

Spring Branch Independent School District
Agenda Item Information

Date of Board Meeting: January 24, 2011

Subject: Annual Report to the Board on the Five Year Educational Plan

Administrator Responsible:

Name: Linda Buchman

Position: Community Relations Officer

Purpose of Agenda Item: Discussion

ADDITIONAL INFORMATION AND/OR BACK-UP:

Dr. Klusmann will present the Annual Report to the Board for the Five Year Educational Plan.

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**Five Year Educational
Plan
2009-10 Annual
Performance Report**

**Board of Trustees
Meeting**

January 24, 2011

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**“Students who start
ninth grade in the
district will graduate
and earn a Bachelor’s
degree within five
years or an
Associate’s degree or
technical certificate
within three years.”**



Post Secondary Success

- ★ Majority of students took college entrance exams and performance was high
- ★ The majority of graduates met the college ready standards
- ★ 69% of the Class of 2009 attended college in the year following graduation; enrollment by African Americans and Hispanics was lower than Asian and White graduates
- ★ About half of secondary students were enrolled in rigorous course work
- ★ An increasing number of incoming ninth graders earned HS credit in middle school

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Target: increase % taking SAT/ACT

	Baseline Class of 2006	Year 1 Class of 2007	Year 2 Class of 2008	Year 3 Class of 2009	Target
% tested	84%	88%	86%	84%	87%
% earning criterion score	47%	43%	45%	45%	60% or 20 pts over TX

- ❖ 84% percent tested was 22 points higher than TX (62%)
- ❖ 45% earned criterion and was 20 points higher than TX

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Target: increase % of college ready graduates

	Baseline Class of 2006	Year 1 Class of 2007	Year 2 Class of 2008	Year 3 Class of 2009	Target
English Language Arts	64%	63%	72%	71%	75% TX: 62%
Math	72%	72%	73%	73%	85% TX: 60%

❖ Over 70% of the Class of 2009 met the College Ready standard, compared to near 60% for TX

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Target: increase % attending post secondary training

	Year 2	Year 3	Target
% enrolled	63% Class of 2008	69% Class of 2009	Increase enrollment
% Class of 2008 enrolled in first or second year		71%	Baseline

❖ 69% of the Class of 2009 enrolled during first year after graduation and was higher than the Class of 2008

❖ 71% of the Class of 2008 enrolled during first or second year

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Target: increase % attending post secondary training

	Year 2	Year 3	Target
% enrolled	63% Class of 2008	69% Class of 2009	Increase enrollment rate
Af American	48%	64%	Increase enrollment rates
Hispanic	43%	51%	
Asian	67%	81%	
White	76%	88%	

- ❖ The college enrollment rates of all ethnic groups was higher for the Class of 2009 compared to the Class of 2008
- ❖ Asian and White graduates had a much higher rate of enrollment than Hispanic and African American graduates



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Target: increase % secondary students earning credit in at least one pre-AP, AP, IB, or dual credit course

	Year 1	Year 2	Year 3	Target
% enrolled in one or more rigorous courses	50%	47%	46%	54%

- ❖ Slightly less than half of secondary students were enrolled in one or more pre-AP, AP, IB, or dual credit course



Target: increase HS credits earned in Middle School

	Year 1	Year 2	Year 3	Target
% of students earning ½ HS credit or more	65%	73%	74%	70%
Average credits earned	2.6	2.1	1.8	2.5

- ❖ *About three quarters of incoming ninth graders earned at least ½ credit in middle school*
- ❖ *Average of 1.8 credits earned*

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Enriched and Relevant Curriculum

- ★ **The Academic Performance Index (measure of academic effectiveness) ranked the district in the top quartile**
- ★ **State and federal accountability standards were met or exceeded; performance gaps were evident in some subjects**
- ★ **Teachers reported that technology enhances their classroom**
- ★ **K-2 reading assessments showed improved performance and norm referenced assessments were used for the first time**
- ★ **Parents reported that academic expectations at their child's school are high and expressed satisfaction with their child's special program**

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Target: Academic Performance Index remains in first quartile

	Year 1	Year 2	Year 3	Target
API rank compared to 200 largest districts	4/200 Q1	16/200 Q1	19/200 Q1	Q1

The API, a measure of academic effectiveness, was developed by the Educational Resource Group

❖ The API rank was in the first quartile compared to the 200 largest districts in TX



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Target: increase percent of students meeting and exceeding state curriculum standards

	Baseline	Year 1	Year 2	Year 3	Target
Campus Ratings at Recognized or Exemplary	62%	61%	69%	82% TX: 70%	75% or greater than TX
Campuses meeting AYP	95%	82%	100%	92%	92%

❖ As state and federal standards have increased, campuses continue to meet and exceed the standards



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Target: decrease gap in TAKS performance between White and Econ. Disadvantaged students (does not include TPM)

	Baseline	Year 1	Year 2	Year 3	Target
TAKS Subject					TX gap
Rdg/ELA	12	12	14	16	10
Writing	5	8	6	6	5
Social Studies	7	8	9	6	5
Math	18	18	17	18	12
Science	36	29	27	22	17

- ❖ The gap in performance narrowed in science and social studies over the prior year
- ❖ Gaps were 10 points or more and larger than TX in reading/ELA, math, and science



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Target: increase student use of technology

	Year 1	Year 2	Year 3	Target
Technology enhances instruction in my classroom	84%	87%	89%	80%
Have appropriate technology at right time	57%	66%	75%	65%
Technology training easily transferred to my classroom	56%	77%	83%	65%

- ❖ Almost 9 of 10 teachers agreed that technology enhances instruction in their classroom
- ❖ Compared to year 1, significantly more teachers reported that they have the right technology and the training has easily transferred to their classroom



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Target: Increase performance of K-2 students

	Year 1	Year 2	Year 3	Target
Met standard on K-2 reading assessments	64%	71%	77%	75%
% scoring average or above average on grade 2 norm referenced assessments				Baseline
Reading in English			61%	
Reading in Spanish			76%	
Math in English			60%	

- ❖ Over three-quarters of K-2 students met the “developing as expected or higher” criterion on the reading assessments
- ❖ About 6 of 10 grade 2 students scored average or above average on norm referenced assessments in reading and math



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Target: increase the positive parent ratings for academic expectations and ratings of special programs

	Year 1	Year 2	Year 3	Target
% agree that academic expectations at this school are high	94%	93%	94%	95%
Positive parent ratings				
Special Education	91%	-	91%	95%
Bilingual/ESL	88%	-	92%	92%
Gifted and Talented	-	-	85%	Baseline

- ❖ Over 9 of 10 parents agreed that academic expectations are high
- ❖ Parents of children in special programs expressed high levels of satisfaction with the programs and services



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Ethics and Character Education and Student Engagement in School Sponsored Activities

- ★ Student attendance rates were 96% and higher than TX
- ★ Students reported having 80% of the Developmental Assets important to student success
- ★ Elementary students in the NHS feeder pattern had an average of 15 student activities offered at their campus



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Target: increase student attendance rates

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Target
Attendance rate at grades 1-12	95.6% 0.1% above TX	95.9% 0.4% above TX	96.0% 0.4% above TX	At or above TX TX: 95.6

- ❖ Attendance rates increased to 96% for the 08-09 school year
- ❖ Attendance rates remain 0.4% above TX



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Target: increase % of students with 23 Developmental Assets

	Year 2	Year 3	Target
The percentage of Developmental Assets reported by students	Total: 77% Elem: 82% Sec: 75%	Total: 80% Elem: 85% Middle: 79% High: 76%	Increase percent

- ❖ On average, district students reported having 80% of the 23 Developmental Assets
- ❖ Elementary students had a higher proportion of Developmental Assets than secondary students



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Target: increase student participation rates in co and extra-curricular activities

	Year 2	Year 3	Target
% students participating in one or more activities	MS – 83% HS – 73%	Data not available	Increase participation rates
Elementary Participation	6,132 student participants	NHS feeders 5,824 participants; avg 15 activities per school	Increase participation rates

- ❖ 5,824 student participants (students can be duplicated) in the 10 elementary schools
- ❖ There were an average of 15 activities offered per school



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Culture of Safety and Respect

- ★ Parents and teachers report positive perceptions of school climate
- ★ Discipline offenses reduced and small % of serious offenses
- ★ Worker’s Compensation claims remained low



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Target: increase % of positive perceptions of respect, safety, and behavior

	Year 1	Year 2	Year 3	Target
Positive perceptions of respect, safety and behavior				
Parents	88%	89%	89%	89%
Staff	81%	83%	84%	84%
Elem Students	67%	69%	63%	75%
Secondary Students	53%	57%	59%	65%

- ❖ Over 8 of 10 parents and staff have positive perceptions of respect, safety, and behavior
- ❖ About 60% of students expressed positive perceptions



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Target: decrease the number of total offenses, serious offenses, and number of students committing one or more offenses

	Year 2	Year 3	Target
Total offenses	10,694	10,089 6% reduction	6% reduction
Serious offenses		132 offenses 1.3% of total	Baseline
% students committing 1 or more		Elem: 2.5% Sec: 11.8%	Baseline

- ❖ There was a 6% reduction in total discipline offenses
- ❖ Serious offenses (level 4 or 5) represented 1.3% of offenses
- ❖ 2.5% of elementary and 11.8% of secondary students were involved in one or more offenses



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Target: decrease number of claims and payouts

	Year 1	Year 2	Year 3	Target
Number of claims	460	419 9% reduction	436 6% reduction	5% reduction from baseline
Paid on claims	\$457,851	\$484,179	\$263,474	Less than \$475,000
Payouts over \$50,000	1	0	0	4 or less

- ❖ Claims were reduced 6% from the baseline year
- ❖ Claims were substantially reduced and there were no payouts over \$50,000



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Responsible Use of Resources

- ★ Facilities rated positively by staff and parents
- ★ Financial Performance Indicators ranked the district near the middle of the 200 largest districts
- ★ Technology users reported satisfaction with level and quality of services



Target: increase % satisfied with condition and maintenance of facilities

	Baseline	Year 1	Year 2	Year 3	Target
Parents	84%	87%	85%	82%	89%
Staff	70%	81%	81%	78%	86%

❖ *On district surveys, over 8 of 10 parents and over three-quarters of staff rated district facilities positively*

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Target: improve rank of district on financial performance indicators

	Year 1	Year 2	Year 3	Target
Rank on Financial Performance Index from ERG Report	2006-07 financials 109/200	2007-08 financials 113/200	2008-09 financials 110/200	Improve quartile rank
Compared to 200 largest districts				

❖ *The district remains near the middle of the 200 largest districts on the Financial Performance Index, a measure of financial efficiency, produced by the Educational Resource Group software*

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Target: increase staff satisfaction with infrastructure and services

% agreement on district staff survey	Year 2	Year 3	Target
Speed on internet	88%	89%	Increase % agreement
Reliability of network	89%	91%	
Improvement of service in last two years	77%	80%	

- ❖ About 9 of 10 staff members were satisfied with the speed of the internet and network reliability
- ❖ 8 of 10 indicated that service has improved



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Engagement of Parents and Community

- ★ Parents felt well informed by the district and welcomed and valued
- ★ 355 parents graduated from the Parent Institute for Quality Education and 500 participated in Community Day of Learning
- ★ Good Neighbor designation earned by 98% of school with 185 partnerships
- ★ 565 mentors worked with district students



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Target: increase % positive parent responses on feeling welcomed and valued; well informed by the district

	Baseline	Year 1	Year 2	Year 3	Target
Welcomed and valued	88%	88%	90%	88%	89%
Well informed	82%	82%	82%	84%	86%

- ❖ *On district surveys, almost 9 of 10 parents felt welcomed and valued*
- ❖ *Over 8 of 10 parents felt well informed by the district*



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Target: increase % Good Neighbor school and partnerships

	Baseline	Year 1	Year 2	Year 3	Target
% schools with Good Neighbor designation	10%	48%	63%	98%	60%
Good Neighbor Partnerships	120	170	156	185	165

- ❖ *98% of campuses earned the Good Neighbor designation*
- ❖ *185 Good Neighbor partnerships were created*



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Target: increase parent engagement in school activities

	Baseline	Year 1	Year 2	Year 3	Target
Community Day of Learning participants		325	400	500	500
Parent Institute for Quality Education (PIQE)		-	-	355 parent graduates	Baseline
Mentors	540	600	604	565	5% increase

❖ About 500 parents participated in the fall Community Day of Learning and 355 parents graduated from the PIQE program

❖ 565 adults mentors served district students



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Employer of Choice

- ★ 90% of teachers reported that they work in a positive campus climate
- ★ Teacher turnover rates decreased substantially
- ★ New appraisal systems for teachers, instructional support staff, and custodians were rated positively



Target: improve the positive work culture

	Baseline	Year 1	Year 2	Year 3	Target
% staff with positive perception of climate	86%	90%	90%	90%	88%

❖ *9 of 10 staff members indicated that they work in a positive school climate*

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Target: decrease teacher turnover rates

	Baseline	Year 1	Year 2	Year 3	Target
Teacher Turnover Rate	13.6%	16.1%	15.7%	11.8%	1.5 pts below TX
	2 pts below TX	0.9 pts above TX	1 pt above TX	same as TX	

❖ *The turnover rate dropped substantially to 11.8% and is the same as Texas*

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Target: % agreement that appraisal system recognizes excellence

	Year 2	Year 3	Target
% agreement that new appraisal recognizes excellence	78% agreement for administrators, nurses, para-professionals	52% agreement for teachers and professional support staff 85% agreement for Custodians	75%

❖ A majority of staff with new appraisals agreed that the appraisal recognizes excellence

Challenges

- ★ **College Enrollment**
 - ◆ We must increase the number of graduates enrolling in post-secondary settings the fall after they graduate
 - ◆ The college enrollment rates are lower for African American and Hispanic graduates compared to Asian and White graduates
- ★ **Rigorous Course Enrollment**
 - ◆ About half of secondary students were enrolled in pre-AP, AP, IB, or dual enrollment courses
- ★ **GAPS in Performance**
 - ◆ Gaps in performance were 16 points or more in TAKS Reading/ELA, math, and science and larger than TX
- ★ **Grade 2 Norm Referenced Assessments**
 - ◆ 60% of students at grade 2 scored in the average and above average range in reading and mathematics on norm referenced assessments



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Status of Year Two Challenges

- ★ **College Enrollment - improvement**
 - ◆ *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 – The Class of 2009 graduates had higher percentages of each ethnic group attending college, although the gap among groups remains*
- ★ **HS Completion Rates - improvement**
 - ◆ *High school completion rates were lower than 85% for African American, Hispanic and Economically Disadvantaged student groups – Completion rates increased and were 87% or higher for all student groups*
- ★ **Course Passing Rates - improvement**
 - ◆ *About one quarter of high school students failed at least one course for the fall 2008 semester – Course passing rates increased in fall 2009 with over 80% of students passing all courses*
- ★ **GAP in Performance - improvement**
 - ◆ *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 gap in performance narrowed in science and social studies, but has not narrowed in reading/ELA*
- ★ **Financial Performance Index – slight improvement**
 - ◆ *The district ranked 113th of 200 large districts on the financial performance index – The district rank improved to 110 of 200 districts*



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“Students who start ninth grade in the district will graduate and earn a Bachelor’s degree within five years or an Associate’s degree or technical certificate within three years.”