



# READY, SET, GOAL!

AUSTIN CHAMBER OF COMMERCE PRESENTS

## 2009 Hays CISD 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 Hays CISD'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 HAYS CISD\*

Located in north central Hays County, the Hays Consolidated Independent School District serves over 221 square miles. The district's 21 campuses are located throughout the Kyle and Buda communities, drawing nearly 15,000 students.

In 2008-09, two four-year high schools, four middle schools, 11 elementary schools, an alternative high school of choice and a disciplinary campus comprised the district's campuses, which have nearly tripled in number since 2000. In 2009-10, Hays CISD opened two new elementary schools.

Hays CISD is a well-regarded school district with seven of its 17 traditional schools rated as Exemplary or Recognized by the Texas Education Agency. The state agency also recognized 13 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 second 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.

## BUDA AND KYLE CHAMBERS OF COMMERCE'S INVESTMENTS IN EDUCATION

The Buda Area Chamber of Commerce has long been a supporter of Hays CISD through participation in many district groups. We are represented on the Education Foundation Board of Directors, Campus Leadership Teams, Austin Community College annexation planning team, Parent Teacher Associations and various college financial aid events.

In 2009, the Kyle Area Chamber supported Hays CISD by featuring the Performing Arts Center and area school campuses as destinations for many Chamber events. Our members participate on the Hays Education Foundation Board, District Strategic Leadership Team, Campus Leadership Teams, Parent Teacher Associations and in college financial aid events. The Chamber is playing a significant role in the Austin Community College annexation effort, has nurtured expansion of a partnership with Austin Community College and was the title co-sponsor of the inaugural hiring summit for Hays CISD, among many other activities.

## 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.

## HAYS CISD 2008-09 SNAPSHOT

Enrollment	13,821	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.46
Percent Non-white	63%	2008-09 Operations Budget	\$105,366,963
Percent Economically Disadvantaged	44%	Average Percent Daily Attendance for Grades 6 - 12	96%
Percent English Language Learners	13%	Percent of Graduates who took SAT or ACT Exam*	63%
2009 Graduates	654	Average Teacher Salary	\$42,827
Number of Campuses	19	Average Teacher Years of Experience	9
Number of Employees	1,959		

### Business/Community Involvement:

- Hays Education Foundation academic program support \$90,000
- Texas Pioneer Foundation academic program support \$10,000
- Multiple community partners: Seton Medical Center Hays, Austin Regional Clinic - Hays, St. David's Health Care, Target, Kohl's, H.E.B., Starbucks

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

## OVERVIEW

Under the leadership of a new superintendent, Hays CISD has embarked on an ambitious strategic planning process. As this report was being written, the district had yet to finalize its five-year plan, but it is expected to include a long-term vision for improving and maintaining high levels of student academic performance by allocating resources to the areas of greatest need and using technology to manage performance.

While completing its long-term strategic plan, Hays CISD has continued to set specific annual goals for key performance measure, charting a course of continual improvement.

Hays CISD has continued to grow, though more slowly than in previous years. The district opened two new elementary schools in the 2008-09 school year and a new middle school in the 2009-10 school year. Annual enrollment growth has hovered at the 6-percent mark, or about 840 students. The district enlists families and multiple community partners in supporting staff and students through efforts such as a local education foundation and volunteer programs.

Hays CISD students are well-prepared for middle and high school-level work in reading and math. However, too few students, particularly Hispanic and economically disadvantaged students, are prepared for middle and high school-level science.

The key challenge for the district in the years ahead is arresting a continued slide in high school graduation rates. District leaders are working to address this problem. Hays CISD needs to act quickly and effectively to help more students graduate and enroll in post-secondary education.

## TASK FORCE RECOMMENDATIONS:

- Trustees and administration should include Progress Report performance measures and annual performance goals for each measure in their new strategic plan and should use the strategic plan to guide decisions about allocating resources.
- Trustees and administration should be commended for their continued support of the efforts of high school college/career counselors and determine whether other high school strategies are sufficiently focused on graduation TAKS passing rates and low graduation rates, particularly for Hispanic and economically disadvantaged students.
- Trustees and administration should determine if English language learners are reaching classroom English language proficiency at an appropriate pace.
- Trustees and administration should determine whether a strategic compensation program could help accelerate performance gains in areas including high school graduation, college readiness and direct-to-college enrollment.

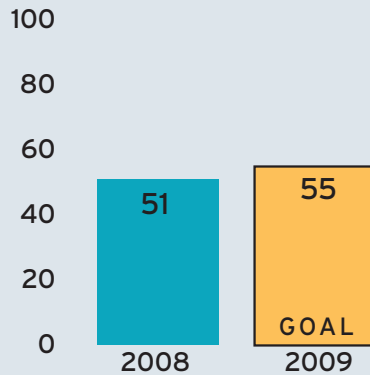
## HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER TASK FORCE FINDINGS:

- About half of the class of 2008 enrolled in post-secondary education.
- Graduation rates continued to slide downward. Just over three-fourths of the class of 2008 graduated in four years.
- A greater percentage of the class of 2008 was college/career-ready in both English language arts and math than of previous classes.
- Fewer members of the class of 2009 passed the graduation TAKS than of any class in recent years as passing rates reaching the lowest or second-lowest rates of the past eight years for all student groups.
- The percentage of students who demonstrated college-ready writing skills continued to rise, reaching 64 percent for the class of 2008.
- The percentage of students scoring at the higher, Commended Performance level on the graduation TAKS continued to rise.

## 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.

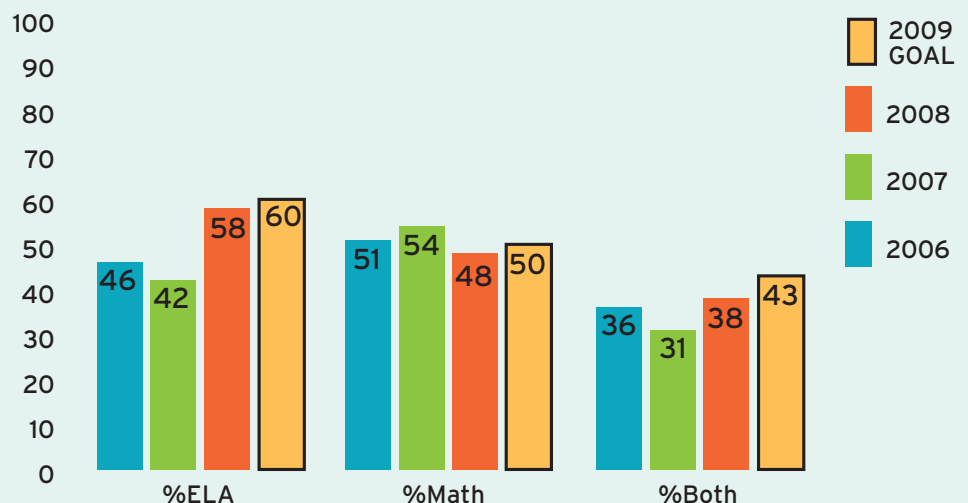
### English Language Arts (ELA):

- 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

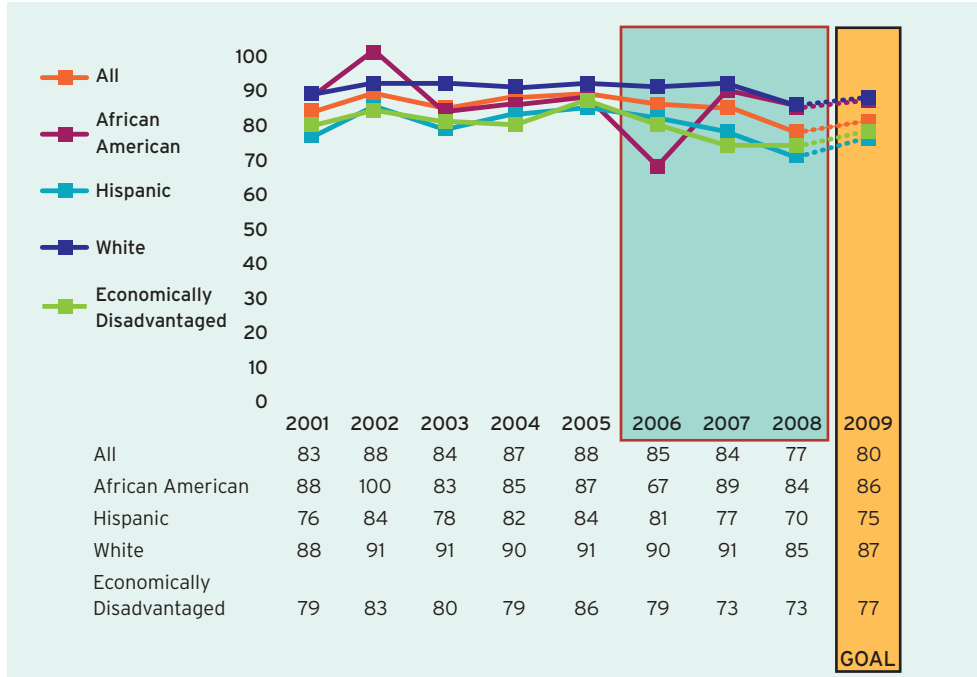
Source: AEIS



## 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



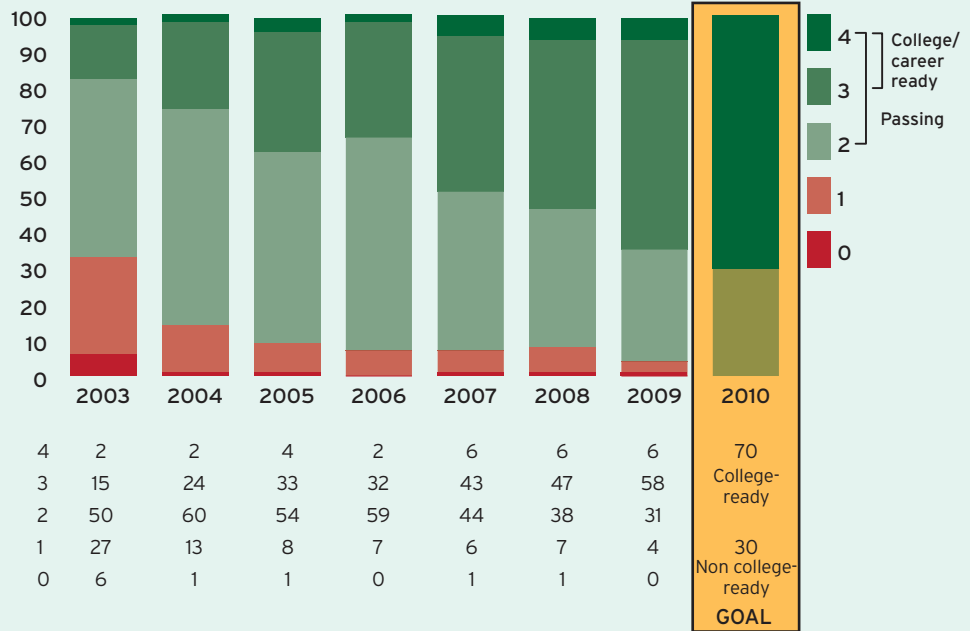


## HIGH SCHOOL GRADUATION ENGLISH LANGUAGE ARTS TAKS (WRITING)

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.

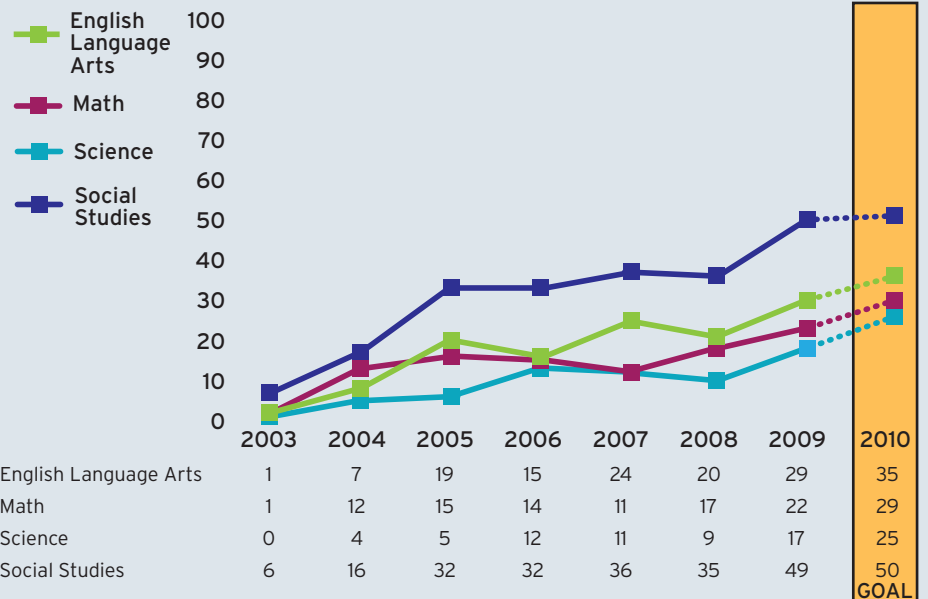
### SCORE DISTRIBUTION ON EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)



## 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:

- Eighth graders continued to be prepared for high school-level reading and math. Achievement gaps in reading remained small while achievement gaps in math continued to shrink.
- Slightly fewer eighth graders were prepared for high school-level science than the previous year. Less than 60 percent of economically disadvantaged eighth graders were prepared for high school science.
- The percentage of students scoring at the higher, Commended Performance level on the eighth grade TAKS remained relatively stable.

## EIGHTH GRADE TAKS

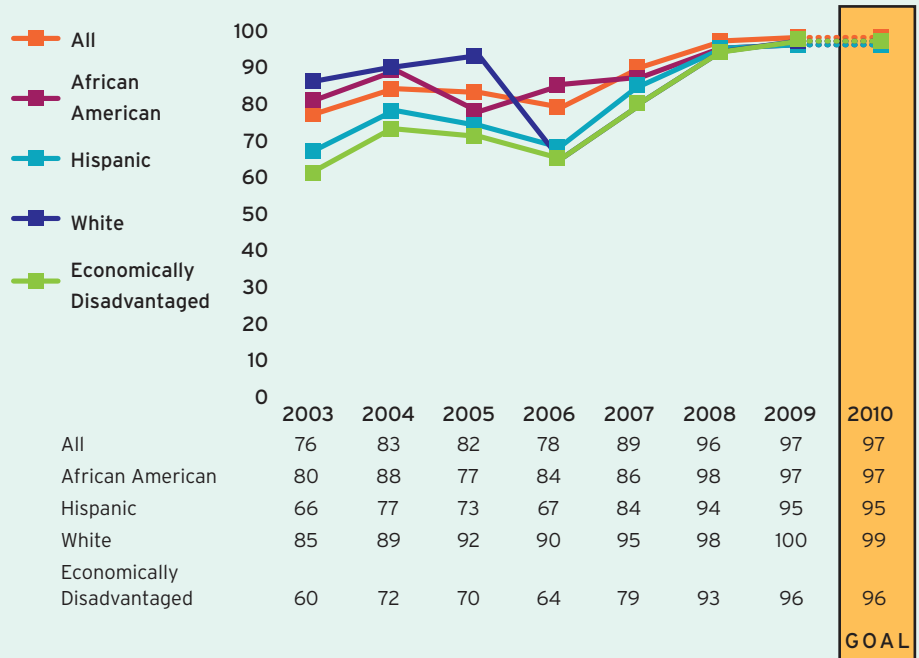
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

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.

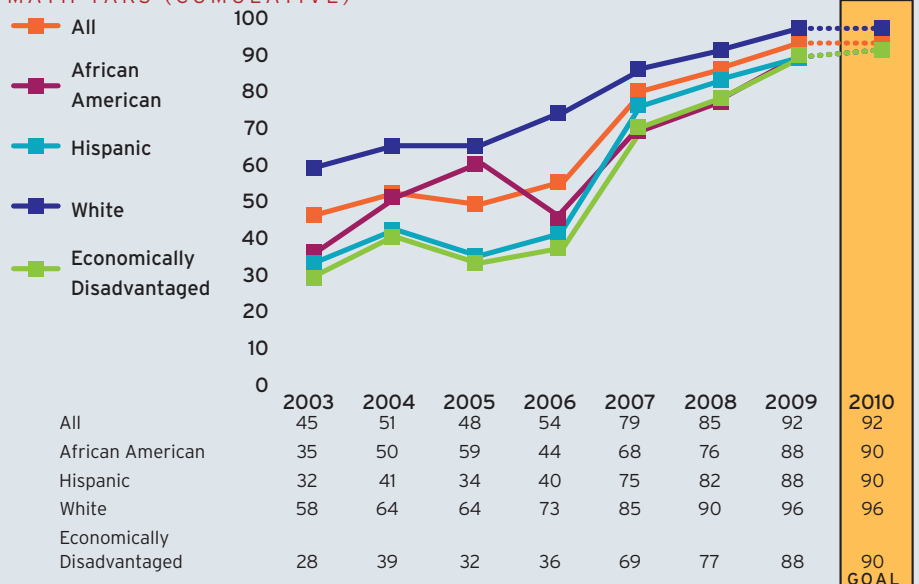
The eighth grade science test was first administered in 2006. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard—in effect starting in spring 2008—for science each year.

Source: TAKS Reports

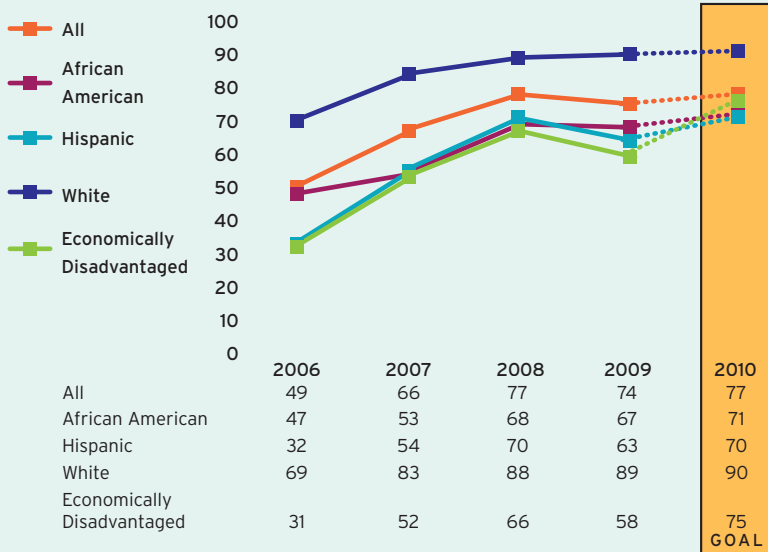
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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



PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS



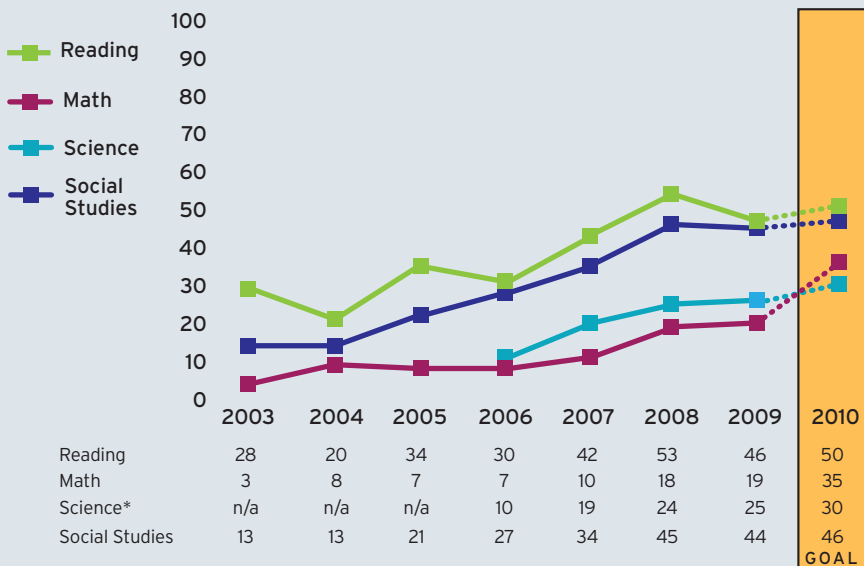
COMMENDED PERFORMANCE: EIGHTH GRADE TAKS

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

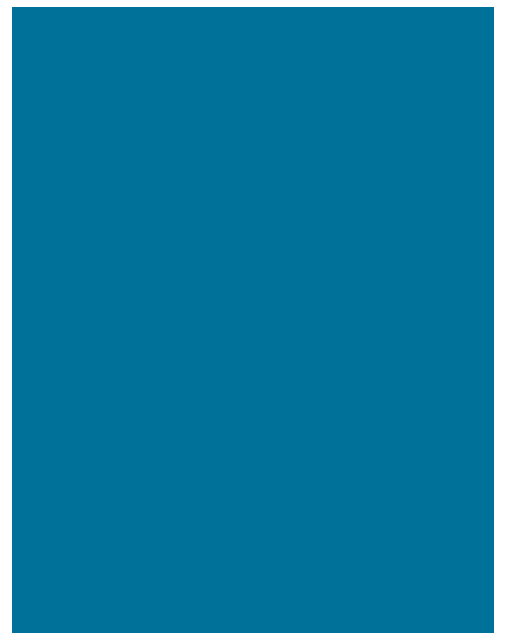
According to the State Board of Education, students who score at or above the Commended Performance level have shown a thorough understanding of grade-level knowledge and skills, beyond the passing level.

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:

- Fifth graders continued to be prepared for middle school reading and math, with reading and math TAKS passing rates for all students reaching 92 percent and 93 percent, respectively.
- Slightly fewer fifth graders were prepared for middle school-level science than the previous year.
- The percentage of students scoring at the higher, Commended Performance level on the fifth grade TAKS continued to creep upwards.

# 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.

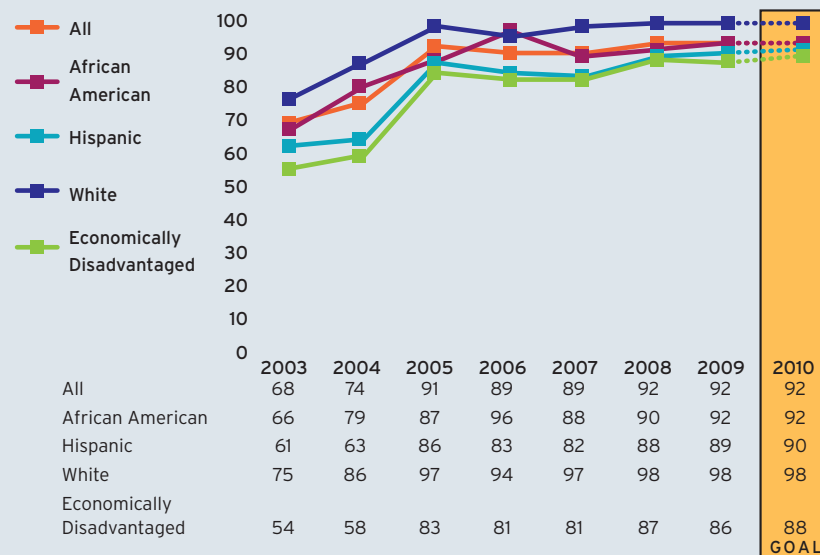
Starting in the 2004-05 school year, fifth graders were required to meet the panel-recommended standard in math and reading to ensure promotion to sixth grade. However, a student who fails the TAKS may still be promoted if a grade placement committee composed of a student's parent and school staff agree 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.

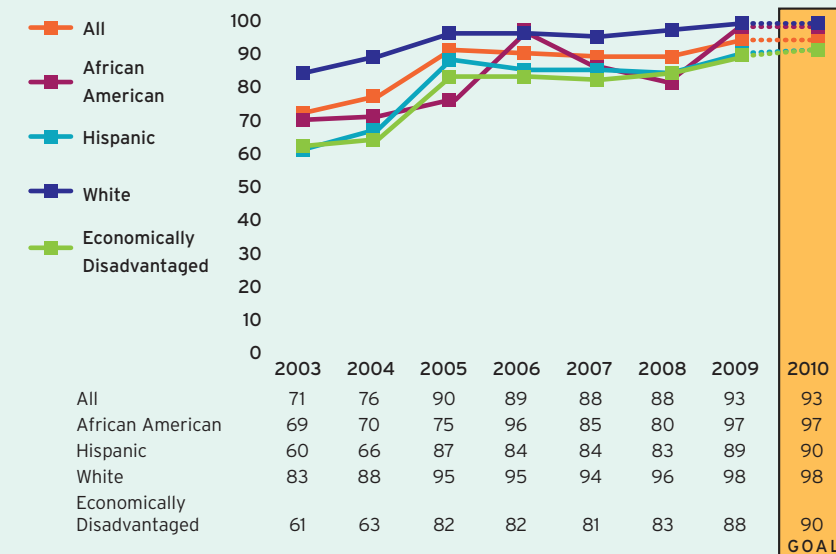
Source: TAKS Reports, English and Spanish test results combined



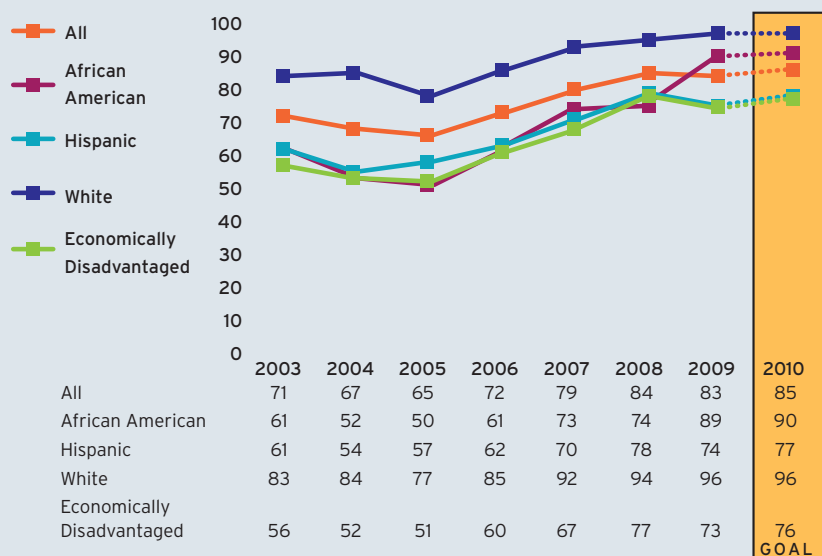
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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:

- Approximately 1,800 of Hays CISD's 13,821 students were English language learners.
- Sixty-nine percent of students learning English made the expected amount of progress towards English proficiency.

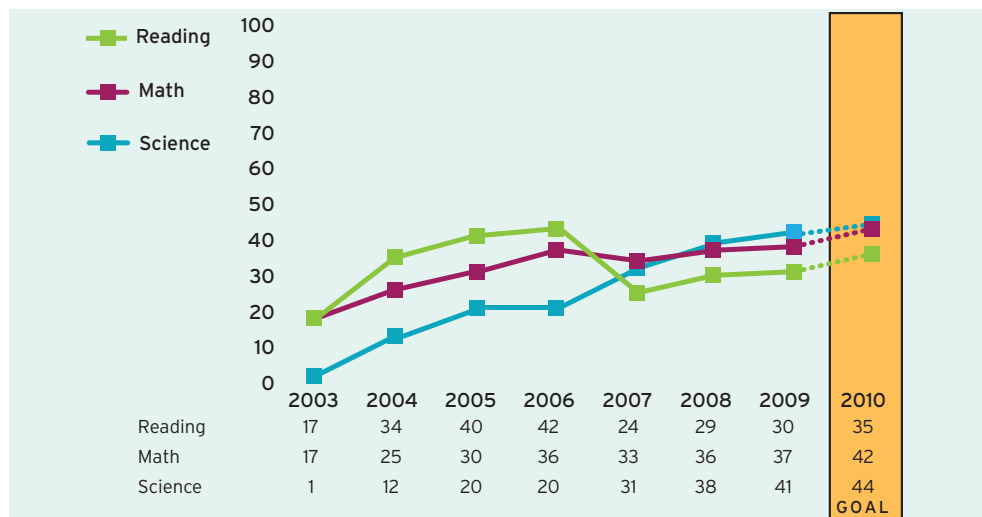
### COMMENDED PERFORMANCE: FIFTH GRADE TAKS

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



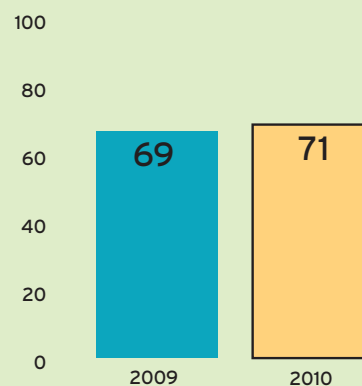
### EDUCATING ENGLISH LANGUAGE LEARNERS

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.

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