



**Spring Branch Independent School District  
District Improvement Team**

**Thursday, March 1, 2018**

**5:00 – 7:00 pm**

***Wayne Schaper Leadership Center Board Room***

**AGENDA**

**Welcome**

Linda Buchman, Community Relations Officer

**Approval of Minutes**

**Safety and Security Conversation**

Scott Muri, Superintendent of Schools  
SBISD Police Chief, Bruce Dareing

**TAPR Report**

Keith Haffey, Ed.D., Executive Director of  
Assessment and Compliance

**Handbook/Code of Conduct**

Kristin Craft, Community Superintendent

**2019-2020 Calendar Parameters**

Linda Buchman, Community Relations Officer

**2017-18 DIT Meeting Dates:**

Thursday, April 5

Thursday, May 3



**District Improvement Team (DIT) Meeting**  
**Thursday, January 4, 2018**  
**5:00 – 7:00 p.m.**  
**MINUTES**

**ATTENDANCE:** Lori Brown, Kerry Cashiola, Nicholas Coopriders, Anne Daily, Suzanne Farrow, Cynthia Fratina, Melanie Harper, Elizabeth Kimzey, Jessica Licarione, Cameron Madden, Alondra Martinez, Mark Miller, Michelle Nguyen, Jose, Oxi, Mark Parenti, Jane Primrose, Mary Reed, Maria Schick, Maria Solorzano, Chris Vierra, D'Andre Weaver, Roberto White

Percent of DIT members in attendance: 22

**WELCOME:**

DIT Chair, Anne Daily welcomed everyone to the January, 2018 meeting and asked for DIT members to review the December meeting minutes. Following the review, a motion was made and seconded to approve the minutes. The minutes were unanimously approved.

**DISTRICT UPDATE:**

Dr. Muri provided the DIT with a district update. Dr. Muri informed the DIT that SBISD is 1 of 20 Texas school districts selected to create a custom accountability system. SBISD has always believed in multiple measures to measure growth and success of our students. Dr. Muri also discussed the loss of 300 English language learners, of which could be attributed to current immigration laws and policies. Economic change and increase of apartment rates as the reason for families having to move out of the district. Job loss was also discussed as a possible reason for the loss of the students.

**STRATEGIC PLAN ROAD MAP UPDATE:**

Dr. Muri introduced Baily Hampton, Strategic Planning Coordinator. Baily provided the DIT with a brief overview of the current Strategic Plan Road Map.

**STRATEGIC PLAN PROJECT:**


Christina Masick, Chief Information Officer. Christina provided the DIT with a presentation and overview of the current and future work the technology department.

In closing, Linda Buchman reminded the DIT members that the DIT will hold a joint public hearing with the District on the TAPR report at the January 22 Board Meeting, and all DIT members are invited to attend.


There being no further business, the meeting was adjourned.

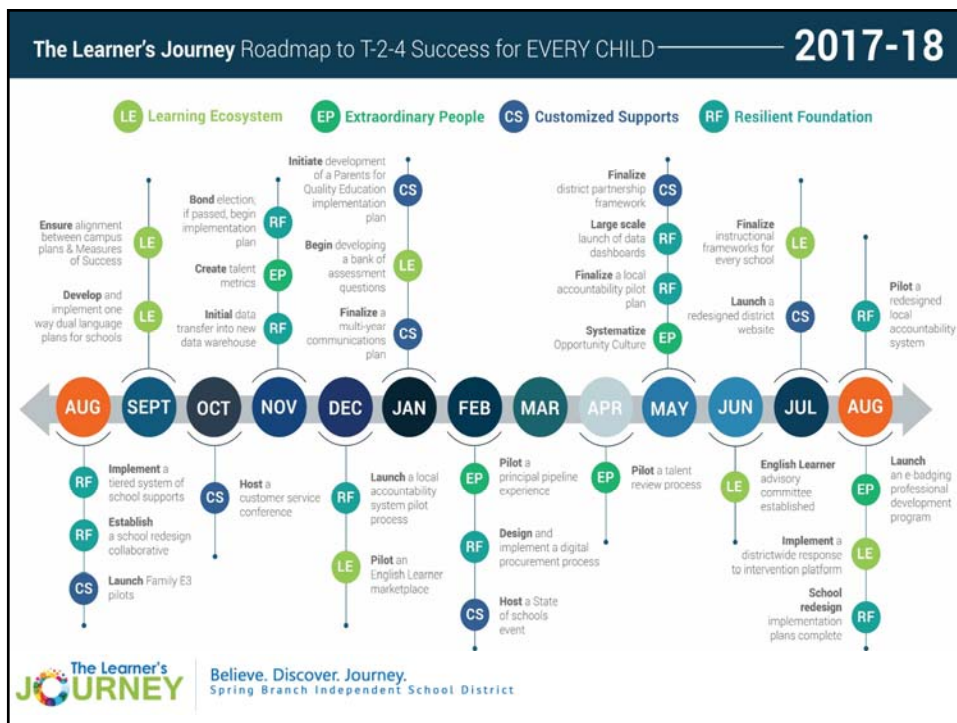
# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## Texas Academic Performance Report (TAPR)



**2016-17  
District  
Performance**

Prepared by  
  
Spring Branch Independent School District  
**Assessment & Compliance**  
*Empowering minds. Shaping lives.*  
**Keith Haffey, Ed.D.**  
Executive Director



# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## Our Data Story

1. What are our alumni doing after they graduate?
2. How academically prepared is every child?
3. How much progress is every child making?
4. How is every child doing beyond the classroom?

3

## Tonight

1. What are our alumni doing after they graduate?
2. How academically prepared is every child?
3. How much progress is every child making?
4. How is every child doing beyond the classroom?

4

# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## **Texas Academic Performance Report (TAPR)**

- **STAAR 3-8 and End-of-Course**
- **Graduation**
- **College Readiness**

5

## 2016-2017 Accreditation Statuses

### **2016-2017 Financial Integrity Rating System of Texas**

**Superior Achievement**

### **2017 Accountability Rating**

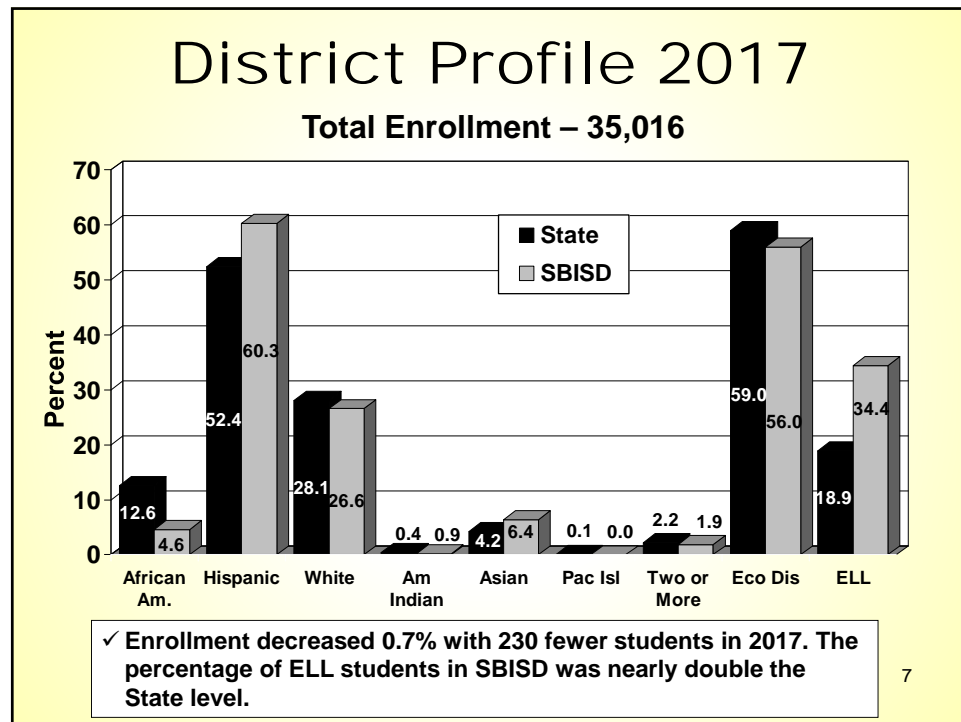
**Met Standard**

### **2016-2017 Accreditation Status**

**Accredited**

6

# Texas Academic Performance Report 2016-2017 Joint Public Hearing



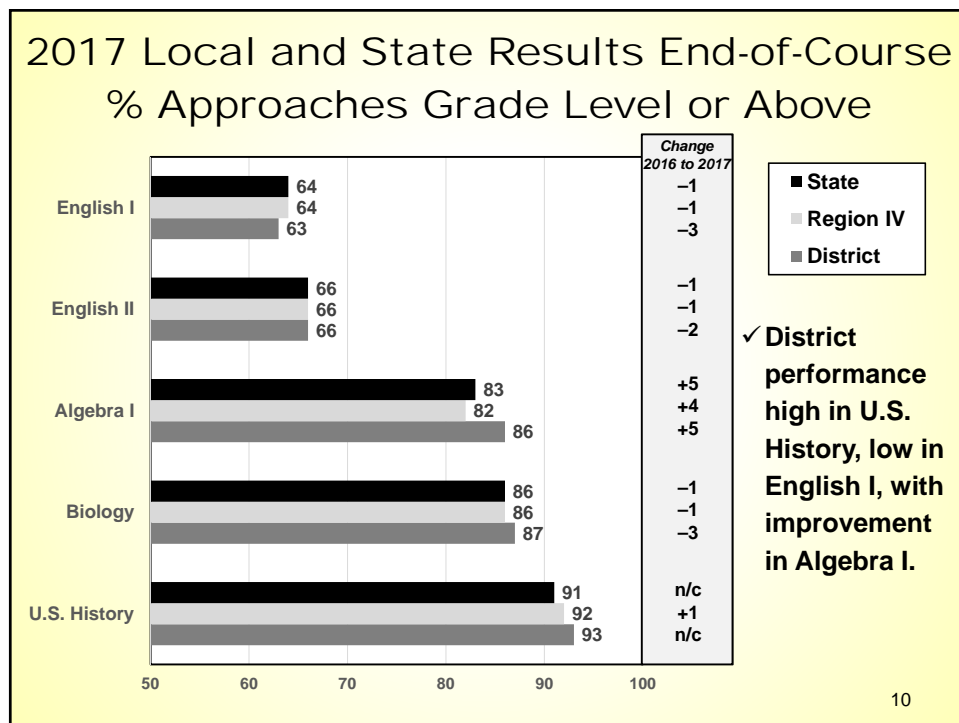
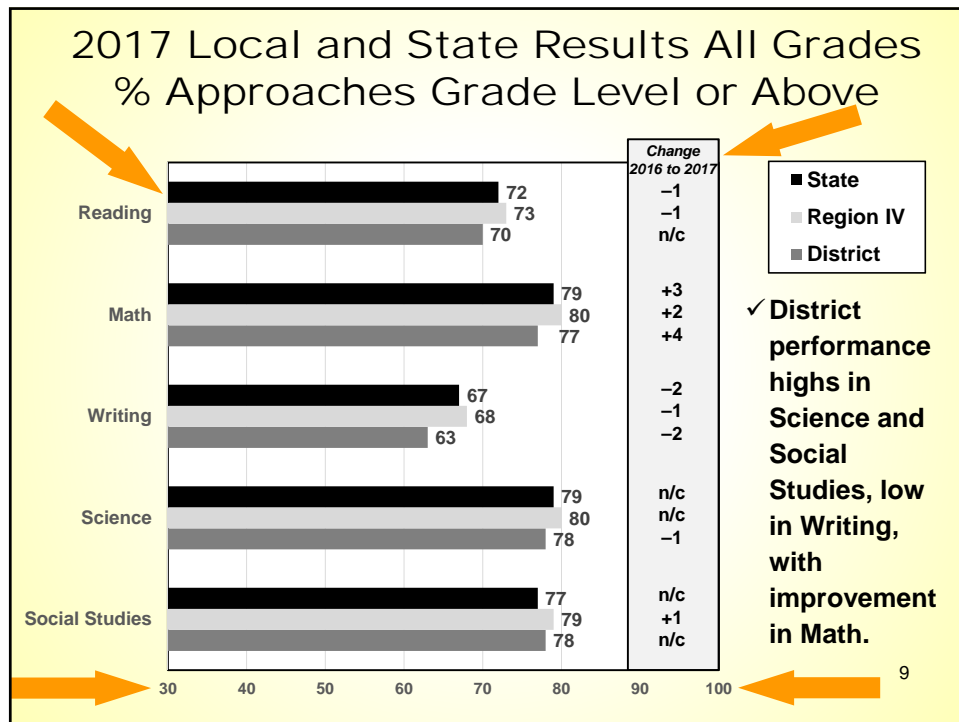


## 2017 Results

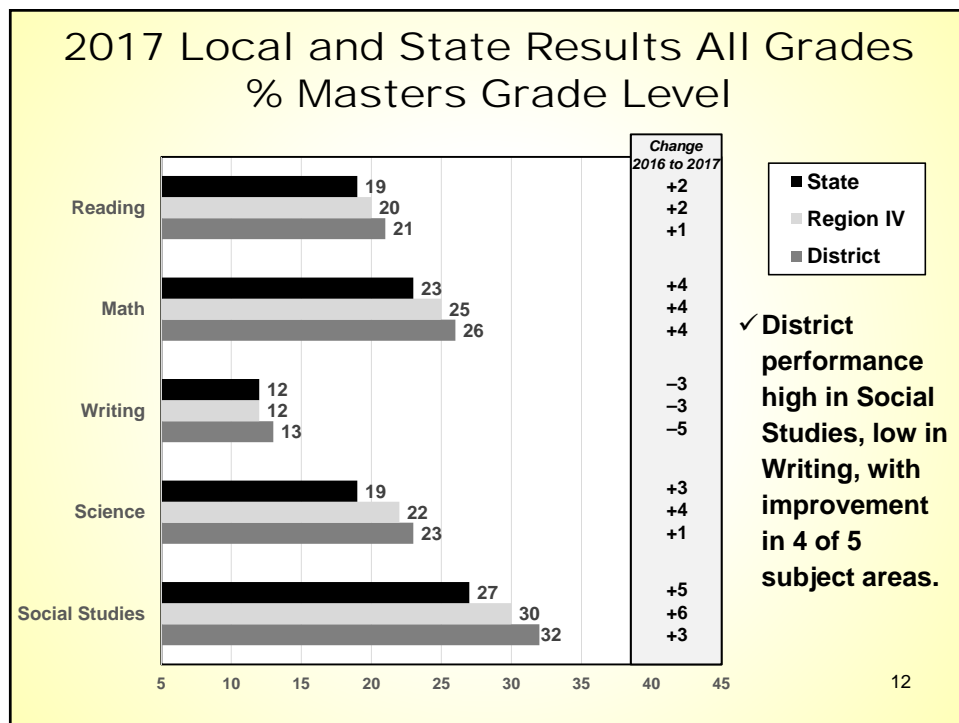
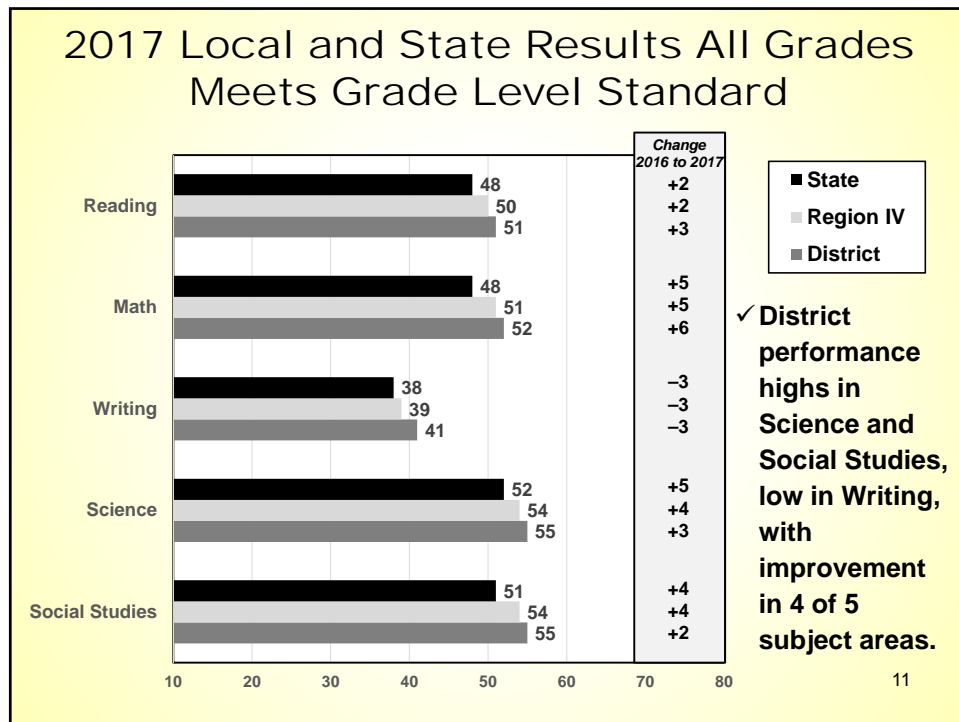


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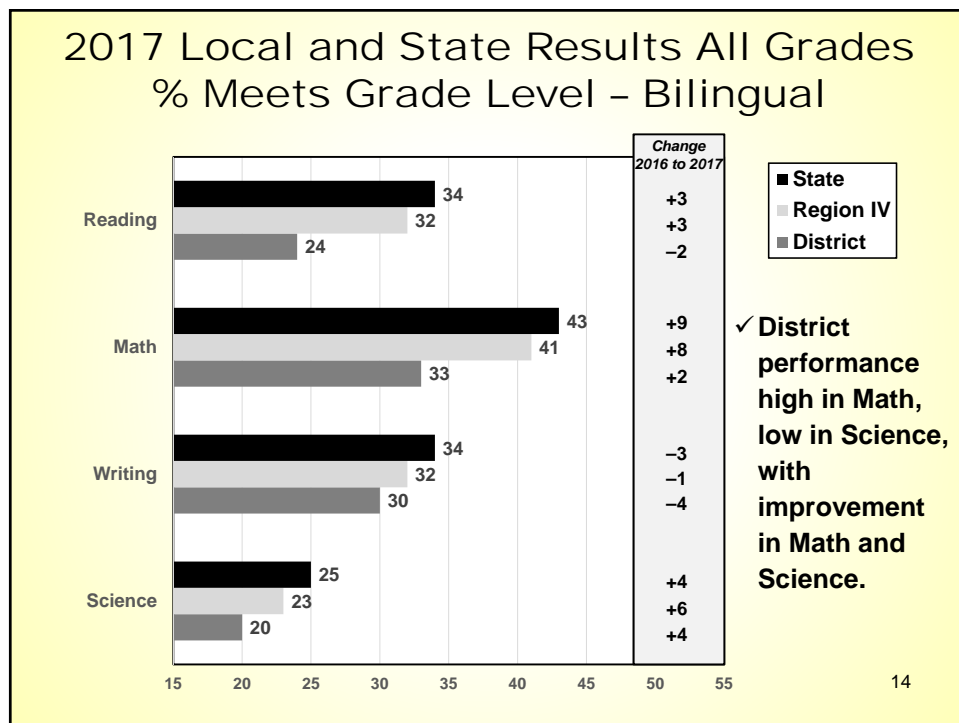
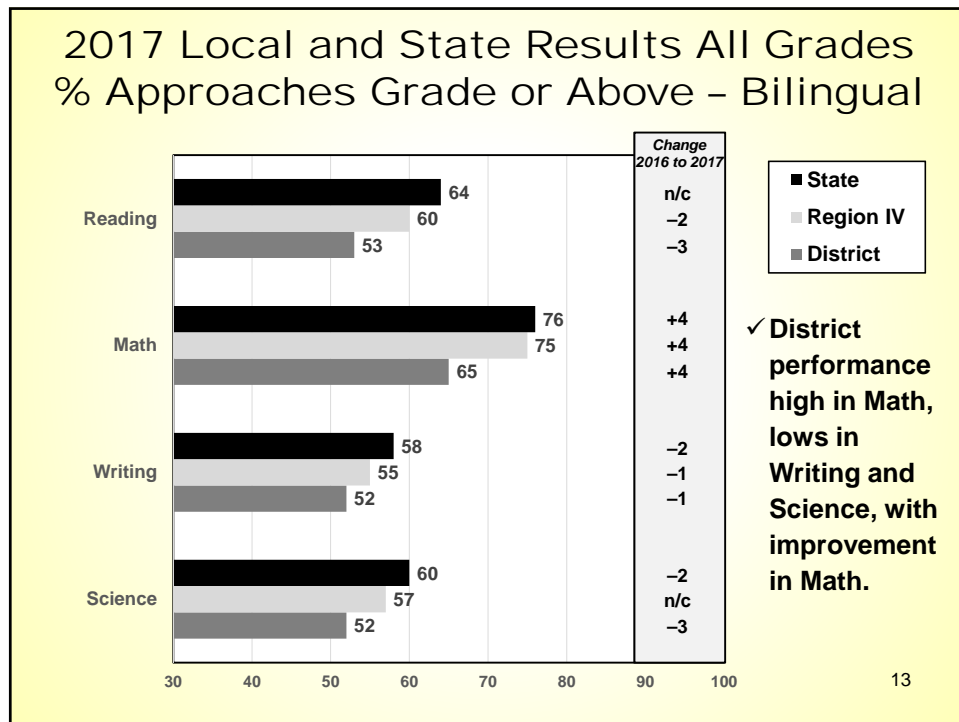


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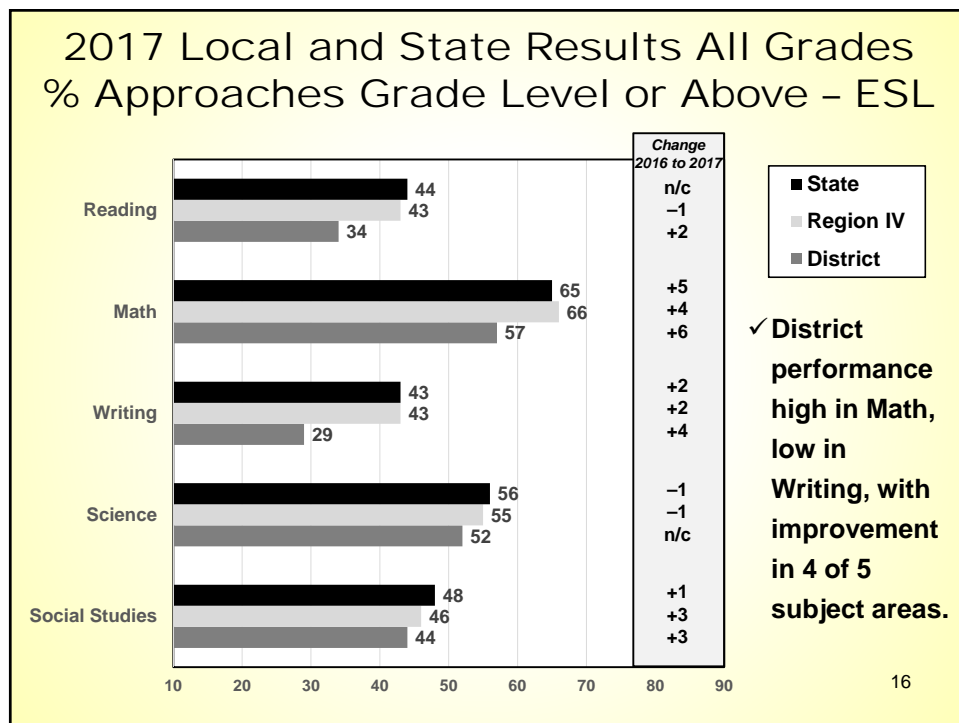
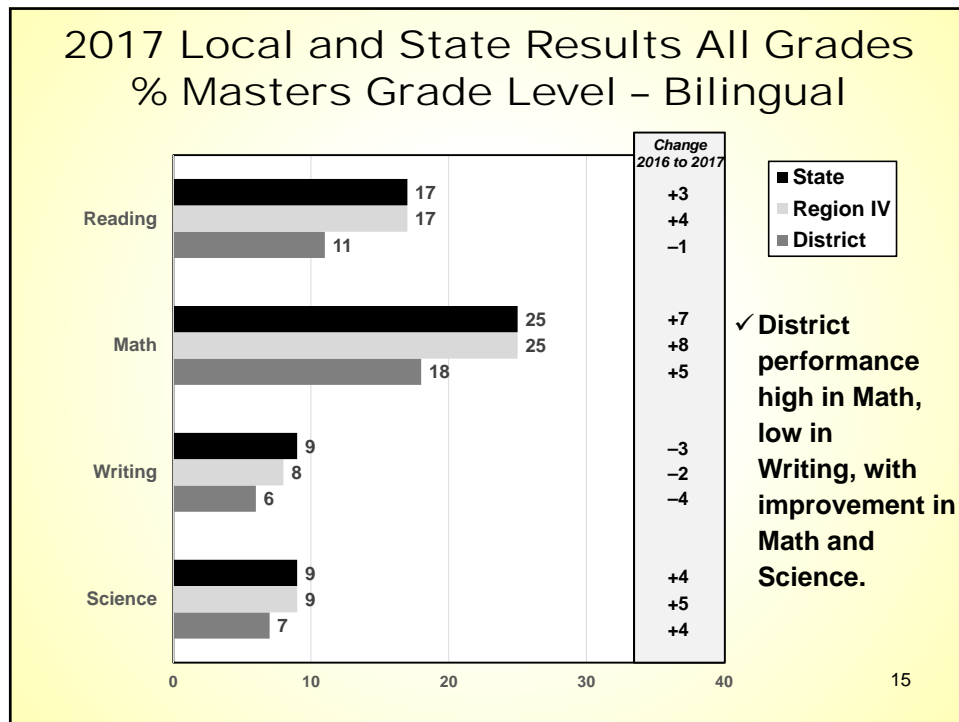




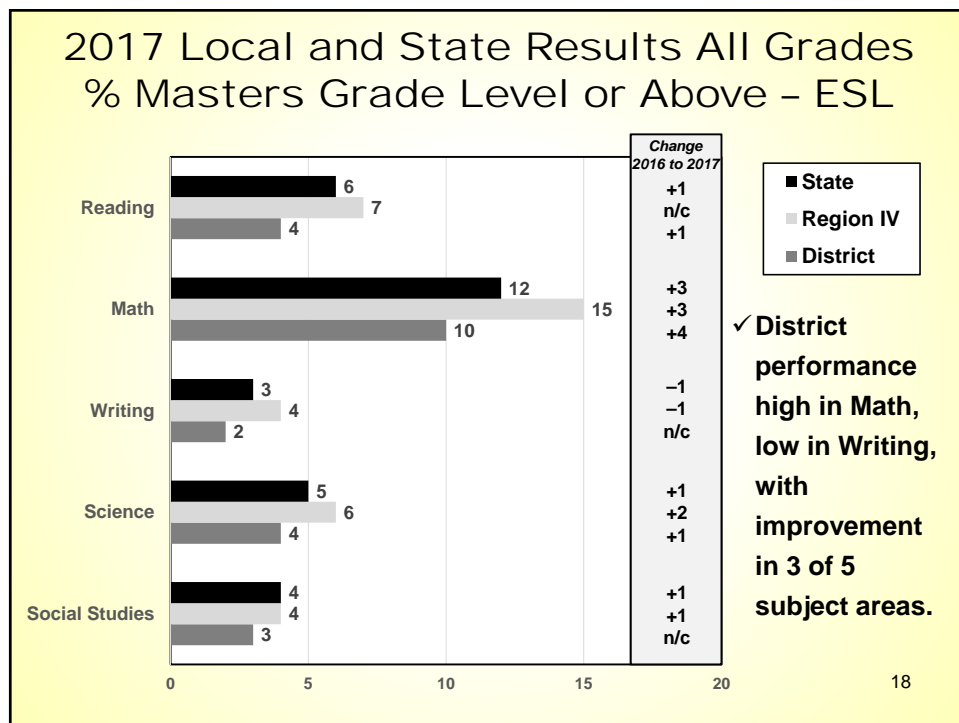
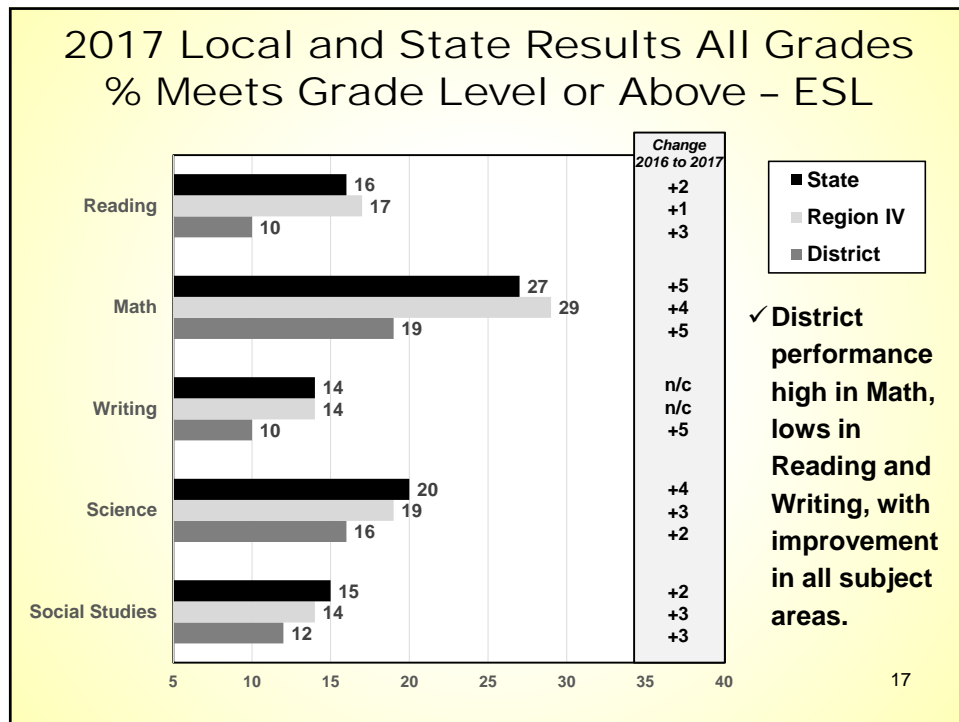
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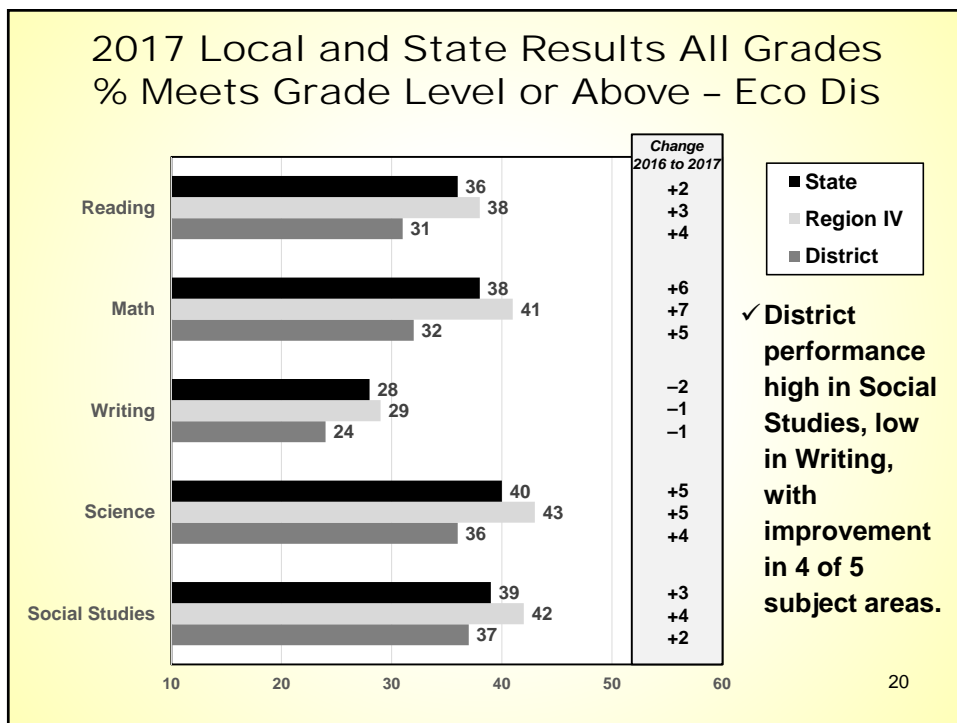
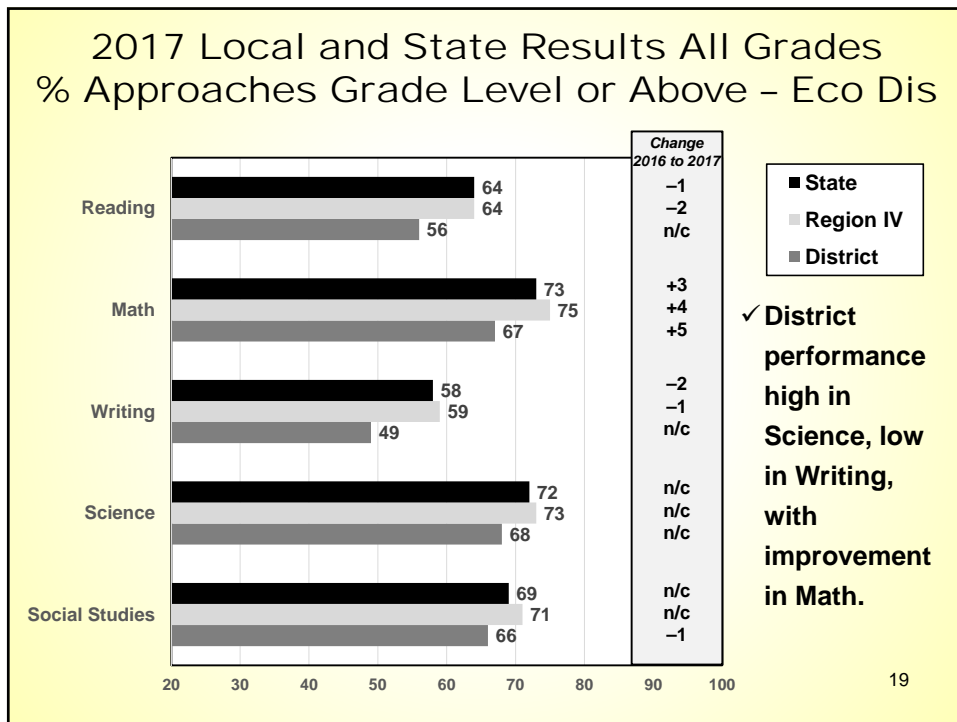
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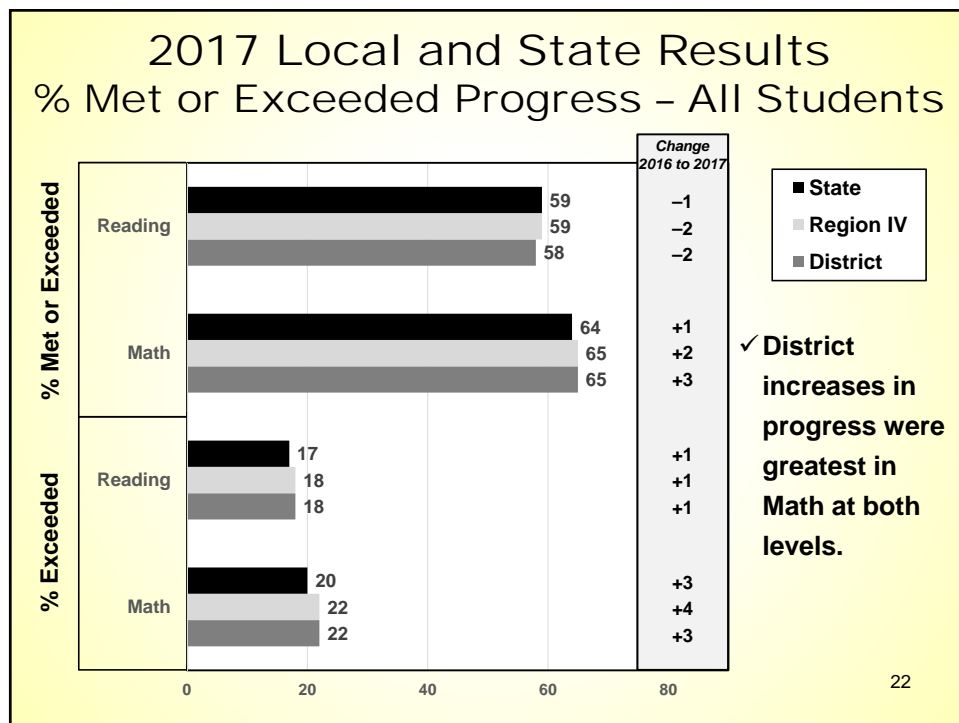
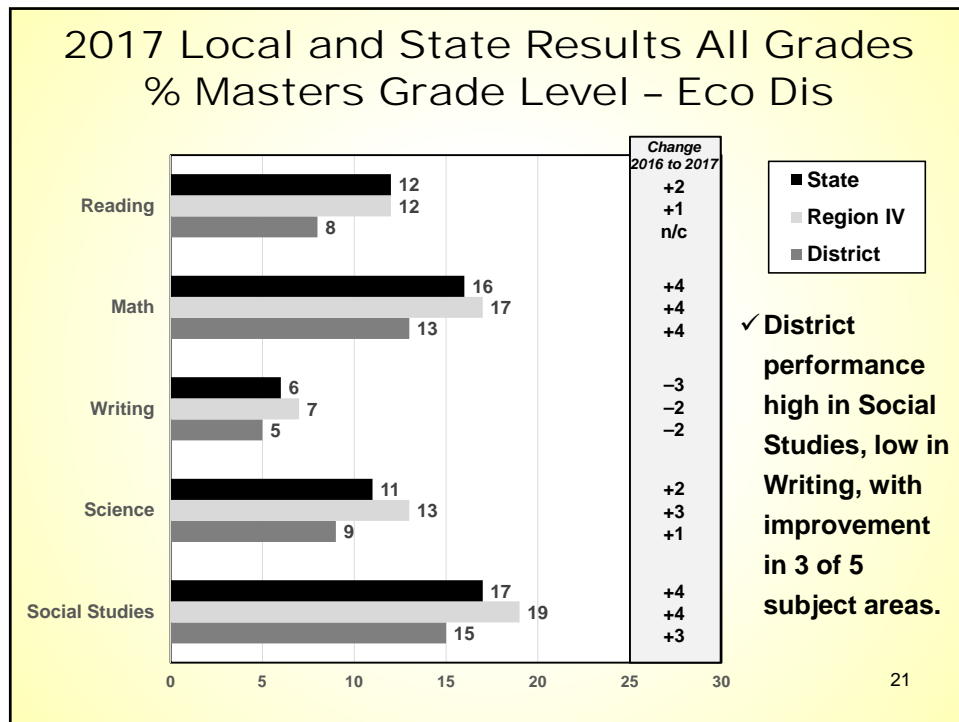
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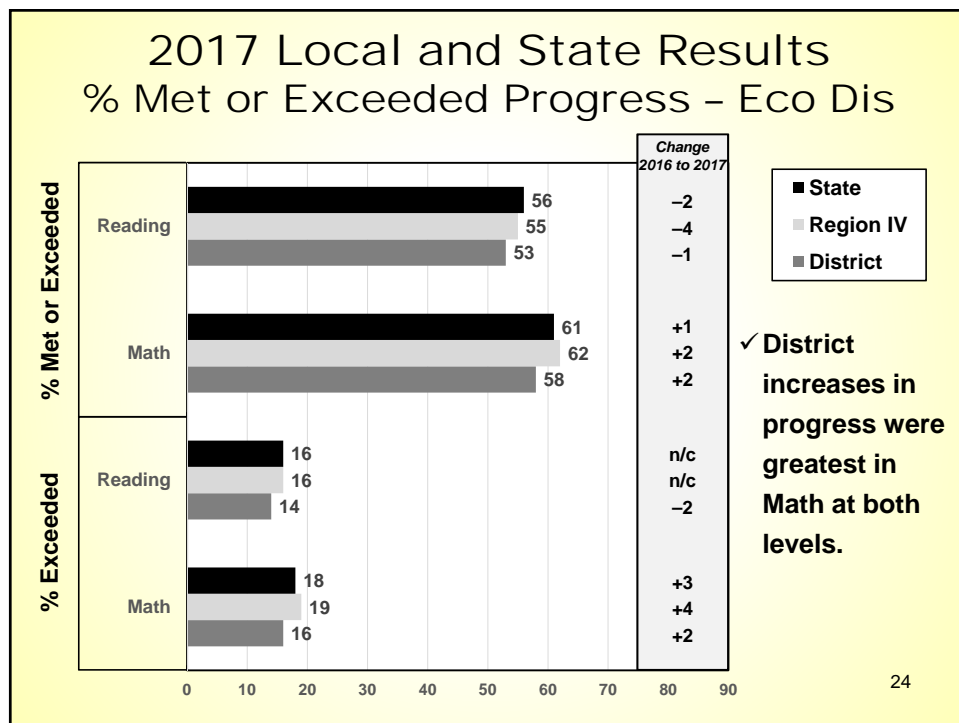
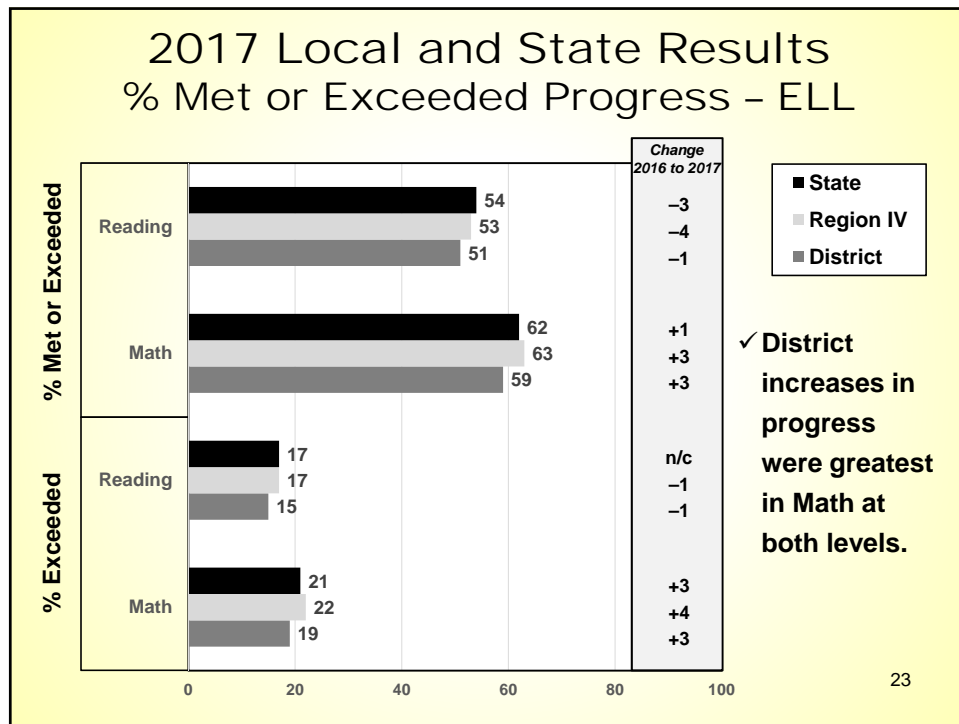
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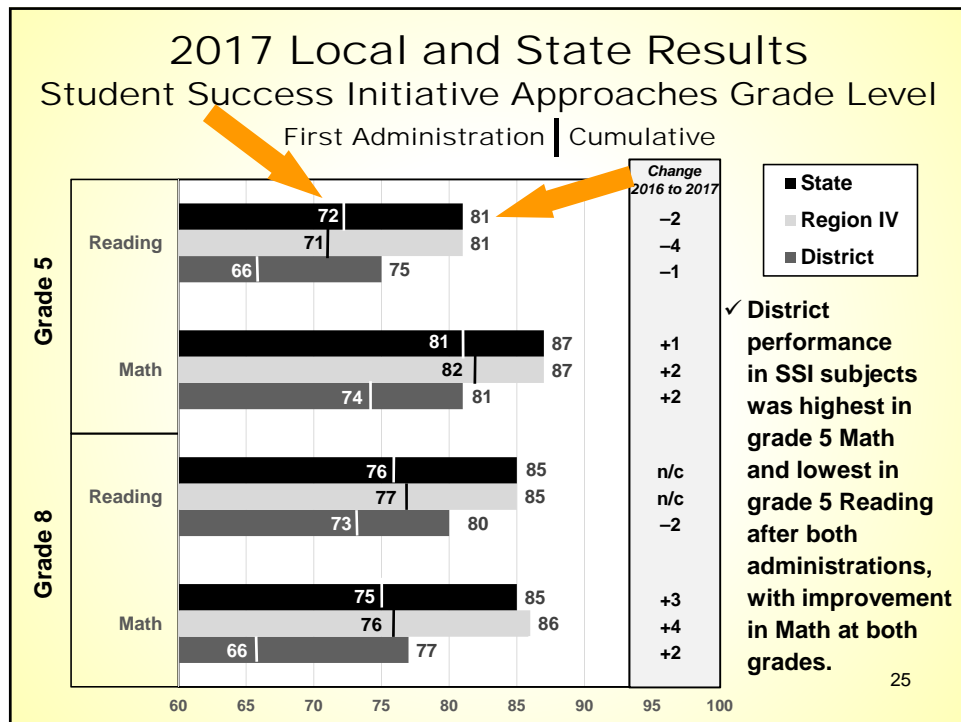
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



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# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## Summary of 2017 District STAAR Results by Grade Level

See Appendices A, B, C, and D



26

# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## Summary of STAAR Performance Grades 3–8 % Approaches Grade Level or Above

- **District reading performance was generally highest among most student groups in 8<sup>th</sup> grade**
- **District math performance was generally highest among most student groups in 5<sup>th</sup> grade**
- **State and Region performance exceeded SBISD in most grades and subjects by 1 to 7 points except 3<sup>rd</sup> grade reading and 6<sup>th</sup> grade Math**
- **Performance of program groups Economically Disadvantaged and English Language Learners was below State and Region in every grade and subject**

27

## Summary of STAAR Performance End-of-Course % Approaches Grade Level or Above

- **District met or exceeded State and Region on 4 of 5 EOC (Algebra I, Eng II, Biology, and U.S. History) by up to 4 points**
- **Program groups Economically Disadvantaged and English Language Learners exceeded State and Region in Algebra I and U.S. History by 1 to 10 points**
- **State, Region, and District patterns of increases/decreases from previous year consistent across all subjects tested**

28



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## STAAR Highlights and Concerns

### Highlights

- Overall performance at Meets and Masters Grade Levels exceeded State and Region in every subject
- End-of-Course performance was at or above State and Region in 4 of 5 subjects
- Math improved at all three performance levels
- Four of five subjects improved at the higher Meets and Masters Grade Levels

29



## STAAR Highlights and Concerns

(continued)

### Concerns

- District performance lowest at all performance levels in tests that included Writing (grades 4 and 7 Writing, Eng I, and Eng II)
- Gaps among student groups persist and consistent with gaps in State and Region results
- Low performance at all performance levels of program groups, Special Education, Economically Disadvantaged, and English Language Learners in all grades and subjects
- Progress in reading and math of program groups, Special Education, Economically Disadvantaged, and English Language Learners lags State and Region

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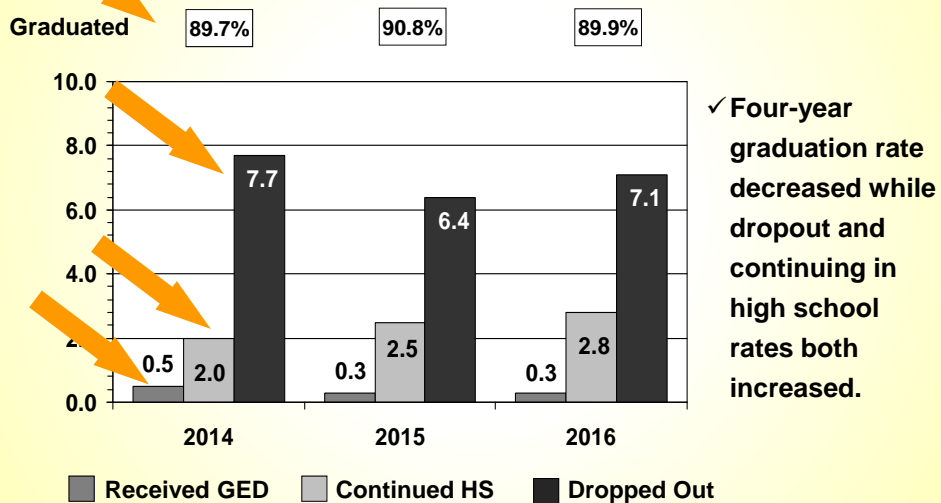
# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## District Performance Graduation Rate

- 4-Year Longitudinal Rate (Class of 2016)
- 5-Year Longitudinal Rate (Class of 2015)
- 6-Year Longitudinal Rate (Class of 2014)

31

### 4-Year Completion/Student Status Rate Classes of 2014, 2015, & 2016

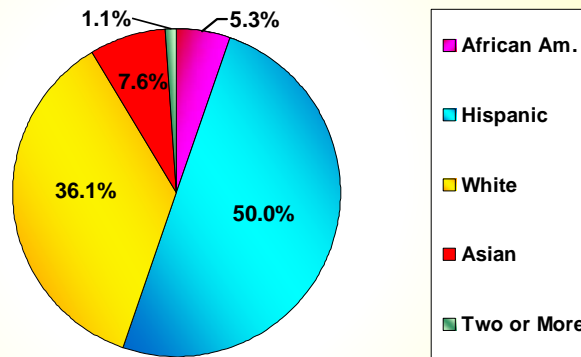


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# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## Graduating Class of 2016

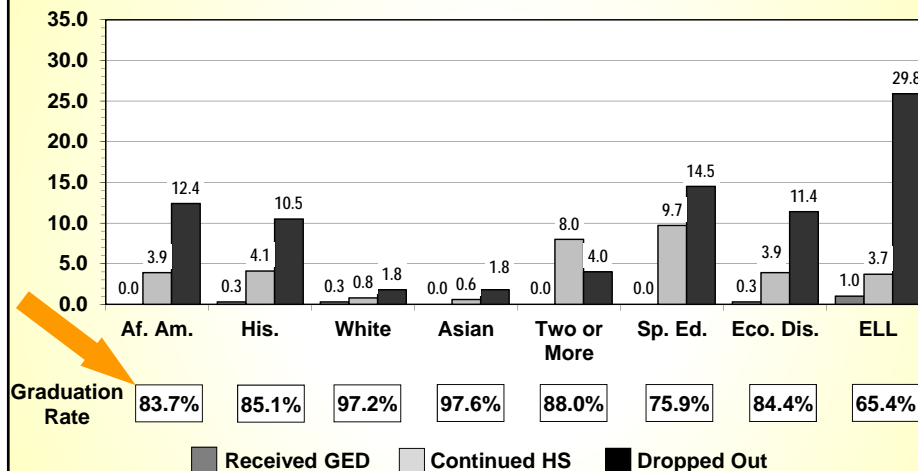
Total Graduates – 2,143



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

33

## 4-Year Longitudinal Rate Class of 2016

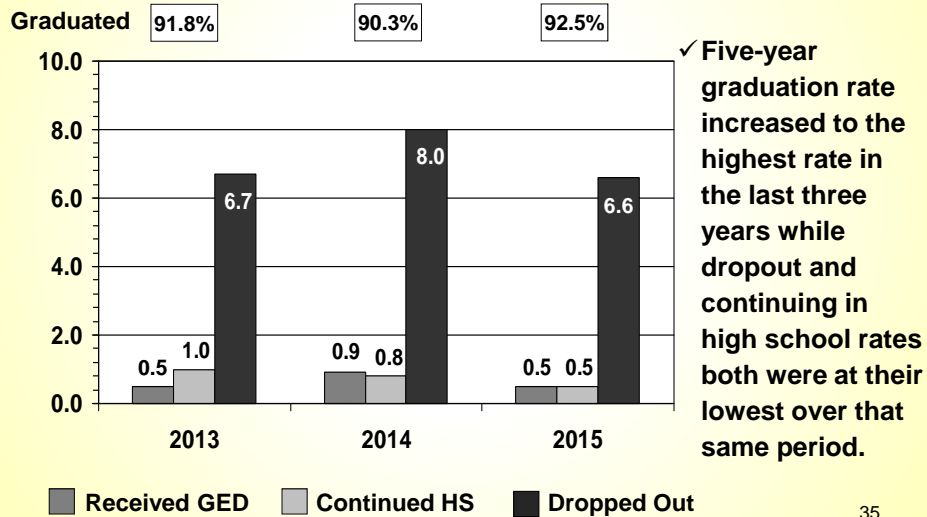


✓ Rates of students continuing in high school are highest among Special Ed and Two or More Races, while dropout rate is highest among ELL students.

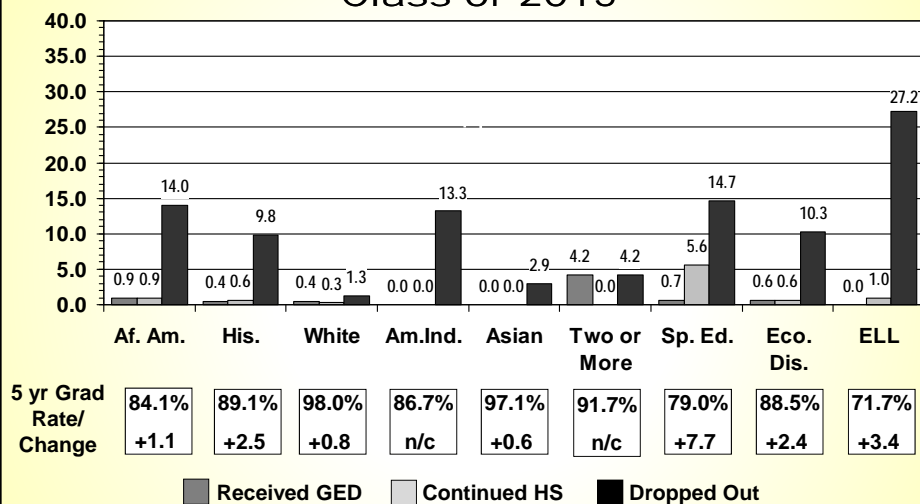
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# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## 5-Year Completion/Student Status Rate Classes of 2013, 2014, & 2015



## 5-Year Longitudinal Rate Class of 2015

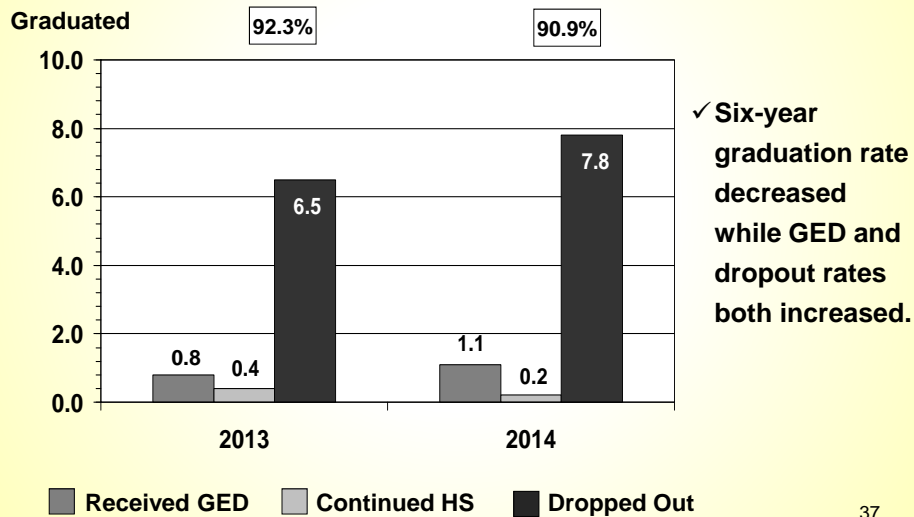


✓ Graduation rates increased in 5<sup>th</sup> year in 7 of 9 student groups, with the greatest increases in Special Ed followed by ELL.

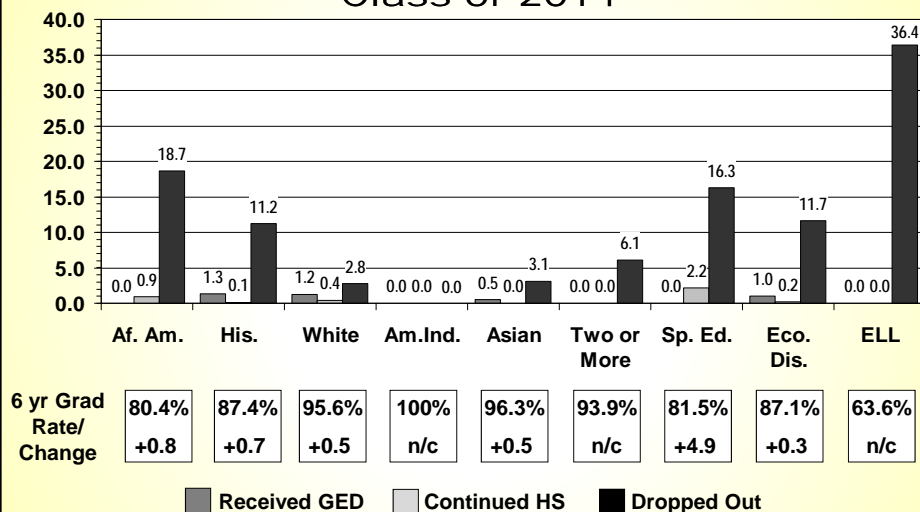
36

# Texas Academic Performance Report 2016-2017 Joint Public Hearing

## 6-Year Completion/Student Status Rate Classes of 2013 & 2014



## 6-Year Longitudinal Rate Class of 2014



✓ Graduation rates increased in 6<sup>th</sup> year in 6 of 9 student groups, with the greatest increase in Special Ed.

# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## Graduation Rate Highlights and Concerns

### Highlights

- Five-year graduation rate at three-year high and drop-out rate at three-year low
- Class of 2015 five-year graduation rates already exceed Class of 2014 six-year rates in 6 of 9 student groups
- Overall five- and six-year graduation rates have been above 90% in reported years

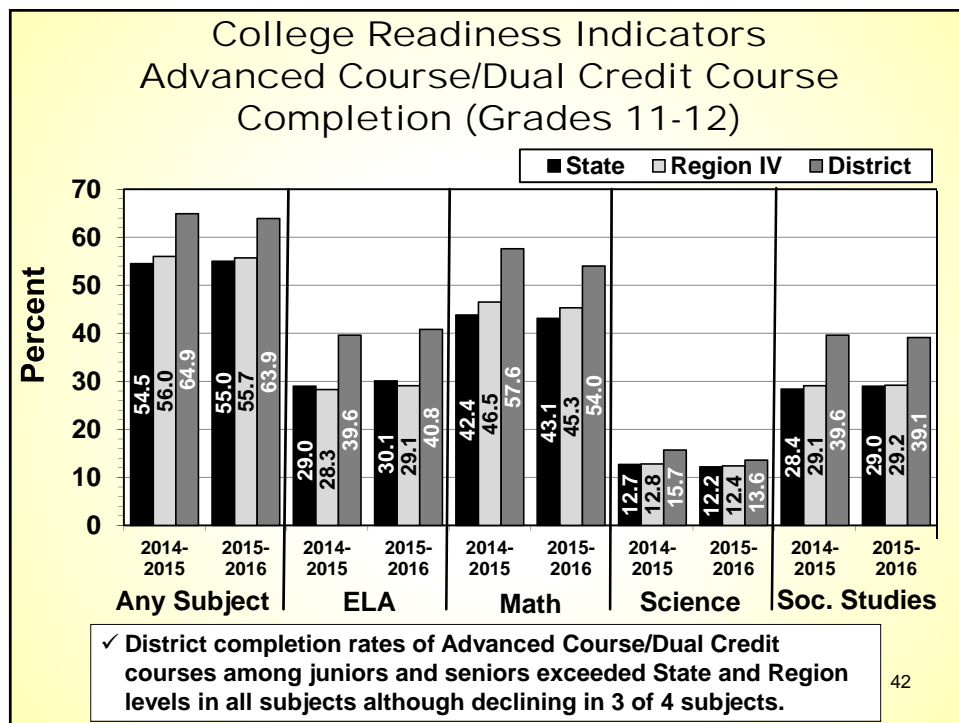
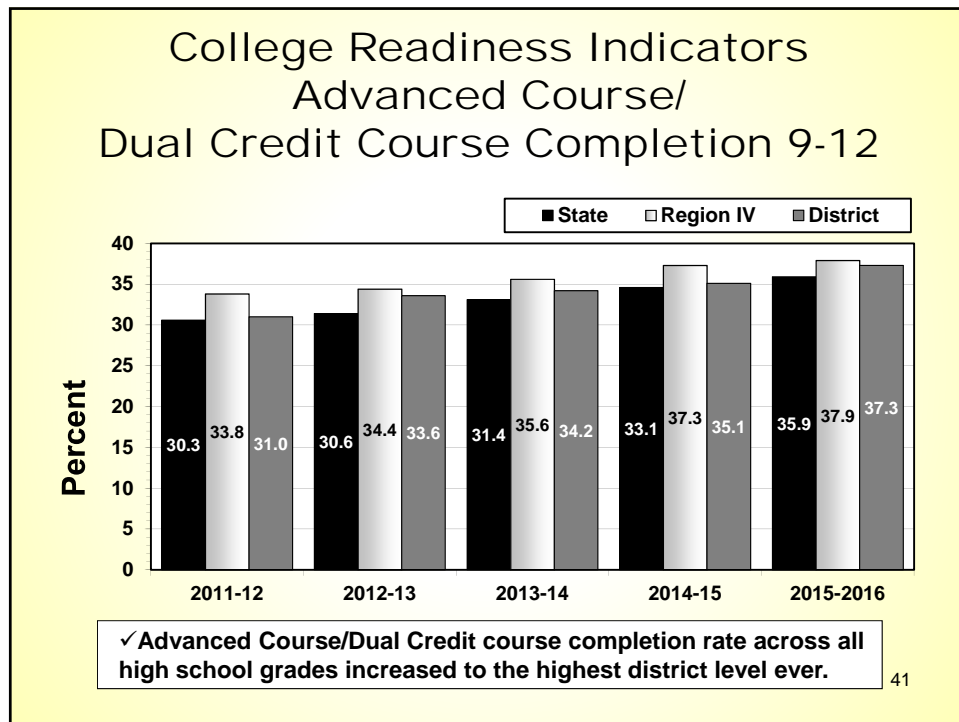
### Concerns

- Gaps in graduation rates as high as 32+ points among student groups

39

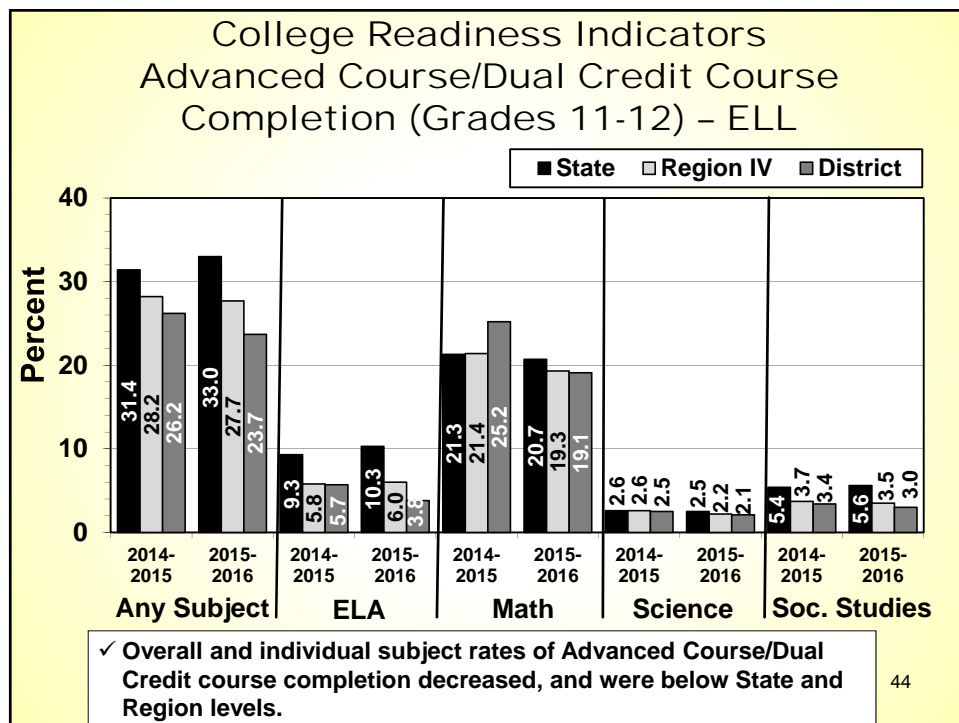
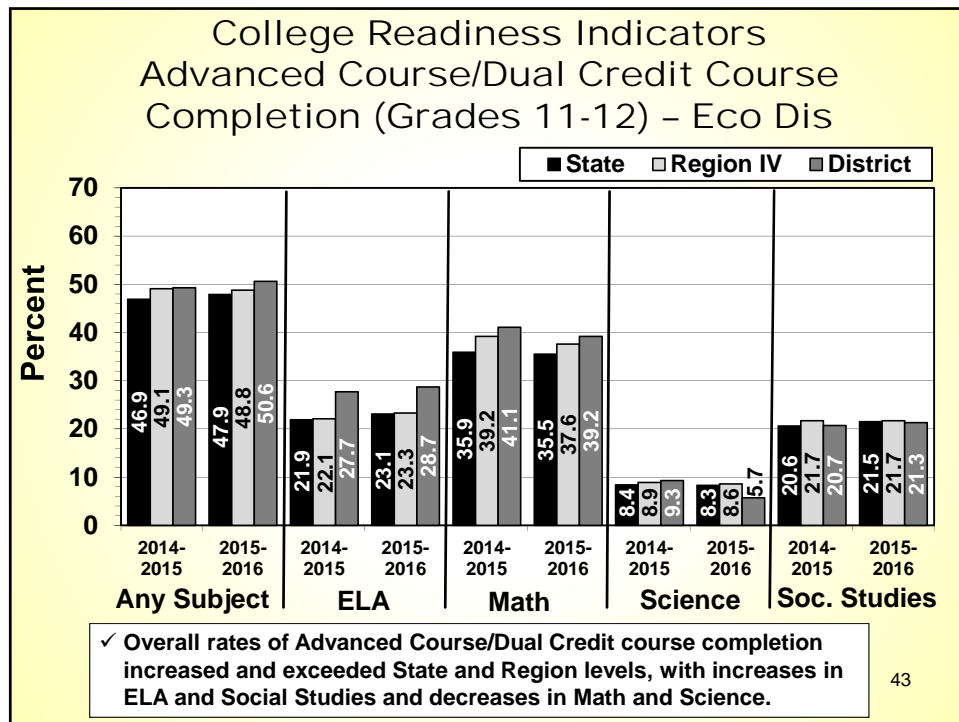


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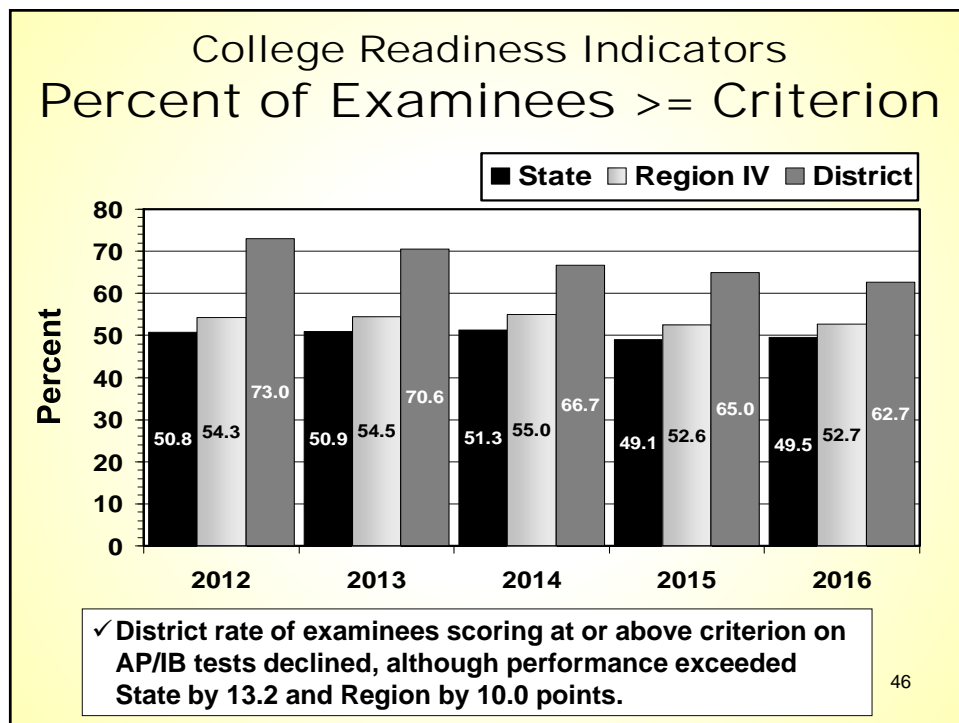
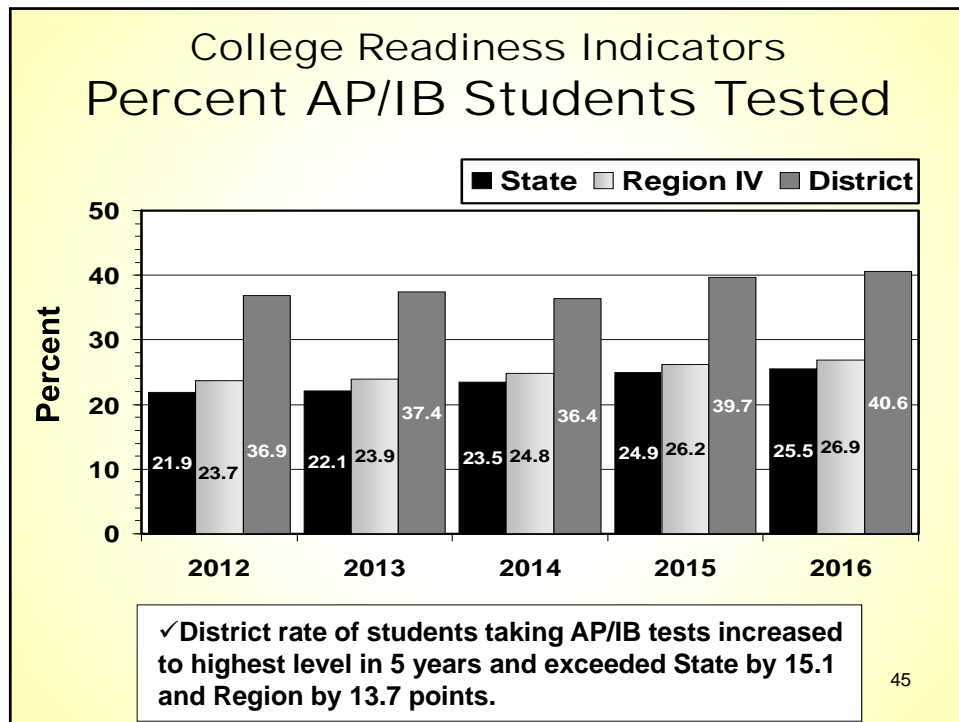


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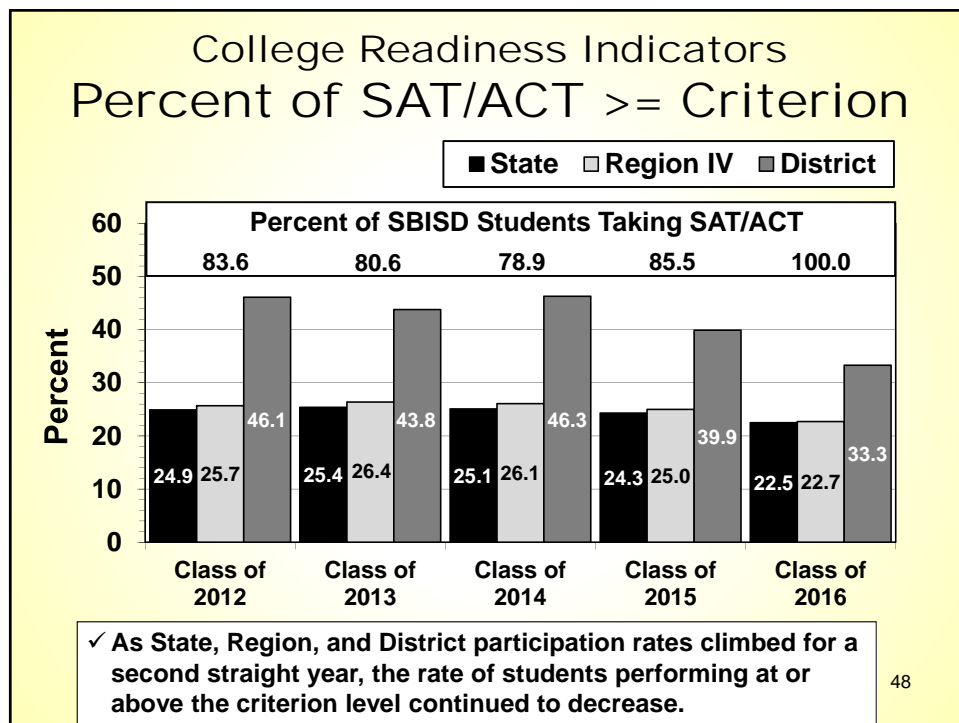
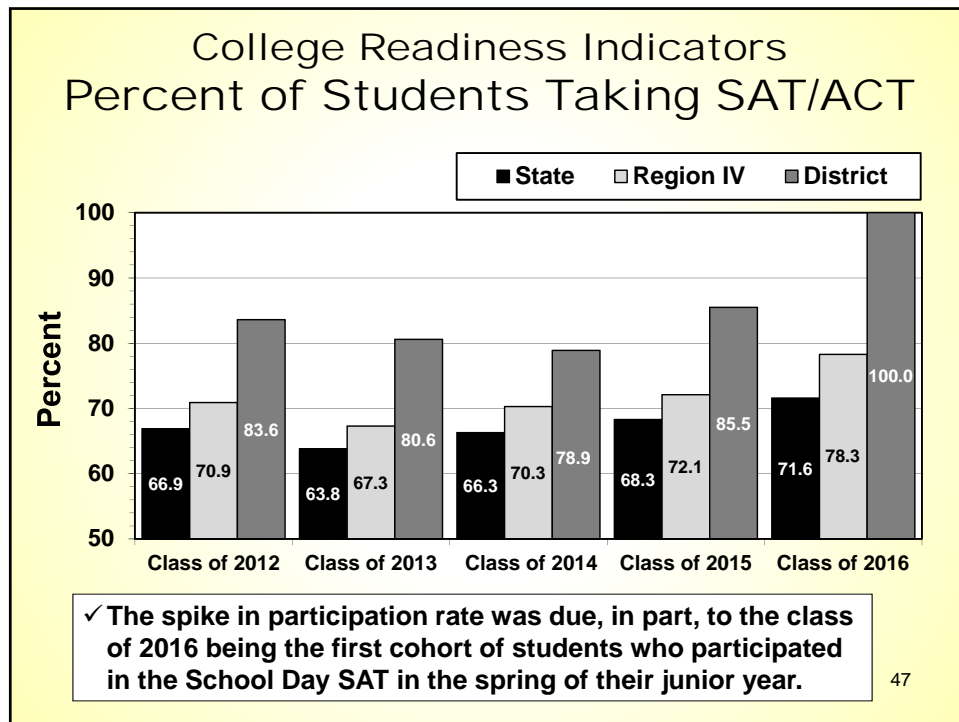




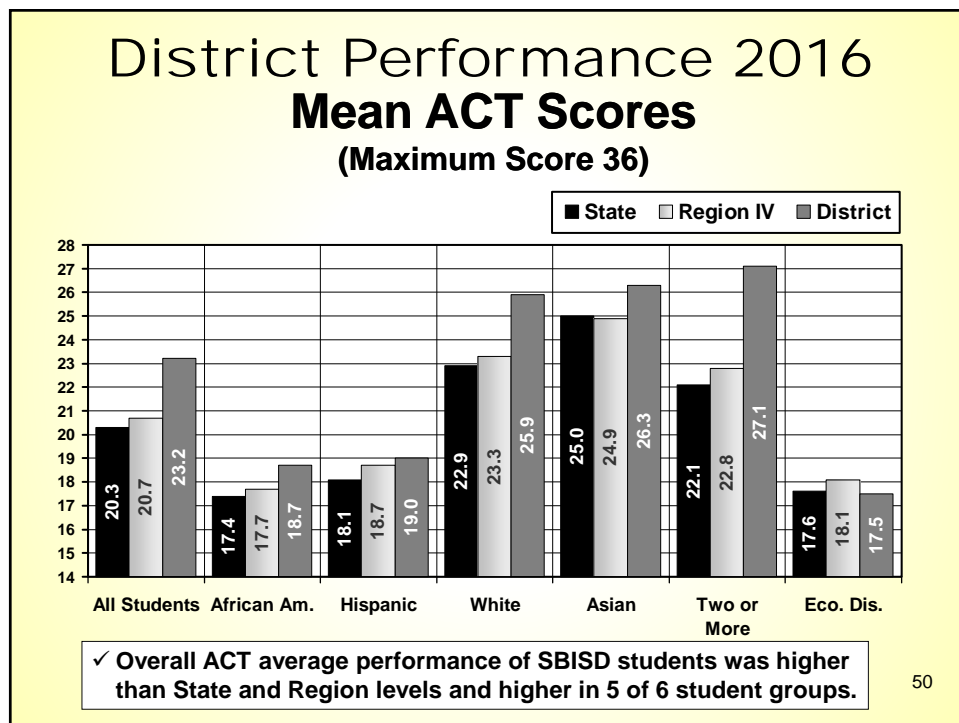
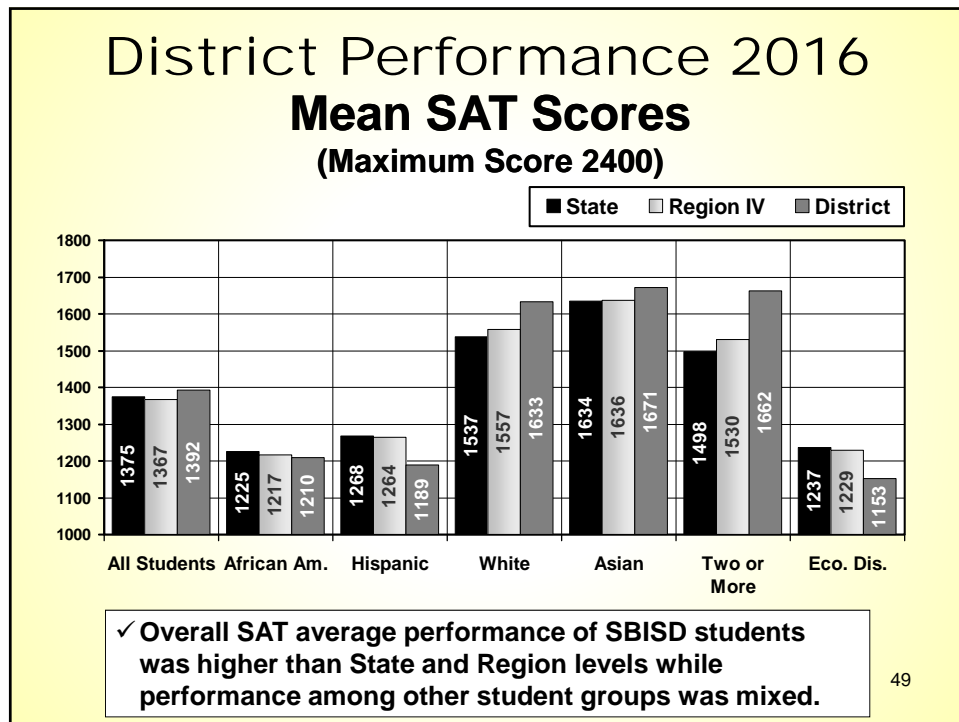
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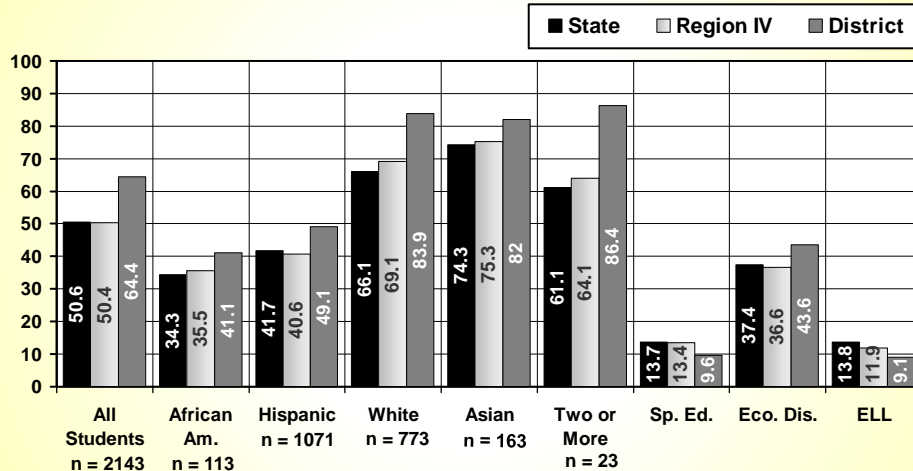


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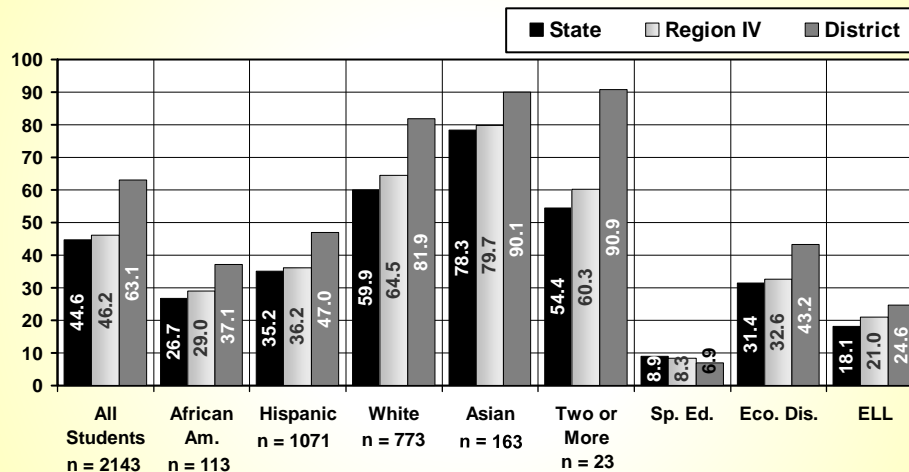
## College Readiness Indicators College-Ready Graduates 2016 – ELA



✓ Overall District rates of College-Ready Graduates in ELA exceeded State and Region, and higher in 6 of 8 student groups.

51

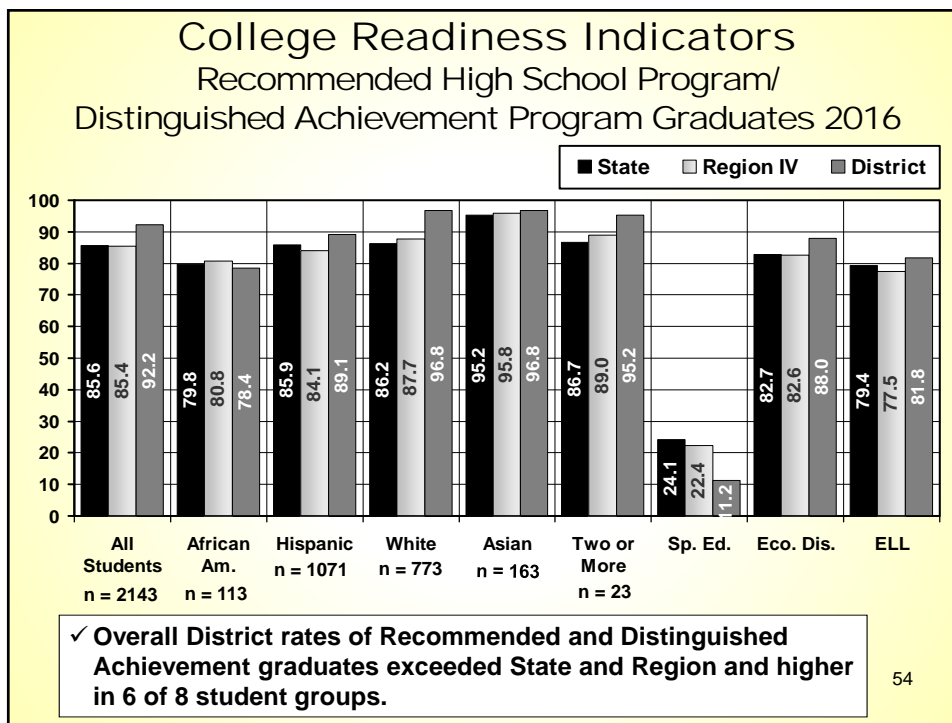
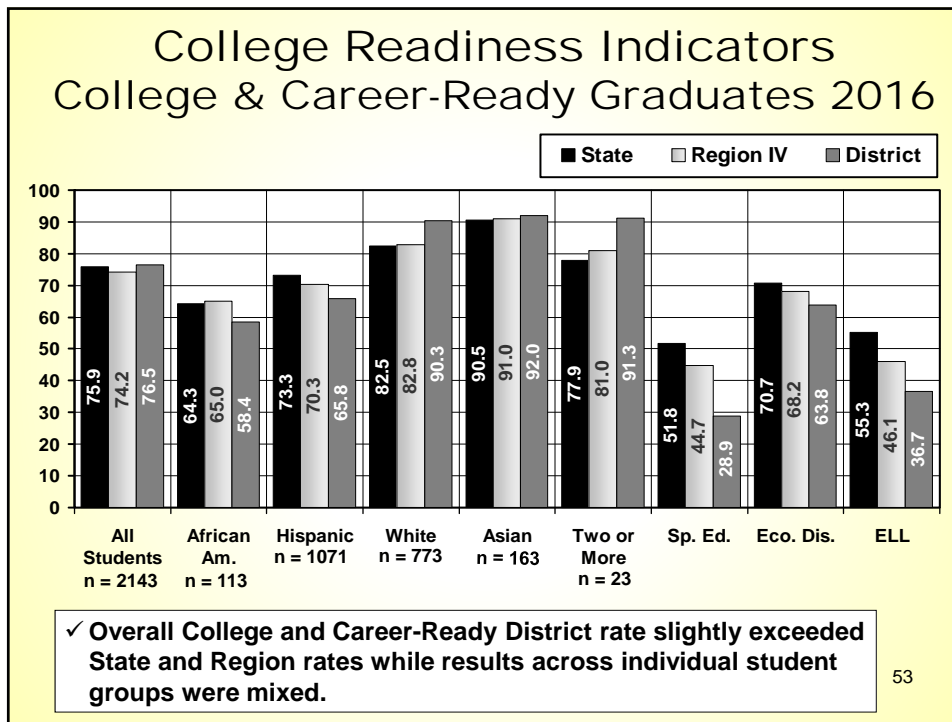
## College Readiness Indicators College-Ready Graduates 2016 – Math



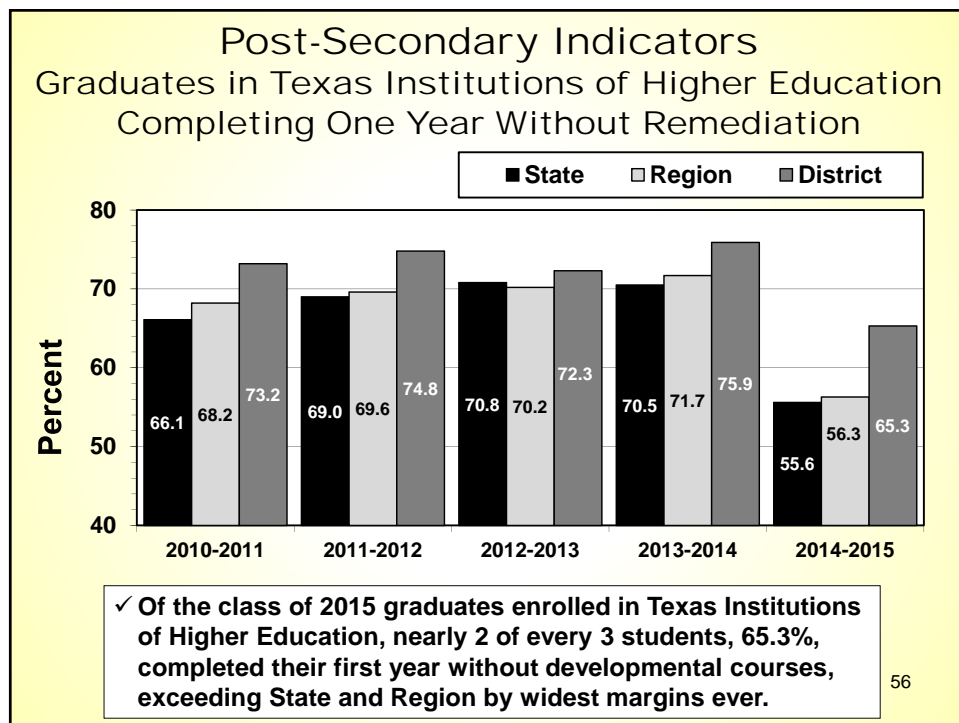
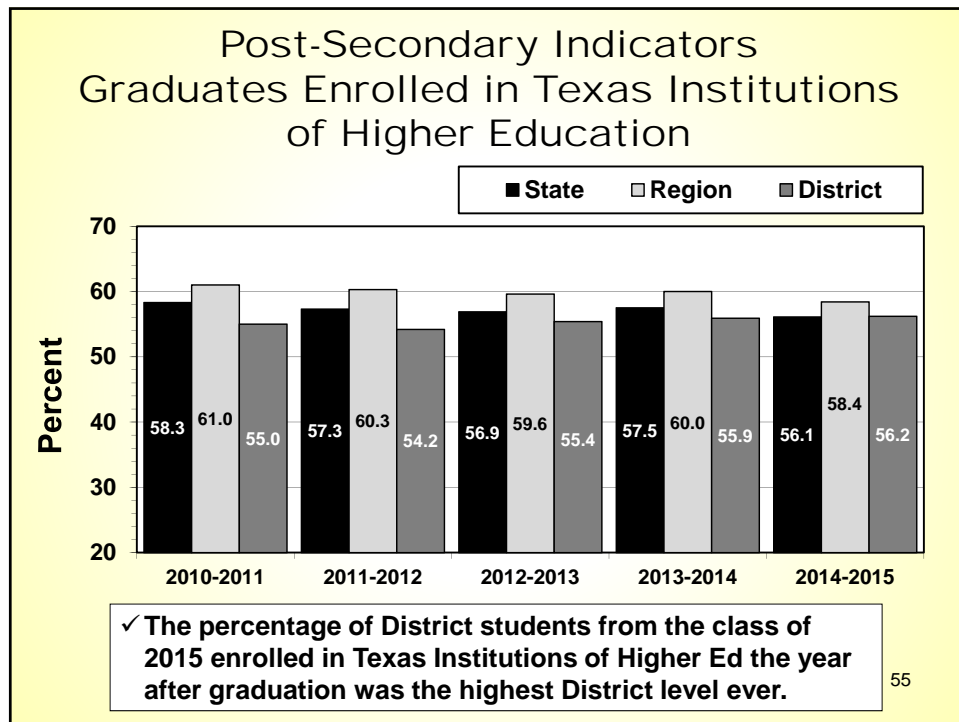
✓ Overall District rates of College-Ready Graduates in Math exceeded State and Region and higher in 7 of 8 student groups.

52

# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## College Readiness Indicators Highlights and Concerns

### Highlights

- High school student Advanced Course/Dual Credit Course completion reached new District high (37.3 %)
- Nearly 2 out of every 3 juniors and seniors (63.9%) completed 1 or more Advanced/Dual Credit courses
- With first School Day SAT cohort, District participation rates in SAT and ACT soar while district performance still exceeded State and Region
- District AP/IB participation and performance well above State and Region levels
- Percentage of students scoring at or above criterion levels on AP/IB and SAT/ACT tests exceeded Region and State levels by up to 10+ points

57



## College Readiness Indicators Highlights and Concerns

### Highlights *(continued)*

- More than 6 out of 10 Class of 2016 graduates are college-ready in ELA (64.4%) and math (63.1%), above State and Region levels
- More than 3 out of 4 SBISD Class of 2016 graduates (76.5%) achieved College and Career-Ready status, above State and Region levels
- More than 9 out of 10 (92.2%) graduates of class of 2016 received RHSP/DAP diploma
- Percentage of graduates enrolled in a Texas institutions of Higher Education reach a 5-year high (56.2%)
- Nearly 2 of 3 graduates (65.3%) completing one year in a Texas institution of Higher Education without remediation continues to exceed State and Region

58

# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## College Readiness Indicators Highlights and Concerns

(continued)

### Concerns

- Gaps and declines in participation and successful completion of Advanced Placement/Dual Credit courses, especially for program groups, Special Education, Economically Disadvantaged, and English Language Learners
- Gaps between and among student groups achieving college readiness in ELA and math (as measured by SAT, ACT, and TSI)

59

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




**<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>**

60





# Texas Academic Performance Report 2016-2017 Joint Public Hearing

**Texas Academic  
Performance Report (TAPR)**

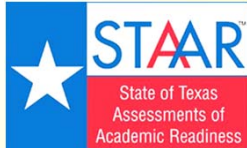


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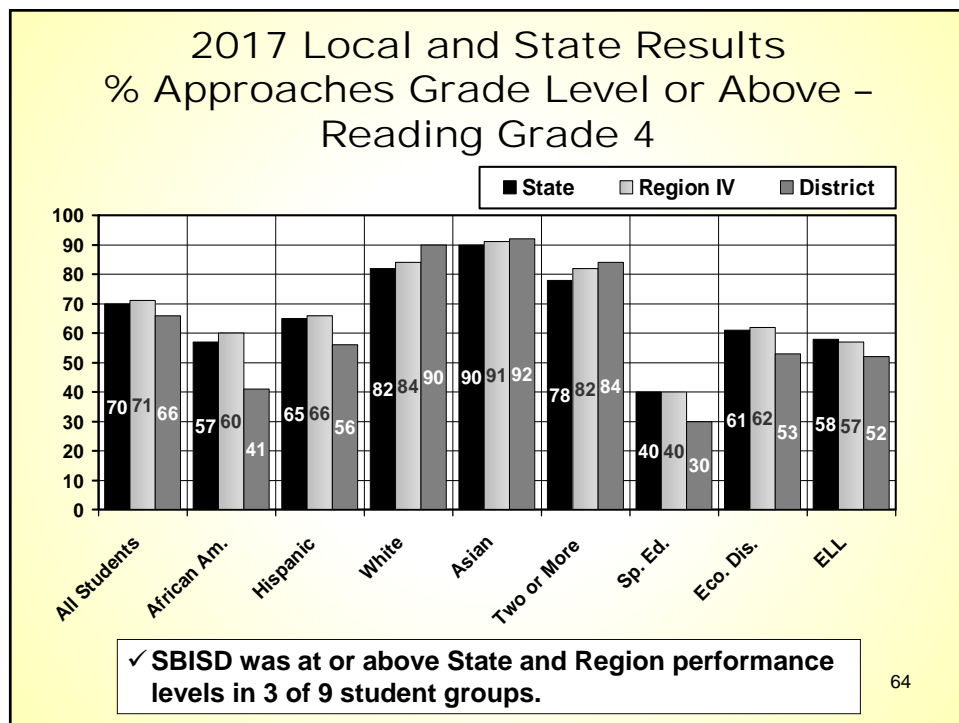
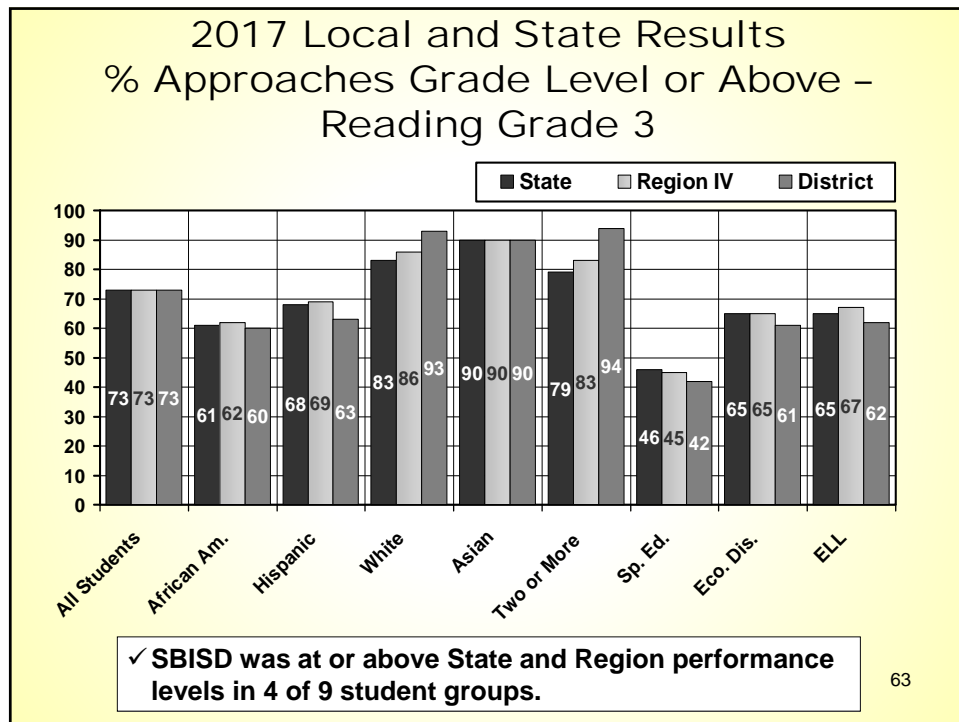


**Appendix A:  
2017 District  
STAAR Results by  
Grade Level & Subject**

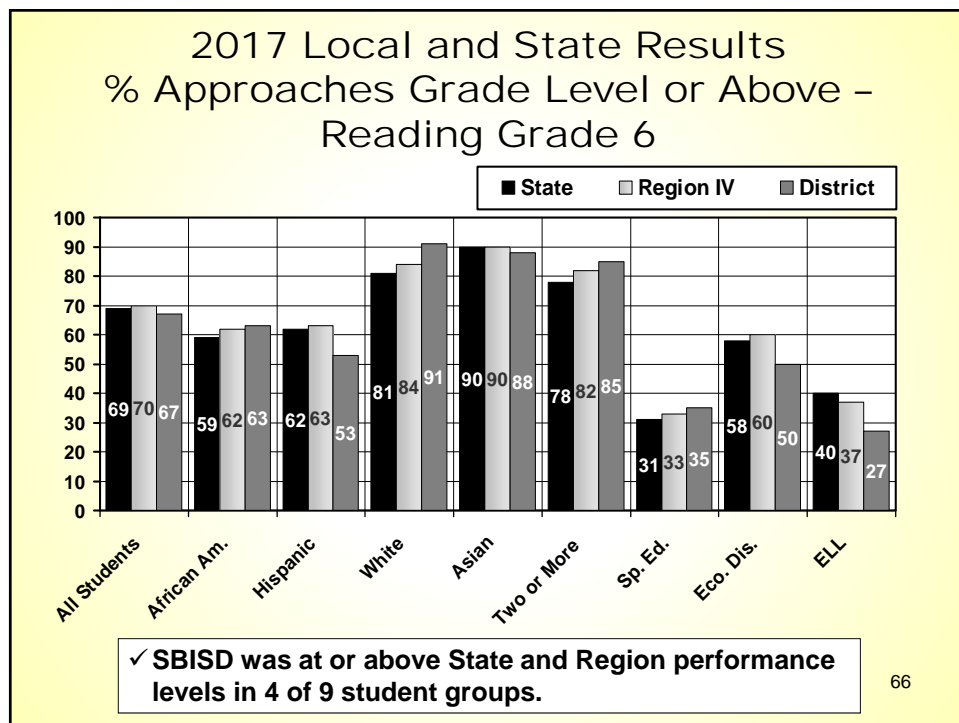
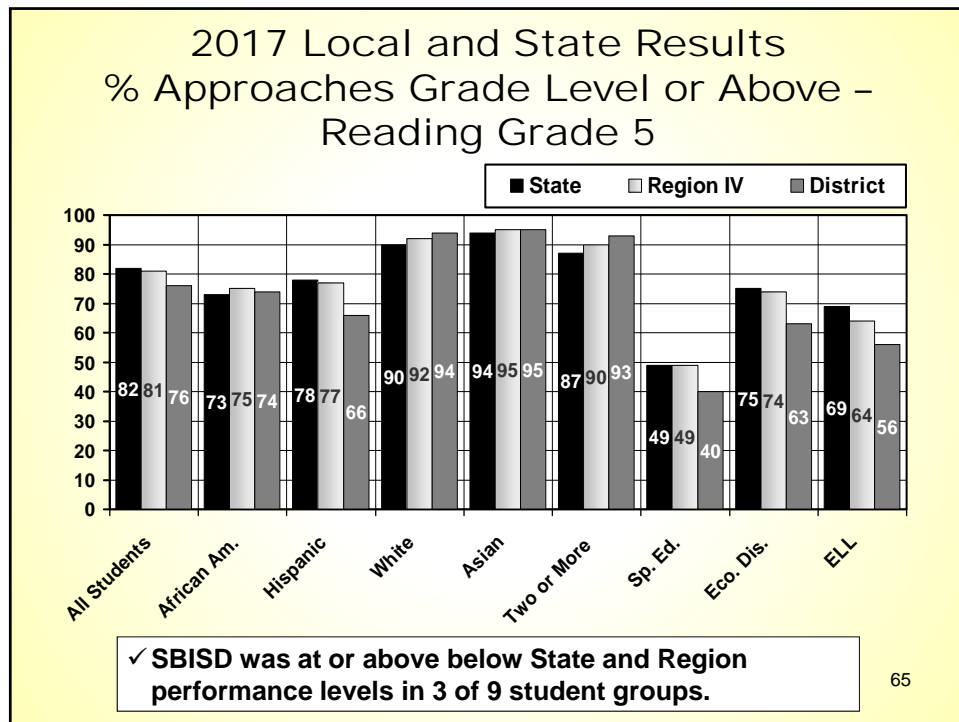


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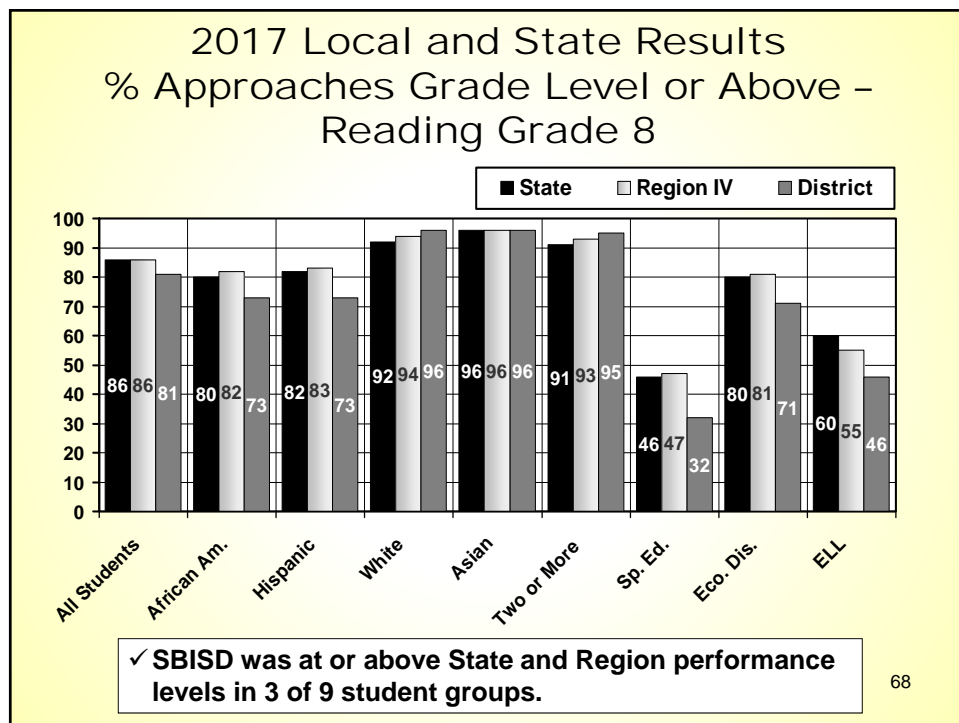
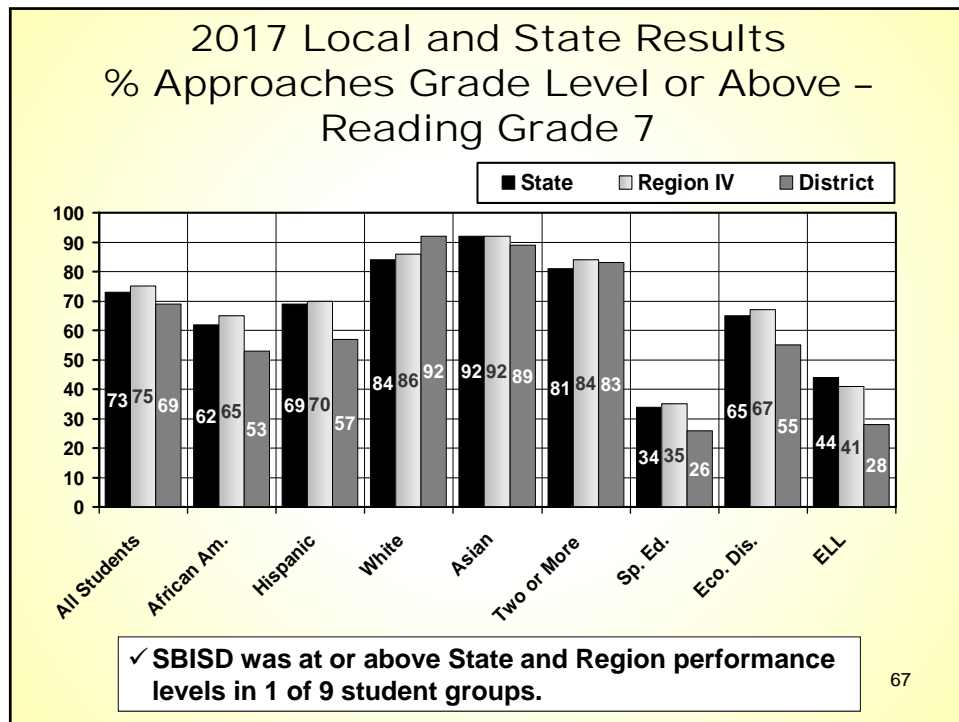
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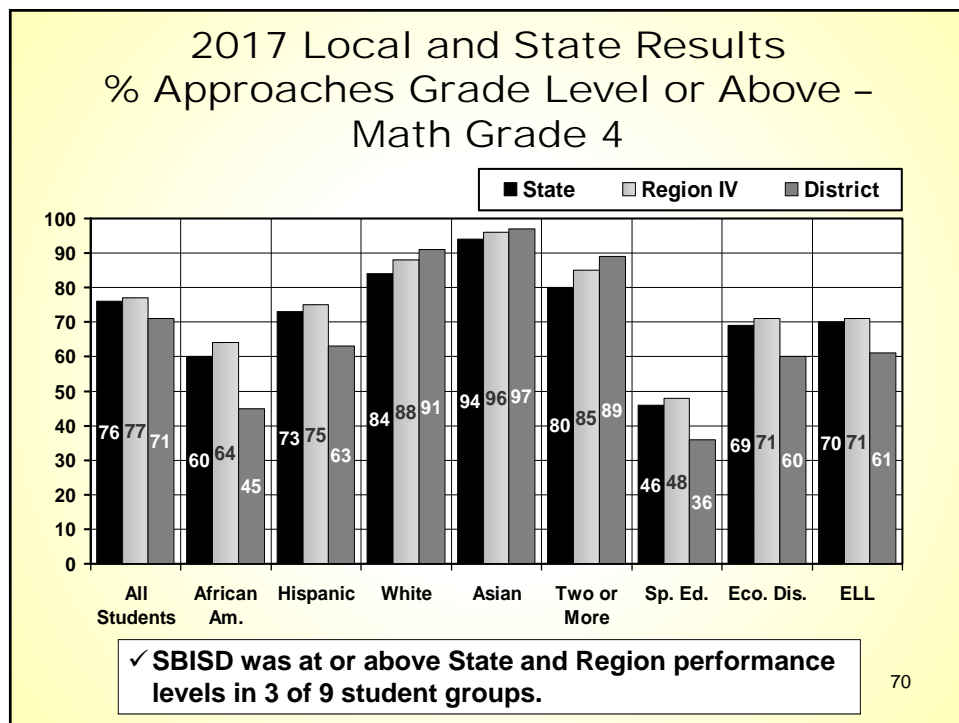
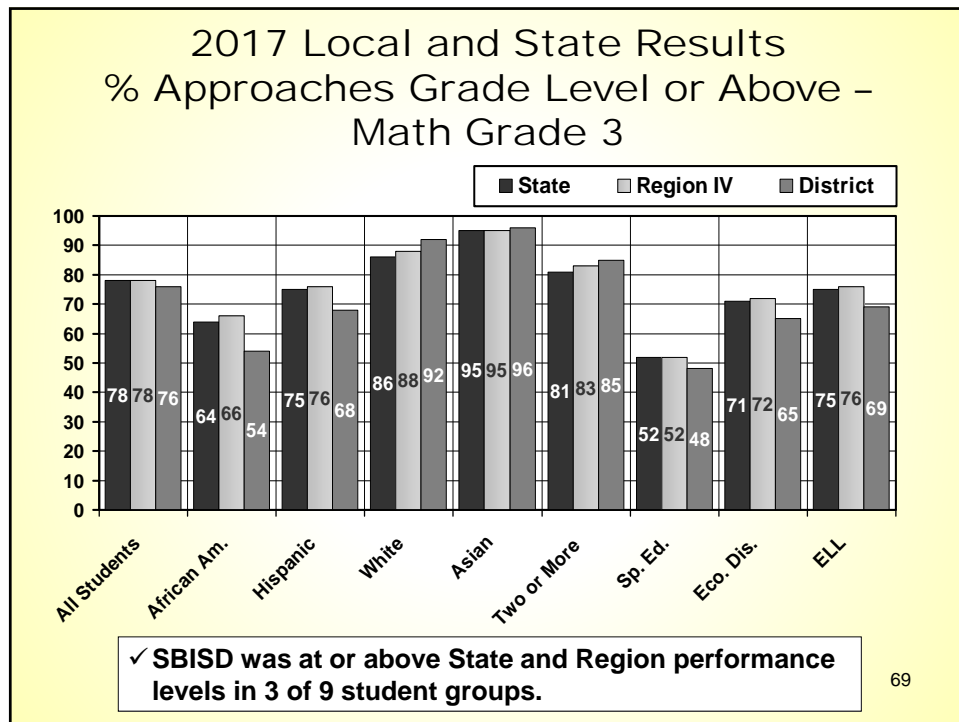
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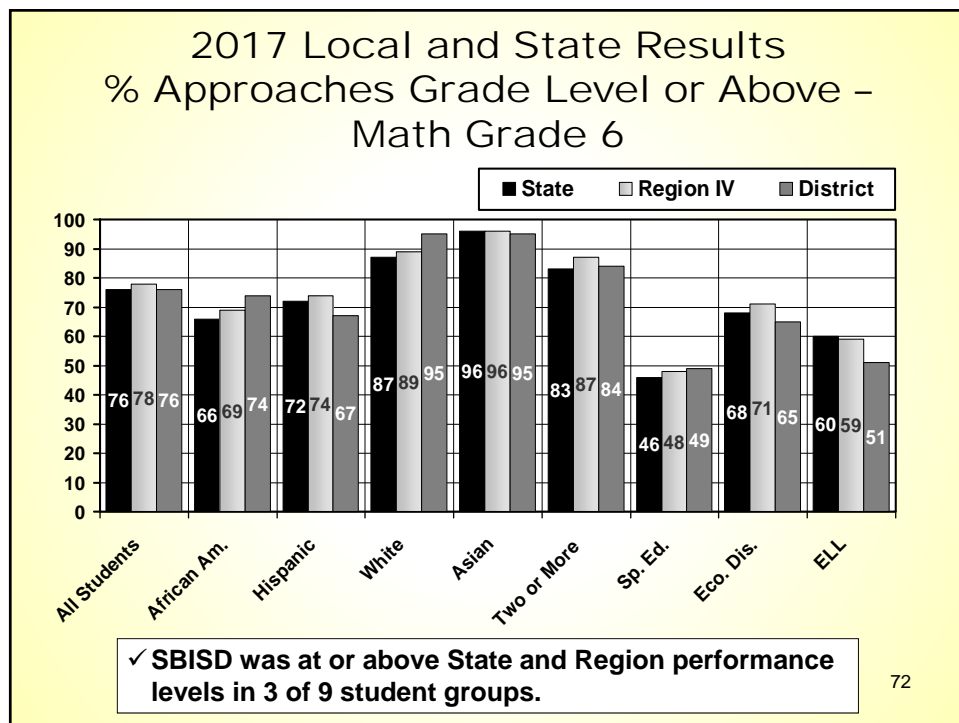
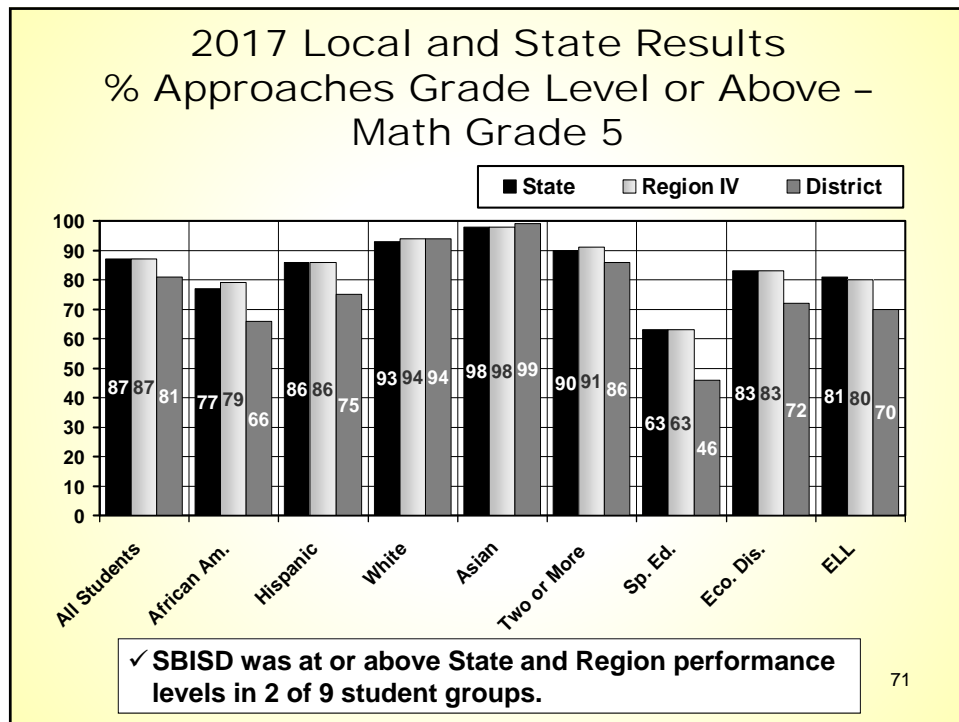
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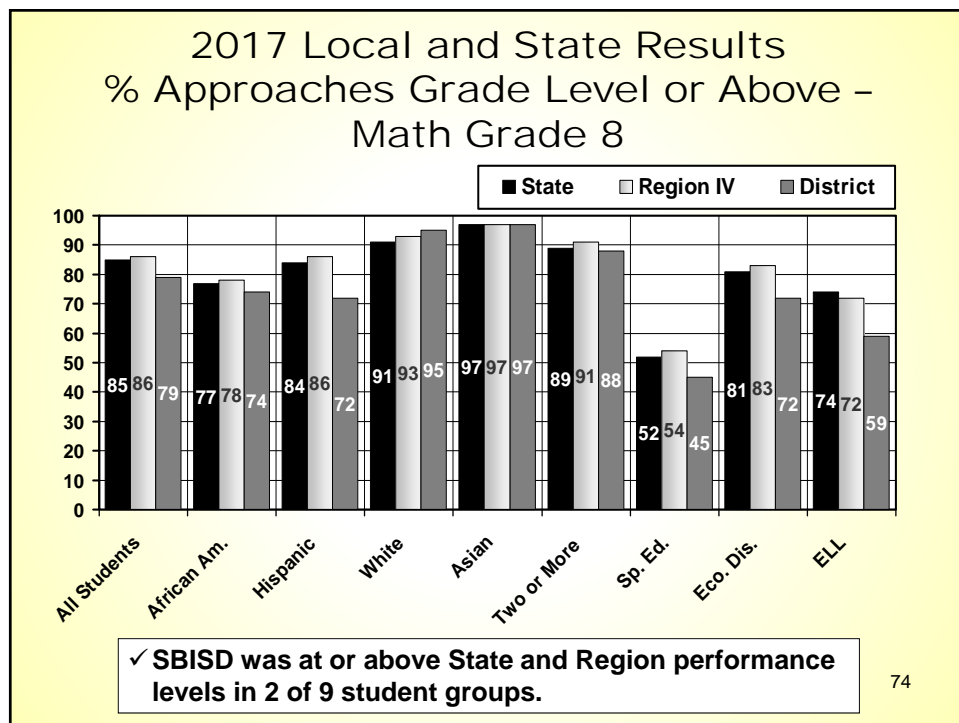
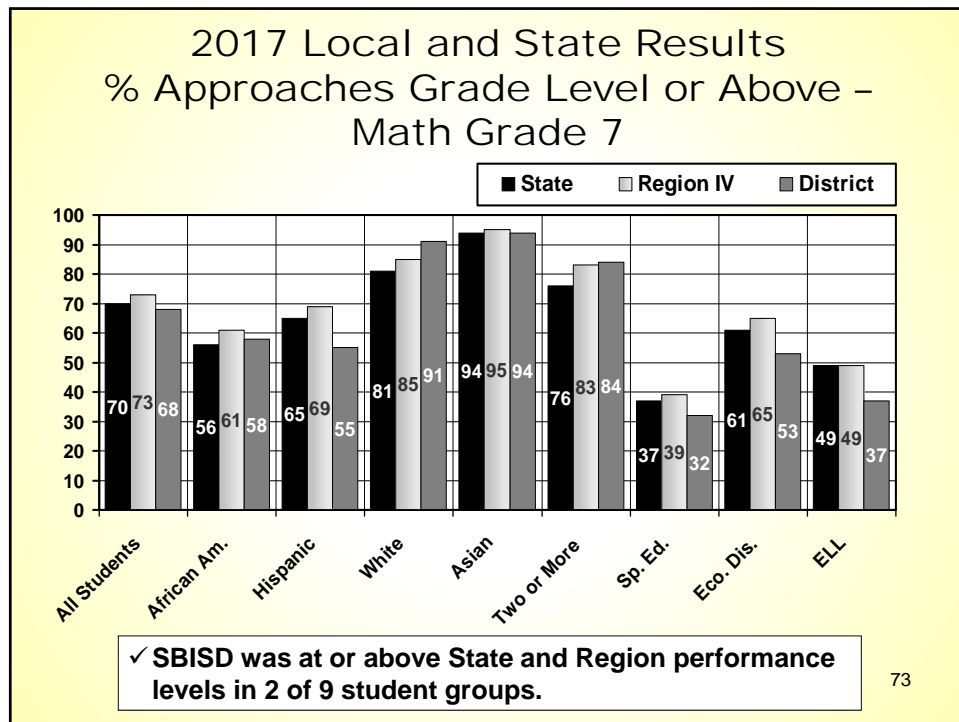
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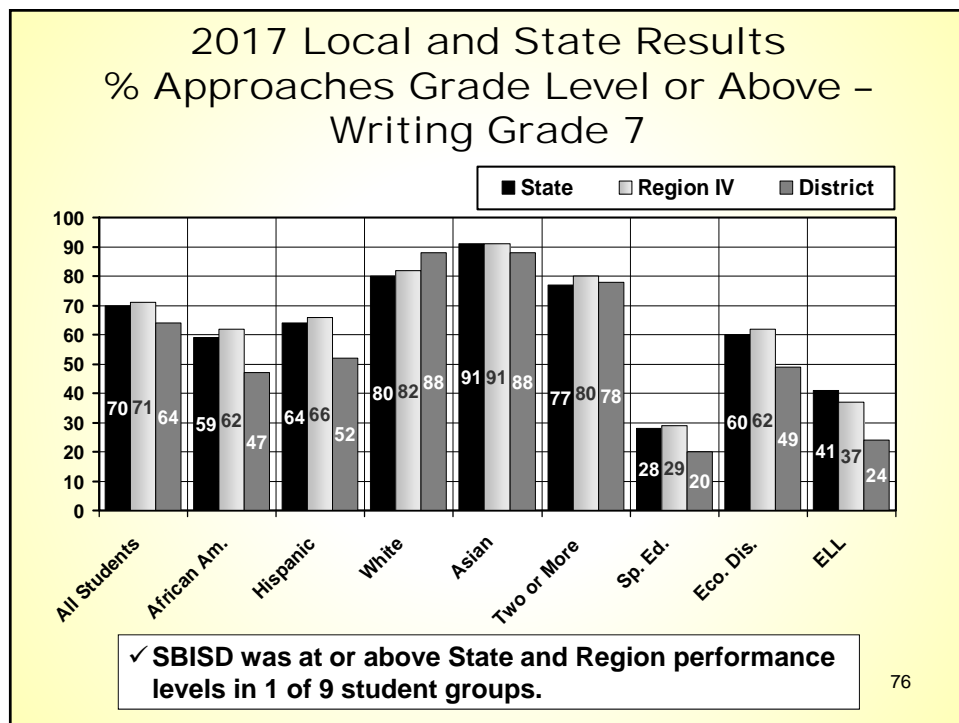
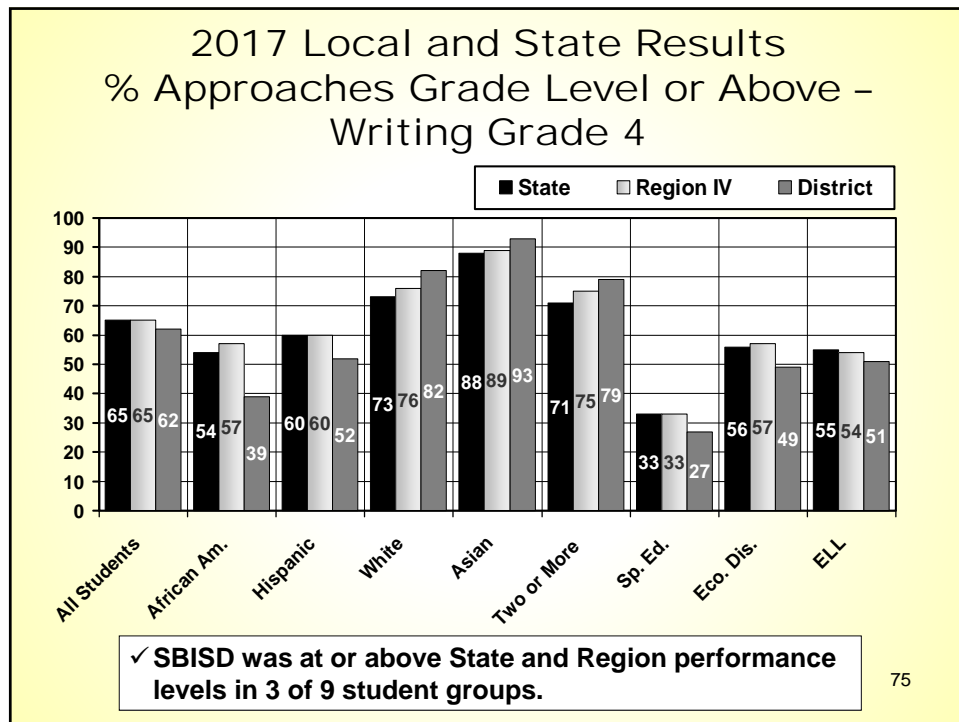
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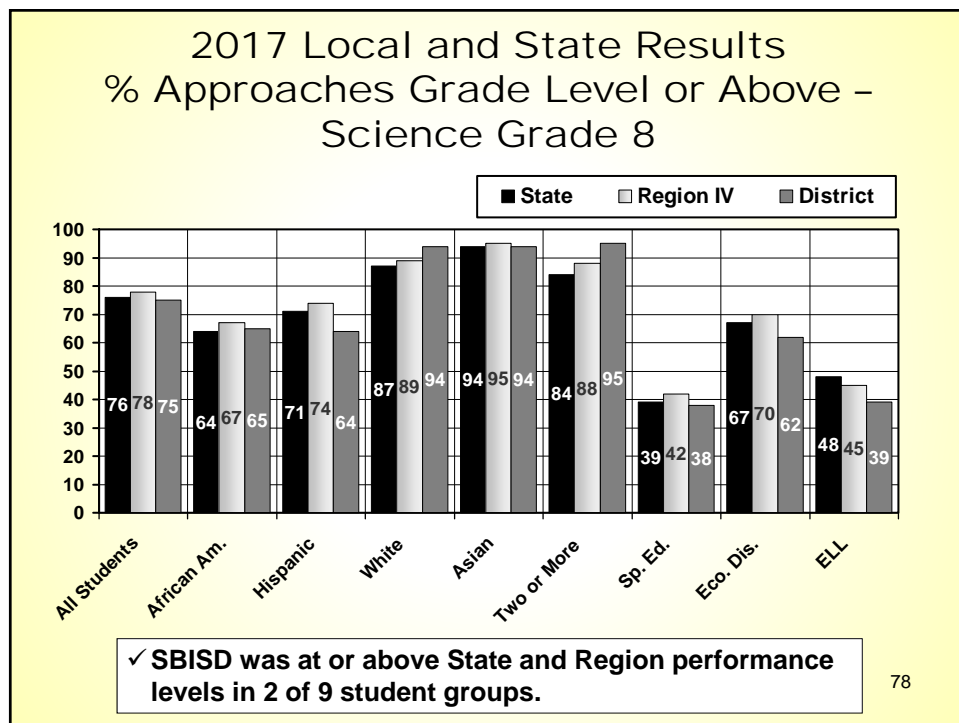
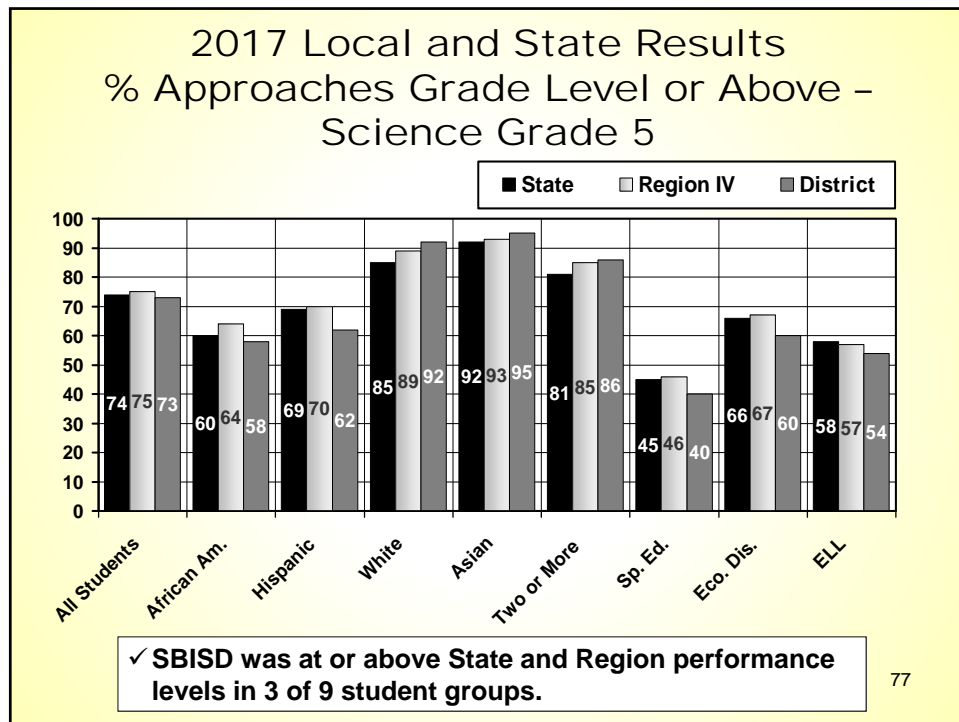


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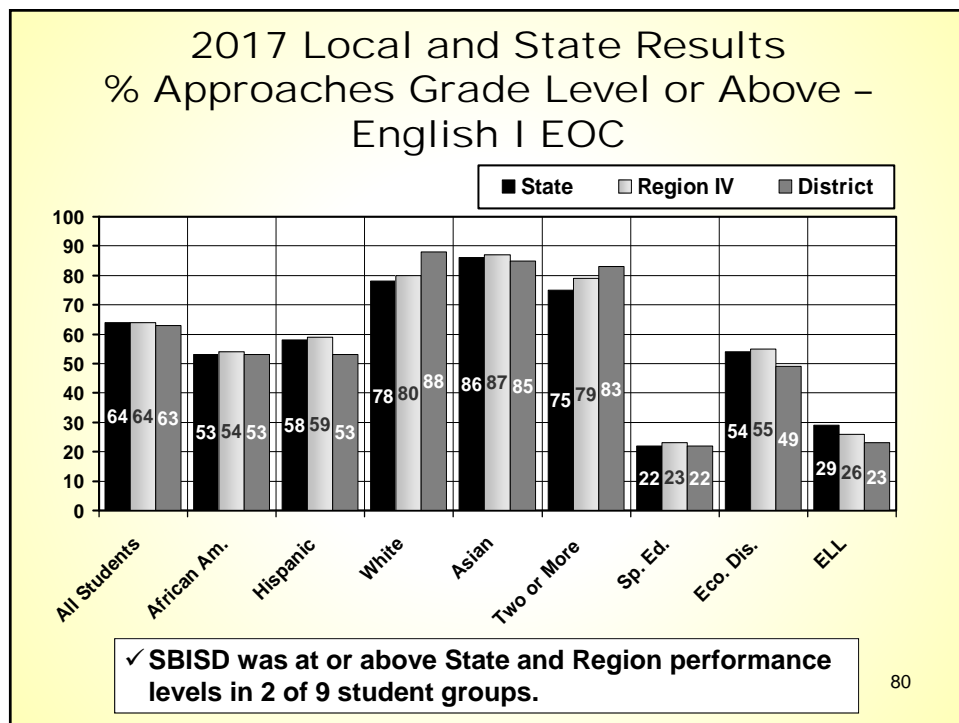
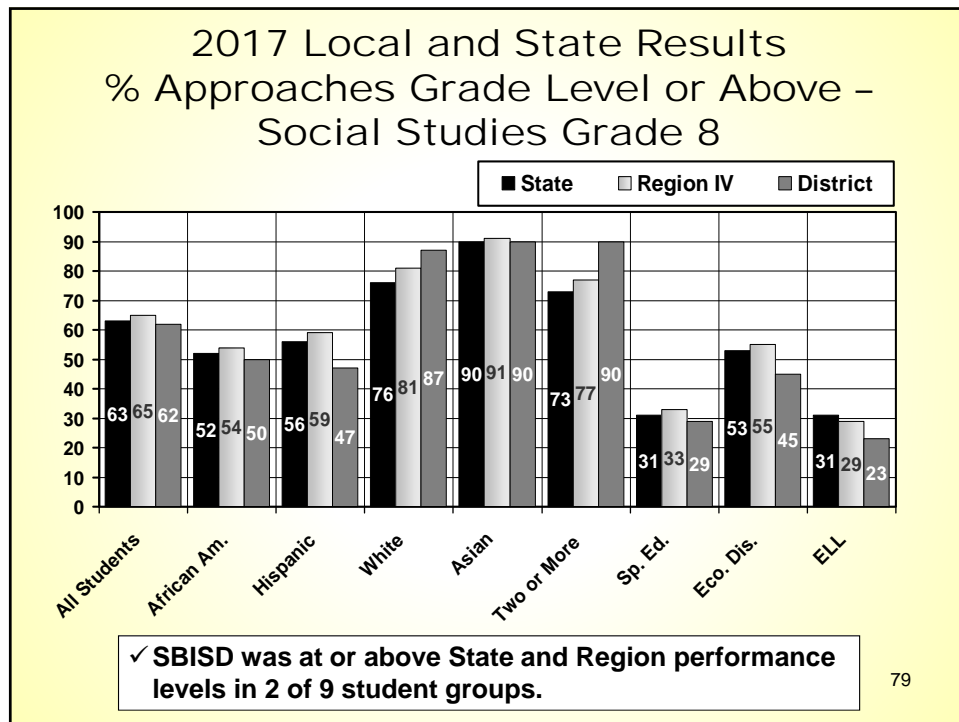




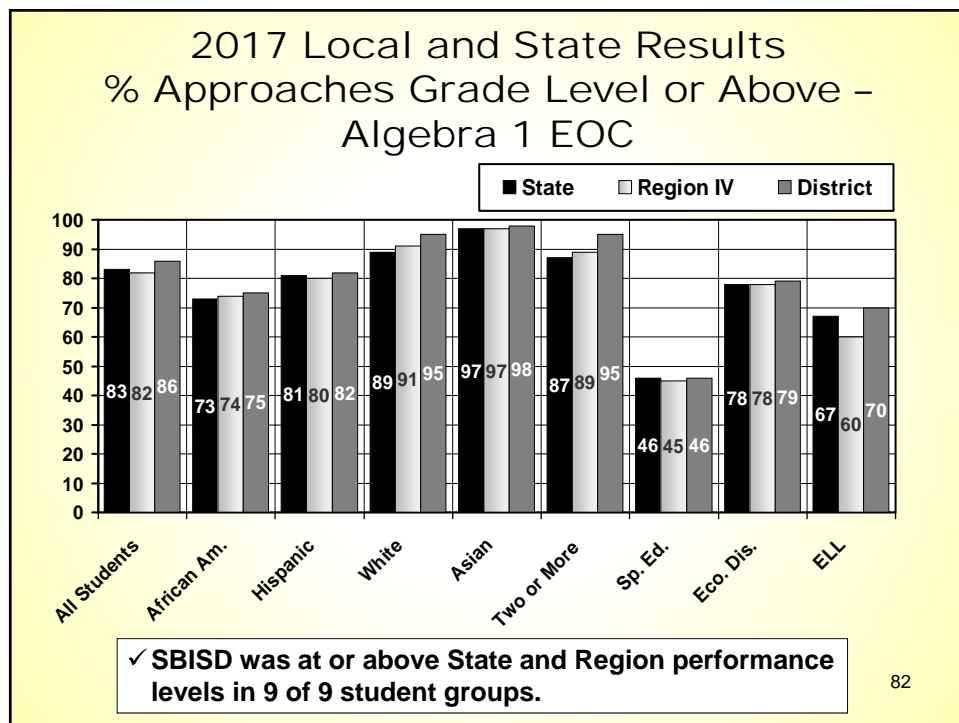
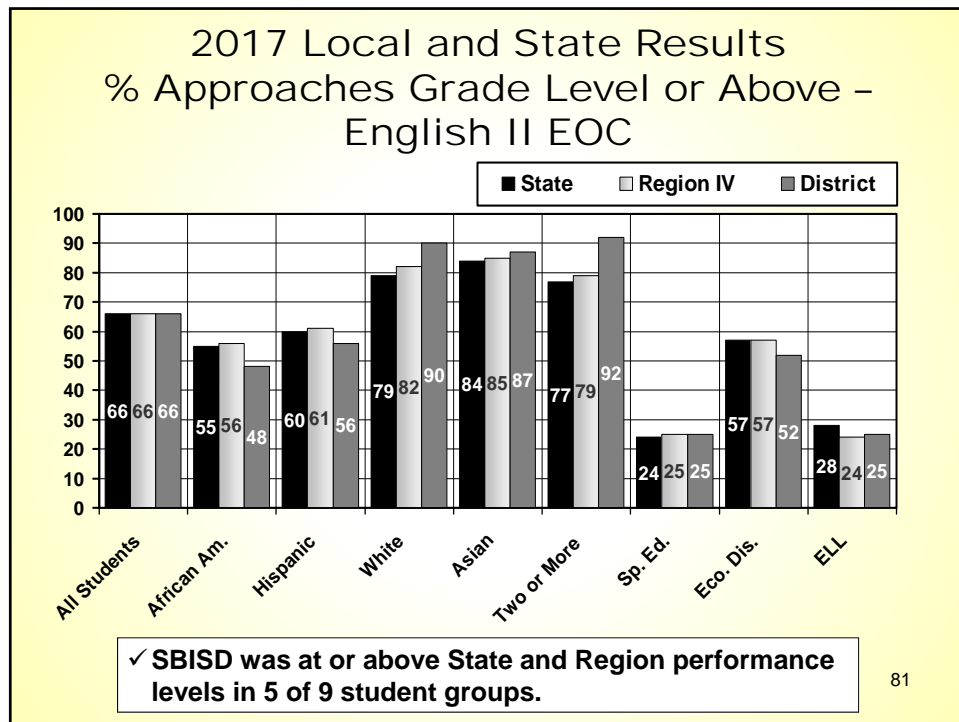
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



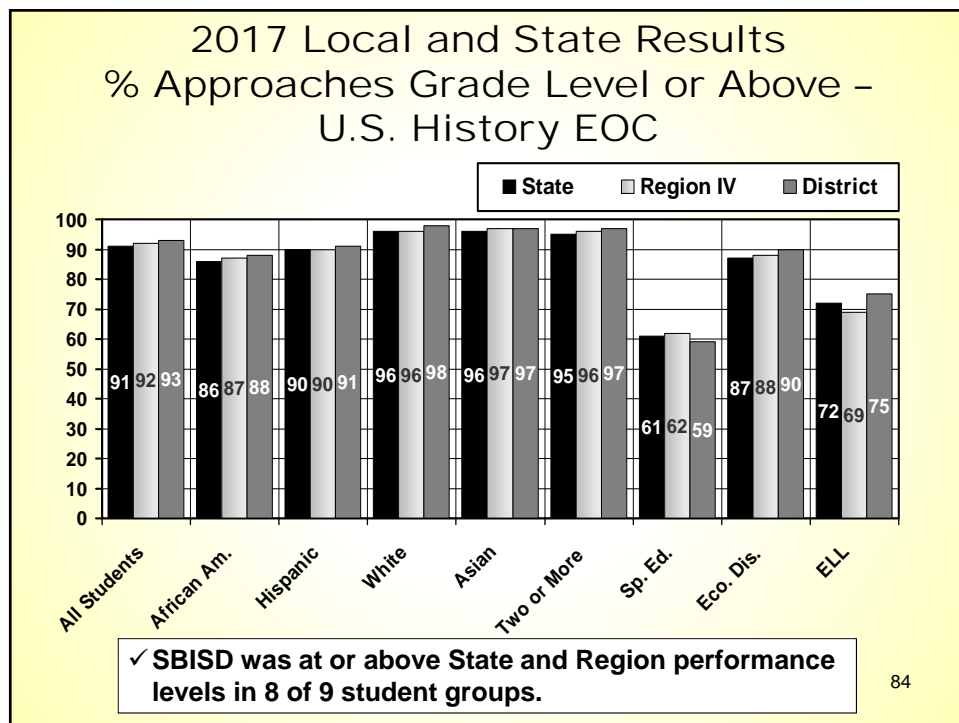
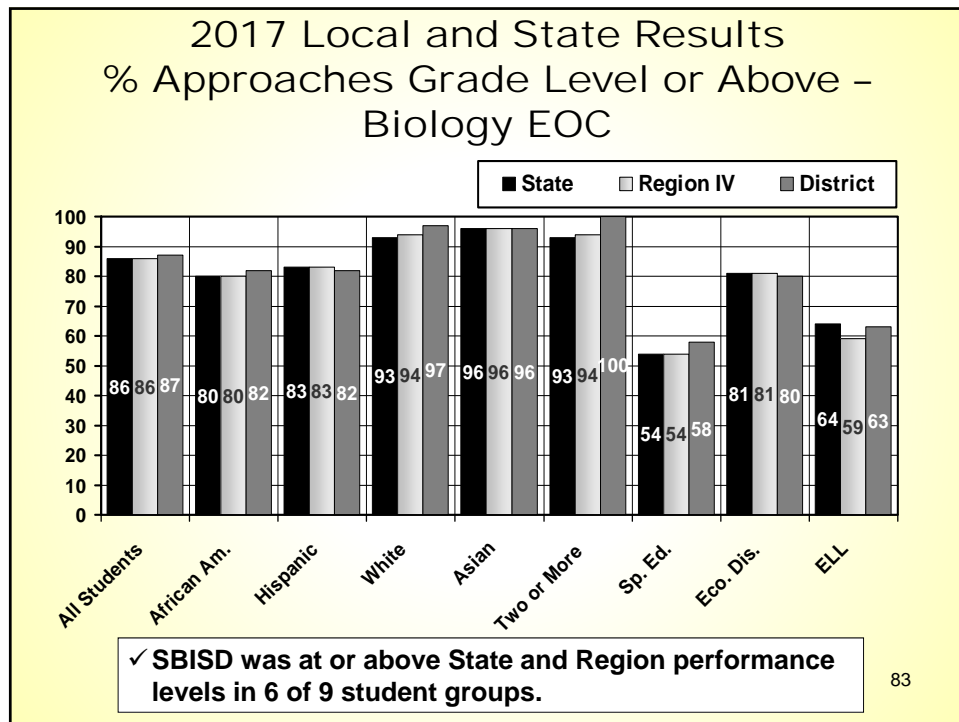
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



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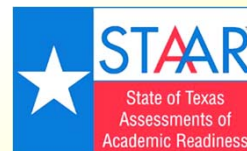
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



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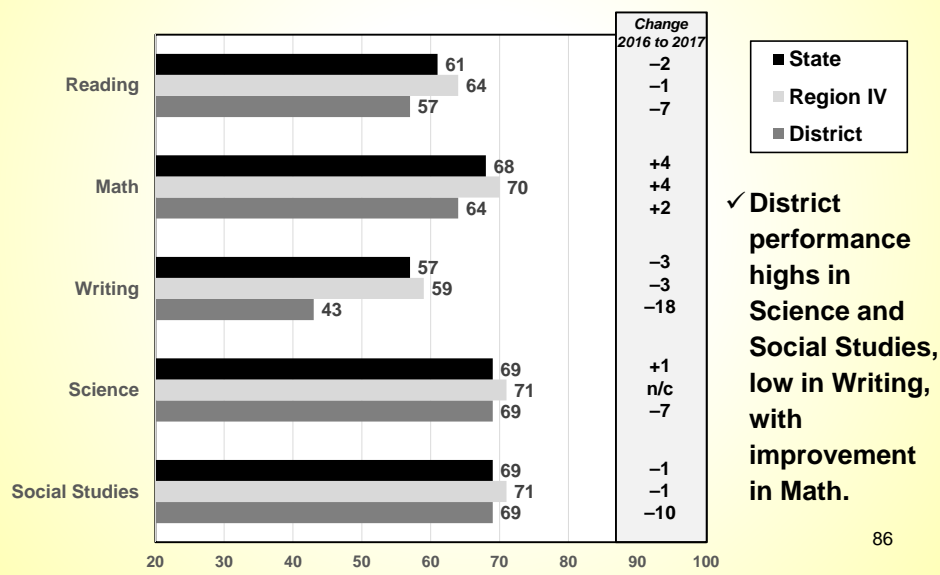


## Appendix B: 2017 STAAR Performance at All Levels by Subject and Student Group



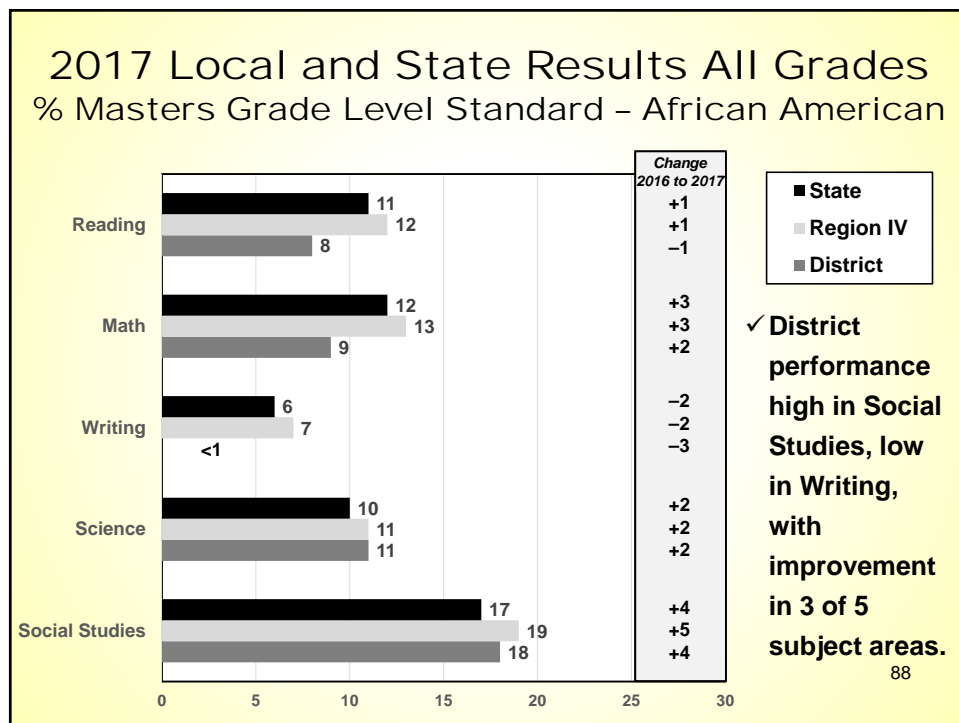
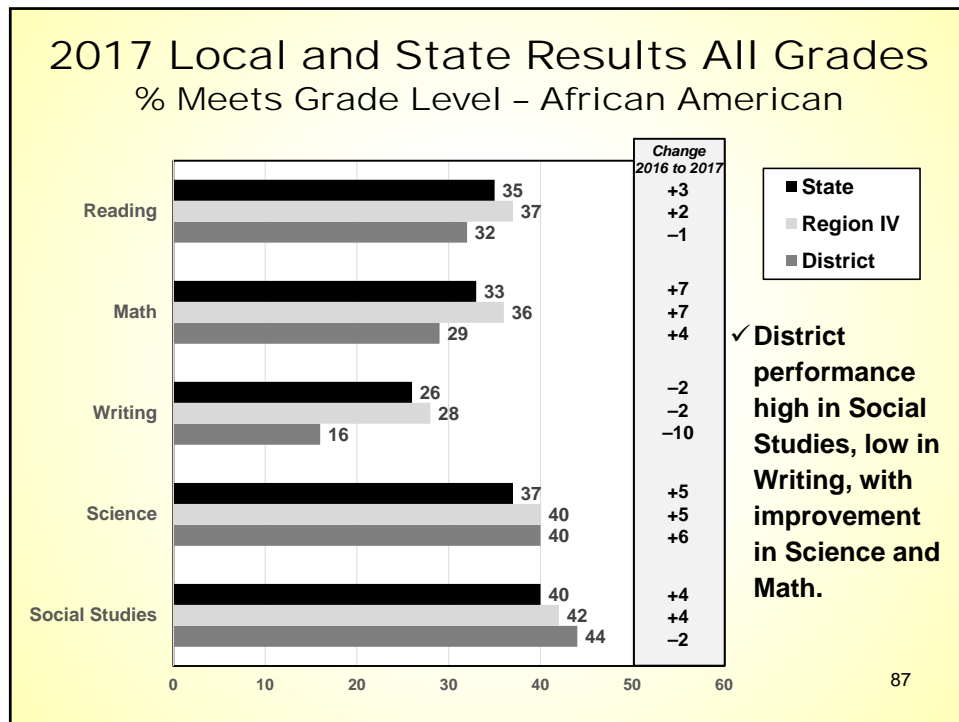
85

### 2017 Local and State Results All Grades % Approaches Grade Level or Above – African American

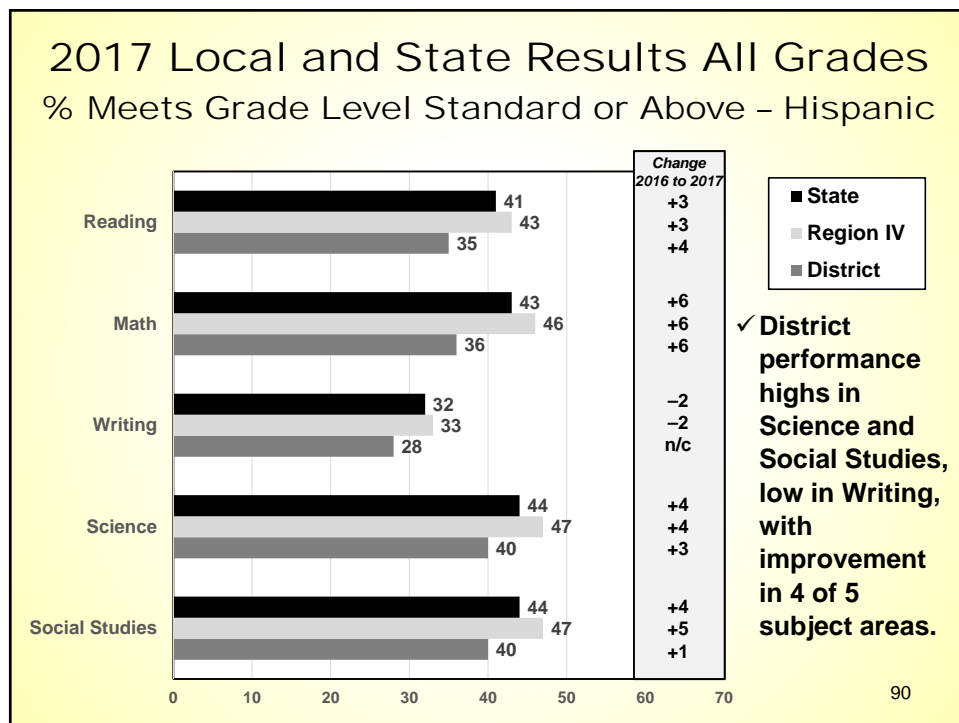
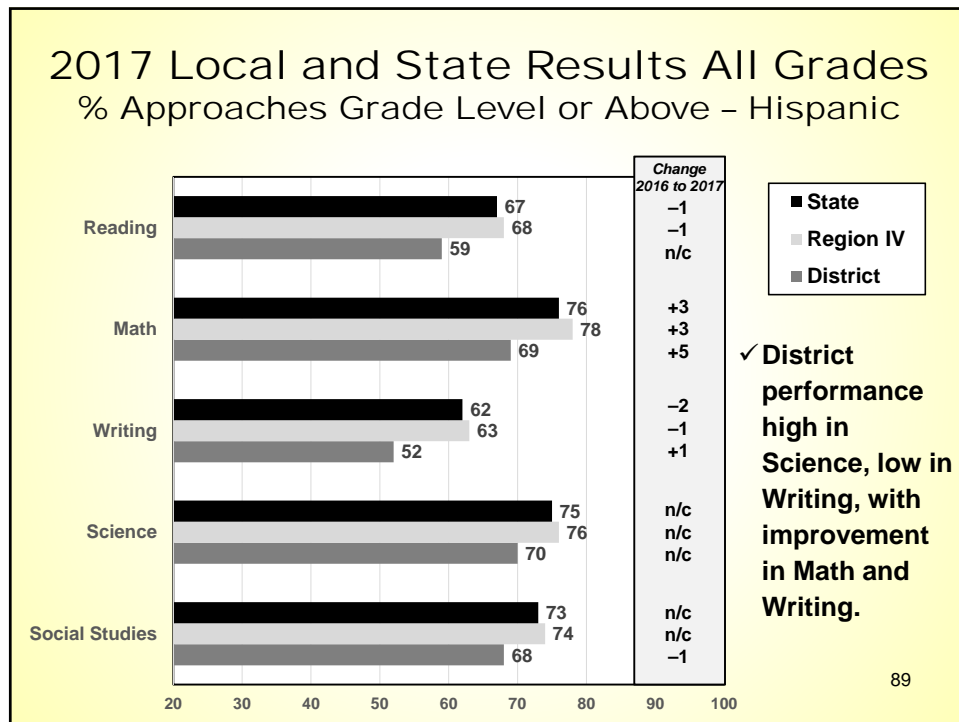


86

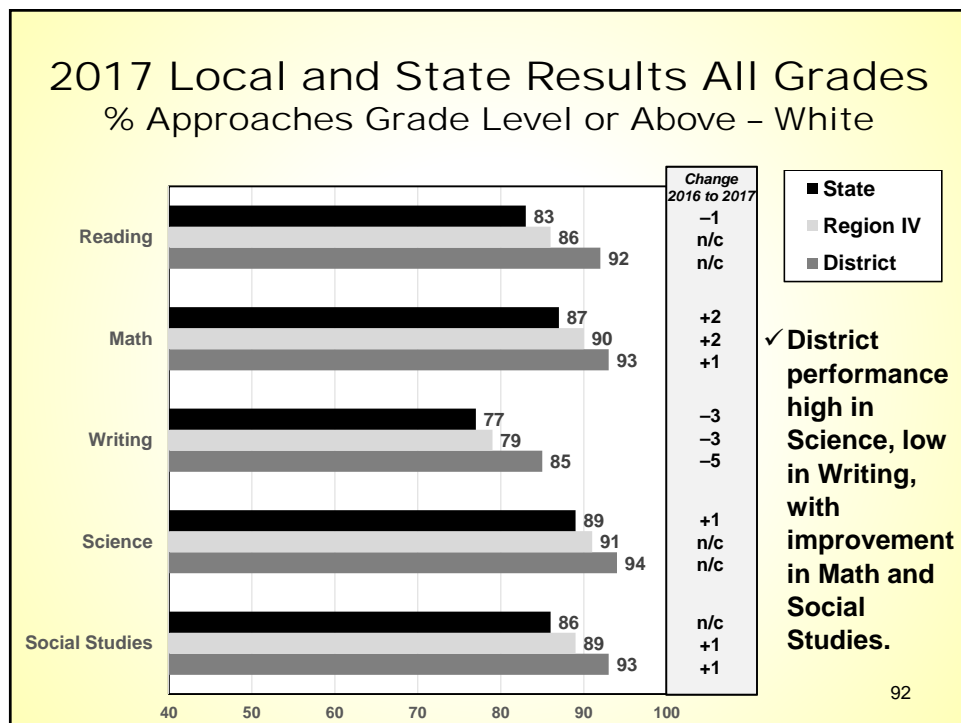
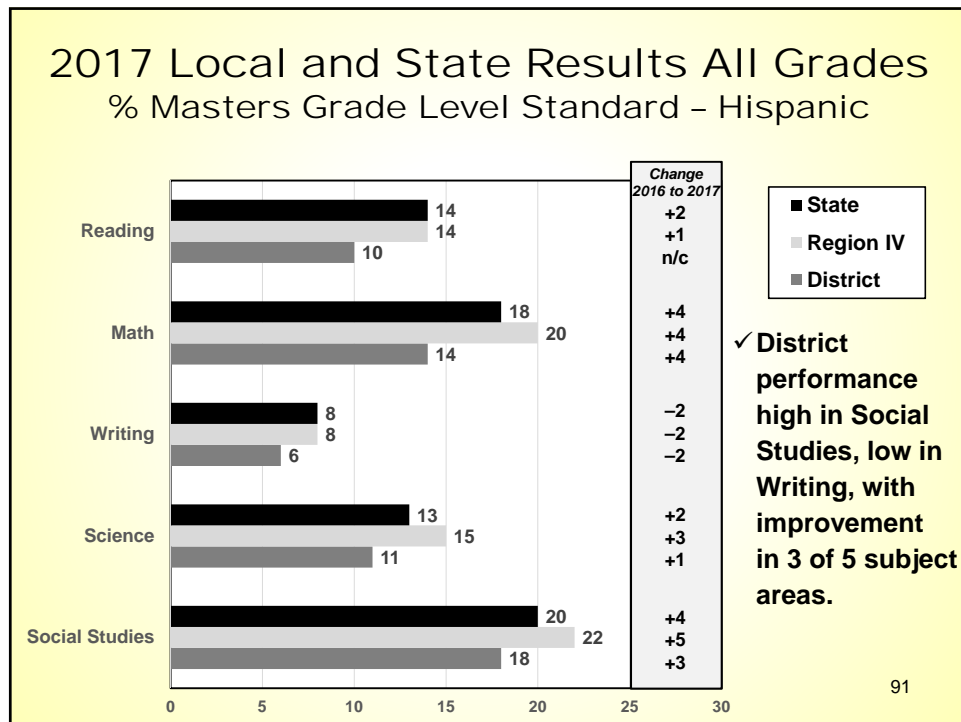
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing

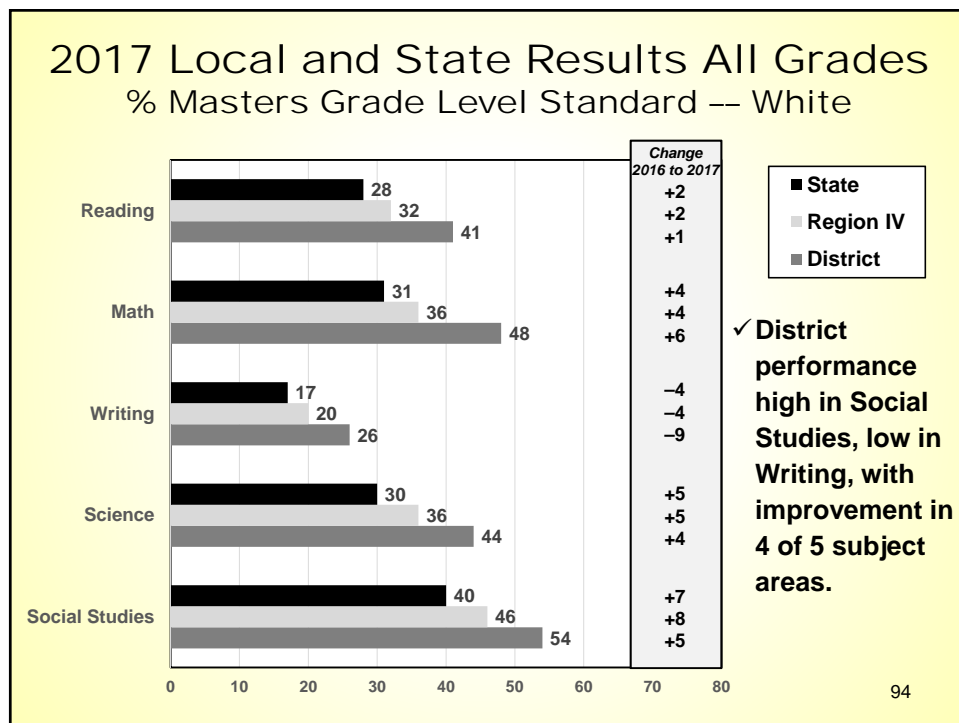
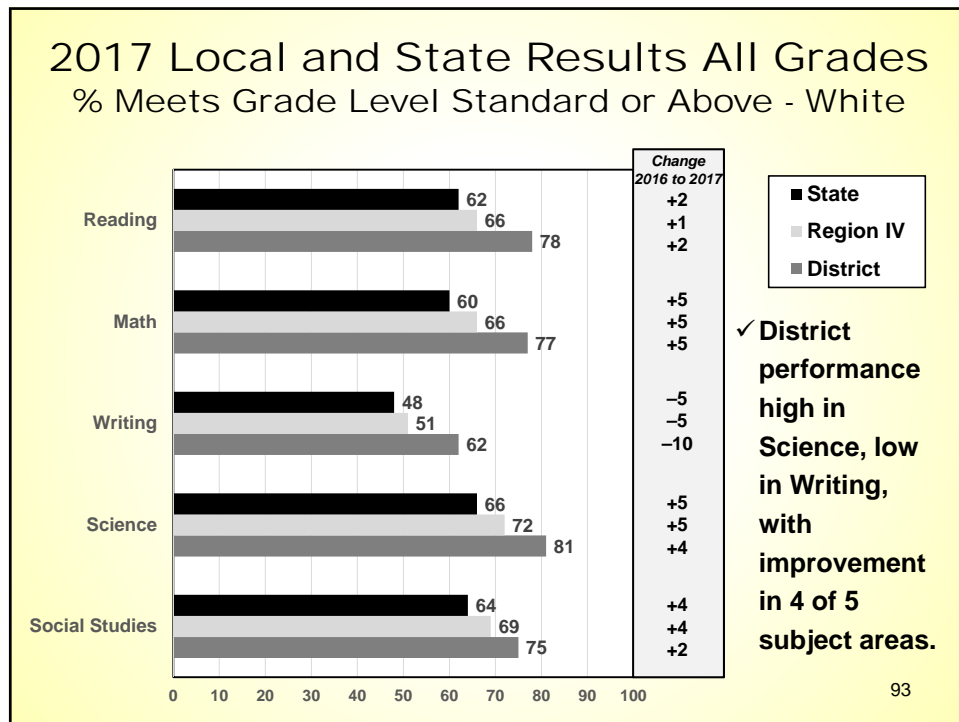


# Texas Academic Performance Report 2016-2017 Joint Public Hearing

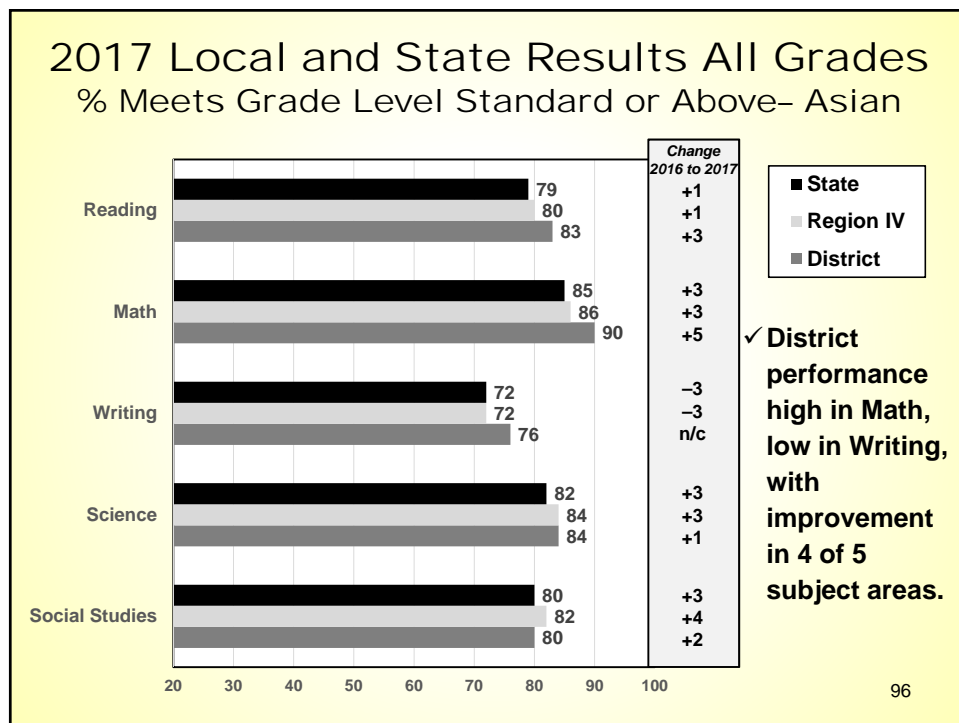
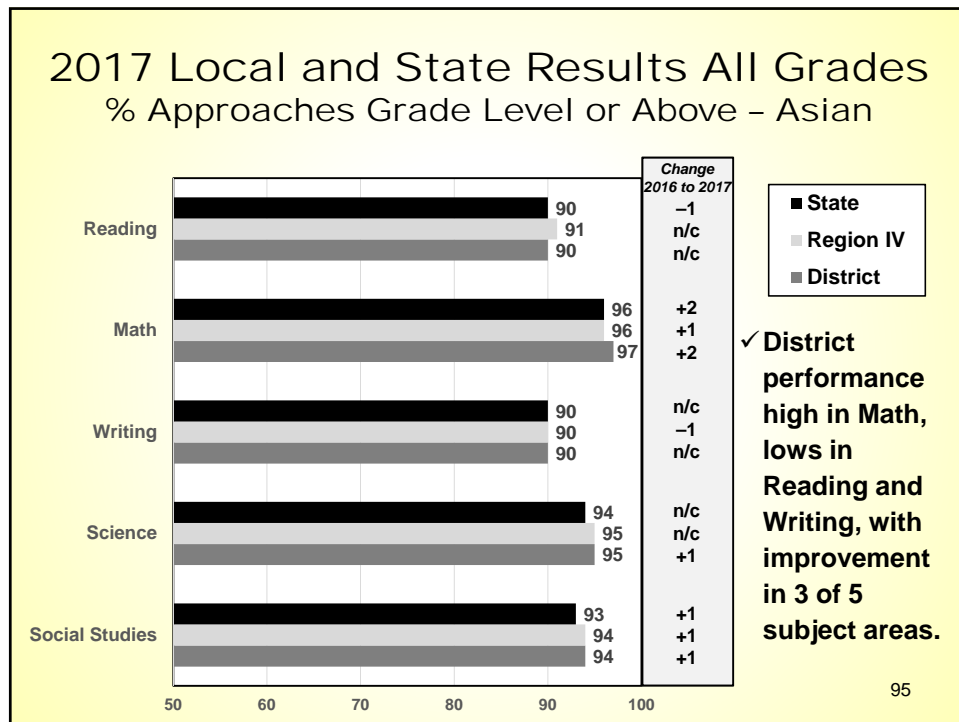




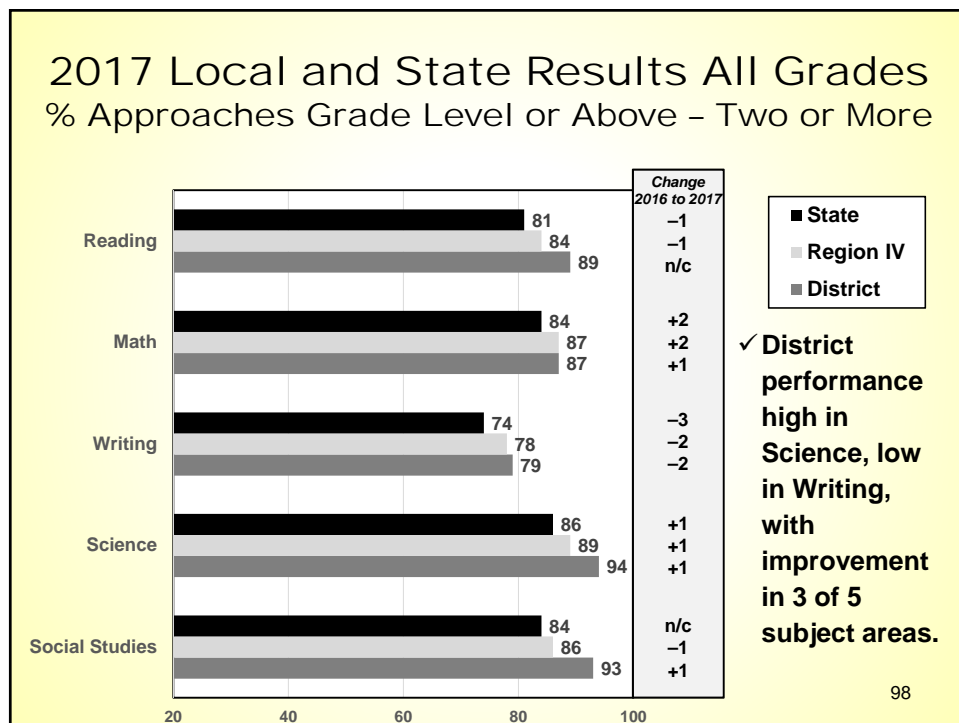
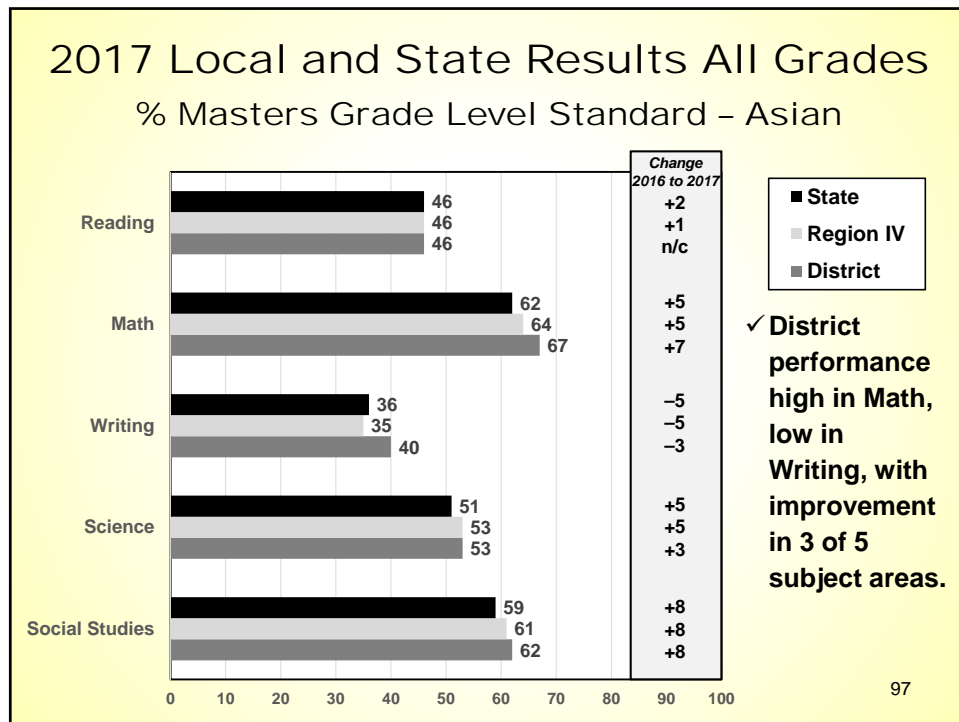
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



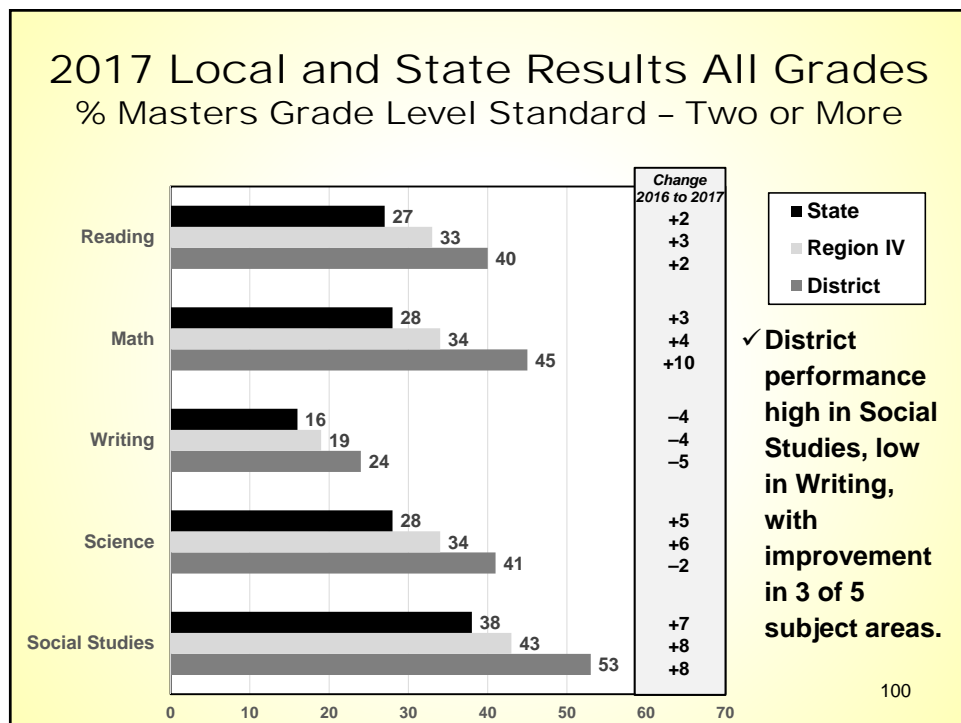
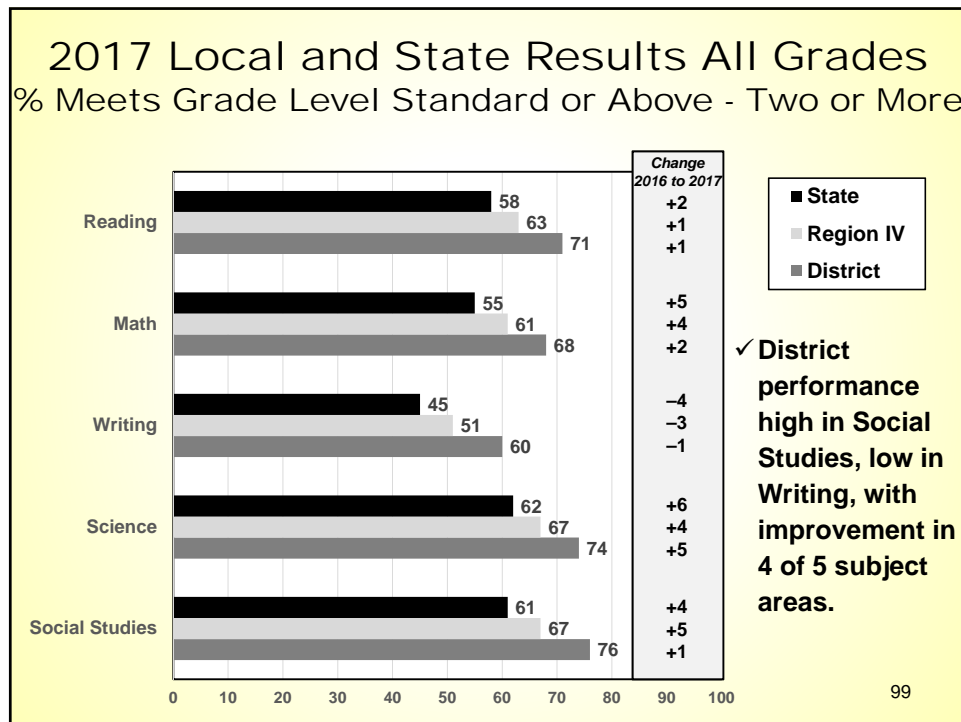
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



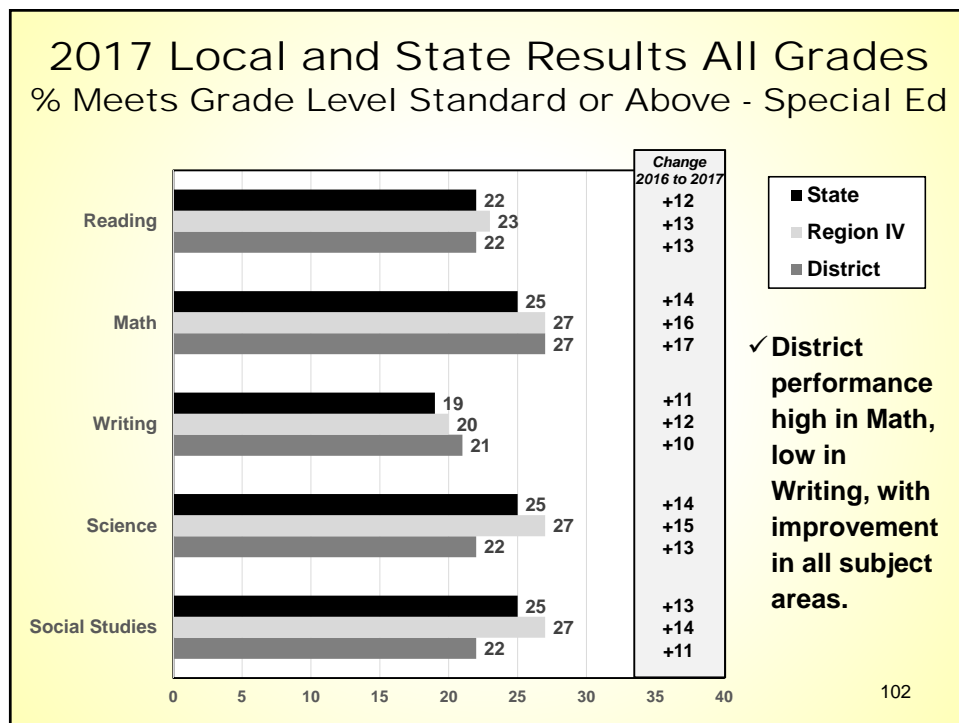
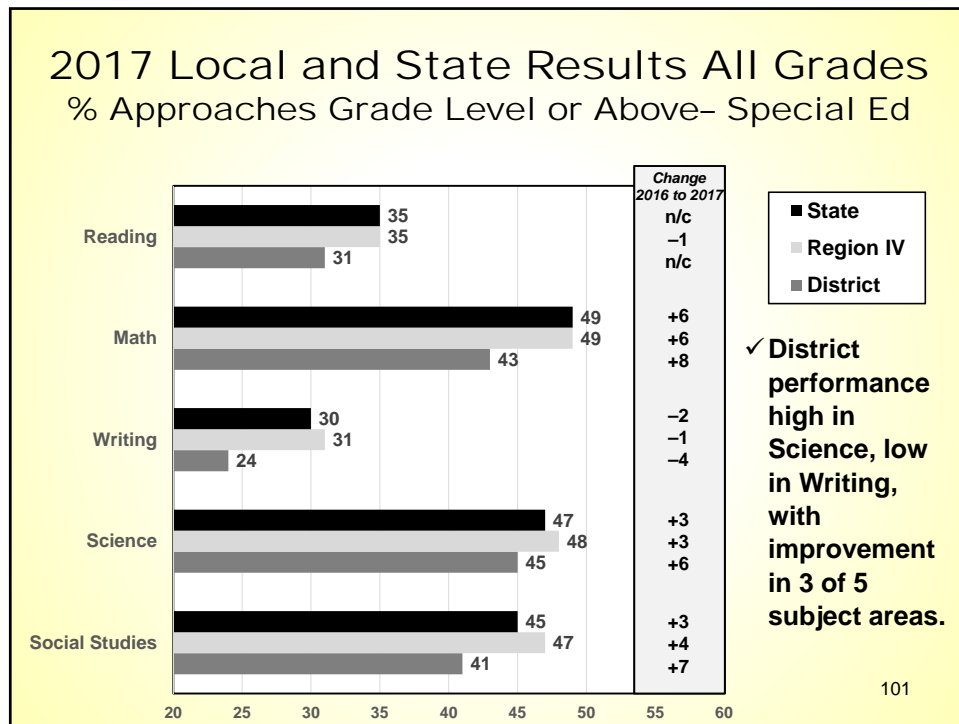
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



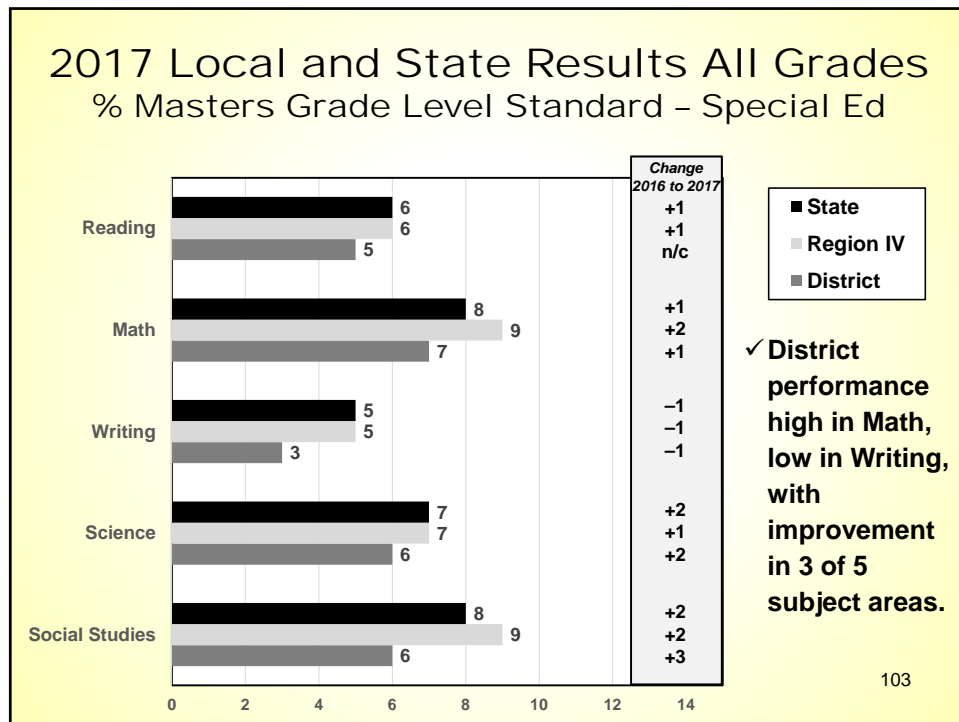
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing

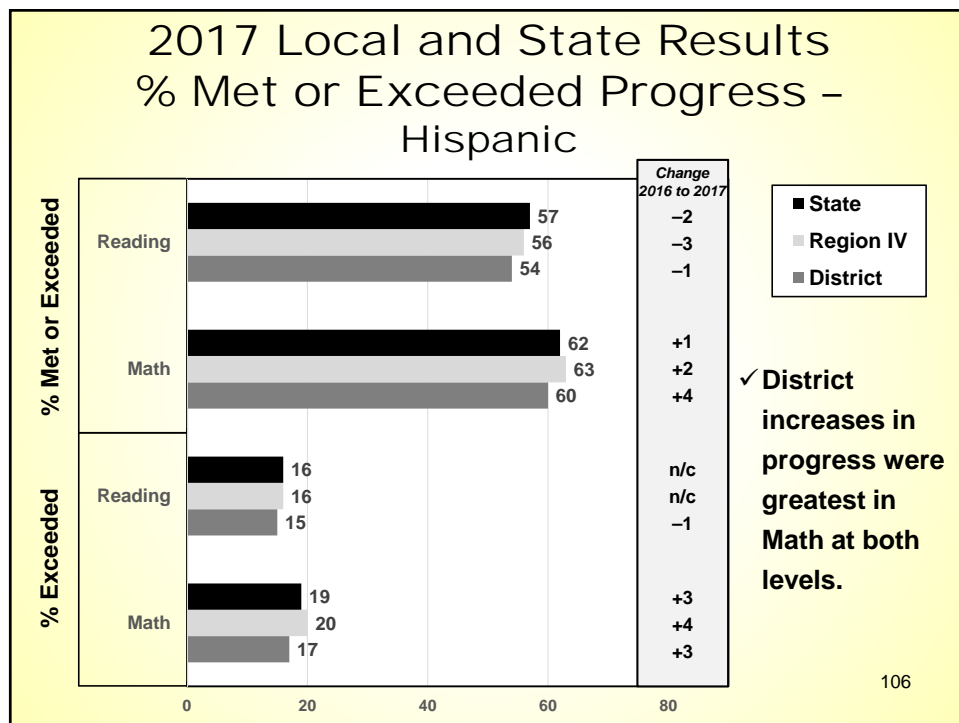
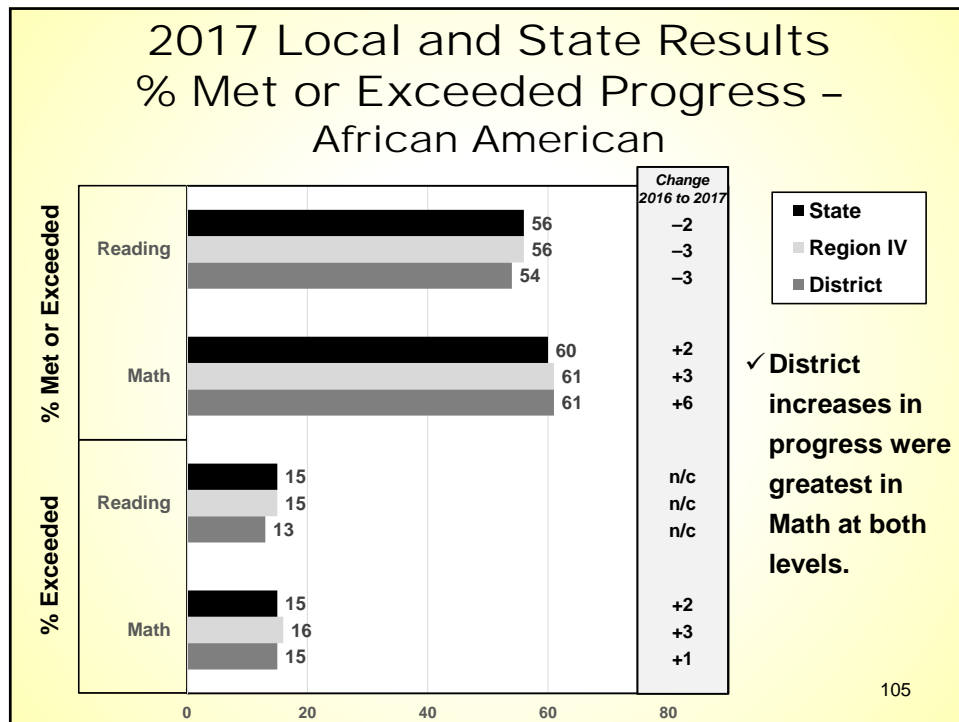


## Appendix C: 2017 Met or Exceeded Progress on STAAR by Student Group

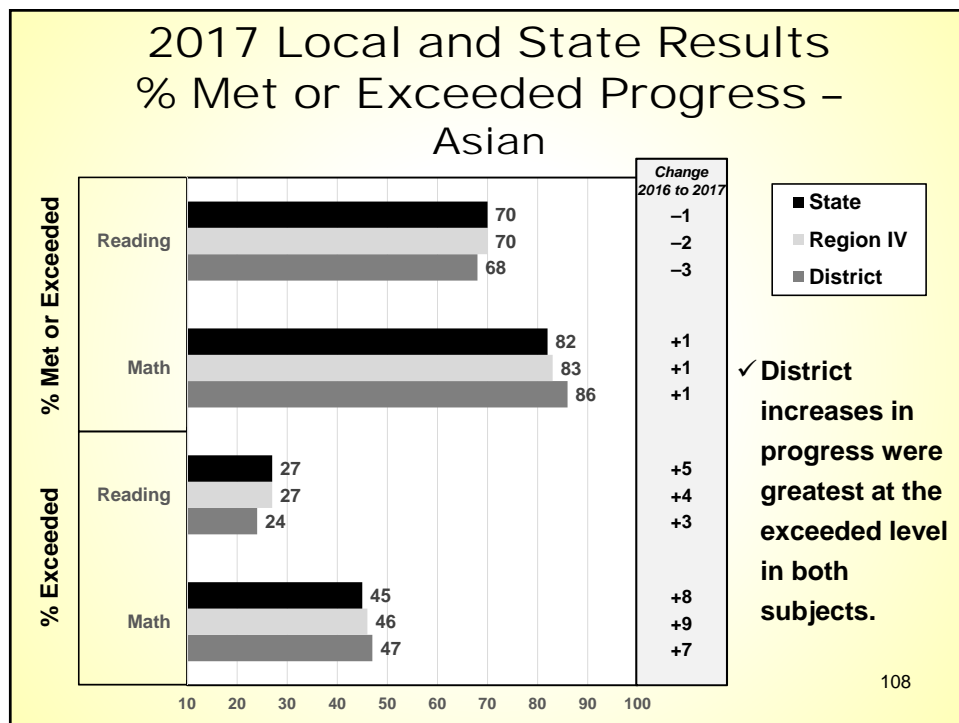
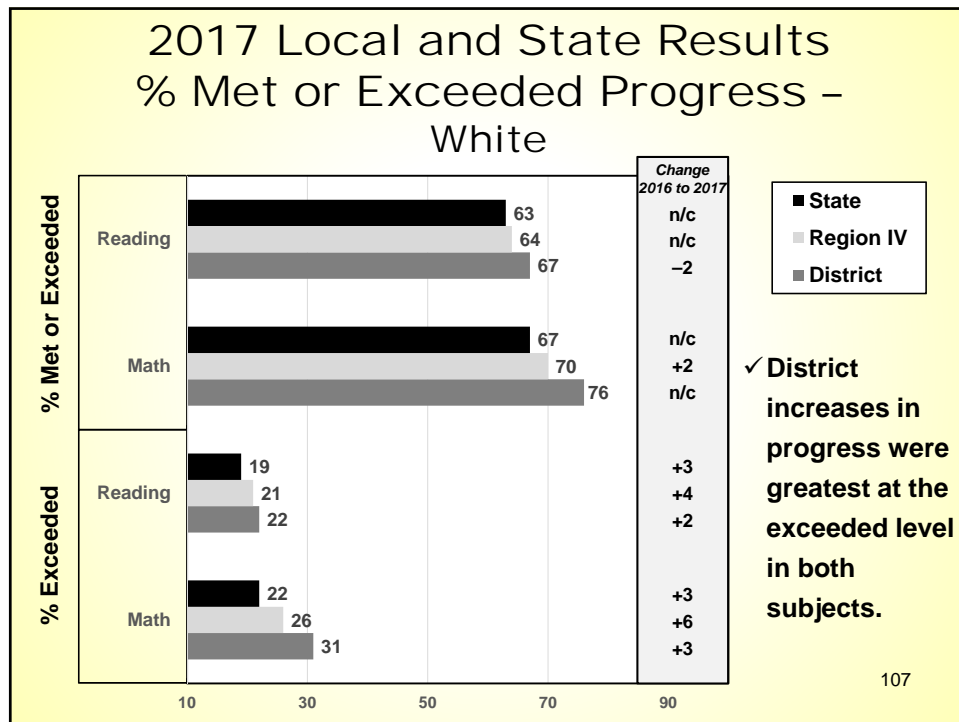


104

# Texas Academic Performance Report 2016-2017 Joint Public Hearing

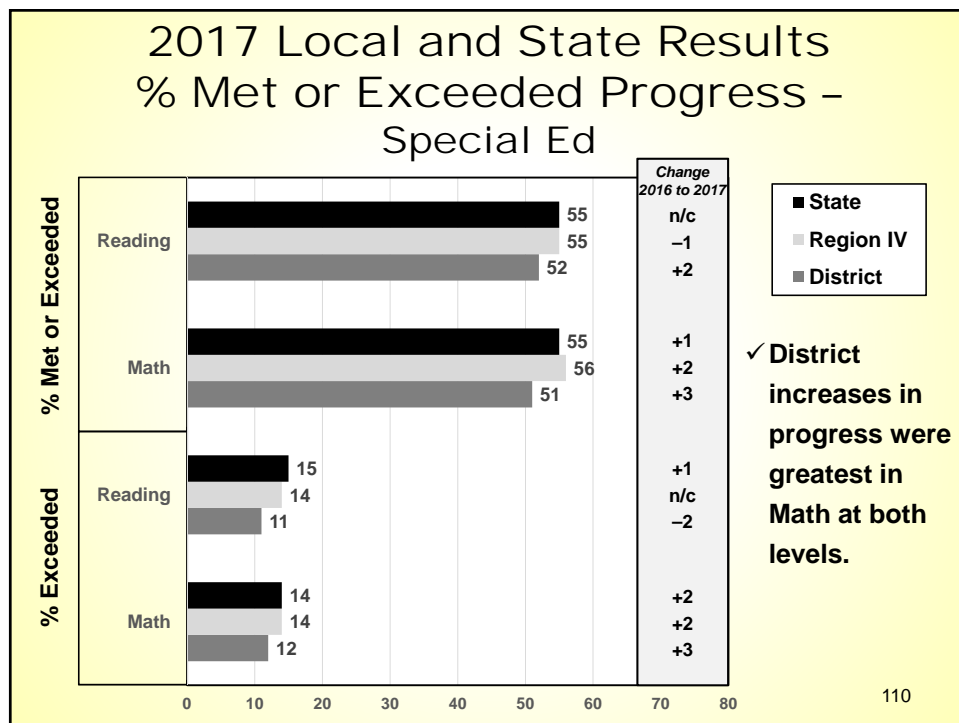
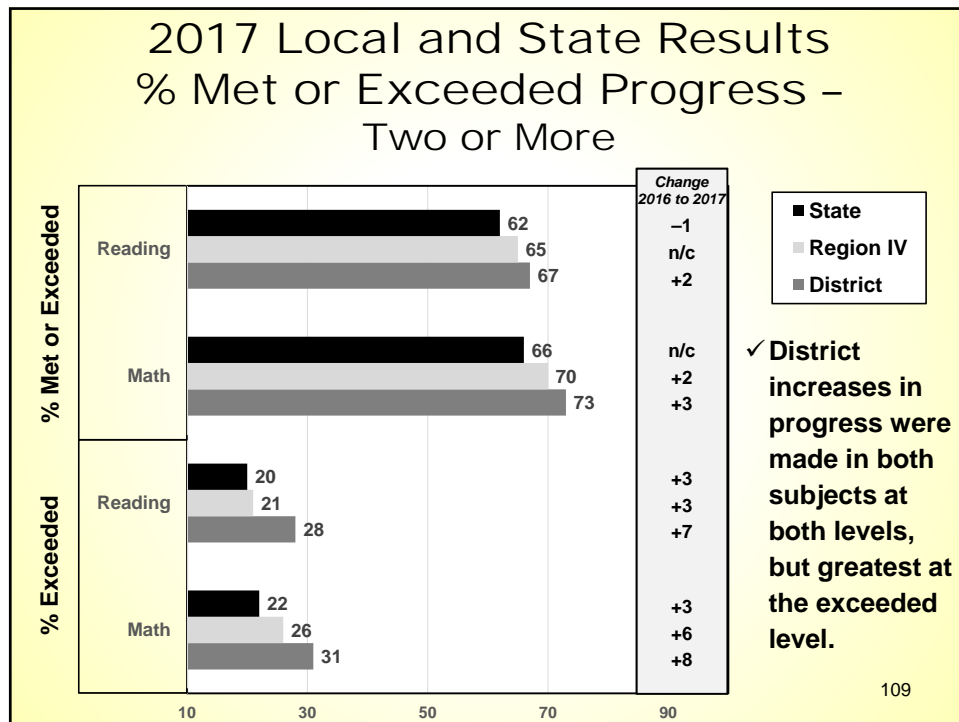


# Texas Academic Performance Report 2016-2017 Joint Public Hearing





# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing

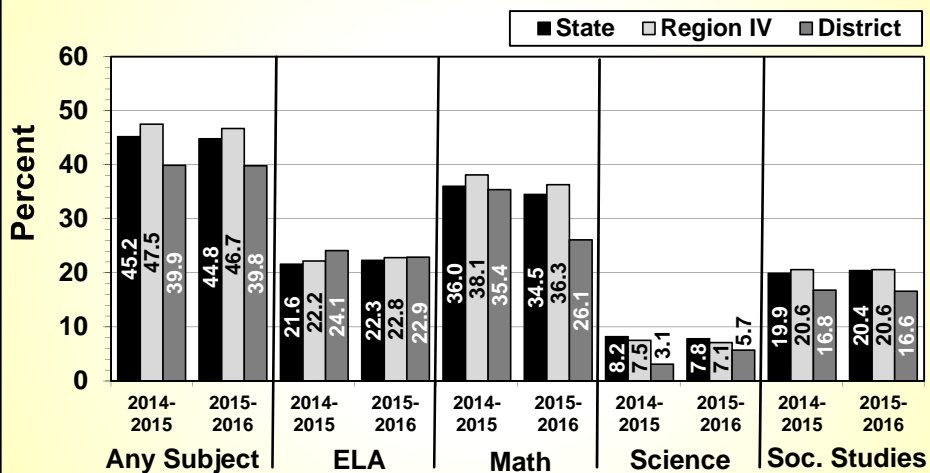


## Appendix D: Advanced Course/Dual Credit Course Completion by Student Group



111

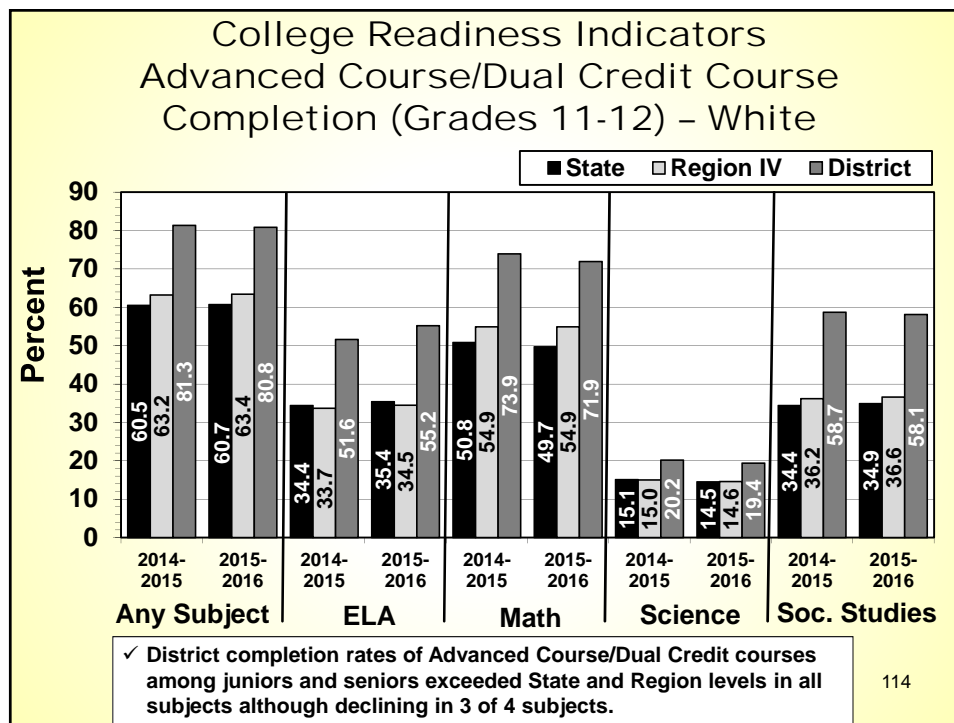
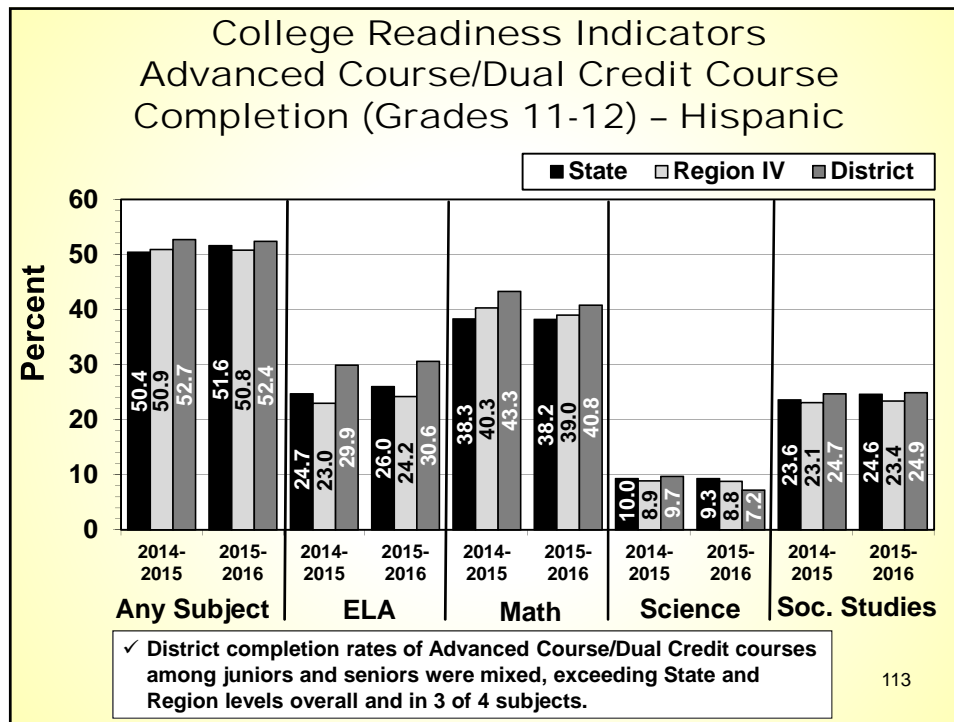
### College Readiness Indicators Advanced Course/Dual Credit Course Completion (Grades 11-12) – African American



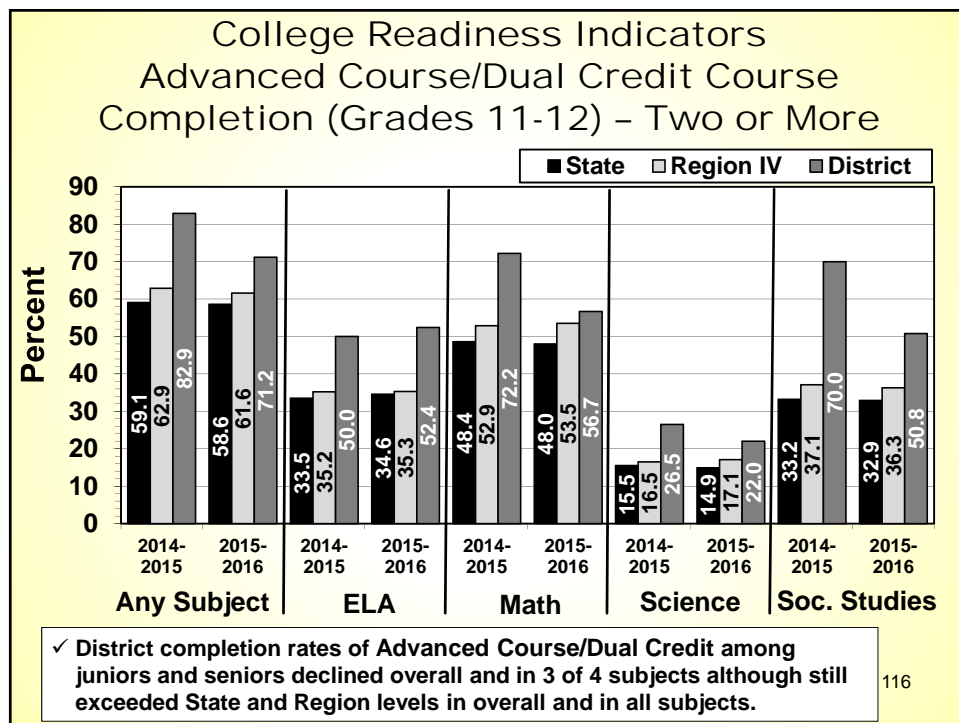
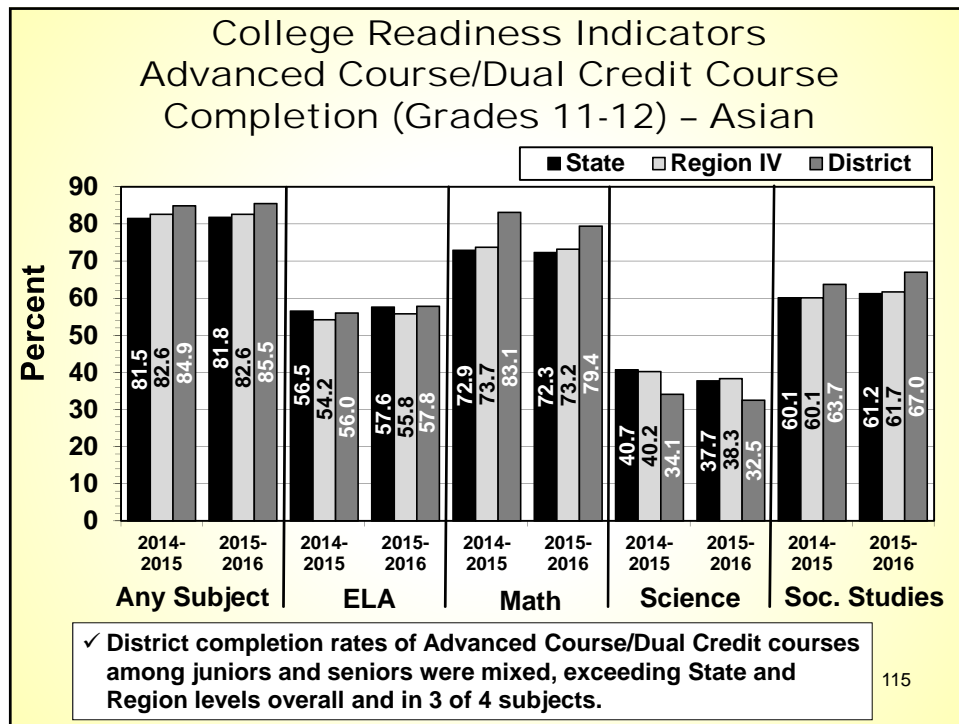
✓ District completion rates of Advanced Course/Dual Credit courses among juniors and seniors declined overall and in 3 of 4 subjects although still exceeded State and Region levels in ELA.

112

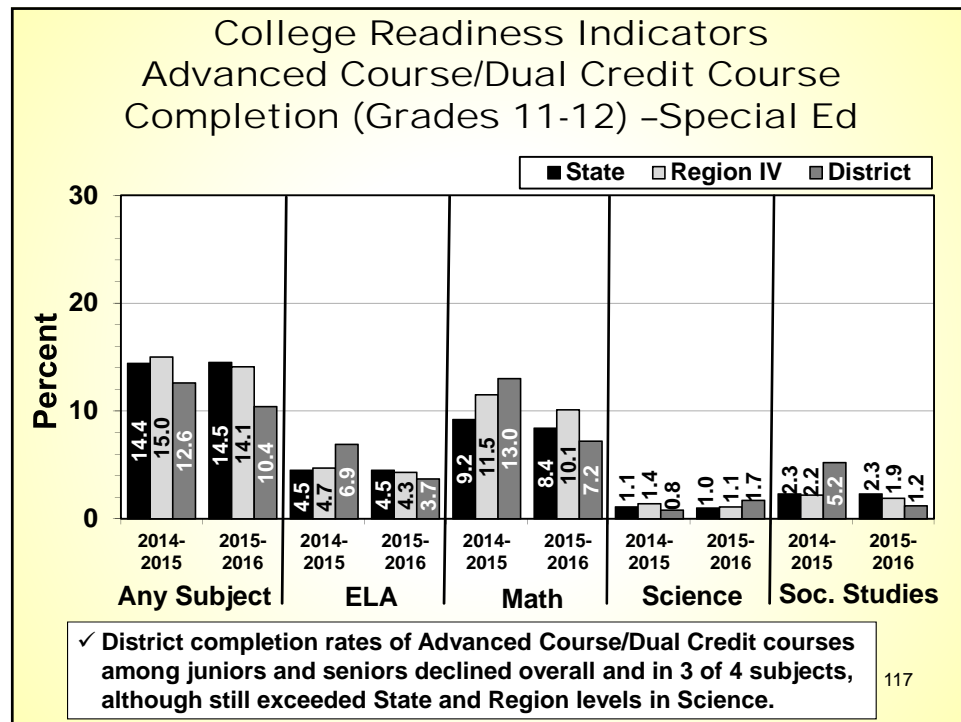
# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



# Texas Academic Performance Report 2016-2017 Joint Public Hearing



## **School Violence Prevention and Violence Intervention Policies and Procedures 2017-2018**

**Maintaining safe and secure schools is one of the priorities 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 a "Shelter-In-Place" or "Lockdown" Drill 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 Lockdowns.
- 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**  
**2016-2017 School Year**

**Disciplinary Offenses Descriptions**

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	2016-2017
ACADEMY OF CHOICE			10				3												1				1	1							16
MEMORIAL HS		1	11	6	1		1										2		23					6							51
NORTHBROOK HS & Yes			29	1			1									2			2					19							54
SPRING WOODS HS		1	29				2	1							1	1	3					1	1	11							51
STRATFORD HS		1	19	2			1										1		5					8							37
WESTCHESTER AIS			1	1																				2							4
CORNERSTONE ACADEMY				1																				3							4
LANDRUM MS & KIPP			14														1							25							40
MEMORIAL MS			1													1			14					1							17
NORTHBROOK MS & Yes			2	1						1							1		2					3							10
SPRING BRANCH MS			7	1						1							2		4					21							36
SPRING FOREST MS			1	1															6					14							22
SPRING OAKS MS			9	3												1	1		5		1			25							45
SPRING WOODS MS																	1	1	2					52							56
Subtotal - Secondary		3	133	17	1		8	1		2					1	5	12		1	64		2	2	191							443

**TOTAL INCIDENTS**  
**PER SCHOOL YEAR**

2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
11	1	2			
50	32	28	22	41	31
73	81	77	84	104	78
55	63	75	102	83	42
41	31	36	44	39	57
7	5	10	13	21	9
2			1		1
40	39	25	29	48	36
7	3	3	1	2	4
21	30	43	38	29	21
33	23	38	36	36	20
28	18	17	38	59	18
28	28	39	34	39	37
56	37	57	49	26	54
452	391	450	491	527	408
Comparison Years					

**SBISD: VIOLENT and CRIMINAL INCIDENTS**  
**2016-2017 School Year**

SCHOOLS																																		TOTAL PER SCHOOL YEAR										
	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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011							
BENDWOOD CAMPUS																																												
BUFFALO CREEK ES																																												
BUNKER HILL ES																																												
CEDAR BROOK ES																								1													1							
EDGEWOOD ES																																												
FROSTWOOD ES																																												
HOLLIBROOK ES																								1													1							
HOUSMAN ES																																												
HUNTERS CREEK ES																																												
MEADOW WOOD ES																								2													2							
MEMORIAL DRIVE ES																																												
NOTTINGHAM ES																								1													1							
PINE SHADOWS ES																				2				1													3							
RIDGECREST ES																																												
RUMMEL CREEK ES																																												
SHADOW OAKS ES																								5													5							
SHERWOOD ES																1								2													3							
SPRING BRANCH ES			1																				1														2							
SPRING SHADOW ES			2																				1		9												12							
TERRACE ES																								1													1							
THORNWOOD ES																								13													13							
TREASURE FOREST ES																								1													1							
VALLEY OAKS ES																																												
WESTWOOD ES																																												
WILCHESTER ES																								1													1							
WOODVIEW ES																																												
THE BEAR BLVD. SCHOOL																																												
THE LION LANE SCHOOL																																												
THE PANDA PATH SCHOOL																																												
THE TIGER TRAIL SCHOOL																																												
THE WILDCAT WAY SCHOOL																																												
Subtotal - Elementary & Early Childhood			3													1				2		2		38												46								
																																							Comparison Years					
																																							52	37	31	43	90	45



## 2016-2017 School Year

Disciplinary Offenses	Disciplinary Offenses Descriptions																											TOTAL INCIDENTS PER SCHOOL YEAR									
	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	2016- 2017	2015- 2016	2014- 2015	2013- 2014	2012- 2013	2011- 2012	2010- 2011
2016-2017 Total		3	136	17	1		8	1		2					1	6	12		1	66		4	2	229							489	504	428	481	534	617	453
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		2	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		1		1	1	6	3	4	8		2	8	1	2	3	241			19	1	1	1							

## **Report of 2014-2015 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2016**

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 2014-2015 high school graduates who attended public four-year and two-year higher education in FY 2016. 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 2015, spring 2016, and summer 2016 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 2016, 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 2016 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.

**Texas High School Graduates from FY2015**  
**Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
SPRING BRANCH ISD								
	101920016 ACADEMY OF CHOICE							
	Four-Year Public University	2						
	Two-Year Public Colleges	5	3	1	1	0	0	0
	Independent Colleges & Universities	0						
	Not Trackable	16						
	Not Found	23						
	Total High School Graduates	46						
	101920001 MEMORIAL H S							
	Four-Year Public University	218	25	19	36	62	75	1
	Two-Year Public Colleges	128	33	8	11	33	39	4
	Independent Colleges & Universities	49						
	Not Trackable	70						
	Not Found	126						
	Total High School Graduates	591						
	101920005 NORTHBROOK H S							
	Four-Year Public University	65	11	12	13	21	7	1
	Two-Year Public Colleges	105	37	23	13	14	12	6
	Independent Colleges & Universities	2						
	Not Trackable	79						
	Not Found	160						
	Total High School Graduates	411						

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 enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2015**  
**Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	101920003 SPRING WOODS H S							
	Four-Year Public University	82	11	23	20	15	13	0
	Two-Year Public Colleges	101	42	19	14	12	11	3
	Independent Colleges & Universities	6						
	Not Trackable	82						
	Not Found	149						
	Total High School Graduates	420						
	101920006 STRATFORD H S							
	Four-Year Public University	151	16	21	29	42	42	1
	Two-Year Public Colleges	100	28	11	13	16	29	3
	Independent Colleges & Universities	17						
	Not Trackable	36						
	Not Found	96						
	Total High School Graduates	400						
	101920014 WESTCHESTER ACADEMY FOR INTERNATIO							
	Four-Year Public University	49	12	7	8	11	10	1
	Two-Year Public Colleges	34	9	6	5	8	6	0
	Independent Colleges & Universities	9						
	Not Trackable	16						
	Not Found	22						
	Total High School Graduates	130						

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 enrollment in public higher education less than 5, the GPA data is omitted.

## **Feedback Requested**

### **2017-18 SBISD Student Code of Conduct**

#### **Code of Conduct**

[https://cms.springbranchisd.com/Portals/233/student\\_code\\_of\\_conduct\\_2017\\_18.pdf?ver=2017-08-11-143451-557](https://cms.springbranchisd.com/Portals/233/student_code_of_conduct_2017_18.pdf?ver=2017-08-11-143451-557)

Please review the identified sections of the SBISD Student Code of Conduct and provide suggestions/feedback below.

#### **Preventative Practices/Intervention Strategies, (C-3 - C-5)**

#### **System of Care, (C-5 - C - 8)**

#### **Student Code of Conduct Levels of Behavior, (C-9 - C - 13)**

#### **Definitions and Explanations (C-16 - C-24)**

Violations:

Disciplinary Consequences:

Appeals and Hearings:

Miscellaneous Provisions:

### Exhibit I: Parameters for Development of SBISD 2019-20 Academic Calendar

Factor	Considerations
<b>Top Priority</b>	<ul style="list-style-type: none"> <li>• <b>Calendar should be based on what is educationally best for students to achieve T-2-4 success.</b></li> <li>• <b>Calendar should first and foremost represent what best supports instruction and academic achievement, and then take into account parent and staff considerations</b></li> </ul>
<b>State Law</b>	<ul style="list-style-type: none"> <li>• <b>Start Date:</b> State law requiring a start date no earlier than the fourth Monday in August was waived under District of Innovation in December, 2016. The Board will approve a calendar with a start date no earlier than August 15.</li> <li>• <b>Number of Instructional Minutes:</b> State law (House Bill 2610) requires a minimum of 75,600 operational minutes of instruction per year. This translates to a minimum of 420 minutes/day for 180 days. <ul style="list-style-type: none"> <li>○ SBISD schools have the freedom and flexibility to set their bell schedules to meet or exceed the required 75,600 minutes per school year.</li> <li>○ Districts may obtain waivers for up 2100 minutes for “quality” professional development purposes (TEA has not defined “quality”). SBISD has traditionally requested two PD days during the school year.</li> </ul> </li> <li>• <b>Number of Teacher Days:</b> State law requires a minimum of 187 days of service for teachers.* <ul style="list-style-type: none"> <li>○ <b>NOTE:</b> Teacher requirements are measured in days while student requirements are measured by minutes.</li> </ul> </li> <li>• <b>Bad Weather Days</b> -- State law requires a mechanism to make up school time lost to bad weather. <ul style="list-style-type: none"> <li>○ All campuses currently have enough extra minutes built in to cover instruction for two bad weather days.</li> <li>○ Bad weather days indicated on the calendar will be used for staff to make up lost work days.</li> <li>○ Bad weather days should be added towards the end of the school year.</li> </ul> </li> </ul>
<b>District of Innovation</b>	<ul style="list-style-type: none"> <li>• <b>District of Innovation</b> status may be leveraged (following the established process per Board Policy AF) to address Texas Education Code statutes that create barriers to development of the most academically sound calendar.</li> </ul>
<b>Semesters</b>	<ul style="list-style-type: none"> <li>• <b>Balancing of Semesters</b> – Number of days in each semester should be fairly close (consider the impact on single semester courses)</li> <li>• <b>First Semester Exams</b> – Timing of first semester exams (before or after winter break) impacts <ul style="list-style-type: none"> <li>○ single semester courses</li> <li>○ dual credit courses</li> <li>○ graduation/college start for students graduating in December</li> <li>○ college admissions requirements for students to report first semester grades</li> <li>○ student exam success, instructional programs and January enrollment/withdrawal data if exams are after Winter Break.</li> </ul> </li> </ul>

<b>Professional Development Days</b>	<ul style="list-style-type: none"> <li>• <b>Timing of Professional Development/Work Days:</b> Professional Development Days should be strategically placed to maximize positive impact on instruction, alignment with testing schedules, and appropriate balance throughout the school year. <ul style="list-style-type: none"> <li>○ Consider number of half-day professional development days scheduled by campuses (varies) and minutes/day variations</li> <li>○ Campuses, utilizing flexibility through SBISD activation of District of Innovation to exempt out of the seven-hour school day minimum, have the option of additional early release days for professional development if sufficient minutes exist in their schedule. See * below.</li> </ul> </li> <li>• <b>Flex Day</b> – If a waiver is obtained to use instructional minutes for professional development, teachers may earn a Flex day off for completing SafeSchools Training online, pending clarification of “quality” PD from TEA.</li> </ul>
<b>Testing Schedules</b>	<ul style="list-style-type: none"> <li>• <b>Consideration of Testing Days:</b> Consider State STAAR/EOC days and timing of other tests, such as Advanced Placement tests. Avoid holiday or staff development day the weeks of STAAR or district-wide assessments.</li> </ul>
<b>Holidays</b>	<ul style="list-style-type: none"> <li>• <b>Religious Holidays and National Holidays</b> --The calendar design should consider religious holidays as well as national holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving, New Year’s Day, MLK Day, Presidents’ Day, Memorial Day, Independence Day).</li> <li>• <b>Additional Student/Staff Holiday(s)</b> - Consider the addition of student/staff holiday if necessary to minimize extended number of weeks without a day off.</li> </ul>
<b>Parent Teacher Conferences</b>	<ul style="list-style-type: none"> <li>• <b>Elementary Parent Teacher Conferences</b> -- Consider timing and allocation (half vs full day) for parent-teacher conferences in the fall and spring on non-staff development days.</li> </ul>
<b>Surrounding District Calendars</b>	<ul style="list-style-type: none"> <li>• <b>Examination of Employee Zip Codes</b> – Study employee zip codes to gain awareness of potential conflicts in spring break and other holidays breaks with surrounding districts (impacts substitute costs and staff conflicts with family schedules). Confer with surrounding districts to align holiday dates.</li> </ul>
<b>Student Attendance Data</b>	<ul style="list-style-type: none"> <li>• <b>Examination of Student Attendance Data:</b> Study student attendance patterns around start of school, end of school and holidays.</li> </ul>
<b>Seniors</b>	<ul style="list-style-type: none"> <li>• <b>Seniors:</b> High Schools should schedule enough minutes per year (75,600 minutes minimum) to allow for Memorial Day weekend graduation.</li> </ul>

\*TX Education Code Section 21.401: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.405>