



READY, SET, GOAL!

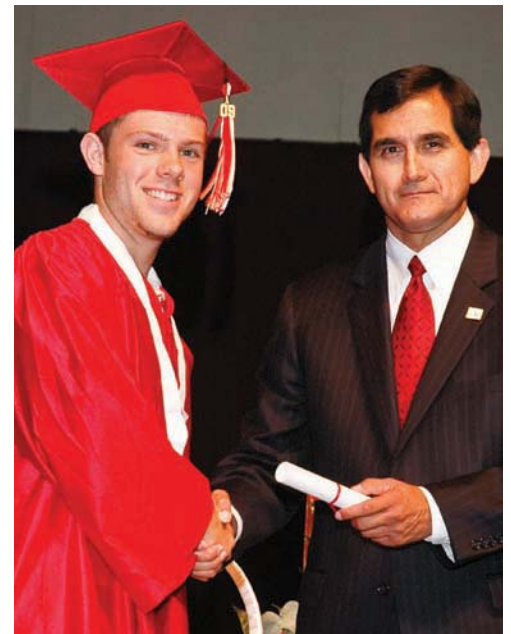
AUSTIN CHAMBER OF COMMERCE PRESENTS

2009 Del Valle ISD Education Progress Report



PURPOSE

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



ABOUT DEL VALLE ISD*

Del Valle ISD is a Texas Education Agency (TEA) *Recognized* school district located in southeastern Travis County. Named for an 1832 Mexican land grant, Del Valle ISD spans 174 square miles and serves as the unifying hub for the communities of Garfield, Creedmoor, Mustang Ridge, Elroy, Pilot Knob, Webberville, and Hornsby Bend.

Over the past seven years, Del Valle ISD has experienced significant growth, increasing from 7,321 students in 2002-03 to over 10,000 students in 2009-10. The district has 11 campuses: one high school, an alternative school-of-choice, two middle schools, and seven elementary schools. Del Valle High School is a *Recognized* campus, as are five of the seven elementary schools. The other two elementary schools are both *Exemplary* campuses which were identified by TEA as Title I Distinguished Performance Schools for 2008-09.

Del Valle ISD is committed to doing "whatever it takes" (the district's motto) to promote and provide quality education through innovative programs for all children and community members. The district believes in the importance of collaboration with parents and the community in creating effective learning environments. This commitment is reflected in the following Points of Pride:

- 2008-09 Secondary Teacher of the Year in Region XIII (Leticia Hallmark, Del Valle MS)
- 2008-09 Milken Educator Award winner (Adelaida Olivares, Del Valle HS)
- TEA recognized Best Practices for Middle School Social Studies (Del Valle MS)
- Coats for Kids and Food in Tummies partnerships with the Junior League of Austin
- Early College Start and College Connection partnerships with Austin Community College

Additional Points of Pride are highlighted on the district's website at: <http://delvalle.tx.schoolwebpages.com>

* Provided by Del Valle ISD.

AUSTIN CHAMBER OF COMMERCE'S INVESTMENTS IN EDUCATION

Through the \$19 million, five-year economic development strategy called Opportunity Austin 2.0, the Austin Chamber works to increase Metro Austin's home-grown college enrollment rate from approximately 67,000 or 4.4 percent of the local population in 2005 to 100,000 or 6 percent in 2015. The Chamber funds and coordinates regional efforts to ensure 80% Apply Texas application submission rates; tutoring at Metro Austin high schools to increase college-ready graduates by 15% annually and events to increase 7 percent annually submission of the Free Application for Federal Student Aid. The Austin Chamber makes an annual investment of more than \$50,000 in Skillpoint Alliance to help Del Valle students through the Career and Postsecondary Education Planning (CAPP) program.

GOAL

This report focuses on communicating the school district's progress toward achieving its specific performance goals and on tracking progress toward two of the Austin Chamber's main goals as outlined in Opportunity Austin and the Austin Chamber-led 20,010 by 2010 initiative:

- Increase Metro Austin higher education student enrollment by 20,010 students by 2010.
- Close achievement gaps among economic, ethnic and racial groups.

DEL VALLE ISD 2008-09 SNAPSHOT

Enrollment	9,498	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.48
Percent Non-white	92%	2008-09 Operations Budget	\$73,093,846
Percent Economically Disadvantaged	81%	Average Percent Daily Attendance for Grades 6 - 12	95%
Percent English Language Learners	30%	Percent of Graduates who took SAT or ACT Exam*	52%
2009 Graduates	425	Average Teacher Salary	\$46,637
Number of Campuses	11	Average Teacher Years of Experience	8
Number of Employees	1,389		
Business/Community Involvement:			
• Total Adopt-A-School Contributions	\$305,320		

Sources: Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), Local budget data

*Indicator lags one year.

OVERVIEW

Del Valle ISD is a growing district with rising populations of low income and English language learning students. In 2008-09, 81 percent of the district's students were economically disadvantaged and 30 percent were classified as English language learners.

In recent years, Del Valle ISD's direct-to-college enrollment and college/career readiness rates have risen, thanks to the district's increased emphasis on creating a college-going culture beginning in the elementary grades and continuing through high school. This emphasis on college and career readiness is reflected in district initiatives including the College Connections partnership with Austin Community College and the "Walls of Fame" at Del Valle High School and Del Valle Opportunity Center, where graduating seniors are honored with posters indicating their post-secondary plans. For the Class of 2008, Del Valle High School had the greatest increase in its direct-to-college enrollment rate of any Metro Austin high school.

The percentage of elementary and middle school students who are prepared for middle and high school work, respectively, has risen over the past three years in most subjects. In 2008-09, 68 percent of eighth graders were prepared for high school science while 82 percent of fifth graders were prepared for middle school science. The district plans to align its resources to ensure that 90 percent of eighth graders and 90 percent of fifth graders are prepared for high school and middle school science, respectively, by 2014.

Del Valle ISD achieved a four-year graduation rate of 82 percent for the class of 2008, including an 81 percent graduation rate for economically disadvantaged students. One of the primary areas of focus of the district is to maintain its graduation rate while also dedicating the instructional and monetary resources necessary to improve the performance of its graduating students on college/career readiness measures.

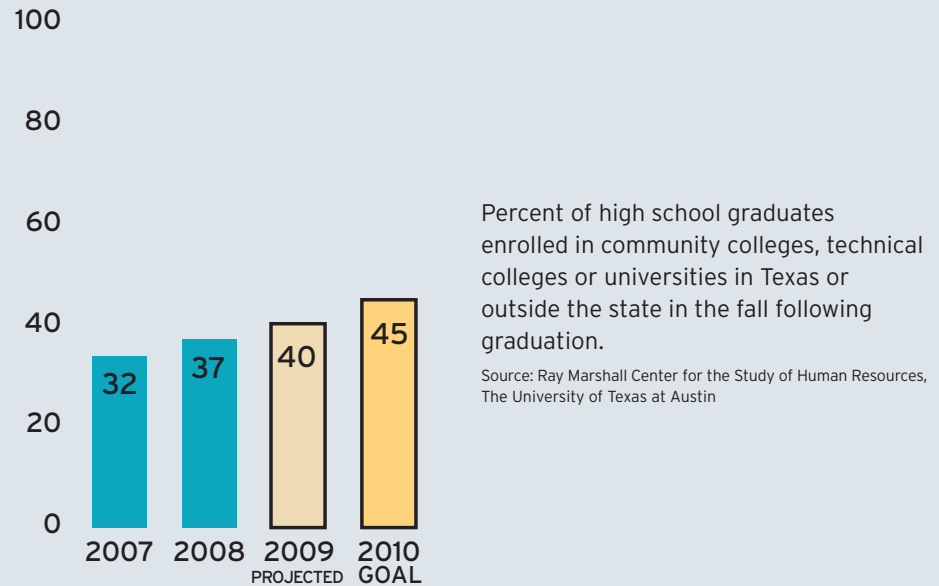
TASK FORCE RECOMMENDATIONS:

- Trustees and administration should include Progress Report performance measures and annual performance goals for each measure—particularly direct-to-college enrollment, college/career readiness and graduation rates—in their existing strategic plan and should use the strategic plan to guide decisions about allocating resources.
- Trustees and administration should determine whether existing strategies are sufficiently focused on improving direct-to-college enrollment and college readiness rates.
- Trustees and administration should continue to direct resources to improve student performance on college/career-readiness performance measures as well as graduation rates.
- Trustees and administration should determine if English language learners are reaching classroom English language proficiency at an appropriate pace.
- Trustees and administration should continue to evaluate and implement effective programs designed to accelerate performance gains in areas including high school graduation, college readiness and direct-to-college enrollment.

HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER TASK FORCE FINDINGS:

- Twenty-four percent of the class of 2008 was ready for college or the high-performance workplace—a 60-percent increase from the class of 2007—and 37 percent enrolled directly in higher education, a 16 percent increase from the class of 2007.
- A greater proportion of the class of 2008 than the class of 2007 graduated in four years with the graduation rate rising from 73 percent to 82 percent.
- After big jumps in the percentage of seniors passing the graduation TAKS for the class of 2008, the percentage of seniors passing the graduation TAKS fell slightly for the class of 2009.
- The percentage of students scoring at the higher Commended Performance level has risen for all subjects over the past four years, but Commended Performance rates for math and science remained just over ten percent.

DIRECT-TO-COLLEGE ENROLLMENT



COLLEGE/CAREER READINESS

Percent of students academically prepared for higher education or the high-performance workplace. The task force considers students ready for success in higher education or the high-performance workplace if they meet or exceed the following performance standards based on state college readiness indicators. Students who do not reach these standards must take remedial classes if they enroll in Texas public colleges or universities.

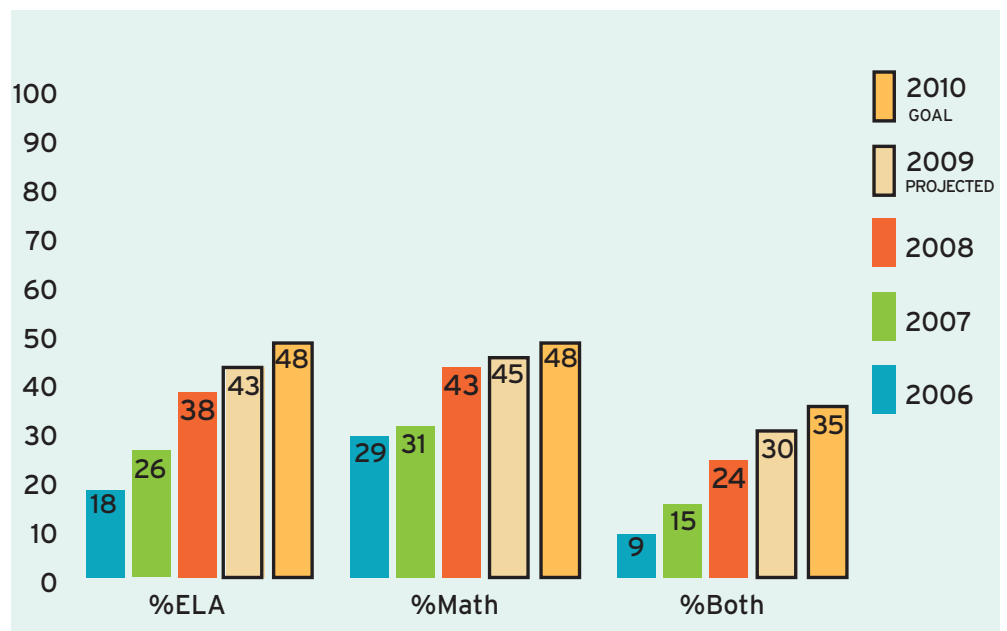
English Language Arts (ELA):

- Scale score of at least 2200 on the English language arts exit-level TAKS with a three or higher on the essay; OR
- SAT composite score of at least 1070 with a minimum of 500 on the critical reading component; OR
- ACT composite score of at least 23 with a minimum of 19 on the English component

Math:

- Scale score of at least 2200 on the math exit-level TAKS; OR
- SAT composite score of at least 1070 with a minimum of 500 on the math component; OR
- ACT composite score of at least 23 with a minimum of 19 on the math component

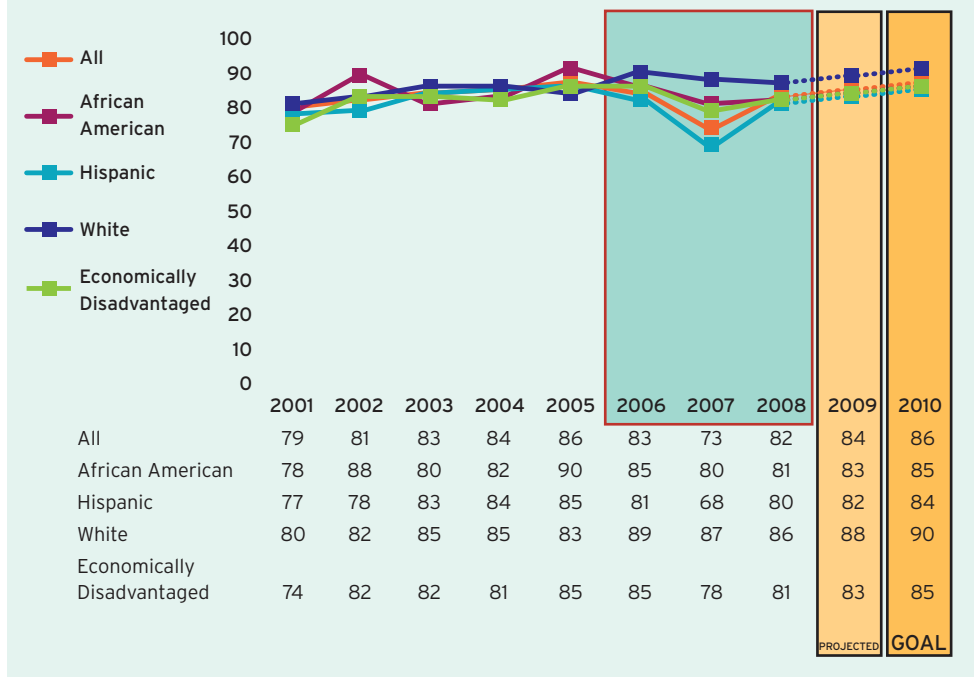
Source: AEIS



HIGH SCHOOL GRADUATION

Percent of students who earned high school diplomas and passed all relevant exit assessments within four years of entering high school. GED recipients and students who need longer than four years to graduate 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 calculated under a uniform methodology. As such, 2006-08 rates are not directly comparable to those of prior years or to each other.

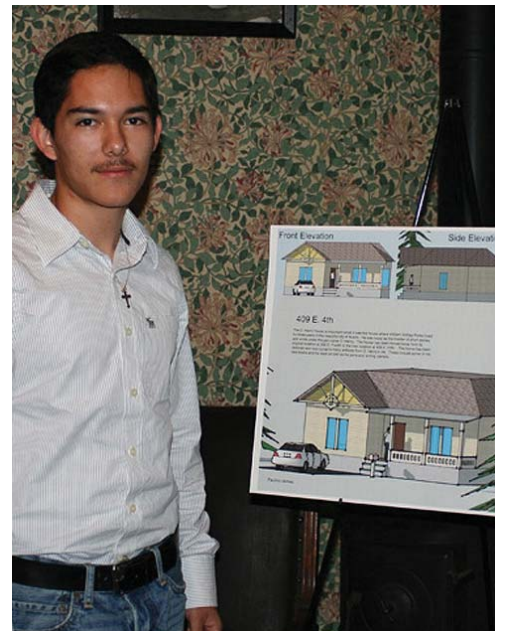
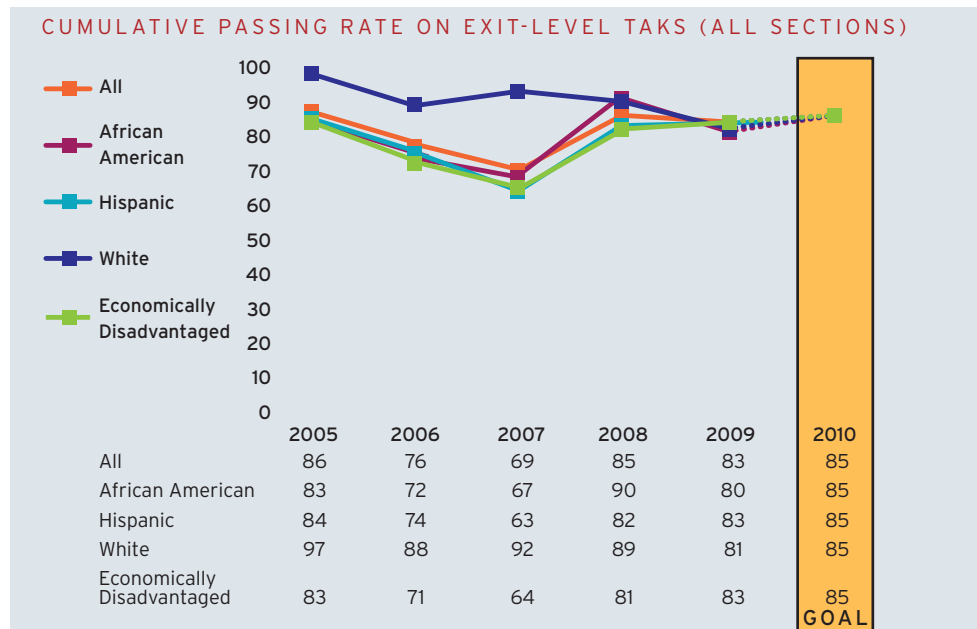
Source: AEIS



HIGH SCHOOL GRADUATION TAKS

Percent of all students in each cohort who passed all four TAKS graduation tests before the end of 12th grade. 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 2005-07. Thereafter, the passing standard remained the same.

Source: AEIS



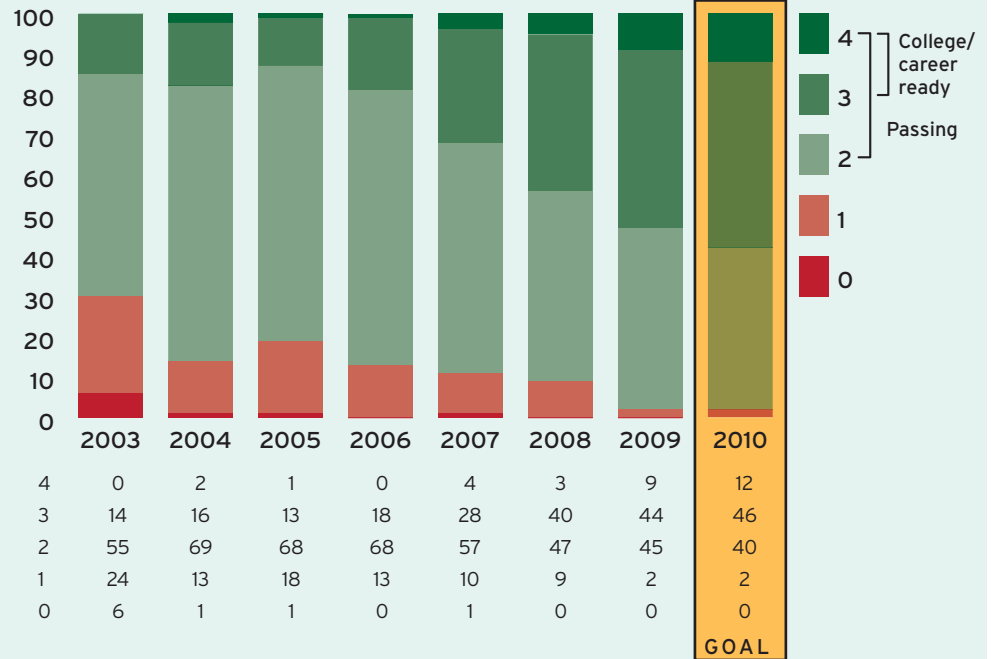


HIGH SCHOOL GRADUATION ENGLISH LANGUAGE ARTS TAKS (WRITING)

Percent of high school juniors who scored a zero, one, two, three or four on the written composition component of the graduation English language arts TAKS. A student passes with a score of two or higher and demonstrates college/career readiness in writing with a score of three or higher.

Source: TAKS Reports. Percentages may not sum to 100 due to rounding.

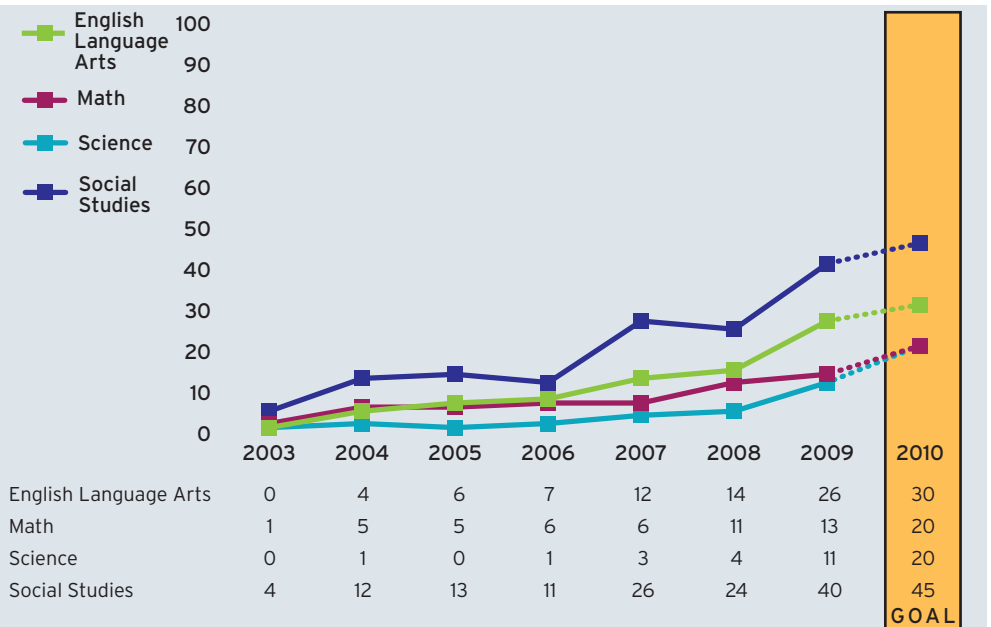
SCORE DISTRIBUTION ON EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)



COMMENDED PERFORMANCE: GRADUATION TAKS

Percent of high school juniors meeting Commended Performance standard on the graduation TAKS. Students who score at or above the Commended Performance level have shown a thorough understanding of grade-level knowledge and skills, beyond the college/career readiness threshold level. The State Board of Education has determined that individual scale scores of at least 2400 indicate Commended Performance.

Source: TAKS Reports





MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

- Nearly all students were prepared for high school-level work in reading.
- Eighty-seven percent of students were prepared for high school math, a proportion that has grown over the past five years.
- Sixty-eight percent of students were prepared for high school science. This percentage has grown in each of the past three years.
- The percentage of students scoring at the higher Commended Performance level in each subject has gradually risen over the past four years

EIGHTH GRADE TAKS

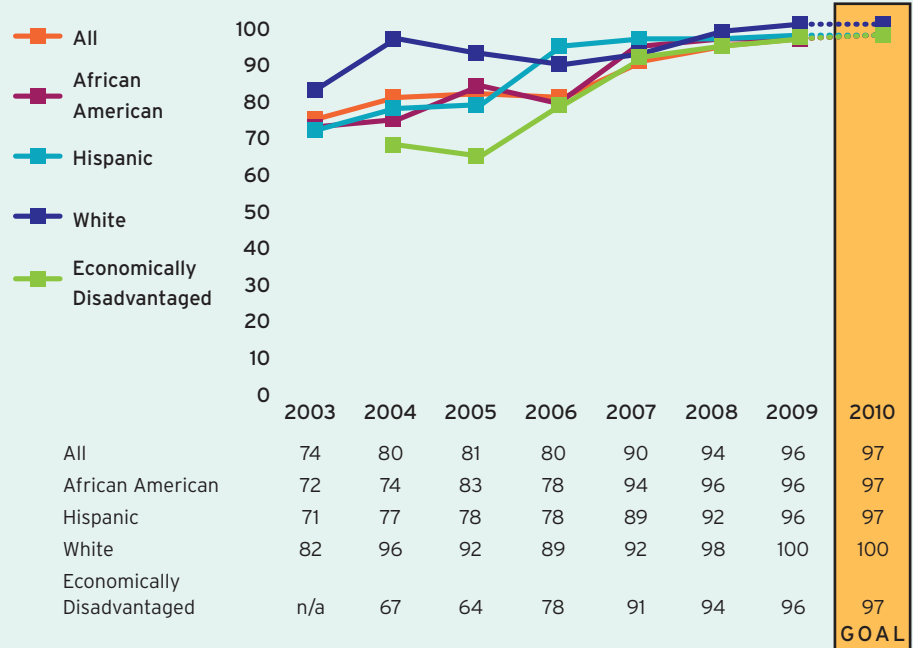
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

Starting in the 2007-08 school year, eighth graders were required to meet the panel-recommended standard in math and reading to ensure promotion to ninth grade. However, a student who fails the 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.

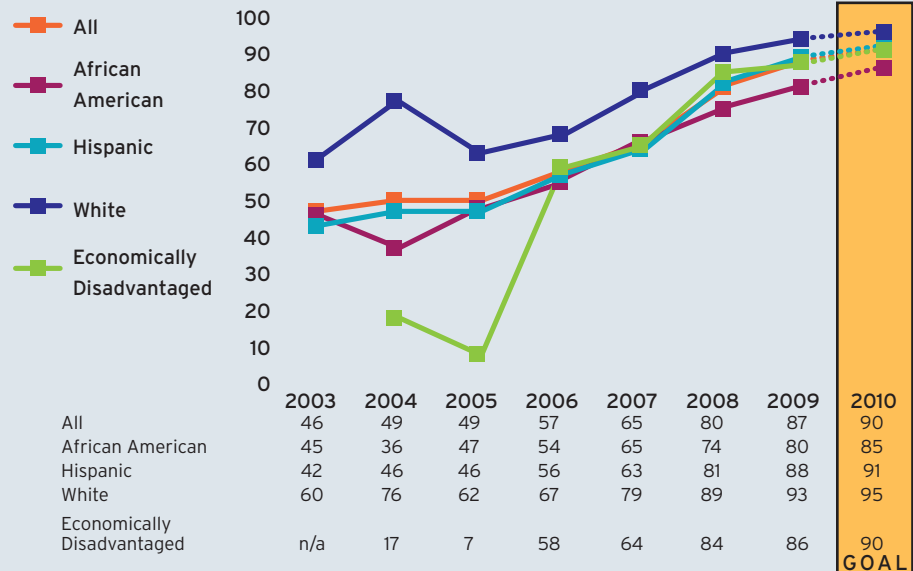
The eighth grade science test was first administered in 2006. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard—in effect starting in spring 2008—for science each year.

Source: TAKS Reports

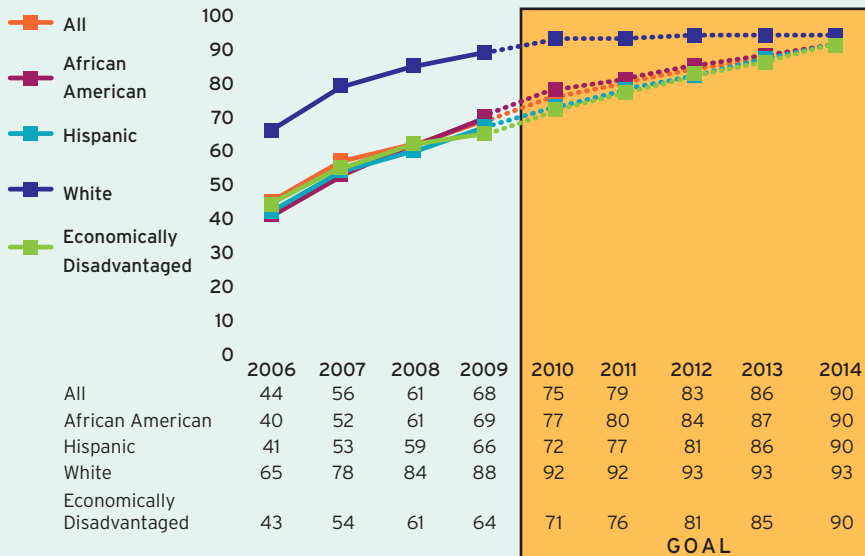
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION MATH TAKS (CUMULATIVE)



PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS



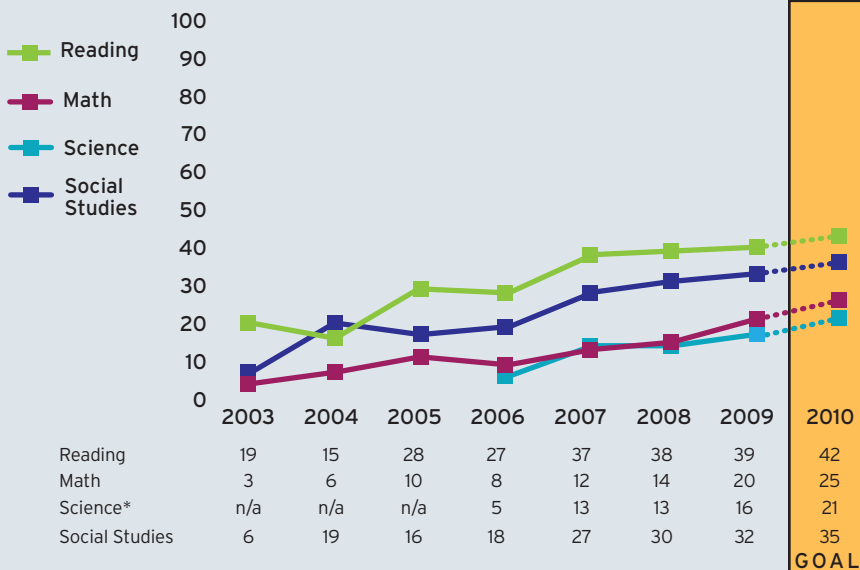
COMMENDED PERFORMANCE: EIGHTH GRADE TAKS

Percent of students meeting Commended Performance standard on the eighth grade TAKS.

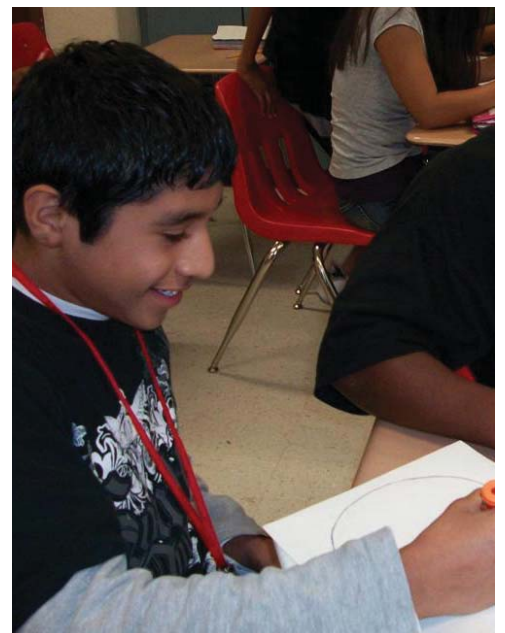
According to the State Board of Education, students who score at or above the Commended Performance level have shown a thorough understanding of grade-level knowledge and skills, beyond the passing level.

The State Board of Education has determined that individual TAKS scale scores of at least 2400 indicate Commended Performance.

Source: TAKS Reports



*The eighth grade science TAKS was instituted in the 2005-06 school year.



ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL TASK FORCE FINDINGS:

- From 2005 to 2008, the percentage of fifth graders passing the TAKS Reading test averaged 89 percent. In 2009, this percentage dropped to 84 percent.
- Eighty-eight percent of students were prepared for middle school math, the same proportion as in the previous two years.
- Eighth-two percent of students were prepared for middle school science, a proportion that has grown over the past three years.
- The percentage of students scoring at the higher Commended Performance level in math and science has trended upward over the past four years, while the percent scoring at the Commended Performance level in reading has remained at around 15 percent.

FIFTH GRADE TAKS

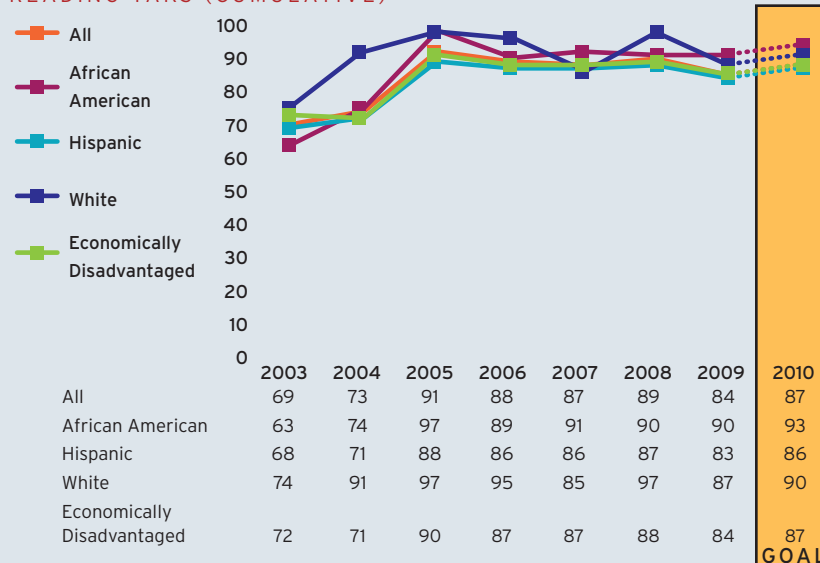
This measure shows the proportion of fifth grade students prepared for middle school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standards on the fifth grade TAKS tests.

Starting in the 2004-05 school year, fifth graders were required to meet the panel-recommended standard in math and reading to ensure promotion to sixth grade. However, a student who fails the 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.

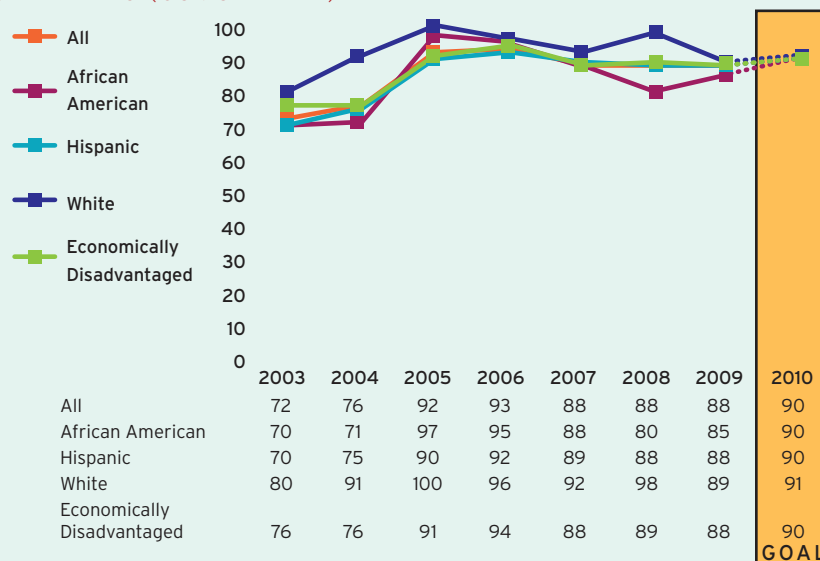
The fifth grade science test was first administered in 2003. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard-in effect starting in spring 2005—for science each year.

Source: TAKS Reports, English and Spanish test results combined

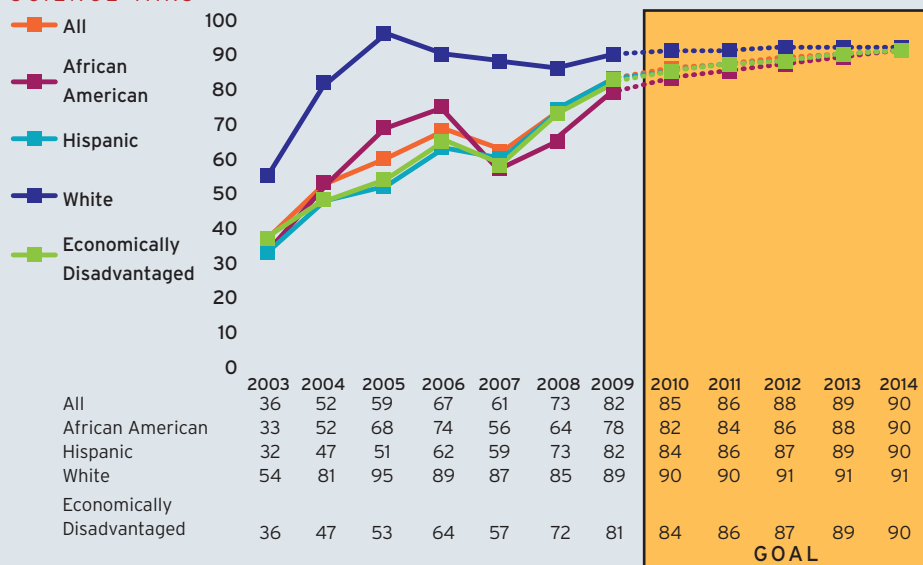
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION MATH TAKS (CUMULATIVE)



PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS



EDUCATING ENGLISH LANGUAGE LEARNERS

TASK FORCE FINDINGS:

- Del Valle ISD's percentage of students learning English has risen over the past three years, reaching 30 percent, or approximately 2,850 students, in 2008-09.
- Sixty-two percent of those students made the expected level of progress toward classroom English proficiency.

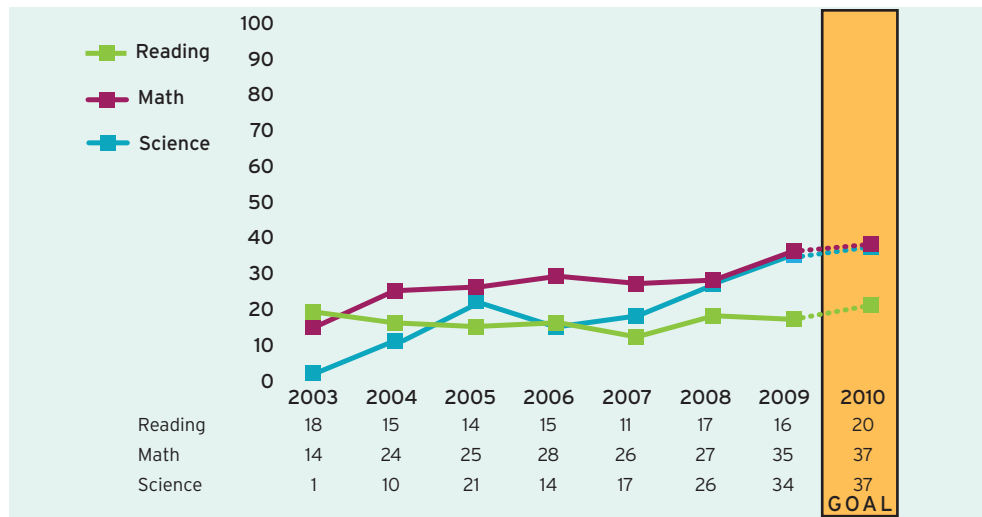
COMMENDED PERFORMANCE: FIFTH GRADE TAKS

Percent of students meeting Commended Performance standard on the fifth grade TAKS.

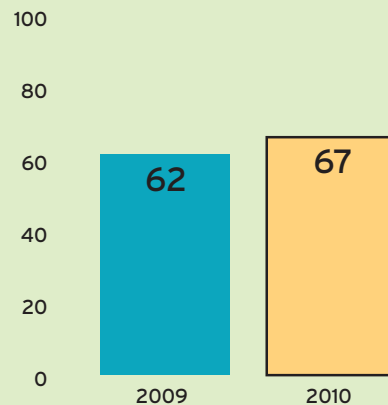
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The State Board of Education has determined that individual TAKS scale scores of at least 2400 indicate Commended Performance.

Source: TAKS Reports



PERCENT OF ENGLISH LANGUAGE LEARNERS PROGRESSING AT LEAST ONE LEVEL IN LANGUAGE ACQUISITION



EDUCATING ENGLISH LANGUAGE LEARNERS

Texas schools must administer an English language proficiency assessment called the Texas English Language Proficiency Assessment System (TELPAS) in listening, speaking, reading, and writing to English language learners in kindergarten through grade 12.

The TELPAS measures the learning of English according to a second language acquisition continuum that reflects distinct stages of second language proficiency: beginning, intermediate, advanced, and advanced-high. Students who have reached the advanced-high level are able to use academic English in classroom activities with little English-language support.

Source: TELPAS Reports

ABOUT THE AUSTIN CHAMBER EDUCATION PROGRESS REPORT

This Education Progress Report, one of ten Education Progress Reports developed and issued by the Austin Chamber of Commerce Progress Report Task Force, is a tool for the community to track school district performance trends. It focuses on high school graduation, college/career readiness and post-secondary enrollment rates, 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. The intent of this report is to compare school district performance to community expectations, not to other area, Texas or U.S. school districts.

For more information, contact Drew Scheberle, Austin Chamber of Commerce Senior Vice President of Education and Talent Development, at 512.322.5628 or dscheberle@austinchamber.com.

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