



A BRIGHT FUTURE AHEAD

INCREASE COLLEGE READINESS
CLOSE ACHIEVEMENT GAPS

AUSTIN
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2008
Hays CISD
Community Education
Progress Report

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PURPOSE

The purpose of this report is to assist the Austin region in effectively 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 Hays CISD 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 HAYS CISD*

Located in North Central Hays County, the Hays Consolidated Independent School District serves over 221 square miles. The district's 18 campuses are located throughout the Kyle and Buda communities, drawing nearly 13,000 students.

Two four-year high schools, four middle schools, 11 elementary schools, an alternative high school of choice and disciplinary campus comprise the district's campuses, which have nearly tripled in number since 2000.

Hays CISD is a well-regarded school district with six of its 17 traditional schools rated as Exemplary or Recognized by the Texas Education Agency. The state agency also recognized nine of the campuses with one or more Gold Performance Acknowledgements for improved performance in math, reading and/or writing.

The district features a state-of-the-art Performing Arts Center; a dual-language magnet program at two elementary campuses; advanced placement courses and a variety of career and tech courses at the secondary level; and music, art, library and computer lab included in the weekly rotation at the elementary level.

Award-winning music, theater and athletic programs are part of the student offerings at Lehman High School and Hays High School along with a rigorous core curriculum. Lehman High School, which opened in 2004, features a culinary arts program and a Navy JROTC program, which is in its first year. Hays High School, which celebrated its 40th year in 2007, features a nationally renowned debate team and a Marine JROTC program.

* Provided by Hays CISD

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.

HAYS CISD SNAPSHOT

Enrollment	12,981	2007-08 Operations Budget without State Recapture	\$100,536,882
2008 Graduates	650		
Percent Non-White	62%	Average Percent Daily Attendance for Grades 6 - 12	96%
Percent Economically-Disadvantaged	42%	Percent of Graduates who took SAT or ACT Exam*	71%
Percent English Language Learners	12%	Percent of 12th Grade Students Enrolled in a Tech-Prep 2 [†] and/or 3 ^{††} Sequential Course of Study	26%
Number of Campuses	18		
Number of Employees	1,814	Average Teacher Salary	\$42,263
2008-09 Tax Rate (\$ per \$100 valuation)	\$1.37	Average Teacher Years of Experience	9

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

In past years, Hays CISD has grown at a pace of about 10% a year, necessitating multiple bond elections and significant management focus in supervising the district's organizational structure, hiring and facilities. As the district's growth slows to an expected 5% a year and transitions to a new superintendent's leadership this year, district leaders will need to maintain their focus on new and existing campuses while also sustaining high levels of academic performance and targeting areas of need.

The new superintendent will face challenges including opening a new middle school for the 2009-10 school year and two new elementary schools in coming years; selecting and implementing a new student data system which should improve the district's ability to analyze and improve student performance; and maintaining a clear vision for the growing district.

Elementary-level performance remains generally strong, and Hays CISD has made significant improvements in several areas at the middle level. However, persistent achievement gaps remain at both levels, particularly in math.

The biggest need for improvement is in high school graduation rates, which have shown little improvement in recent years. Falling passing rates on the graduation TAKS for the past several years suggest that the district needs immediately to focus attention and resources on better preparing high school students for this final hurdle.

TASK FORCE RECOMMENDATIONS:

- Trustees and Administration should redirect sufficient resources to begin to make gains in high school graduation rates and graduation TAKS passing rates.
- Trustees and Administration should fully support the efforts of newly hired high school college/career counselors in the 2009-10 school year and should also determine whether other high school strategies are sufficiently focused on the most pressing performance issues, which the Task Force identified above.
- Trustees and Administration should support efforts to establish annual, quantitative targets for key performance indicators included in the Progress Report.
- Trustees and Administration should support efforts to 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:

- Hays CISD's overall graduation rate fell in each of the past three years for which data is available as more rigorous graduation expectations and changes in how the rate is calculated took effect. The gap between graduation rates for White and Hispanic students grew over the same period, reaching its highest point in 2007.
- Cumulative TAKS graduation passing rates fell in each of the past five years for all students and all student groups except economically disadvantaged students, whose passing rates have increased slightly. Thirteen percent of students who finished their senior year in 2008 did not pass all exit-level TAKS.

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

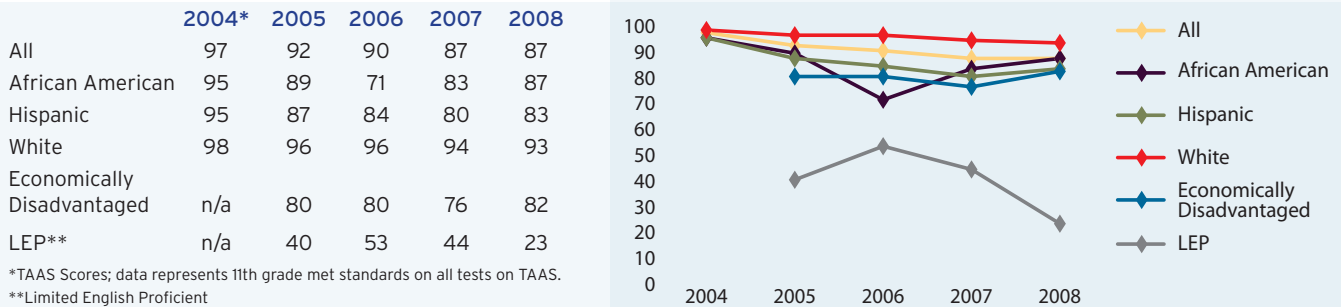


HIGH SCHOOL GRADUATION TAKS PASSAGE

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)



- Graduates' college and workplace readiness has fluctuated over the past two years. In 2007, 31% of graduates were college-ready.
- Direct to college enrollment rates grew steadily over the past seven years. About 54% of seniors graduating in 2007 enrolled in college the following fall.
- Exit-level TAKS writing performance improved dramatically at both the passing level and the more important college-readiness level over the past six years.

COLLEGE/CAREER READINESS

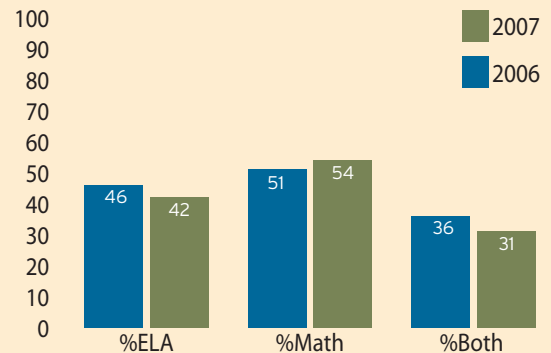
The task force considers students ready for success in higher education or the high-performance workplace if they meet or exceed the following performance standard(s):

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



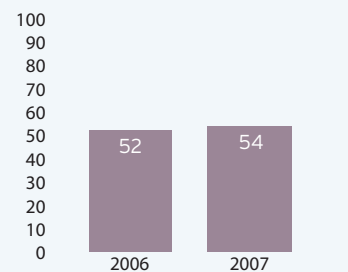
2008 figures not available from Hays CISD



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.

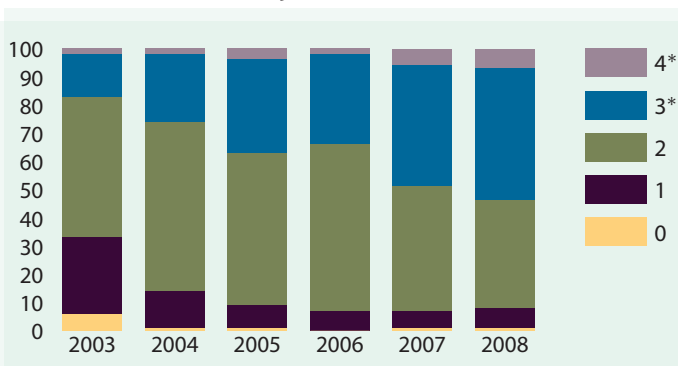
Source: Texas Higher Education Coordinating Board



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	2	4	2	6	6
3*	15	24	33	32	43	47
2	50	60	54	59	44	38
1	27	13	8	7	6	7
0	6	1	1	0	1	1



MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

Starting with the 2007-08 school year, eighth grade students were required to pass the reading and math TAKS to ensure promotion to 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.

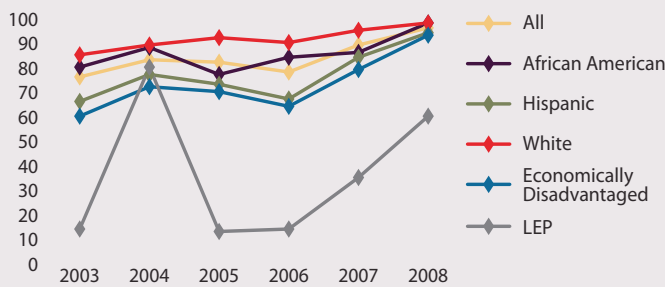
- Eighth grade reading TAKS passing rates improved significantly over the past seven years, with 96% of all students passing last year. Achievement gaps have narrowed to less than five percentage points for every group except students learning English.

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)



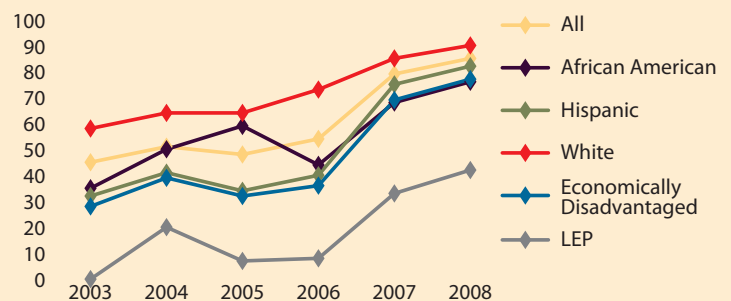
	2003	2004	2005	2006	2007	2008
All	76	83	82	78	89	96
African American	80	88	77	84	86	98
Hispanic	66	77	73	67	84	94
White	85	89	92	90	95	98
Economically Disadvantaged	60	72	70	64	79	93
LEP*	14	80	13	14	35	60

*Limited English Proficient

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

	2003	2004	2005	2006	2007	2008
All	45	51	48	54	79	85
African American	35	50	59	44	68	76
Hispanic	32	41	34	40	75	82
White	58	64	64	73	85	90
Economically Disadvantaged	28	39	32	36	69	77
LEP*	0	20	7	8	33	42

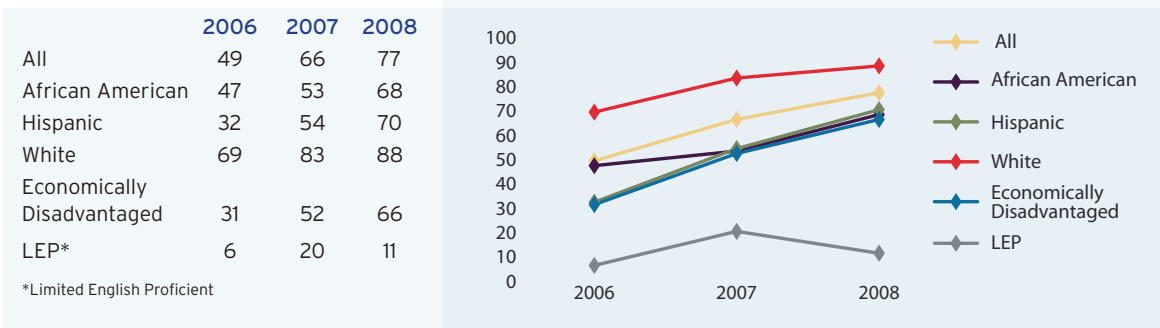
*Limited English Proficient



- Eighth grade math TAKS passing rates improved significantly over the past seven years, with 85% of all students passing last year. But achievement gaps remain, particularly for African American students.
- In science, where students did not need to pass TAKS to be promoted, passing rates improved steadily over the past three years for every subgroup except students learning English.
- Seventh grade writing TAKS passing rates remained at 97% for the past four years.



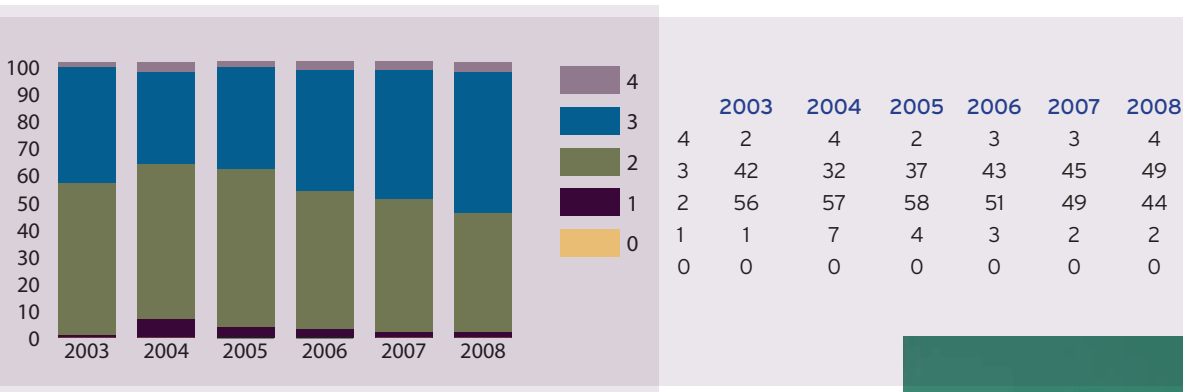
PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION SCIENCE TAKS

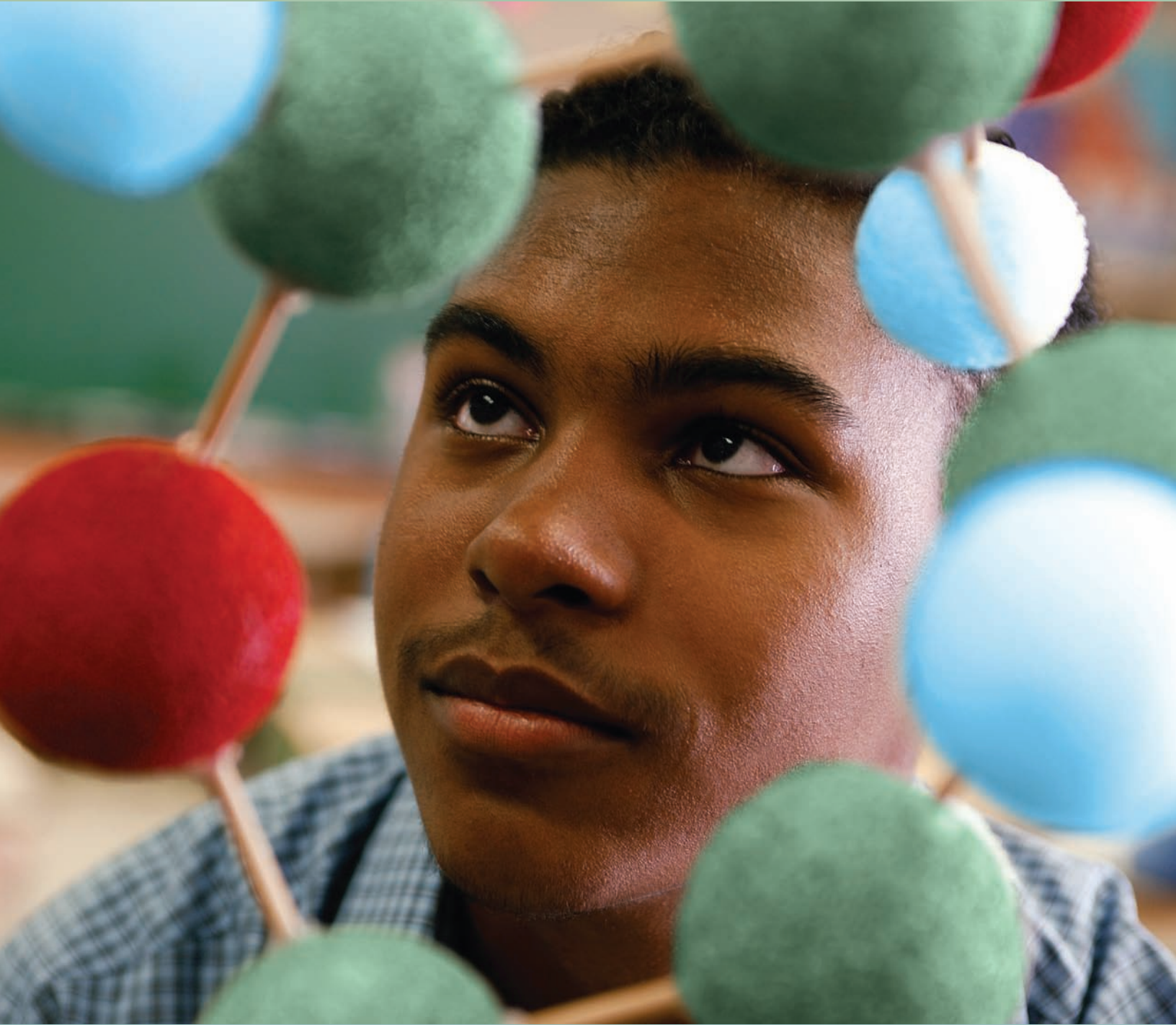


7TH GRADE WRITING TAKS

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 remains the strongest of Hays CISD's three levels.

- Fifth grade passing rates for the reading and math TAKS, which students must pass to ensure promotion to sixth grade, rose over the past six years, with 92% and 88% of all students passing last year, respectively.
- Passing rates on the third grade reading TAKS, which students must pass to ensure promotion to fourth grade, remained strong despite slight declines in the past four years. Overall passing rates on the third grade math TAKS, which students are not required to pass for promotion, have remained unchanged for the past three years at 81%, and little progress has been made in reducing the math TAKS achievement gap.

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.

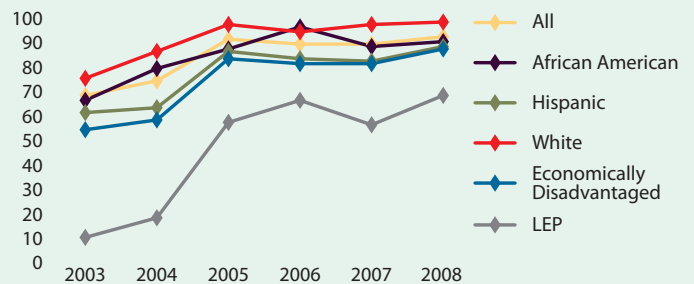
Source: TAKS reports

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

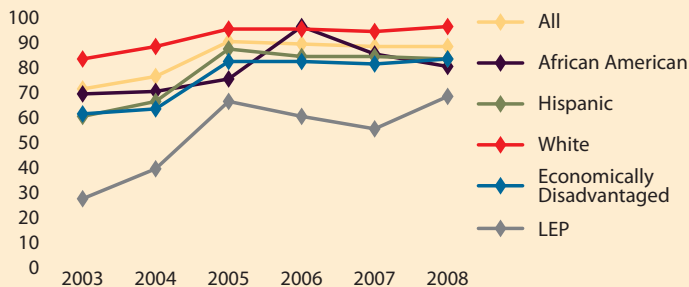
	2003	2004	2005	2006	2007	2008
All	68	74	91	89	89	92
African American	66	79	87	96	88	90
Hispanic	61	63	86	83	82	88
White	75	86	97	94	97	98
Economically Disadvantaged						
LEP**	10	18	57	66	56	68

*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	71	76	90	89	88	88
African American	69	70	75	96	85	80
Hispanic	60	66	87	84	84	83
White	83	88	95	95	94	96
Economically Disadvantaged	61	63	82	82	81	83
LEP**	27	39	66	60	55	68

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

**Limited English Proficient

ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL

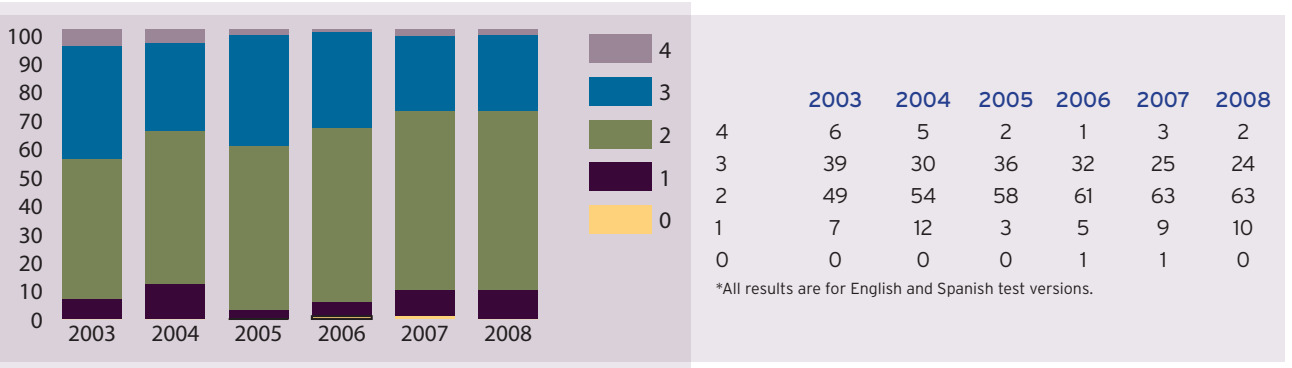


4TH GRADE WRITING TAKS

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*

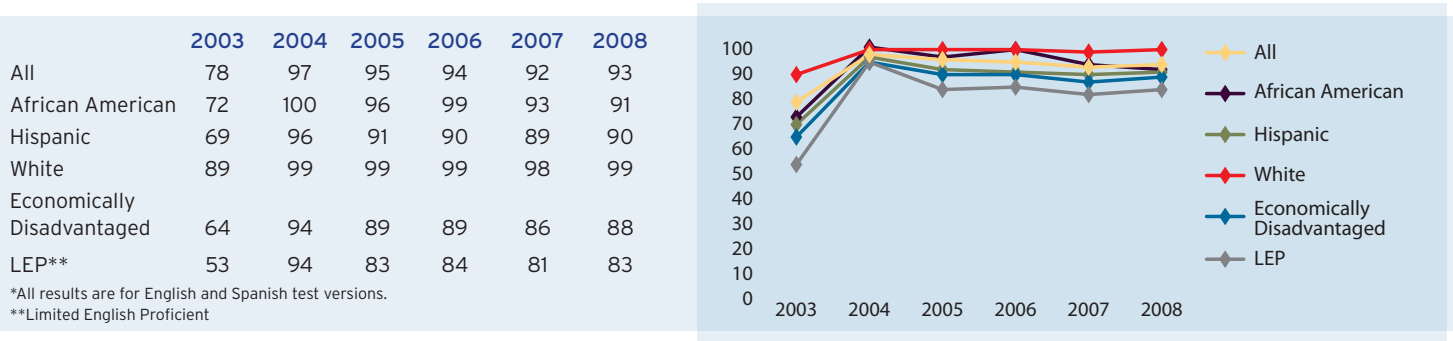


3RD GRADE TAKS

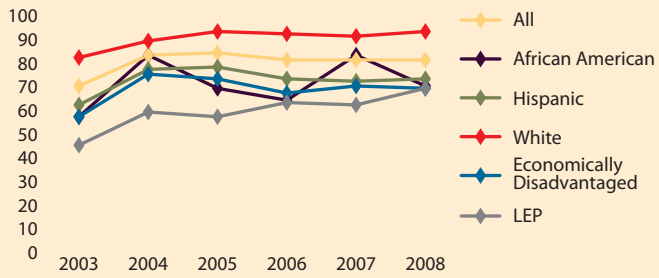
Percent of third grade students who demonstrated sufficient reading and math skills to meet the State Board of Education panel's recommended standard on the third grade reading and math TAKS.

Source: TAKS reports

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



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



	2003	2004	2005	2006	2007	2008
All	70	83	84	81	81	81
African American	57	83	69	64	83	70
Hispanic	62	77	78	73	72	73
White	82	89	93	92	91	93
Economically Disadvantaged	57	75	73	67	70	69
LEP**	45	59	57	63	62	69

*All results are for English and Spanish test versions.
 **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 Hays CISD'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 Hays CISD with other area, Texas or U.S. school districts. The intent of this report is to compare Hays CISD'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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