



District Improvement Team
Thursday, April 4, 2024
5:00 – 7:00 pm

Wayne Schaper, Sr. Leadership Center
Board Room
955 Campbell Rd., 77024

AGENDA

Welcome and District Update	Dr. Jennifer Blaine, Superintendent of Schools
Approval of January 2024 Minutes	Linda Buchman, Associate Superintendent, Communications and Community Engagement
Student Handbook and Code of Conduct Updates	Dr. Lance Stallworth, Executive Director, Student Support Services
TAPR Report Presentation	Dr. Keith Haffey, Executive Director, Assessment and Compliance

2023-24 DIT Meeting Dates
Thursday, May 2



District Improvement Team (DIT) Meeting
Thursday, January 11, 2024
5:00 – 7:00 p.m.
MINUTES

Meeting start time: 5:02 p.m. **Meeting end time:** 5:56 p.m.

Current Member Attendance (21)

Sarahi Alamilla, Jessica Alvarez, Stephanie Blackmon, Jennifer Blaine, Shikonya Cureton, Hayley Davis, Bill Dooley, Charlee Fisher, Marcela Halmagean, Ian Howey, Joanne Lim, Shannon Mahan, Julie McCuen, Veronica Paz, John Perez, John Pisklak, Brian Reppart, Rebekkah Sandt, Warren Sloan, Annie Wolfe, Carrmilla Young

Percent of current DIT members in attendance: 48.8%

Non-Member Attendance (7)

Amy Accardo, Linda Buchman, Rhoda Goldberg, Keith Haffey, Kareemah Head, Luis Romero, Tyra Walker

Welcome and District Update

Dr. Blaine noted that former Associate Superintendent, Dr. Kristin Craft, has taken the job as superintendent for Boerne ISD. Dr. Annie Wolfe, Interim Associate Superintendent for Academics, will fill the District Liaison role. Dr. Blaine also mentioned Senior Staff is monitoring a potential winter weather system in the coming days.

Approval of November 2023 Minutes

Linda Buchman, Associate Superintendent for Communications and Community Engagement, asked members in attendance at the November 2023 meeting to review and approve those minutes. Fourteen (14) members voted to approve and no one opposed.

College, Career and Military Readiness Update

Dr. Keith Haffey, Executive Director for Assessment and Compliance, introduced the concept of College, Career and Military Readiness (CCMR) and the criteria students must meet to qualify. For college readiness, this includes taking exams and completing college prep courses. Career readiness can be achieved by earning industry certifications, and military readiness is defined by enlistment in a branch of the armed services.

Tyra Walker, Executive Director for Guidance and Counseling, described strategies the district uses to promote CCMR from elementary through high school. These include offering rigorous courses (AP/dual credit/OnRamps), promoting career and technical education, strengthening engineering partnerships and offering summer learning opportunities and accelerated math opportunities.

Dr. Haffey closed by sharing CCMR-related highlights from the most recent Texas Academic Performance Report and describing the opportunity for districts to earn extra funding for students who meet CCMR measures.

Science Presentation

Dr. Rhoda Goldberg, Director of Science, discussed new Texas Essential Knowledge and Skills (TEKS) being implemented for science in 2024-2025. The new model for instruction is student-driven, where students are introduced to a phenomenon and then use science and engineering practices to explore the content in a three-dimensional learning style. The science department is updating professional learning for teachers and currently working on a new textbook

adoption. Dr. Wolfe invited DIT members to review the final selection of science textbooks being considered and submit a feedback form by January 26.

Update on DIT Elections and Lottery

Ms. Buchman announced the 2024-2026 DIT Election and Lottery process would kick off the next day. Next year, the key work of the DIT will be developing academic calendars for 2025-2026 and 2026-2027 based around the district's calendar parameters.

Closing

Having no other business, Ms. Buchman adjourned the meeting at 5:56 p.m.

District Improvement Team
April 4, 2024

2024-2025
SBISD Student Handbook Updates

Overview: Proposed Student/Parent Handbook 2024-2025

Page	Section	Proposed Update
H-3	Admissions and Attendance of Transfer Students	Out-of-district non-employee transfer fees increased from \$50 to \$250 non-refundable fee required at the time of application.
H-4	Campus Transfers	Transfers may now be revoked mid-year for students not meeting transfer criteria.
H-13	Study Trips	Clarifies expectation that student use district transportation to and from study trips.
H-41	Personal Telecommunication Devices and Electronic Devices	Added the statement: "If a device cannot be silenced, it must be turned off and powered down."
H-44	Bilingual Education Program	Updates locations of secondary TWDL program: Removes: Spring Woods Middle and Spring Woods High Adds: Spring Oaks Middle
H-51	District Choice Schools	<ul style="list-style-type: none"> Updated information for Westchester Academy and Cornerstone Academy Removes references to KIPP and YES Prep
H-60	Middle School Promotion	Updates language to better match policy – EIE (LOCAL)
H-61	Spanish Course Placement	Provides information about CBE opportunity for 6 th graders to get placed in the correct Spanish class in 7 th grade.

Custody Issues

When custody issues arise, SBISD will follow court orders in the most current legal documentation provided to the campus administration.

Change of Student Information

In order for the school to handle emergencies, maintain communication, and keep records current, ***changes in the following must be reported to the school office immediately: address, telephone numbers, emergency, and/or child care telephone numbers.***

Students Who Are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the District's Liaison for Homeless Children and Youths, Lawanda Coffee, ~~713-251-2267~~ 713-251-2495.

Students in Protective Custody of State

For more information on services for students in protective custody of the State, contact the District's Liaison for Students In Protective Custody of the State, Tyra Walker, at 713-251-2218.

Admissions and Attendance of Transfer Students

The Board shall establish and publish annually tuition fees for over-age students, if permitted to attend; summer school; and any other programs the District offers beyond required instruction.

School Transcript: Students, who do not have a withdrawal sheet or a report card from a previous school, will be allowed thirty days to submit an official transcript from the school previously attended. If academic records are unavailable, high school students will be classified in grade 9 and middle school students will be placed in the age-appropriate grade.

Resident students, who move during a semester, may be permitted to continue attendance for the remainder of the year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits. Resident junior level students who become nonresident students between their junior and senior year may remain in attendance in the District school for their senior year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits.

Nonresident students, who are the sons/daughters or under legal guardianship of full-time District employees, shall be permitted to attend District schools as space permits. These students' participation in extracurricular events at the varsity level for the first year is restricted per UIL policy. Nonresident students may attend District schools on a space-available basis as determined by the Superintendent. Guidelines will be established. The transfers for children of employees or other nonresidents may not be renewed if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies). A ~~\$50~~ \$250 non-refundable fee is required for out-of-district non-employee residents. The fee must be paid ~~within 5 days of submitting at the time of~~ the application.

Campus Transfers

Any persons living within the District who request that their children attend a school other than the one in the attendance area where they reside must apply on the appropriate form and submit it for approval by the appropriate receiving school principal. This applies to all eligible District employees requesting the same. **In the event that the requested school exceeds its enrollment capacity, the transfer request will not be accepted.**

Students transferring from one high school attendance area to another will not be eligible to participate in the varsity level extracurricular program of the new school for a period of one calendar year following the granting of the transfer. Possible UIL exceptions are limited.

Transfer information may be obtained from the District website. Questions should be directed to the building principal. **All transfer requests must be completed by the date established annually by the District.** Transfers may ~~not~~ be revoked mid-year [for students not meeting transfer criteria](#). ~~However,~~ Students attending any SBISD schools under an employee transfer may have their transfer status revoked during the school year when the parent is no longer employed with the district. Approved transfers are authorized for one scholastic year and may be subject to non-renewal at the end of the scholastic year depending on space availability and/or if the student's performance in the areas of academics, attendance, and behavior is unsatisfactory. In accordance with [Board Policies FDA](#) and [FDB](#), a student transfer will not be approved if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies).

Transportation: SBISD does not provide bus transportation for transfer students.

Safety Transfers / Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by *Education Code* 37.0832. Transportation is not provided for a transfer to another campus. Contact the Office of Administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the Board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See *Bullying* on pages [H-23](#), [H-39](#), [H-68](#), and [Board Policies FDB and FFI](#).]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [Board Policy FDE](#)
- Request the transfer of your child to [another district campus OR a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with [Board Policy FDE](#).

Attendance Regulations

SBISD emphasizes that attendance is a key in the enhancement of student achievement. Parents, by law, are accountable for their child's attendance. Once enrolled in prekindergarten or kindergarten, a child shall attend school. Students must be present **90% of the year** to be promoted. Official attendance is taken daily. All students not present when roll is taken are counted absent. Students will be considered absent from class if they miss more than 15 minutes of the class period.

Compulsory Attendance Law

1. The *Texas Education Code* provides for compulsory attendance. A child, who is required to attend school under this section, shall attend school each school day for the entire period the program of instruction is provided.
2. Unless specifically exempted by the *Texas Education Code*, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has **not yet reached** the child's 19th birthday shall attend school.
3. Unless specifically exempted by the *Texas Education Code*, a student enrolled in a school district must attend an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district.
4. Regardless of loss of credit due to excessive absences, the grade will be recorded on the student's transcript and included in the GPA calculation for high school.
5. In accordance with [Board Policy FEA \(LOCAL\)](#) the District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:
 - The student has been absent ten consecutive school days; and

Student Activities

Fundraising Activities

All fund solicitation and money-raising activities must be presented to the building principal for approval during April or May for the following school year.

Teachers, who are sponsors of clubs/activities and student members of club/activities, are not to establish individual accounts at banks, savings and loan companies, credit unions, or other money institutions with the school-related funds. No school-related monies are to be commingled in private individual checking accounts. District policy mandates that all school related monies collected be deposited in the school activity fund account. Disbursement of money in accounts is to be made using the District Purchase Order and Accounts Payable processes. In order to avoid keeping money overnight in the building, individuals are to turn money in to the cash receipts clerk each day.

School fundraisers that include foods or beverages: see [School Nutrition Services](#). For information on technology donations, see [Technology Services](#).

Parties

Elementary: Schools may have two parties each year—Winter and Valentine. The SNS Director and Kitchen Manager must be notified by email of any parties that involve food at least two weeks prior to the date of the event.

Secondary: Parties are not allowed during school hours. If a class requests to have a party and the teacher concurs, arrangements can be made with the administration for a party after school.

Student Activities—Elementary

Study Trips

A student must have permission in writing from his/her parent or guardian prior to leaving the campus for a school-sponsored trip. There may be times in which a parent will be required to attend the field trip with their child due to safety concerns. [Study Trips allow students to gain first-hand experiences related to skills/activities they are learning in their classrooms. When campuses provide your child the opportunity to participate in a Study Trip, we encourage you to allow your child to participate by completing all necessary forms as soon as those are received and to ride to and from the event with his/her classmates. The District provides transportation for Study Trips and requires students to use the transportation provided by the District to and from the Study Trips.](#)

Transportation

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. An exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal or designee the day before the scheduled trip that the student be allowed to ride with an adult designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

[Also see [Student Transportation](#).]

Student Activities—Secondary

All campuses are involved in student curricular and extracurricular activities. Guidelines for student activities are addressed in this section of the *Student/Parent Handbook*, and additional information may be found in each school's *Student/Parent Handbook Supplement*.

Definitions

Extracurricular Activities

Extracurricular activities are school-sponsored or University Interscholastic League (UIL) activities which are not

- The use of “AirDropping®,” or comparable wireless, peer-to-peer file (including audio, video, pictures, etc.) sharing/transferring capability is strictly prohibited. Students violating this provision are subject to disciplinary consequences.
- If a device cannot be silenced, it must be turned off and powered down.

Students with devices that cause a disruption to the school environment may face disciplinary action in accordance with the *Student Code of Conduct*.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades PK-5)

Students in grades PK-5 shall not use or have visual or audible telecommunications/ electronic devices during the minutes of the operational and instructional day (arrival through the dismissal bell). Refer to the *Student Code of Conduct* for information specific to the prohibited possession/use of telecommunications/electronic devices by students in grades PK-5.

- All telecommunications/electronic devices are to remain silenced (set to “*silent*”, “*do not disturb*”, or the equivalent) and in the students’ backpacks during the instructional day (arrival through the dismissal bell).

Students in grades PK-5 found in violation of the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades 6-8)

Students in grades 6-8 shall not use or have visual or audible telecommunications/ electronic devices (e.g. smartphones, smart watches (or the equivalent), ear buds, etc.) during the minutes of the operational and instructional day (arrival through dismissal bell). Refer to the *Student Code of Conduct* for information specific to the prohibited possession/use of telecommunications/electronic devices by students in grades 6-8.

- All telecommunications/electronic devices are to remain silenced (set to “*silent*”, “*do not disturb*”, or the equivalent) and in the students’ backpacks during instructional times and passing periods.
- Personal telecommunications/electronic devices shall not be used to; take pictures, videos, audio recordings, “AirDrop®,” (or comparable wireless), peer-to-peer file (including audio, video, pictures, etc.) sharing/transferring, accessing social media, at any time during instructional times, unless authorized. All personal telecommunications devices shall be set so that incoming calls, text messages, and the like do not emit audible sound.
- If a device cannot be silenced, it must be turned off and powered down.

Students in grades 6-8 found in violation of the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades 9-12)

Students in grades 9-12 shall follow the campus regulations regarding use of telecommunications/electronic devices (e.g. smartphones, smart watches (or the equivalent), ear buds, etc.) during the instructional day. Refer to the *Student Code of Conduct* for information specific to the use of telecommunications/electronic devices by students in grades 9-12.

- Telecommunications/electronic devices shall not be used to take pictures, videos, access social media, at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.
 - All personal telecommunications/electronic devices shall be set so that incoming calls, text messages, alerts, notifications, and the like do not impair the learning environment (i.e. make sound).
 - If a device cannot be silenced, it must be turned off and powered down.

Students in grades 9-12 found to have violated campus regulations regarding the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Any time a telecommunications/electronic device is taken up as part of an investigation, if there are possible criminal charges, the telecommunications/electronic device will be turned over to the SBISD Police Department. If the investigation involves possible illicit pictures, the names and ages of the persons depicted will be attempted to be identified. If the individuals depicted are in fact minors, and the pictures do violate Penal Statutes, the District Attorney’s Office will be contacted and, if appropriate, criminal charges filed.

The telecommunications/electronic device will then remain in the custody of the Police Department and the

2 ACADEMIC INFORMATION

SBISD Course Catalogs include information about academic programs, graduation requirements, and available courses.

[Course Catalogs](#)

SBISD Grading Expectations documents include information about a wide-range of topics including grading and grade reporting practices, grade point calculations, credits, make-up work, and dropping classes.

[Grading Expectations](#)

Parental review of instructional materials may occur upon request to the teacher. The campus may specify reasonable hours for such review [EF (LEGAL), EDUC § 26.008)].

Academic Programs and Services

Bilingual Education and ESL Programs

When a language other than English is indicated on the home language survey, the state requires the enrolling student to be assessed in a state- approved English language proficiency test for Emergent Bilingual identification purposes. In prekindergarten (ages 3 and 4) through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification are administered; and in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

The Language Proficiency Assessment Committee (LPAC) meets to recommend student placement in either a bilingual or an English as a Second Language (ESL) program for qualifying students. Written parent permission is required for a student to receive bilingual or ESL services.

The approval is considered valid until the student meets reclassification criteria and the parent approves exit from the program as described by law, graduates from high school, or the parent requests a change in program placement.

Bilingual Education Programs

SBISD offers two bilingual programs to meet the needs of students with limited English proficiency who qualify for bilingual instruction. SBISD's One-Way Dual Language program is designed for bilingual students in grades PK-5 whose first language is Spanish. The SBISD One-Way Dual Language program employs a collaborative learning environment and rigorous grade-level instruction to maintain and build upon students' first language strengths to support the acquisition of academic English language proficiency. Educational research indicates that dual language is one of the best ways for students to acquire cognitive academic language while becoming proficient in English.

SBISD also offers the Two-Way Dual Language (TWDL) Choice Program at three elementary schools: Cedar Brook, Pine Shadows, and Sherwood. This program is for students who are native Spanish speakers and qualify for the Spanish bilingual program and for native English speakers whose parents applied for their student to be a part of the TWDL program.

The Secondary TWDL Program is currently offered at Spring Forest Middle School, Spring ~~Woods~~ ~~Oaks~~ Middle School, ~~Spring Woods High School~~, and Westchester Academy for International Studies. The Secondary TWDL Program offers AAC and AP courses. The student population served in this program is comprised of bilingual students of two language backgrounds: native English-speaking and native Spanish-speaking students. One of the main program goals is to achieve high levels of proficiency in both languages. Cognitive research has shown that students in dual language programs typically develop greater cognitive flexibility and tend to become more aware of and show positive attitudes toward other cultures and appreciation of other people. Dual language instruction prepares students for career opportunities and for working and living in the global community.

College-Readiness Programs

SBISD has adopted an academic plan to increase student achievement and develop a culture of high expectations for all students. The plan's strategic imperative or goal, known as Spring Branch T-2-4, challenges the system to increase the number of students completing a technical certificate, military training, or two-year or four-year degree.

Activities and accompanying 2023-2024 dates designed to support T-2-4 are listed below:

Date	Activity
August 1, 2023	Apply Texas and Common Application Sites Open for Work on College Applications
October 1, 2023	FAFSA & TAFSA Application Sites Open
October 5, 2023	College Night
October 11, 2023	PSAT Test School Administration
October 13, 2023	Class Rank Decision Deadline
November 13-17, 2023	GenTx Week
January 15, 2024	State Priority Deadline FAFSA
January 24, 2024	Transition Day for Middle School to High School
February 5-9, 2024	National School Counseling Week
February 16, 2024	Transition Day for Elementary School to Middle School
March 6, 2024	School Day SAT
May 1, 2024	National Decision Day

**please contact campus counselor for information and visit the SBISD [Parent U](#) site for additional events.*

District Choice Schools

SBISD Choice School is open to eligible employees and all families residing in the SBISD attendance zone through an automated lottery system. Parent or guardian may complete an online application via SchoolMint during the Choice application window. Please visit SBISD website for additional details.

Cornerstone Academy—Grades 6-8

Cornerstone Academy is a charter middle school ~~which~~ ~~that~~ is part of SBISD. The school strives to provide a unique environment that ensures high academic standards, meaningful partnerships, and a creative learning environment. ~~with expectations for students~~ ~~Students are guided~~ to respect and appreciate others, think critically, communicate effectively, and solve problems collaboratively and individually. All core classes are Advanced Academic Courses (AACs) - formerly

Pre-AP- and utilize instructional strategies for the gifted and talented as well as differentiated curriculum to meet the needs of all learners. To be eligible to attend Cornerstone, students must be eligible to attend SBISD schools and have ~~at least a C (or equivalent)~~ ~~a minimum of 75~~ average ~~or better~~ in all classes. Students at Cornerstone Academy are restricted from participation in UIL athletics.

Westchester Academy for International Studies—Grades 6-12

~~Westchester Academy for International Studies (WAIS) is a SBISD school that opened in the fall of 2000. WAIS is open to grade 6-12 students who meet SBISD eligibility requirements, agree to contribute to a positive school environment, and are interested in academic achievement. All students who attend WAIS do so by choice and are randomly selected through a lottery process for a limited number of openings. The school offers a college preparatory program and small personalized classes that foster positive relationships and personal creativity. The school features an international theme that integrates the global studies of business, languages, cultures, governments, and the fine arts into a solid core curriculum. The International Baccalaureate Programme is offered as well as numerous Advanced Placement classes in grades 9-12. All middle school core academic classes are taught at the Advanced Academic Course level. Middle school students at WAIS are restricted from participation in UIL athletics. For grades 9-12, students are eligible to participate in extracurricular activities offered on their home campus (based on scheduling availability). Please visit with the district athletic office for more information related to UIL eligibility and residency rules specific to WAIS students competing for their home campuses at the high school level.~~

Westchester Academy for International Studies (WAIS) is a SBISD school that opened in the fall of 2000. WAIS is open to grade 6-12 students who meet SBISD eligibility requirements, agree to contribute to a positive school environment, and are interested in academic achievement. All students who attend WAIS do so by choice and are randomly selected through a lottery process for a limited number of openings. The school offers a college preparatory program and small personalized classes that foster positive relationships and personal creativity. The school features the International Baccalaureate Programme for all grade levels. All 6th - 9th grade core academic classes are taught at the Advanced Academic Course level. Middle school students at WAIS are restricted from participation in UIL athletics. For grades 9-12, students are eligible to participate in extracurricular activities offered on their home campus (based on scheduling availability). Please visit with the district athletic office for more information related to UIL eligibility and residency rules specific to WAIS students competing for their home campuses at the high school level.

~~KIPP Courage College Prep—Grades 5-8~~

~~KIPP Courage College Prep opened at Landrum Middle School in July of 2012 and currently serves nearly 400 college-bound fifth through eighth grade students from Houston's Spring Branch community. It is considered a program within a school at Landrum MS.~~

~~KIPP Houston's mission is to develop in underserved students the academic skills, intellectual habits and qualities of character necessary to succeed at all levels—prekindergarten through 12th grade, college, and the competitive world beyond.~~

~~KIPP is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. There are currently over 200 KIPP schools across the country serving more than 80,000 students. To read more about KIPP Houston, please visit <http://kipphouston.org/>.~~

~~YES Prep Northbrook Middle School (Grades 6-8) & YES Prep Northbrook High (Grades 9-12)~~

~~YES Prep offers a comprehensive educational program featuring personalized attention from dedicated teachers who are available anytime for support, enrichment activities, rigorous college prep curriculum, and parental involvement opportunities to guide each student to make and achieve success beyond high school.~~

~~The mission of YES Prep Public Schools is to ensure that each of the graduates successfully completes a four-year college or university and earns a degree. To that end, the curricular program followed in middle school and high school has been designed to prepare students for the rigors of college level work. Students can expect demanding classes; teachers who expect participation and engagement; opportunities to think about problems and issues in multiple frameworks; and an emphasis on clear, concise, and accurate written and verbal communication.~~

School Programs

Academy of Choice—Grades 9-10

Academy of Choice provides programming for students who need opportunities to accelerate their learning in order to get back on track for a timely graduation. 9th and 10th grade students from any SBISD high school who have fallen behind on credits can attend classes in a smaller learning environment at Academy of Choice (AOC).

District Alternative Education Program (DAEP)

The SBISD DAEP program serves students assigned for specific conduct violations (see SBISD Code of Conduct) for defined periods of time. The program offers both academic programming to keep students on track in their classwork and restorative practices to support the development of appropriate behaviors and ready students for return to their home campuses. The DAEP staff and home campus staff coordinate efforts to meet both the students' academic and social emotional needs. They also collaborate to ensure successful transitions to the DAEP and back to the home campus.

The Guthrie Center—Grades 9 10-12

The Guthrie Center prepares high school students for future success in college and careers by providing relevant,

Credit Requirements—Grades 6-12

Credit by Examination for Languages Other Than English (LOTE)—Grades 6 8-12

Students who speak other language(s) are encouraged to take Credit by Examination (CBE) [beginning in the fall of 8th grade](#) to receive one year of credit for each CBE level passed and advance to a level commensurate with their skills. Students should confer with their teacher and/or counselor. The Counselor will complete and submit the CBE registration form.

For LOTE not taught in SBISD, prior approval from the building principal and the Office of Assessment and Compliance are required. The College Board offers testing in various languages, including those not taught in the District. Students should confer with counselors about the SAT from the College Board in the language in which they are proficient. Students must arrange, register, pay for these tests, and have reports forwarded to their high school to receive credit. In each case the numerical grade will be posted on the transcript if credit is awarded, per state requirements. There is no effect on the student's GPA. [Credit by Exam](#)

The State of Texas requires a minimum of two high school credits in a Language Other than English (LOTE) for high school graduation. It is possible for students to earn some or all of these credits through the SBISD Credit by Examination (CBE) program. Language tests are used to assess student proficiency in listening, speaking, reading, and writing. LOTE CBEs are administered four times per year. Campus counselors are responsible for registering students for CBEs. Additional information is available from the campus counselor.

Students passing these tests are awarded high school credit and will be eligible to enroll in additional LOTE courses in middle or high school.

Credit Requirements—Middle School Grades 6-8

Middle School Promotion

In accordance with [Board Policy EIE \(LOCAL\)](#), in grades 6–8, promotion to the next grade level shall be based on a grade of 70 (average of both semesters) or above for each of the core classes: language arts, mathematics, science, and social studies. Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted. Final promotion, retention, and intervention decisions are determined by the campus GPC.

The GPC is a campus committee composed of the principal or the principal's designee, the student's teacher, and a parent or guardian.

The GPC convenes for each student who fails to meet the promotion requirements ~~including demonstrating proficiency on the second administration of the state test in reading or mathematics~~. The GPC has a decision-making responsibility concerning accelerated instruction, promotion and retention, and review upon appeal by a parent whether to promote or retain a student.

The District shall follow these steps in making decisions regarding promotion or retention of that student:

1. Establish a Grade Placement Committee that must include the student's parent.
- ~~2. A matrix using the *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.~~
3. Identify any possible intervention processes such as Optional Extended Year programs.

Credit by Examination—*Grades 6-8*

Credit by Examination is offered four times each year to middle school students who wish to place out of a grade. Students must score 80% or above on all four core subject areas (language arts, mathematics, science, and social studies). Students may also take exams for high school course credit in which the student has received no prior instruction. Students must score 80% or above in order to earn credit. If such credit is given, the score will be entered on the student's transcript but will not be computed into the student's grade point average (GPA). Middle school students who receive credit through examination for courses in which there is an associated End-of-Course exam are exempt from the End-of-Course exam. The credit awarded through examination serves as the credit for the exam to meet graduation requirements. Application forms and information on testing dates are available through the counselors' offices.

Spanish Course Placement

In order to determine appropriate placement in middle school Spanish electives, 6th grade students have the opportunity to demonstrate Spanish I proficiency during the fall CBE testing window. Those testers who score an 80% or above may enroll directly in Spanish II in either 7th or 8th grade.

Summer School—*Grades 6-8*

Students may attend summer school to obtain credit for a course they have failed during the regular term. Further information regarding summer school will be published prior to registration for summer school and will be available from the counselor.

<h2>Credit Requirements—High School Grades 9-12</h2>
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Credit by Examination—*Grades 9-12*

Credit by Examination is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn State-approved credit per year. Students must apply through their counselor and obtain approval to test prior to the testing date. Students who test without prior approval may not be granted credit.

No prior instruction—The student must score 80% or above on an approved criterion-referenced examination.

If a student uses credit by examination to gain credit for a course in which he or she has had no prior instruction, the student is not required to take the corresponding STAAR EOC assessment to fulfill his or her state graduation requirement. Dates of these exams are set and advertised on the District website and at the campus. Applications will be available at the student's home school. A student may not attempt to earn credit by examination for a specific high school course more than two times in a year. [Board Policy EHDC \(LEGAL\)](#).

Prior Instruction—The student must score 75% or higher on a scale of 100. There is no fee for this process. If a student does not achieve a 75 on an exam, he/she may opt to take a second Credit by Exam available from a district-approved vendor. It will be the student's responsibility to request this option from campus administration.

If a student uses credit by examination to gain credit for a course in which he or she has had some prior instruction, the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement.

A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.

Application forms and information on testing dates are available through the counselors' offices.

Summer School—*Grades 9-12*

Students may attend summer school programs to earn original credit or regain credits lost. (Fee requirement). Original credits earned in summer school are not included in a student's GPA calculation.



Texas Academic Performance Report

2022-23 District Performance

Joint Public Hearing

Presentation to the Board of Trustees and District Improvement Team

March 25, 2024



2022-2023

Texas Academic Performance Report (TAPR)

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

- PEIMS data
- Student Assessment Data
- Other sources including ACT, College Board, Texas Higher Education Coordinating Board
- The data can be accessed online through the Texas Performance Reporting System (TPRS)
- The PDF version (the “Paper TAPR”) includes major, statutorily-required data points and is designed to allow districts to fulfill their public notification requirements



2022-2023 Texas Academic Performance Annual Report and Public Hearing

Category	Data Year		
	2021-2022	2022-2023	2023-2024
Accreditation	✓		
Attendance	✓		
District Profile		✓	
STAAR Performance and Ratings ¹		✓	
Graduation	✓ ²		
College Readiness	✓		
Texas Higher Education Coordinating Board Enrolled in Higher Ed Report	✓ ²		
Report on Violent or Criminal Incidents		✓	
Campus Safety Policies and Procedures			✓
Campus Performance Objectives			✓

¹2023 Ratings delayed

²Some data may also come from years prior to 2021-2022



Rating & Accreditation Statuses

2023 Financial Integrity Rating System of Texas (FIRST)

A: Superior

2023 Accountability Rating

Delayed

2023 Special Education Determination Status

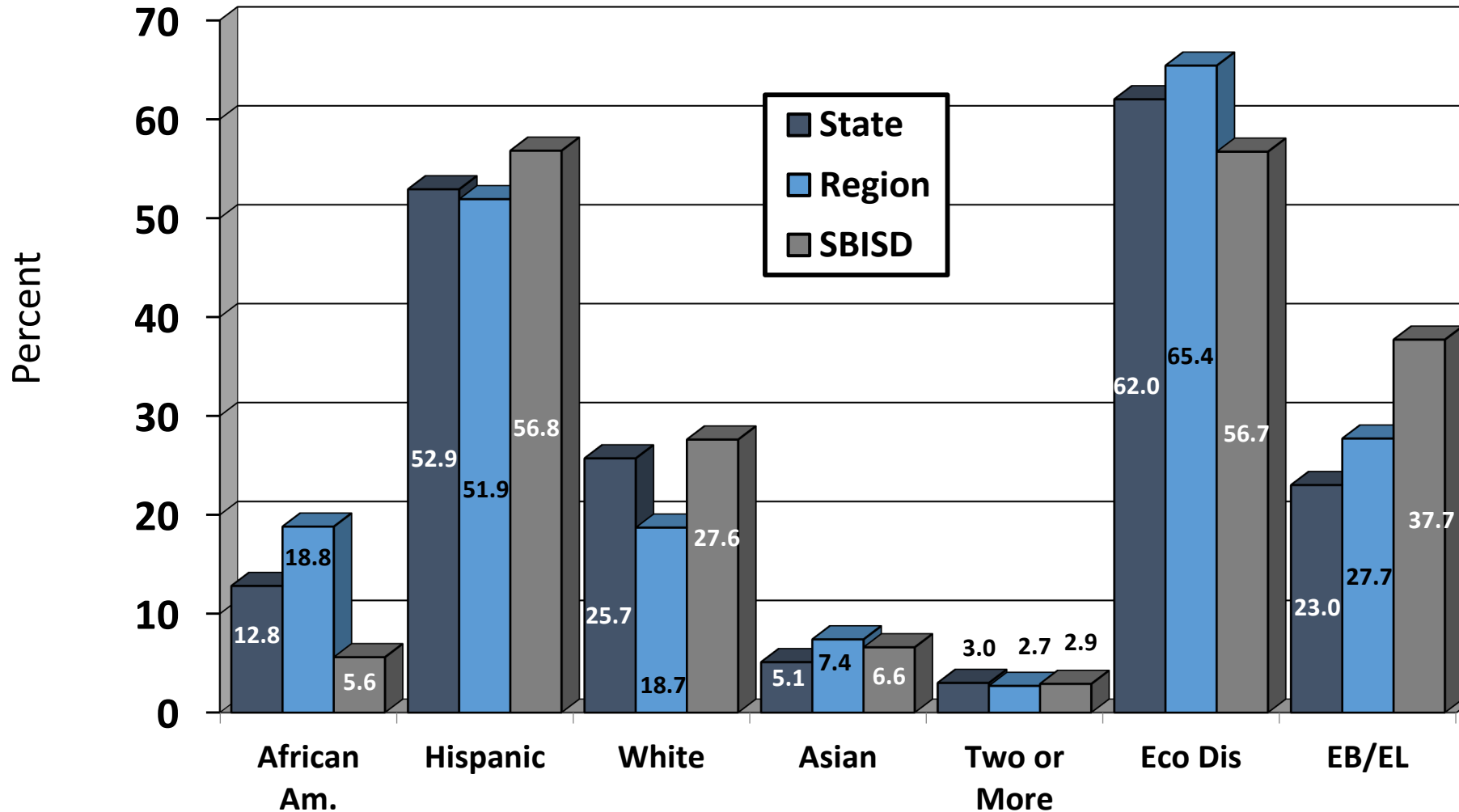
Meets Requirements

2022-2023 Accreditation Status

Accredited

District Profile 2023

Total Enrollment – 33,645



- ✓ Enrollment increased by 104 students in 2022-2023.
- ✓ The percentage of EB/EL students in SBISD continues to be substantially higher than Region and State levels.

District Performance 2023 STAAR



2022-2023

Texas Academic Performance Report (TAPR)

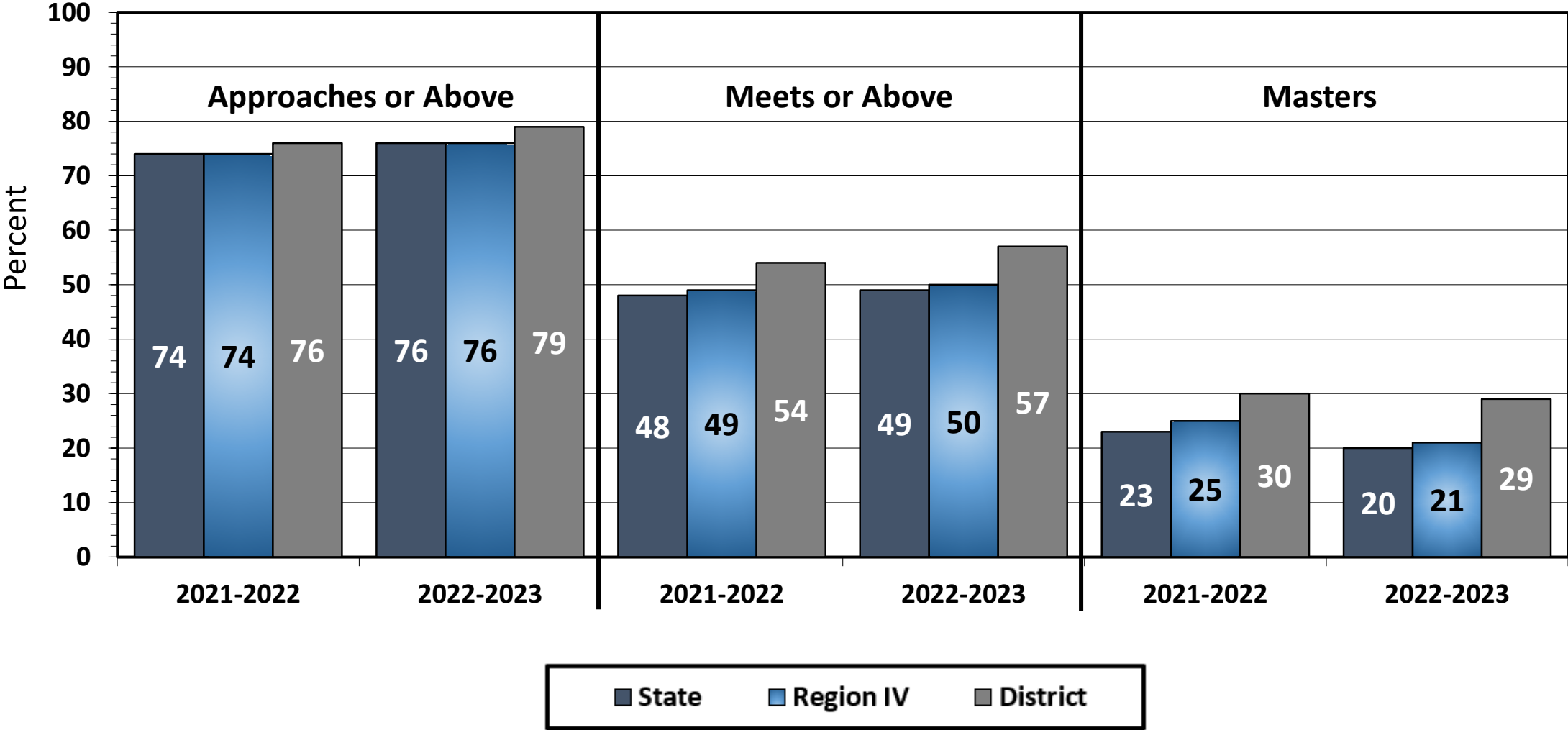
STAAR Performance – Achievement and Growth

- Three performance standards
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level
- Reported for
 - Grades 3 – 8 Reading Language Arts and Math
 - 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 2022 EOC, December 2022 EOC, Spring 2023 3 – 8 and EOC
- Includes only students in the Accountability Subset

2022-2023 STAAR Results

District All Grades All Subjects

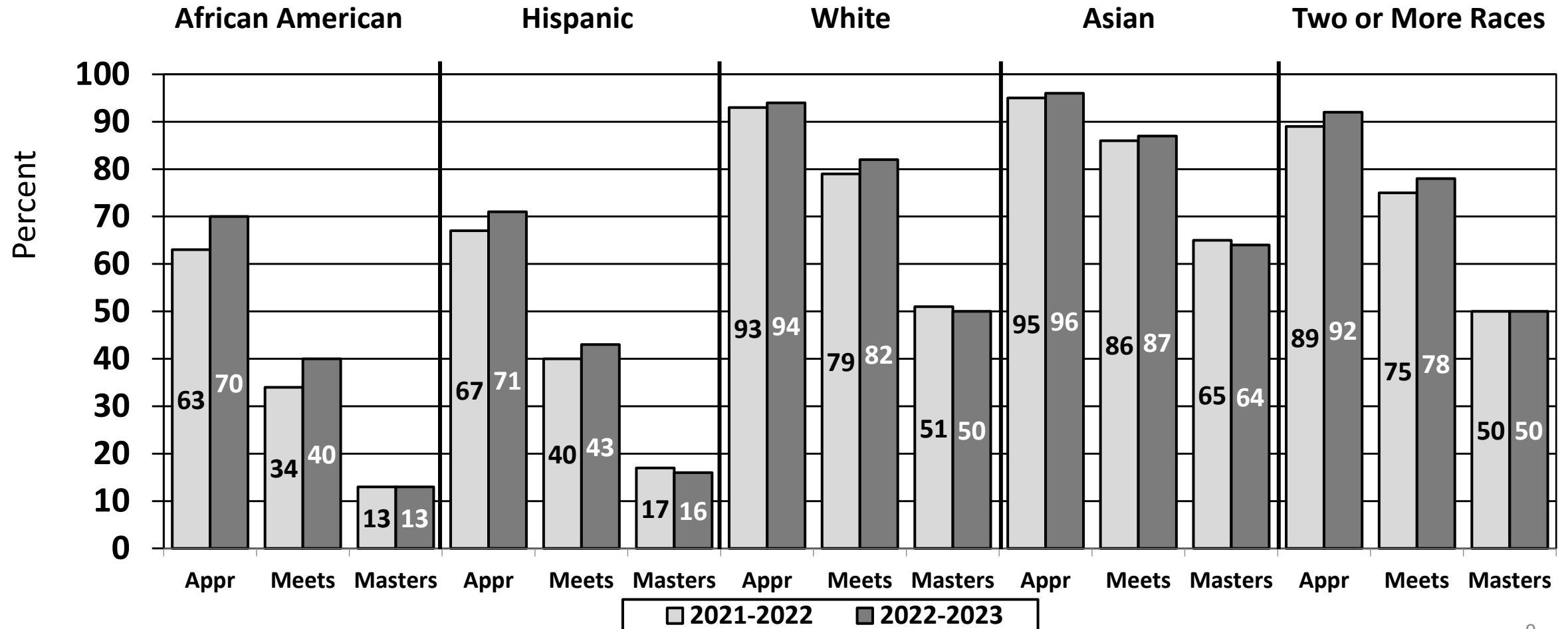
✓ The District exceeded the State and Region at all three performance levels and improved at two of three performance levels.



2022-2023 STAAR Results

All Grades/All Subjects by Race/Ethnicity

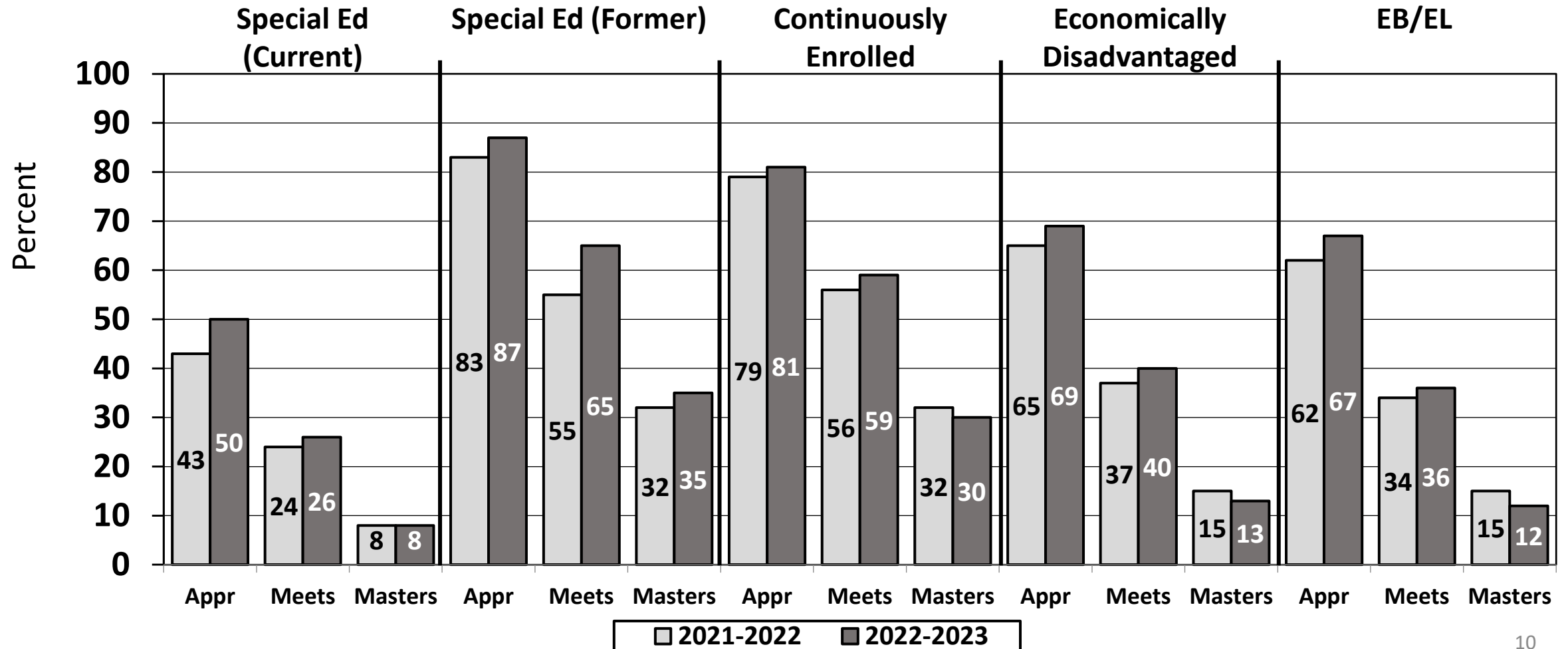
✓ Every race/ethnicity group demonstrated overall improvement in STAAR performance at Approaches and Meets performance levels compared to the previous year.



2022-2023 STAAR Results

All Grades/All Subjects by Program Groups

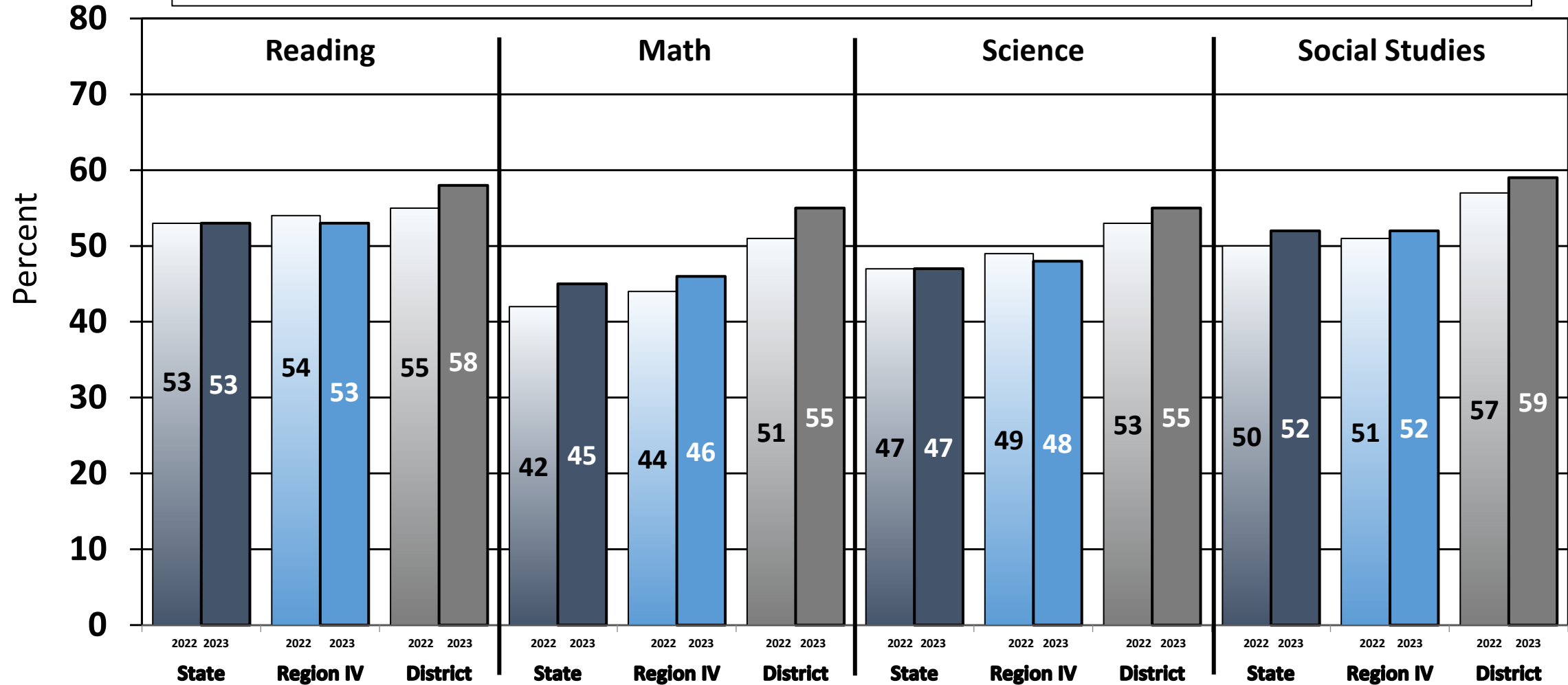
✓ Every program group demonstrated overall improvement in STAAR performance at Approaches and Meets performance levels compared to the previous year.



2023 Region and State Results All Grades

% Meets Grade Level or Above

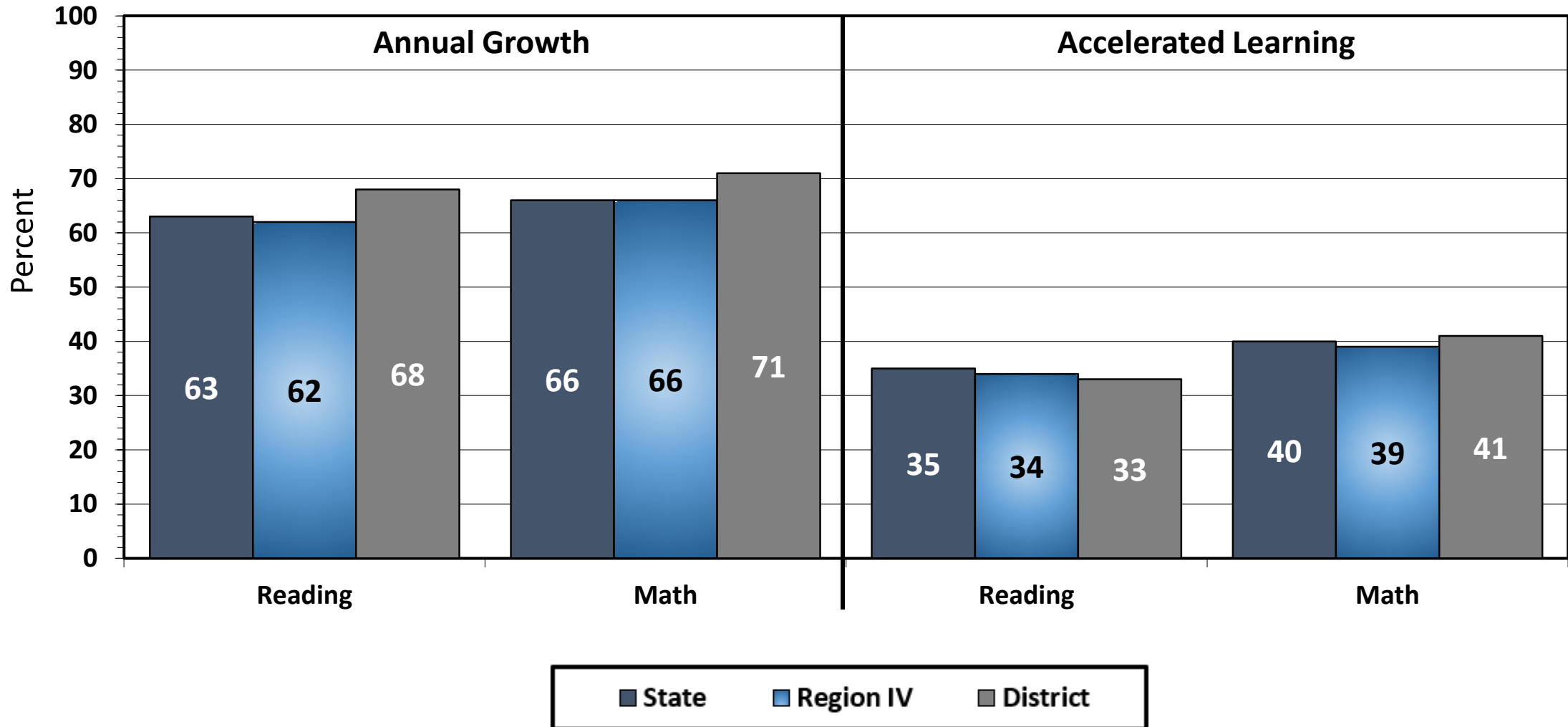
✓ District performance improvement outpaced and exceeded State and Region in every subject at the Meets Grade Level or Above.



2022-2023 School Progress

Annual Growth and Accelerated Learning

✓ District rates of Annual Growth in Reading and Math exceeded the State and Region, while Accelerated Learning exceeded State and Region in Math.



District Performance College Readiness Indicators



2022-2023 Texas Academic Performance Report

College Readiness Indicators

- AP/IB Students Tested
- AP/IB Students Meeting or Exceeding Criterion Score
- Advanced Course/Dual Credit Completion
- OnRamps Course Completion
- Students Taking SAT/ACT
- Students Scoring at or Above Criterion Score on SAT/ACT
- Average SAT/ACT Scores

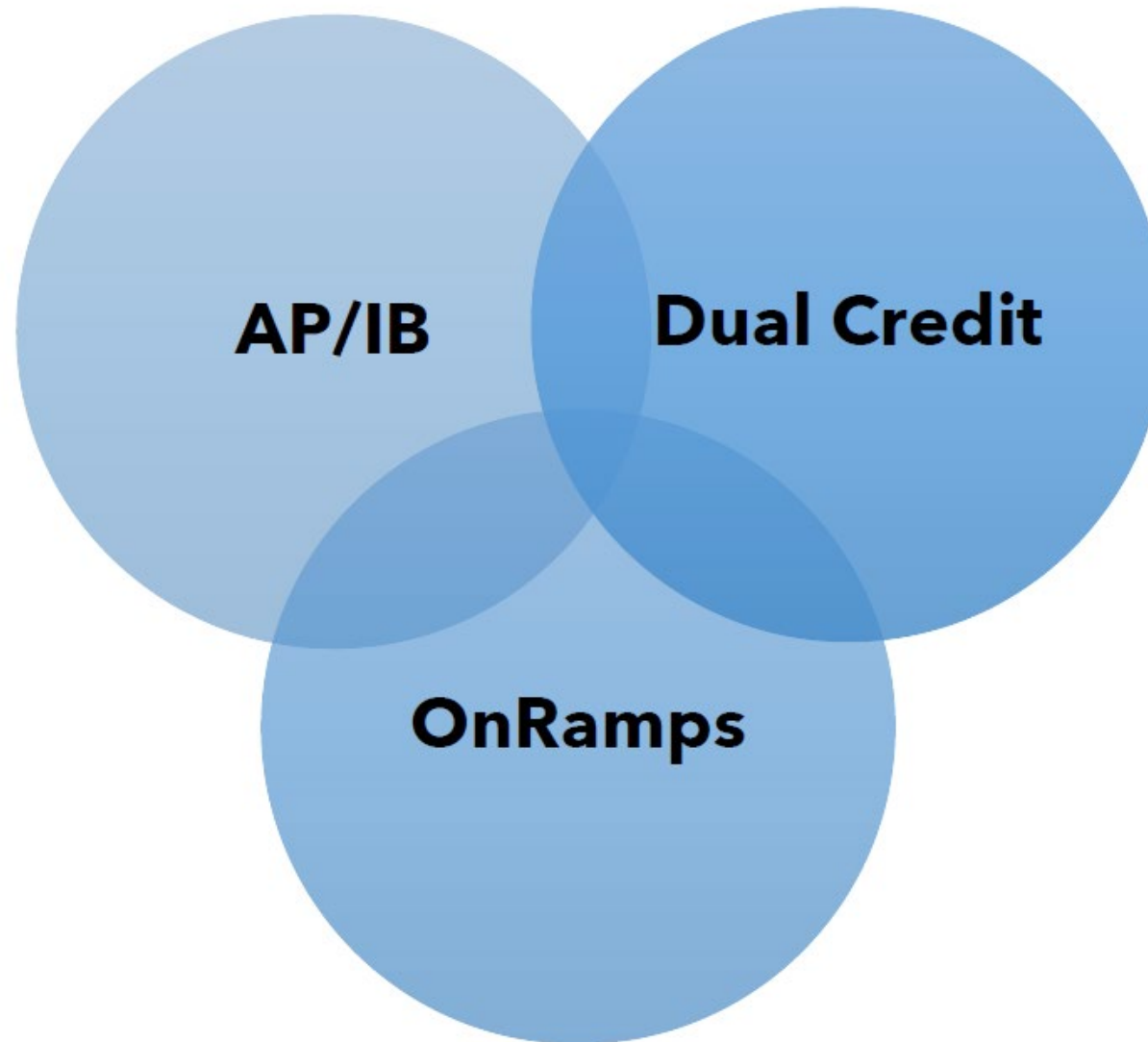
Reported by

- Race/Ethnicity – African American, Hispanic, White, Asian, Two or More Races
- Program – Special Education, Economically Disadvantaged, EB/EL

Post-Secondary Indicators

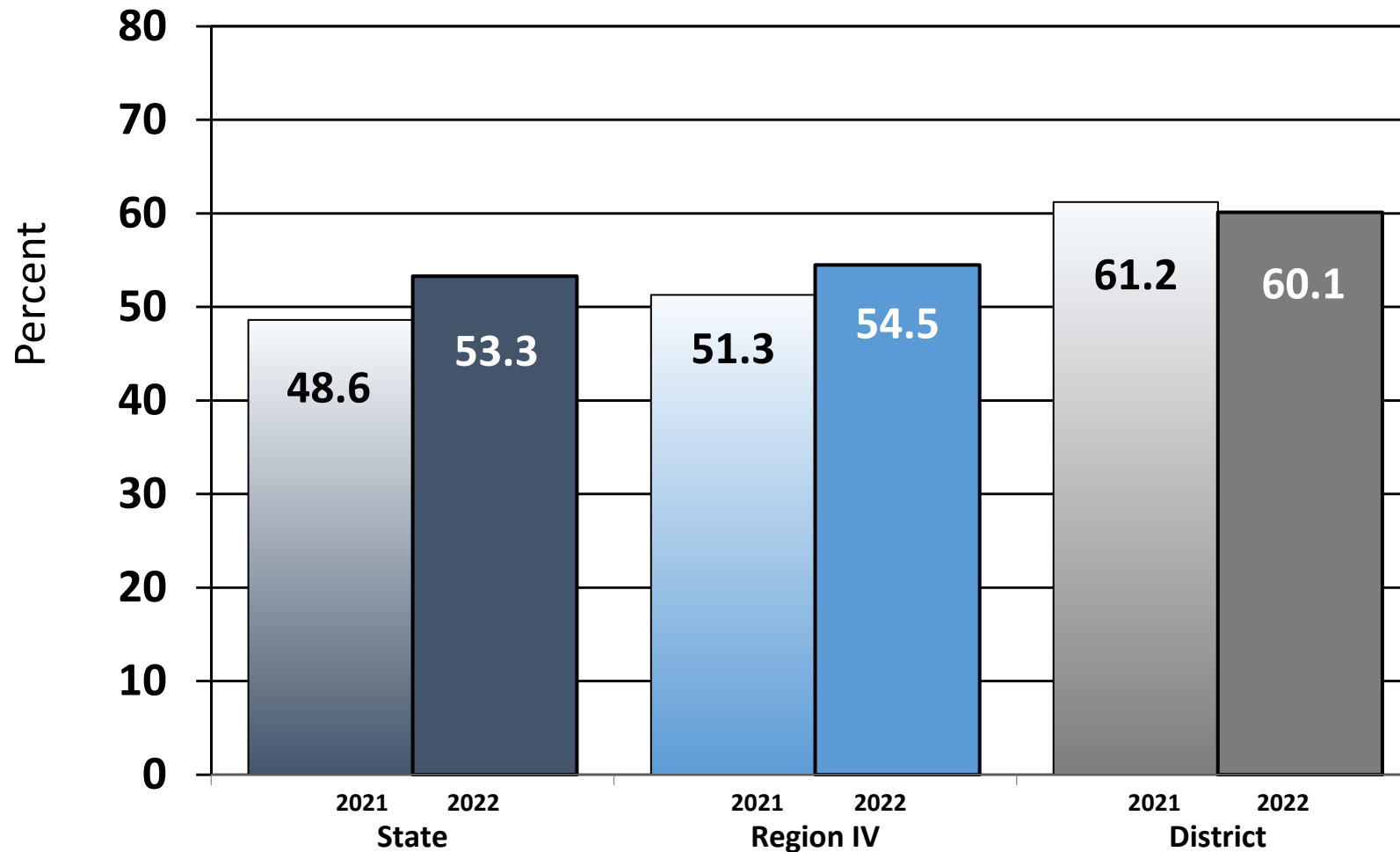
- Graduates Enrolled in Higher Education

College Readiness Course Options



Advanced Placement/International Baccalaureate

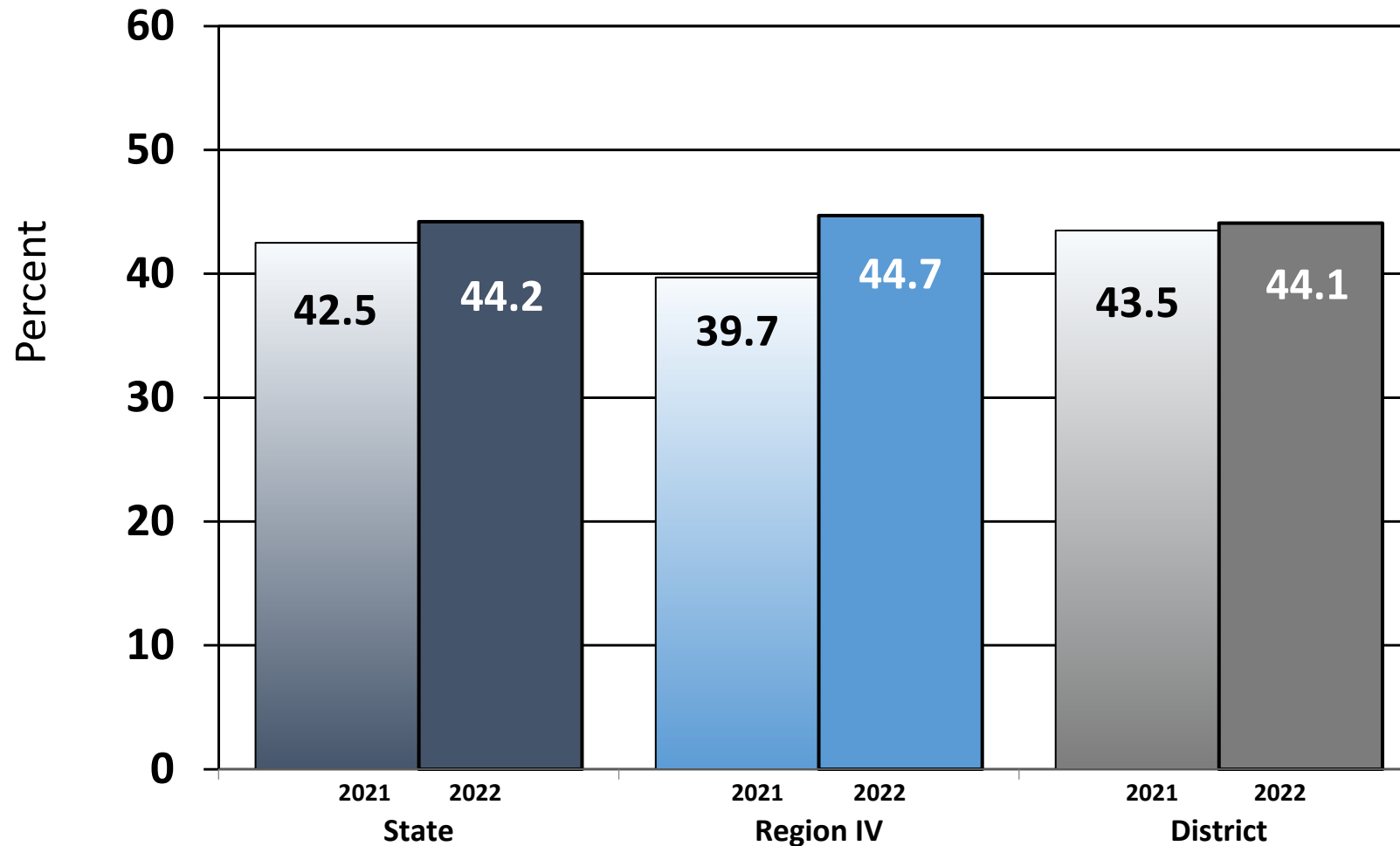
Percent Scoring \geq Criterion Grades 11-12



✓ District students scoring at or above the criterion levels on AP/IB exams continue to exceed State and Region levels.

Advanced/Dual Credit Course Completion

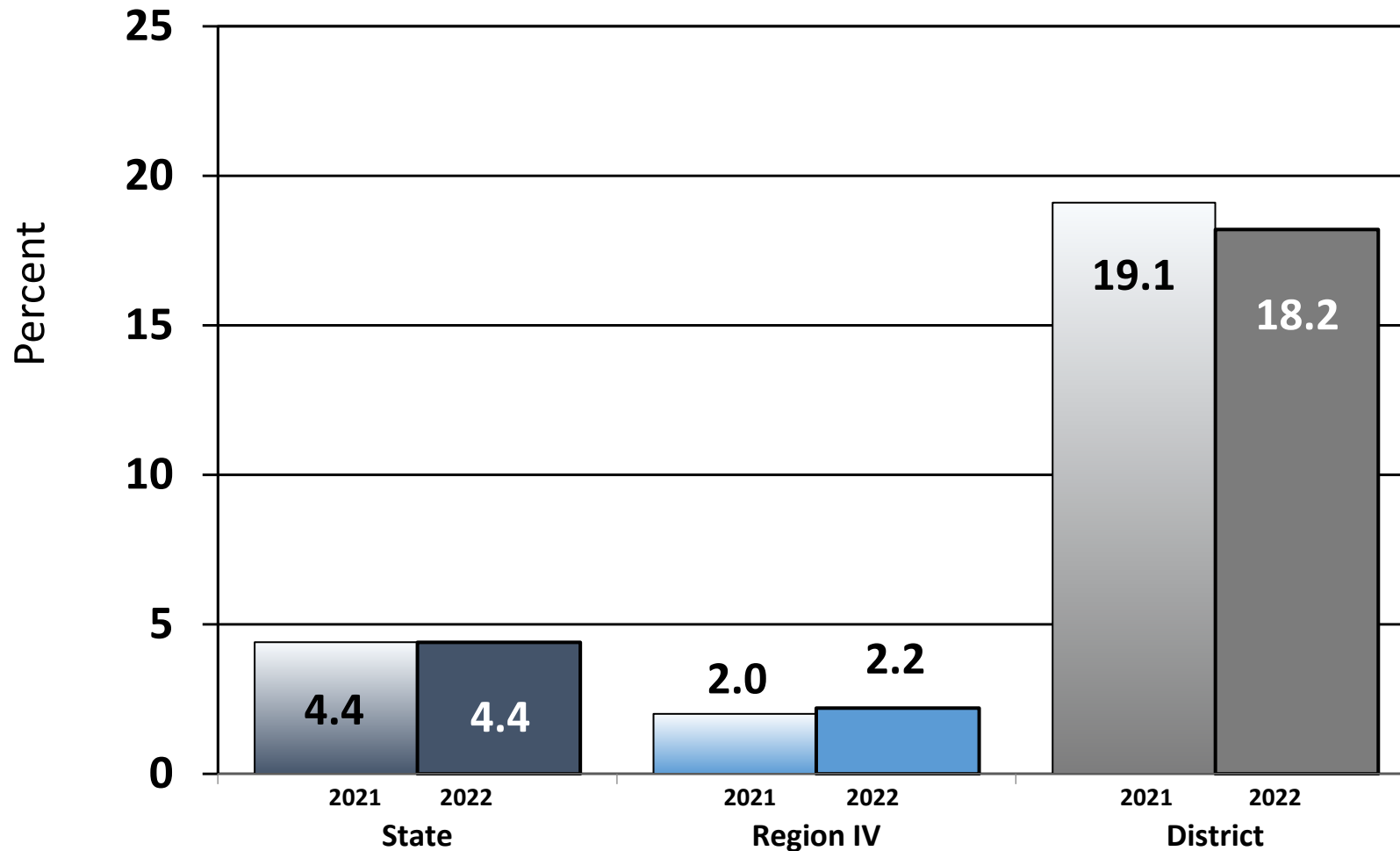
Grades 9-12



✓ Completion rates of Advanced/Dual Credit courses improved in the District, Region and State.

OnRamps Course Completion

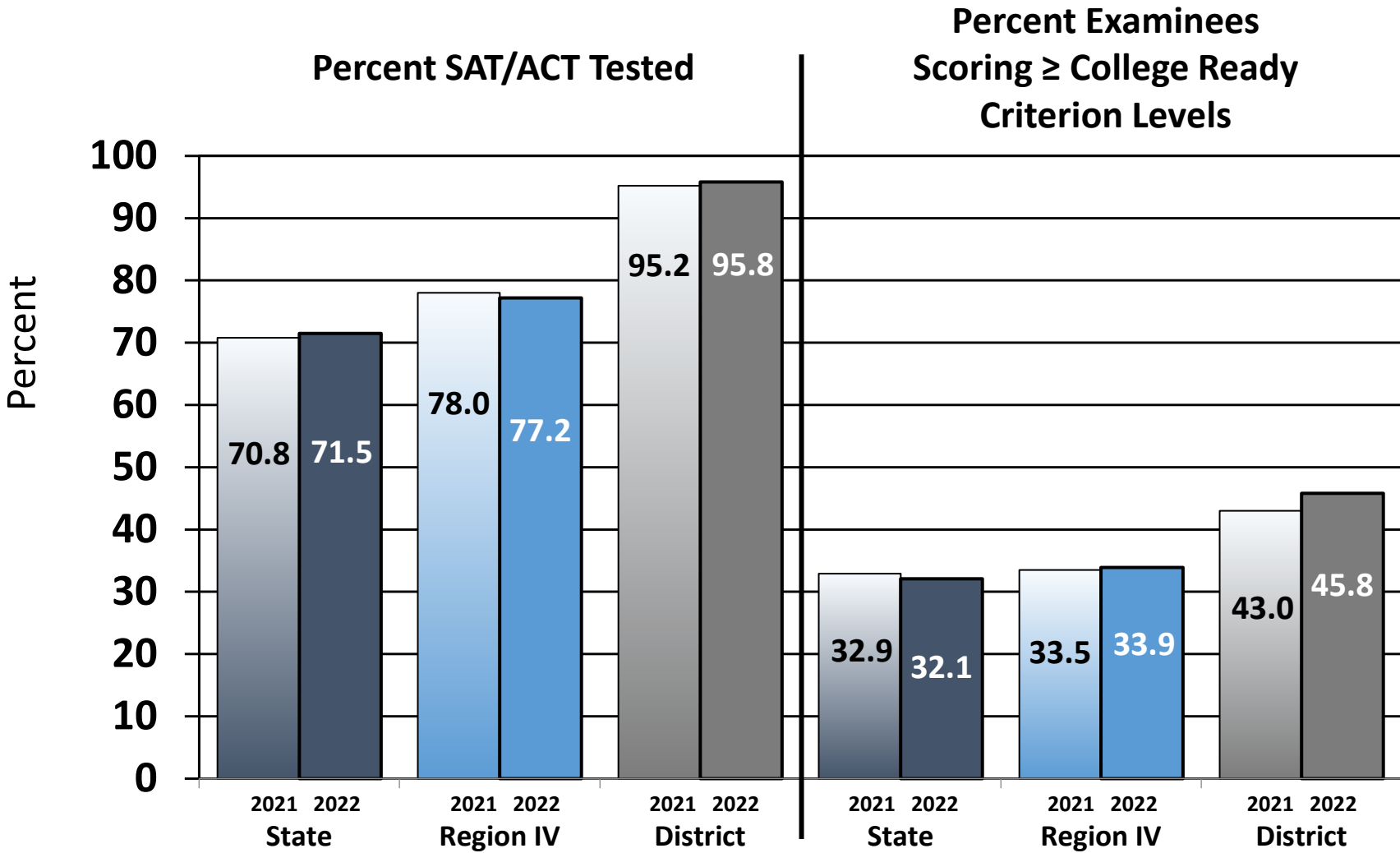
Class of 2021 and 2022



✓ District completion rates of OnRamps courses continue to exceed State and Region levels.

SAT/ACT Participation and Performance

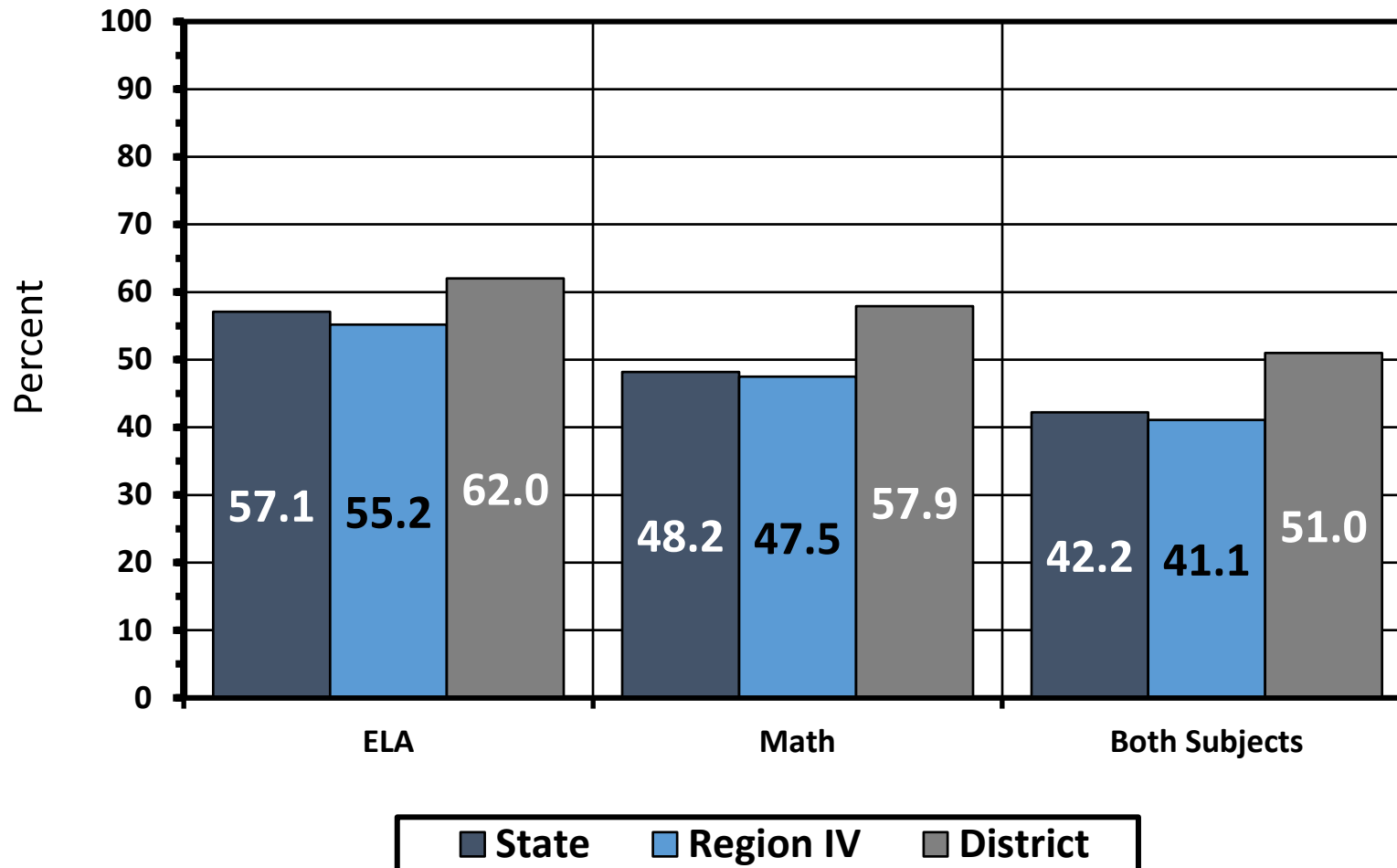
Class of 2022



- ✓ District SAT/ACT participation rate increased and continues to exceed State and Region.
- ✓ Even with a greater portion of the graduating class testing, District students scoring at or above the College Ready criterion levels continues to exceed State and Region levels.

Texas Success Initiative (TSI) Criteria

Class of 2022



- ✓ Measures the percentage of graduates meeting college readiness standards on ACT, SAT, TSIA, or AP/IB assessments, or completing Dual Credit, OnRamps or College Prep courses
- ✓ District rates of Annual Graduates meeting TSI in English Language Arts (ELA), math, and both ELA and math exceeded State and Region levels.

Graduation and Attendance Rates



Longitudinal Graduation

- **Three Classes**

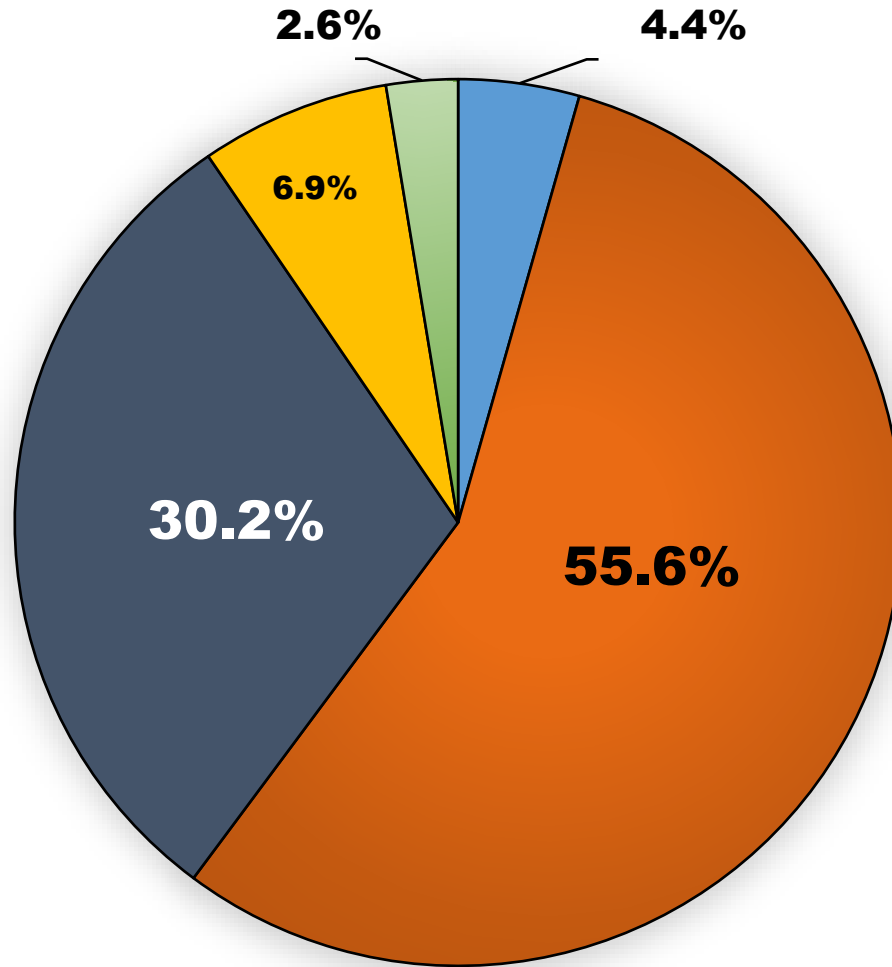
- Class of 2022 – 4-Year Graduation Rates
- Class of 2021 – 5-Year Graduation Rates
- Class of 2020 – 6-Year Graduation Rates

- **Reported by**

- Graduates
- TxCHSE (Texas Certificate of High School Equivalency)
- Continuers (Students enrolled beyond 4 years to meet graduation requirements)
- Dropouts

Graduating Class of 2022

Total Graduates – 2,264



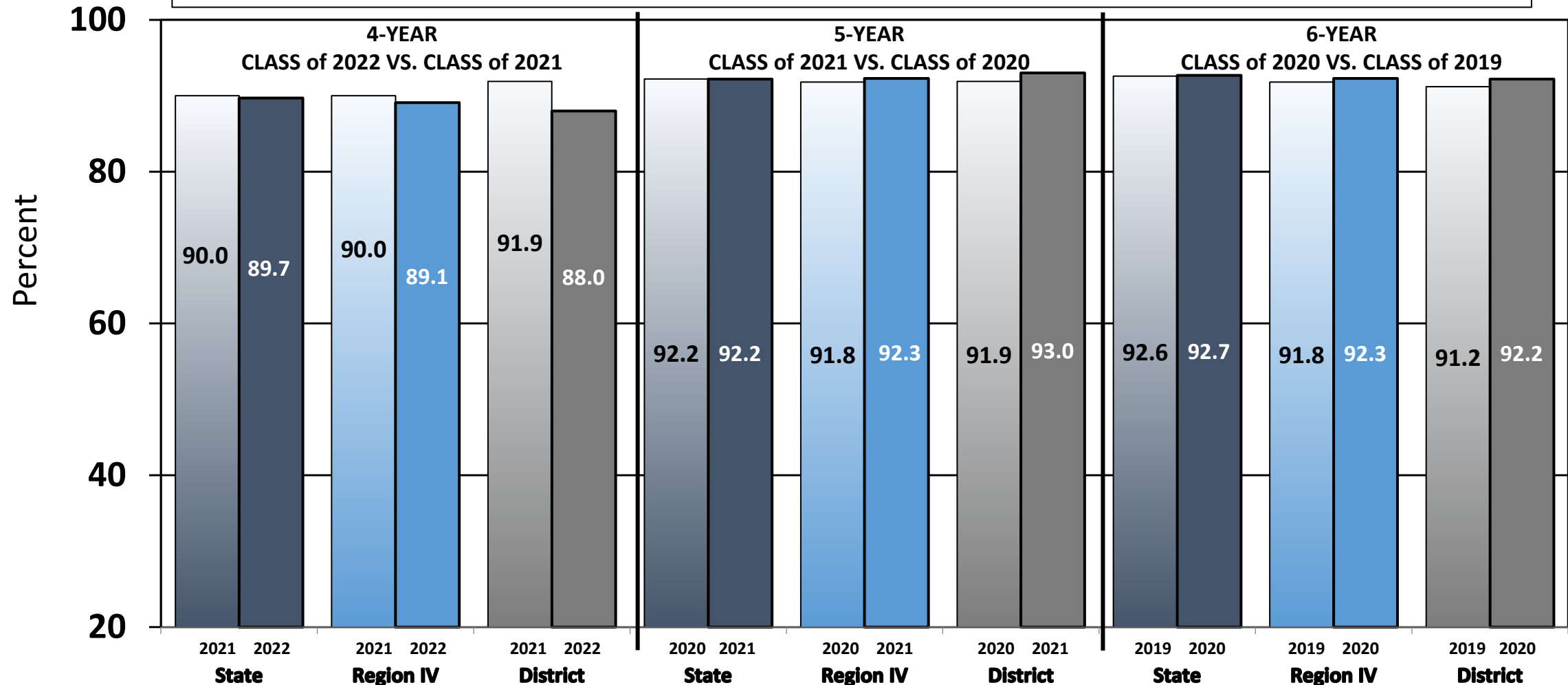
✓ Hispanic and White students comprise nearly 86% of the graduating class.

■ African Am. ■ Hispanic ■ White ■ Asian ■ Two or More

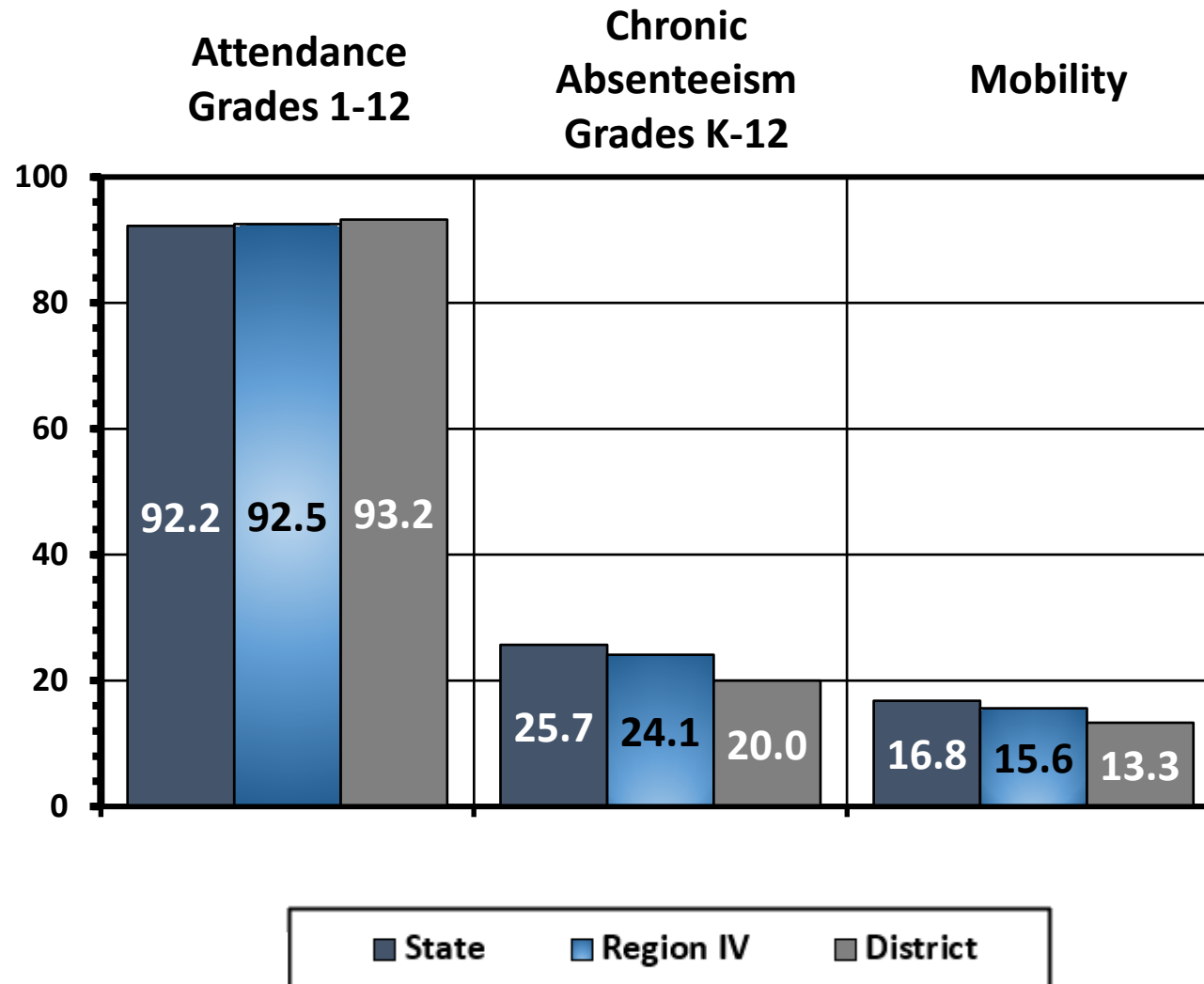
Longitudinal Graduation Rates

4-Year, 5-Year, and 6-Year Cohorts

✓ State, Region, and District graduation rates of 5-Year and 6-Year cohorts improved, while 4-Year rates declined.

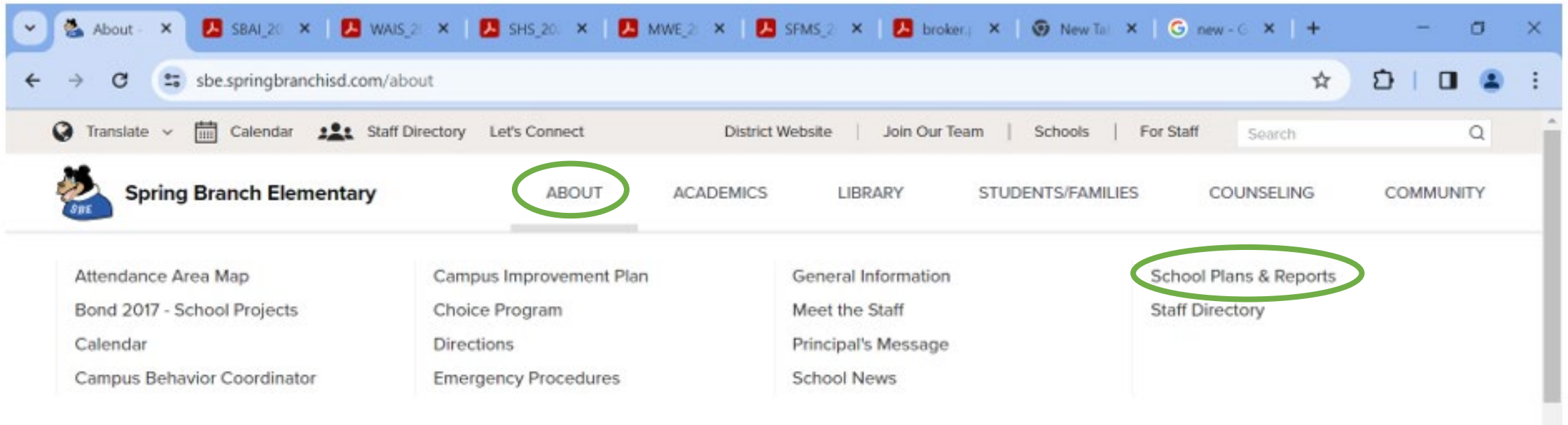


Attendance and Chronic Absenteeism 2021-2022



- ✓ Attendance data lag by a school year.
- ✓ Chronic absenteeism includes any student in K-12 enrolled at least 10 days and absent for 10% or more days.
- ✓ Mobility represents any student enrolled for less than 83% of the school year.
- ✓ Attendance rate exceeded State and Region while Chronic Absenteeism was lowest compared with State and Region.

2022-2023 Campus TAPR Reports



TAPR Reports

[Texas Academic Performance Report \(TAPR\) 2022-23](#)
[Texas Academic Performance Report \(TAPR\) 2021-22](#)
[Texas Academic Performance Report \(TAPR\) 2020-21](#)
[Texas Academic Performance Report \(TAPR\) 2019-20](#)
[Texas Academic Performance Report \(TAPR\) 2018-19](#)

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



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