

Executive Summary

Spring Branch ISD adopted its *goals, objectives and performance objectives* that comprise the Five Year Educational Plan in the 2006-07 school year. Each performance objective is measured by one or more targets that delineate what is to be accomplished in each area of the plan. In defining the targets, existing district data was reviewed to determine whether it could be used to assess accomplishment of the performance objectives. For many of the performance objectives, new data sources were identified and a data collection process was designed.

The district's second Action Plan was initiated in July 2008 and described the activities to be completed by staff in the 12 month period through June 2009. A review of the activities was conducted quarterly to be certain that the activities were occurring as planned. Summaries of these reviews were reported to the Board quarterly. This formative evaluation of the planned activities, along with an assessment of accomplishment of the targets, assist the staff and Board of Trustees as they examine the progress made toward reaching the performance objectives, objectives and goals of the Five Year Educational Plan. The accomplishments achieved through the end of the 2008-09 school year and challenges facing the district, along with the status of challenges identified at the end of the first year are summarized below.

Major Accomplishments

Post-Secondary Success

- *86% of the Class of 2008 took the ACT or SAT exam, compared to 65% statewide; 45% of those tested earned the criterion score compared to 27% in Texas*
- *A follow up study of the Class of 2008 graduates found 63% receiving post secondary training in the year following graduation*
- *3 of 4 incoming ninth graders earned high school credits in middle school; the average credits earned was 2.1*



Enriched and Relevant Curriculum

- *As accountability standards increased in 2009, the district reached the recognized or exemplary level in 25/25 TAKS performance areas and 6/8 completion rate indicators*
- *100% of campuses met the Adequate Yearly Progress standard; 69% of campuses earned the Recognized or Exemplary state accountability rating*
- *The Academic Performance Index, a measure of academic effectiveness, ranked the district in the first quartile among most comparison district groups*

Ethics and Character Development and Student Engagement in School Sponsored Activities

- *Student attendance rates increased to 95.9% and were higher than Texas*
- *Students reported having 77% of the 21 Developmental Assets crucial to student success*
- *Three quarters of high school students and 8 of 10 middle school students participated in one or more co or extra curricular activities; 34% of high school students participated in athletics and 26% in fine and performing arts*

Culture of Safety and Respect

- *Almost 9 in 10 parents and 8 of 10 teachers report positive perceptions of school climate in the areas of respect, safety and behavior; over 7 of 10 elementary and secondary students reported that students respect each other*
- *Worker's compensation claims were reduced by 9% over the prior year*

Responsible Use of Resources

- *Over 80% of staff and parents gave positive ratings to the cleanliness and condition of facilities*
- *The district ranked in the top third of comparison districts in operational efficiency in maintenance and operations and in the top half in student transportation*
- *The financial performance index, a measure of district financial efficiency, ranked the district at 113 of 200 largest districts*
- *Technology users reported increased productivity and satisfaction with reliability of infrastructure*

Engagement of Parents and Community

- *Over 80% of parents felt well informed by the district and felt welcomed and valued*
- *63% of schools earned the Good Neighbor designation; 156 Good Neighbor partnerships were formed*
- *87% of parents felt their school helps them be a more supportive parent*

Employer of Choice

- *9 of 10 teachers report that they work in a positive campus climate*
- *Teacher turnover rates decreased; non-professional staff turnover rates decreased and ranged from 8-13%*
- *New appraisal systems were rated positively with the 80% of respondents indicating the new systems recognize excellence*

Challenges

Targets for some performance objectives revealed challenges requiring additional focus by the district

- *Less than half of African American (48%) and Hispanic (43%) Class of 2008 graduates were attending college or other training in the year following graduation compared to over three quarters of White (76%) and two-thirds of Asian (67%) graduates*
- *High school completion rates were lower than 85% for African American, Hispanic and Economically Disadvantaged student groups*
- *About one quarter of high school students failed at least one course for the fall 2008 semester*
- *The gap in performance of White and Economically Disadvantaged student groups was higher than Texas in all subjects and was more than 10 points in three subjects*
- *The district ranked 113th of 200 large districts on the financial performance index*

Status of Challenges from Year One

- *7 of 39 district campuses did not meet Adequate Yearly Progress in the federal accountability system – **performance improved and all schools met AYP***
- *Performance of English language learners at K-2 lags that of students statewide – **performance improved and new measure of TAKS performance for bilingual and ESL participants was higher than Texas***
- *The gap in TAKS performance between white students and economically disadvantaged students is larger than the statewide gap in four of five tested subjects – **gap in performance continues and was evident in all subject areas***
- *In the Class of 2007, 63% of graduates met the college ready standard in English language arts and 72% in mathematics – **performance improved with significant increase in the graduates meeting the college ready standard in English language arts; slight improvement in mathematics with college ready percentages 15 points higher than Texas***
- *Academic honesty is seen as a problem in schools by the majority (65%) of secondary students – **only slight improvement; 63% of students indicated that academic honesty is a problem***
- *Only half of secondary students have positive perceptions of a climate of respect, safety and behavior – **percentage of students with positive perception increased from 53% to 57%***
- *The financial performance index to measure district financial efficiency shows district performance near the middle of 200 (109/200) comparison districts - **performance remains similar at 113/200***
- *Teacher turnover rate, at 16.1%, increased and is slightly higher than the statewide rate; turnover rates for non-teaching staff are 20% or higher – **improved performance with teacher turnover rate at 15.7%, but was 1 percentage point higher than Texas; non-teaching staff turnover rates were significantly reduced***