



# Annual Report 2021-2022





*“Every child has strengths and talents. Splendor ISD will focus on these strengths and talents regardless of a test score. To do anything less neglects our duty as parents, educators, and community members.”*  
- Splendor ISD Design Team

As Splendor ISD continues to experience tremendous growth in population, we are also excited about our district’s academic and cultural growth. The 2021-2022 Annual Report reflects what we’ve accomplished and a deeper look into what makes our district special, unique, and successful. We know that it is our responsibility to provide our community with a transparent, honest, and accurate reflection of our progress towards our strategic priorities and goals. Still, it is also critical to understand our journey of continuous improvement.

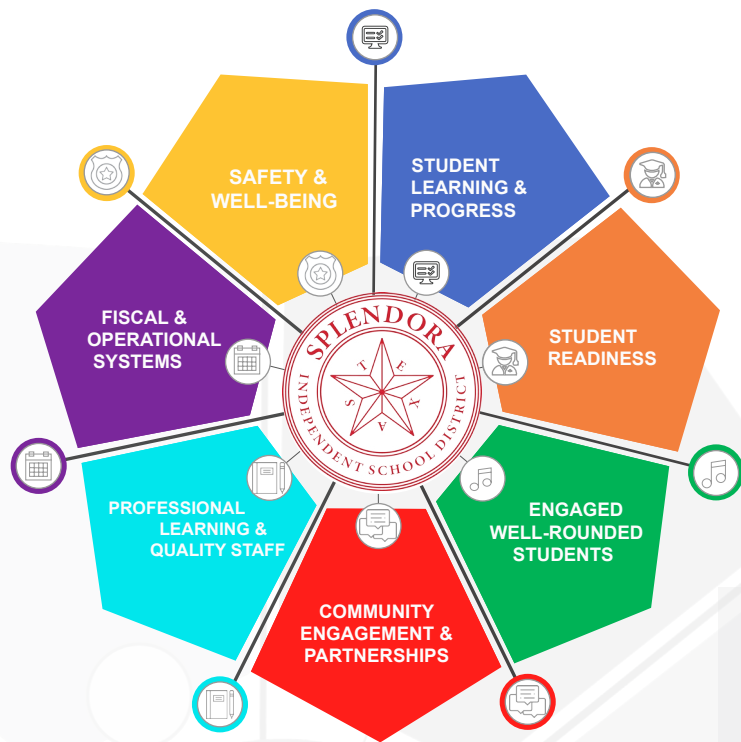
The following report will provide an overview of our Community-Based Accountability System. It will demonstrate how we are meeting our students’ academic, social-emotional, and physical needs, providing information on how we are good stewards of our taxpayers’ money, and meeting the challenges of the explosive growth headed our way.

Our annual report reflects our four Strategic Priorities: Focusing on Student Success; Staff Engagement, Well-Being and Growth; Community Engagement, Transparency and Trust; and Strategic Alignment of Financial and Operational Systems for Long-Term District Growth. We are developing a Balanced Scorecard to provide our community with measurable progress on these priorities.

Splendor ISD is a National Showcase District for Capturing Kids’ Hearts, one of 11 nationwide. We value our staff and students and understand our incredible responsibility to see that everyone in our district is connected to something meaningful. We continue to Cultivate Exceptional People.

Dr. Jeff Burke  
Superintendent

# How we measure Splendora ISD success...



Education professionals from public school districts and advocates across the State of Texas came together to create a community-based accountability system (CBAS). We believe the Texas Education Agency's current accountability system (A-F) cannot and does not fully measure every student's capabilities or qualities in every school. The CBAS offers a way for community stakeholders to develop a localized accountability system that evaluates a school beyond state standardized tests. Seven areas provide the system's foundation, further defined by community values through key questions. This annual report will provide more meaningful accountability that respects every child, every educator, and every community.

## **Student Learning & Progress**

*Ensure academic success for all students, including but not limited to Emergent Bilingual learners, special education students, recent immigrants, gifted students, students with emotional and behavioral issues, etc.*

## **Student Readiness**

*Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.*

## **Engaged, Well-Rounded Students**

*Engage students in a way that contributes to their overall development and future well-being*

## **Community Engagement & Partnerships**

*Ensure that local citizens are a meaningful, integral part of a CBAS and can and will support their local public schools.*

## **Professional Learning and Quality Staff**

*Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being*

## **Fiscal and Operational Systems**

*Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.*

## **Safety & Well-Being**

*Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.*





## Student Learning & Progress



### STAAR PERFORMANCE

	2019	2021	2022
All	67	61	69
Reading	63	61	69
Math	69	58	68
Science	76	69	70
Social Studies	73	72	66

Before COVID, our students' scores were academically trending upward. During the pandemic, our scores regressed but are now rebounding, except for social studies.

Our teachers will collaborate and address student academic needs through targeted instruction and professional learning communities. Above are our overall STAAR performance for the past four years.

Since the 2019-2020 school year, the Dual Language program has grown to over 1000 emergent bilinguals in our district! Timber Lakes and Greenleaf Elementary Schools host our dual language programs and have seen students' academic, social, emotional, and linguistic gains. To see the Texas English Language Proficiency Assessment System numbers, visit the Multilingual Services Department at [www.splendoraisd.org](http://www.splendoraisd.org). The languages represented in Splendor ISD are American Sign Language, Cebuano (Visayan), English, French, Japanese, Pilipino (Tagalog), Spanish, Urdu, and Vietnamese.

The district's specialized programs focus on meeting the needs of all learners and continues to grow. We have added another Early Childhood Special Education program at Piney Woods Elementary, another Life Skills classroom at the high school, and grown our transition programs.

We continue to partner with Unified Champion Schools to provide inclusive activities to build connections in school and beyond. Social emotional learning is a priority for instruction and culture across campuses. We added a Behavior Support Team for on-the-spot training for students, staff, and families.

The following numbers reflect what we had at snapshot (last Friday of October) and "touches" (students who may transfer in or out or students who were evaluated but were not officially counted in snapshot are considered "touches").

2019-20 – 470 at snapshot with 550 touches  
2020-21 – 498 at snapshot with 614 touches  
2021-22 – 559 at snapshot with 734 touches

The Gifted and Talented (GT) program served 285 students in the 2019-20 school year, 274 students in 2020-21, and 283 students last year, moving closer to their goal of a more equitable GT program that mirrors the school/district population.

The GT Peer Assistance and Leadership (PAL) program doubled in size last year, and students participated in an activity called Kintsugi. This Japanese art of repairing broken pottery by mending areas of breakage with gold was a perfect metaphor for students who need to learn to embrace imperfections and value the strength of rebuilding.

The secondary mentors threw bowls on a pottery wheel, and on the final PALS day, the mentor and their younger partner worked together to break and repair the bowl.

*Activities such as these ensure social and emotional wellness for all students.*

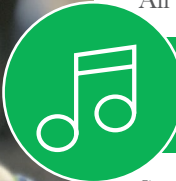
## Engaged, Well-Rounded Students

Our students are more than a score!! We want Splendor ISD students engaged in activities outside the classroom that contribute to their growth and development. Splendor ISD provides students numerous opportunities to participate in afterschool programs, clubs, and extracurricular activities. All extracurricular options for students include teacher support, mentoring, and sponsorship.

*Our students have excelled in many areas at the district, region, and state levels competitions including FFA, CTE, Fine Arts, and Athletics.*

Several of our students even competed nationally - Bass Club Fishermen Luke Goodrum and Karson Denton competed at the Abu Garcia Bassmaster National Championship in South Carolina, and Cosmetology student Veronica Lopez competed at the SkillsUSA Contest in Georgia.

For our 6th -12th-grade students, Splendor ISD offers WIN (What I Need) Time. WIN time provides a flexible schedule to support students during the regular school day. Students pair with a teacher for additional academic support or join campus-based enrichment activities. The high school offered 75 WIN courses. During the second semester, the high school used WIN time on Mondays for an academic advising day with a homeroom group. Junior high students had lots of options too - 47 in fact. Annabell Merino selected crocheting and by the end of the year had crocheted an entire "granny square" blanket! Our elementary campuses offer similar activities during their specials time with their students. We are excited to support students in all their interests to ensure they become well-rounded and ready for life's challenges.



# Student Readiness

Ensuring that our students are successful after high school, whether they continue their formal education, enter the workforce, or sign up for the military, is a top priority for Splendora ISD. Students can be a part of the Early College Program in high school, where they can earn up to 60 hours of college credit at no cost to families. The Splendora High School Early College Program is a unique opportunity because flexibility is provided with scheduling to allow students to participate in other programs, such as athletics, FFA, band, etc. Students not wanting to commit fully to the Early College Program can enroll in dual credit courses during their junior and senior years. Additionally, honors courses are available to students in grades 6-10, nine Pre-Advanced Placement (Pre-AP), and 11 Advanced Placement (AP) courses for grades 8-12. Honors, Pre-AP, and AP courses are open enrollment for all students.

**Through our partnership with Lone Star College-Kingwood (LSC-K), we offer several level 1 workforce certifications, including:**

1. Business Management, Banking, and Finance
2. Business Marketing & Finance, Sales & Marketing
3. CISCO
4. Fire Science Technology
5. Manufacturing Technology
6. Automotive Service Technician

Level 1 certifications do not require passing TSIA (college entrance test) scores to enroll in college courses. Process Technology is a Level 2 certificate opportunity, and passing TSIA scores are required for this program. EKG and AutoCAD are available to seniors as continuing education certifications—no TSIA scores are required. Additionally, we offer the Armed Services Vocational Aptitude Battery (ASVAB) career exploration test to any student, especially those interested in pursuing a military career.

The Career and Technical Education (CTE) Department offers 20 different Programs of Study (POS) for our students. Over 86% of Splendora High School students are enrolled in one or more CTE courses. This past year, we had positive gains in the number of students earning an Industry Based Certification (IBC) and doubled the number of Level I certificates (EKG and Manufacturing).

**Here are the past three years for Industry Based Certifications earned:**

- 2019-2020 - 300
- 2020-2021 - 456
- 2021-2022 - 551

AP 5-year summary	2018	2019	2020	2021	2022
Total AP Students	73	165	114	168	315
Number of exams	77	182	126	204	344
AP students with score 3+	36	44	30	36	47
% of Total AP Students with Scores 3+	49.32	26.67	26.32	21.43	13.66

SAT	# of testers	Mean Total Score	Mean ERW Score	Mean Math Score
2019-2020	362	948	492	460
2020-2021	390	891	441	431
2021-2022	433	859	444	415

PSAT/NMSQT	# of testers	Mean Total Score	Mean ERW Score	Mean Math Score
2019-2020	148	869	447	422
2020-2021	191	919	485	433
2021-2022	230	850	437	413







## *Community Engagement & Partnerships*

Splendora ISD believes “it takes a village to raise a child” and has implemented multiple strategies to send and receive communication with district stakeholders. We have social media platforms - Facebook, Instagram, and Twitter; an email/app notification system; and a two-way communication platform called Let’s Talk. Parents, business leaders, and community members have numerous opportunities to be involved. Each campus has a campus design team that encourages outside participation, the district has a District Educational Improvement Council with parent, community, and business leaders, and a Career and Technical Education (CTE) advisory committee. Dr. Burke established the Superintendent Community Leadership Coalition, made up of community leaders; formed SISD-You to provide an inside look at all components and functions of the school district; and held student advisory committee meetings with high school students. This past year, Superintendent Burke hosted a breakfast for our area pastors and another for our community leaders. Superintendent Burke serves on the Rotary Club of East Montgomery County and is the Greater East Montgomery County Chamber of Commerce Board Chair. Each spring, we host a District Showcase spotlighting special programs from each campus, and each summer, we host a realtor “lunch and learn” to talk about how to market our district.



## *Professional Learning and Quality Staff*

Our goal is to become a destination district that attracts the highest quality professionals to our area. Through our partnerships with local universities, such as Sam Houston State University and the University of Houston, we have student teachers in our schools, learning our culture and building relationships with our students and staff. In addition, our work with our Employee Wellness Committee allows us to reach out to our staff to see their needs, whether it be physical, emotional, or mental. If our employees are happy and emotionally fulfilled at work, our ability to retain staff dramatically increases. For our new employees, we offer mentor programs and visits from Human Resources personnel to verify that they are getting the resources and support they need in their first year. We also have begun the Elevate program, where we help our paraprofessionals receive their degrees and alternative certification through Teachworthy.

The retention rate for SISD for the last three years is as follows:

**2019-2020 80%   2020-2021 85%   2021-2022 78%   State Average 90%**



## Safety & Well-Being

Student safety and well-being are top priorities in Splendoria ISD. Our District Safety Committee, composed of district leaders, campus staff, SISD police officers, and community members, met regularly to review safety plans and made recommendations to improve our systems and processes. We conducted safety drills as required, but in addition to the required exercises, we conducted a Reunification Drill to prepare for student/campus evacuation if it is ever needed. Doing this drill allowed us to improve our Reunification Plan and coordinate with all departments. In addition to physical safety, we are committed to the emotional support of our students. As part of the Title 4 Mental Health Capacity Building Initiative, we partnered with Region 6 to receive training, resources, and support for students and staff from Counselor Specialists. We will continue this partnership in the upcoming school year. Counselors also partnered with our SISD police officers to facilitate a Leadership Academy with all 6th graders to strengthen leadership for our students and help foster relationships between students, police officers, and counselors. We hired a District Social Worker to assist students and families with referrals and case management, coordinate additional wellness services and education at our alternative school, and coordinate a vaping prevention campaign at the alternative school and junior high.

Our Student Health Advisory Committee recommended this campaign be used with all students in grades 5-12 next school year. To ensure a positive and safe environment, we surveyed students and staff to measure our culture, climate, and well-being. The results of the surveys were broken down and shared with each campus. Each campus selected a focus area for improvement and built plans specific to the needs of their campus. We will continue this process for the next school year as well. Gathering student voice allows us to support their safety and wellness needs.



## Fiscal and Operational Systems

The Business and Finance Department develops and monitors the district's budget, finances, payroll, accounting, and purchasing. The goal is to provide the maximum amount of dollars within the scope of state, federal, and local tax revenues; provide up-to-date facilities and technology; offer a competitive salary schedule; support the district mission and vision; and review procedures to streamline processes.

Splendoria ISD Board of Trustees and administrators are committed to providing a quality environment for our students and staff, and maintaining the community's trust in how their taxpayer money is spent. The Board approved over \$16 million from the fund balance to cover projects not included in the 2016 bond issue. While many of the fund balance projects were completed in the 2020-2021 school year, the remainder of the

projects were finished last year. This included the high school expansion, an addition to the CTE center (auto paint and body), and renovations to several elementary campuses.

Making sure we are using our taxpayer dollars appropriately and wisely, the district had several independent audits done this past year, including payroll, human resources, curriculum and instruction, annual financial, counseling, and the Career and Technical Education (CTE) Program.

Each year, the Board is responsible for adopting an annual budget and a tax rate. Here are the tax rates for the past three years:

2020 - \$1.4051/\$100 valuation  
2021 - \$1.40552/\$100 valuation  
2022 - \$1.3881/\$100 valuation



## Focus On The Future

With nearly 14,000 homesites in development for Splendoria ISD, plans have long been underway to facilitate future facility needs for our students. Splendoria ISD completed the latest round of additions and remodeling to our campuses. These \$10 million fund balance projects resulted from sound business practices without tax implications for our taxpayers. Refinancing current debt to shorten the note in a competitive interest rate cycle has allowed the district to save nearly \$3 million off the lifetime of three separate bond refinancings. This will further broaden the district's bonding capacity for future school bonds.

A Community Bond Steering Committee began meeting in April. The Committee studied current enrollments, school capacities, demographic projections, and district goals. The Committee asked questions, sought understanding, and ultimately decided what they believed should be in a bond election as a group and made their recommendation to the Board of Trustees.







## 2021 - 22 Board of Trustees and Administration

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Suzanne Soto

#### Vice President

Allen Wells

#### Secretary

Jackie Knott

#### Asst. Secretary

Dan Muirhead

#### Members

Adam Dietrich

Jason Sessum

Barry Welch

### District Leadership

#### Superintendent

Dr. Jeff Burke

#### Assistant Superintendent

Dr. Glenn Barnes

#### Assistant Superintendent

Dr. Tami Greggerson

#### Chief Financial Officer

Kevin Lynch

### Campus Leadership

#### Greenleaf Elementary School

Dr. Robert Davis

#### Peach Creek Elementary School

Duana Brashear

#### Piney Woods Elementary School

Heath Lucas

#### Timber Lakes Elementary School

Carrie Garza

#### Splendor Junior High School

Kent Broussard

#### Splendor High School

Sheree Walker

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Applicants for all positions are considered without regard to race, color, sex (including pregnancy), national origin, religion, age, disability, genetic information, veteran or military status, or any other legally protected status. Additionally, the district does not discriminate against an applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminating employment practice.