

A BRIGHT FUTURE AHEAD

INCREASE COLLEGE READINESS
CLOSE ACHIEVEMENT GAPS

AUSTIN
CHAMBER OF COMMERCE
PRESENTS

2008
Manor ISD
Community Education
Progress Report





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 Manor ISD's 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 MANOR ISD*

Manor ISD, located approximately 16 miles east of downtown Austin, is one of the fastest growing school districts in the State of Texas. While we embrace the culture of the capital city, Manor ISD simultaneously honors its traditional small-town values.

These are exciting times in Manor ISD. We have beautiful facilities, growing communities, newly established businesses, and enthusiastic teachers and principals who are ready to provide a quality educational experience to all students. We are very thankful to have a community that supports our schools and our students. Community and parent engagement is a key factor in our work to improve performance. We value participation because we believe that all stakeholders in Manor ISD support a quality education for our children.

Our school district is rooted in the positive values and traditions of the past while building for the future. Our district educates over 6,000 students in grades Pre-K through high school. While our work is to incorporate the latest best practice research and systemically improve our performance, we focus on the individual needs of each child. Our children are the future leaders of our great nation and state, and our mission is to engage them in civic pride, academic responsibility, and ownership of their future.

* Provided by Manor 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.

OVERVIEW

Manor ISD is a growing district facing shifting demographics and significant management challenges. The district's enrollment has more than doubled since 2001. About 68% of its students receive free or reduced-price lunch, up from 60% in 2001.

Despite these challenges, the district has made significant progress in reducing achievement gaps in many areas amidst rising community and employer expectations for student performance.

Manor ISD's superintendent, who formally took on the position in July 2008, has taken a forthright approach to addressing long-simmering challenges in the district. District efforts to improve operations include adjusting existing administrative and academic systems, building new systems and implementing a new student data system.

Among Manor ISD's improvements in 2008 were significant increases in eighth grade math TAKS passing rates. The gains, which came as eighth graders for the first time had to pass the reading and math TAKS to ensure promotion to ninth grade, narrowed achievement gaps to less than ten percentage points.

MANOR ISD SNAPSHOT

Enrollment	6,224	2007-08 Operations Budget without State Recapture	\$42,862,664
2008 Graduates	192	Average Percent Daily Attendance for Grades 6 - 12	*
Percent Non-White	87%	Percent of Graduates who took SAT or ACT Exam**	53%
Percent Economically-Disadvantaged	74%	Percent of 12th Grade Students Enrolled in a Tech-Prep 2 [†] and/or 3 ^{††} Sequential Course of Study	37%
Percent English Language Learners	29%	Average Teacher Salary	\$44,791
Number of Campuses	11	Average Teacher Years of Experience	6
Number of Employees	768		
2008-09 Tax Rate (\$ per \$100 valuation)	\$1.54		

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

*Data not available from Manor ISD

**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.

Manor ISD has focused resources on improving performance at Manor High School and Decker Elementary School, which both received the state's lowest rating in 2008. Preliminary results for the 2008-09 school year suggest that Decker's performance has improved but that much work remains to improve Manor High School.

Manor New Tech High, a smaller high school opened in 2007 focused on hands-on learning and technology, has shown promise as a model for other districts.

The biggest need for improvement is in high school graduation rates, which fell for most student groups as more rigorous graduation expectations and changes in how the rate is calculated took effect. Addressing the growing graduation rate gap between Hispanic students and White students is also a key area of concern. Middle-level performance remains strong, but, in general, elementary-level performance in most areas has not improved significantly in the past three years.

TASK FORCE RECOMMENDATIONS:

- Trustees and Administration should provide sufficient resources to improve graduation rates and graduation TAKS passing rates.
- Trustees and Administration should provide sufficient resources to maintain high teacher quality and lower teacher mobility levels.
- Trustees and Administration should determine whether high school strategies are sufficiently focused on the most pressing performance issues, which the Task Force identified above.
- Trustees and Administration should determine whether resources are aligned with specific campus needs including strategic compensation and professional development and are addressing key performance issues including high school graduation, college readiness and direct to college enrollment.
- Trustees and Administration should establish annual, quantitative targets for key performance indicators included in the Progress Report.
- Trustees and Administration 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:

- Manor ISD's overall graduation rate has trended downward over the past six years, reaching 69% for the class of 2007 as more rigorous graduation expectations and changes in how the rate is calculated took effect.
- African American students graduated at higher rates than White students for the past three years, but the graduation rate achievement gap for Hispanic students nearly doubled in the same period.

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.

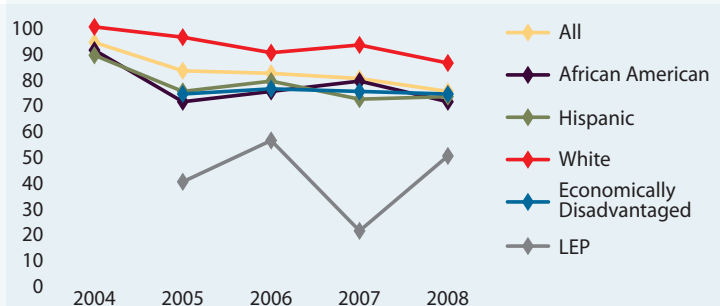
Source: AEIS

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

	2004*	2005	2006	2007	2008
All	94	83	82	80	75
African American	91	71	75	79	71
Hispanic	89	75	79	72	73
White	100	96	90	93	86
Economically Disadvantaged	n/a	74	76	75	74
LEP**	n/a	40	56	21	50

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

**Limited English Proficient



- Overall graduation TAKS passing rates fell in each of the past five years. Three-quarters of students who finished their senior year in 2008 passed all graduation TAKS.
- Graduates' college and career readiness increased four percentage points from 2006 to 2007 to 24%.
- Manor ISD's direct-to-college enrollment rate rose slightly in 2007 to 41%.
- Exit-level TAKS writing performance improved at both the passing level and the more important college-readiness level over the past six years.

COLLEGE/CAREER READINESS

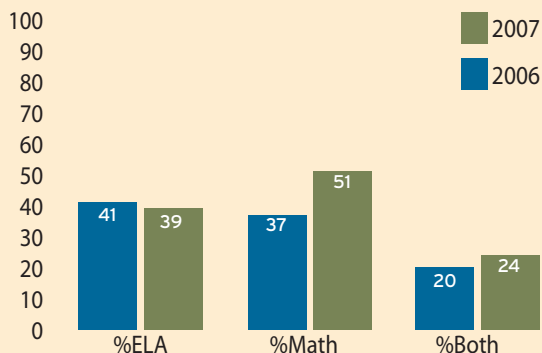
The task force considers students ready for success in higher education or the high-performance workplace if they meet or exceed the following performance standard(s):

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



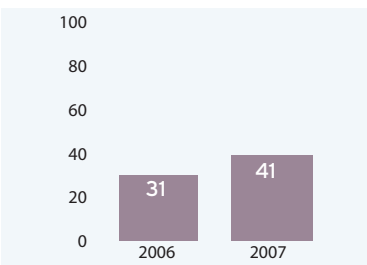
2008 figures not available from Manor ISD



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.

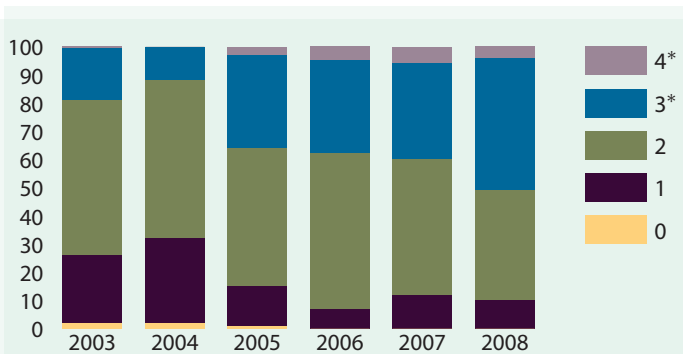
Source: Texas Higher Education Coordinating Board



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*	1	0	4	5	6	4
3*	19	12	33	33	34	47
2	55	56	49	55	48	39
1	24	30	14	7	12	10
0	2	2	1	0	0	0



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, teachers and principals agree they can succeed at the higher grade, bypassing the TAKS passing requirement generally does not prepare students for success.

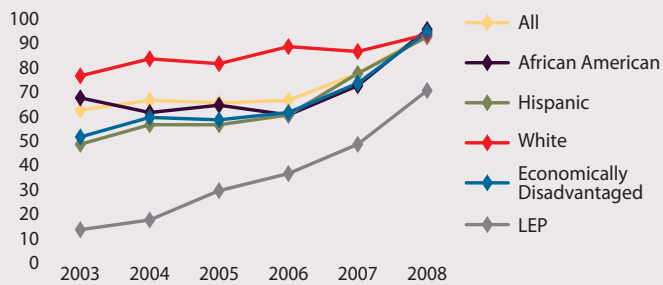
- Eighth grade reading TAKS passing rates improved 31 percentage points over the past six years, including a 16 percentage point gain 2008, to 93%. Reading achievement gaps have been essentially eliminated for every group except limited English proficient students.

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)



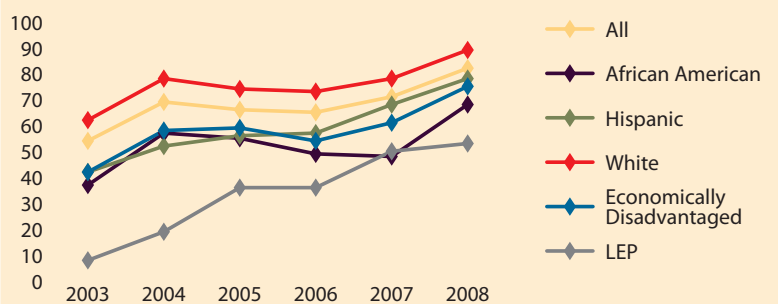
	2003	2004	2005	2006	2007	2008
All	62	66	65	66	77	93
African American	67	61	64	60	72	95
Hispanic	48	56	56	60	77	92
White	76	83	81	88	86	93
Economically Disadvantaged	51	59	58	61	73	94
LEP*	13	17	29	36	48	70

*Limited English Proficient

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

	2003	2004	2005	2006	2007	2008
All	34	36	46	44	57	73
African American	28	24	37	30	45	73
Hispanic	27	28	34	43	56	71
White	48	57	76	66	82	80
Economically Disadvantaged	27	25	35	41	49	71
LEP*	13	17	12	20	30	35

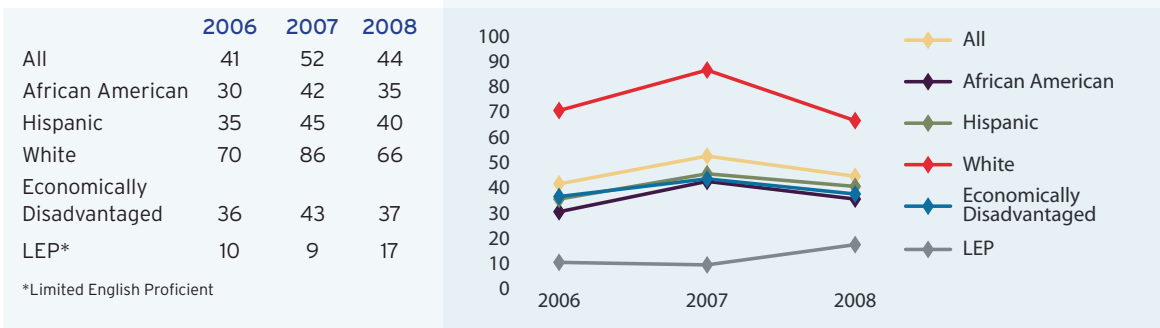
*Limited English Proficient



- Eighth grade math TAKS passing rates rose 39 percentage points over the past six years, including a 16 percentage point gain in 2008, to 73% overall. Math achievement gaps among ethnic and racial groups have shrunk to less than ten percentage points.
- In science, where students did not need to pass TAKS to be promoted, passing rates improved slightly in each of the past three years for every subgroup except White students.
- Seventh grade writing TAKS passing rates have remained steady at about 86% since 2006.



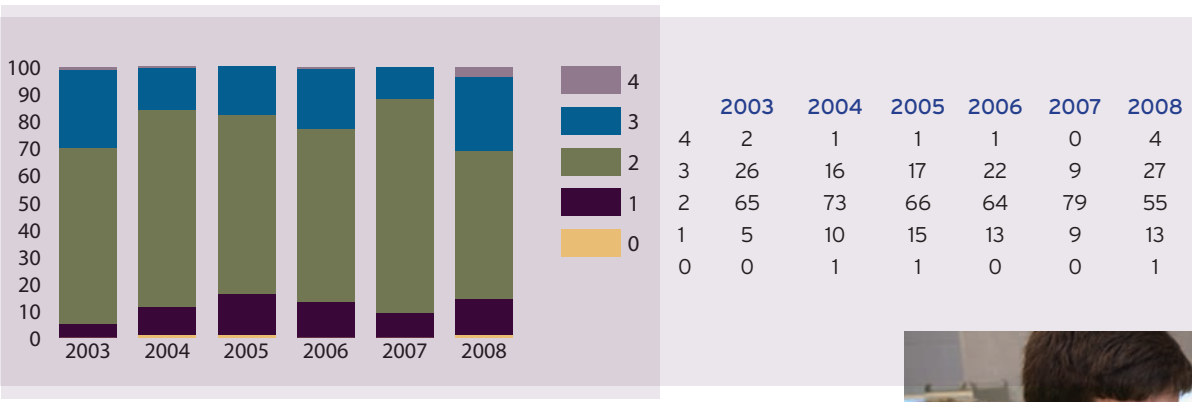
PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION SCIENCE TAKS



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:

In general, 2008 Manor ISD elementary-level TAKS passing rates remained the same or declined slightly from the previous year. In some areas, the achievement gaps among racial, ethnic and economic student groups were unfortunately narrowed by decreases in white students' passing rates.

- Fifth grade passing rates for the reading and math TAKS, which students must pass to ensure promotion to sixth grade, declined slightly from the previous year. White students' reading TAKS passing rates fell 12 percentage points to 86%.

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.

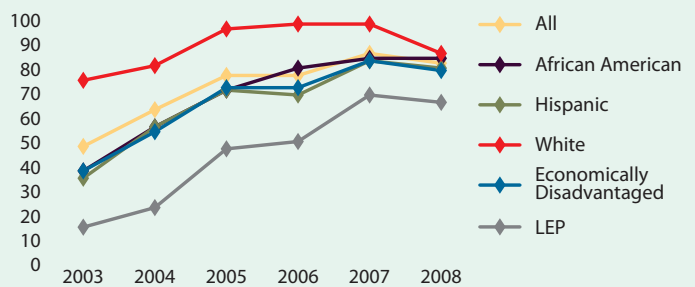
Source: TAKS reports

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

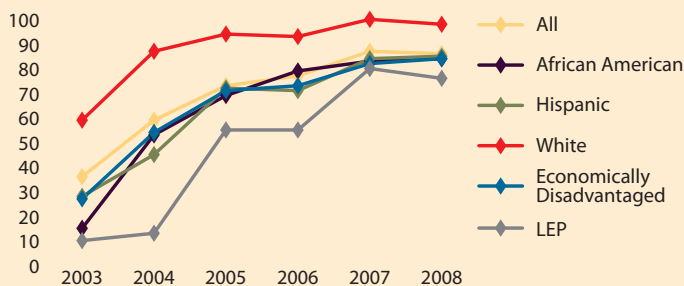
	2003	2004	2005	2006	2007	2008
All	48	63	77	77	86	82
African American	38	56	71	80	84	84
Hispanic	35	56	71	69	83	80
White	75	81	96	98	98	86
Economically Disadvantaged	38	54	72	72	83	79
LEP**	15	23	47	50	69	66

*2003-04 data reflects results of a single test administration.

**Limited English Proficient



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



	2003	2004	2005	2006	2007	2008
All	36	59	73	77	87	86
African American	15	53	69	79	83	84
Hispanic	28	45	72	71	84	85
White	59	87	94	93	100	98
Economically Disadvantaged	27	54	71	73	82	84
LEP**	10	13	55	55	80	76

*2003-04 data reflects results of a single test administration.

**Limited English Proficient



ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL TASK FORCE FINDINGS, CONTINUED:

- Manor ISD's fourth grade writing TAKS passing rate dropped seven percentage points in 2008 to 85%.

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



	2003	2004	2005	2006	2007	2008
4	1	1	0	0	1	2
3	23	10	13	9	16	18
2	62	63	68	86	76	67
1	14	24	16	5	7	14
0	0	2	2	0	1	1

3RD GRADE TAKS

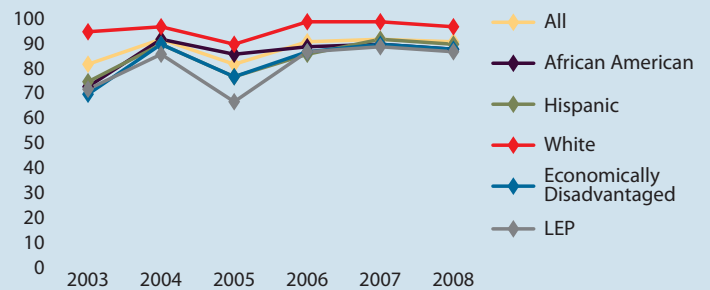
Percent of third grade students who demonstrated sufficient reading and math skills to meet the State Board of Education panel's recommended standard on the third grade reading and math TAKS.

Source: TAKS reports

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

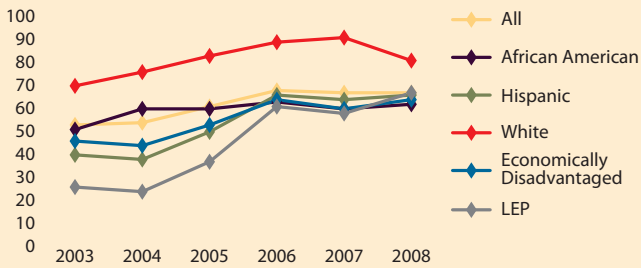
	2003	2004	2005	2006	2007	2008
All	81	91	81	90	91	90
African American	72	91	85	88	89	87
Hispanic	74	89	76	85	91	89
White	94	96	89	98	98	96
Economically Disadvantaged	69	89	76	86	89	87
LEP*	71	85	66	86	88	86

*Limited English Proficient



- Overall passing rates on the third grade reading TAKS, which students must pass to ensure promotion to third grade held steady at about 90% for the past three years.
- Overall passing rates on the third grade math TAKS, which students are not required to pass for promotion, held steady at about 66% for the past three years. White students' third grade math TAKS passing rates fell 10 percentage points to 80%

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



	2003	2004	2005	2006	2007	2008
All	52	53	60	67	66	66
African American	50	59	59	62	59	61
Hispanic	39	37	49	65	63	65
White	69	75	82	88	90	80
Economically Disadvantaged	45	43	52	63	59	63
LEP*	25	23	36	60	57	66

*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 Manor 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 Manor ISD with other area, Texas or U.S. school districts. The intent of this report is to compare Manor 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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