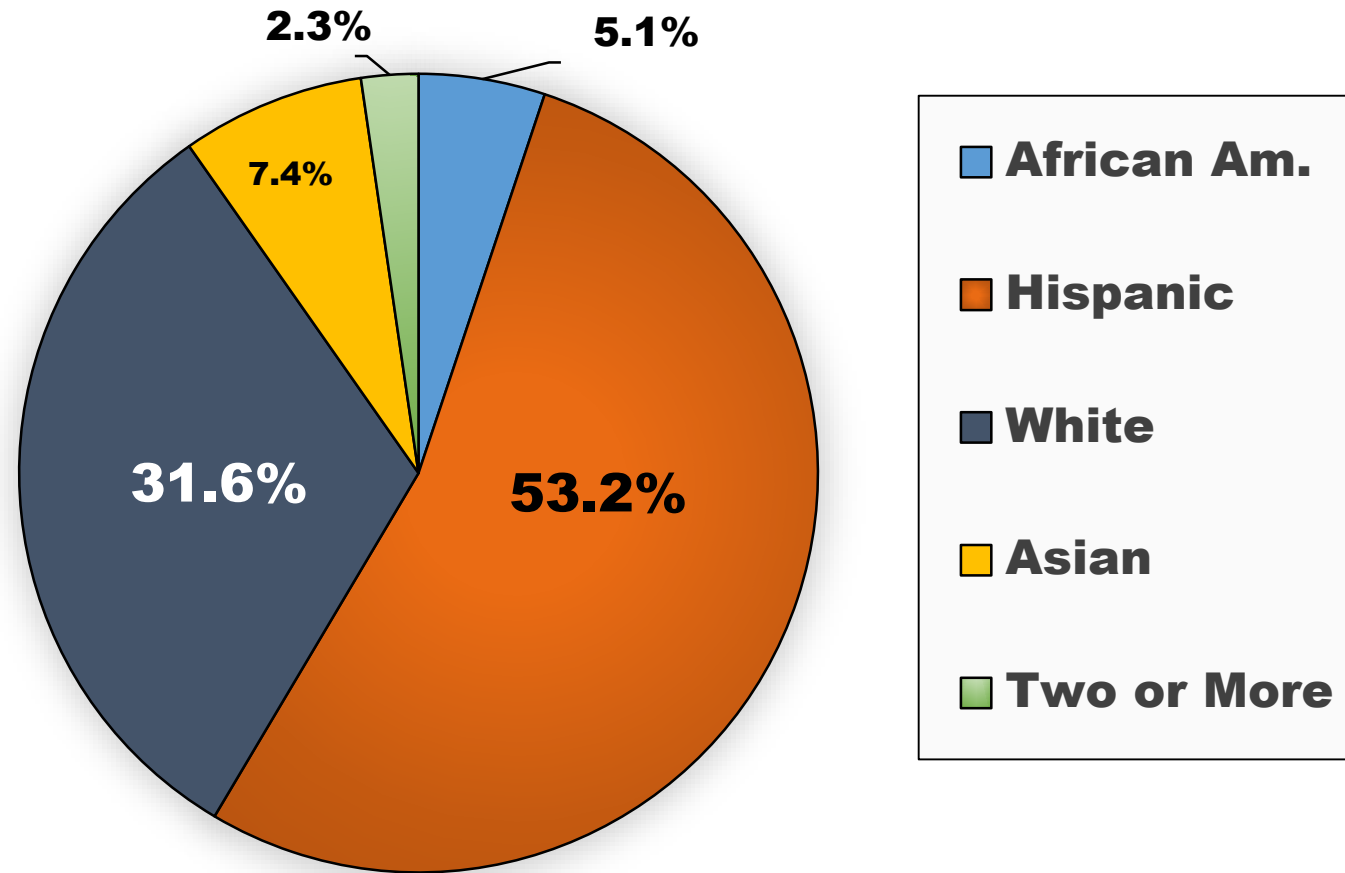
✓ Hispanic and White students comprise more than 84% of the graduating class.

4-Year Completion/Student Status Rate
Classes of 2018, 2019, & 2020

Graduated

| 90.9% | 89.3% | 90.0% |
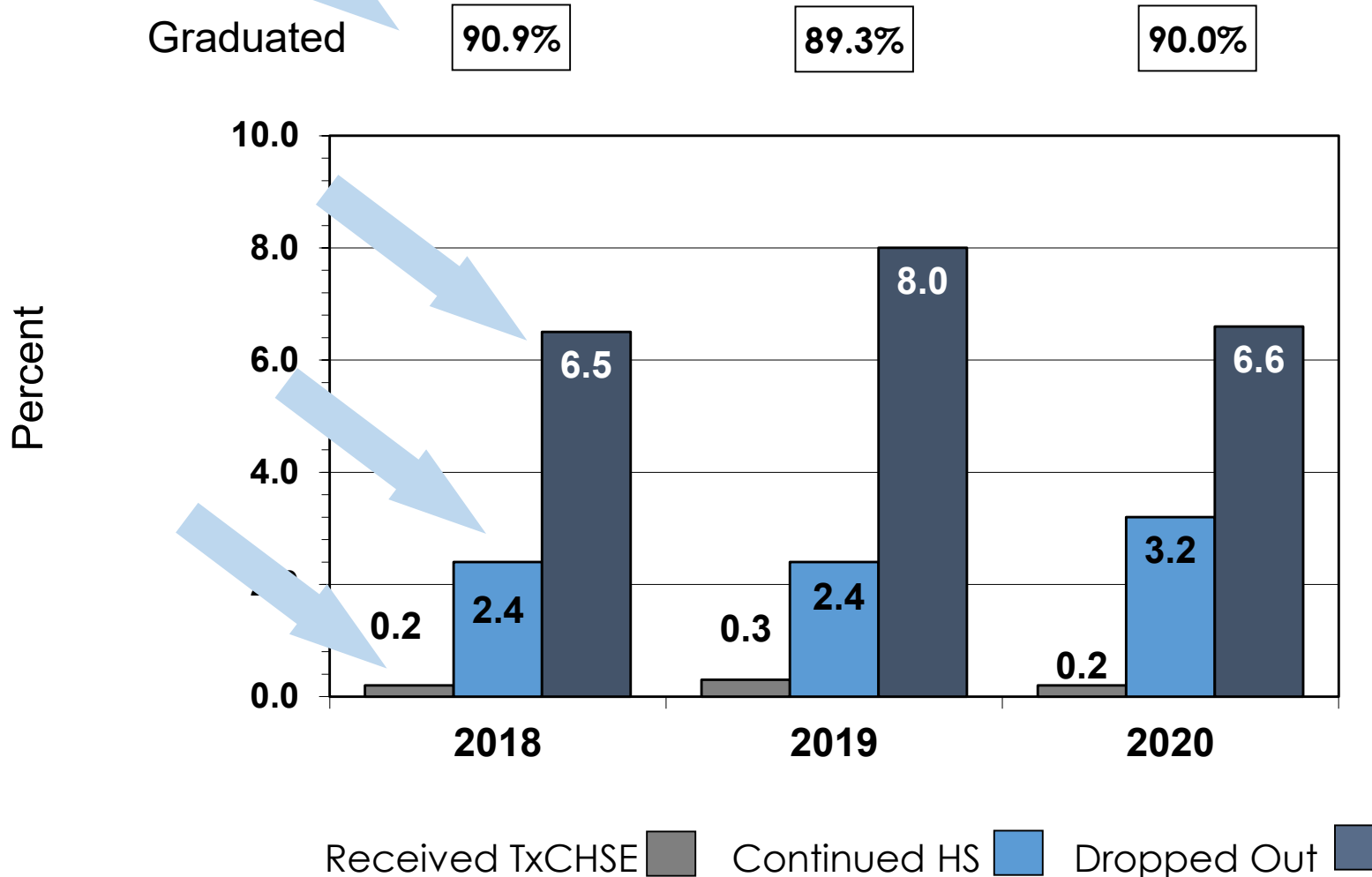
✓ Four-year graduation rate and Continued in HS improved, while the drop out rate declined.

Percent
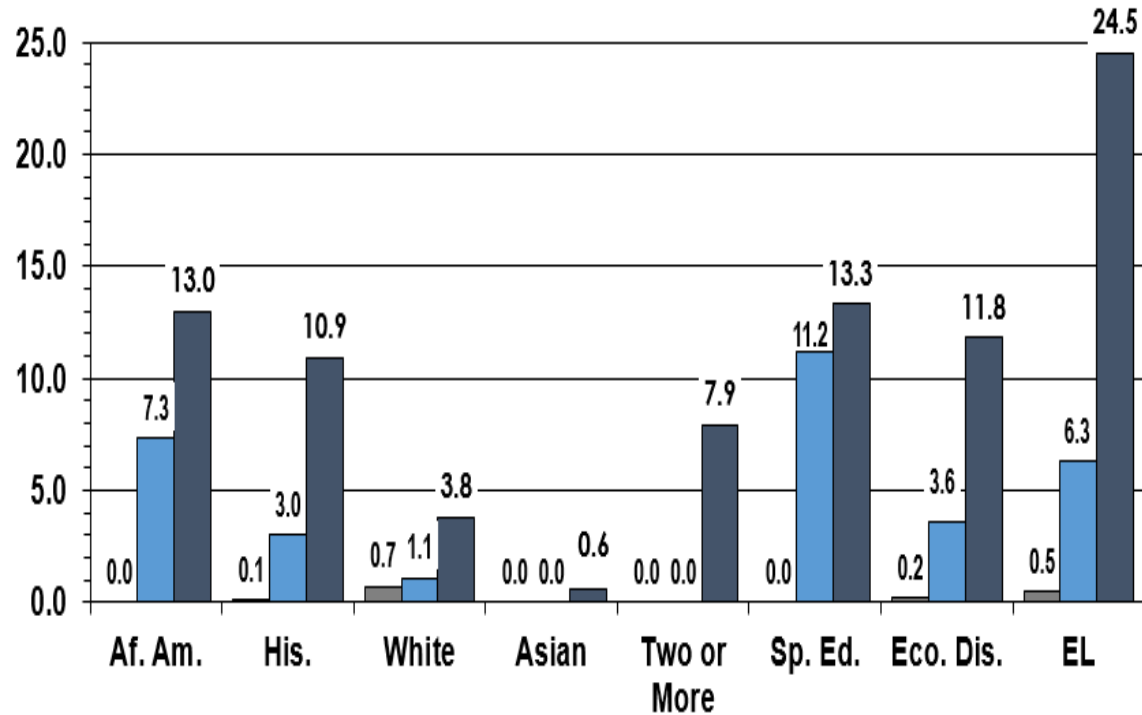
Received TxCHSE ▢ Continued HS ▢ Dropped Out ▢

4-Year Longitudinal Rate
Class of 2019
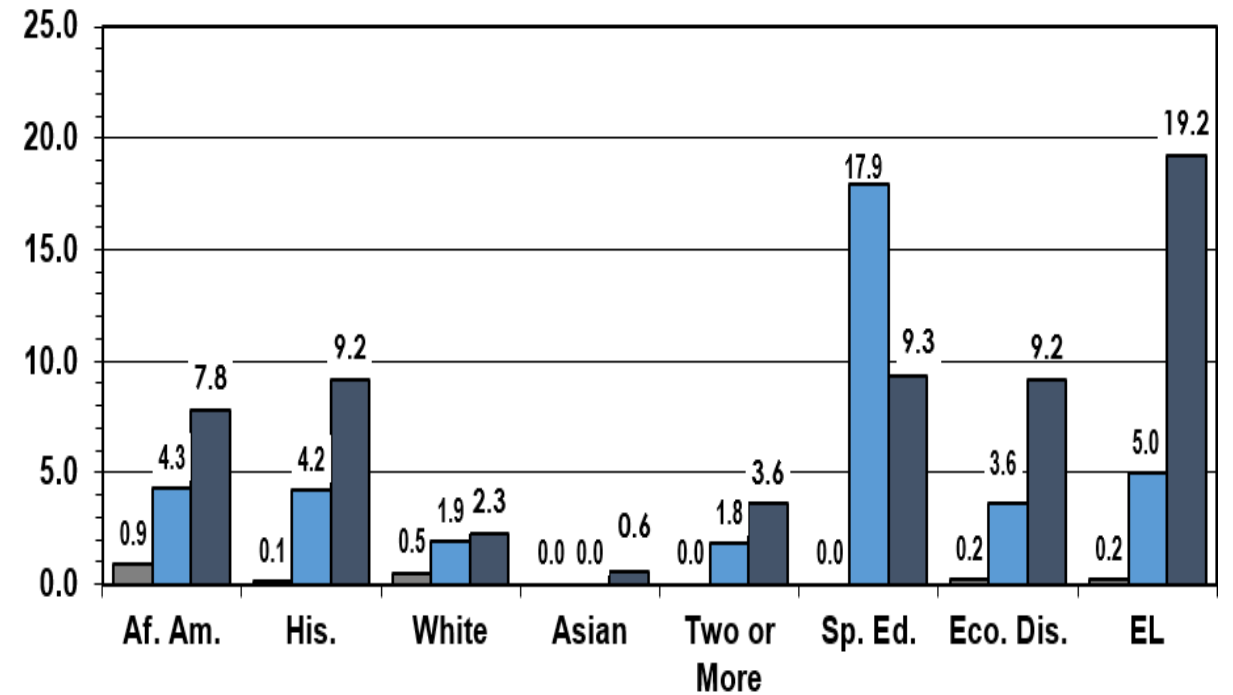
4-Year Longitudinal Rate
Class of 2020

The 4-Year graduation rates for the class of 2020 are higher in 6 of 8 student groups, and drop out rates are lower in 7 of 8 student groups.

34

5-Year Completion/Student Status Rate
Classes of 2017, 2018, & 2019

Graduated   91.7%   92.2%   90.9%
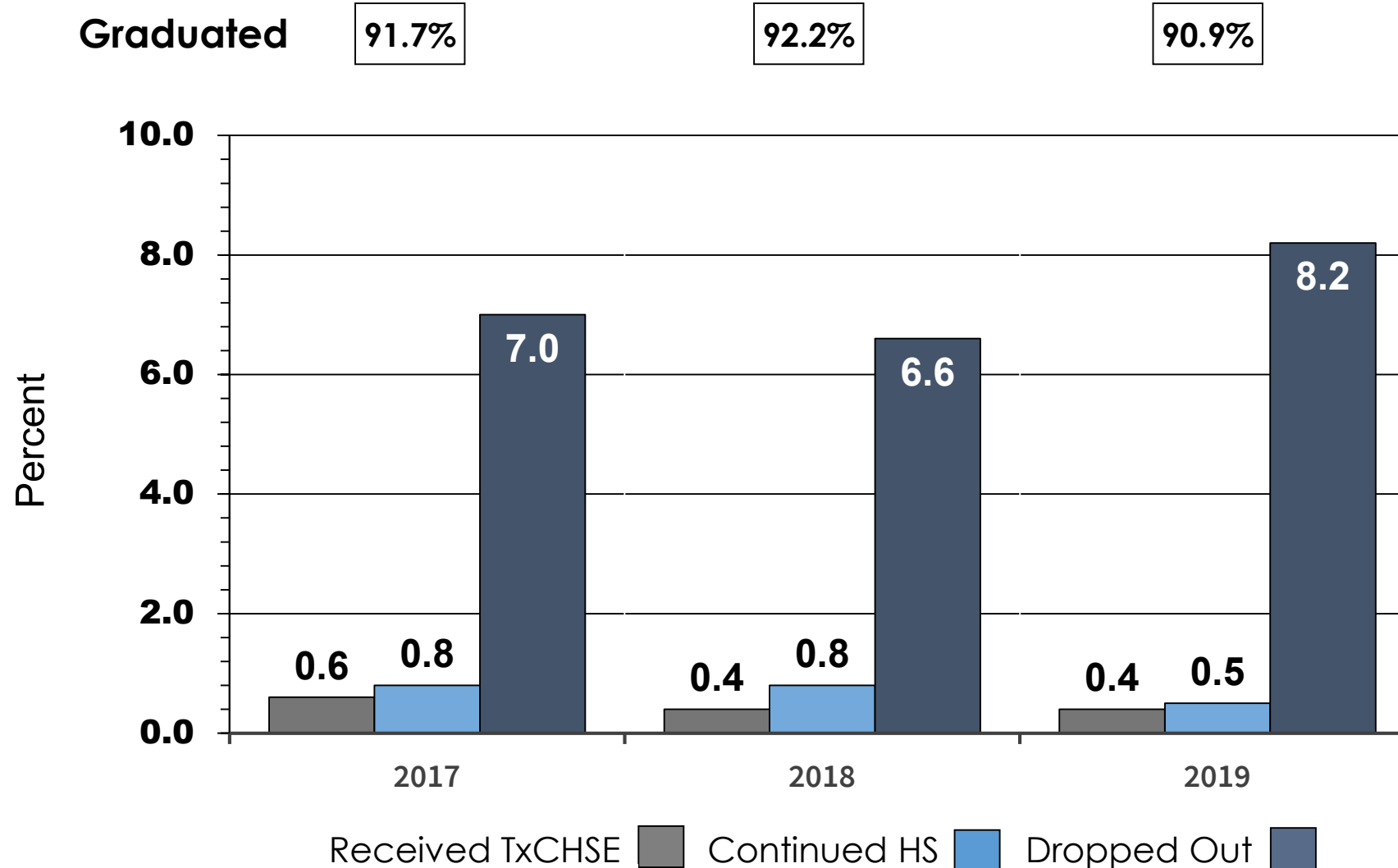
✓ Five-year graduation rate declined to the lowest level in three years, while the drop out rate was at its highest over that same period.

Received TxCHSE ▉   Continued HS ▉   Dropped Out ▉

35

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

Graduated 92.2% 91.8% 92.5%
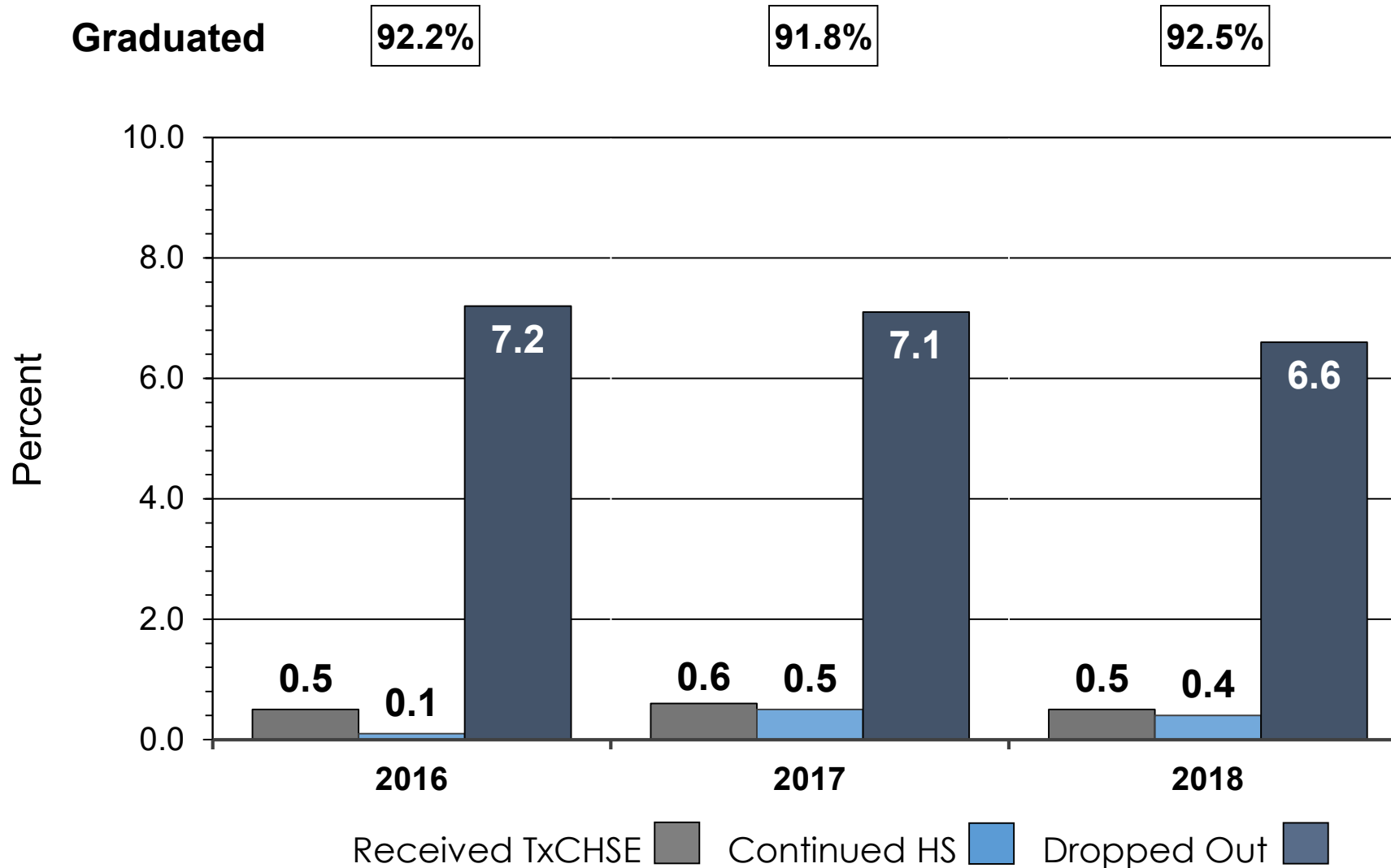
✓ Six-year graduation rate was at its highest level in last three years, while the dropout rate was at its lowest level over that same period.

Received TxCHSE   Continued HS   Dropped Out

Graduation Rate

Highlights and Areas for Improvement

Highlights

- The 4-Year graduation and drop-out rate improvements in Class of 2020 when compared with Class of 2019
- The six-year graduation rate highest in last 3 years while the dropout rate was at its lowest over that same period

Areas for Improvement

- Continue focus on increasing 4-year graduation rates for most student group
- Decrease dropout rates, especially for Economically Disadvantaged students and English Learners

District Performance College Readiness Indicators

2020-2021 Texas Academic Performance Report

College Readiness Indicators
- Advanced Course/Dual Credit and Onramps Course 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

Advanced Course Program Participation

2018-2019 and 2019-2020
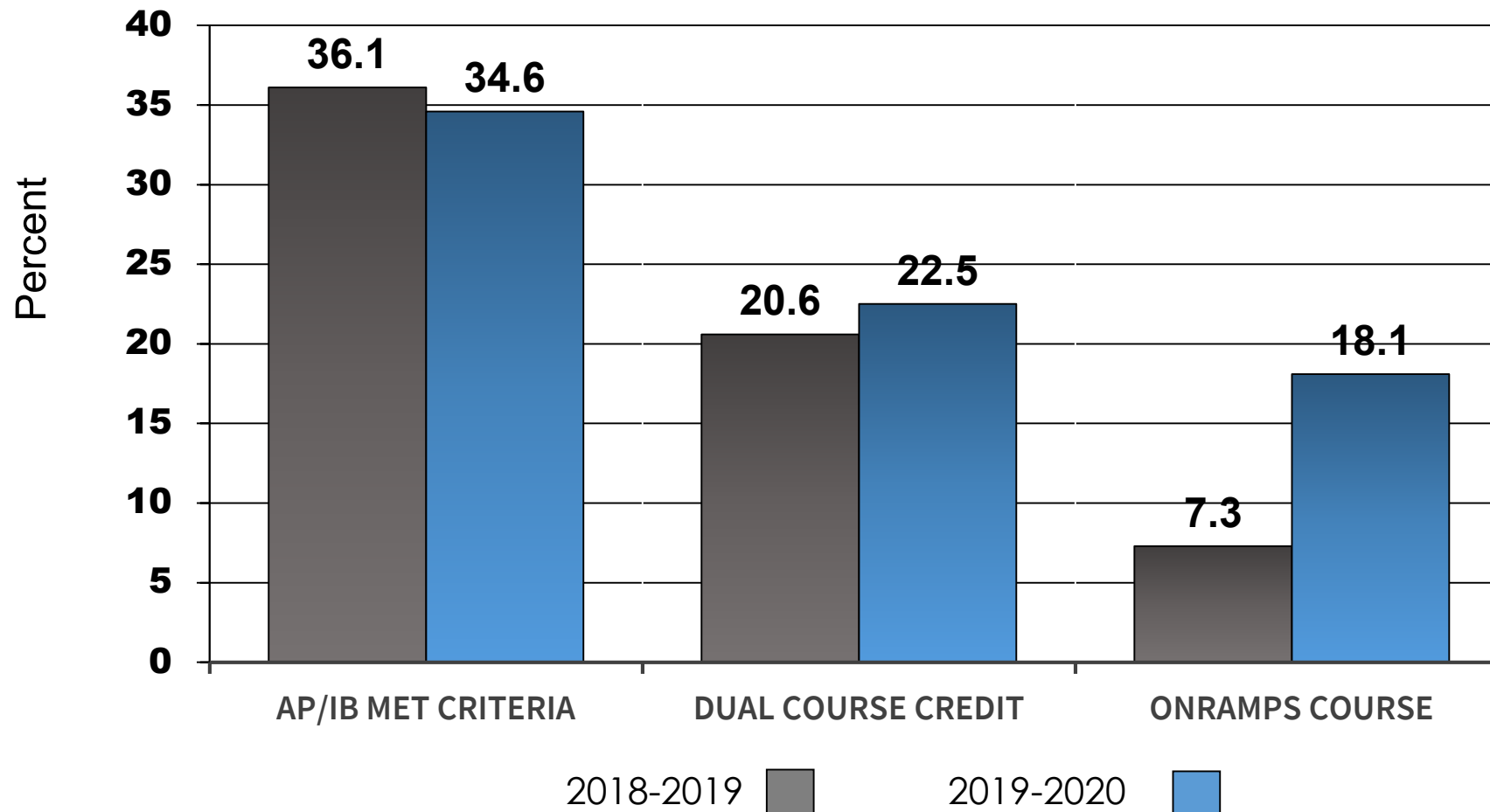
✓Students choosing to participate in Onramps courses has more than doubled.

College Readiness Indicators
Onramps Course Credit 2019-2020

Legend: State, Region IV, District

Category	State	Region IV	District
All Students	4.0	1.5	18.1
African Am.	2.1	0.9	11.9
Hispanic	3.8	1.2	8.1
White	4.9	2.4	34.1
Asian	5.7	1.3	23.7
Two or More	5.2	2.0	30.8
Sp. Ed.	0.3	0.1	0.7
Eco. Dis.	3.0	1.1	7.1
EB/EL	1.1	0.4	0.0
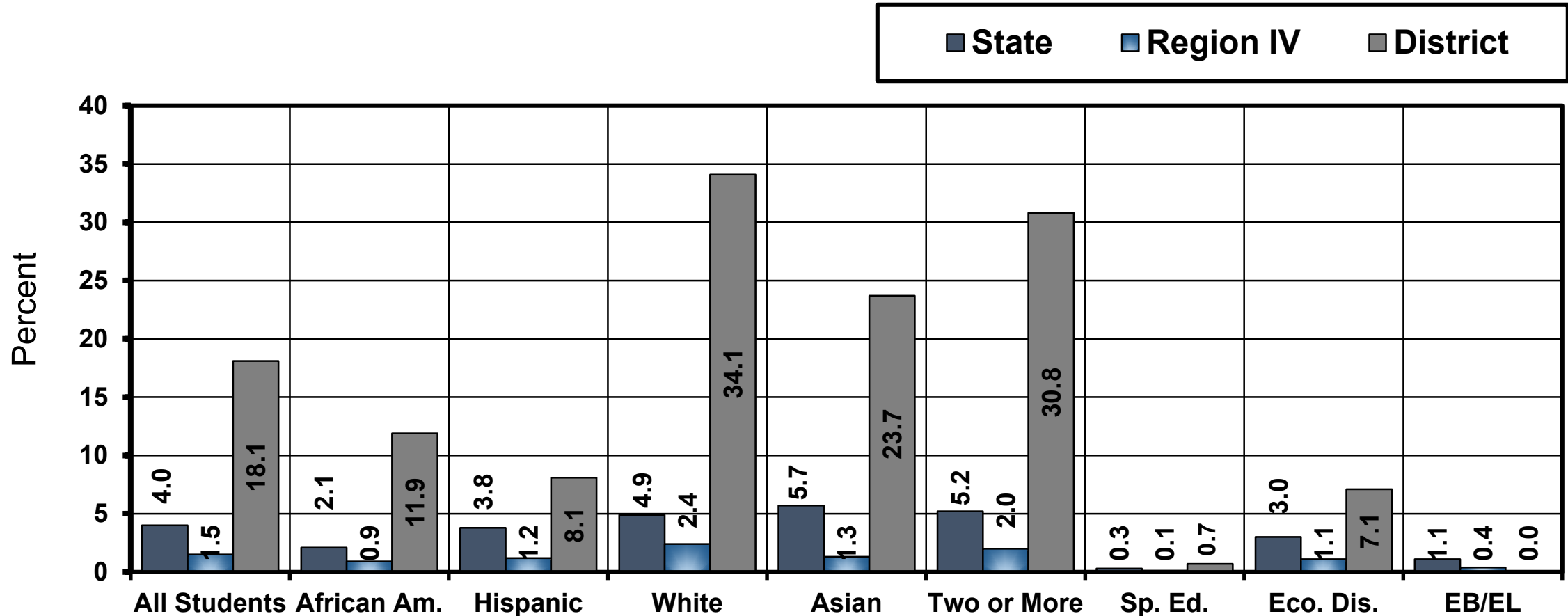
✓ Onramps courses, a recent addition to college credit course options, has attracted substantial interest for SBISD high school students compared to State and Region.

College Readiness Indicators
Advanced Dual Credit Course Completion 9-12

Legend: ■ State ■ Region IV ■ District

Percent (y-axis: 0, 10, 20, 30, 40, 50)

Year	State	Region IV	District
2014-15	33.1	37.9	35.1
2015-2016	35.9	37.9	37.3
2016-2017	37.1	38.6	39.4
2017-2018	43.4	43.6	45.2
2018-2019	44.6	44.2	44.4
2019-2020	46.3	46.9	43.1
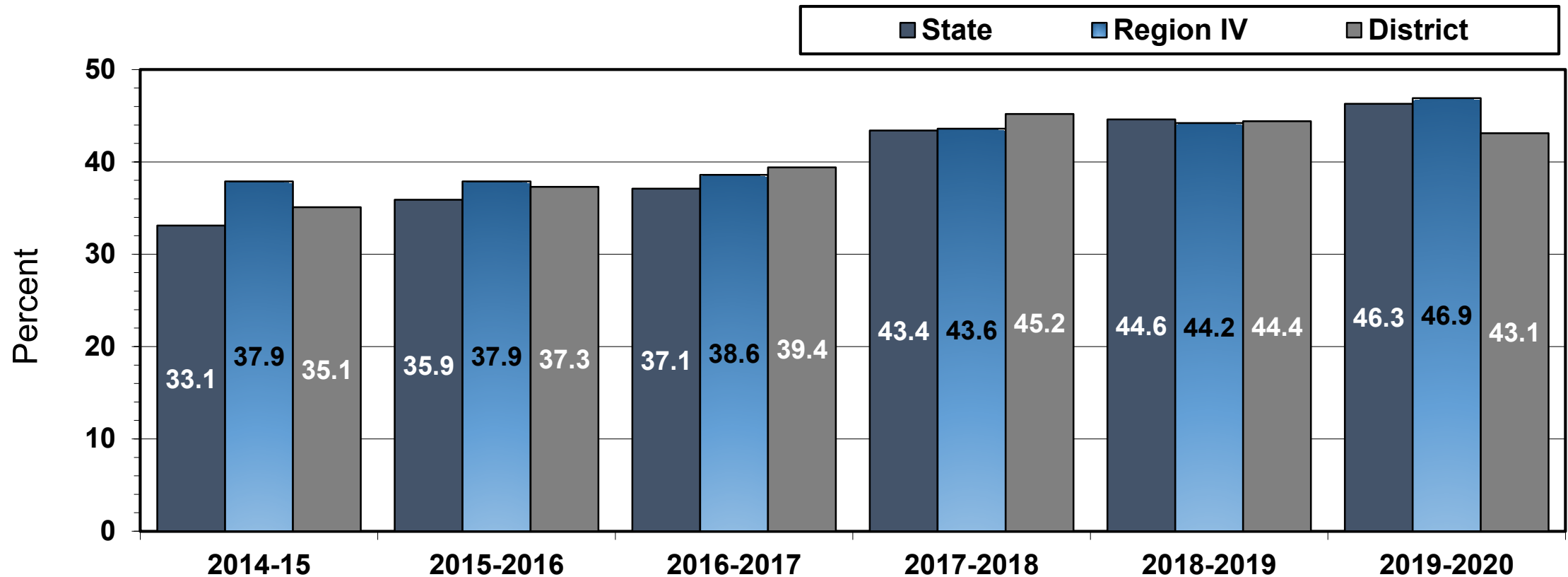
✓Advanced Dual Credit course completion rates across all high school grades declined slightly, as State and Region rates continued to improve.

42

College Readiness Indicators
Advanced Dual Credit Course Completion Grades 9-12 – All Students
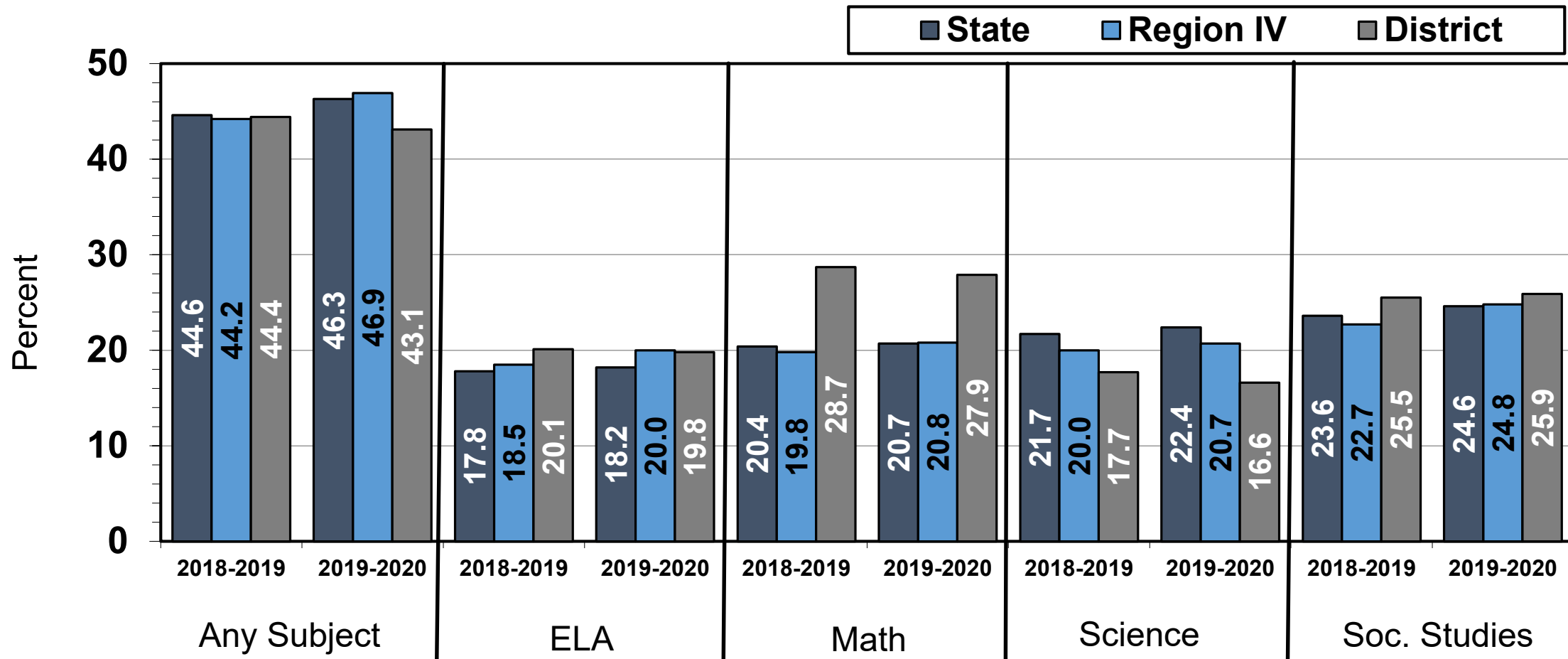
✓ District completion rates of Advanced Dual Credit courses exceeded State and Region levels in math and social studies.

College Readiness Indicators
Advanced Dual Credit Course Completion Grades 9-12 – Eco Dis
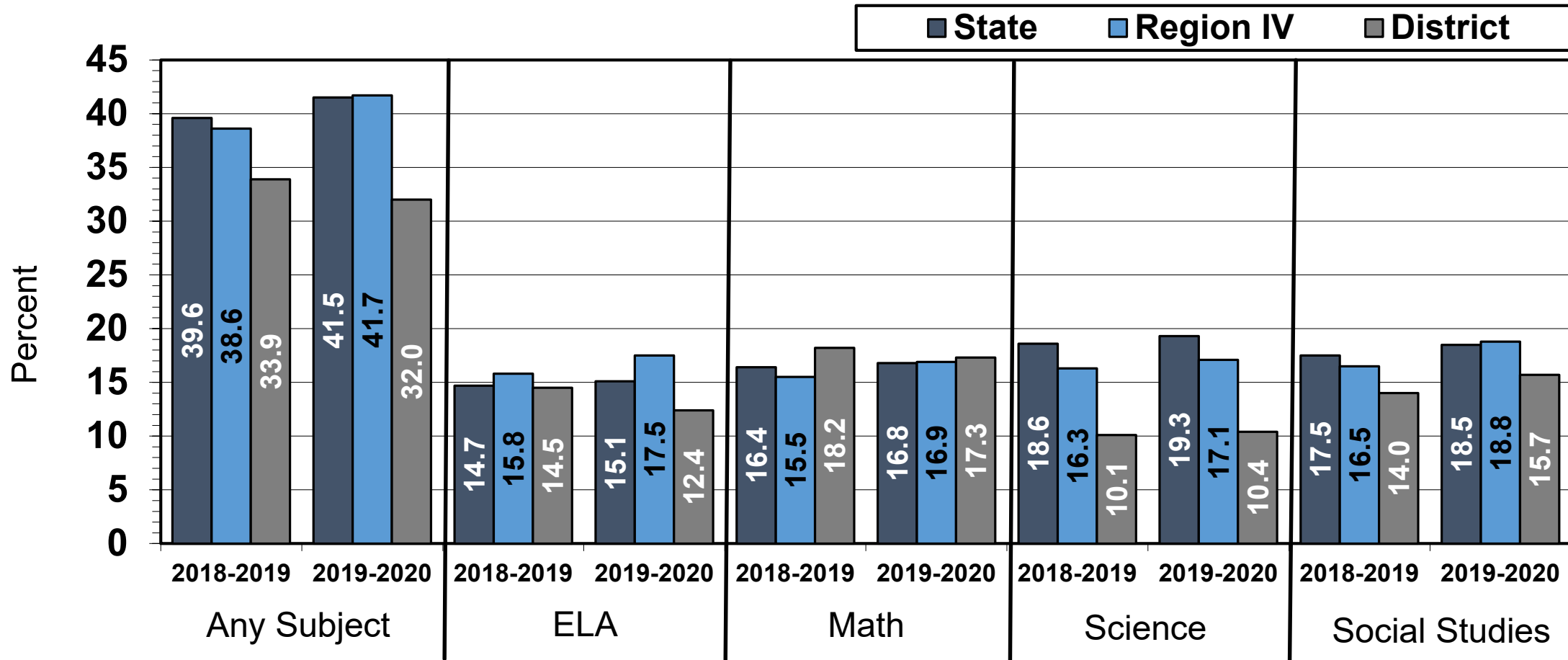
✓ Overall rate of Advanced Dual Credit course completion decreased for Economically Disadvantaged students, while improving in science and social studies, as State and Region levels improved overall and in every subject.

College Readiness Indicators
Advanced Dual Credit Course Completion Grades 9-12 – EB/EL
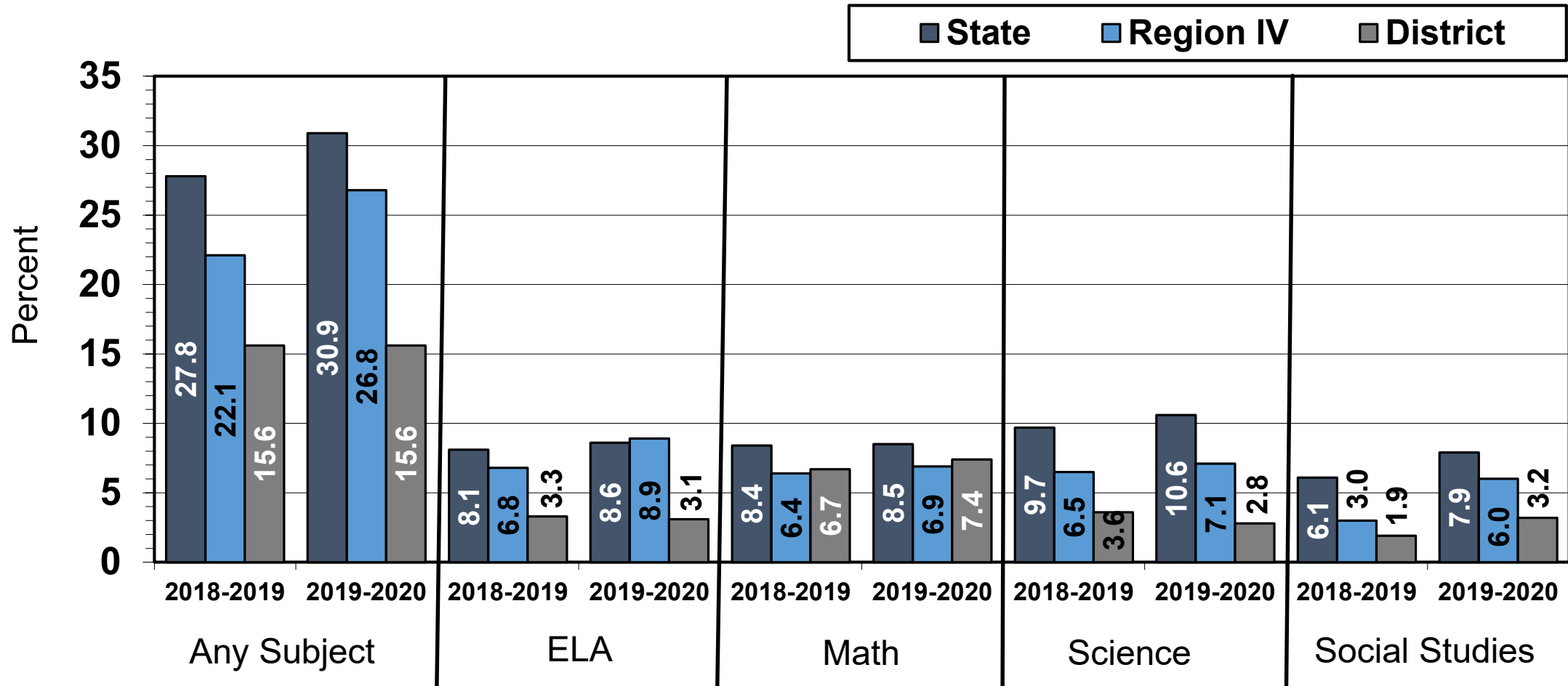
✓ Overall rates of Advanced Dual Credit course completion held for English Learners, with improvement in math and social studies, as State and Region levels improved overall and in every subject.

College Readiness Indicators
Percent AP/IB Students Tested – Grades 11-12
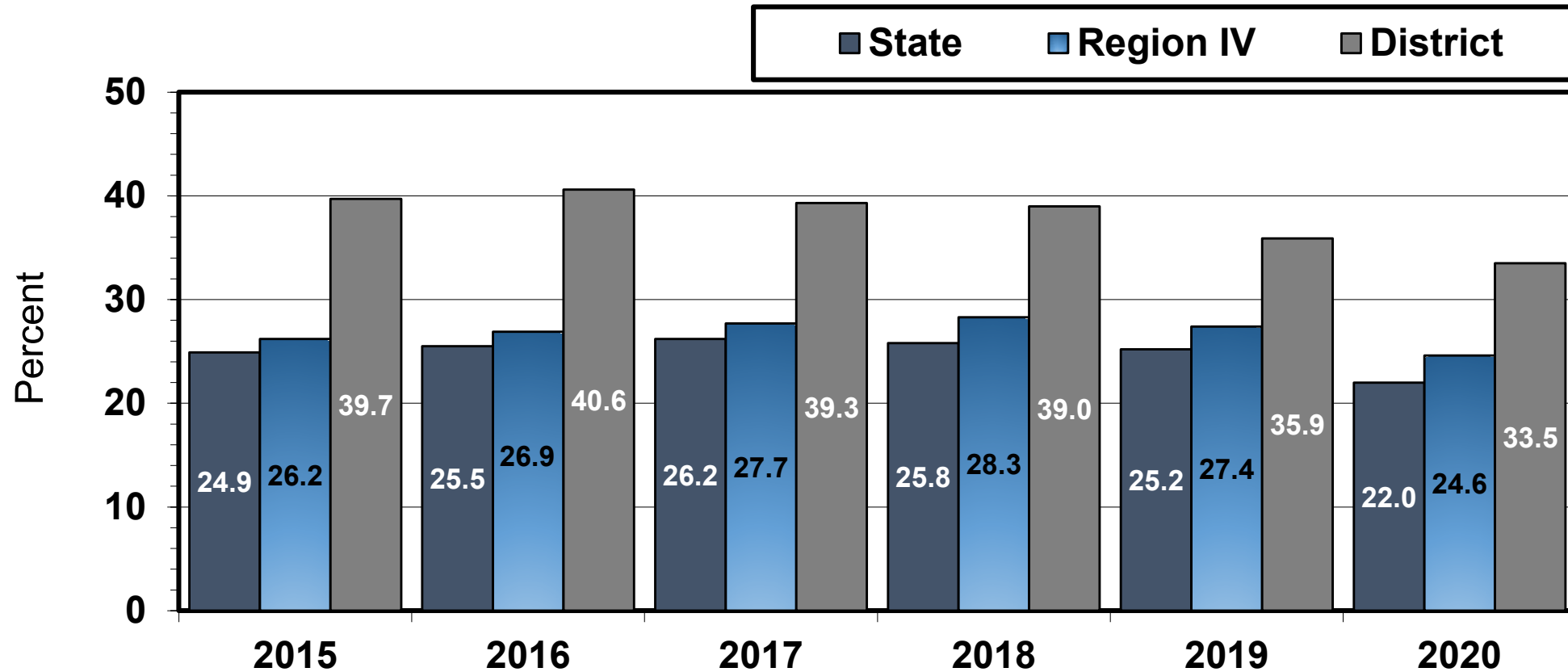
✓State, Region, and District rates of students taking AP/IB tests decreased in 2020, with District continuing to exceed State and Region. Declines were largely due to the impact on Spring 2020 administrations due to Covid-19.

College Readiness Indicators
Percent of AP/IB Examinees ≥ Criterion – Grades 11-12
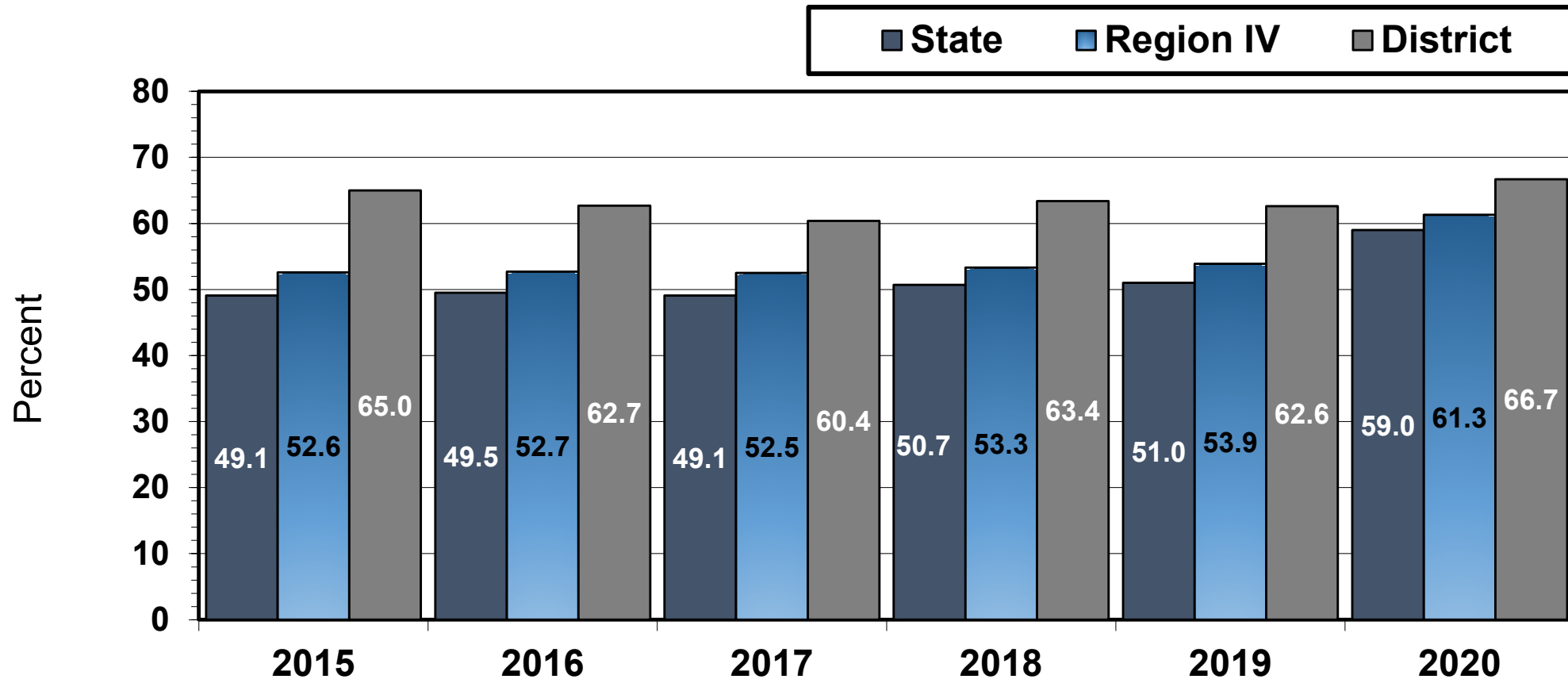
✓ State, Region, and District rates of examinees scoring at or above criterion on AP/IB tests were all at 6-year highs, while District level continues to exceed State and Region.

College Readiness Indicators
Percent of Annual Graduates Taking SAT/ACT

Legend: State | Region IV | District

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
State	68.3	71.6	73.5	74.6	75.0	76.7
Region IV	72.1	78.3	80.1	80.9	82.1	81.7
District	85.5	100.0	97.6	99.1	99.0	99.2
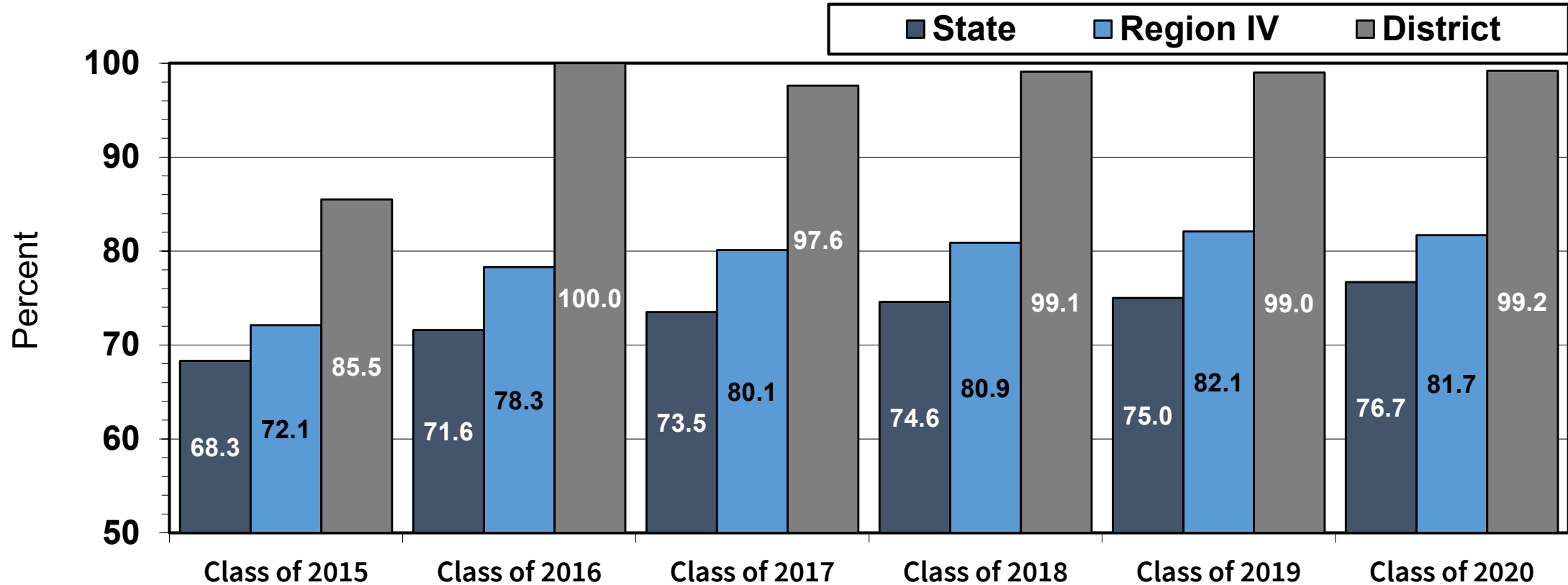
✓ Participation rate of Spring Branch students in the SAT and ACT continues to exceed State and Region levels by wide margins due in part to School Day SAT administrations available to high school juniors and seniors.

College Readiness Indicators
Percent of SAT/ACT ≥ Criterion

Legend: State, Region IV, District

Percent of SBISD Students Taking SAT/ACT

Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
85.5	100.0	97.6	99.1	99.0	99.2

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
State	24.3	22.5	22.3	37.9	36.1	35.7
Region IV	25.0	22.7	22.7	39.5	37.4	37.4
District	39.9	33.3	33.2	49.3	48.5	46.3
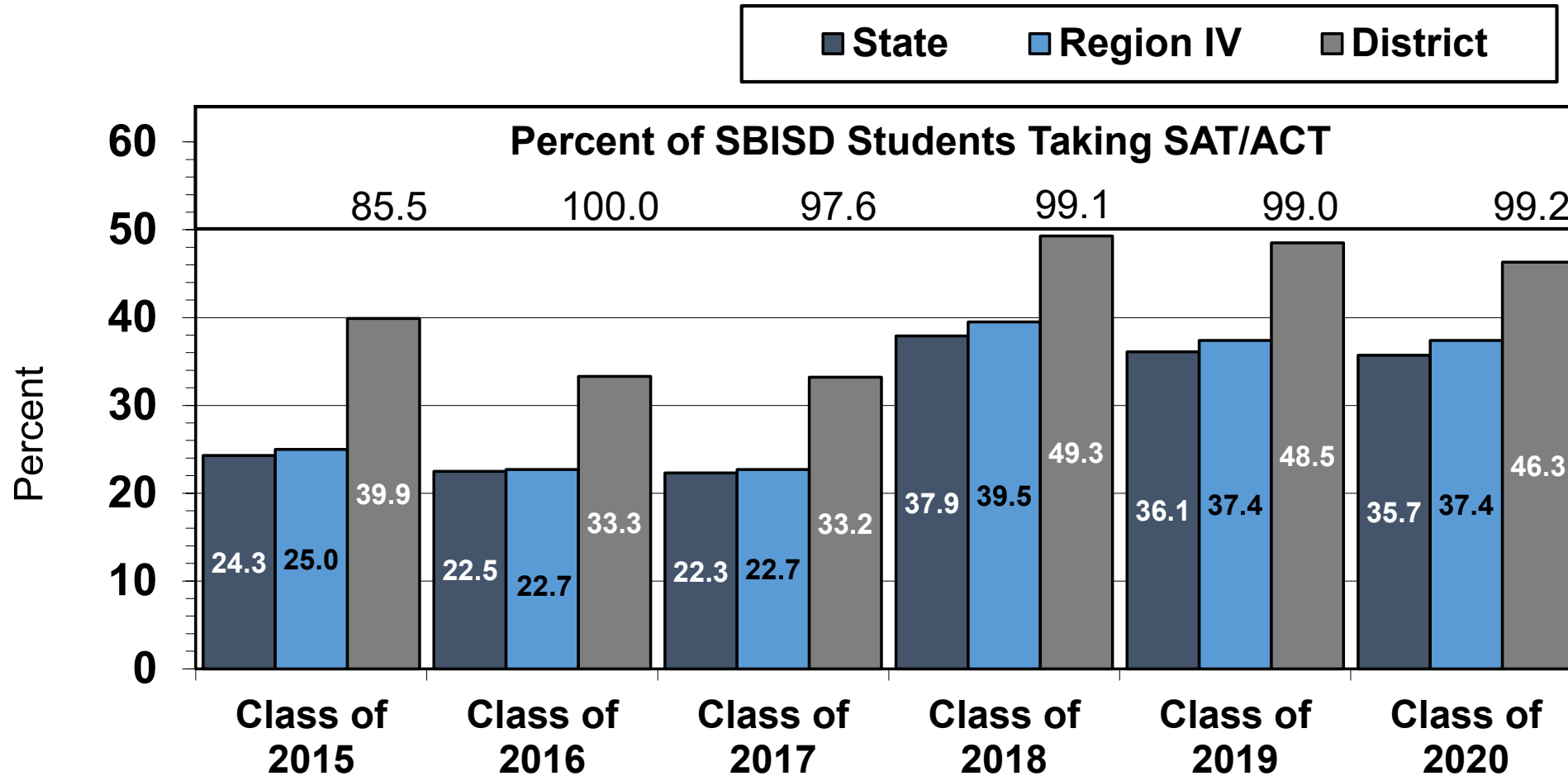
✓ State and District SAT/ACT criterion level performance rates continues to exceed State and Region.

49

College Readiness Indicators
Class of 2020 Mean SAT Scores (Maximum Score 1600)

Legend: ■ State ■ Region IV ■ District

Group	State	Region IV	District
All Students	1019	1024	1052
African Am.	937	946	949
Hispanic	958	963	947
White	1109	1126	1183
Asian	1229	1223	1277
Two or More	1094	1124	1198
Eco. Dis.	940	949	933
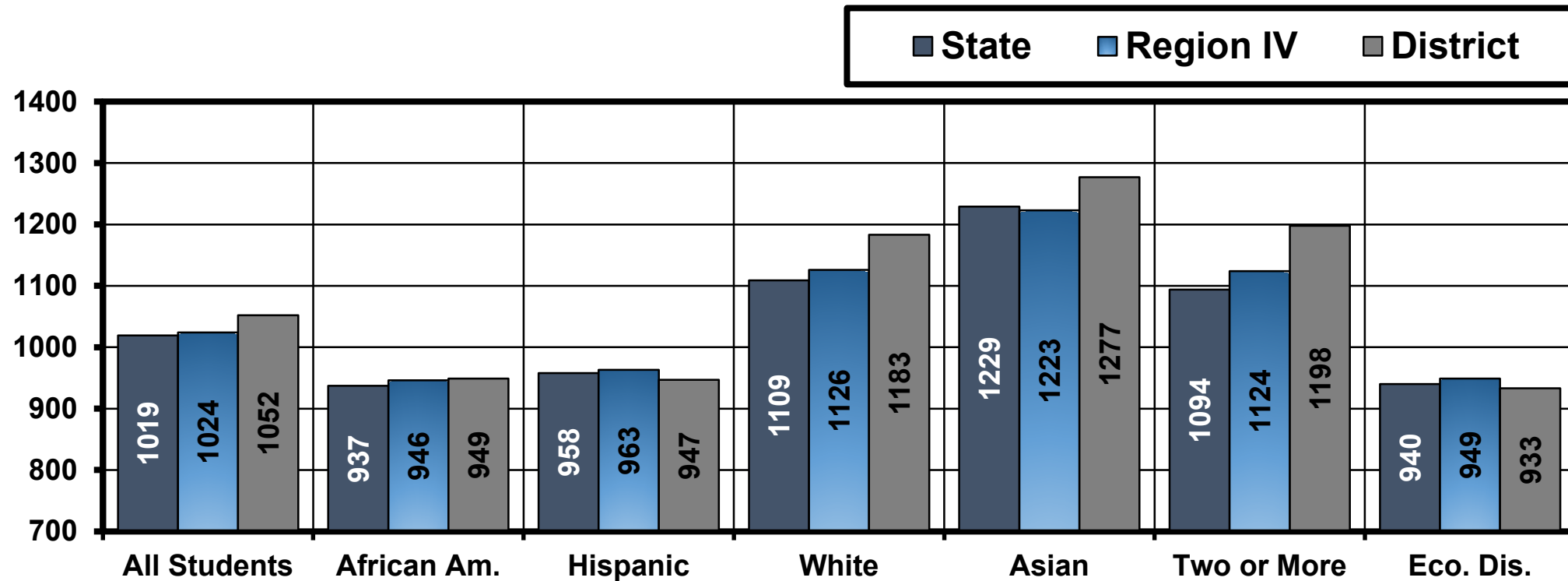
✓ Overall SAT average performance of SBISD students was higher than State and Region levels while performance among other student groups was mixed.

College Readiness Indicators
Class of 2020 Mean ACT Scores (Maximum Score 36)

Legend: ■ State ■ Region IV ■ District

Group	State	Region IV	District
All Students	20	21	25
African Am.	17	18	18
Hispanic	18	19	21
White	23	24	26
Asian	26	26	30
Two or More	22	23	26
Eco. Dis.	18	18	20
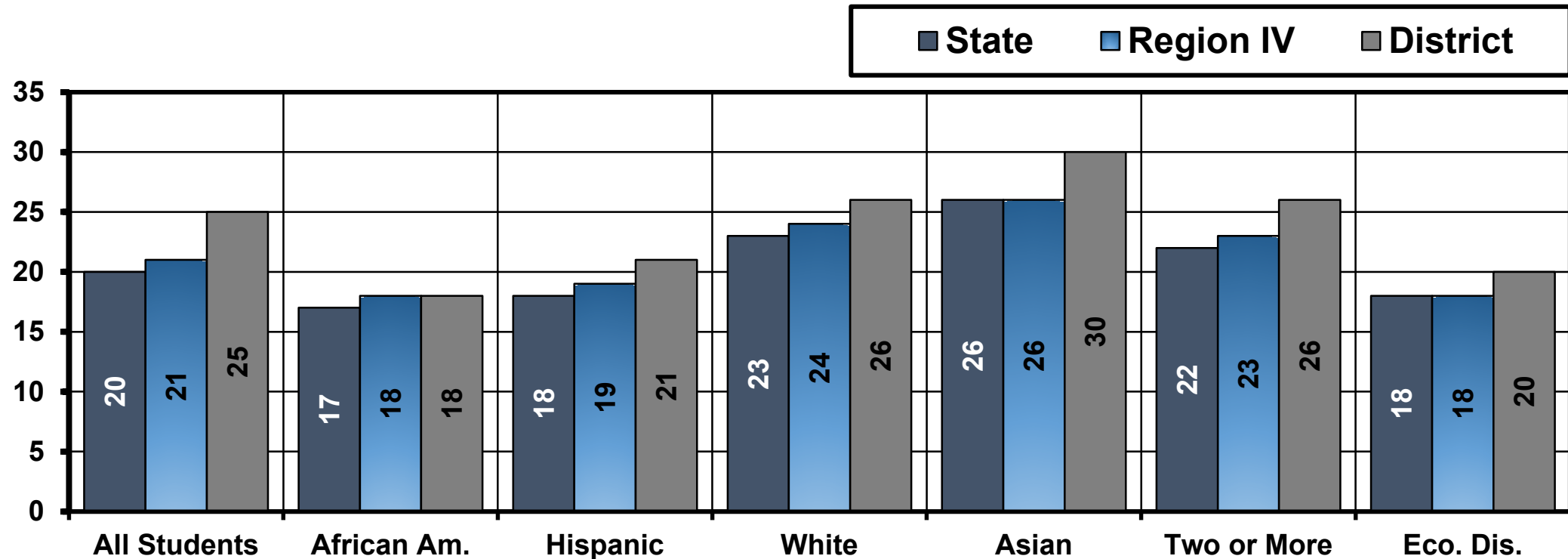
✓ Overall ACT average performance of SBISD students exceeded State and Region levels and was higher in 5 of 6 student groups.

College Ready Graduates Annual Graduation 2019-2020
Texas Success Initiative (TSI) Criteria – ELA

Legend: ■ State ■ Region IV ■ District

Group	State	Region IV	District
All Students	59.7	57.8	63.0
African Am.	47.7	48.8	46.6
Hispanic	53.8	50.2	46.0
White	70.5	71.7	87.7
Asian	84.5	84.1	87.0
Two or More	67.6	70.8	78.8
Sp. Ed.	15.5	12.3	7.0
Eco. Dis.	49.9	48.2	42.5
EB/EL	24.9	16.9	9.3
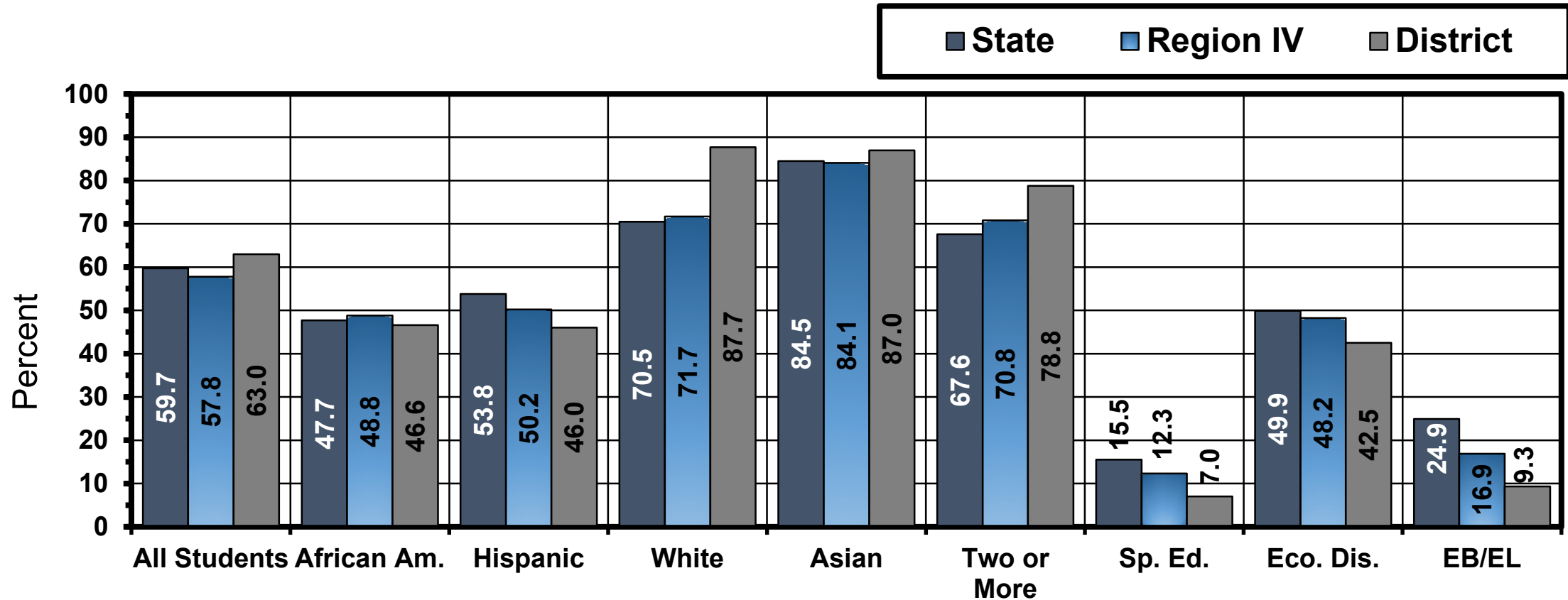
✓ Overall District rates of College-Ready Graduates meeting TSI in ELA exceeded State and Region, although performance was below State and Region in 5 of 8 student groups.

College Ready Graduate Annual Graduation 2019-2020
Texas Success Initiative (TSI) Criteria – Math

Legend: State | Region IV | District

Group	State	Region IV	District
All Students	47.9	47.9	56.3
African Am.	34.6	37.0	41.5
Hispanic	42.2	40.4	36.9
White	57.6	60.1	82.5
Asian	82.4	82.7	91.1
Two or More	54.3	58.1	73.1
Sp. Ed.	11.8	10.3	4.2
Eco. Dis.	38.7	39.0	35.2
EB/EL	24.5	22.0	15.7
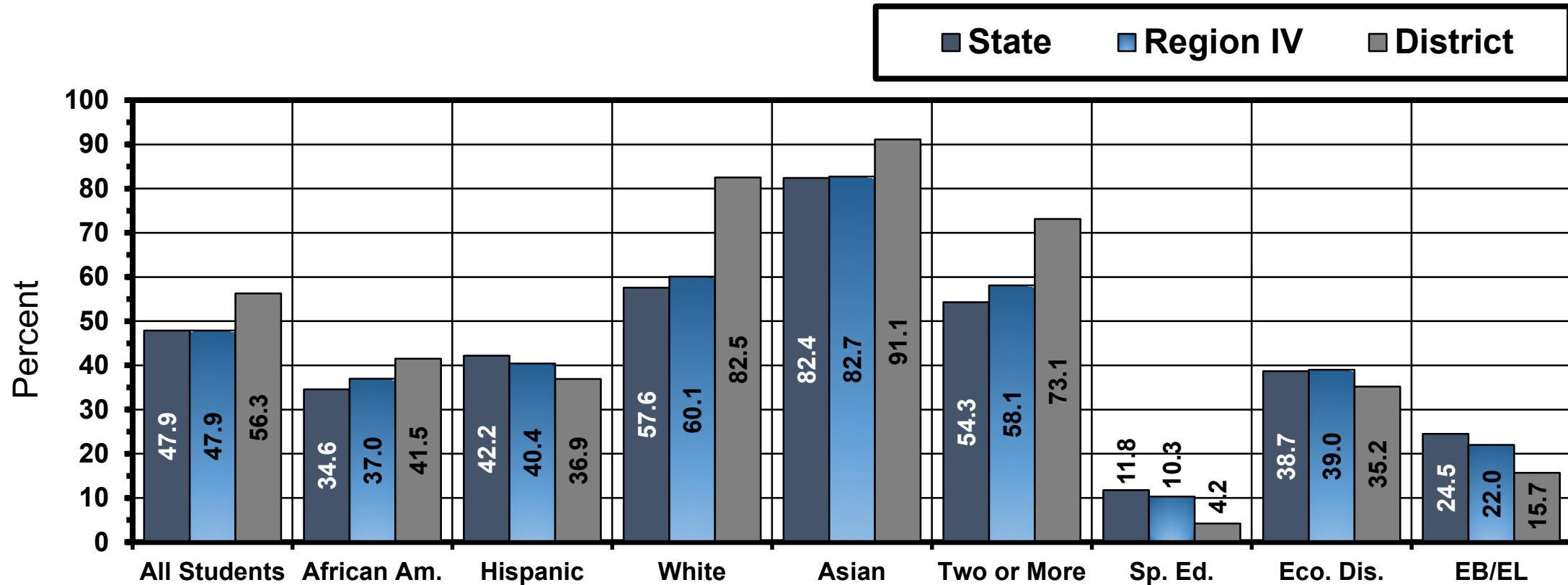
✓ Overall District rates of College-Ready Graduates meeting TSI in math exceeded State and Region, while performance among other student groups was mixed.

College Ready Graduates Annual Graduation 2019-2020
Texas Success Initiation (TSI) Criteria – Both Subjects
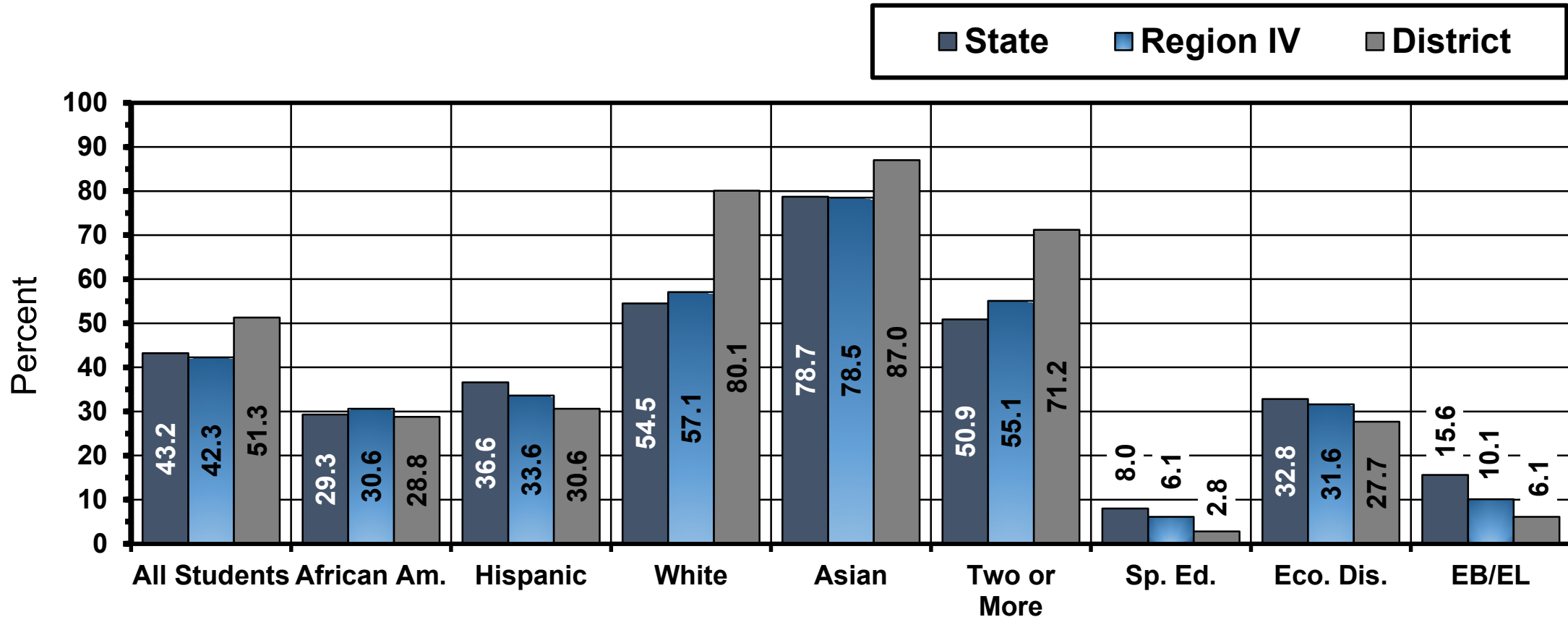
✓ Overall District rates of Annual Graduates meeting TSI in both ELA and math exceeded State and Region, although performance was below State and Region in 5 of 8 student groups.

College Readiness Indicators
College, Career and Military Ready Annual Graduates 2019-2020
(Student Achievement)

Legend: State, Region IV, District

Student Group	State	Region IV	District
All Students	63.0	61.1	63.4
African Am.	47.8	48.1	42.4
Hispanic	60.3	57.0	47.9
White	70.6	71.9	85.4
Asian	85.5	85.6	91.1
Two or More	65.6	68.1	82.7
Sp. Ed.	71.5	67.8	55.9
Eco. Dis.	56.3	53.9	45.0
EB/EL	44.8	37.5	27.1
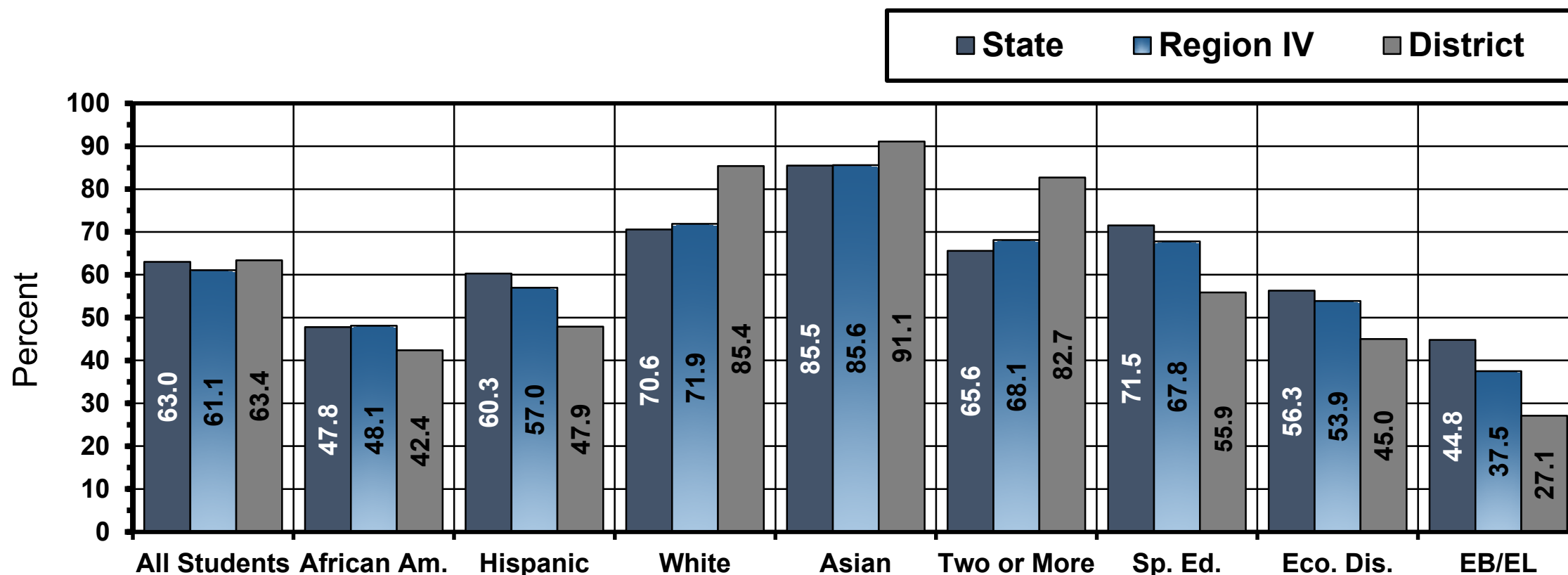
✓ Overall District rate of students achieving one or more College, Career, and Military Ready indicators exceeded State and Region, although it was below State and Region in 5 of 8 student groups.

Post-Secondary Indicators
Graduates Enrolled in Texas Institutions of Higher Education

Legend: State, Region IV, District

Year	State	Region IV	District
2014-2015	56.1	58.4	56.2
2015-2016	54.7	56.9	55.8
2016-2017	54.6	55.9	53.5
2017-2018	53.4	54.7	49.7
2018-2019	52.6	53.6	50.6
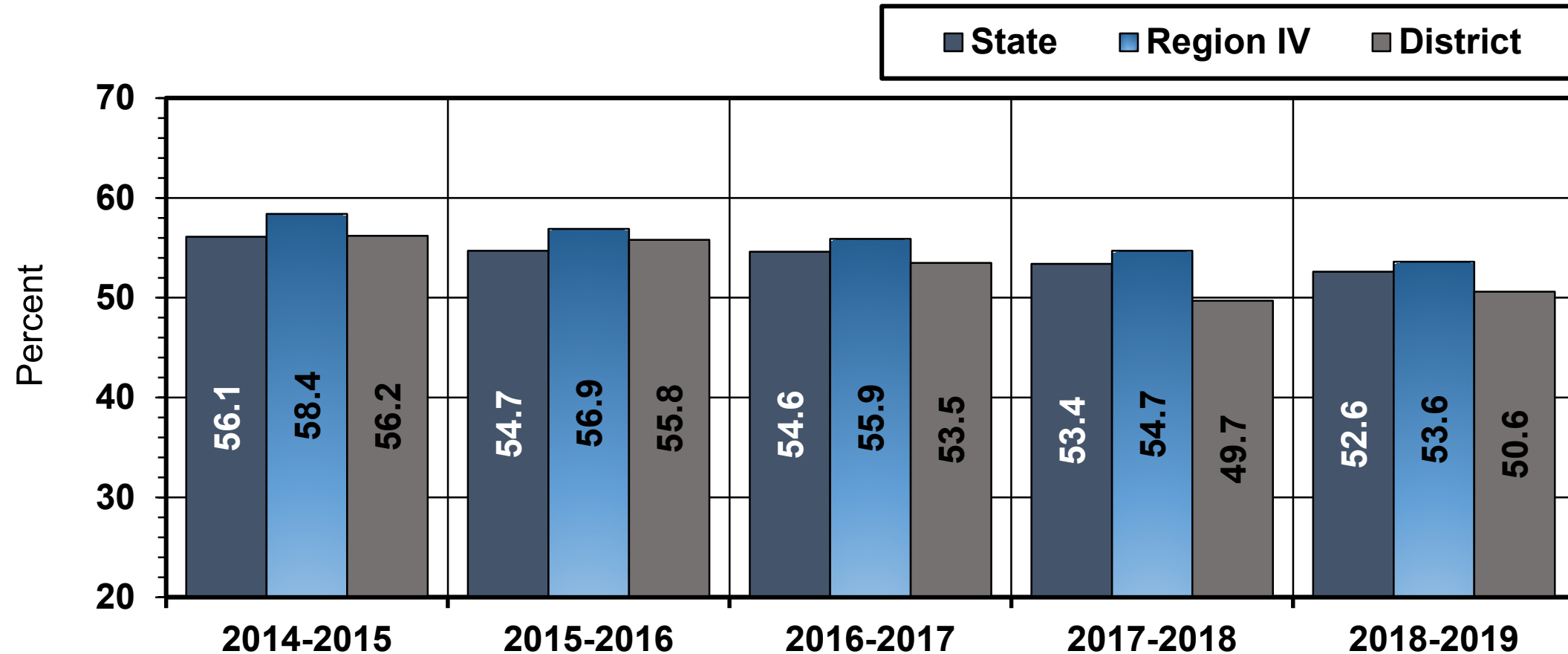
✓ District enrollment improved for the class of 2019 who enrolled in Texas Institutions of Higher Education the year after graduation, although continues to lag both State and Region.

College Readiness Indicators Highlights and Areas for Improvement

Highlights:
- ✓ District outperforms State and Region in:
  - ✓ Advanced Dual Credit Course Completion
  - ✓ Scoring At or Above Criterion on AP/IB, ACT, and SAT
  - ✓ Average ACT and SAT Scores
  - ✓ Annual Graduates Meeting TSI in ELA, Math, and Both

Areas for Improvement:
- ✓ Increase the percentage of graduates earning College, Career, and Military Ready (CCMR) status including:
  - ✓ Increasing Advanced Dual Credit Course Success of Economically Disadvantaged students and English Learners
  - ✓ Narrowing the Gaps in Student Performance on College Pathway Assessments and Meeting TSI Levels
- ✓ Monitor the trajectory of the percentage of students taking AP and IB tests

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

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

Appendix A:

2021 STAAR Performance
at Meets Grade Level
by Subject and Student Group

2020 Region and State Results All Grades
% Meets Grade Level – African American
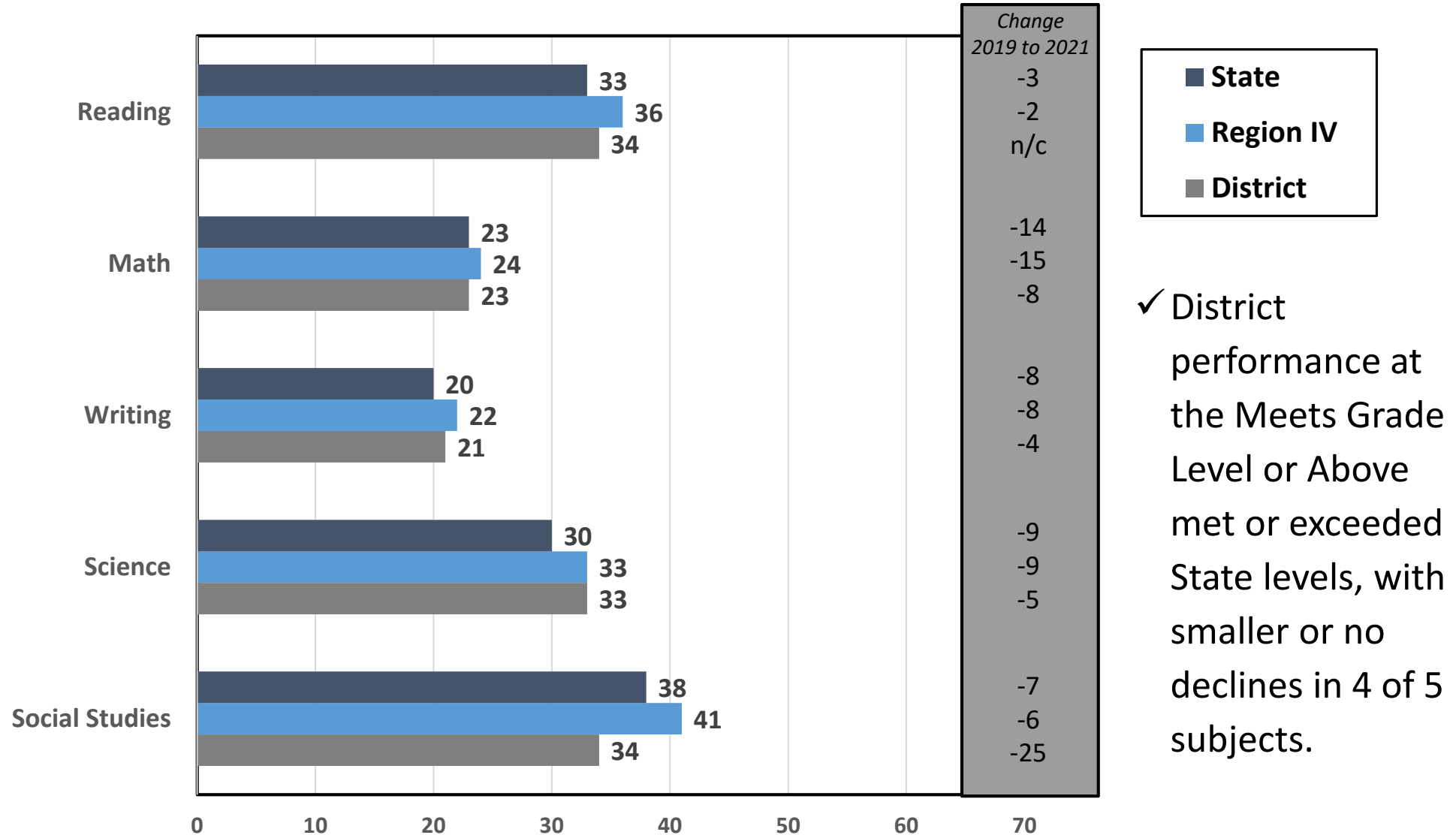
2021 Region and State Results All Grades
% Meets Grade Level Standard or Above – Hispanic

	State	Region IV	District	Change 2019 to 2021
Reading	36	37	34	-5 / -4 / n/c
Math	28	30	33	-19 / -18 / -7
Writing	21	22	21	-11 / -10 / -5
Science	34	36	36	-13 / -12 / -5
Social Studies	41	42	41	-7 / -8 / -7

✓ District performance at the Meets Grade Level or Above met or exceeded State levels, with smaller or no declines in 4 of 5 subjects.

61

2021 Region and State Results All Grades
% Meets Grade Level Standard or Above - White

	Change 2019 to 2021

Reading
- State: 60 (-2)
- Region IV: 64 (-2)
- District: 74 (-3)

Math
- State: 54 (-9)
- Region IV: 59 (-8)
- District: 75 (-5)

Writing
- State: 43 (-6)
- Region IV: 48 (-5)
- District: 66 (n/c)

Science
- State: 62 (-7)
- Region IV: 68 (-6)
- District: 76 (-5)

Social Studies
- State: 64 (-3)
- Region IV: 69 (-3)
- District: 77 (-2)

Legend:
- State
- Region IV
- District

✓ District performance at the Meets Grade Level or Above exceeded State and Region levels in all subjects, with smaller or no declines in 4 of 5 subjects.

2021 Region and State Results All Grades
% Meets Grade Level Standard or Above – Asian

✓ District performance at the Meets Grade Level or Above exceeded State and Region levels in all subjects, with gains or smaller declines in 4 of 5 subjects.

2021 Region and State Results All Grades
% Meets Grade Level Standard or Above - Two or More

✓ District performance at the Meets Grade Level or Above exceeded State and Region levels in all subjects.
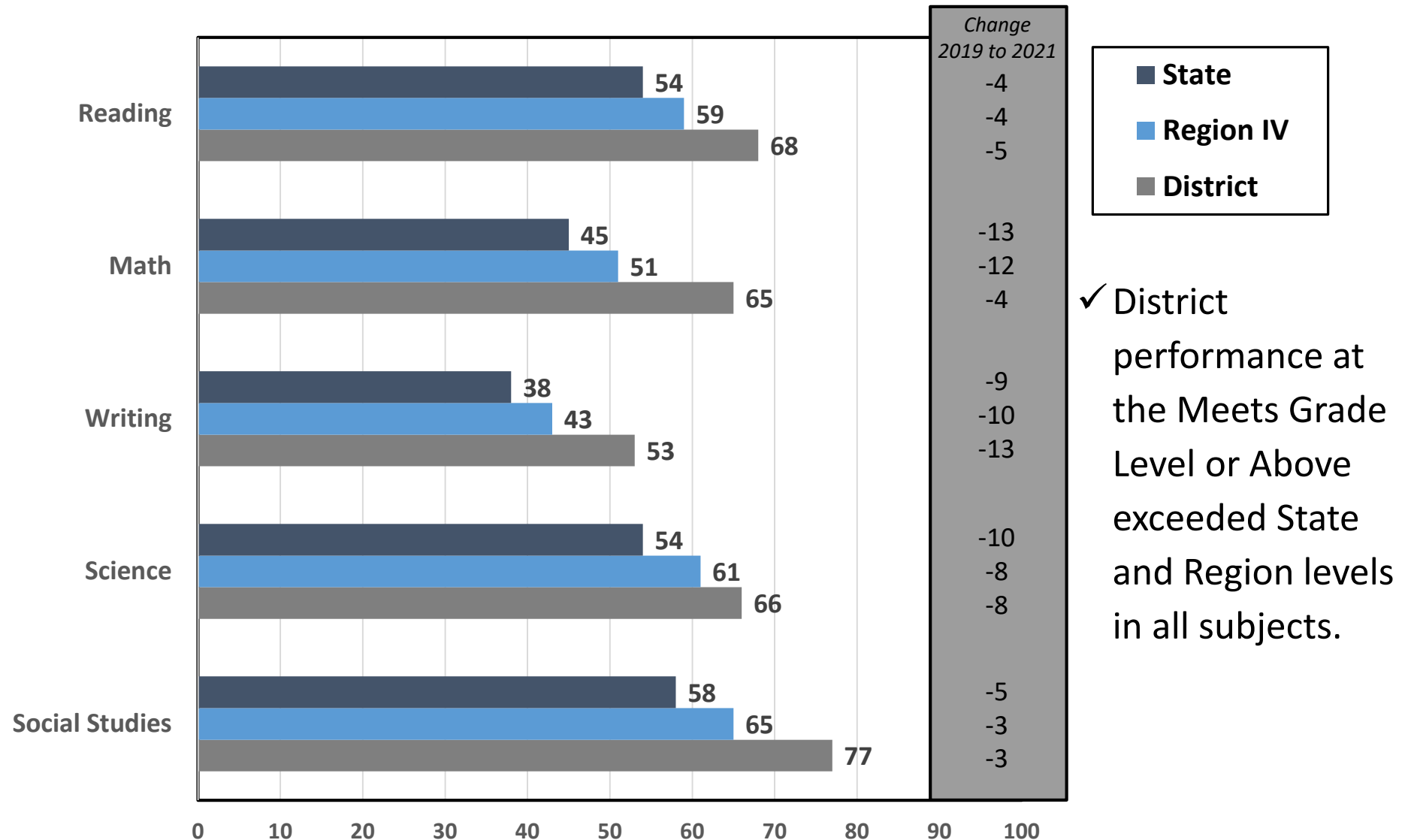
2021 Region and State Results All Grades
% Meets Grade Level Standard or Above - Special Ed

Change 2019 to 2021

Legend: State, Region IV, District

Subject	State	Region IV	District	Change (State)	Change (Region IV)	Change (District)
Reading	20	21	20	-1	-1	-3
Math	21	22	23	-6	-5	-4
Writing	15	15	16	-4	-5	-4
Science	22	24	22	-3	-3	-5
Social Studies	28	30	28	n/c	n/c	-2

✓ District performance at the Meets Grade Level or Above met or exceeded State levels in all subjects.
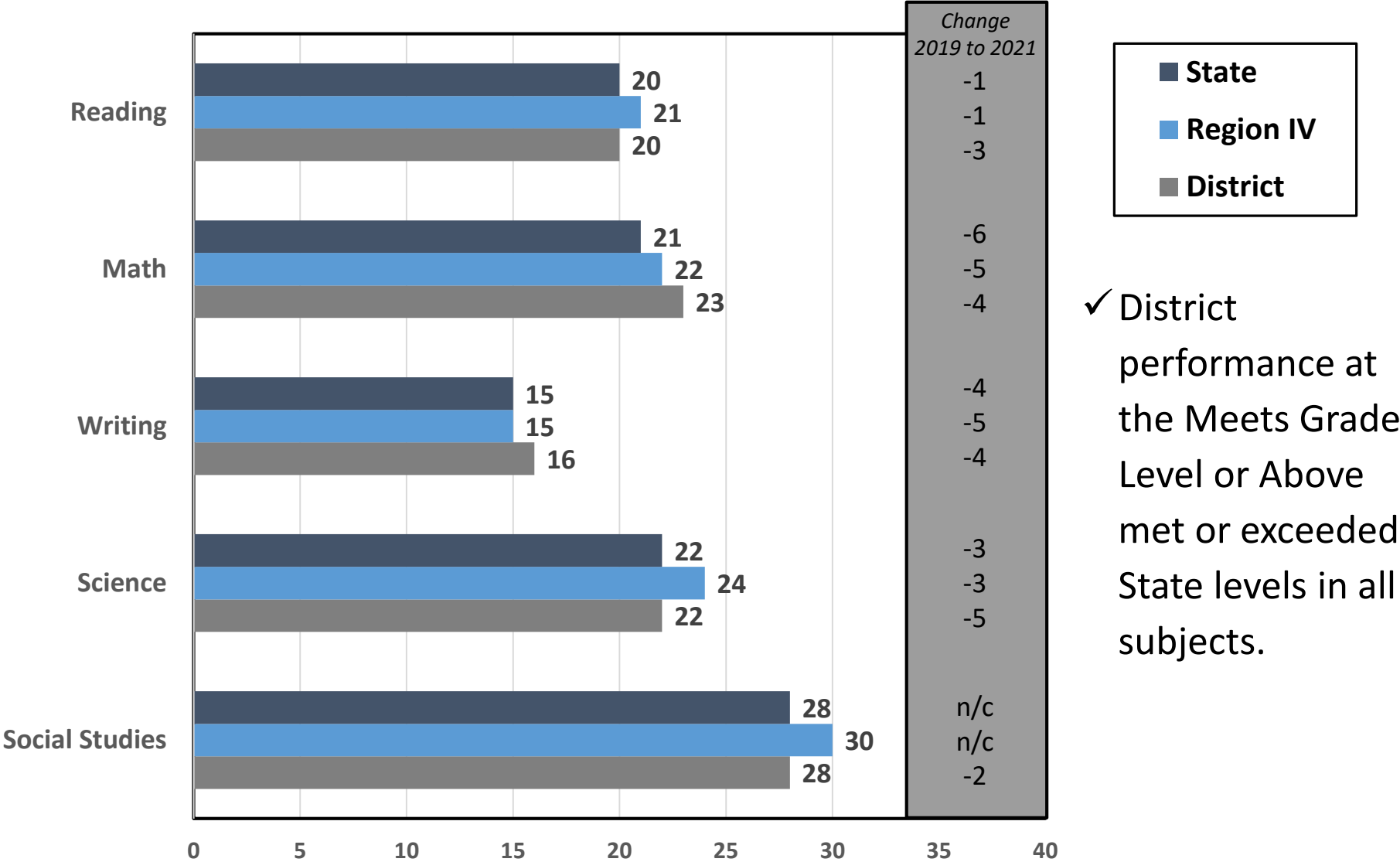
Appendix B:

Graduation by Student Groups

4-Year Longitudinal Rate
Class of 2020

| Graduation Rate | 87.1% | 86.5% | 95.2% | 99.4% | 94.5% | 72.8% | 87.0% | 75.6% |

Received TxCHSE ■   Continued HS ■   Dropped Out ■
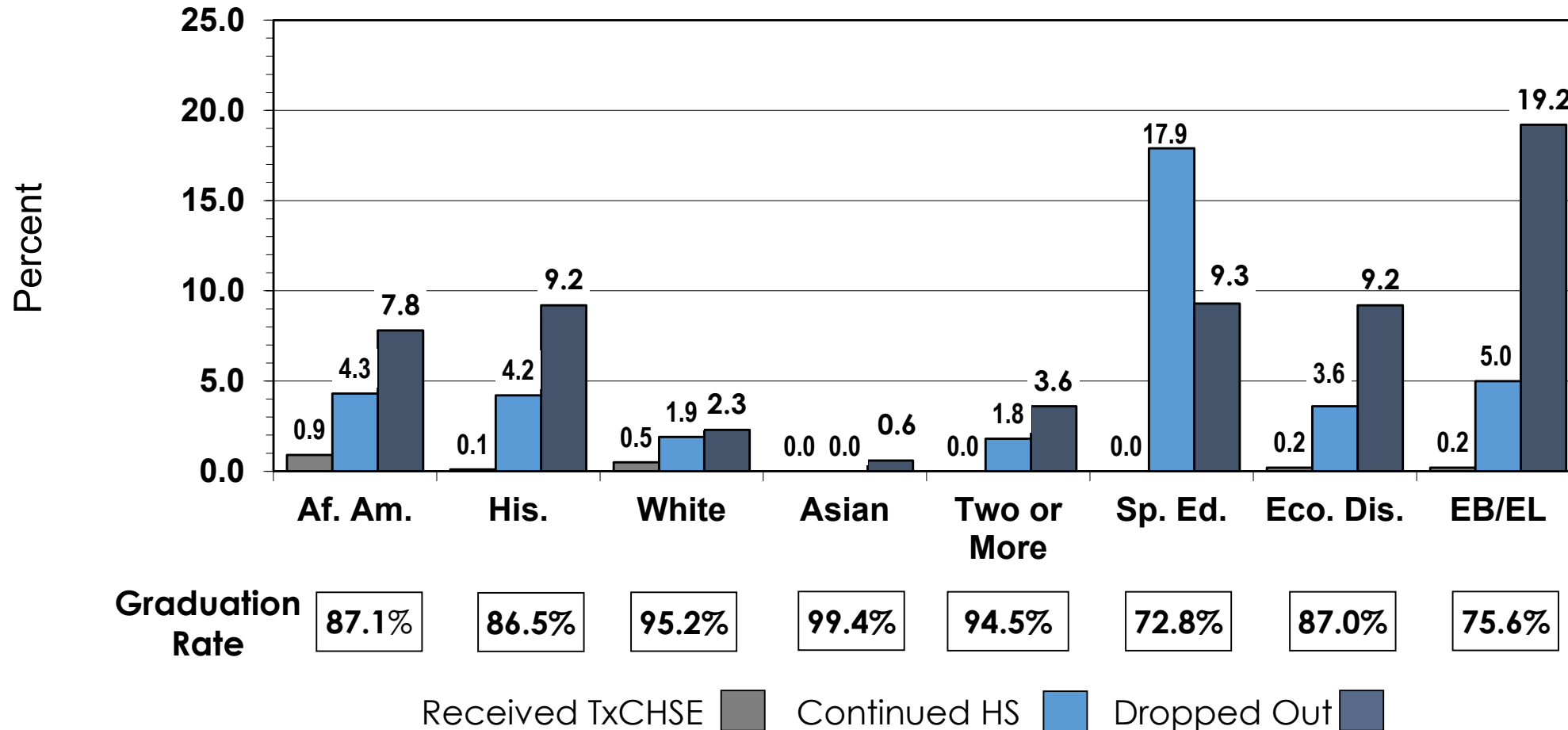
✓Rate of students continuing in high school was highest for students served by Special Ed, while dropout rate was highest among EL students.

5-Year Longitudinal Rate
Class of 2019

5 yr Grad Rate/ Change	Af. Am.	His.	White	Asian	Two or More	Sp. Ed.	Eco. Dis.	EB/EL
	84.9% +5.2	88.2% +2.3	94.6% +0.3	99.4% n/c	92.1% n/c	79.2% +3.7	87.4% +3.0	73.9% +5.2

Received TxCHSE ▮ Continued HS ▮ Dropped Out ▮
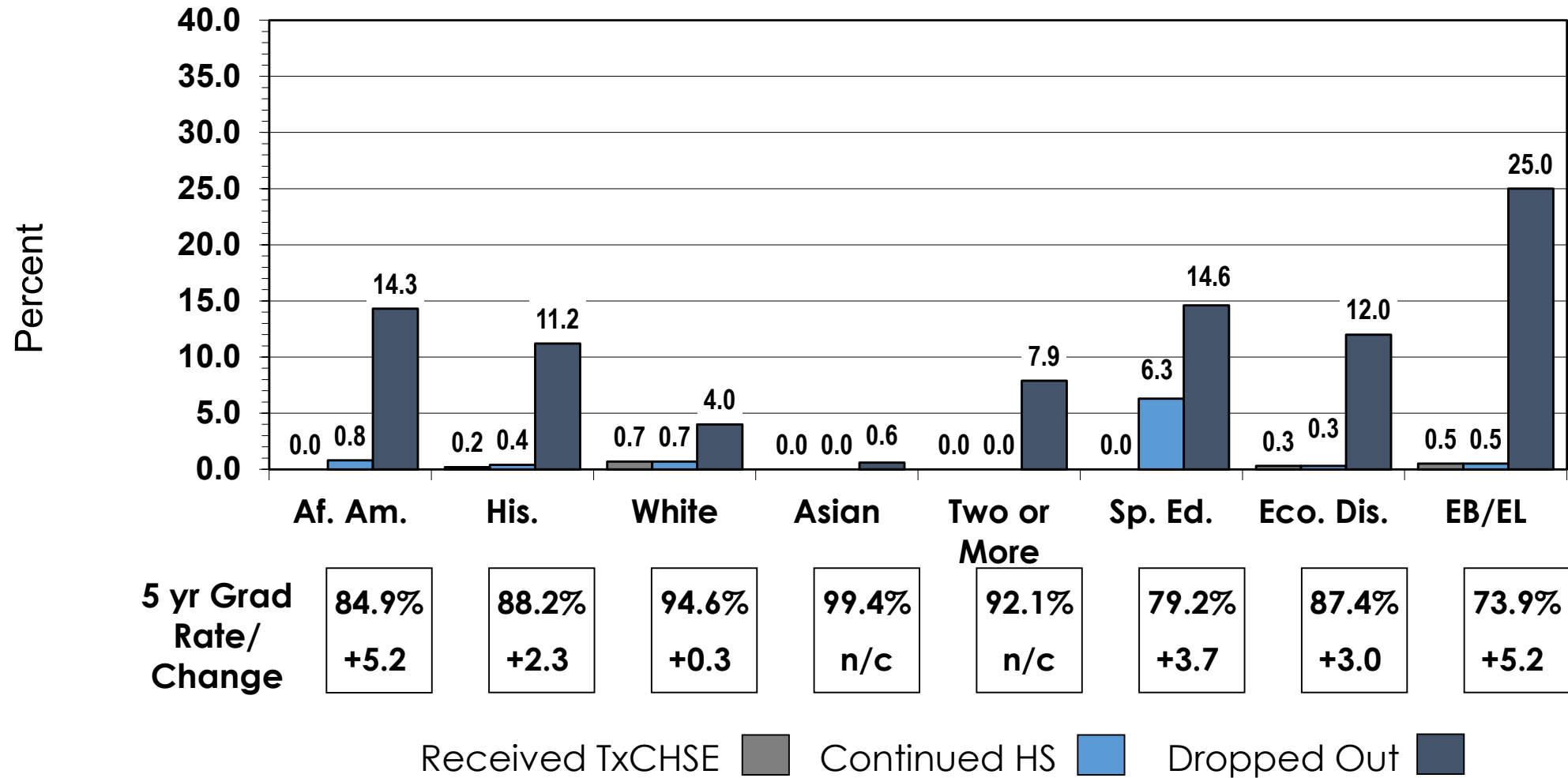
✓Graduation rates increased in 5th year in 6 of 8 student groups, with the greatest increases in African American and English Learners.

68

6-Year Longitudinal Rate
Class of 2018

6 yr Grad Rate/ Change	Af. Am.	His.	White	Asian	Two or More	Sp. Ed.	Eco. Dis.	EB/EL
	92.6% +0.9	89.6% +0.3	96.0% +0.3	98.0% +0.5	91.4% n/c	80.3% +4.5	89.3% +0.1	76.5% +0.6

Received TxCHSE ▮ Continued HS ▮ Dropped Out ▮
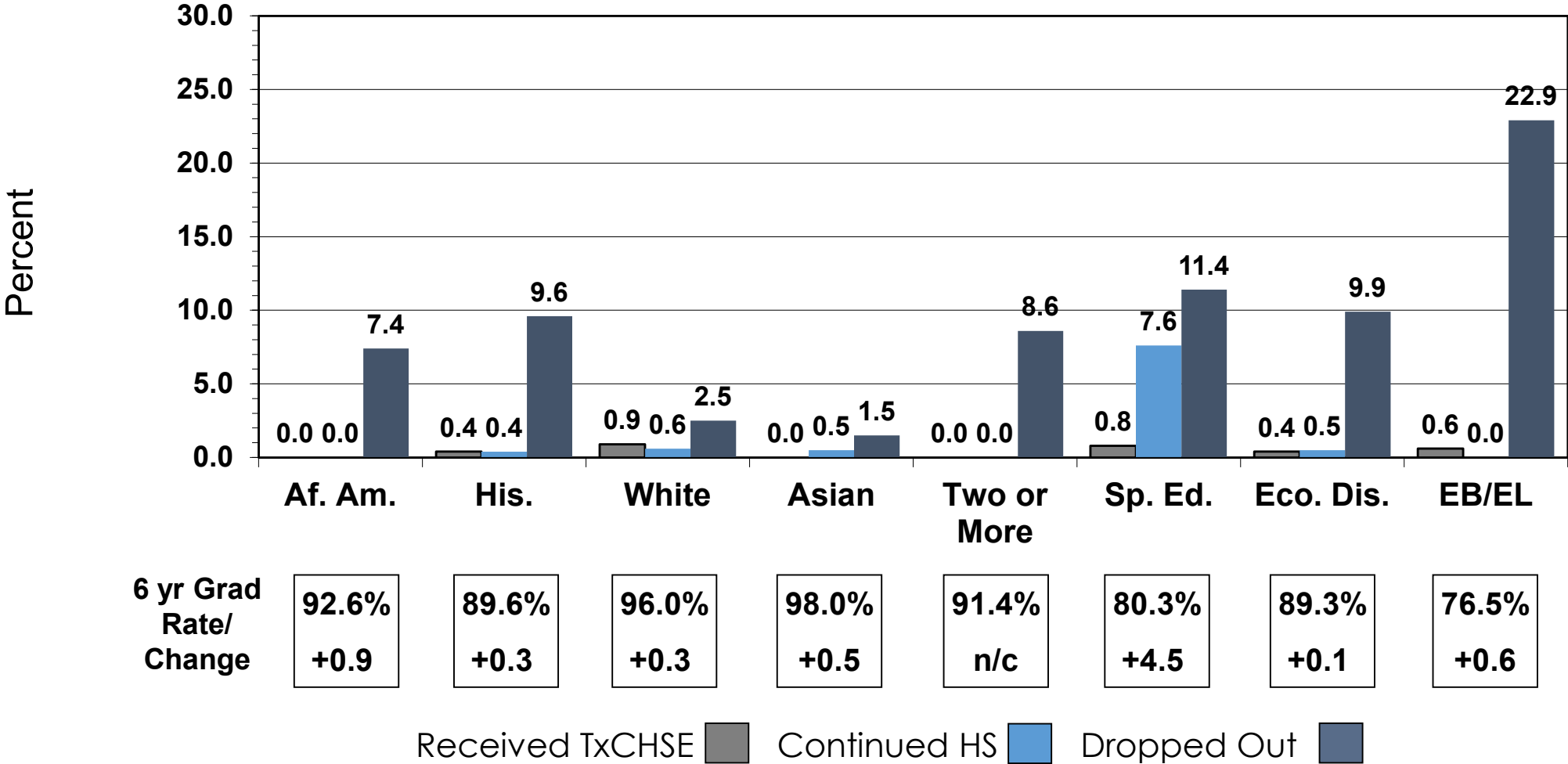
✓Graduation rates increased in 6th year in 7 of 8 student groups, with the greatest increase in Special Ed.

69

Appendix C:

College Readiness Indicators by Student Group

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

Legend: ■ State ■ Region IV ■ District

Any Subject
- 2018-2019: State 35.4, Region IV 35.8, District 33.2
- 2019-2020: State 37.4, Region IV 38.8, District 30.7

ELA
- 2018-2019: State 13.7, Region IV 14.7, District 13.9
- 2019-2020: State 14.2, Region IV 16.5, District 10.9

Math
- 2018-2019: State 14.7, Region IV 14.4, District 17.7
- 2019-2020: State 15.2, Region IV 15.9, District 19.2

Science
- 2018-2019: State 17.1, Region IV 16.3, District 10.3
- 2019-2020: State 18.2, Region IV 17.1, District 10.4

Soc. Studies
- 2018-2019: State 16.4, Region IV 16.2, District 12.5
- 2019-2020: State 17.2, Region IV 18.0, District 12.8

✓ African American completion rates of Advanced Dual Credit courses decreased overall, and was below State and Region levels, while increasing in 3 of 4 subjects.

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

Legend: State, Region IV, District

Any Subject
- 2018-2019: State 43.0, Region IV 40.9, District 34.8
- 2019-2020: State 44.9, Region IV 44.0, District 33.7

ELA
- 2018-2019: State 16.6, Region IV 16.5, District 15.2
- 2019-2020: State 16.9, Region IV 18.3, District 13.4

Math
- 2018-2019: State 18.2, Region IV 16.5, District 18.7
- 2019-2020: State 18.6, Region IV 17.7, District 18.2

Science
- 2018-2019: State 20.1, Region IV 17.1, District 10.9
- 2019-2020: State 20.7, Region IV 17.8, District 11.2

Soc. Studies
- 2018-2019: State 20.2, Region IV 17.7, District 15.3
- 2019-2020: State 21.3, Region IV 20.3, District 17.1

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

72

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

Legend: State | Region IV | District

Any Subject
- 2018-2019: 47.6 / 49.9 / 57.1
- 2019-2020: 48.7 / 52.1 / 56.1

ELA
- 2018-2019: 19.7 / 21.1 / 29.3
- 2019-2020: 19.9 / 22.1 / 29.5

Math
- 2018-2019: 23.5 / 24.3 / 43.2
- 2019-2020: 23.6 / 25.3 / 42.0

Science
- 2018-2019: 24.1 / 23.7 / 26.3
- 2019-2020: 24.9 / 24.7 / 23.0

Soc. Studies
- 2018-2019: 27.7 / 29.4 / 38.3
- 2019-2020: 28.4 / 31.1 / 38.0

Y-axis: Percent
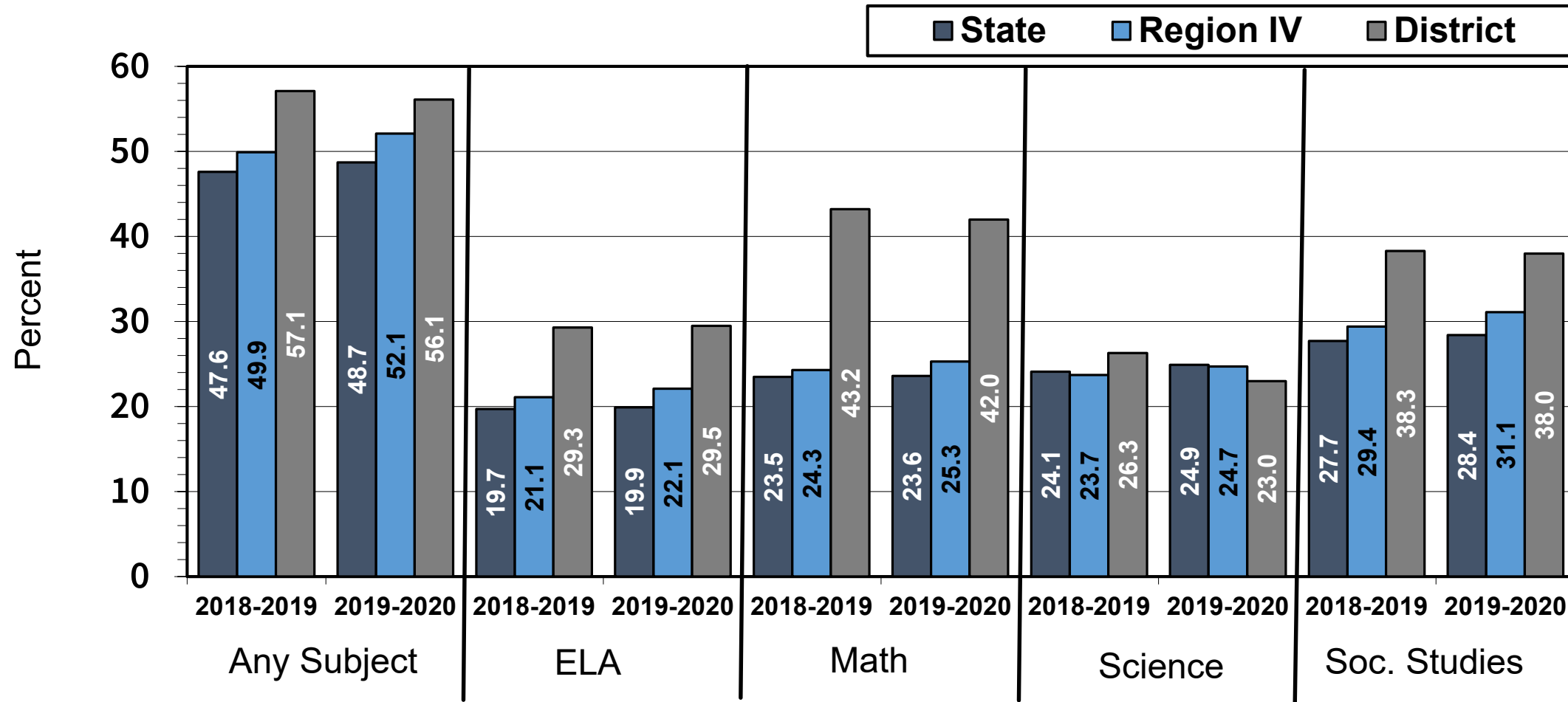
✓ White completion rates of Advanced Course/Dual Credit courses decreased overall and in 3 of 4 subjects, while exceeding most State and Region levels.

73

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

Legend: State, Region IV, District
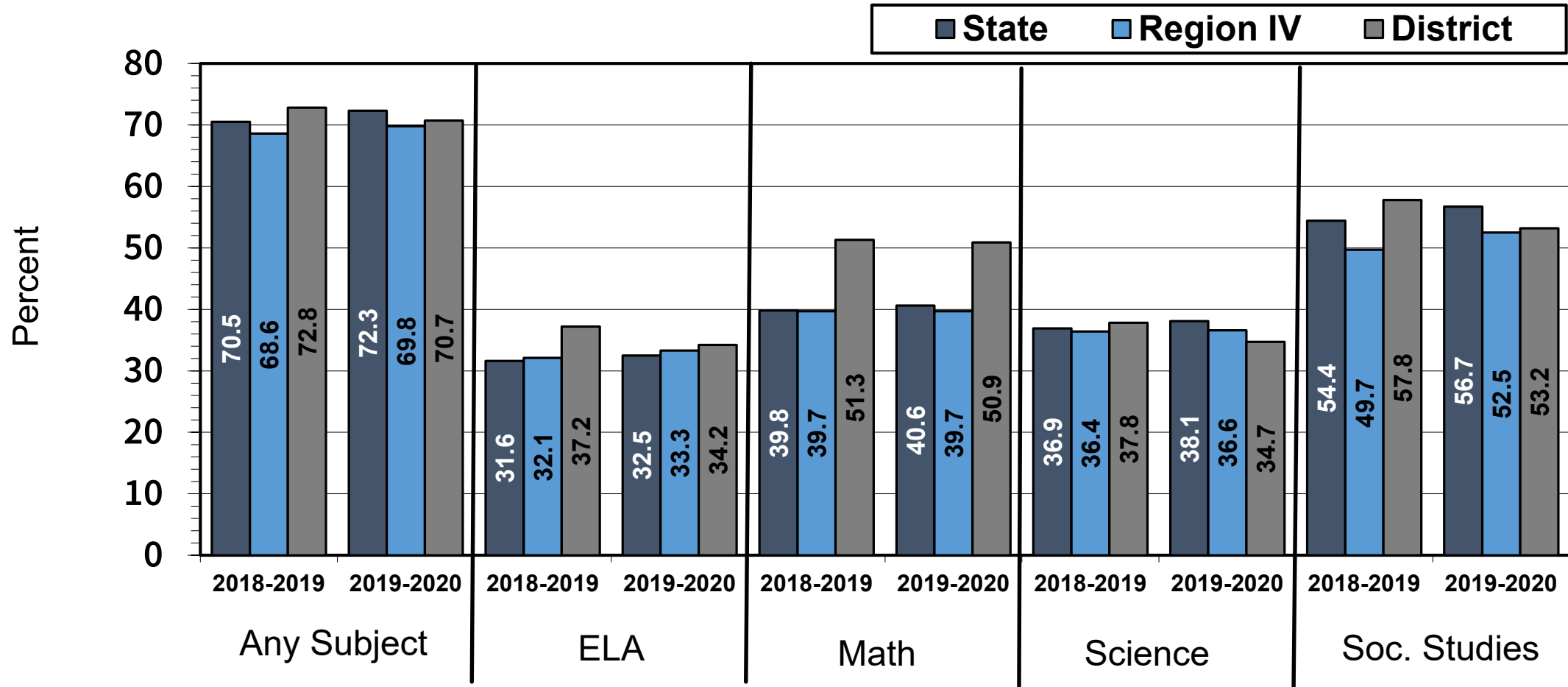
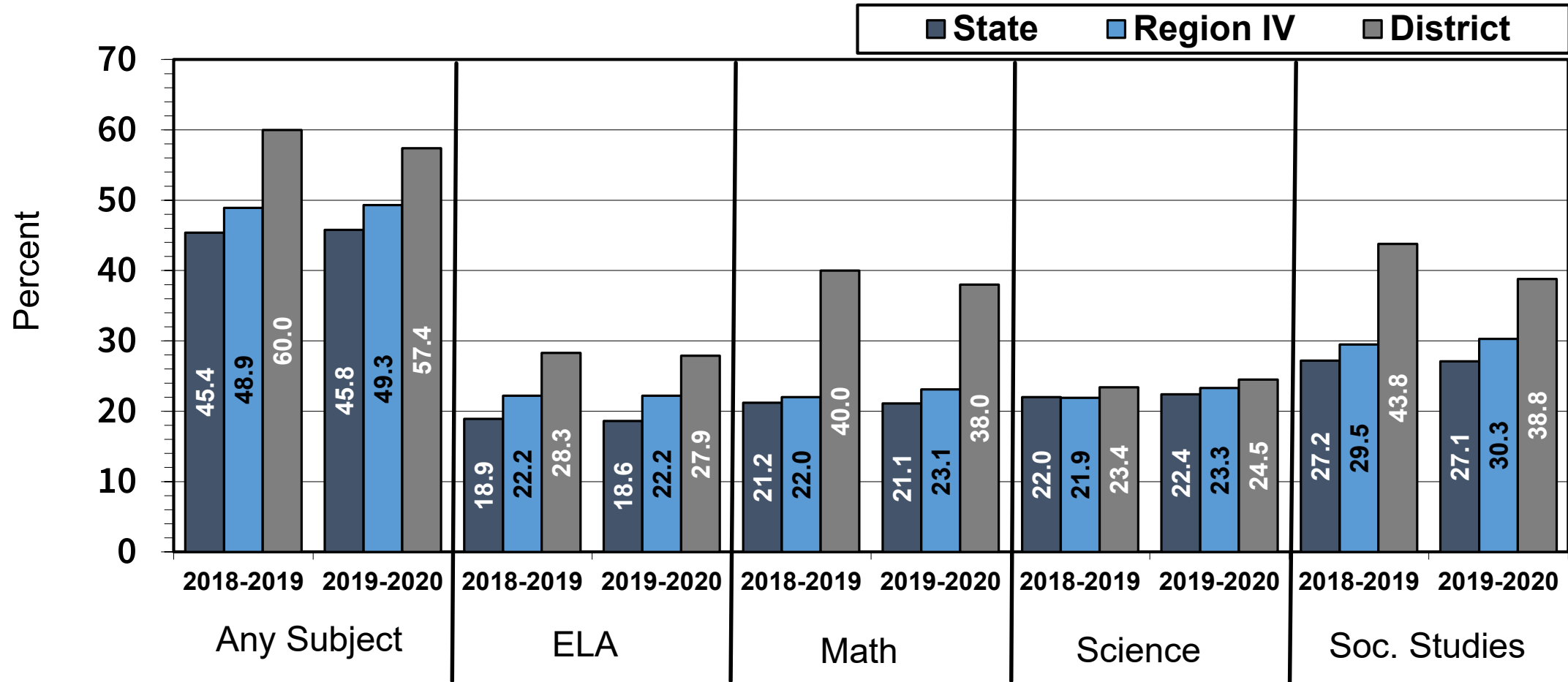| Subject	Year	State	Region IV	District
Any Subject	2018-2019	70.5	68.6	72.8
Any Subject	2019-2020	72.3	69.8	70.7
ELA	2018-2019	31.6	32.1	37.2
ELA	2019-2020	32.5	33.3	34.2
Math	2018-2019	39.8	39.7	51.3
Math	2019-2020	40.6	39.7	50.9
Science	2018-2019	36.9	36.4	37.8
Science	2019-2020	38.1	36.6	34.7
Soc. Studies	2018-2019	54.4	49.7	57.8
Soc. Studies	2019-2020	56.7	52.5	53.2

✓ Asian completion rates of Advanced Dual Credit courses was at or above State and Region levels, although decreased overall and in every subject.

74

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

Legend: ■ State ■ Region IV ■ District

Any Subject
- 2018-2019: State 45.4, Region IV 48.9, District 60.0
- 2019-2020: State 45.8, Region IV 49.3, District 57.4

ELA
- 2018-2019: State 18.9, Region IV 22.2, District 28.3
- 2019-2020: State 18.6, Region IV 22.2, District 27.9

Math
- 2018-2019: State 21.2, Region IV 22.0, District 40.0
- 2019-2020: State 21.1, Region IV 23.1, District 38.0

Science
- 2018-2019: State 22.0, Region IV 21.9, District 23.4
- 2019-2020: State 22.4, Region IV 23.3, District 24.5

Soc. Studies
- 2018-2019: State 27.2, Region IV 29.5, District 43.8
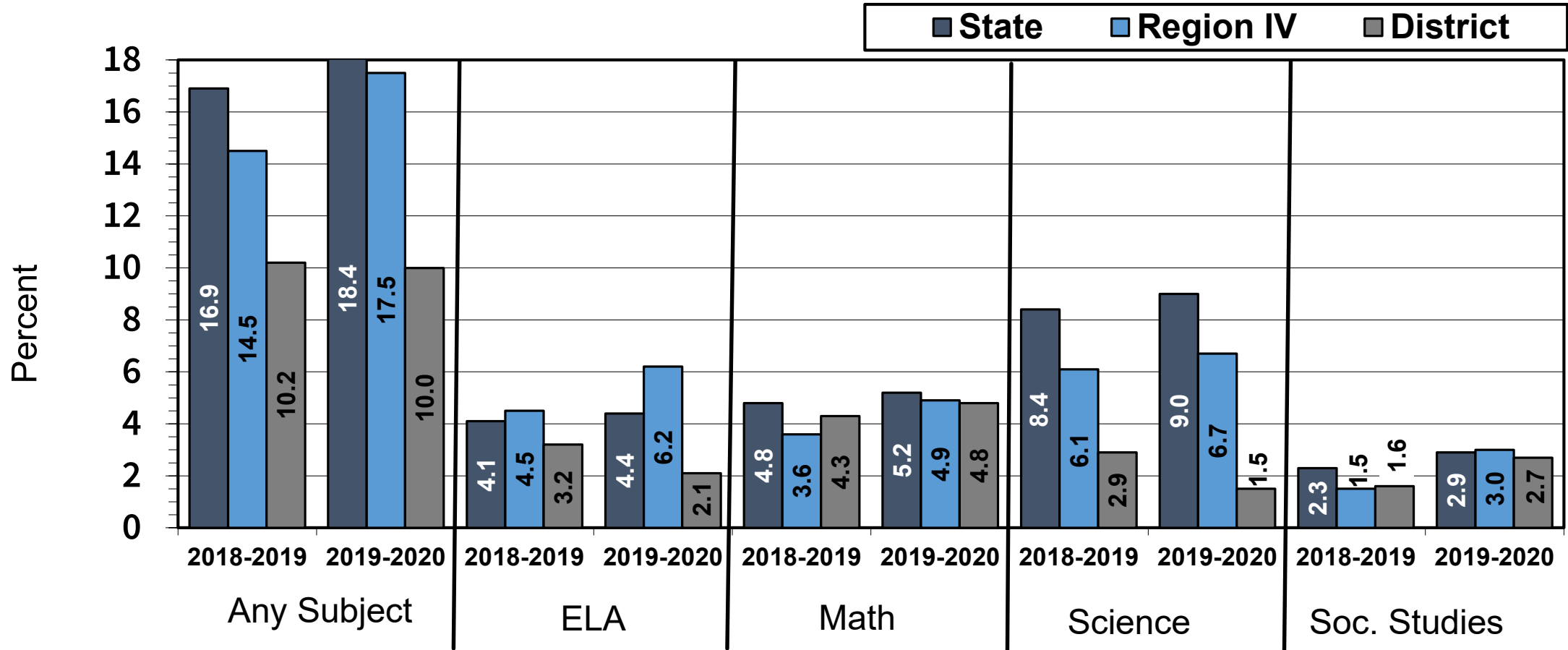- 2019-2020: State 27.1, Region IV 30.3, District 38.8

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

75

College Readiness Indicators
## Advanced Dual Credit Course Completion
Grades 9-12 – Special Ed

Legend: ■ State ■ Region IV ■ District

Y-axis: Percent (0 to 18)

Any Subject
- 2018-2019: State 16.9, Region IV 14.5, District 10.2
- 2019-2020: State 18.4, Region IV 17.5, District 10.0

ELA
- 2018-2019: State 4.1, Region IV 4.5, District 3.2
- 2019-2020: State 4.4, Region IV 6.2, District 2.1

Math
- 2018-2019: State 4.8, Region IV 3.6, District 4.3
- 2019-2020: State 5.2, Region IV 4.9, District 4.8

Science
- 2018-2019: State 8.4, Region IV 6.1, District 2.9
- 2019-2020: State 9.0, Region IV 6.7, District 1.5

Soc. Studies
- 2018-2019: State 2.3, Region IV 1.5, District 1.6
- 2019-2020: State 2.9, Region IV 3.0, District 2.7

✓ Special Ed completion rates of Advanced Course/Dual Credit courses decreased slightly overall and lag State and Region.

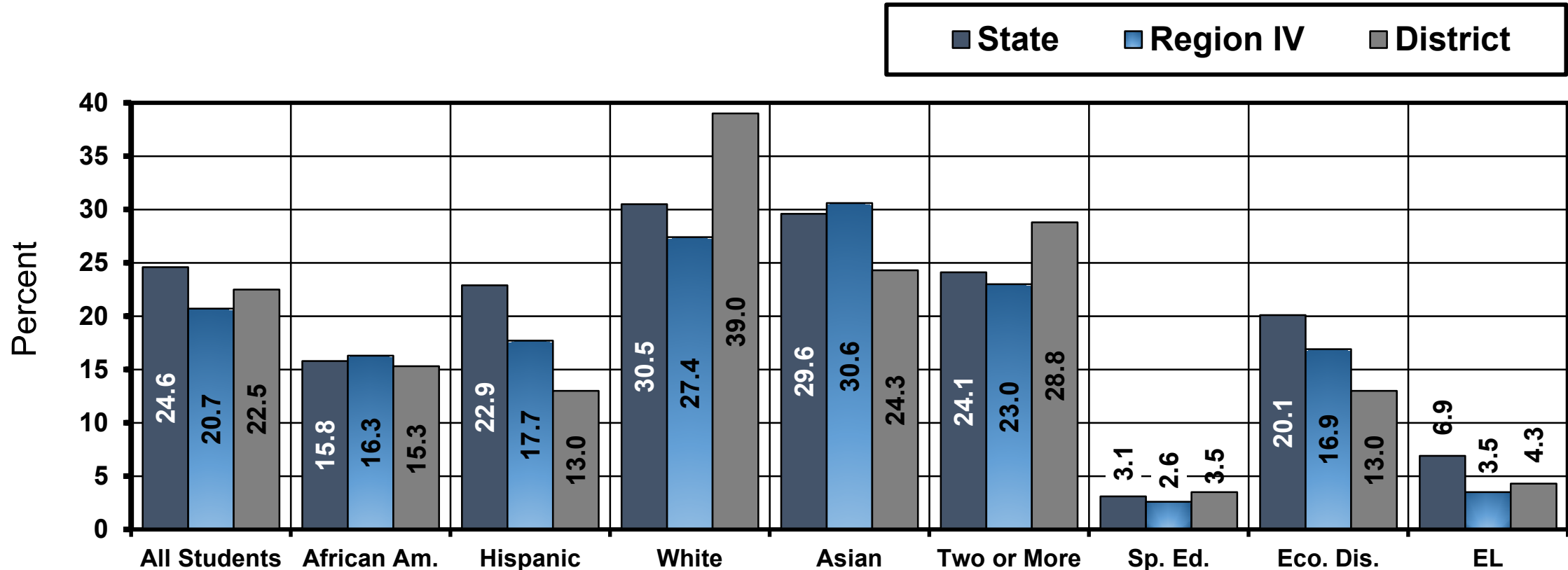# College Ready Graduates 2019-2020
College-Ready Annual Graduates (Domain 3)
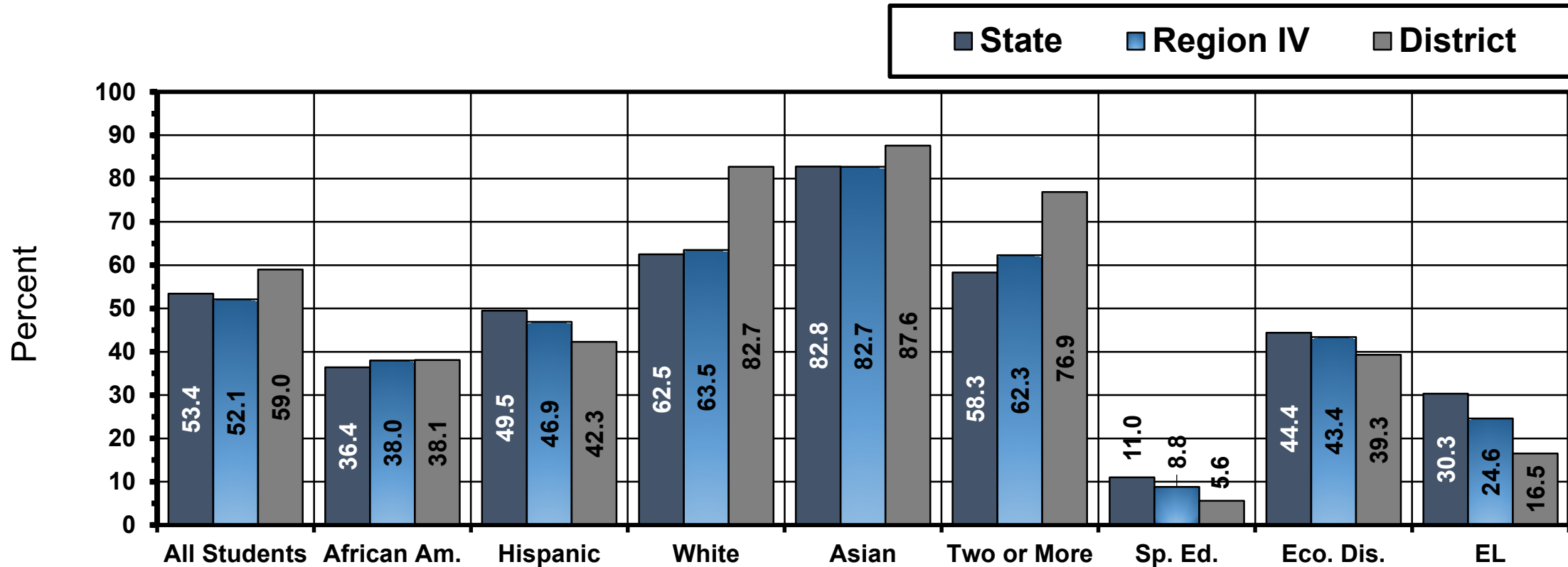
✓ Overall District rates of College-Ready Graduates exceeded State and Region, but student group results were mixed.

College Ready Graduates 2019-2020
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 with mixed results among student groups.

College Ready Graduates 2019-2020
AP/IB Met Criteria in Any Subject- Annual Graduates
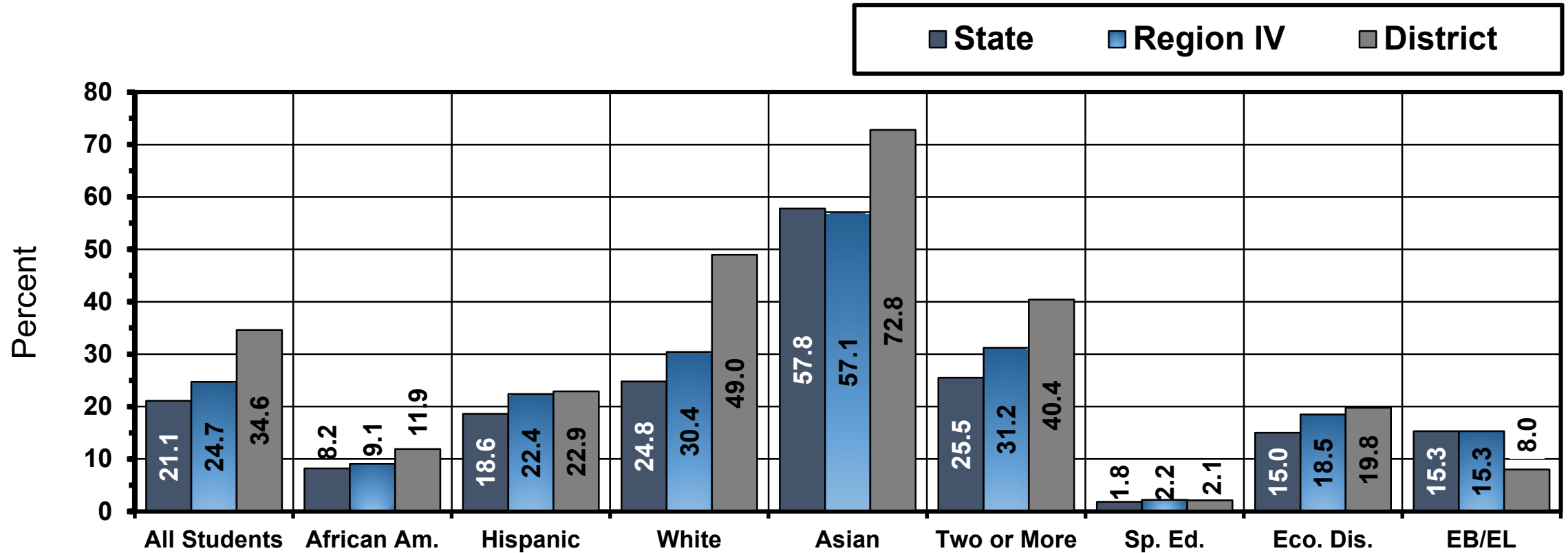
✓ Overall District rates of Annual Graduates meeting criteria in AP/IB exceeded State and Region, and higher in 6 of 8 student groups.

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

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