

A BRIGHT FUTURE AHEAD

INCREASE COLLEGE READINESS
CLOSE ACHIEVEMENT GAPS

AUSTIN
CHAMBER OF COMMERCE
PRESENTS

2008
Bastrop ISD
Community Education
Progress Report





PURPOSE

The purpose of this report is to assist the Austin region in fully participating in the global economy by consistently maintaining key indicators associated with preparing students for higher education and employment. The Community Education Progress Report examines Bastrop ISD progress on key indicators in order to support strategic planning and identify where more rapid gains may be necessary to achieve our purpose and goals.

ABOUT BASTROP ISD*

Bastrop ISD has partnered with the Bastrop and Austin Chambers of Commerce to provide the 2008 Community Progress Report Card. This publication has important information about the schools and students of Bastrop ISD. This report is just one segment of the district's ongoing process of self-evaluation and communication.

Bastrop ISD is the largest enterprise in Bastrop. Our district provides public education to all students who reside in the 450 square miles within its boundaries. We employ over 1,000 people and serve over 8,700 students.

In 2008, all six elementary campuses were rated either recognized or exemplary by the Texas Education Agency. Four campuses received gold performance awards by the state for improved performance in math, reading and/or writing.

To continue to lead our graduates in the direction of post-secondary education, Bastrop ISD has continued to partner with Austin Community College through the participation of our students in dual enrollment college courses offered at the campus during the day and evening hours. This fall, all ninth and 10th grade students took the PSAT to help them make good decisions for future course offerings available at the campus level and through ACC and to prepare them for college entrance exams. In October, 2008, Bastrop High School became an official SAT and ACT testing site so students did not have to travel out of town to participate in those exams.

Bastrop ISD has also instituted Communities in Schools in high school to connect needed community resources with schools and help young people successfully learn, stay in school and prepare for life. This program will be instrumental in helping Bastrop ISD increase the completion rate and reduce the drop-out rate.

Bastrop ISD is currently launching a strategic planning process to ensure that we are preparing all students for the skills now required for this global economy. A committee made up of students, staff, parents and community members will do an in depth study of what our students will need to be successful in the 21st century through the development of a long range plan which will serve as the blueprint for Bastrop ISD over the next several years.

* Provided by Bastrop ISD

GOAL

The report focuses on tracking progress toward two of the Chamber's main goals as outlined in Opportunity Austin and the Chamber-led initiative 20,010 by 2010:

- Increase higher education student enrollment in the Austin region by 20,010 by 2010.
- Close the achievement gaps between different demographic, economic and ethnic groups.

BASTROP ISD SNAPSHOT

Enrollment	8,768	2007-08 Operations Budget without State Recapture	\$58,546,229
2008 Graduates	484	Average Percent Daily Attendance for Grades 6 - 12	94%
Percent Non-White	54%	Percent of Graduates who took SAT or ACT Exam*	61%
Percent Economically-Disadvantaged	60%	Percent of 12th Grade Students Enrolled in a Tech-Prep 2 [†] and/or 3 ^{††} Sequential Course of Study	27%
Percent English Language Learners	15%	Average Teacher Salary	\$46,457
Number of Campuses	13	Average Teacher Years of Experience	12
Number of Employees	1,132		
2008-09 Tax Rate (\$ per \$100 valuation)	\$1.481		

Source: Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), Local budget data
*Indicator lags one year

[†]Percent of 12th grade students enrolled in a sequential course of study, which develops occupational knowledge, skill, and competencies relating to a career concentration. The student should have a four-year plan of study to take two or more career and technology education courses for three or more credits.

^{††}Percent of 12th grade students who follow an approved Tech-prep high school plan of study leading to postsecondary education and training. The student should have a four-year secondary plan of study that includes two or more career and technology education courses for three or more credits. The plan must also provide at least one option for articulated and/or concurrent credit at the postsecondary level.

OVERVIEW

Bastrop ISD faces significant changes. Student enrollment is growing dramatically. Sixty percent of current students receive free or reduced-price lunch, up 30% over the last seven years. One in seven is learning English. These trends make for more challenges, while community and employer expectations for student performance are rising.

Against this backdrop, district administrators and trustees are to be applauded for establishing annual performance targets and hiring staff responsible for managing efforts to meet these targets. On the top end, college enrollment and college and career readiness rates have both improved. TAKS graduation test passing rates stabilized, but high school graduation rates dropped noticeably. Preparation for high school improved for math and reading, though science TAKS passing rates seem to have fallen.

TASK FORCE RECOMMENDATIONS:

The Bastrop Chamber of Commerce works closely with Bastrop ISD through our Chamber Education Committee, the Bastrop Educational Improvement Committee, Character Education, Bastrop Education Foundation, E3 Alliance, Bastrop P-16 Council, Opportunity Bastrop and Friends of BISD and has participated in the Back to School Bash, College Night and TAPE. We are focused on assisting Bastrop ISD in arresting the two-year slide in high school completion rates and are reaching out through Workforce Meets Academia to solidify more community involvement.

- Trustees and Administration should redirect sufficient resources to arrest the two-year slide in high school completion rates and begin to make gains.
- As Bastrop ISD Trustees and Administration contemplate their 2009-10 budget, we recommend that they revisit whether the targets for high school completion are being met and whether interventions for 2009 will meet the district's target.
- Trustees and Administration should determine whether high school strategies and pilot strategic compensation program are sufficiently focused on the most pressing performance issues, which the Task Force identified above.
- Trustees should develop timelines and metrics which specifically define what closing the achievement gap means and should measure parent and community involvement.





HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER

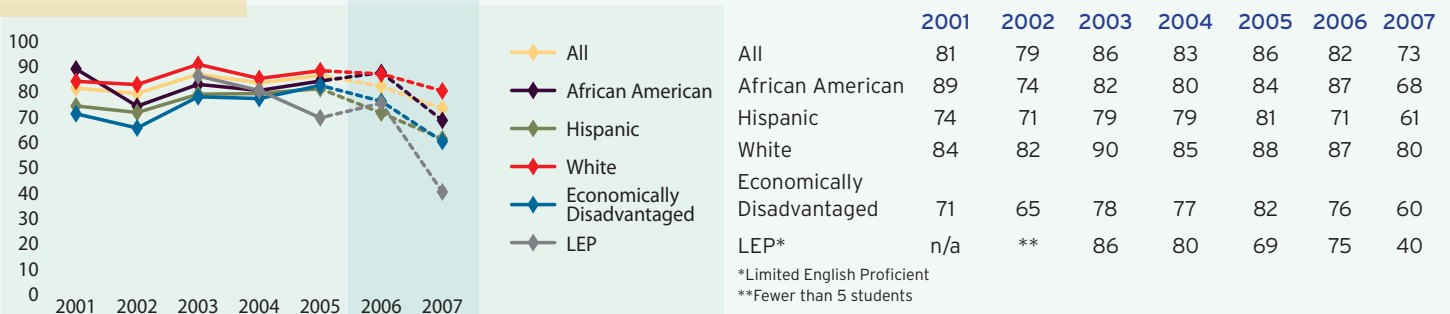
TASK FORCE FINDINGS:

- Bastrop's high school completion rate, which fluctuated over the last seven years, dropped dramatically in the most recent year due, in part, to more rigorous graduation expectations and a change in how completion is calculated.
- As the grade required to pass high school graduation TAKS tests increased, the Bastrop ISD passing rate fell. For 2007 and 2008, the grade required to pass remained the same. Student passing rates increased overall and across all student subpopulations, including a 10 percentage point jump to 74% for African American students.

HIGH SCHOOL GRADUATION RATE

High school graduation is achieved when a student earns a high school diploma and passes all relevant exit assessments within four years after entering high school. GED recipients and students who need longer than four years are not counted as graduates under this definition. **The methodology for calculating this rate changed in the 2005-06 school year, and the impact of that change will continue to be evident until all the data used to prepare the graduation rate are coming in under a uniform methodology. As such, graduation rates for the Classes of 2006 and 2007 are not directly comparable to those of prior years.**

Source: AEIS



HIGH SCHOOL GRADUATION TAKS PASSAGE

This measure represents the percent of students in each cohort who passed all four Texas Assessment of Knowledge and Skills (TAKS) graduation tests before the end of their 12th grade year. The number of items that needed to be answered correctly for a student to have met the passing standard increased each year for the Classes of 2005-2007. Thereafter, the passing standard remains the same.

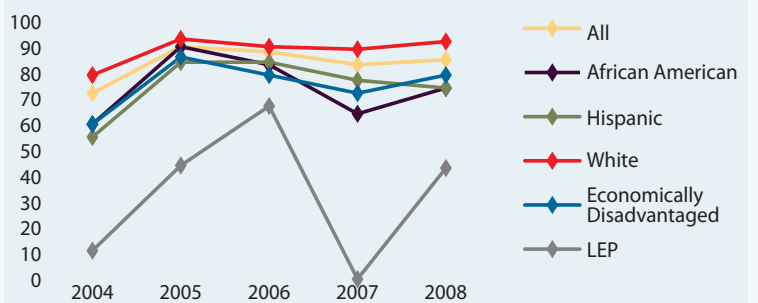
Source: AEIS

CUMULATIVE PASSING RATE ON EXIT-LEVEL TAKS (ALL SECTIONS)

	2004*	2005	2006	2007	2008
All	72	90	88	83	85
African American	60	90	83	64	74
Hispanic	55	84	84	77	74
White	79	93	90	89	92
Economically Disadvantaged	60	86	79	72	79
LEP**	11	44	67	0	43

*TAAS Scores; data represents 11th grade met standards on all tests on TAAS.

**Limited English Proficient



- College/career readiness rates improved significantly in math, from 44% to 60%, while the overall rate edged up in 2007.
- Direct enrollment into college improved seven percentage points to 43%.
- Exit-level writing TAKS performance at the college-readiness level increased over the past several years.

COLLEGE/CAREER READINESS

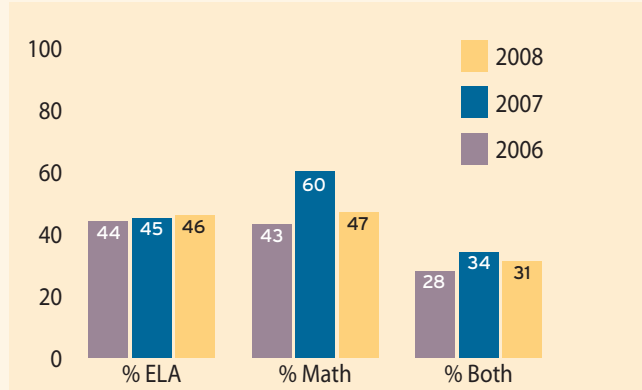
The task force considers students ready for success in higher education or the high-performance workplace if they meet or exceed the following performance standard(s):

English/Language Arts (ELA), meet at least one of the following: Scale score of at least 2200 on the ELA exit-level TAKS with a 3 or more on the essay, **OR** composite score of at least 1070 on the SAT with a minimum score of 500 on Critical Reading component **OR** composite score of at least 23 on the ACT with a minimum score of 19 on the English component.

Math, meet at least one of the following: Scale score of at least 2200 on the math exit-level TAKS, **OR** composite score of at least 1070 on the SAT with a minimum score of 500 on the math component **OR** composite score of at least 23 on the ACT with a minimum score of 19 on the math component.

Both: Students who have achieved college readiness in both ELA and math through any of the above formulas.

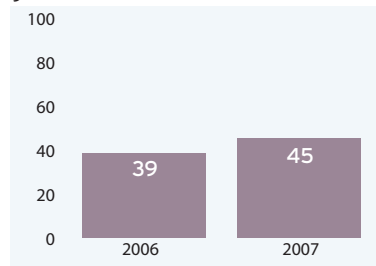
Source: AEIS and Bastrop ISD calculations



DIRECT TO COLLEGE ENROLLMENT RATE

Percent of high school graduates enrolled in Texas community colleges or four-year degree-granting institutions by the fall following graduation. This does not include students enrolled in out-of-state colleges and universities or students who do not have Social Security numbers.

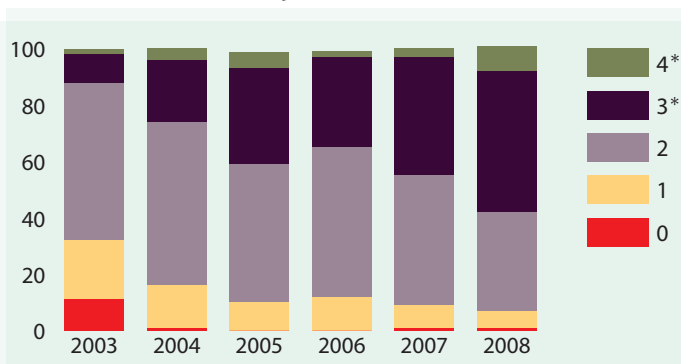
Source: Texas Higher Education Coordinating Board



HIGH SCHOOL EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)

Percent of students who score a 0, 1, 2, 3 or 4 on the written composition component of the TAKS exit-level ELA exam. A student passes the writing section of TAKS with a score of 2 or above. **A student demonstrates college readiness in writing with a score of 3 or higher.***

Source: TAKS Reports



	2003	2004	2005	2006	2007	2008
4*	2	4	6	2	3	9
3*	10	22	34	32	42	50
2	56	58	49	53	46	35
1	21	15	10	12	8	6
0	11	1	0	0	1	1



MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

For the 2007-08 school year eighth grade students needed to pass TAKS in reading and math to demonstrate readiness for high school and ensure promotion to the ninth grade. Although eighth graders who fail the TAKS may still be promoted if their parents and school staff agree they can succeed at the higher grade, bypassing the TAKS passing requirement generally does not prepare students for success.

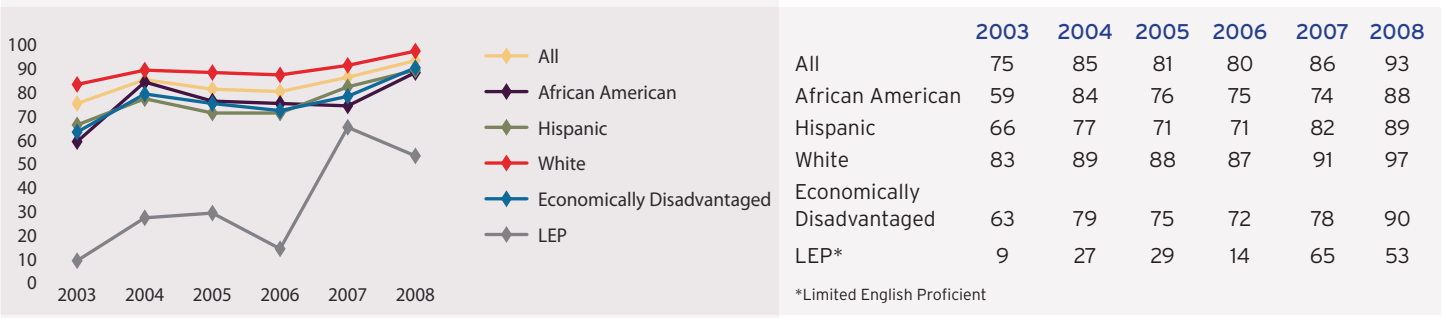
- Eighth grade reading TAKS passing rates now exceed 90%, with small increases for all subpopulations (except English learners) and a large increase for African Americans.

8TH GRADE TAKS

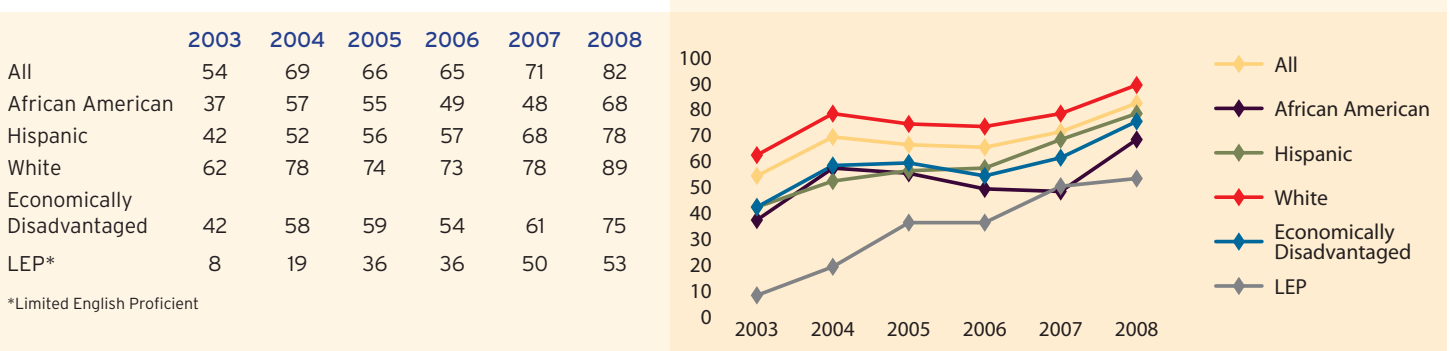
This measure displays the percentage of eighth grade students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests. This measure determines the percentage of eighth grade students on track or prepared for high school-level course work. Eighth grade students were required to meet the panel-recommended standard by the end of the 2007-08 school year in math and reading in order to ensure promotion to ninth grade. However a student who fails TAKS may still be promoted if a grade placement committee composed of a student's parent and school staff agree he or she can succeed at the higher grade. The eighth grade science test was first administered in 2006. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard – in effect for spring 2008 – for science each year.

Source: TAKS reports

PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



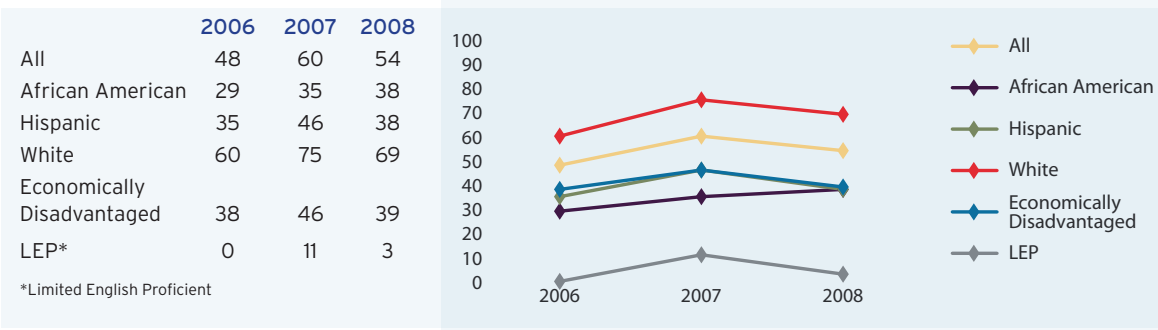
PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION MATH TAKS (CUMULATIVE)



- Eighth grade math TAKS passing rates also saw significant increases. The performance gap between white and African American students was cut in half. Much work remains to prepare the remaining 20% for algebra in high school.
- Science is the most pressing issue at the middle school level, where performance actually declined year over year.



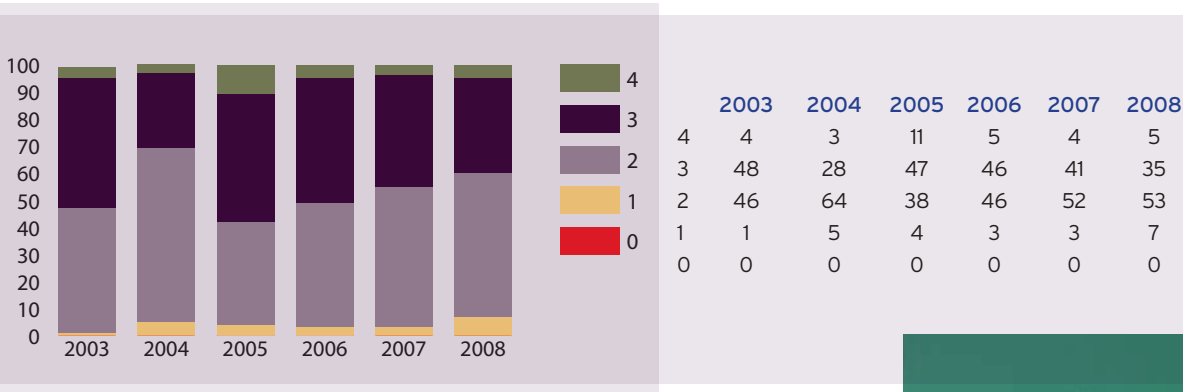
PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION SCIENCE TAKS



7TH GRADE WRITING TAKS

Percent of students who score a 0, 1, 2, 3 or 4 on the seventh grade writing TAKS. A student passes the writing section of TAKS with a score of 2 or higher and earns a Commended Performance award with a score of 3 or higher.

Source: TAKS reports





ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL

TASK FORCE FINDINGS:

- Elementary school performance is the strongest among the three levels of Bastrop ISD.
- Fifth grade TAKS reading passing rates seem to have reached a plateau in the high 80% passing rate range.
- After five years of solid growth, fifth grade math TAKS passing rates went down in what we hope is a one-year phenomenon.
- Third grade reading and math TAKS performance is strong. Each subgroup passed the reading TAKS at rates exceeding 90%.

5TH GRADE TAKS

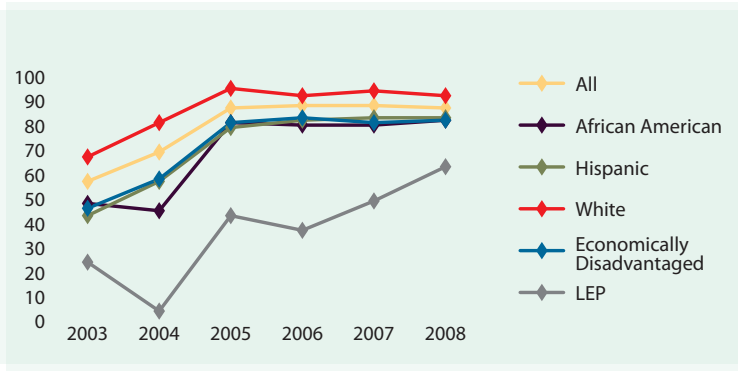
This measure shows the percent of fifth grade students prepared for middle school reading and math by meeting or exceeding the State Board of Education panel's recommended standards on the fifth grade reading and math TAKS. Beginning with the 2004-05 school year, fifth grade students were required to meet panel recommendation for promotion to middle school, although a student can bypass this requirement with approval of a grade placement committee.

Source: TAKS reports

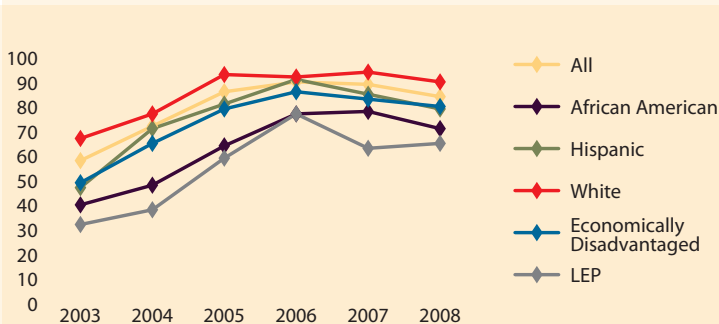
PERCENT OF 5TH GRADERS WHO MET PANEL RECOMMENDATION READING TAKS (CUMULATIVE)*

	2003	2004	2005	2006	2007	2008
All	57	69	87	88	88	87
African American	48	45	81	80	80	82
Hispanic	43	57	79	82	83	83
White	67	81	95	92	94	92
Economically Disadvantaged	46	58	81	83	81	82
LEP**	24	4	43	37	49	63

*All results are for English test version only, not Spanish
 **Limited English Proficient



PERCENT OF 5TH GRADERS WHO MET PANEL RECOMMENDATION MATH TAKS (CUMULATIVE)*



	2003	2004	2005	2006	2007	2008
All	58	72	86	90	89	84
African American	40	48	64	77	78	71
Hispanic	47	71	81	91	85	79
White	67	77	93	92	94	90
Economically Disadvantaged	49	65	79	86	83	80
LEP**	32	38	59	77	63	65

*All results are for English test version only, not Spanish
 **Limited English Proficient

ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL

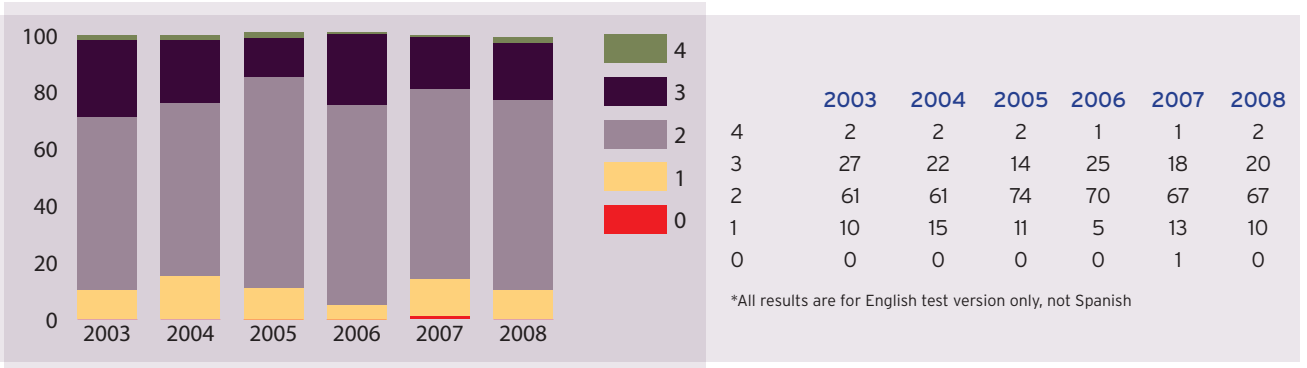


4TH GRADE WRITING TAKS

Percent of students who score a 0, 1, 2, 3 or 4 on the fourth grade writing TAKS. A student passes the writing TAKS with a score of 2 or higher and earns a Commended Performance award with a score of 3 or higher.

Source: TAKS reports

4TH GRADE WRITING TAKS*



3RD GRADE TAKS

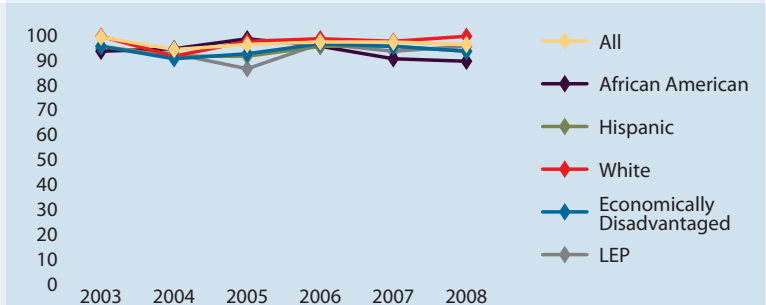
Percent of third grade students who demonstrated sufficient reading and math skills to meet the State Board of Education panel's recommended standard on the third grade reading and math TAKS.

Source: TAKS reports

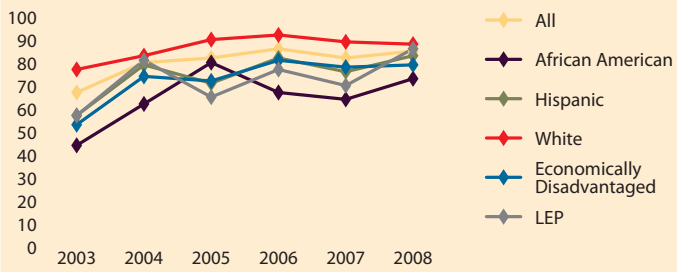
PERCENT OF 3RD GRADERS WHO MET PANEL RECOMMENDATION READING TAKS (CUMULATIVE)*

	2003	2004	2005	2006	2007	2008
All	98	93	95	96	96	95
African American	93	94	98	95	90	89
Hispanic	95	91	91	95	95	93
White	99	91	97	98	97	99
Economically Disadvantaged	95	90	92	96	95	93
LEP**	94	92	86	96	93	95

*All results are for English test version only, not Spanish
 **Limited English Proficient



PERCENT OF 3RD GRADERS WHO MET PANEL RECOMMENDATION MATH TAKS (CUMULATIVE) *



	2003	2004	2005	2006	2007	2008
All	67	80	82	86	82	85
African American	44	62	80	67	64	73
Hispanic	57	79	71	82	76	83
White	77	83	90	92	89	88
Economically Disadvantaged	53	74	72	81	78	79
LEP**	57	81	65	77	70	86

*All results are for English test version only, not Spanish
 **Limited English Proficient



ABOUT THE AUSTIN CHAMBER COMMUNITY EDUCATION PROGRESS REPORT

This Community Education Progress Report, developed and issued by the Austin Chamber of Commerce Progress Report Task Force, is a tool for the community to track performance trends in area school districts. It is focused on Bastrop ISD's success in high school completion rates and college/career readiness and enrollment, and monitors additional student performance indicators that predict success leading up to high school. The Task Force is enthusiastic about partnering with additional business organizations to support continued improvement of educational outcomes and is expanding to include other area school districts in this and subsequent years. The Progress Report does not compare Bastrop ISD with other area, Texas or U.S. school districts. The intent of this report is to compare Bastrop ISD's performance to our task force expectations, not the relative performance of other communities.

If you have questions, please contact Drew Scheberle, Senior Vice President of Education and Talent Development at the Austin Chamber of Commerce at 512.322.5628 or dscheberle@austinchamber.com.

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