

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 first Action Plan was initiated in January 2007 and described the activities that were to be conducted by its central staff in the 18 month period through June 2008. 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 2007-08 school year and challenges facing the district are summarized below.

Major Accomplishments

Enhanced and Relevant Curriculum

- As accountability standards increased in 2008, the district reached the recognized or exemplary level in 22 of 25 performance areas
- 61% of campuses, compared to 47% statewide, earned a recognized or exemplary rating
- The gap in TAKS performance between white students and economically disadvantaged students decreased significantly in science
- Over 94% of parents report that academic expectations are high at their child's school
- Teachers believe that technology enhances their classroom, have the appropriate training, and can transfer what they learned to their classroom
- Students earned over 1,500 half units of credit through online learning systems
- About 90% of parents of special education students and parents of English language learners positively rate the programs and services their child receives



Post -Secondary Success

- More than 1 in 4 high school graduates in the Class of 2008 received a scholarship
- About half of secondary students were enrolled in a pre-AP, AP, IB, or dual credit course and over three-fourths of graduates met the requirements of the Recommended High School Program or the Distinguished Achievement Program
- 87.4% of the Class of 2007 took either the SAT or ACT and of those students over 4 in 10 scored at or above the state designated high performing level
- 64% of district students who took AP or IB exams scored at a level to earn college credit compared to 51% statewide
- 106 students earned national recognition through the College Board for their performance on the PSAT or SAT exams
- 61% of entering ninth grade students earned high school credits at middle school; the average number of credits earned by these students is 2.5

Ethics and Character Development and Student Engagement in School Sponsored Activities

- Student attendance rates increased and are higher than Texas
- Over 30 separate athletic programs are offered in grades 7-12
- Almost half of grade 7-12 students participate in athletic teams across the district

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
- 2 of 3 elementary students and about 3 of 4 secondary students report that students respect each other

Responsible Use of Resources

- Over 80% of staff and 87% of parents gave positive ratings to the cleanliness and condition of facilities
- Operational efficiency indicators show top quarter performance in maintenance and operations when compared to the 200 largest districts in Texas
- 31% of district classrooms are operable as ACTIVClassrooms

Engagement of Parents and Community

- Almost 9 of 10 parents agreed that their school helps them understand how to help their child be a better student
- Over 80% of parents and volunteers reported feeling welcomed and valued
- Over 80% of parents reported that they were well informed by the district and 86% of staff felt the Intranet was an effective form of communication
- Over 600 adults served as mentors and tutors
- The number of Good Neighbor partnerships increased from 120 to 170 and 48% of campuses earned the Good Neighbor designation

Employer of Choice

- 9 of 10 teachers report that they work in a positive campus climate
- Over 80% of staff members are satisfied with district benefits
- New appraisal systems for administrators, paraprofessionals, police, nurses and custodial staff were developed

Challenges

Targets for some performance objectives revealed challenges that will need additional focus by the district.

- 7 of 39 district campuses did not meet Adequate Yearly Progress in the federal accountability system, No Child Left Behind
- Performance of English language learners at K-2 lags that of students statewide
- The gap in TAKS performance between white students and economically disadvantaged students is larger than the statewide gap in four of five tested subjects
- In the Class of 2007, 63% of graduates met the college ready standard in English language arts and 72% in mathematics
- Academic honesty is seen as a problem in schools by the majority of secondary students
- Only half of secondary students have positive perceptions of a climate of respect, safety and behavior
- The financial performance index to measure district financial efficiency shows district performance near the middle of 200 comparison districts
- 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