



READY, SET, GOAL!

AUSTIN CHAMBER OF COMMERCE PRESENTS

2009 Eanes 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 Eanes 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 EANES ISD*

Eanes ISD prides itself on preparing students extraordinarily well for success in college and beyond. Approximately 98.6 percent of Westlake High School's 2009 graduating class submitted college applications, and many matriculated to prestigious, world-class universities. Not only do a high percentage of Eanes graduates continue their education, they find themselves extremely well-positioned to successfully tackle academic challenges. Preparation for academic success is a joint effort between high-quality staff, student effort, deeply involved parents, a supportive community and a curricular focus that promotes collaboration between teachers at all levels.

Eanes ISD and Westlake High School have national reputations for excellence. Westlake has been ranked among the top high schools in the country every year by Newsweek magazine. Eanes ISD schools also have earned recognition from other sources, including U.S. News and World Report, the Children at Risk organization and the Texas ACT Council.

Curriculum at Eanes ISD is based on the concept of "vertical alignment," which coordinates curriculum from grade level to grade level. This "12 through K" approach considers what skills and knowledge a graduate needs to succeed in college and career, then challenges teachers to provide students with the tools needed to succeed at the next grade level.

Instruction prepares students for challenges they will face in a fast-paced world influenced by forces including multiple information sources, globalization and advancing technology. High school courses supporting this focus include Chinese, Robotics, Health Sciences, Biotechnology and Film Production. Westlake High School also has a comprehensive Career and Technical Education program that encompasses areas such as business, health-related professions, and technology. Some courses offer dual-credit opportunities for students to earn college credit.

The 32 Advanced Placement (AP) courses offered at Westlake High School also provide students with a higher level of academic rigor and the potential to earn college credit. In recent years, about 80 percent of students taking AP exams have received scores of 3 or higher, which earns college credit at most universities.

* Provided by Eanes ISD.

WESTLAKE CHAMBER OF COMMERCE'S INVESTMENTS IN EDUCATION

The Westlake Chamber of Commerce Education Task Force is pleased to report Eanes ISD students' continued excellent performance across all metrics in 2009. The Westlake Chamber supports Eanes ISD and the Eanes Education Foundation with donations of both time and money. Each year Westlake and Austin Chamber members work with district officials to identify key metrics on which to focus in an effort to inform our business community about the progress and achievements of Eanes students. A key goal for 2010 is to increase the number of students achieving the Commended range on TAKS tests and to support continuous improvement of the college and career readiness rates for graduating students.

GOAL

This report focuses on communicating the school district's progress towards achieving its specific performance goals and on tracking progress towards 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.

EANES ISD 2008-09 SNAPSHOT

Enrollment	7,330	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.20
Percent Non-white	19%	2008-09 Operations Budget without State Recapture	\$58,505,794
Percent Economically Disadvantaged	3%	2008-09 Operations Budget with State Recapture	\$108,857,891
Percent English Language Learners	1%	Average Percent Daily Attendance for Grades 6 - 12	97%
2009 Graduates	624	Percent of Graduates who took SAT or ACT Exam*	100%
Number of Campuses	9	Average Teacher Salary	\$50,284
Number of Employees	1,033	Average Teacher Years of Experience	14
Business/Community Involvement:			
• Eanes Education Foundation contribution to academic activities	\$835,000		

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

OVERVIEW

Eanes ISD students continue to score at the top end of all performance indicators. Ninety-six percent of the Class of 2008 graduated in four years, 82 percent graduated ready for college or the high-performance workplace and 87 percent enrolled in college in the fall following graduation.

Eanes ISD has the highest college/workforce readiness and direct-to-college enrollment rates of all Metro Austin school districts.

Because nearly all Eanes ISD students meet the state accountability system's minimum standards, the district uses other measures, including the percentage of students performing at the higher, Commended Performance level on the TAKS and AP test participation and results, to measure its performance.

In the 2009-10 school year, Eanes ISD plans to maintain or increase TAKS passing rates for all student groups and in all subjects to at or above 90 percent, the state's exemplary rating standard; increase the number of students scoring in the Commended Performance range on all TAKS tests; increase college readiness rates; and provide more opportunities for students to earn college credit.

Continued focus on college and career readiness rates has already led to improvement in the percentage of Eanes ISD students who graduate academically ready to enter college or the high performance workplace without the need for remediation. The district's leadership is also involved in a national effort to determine and measure a broader definition of college readiness.

Less than 200 of Eanes ISD's 7,330 students in 2008-09 were economically disadvantaged. The performance of this small group is strong at all levels. However, this group's middle and high school-level TAKS passing rates lag behind those of other students.

TASK FORCE RECOMMENDATIONS:

- Trustees and administration should consider including specific, annual performance goals for appropriate Progress Report performance measures in their existing strategic plan and should continue to use the strategic plan to guide decisions about allocating resources.
- Trustees and administration should continue to work with the Chamber Task Force and other partners to identify appropriate measurable "next stage" performance indicators beyond the state accountability system's minimum standards.
- Trustees and administration should continue to provide key counseling and academic services to close the gap between students who report they intend to go to college and those who enroll in the fall following graduation.
- Trustees and administration should provide key counseling and academic services to finish the task of preparing all students who graduate high school for college and the high-performance workplace.
- Trustees and administration should determine whether a strategic compensation program could help accelerate performance gains in areas including college/career readiness and direct-to-college enrollment.

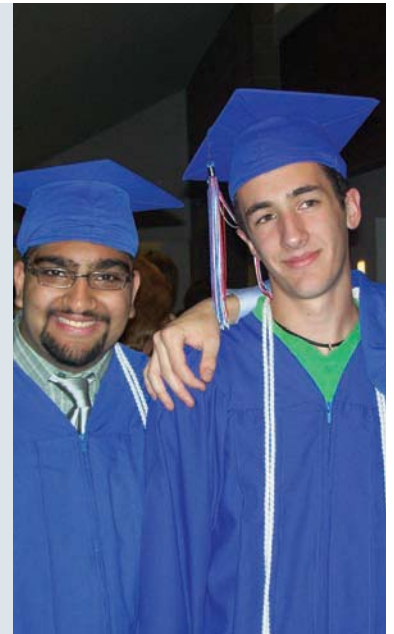
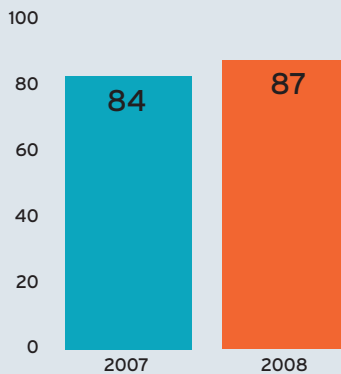
HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER TASK FORCE FINDINGS:

- A greater proportion of the class of 2008 than the previous class enrolled in college and was ready for college or the high-performance workplace.
- Eanes ISD's graduation and graduation TAKS passing rates held steady at just under 100 percent.
- Performance on the writing graduation TAKS improved so that 90 percent of seniors were able to write at a college-ready level.
- The proportion of students scoring at the higher Commended Performance level on the graduation TAKS continued to rise for most subject areas.

DIRECT-TO-COLLEGE ENROLLMENT

Percent of high school graduates enrolled in community colleges, technical colleges or universities in Texas or outside the state in the fall following graduation.

Source: Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin



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

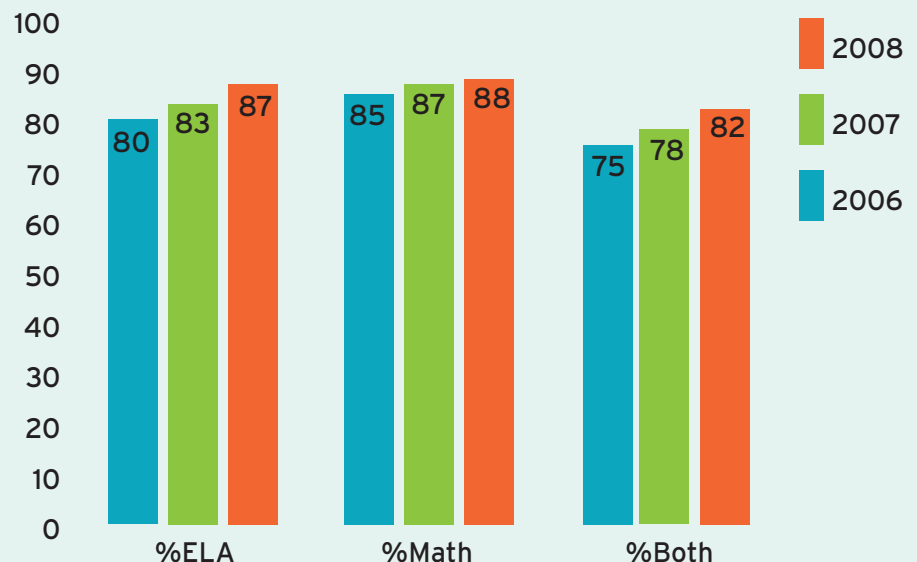
Math:

- 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

EANES ISD 2009-10 HIGH SCHOOL PERFORMANCE GOALS

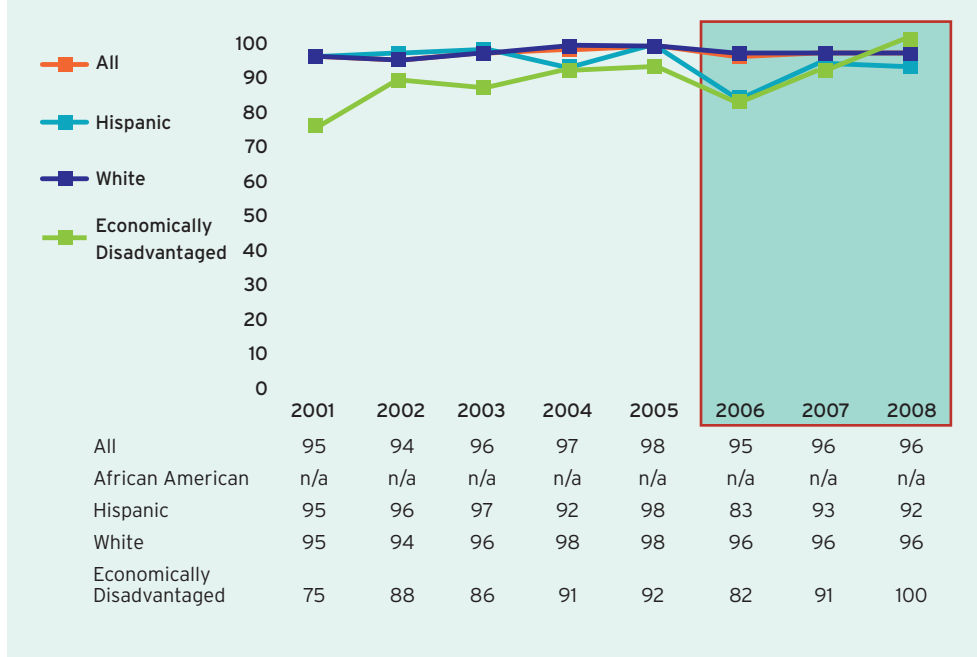
- Increase the percentage of students who are college-ready.
- Improve achievement for all students and all subpopulations in reading/language arts, math, science, and social studies so that all TAKS passing rates are at or above 90 percent, the state's exemplary rating standard.
- Increase the number of students achieving in the Commended range on TAKS tests.



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.

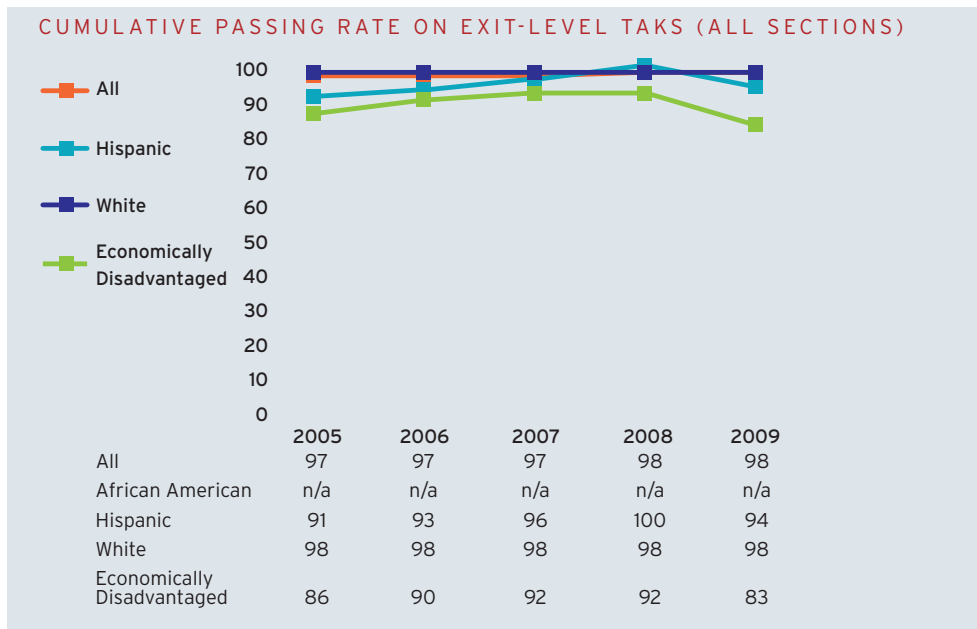
Source: AEIS



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



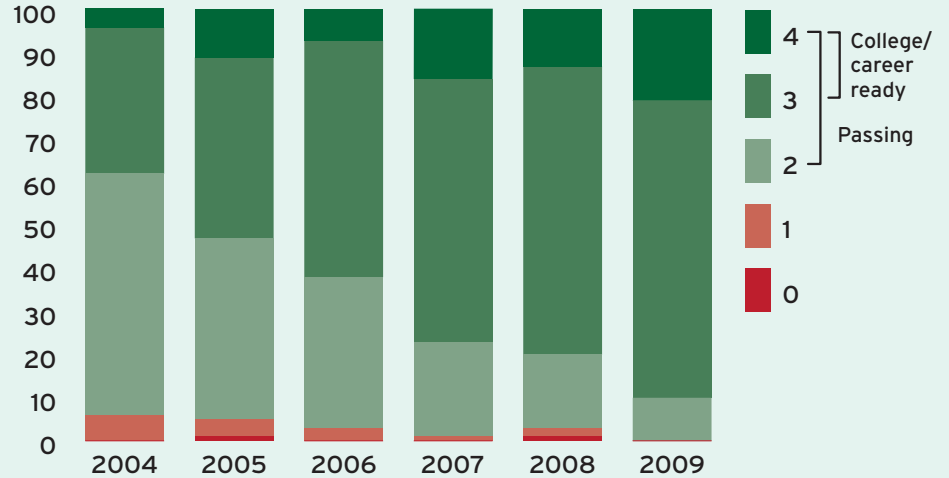


HIGH SCHOOL GRADUATION ENGLISH LANGUAGE ARTS TAKS (WRITING)

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.

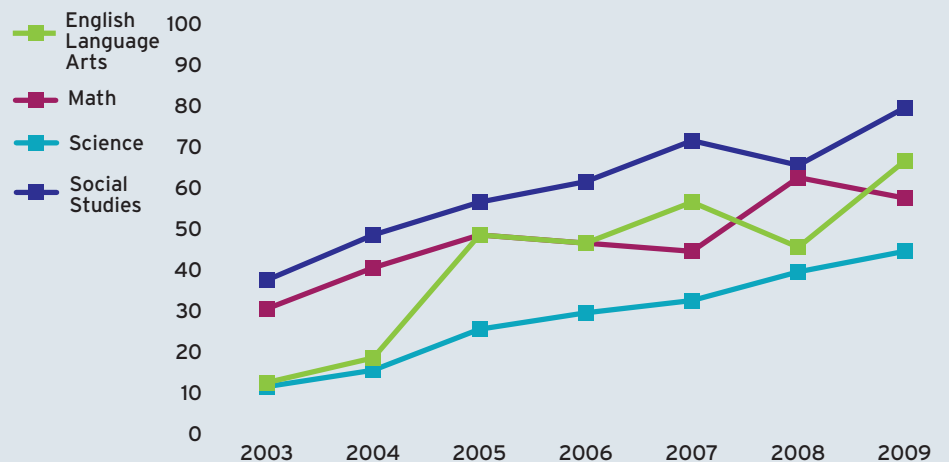
SCORE DISTRIBUTION ON EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)



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



English Language Arts	11	17	47	45	55	44	65
Math	29	39	47	45	43	61	56
Science	10	14	24	28	31	38	43
Social Studies	36	47	55	60	70	64	78



MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

- Essentially all eighth graders were prepared for high school-level reading and math.
- The percentage of eighth graders prepared for high school-level science has hovered in the low 90 percent range for the past three years.
- The proportion of students scoring at the higher Commended Performance level on the eighth grade TAKS rose for most subject areas.
- More students scored at the Commended Performance level on the reading and social studies TAKS than on the math and science TAKS

EIGHTH GRADE TAKS

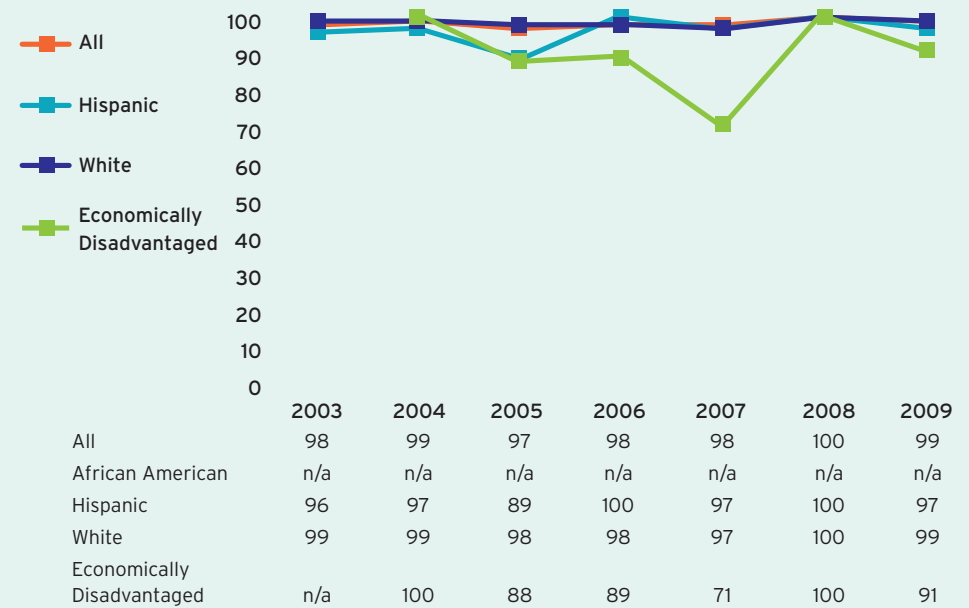
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

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

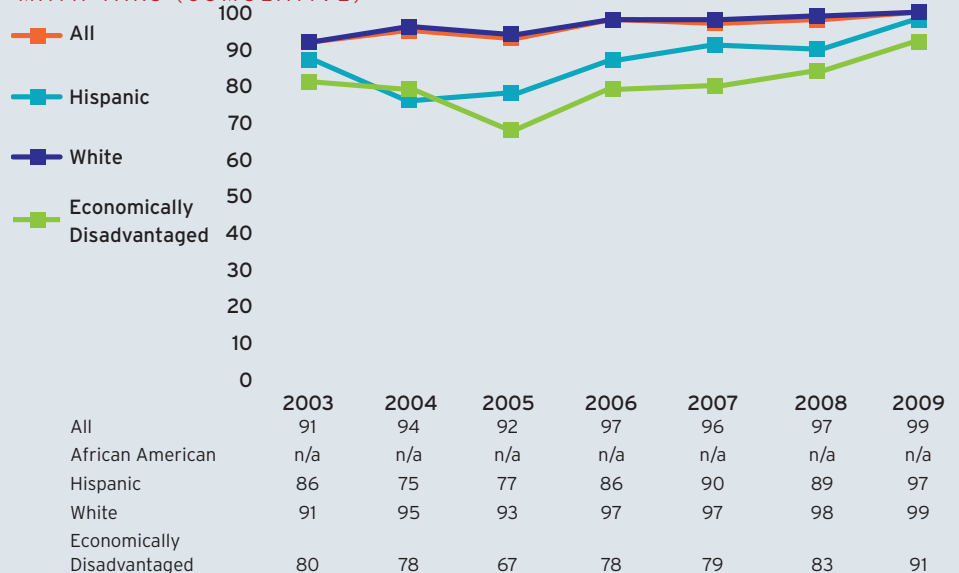
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



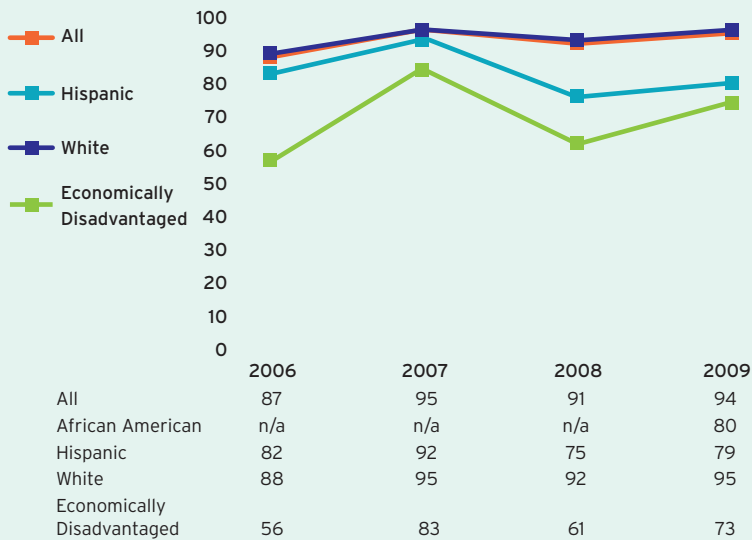
EA NES ISD 2009-10 MIDDLE SCHOOL PERFORMANCE GOALS

- Improve achievement for all students and all subpopulations in reading/ language arts, math, science, and social studies so that all TAKS passing rates are at or above 90 percent, the state's exemplary rating standard.
- Increase the number of students achieving in the Commended range on TAKS tests.

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



PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS



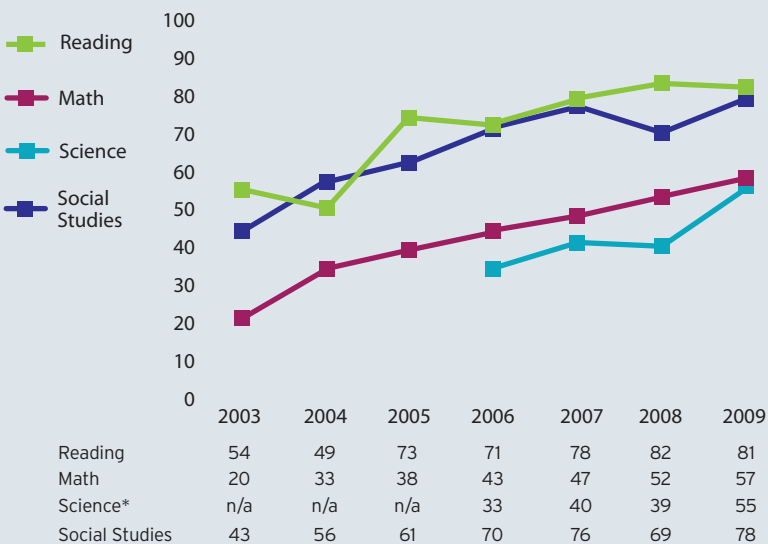
COMMENDED PERFORMANCE: EIGHTH GRADE TAKS

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:

- Essentially all fifth graders were prepared for middle school-level reading, math and science.
- The proportion of students scoring at the higher Commended Performance level on the fifth grade TAKS rose or held steady for all subject areas.
- More students scored at the Commended Performance level on the math and science TAKS than on the reading TAKS.

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

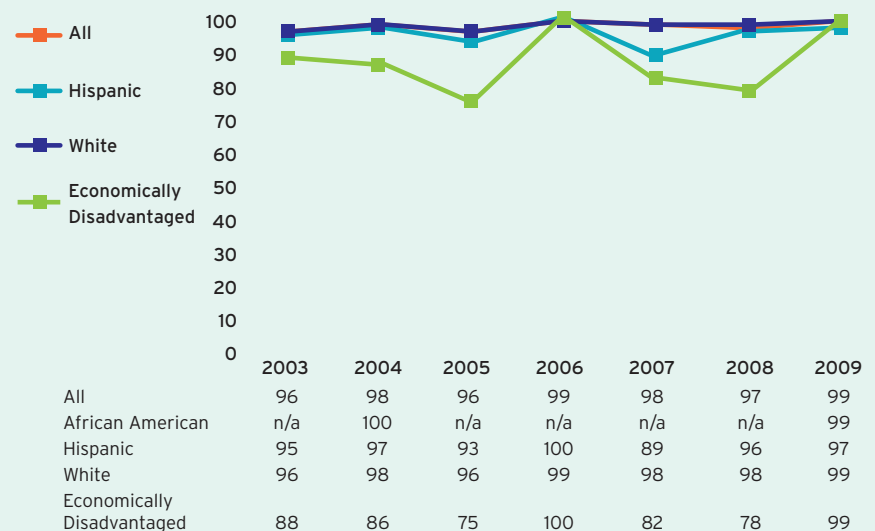
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



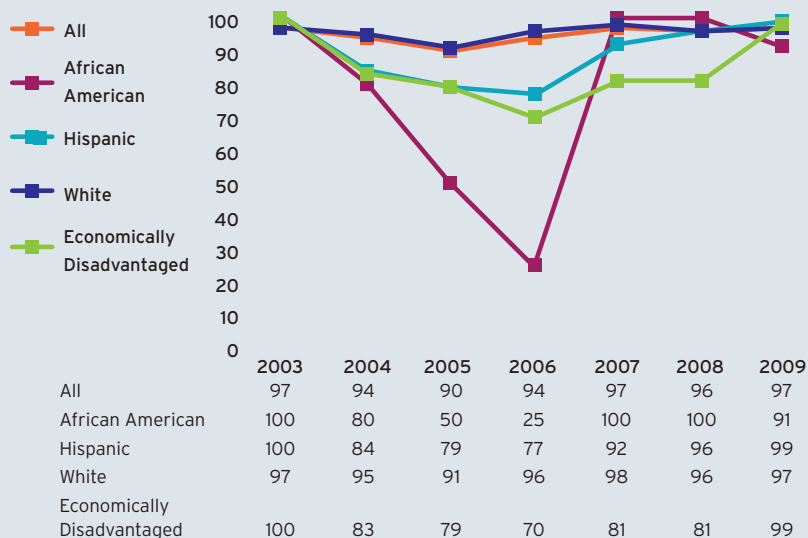
EANES ISD 2009-10 MIDDLE SCHOOL PERFORMANCE GOALS

- Improve achievement for all students and all subpopulations in reading/ language arts, math, science, and social studies so that all TAKS passing rates are at or above 90 percent, the state's exemplary rating standard.
- Increase the number of students achieving in the Commended range on TAKS tests.

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:

- Just over 70 of Eanes ISD's 7,330 students were considered English Language Learners in the 2008-09 school year.
- Of those approximately 70 students, 82 percent made at least one level of progress towards English proficiency.

COMMENDED PERFORMANCE: FIFTH GRADE TAKS

Percent of students meeting Commended Performance standard on the fifth 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



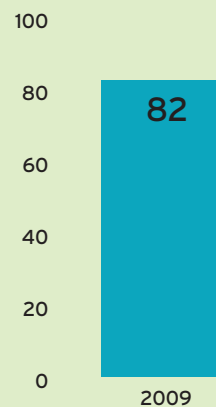
EDUCATING ENGLISH LANGUAGE LEARNERS

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

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



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.

AUSTIN CHAMBER OF COMMERCE PROGRESS REPORT TASK FORCE

CHAIR: Amy Jones, Principal, O'Connell Robertson

EVENT PLANNING CHAIR: Crystal Reynolds, Relationship Manager, Wells Fargo, N.A.

Rick Bell, Corporate Accounting Manager, McCoy's Building Supply
Diana Blank, Director of Economic Development, City of Kyle
Hollis Bone, Senior Vice President - Business Banking Manager, Wells Fargo Bank
Mary Bradshaw, President, Greater Leander Chamber of Commerce
Cathy Brandewie, Corporate Director of Marketing, O'Connell Robertson
Troyanne Bush, Office Manager, Bastrop Chamber of Commerce
Judi Carter, Founder, Brain Express
Tim Coffey, Financial Advisor, Edward Jones
Vince Collier, Mortgage Consultant, Encompass Lending Group
Shaun Cranston, General Manager, Carma Developers
Harold Dean, President, Cedar Park Chamber of Commerce
Karin Dicks, Global Program Specialist, AMD
Melinda Fiebig, Office Manager, Voelker Custom Homes
Daniel Garcia, Supervising Engineer, Spansion
Patricia Gervan-Brown, IOM, President/CEO, Greater Pflugerville Chamber of Commerce
Elias Haddad, Engineering Manager, Cunningham|Allen, Inc.
Janice Heath, Senior Vice President, First Texas Bank
Ray Hernandez, Executive Director, Kyle Chamber of Commerce
Sheila Jagger, Senior Vice President, Treaty Oak Bank, and President, Westlake Chamber of Commerce
Kevin Lally, Strategic Account Technology Manager, Tokyo Electron
Margaret Lindsey, Membership Sales Director, San Marcos Chamber of Commerce
Tom Manskey, President, Round Rock Chamber of Commerce
David Myers, Manager, Renaissance Retirement Community
Michael Palmer, Principal Consultant, Extendwerks
Lori Petersen, Vice President of Community Development, Round Rock Chamber of Commerce
Dick Schneider, President, Buda Chamber of Commerce
Karin Shaver, General Manager, Community Impact Newspaper
Phyllis Snodgrass, President, San Marcos Chamber of Commerce
Suanna Tumlinson, Managing Partner, KST Electric LTD, and President, Manor Chamber of Commerce
Susan Wendel, President, Bastrop Chamber of Commerce
Joel Williams, Plant Manager, Butler Manufacturing

EANES ISD ADVISORS

Nola Wellman, Superintendent

Bill Bechtol, Assistant Superintendent for Curriculum & Instruction

Dale Whitaker, Director of Communications

AUSTIN CHAMBER OF COMMERCE

Michael W. Rollins, CCE, President

Drew Scheberle, Senior Vice President, Education and Talent Development

Molly Bloom, Vice President, Education and Talent Alignment



Austin
Chamber of Commerce

Opportunity Austin