



# READY, SET, GOAL!

AUSTIN CHAMBER OF COMMERCE PRESENTS

## 2009 Manor 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 Manor 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 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

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.

## MANOR ISD 2008-09 SNAPSHOT

Enrollment	6,216	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.48
Percent Non-white	87%	2008-09 Operations Budget	\$54,822,603
Percent Economically Disadvantaged	75%	Average Percent Daily Attendance for Grades 6 - 12	93%
Percent English Language Learners	29%	Percent of Graduates who took SAT or ACT Exam*	73%
2009 Graduates	213	Average Teacher Salary	\$44,795
Number of Campuses	12	Average Teacher Years of Experience	6
Number of Employees	770		

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

\*Indicator lags one year.

### OVERVIEW

Manor ISD is a growing district, adding more 1,000 students over the past three years and increasing its numbers of low income and English language learner students. In the face of these changes, the district has made some progress over the past three years in reducing achievement gaps.

Manor ISD leadership worked with the district advisory team to craft a strategic plan with annual, measurable targets that will put the district on a path towards higher performance. Using this plan as a foundation for guiding the allocation of resources—including putting the right staff at the right schools—will be essential to Manor ISD's future progress.

One of Manor ISD's greatest challenges is improving its graduation rate. A greater part of Manor ISD's class of 2008 graduated ready for college or the high-performance workplace and enrolled in post-secondary education, but only 66 percent of the class actually graduated.

The Texas Education Agency will not release graduation rates for the class of 2009 until fall 2010, but Manor ISD class of 2009 graduation TAKS passing rates showed improvement for most student groups. This suggests that the district's decision to expand its alternative school and credit recovery programs may pay off in higher graduation rates for the class of 2009 and beyond.

Additionally, the district's direct-to-college enrollment held steady at 45 percent for the class of 2008 and is likely to increase due to the recruitment of a qualified and experienced counseling staff at Manor High School.

Another challenge for Manor ISD is improving math and science performance. Manor High School received a state rating of unacceptable in 2008-09 for the second year in a row. At the high school, less than half of all students and students in every subgroup except white passed the math or science TAKS. Although math and science performance has improved at lower levels, significant performance challenges remain there too.

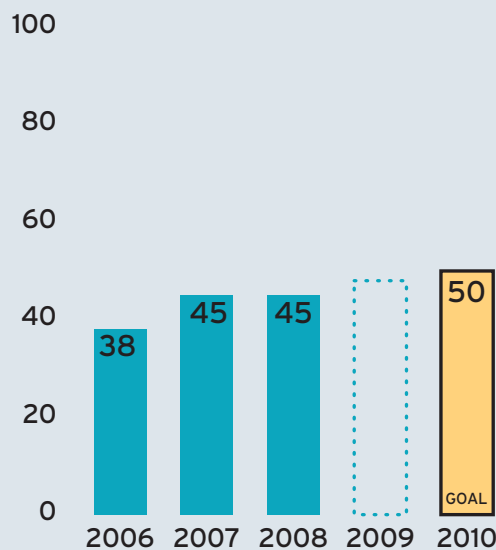
### TASK FORCE RECOMMENDATIONS:

- Trustees and administration should include Progress Report performance measures and annual performance goals for each measure 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 direct sufficient resources to address falling 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 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:

- Direct-to-college enrollment rates held steady at 45 percent for the class of 2008, but a greater proportion of students were college/career ready than in past years.
- Graduation rates continued a three-year slide for nearly all student groups for the class of 2008, reaching 56 percent for economically disadvantaged students, who make up about three-fourths of Manor ISD's enrollment.
- However, the class of 2009 passed the graduation TAKS at higher rates than their predecessors, suggesting that they may also graduate at higher rates.
- More students in the class of 2009 scored at the higher, Commended Performance level on the graduation TAKS, but less than 20 percent earned Commended Performance in reading, math or science.

## 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.

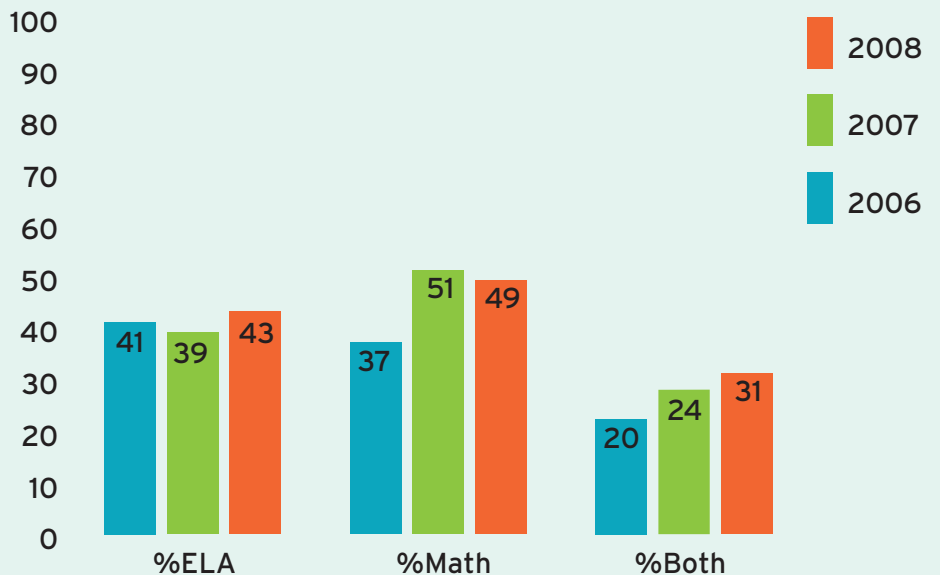
### English Language Arts (ELA):

- 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

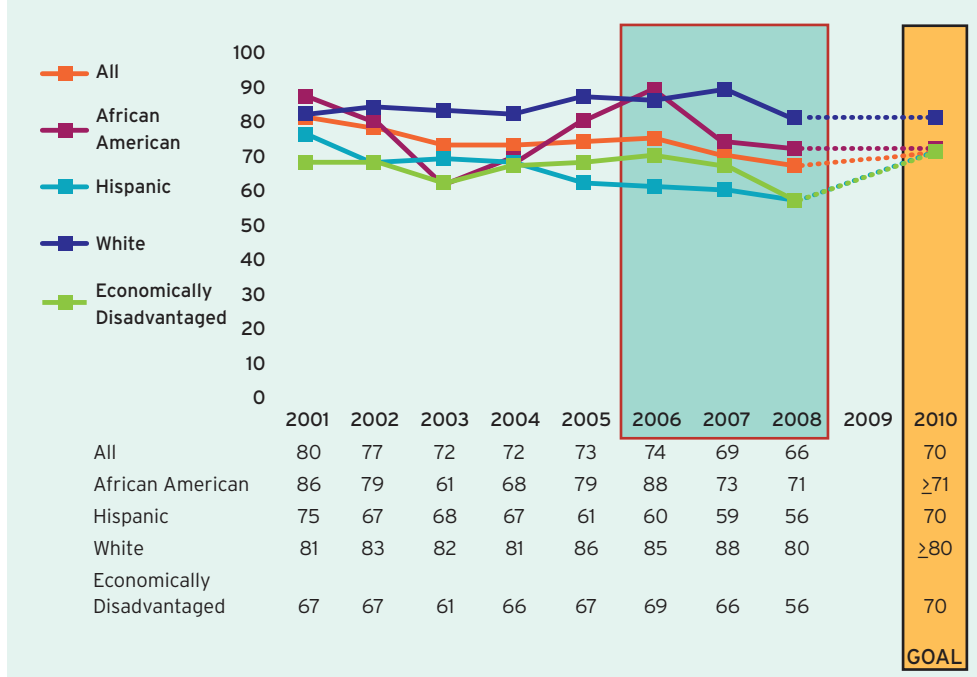
Source: AEIS



## 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.

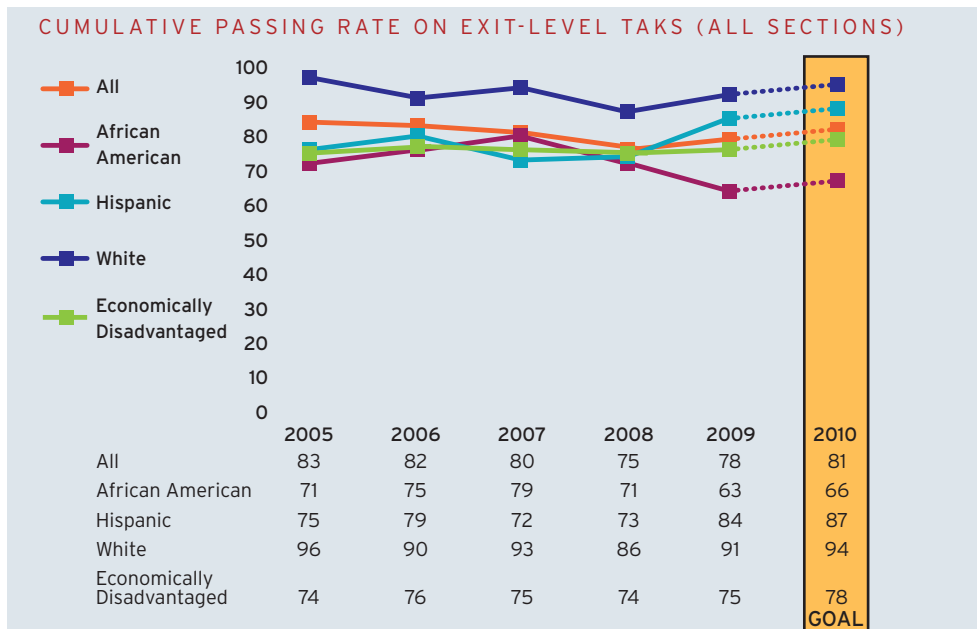
Source: AEIS



## 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)



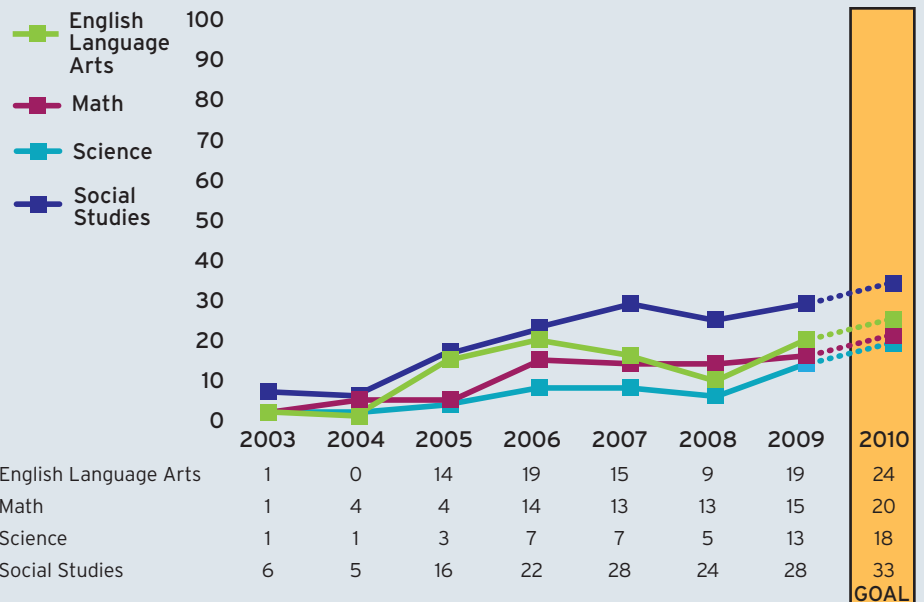
4	1	0	4	5	6	4	2
3	19	12	33	33	34	47	50
2	55	56	49	55	48	39	38
1	24	30	14	7	12	10	8
0	2	2	1	0	0	0	1



## 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:

- More than 90 percent of middle school students were prepared for high school-level work in reading and about three-fourths were prepared for high school-level math.
- Only 58 percent of middle school students—and just 52 percent of economically disadvantaged students—were prepared for high school science.
- More eighth graders scored at the higher, Commended Performance level in math and science, but fewer scored at the higher performance level in social studies.

## EIGHTH GRADE TAKS

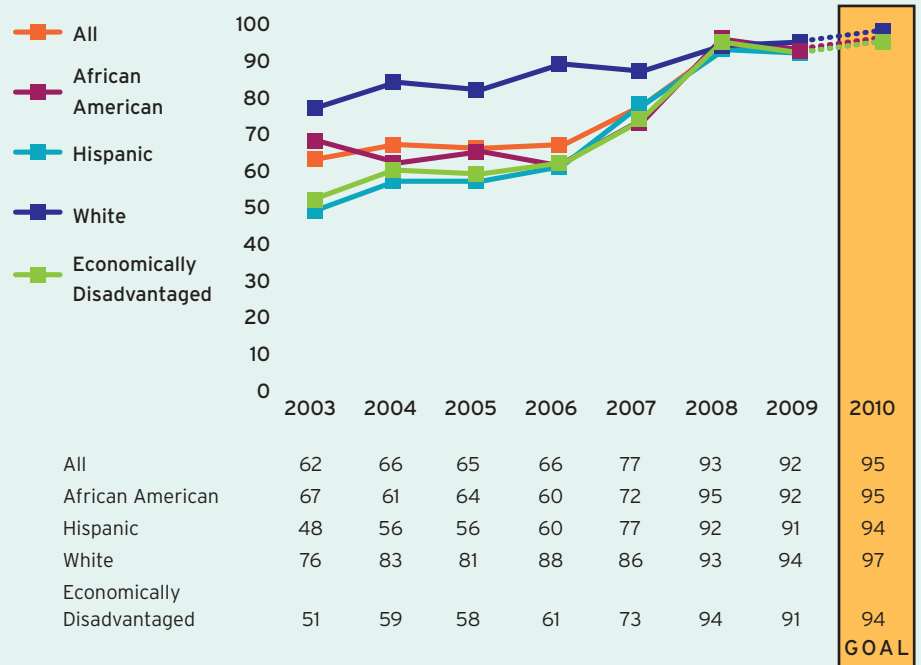
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

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

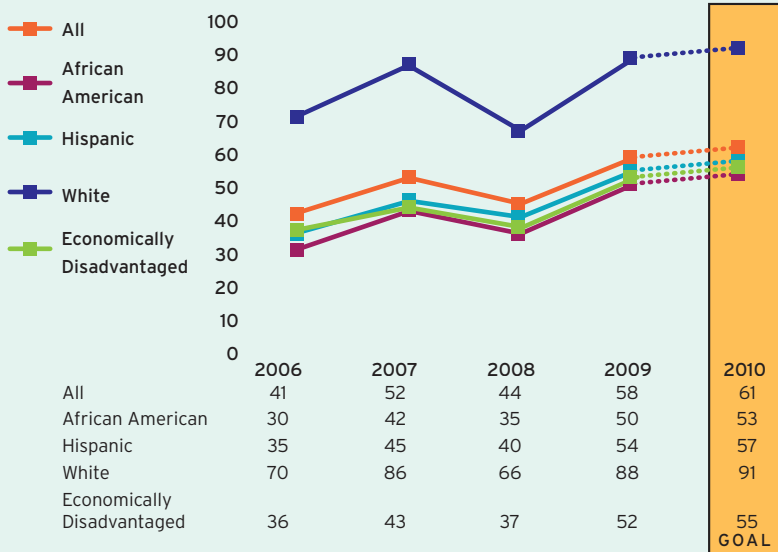
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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



**PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS**



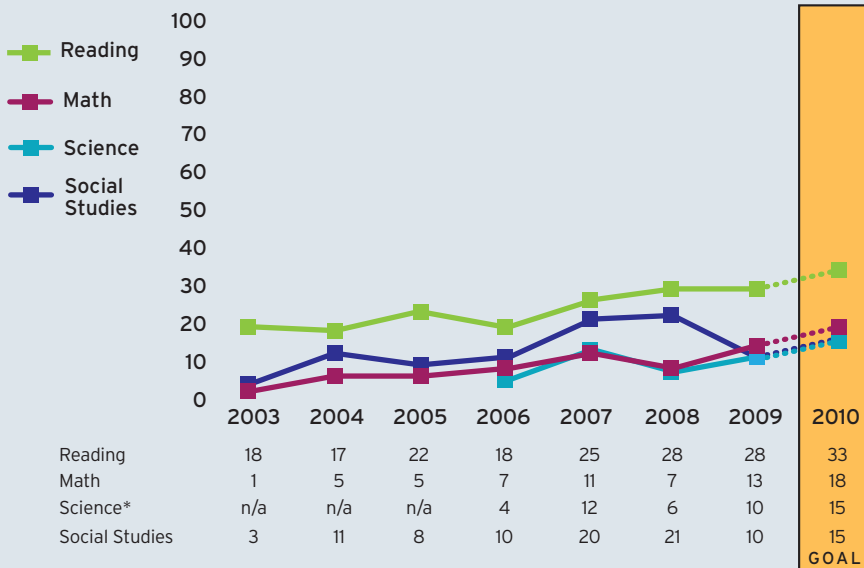
**COMMENDED PERFORMANCE: EIGHTH GRADE TAKS**

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

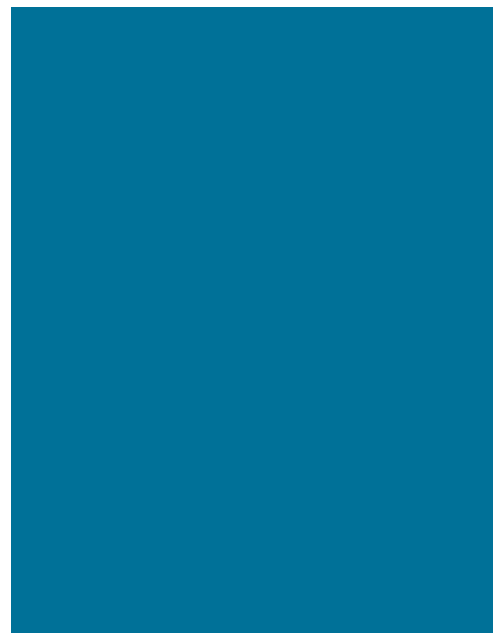
According to the State Board of Education, students who score at or above the Commended Performance level have shown a thorough understanding of grade-level knowledge and skills, beyond the passing level.

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:

- The proportion of elementary school students prepared for middle school reading and math has remained at about 85 percent for the past three years.
- More elementary school students—74 percent of all students and 68 of economically disadvantaged students—were prepared for middle school science than in past years.
- More fifth graders scored at the higher, Commended Performance level in reading, math and science than in past years.

## FIFTH GRADE TAKS

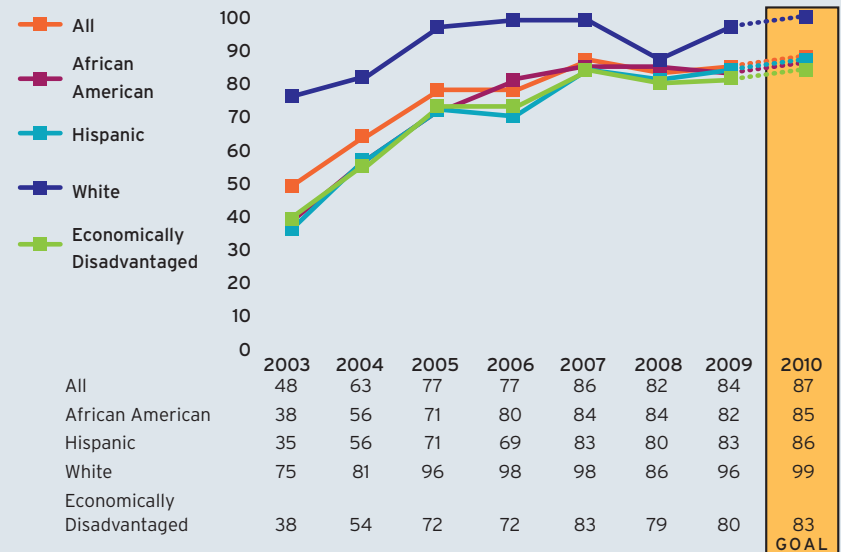
This measure shows the proportion of fifth grade students prepared for middle school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standards on the fifth grade TAKS tests.

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.

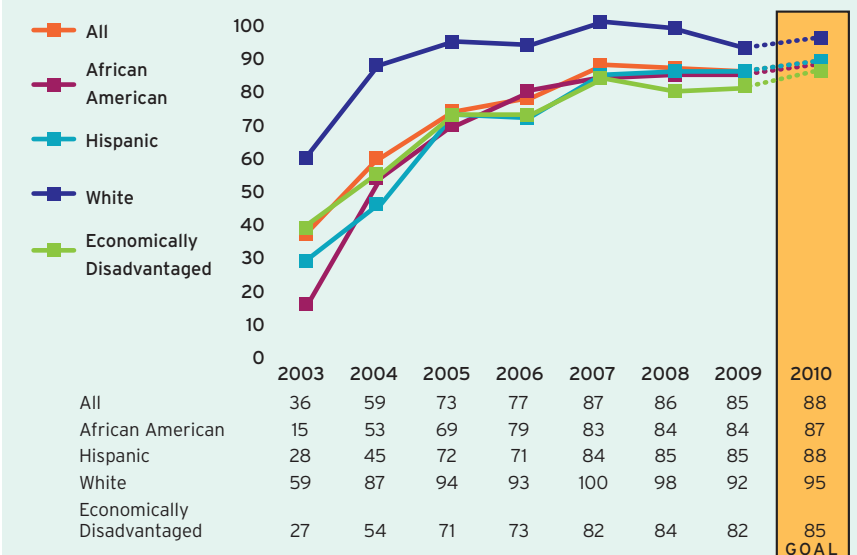
The fifth grade science test was first administered in 2003. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard—in effect starting in spring 2005—for science each year.

Source: TAKS Reports, English and Spanish test results combined

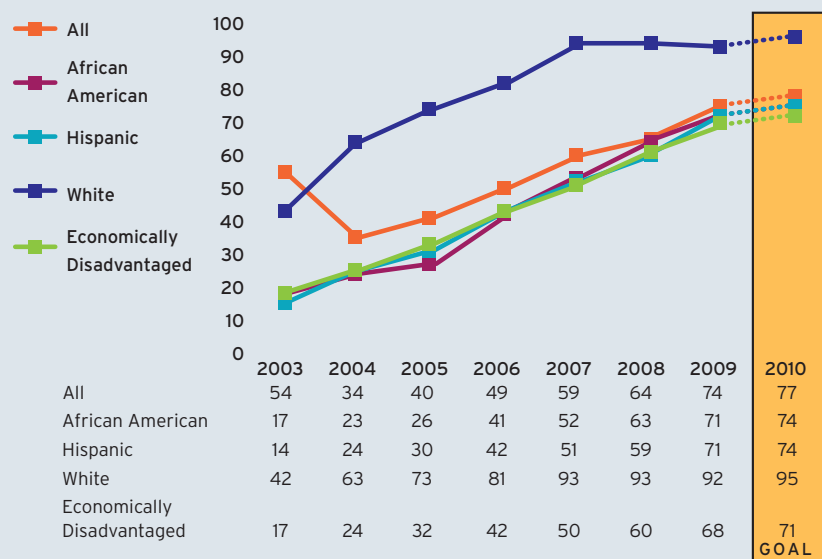
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION  
READING TAKS (CUMULATIVE)



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:

- A growing proportion of Manor ISD's students are English language learners. In 2008-09, approximately 1,800 of the district's 6,216 students were English language learners.
- Sixty-four percent of English language learners made the expected amount of progress towards English language proficiency.

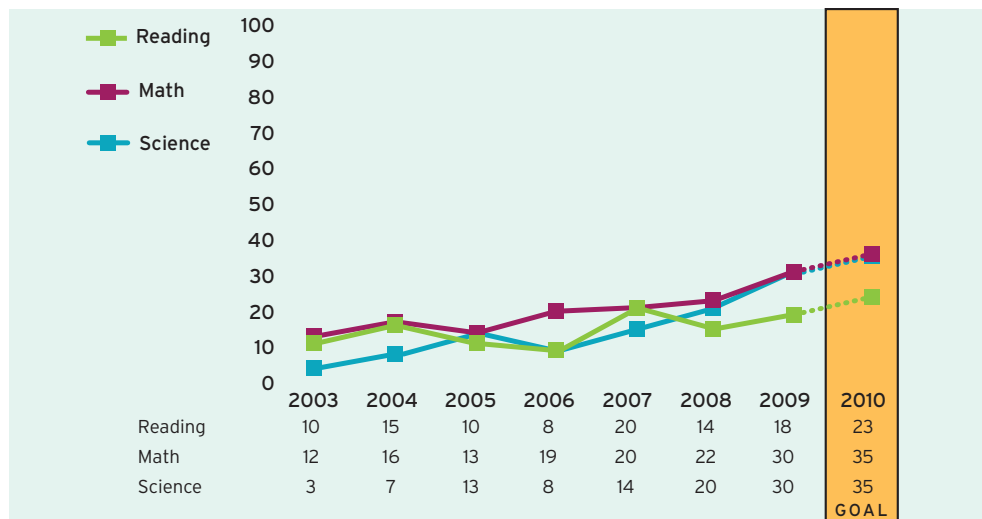
### COMMENDED PERFORMANCE: FIFTH GRADE TAKS

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

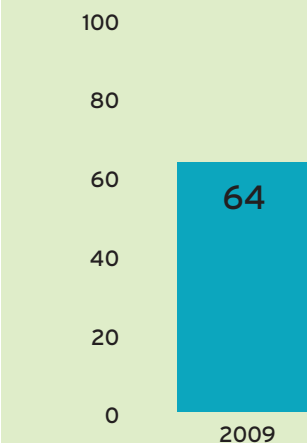
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Source: TAKS Reports



### 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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