



A BRIGHT FUTURE AHEAD

INCREASE COLLEGE READINESS
CLOSE ACHIEVEMENT GAPS

AUSTIN
CHAMBER OF COMMERCE
PRESENTS

2008
Pflugerville ISD
Community Education
Progress Report





PURPOSE

The purpose of this report is to assist the Austin region in fully 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 Pflugerville 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 PFLUGERVILLE ISD*

Pflugerville Independent School District is preparing Each Child for Their Future in Our World. These phrases, highlighted in the District logo, offer a daily reminder of the District's commitment to provide every student with quality educational experiences, which will prepare them to be productive members of the global community.

In the midst of a national economic slowdown, PISD continues to grow at a rate of over 1,000 new students each year. The District is widely recognized as a destination for families who are seeking a family oriented community in which to raise children and a place where their children can receive a quality education that will prepare them for the future.

As it continues to transform into a district for the new millennium, Pflugerville ISD is challenging the status quo in education by seeking new strategies that will spur students on to higher levels of achievement. By implementing teaching strategies that more effectively involve students in their own learning, the District is transforming its instructional programs to ensure every student is engaged in learning from the moment they walk through its doors, to the time they walk across the graduation stage to receive their diploma.

* Provided by Pflugerville 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

Pflugerville ISD student enrollment is growing dramatically, necessitating bond issues and significant management focus to stay ahead in organizational structure, hiring and facilities. More than 40% of its students receive free or reduced-price lunch, up 35% over the last seven years, while one in seven are learning English. These trends make for more challenges, while community and employer expectations for student performance are rising.

One area in need of significant improvement is high school completion rates, which fell across the board for a second straight year, with significant drops for Hispanics and African Americans. Direct to college enrollment and TAKS graduation test passing rates improved. The real story, however, is middle school. The first year in which middle school students needed to demonstrate math and reading proficiency to guarantee high school promotion was 2008. Pflugerville ISD's eighth grade TAKS passing rates improved dramatically and achievement gaps were all but eliminated. Elementary school TAKS passing rates are nearly all over 90%.

PFLUGERVILLE ISD SNAPSHOT

Enrollment	20,707	2007-08 Operations Budget without State Recapture	\$134,034,231
2008 Graduates	1,160	Average Percent Daily Attendance for Grades 6 - 12	95%
Percent Non-White	68%	Percent of Graduates who took SAT or ACT Exam*	77%
Percent Economically-Disadvantaged	43%	Percent of 12th Grade Students Enrolled in a Tech-Prep 2 [†] and/or 3 ^{††} Sequential Course of Study	81%
Percent English Language Learners	15%	Average Teacher Salary	\$47,071
Number of Campuses	26	Average Teacher Years of Experience	12
Number of Employees	2,355		
2008-09 Tax Rate (\$ per \$100 valuation)	\$1.470		

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.

Pflugerville ISD's superintendent and leadership team in their third year have implemented systemic organizational efforts and stronger management focus amidst tremendous enrollment growth. Curriculum and teaching initiatives have aligned the K-12 content to prepare students for college and career readiness, with particular focus on math and science. The district is focused on a data warehousing project, plus efforts to help assist through summer programs those high school completers who still must pass one or more sections of the TAKS graduation test. This foundation is paying dividends in several key performance areas.

TASK FORCE RECOMMENDATIONS:

- Trustees and Administration should direct sufficient resources to arrest the two-year slide in high school graduation rates and begin to make gains.
- As Pflugerville ISD Trustees and Administrators contemplate their FY 2010 budget, the Task Force recommends that they establish annual, quantitative targets for each of the performance indicators below.
- The Task Force recommends looking more closely at strategies to support English learners, Pflugerville ISD's fastest growing student population and one with highly variable performance.
- Trustees 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:.

- High school graduation rates declined for the second straight year after six years of improvement, due in part to higher graduation expectations and a stricter definition of completion. The gap in performance between white and non-white students doubled in that time.
- Cumulative graduation TAKS passing rates, which trended down as the test became harder to pass, stabilized in 2007 and rose slightly for all subgroups for the Class of 2008.

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.

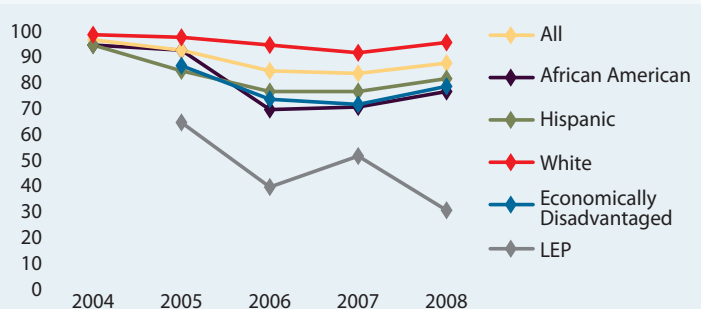
Source: AEIS

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

	2004*	2005	2006	2007	2008
All	96	92	84	83	87
African American	94	92	69	70	76
Hispanic	94	84	76	76	81
White	98	97	94	91	95
Economically Disadvantaged	n/a	86	73	71	78
LEP**	n/a	64	39	51	30

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

**Limited English Proficient



- College and career readiness performance fell four percentage points in 2008 to 38%.
- Direct to college enrollment rates increased by five percentage points, year over year, to 62% for the Class of 2007.
- Exit-level TAKS writing performance has seen dramatic improvement at both the passing level as well as the more important college-readiness level over the past several years. A small drop in passing rates occurred in 2008.

COLLEGE/CAREER READINESS

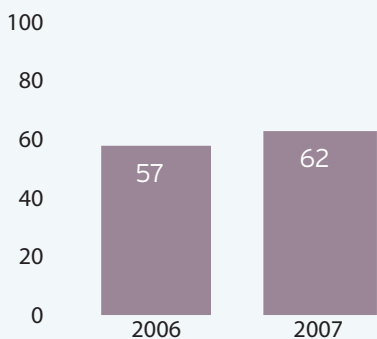
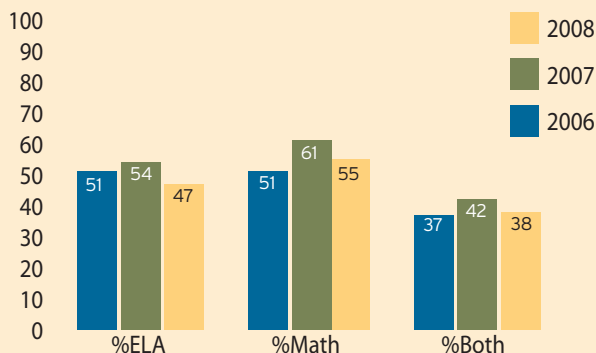
The task force considers students ready for success in higher education or the high-performance workplace if they meet or exceed the following performance standard(s):

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 and manual calculations by Pflugerville ISD



DIRECT TO COLLEGE ENROLLMENT RATE

Percent of 2006 high school graduates enrolled in Texas community colleges or four-year degree-granting institution 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 (THECB)

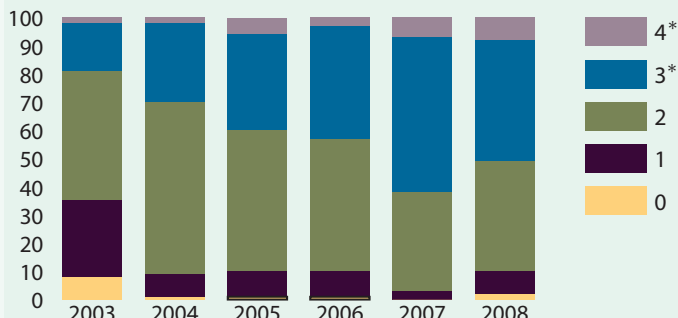
Percent of 2007 high school graduates enrolled in community colleges or four-year degree-granting institutions in Texas or outside the state by the fall following graduation. The figure presented here is probably an under estimate of actual college enrollment in the semester following high school graduation because constraints on state data collection systems limit the ability to locate each student who does not have a Social Security number.

Source: THECB, National Student Clearinghouse and Ray Marshall Center Student Futures Project reports

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	6	3	7	8
3*	17	28	34	40	55	43
2	46	61	50	47	35	39
1	27	8	9	9	3	8
0	8	1	1	1	0	2



MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

For the 2007-08 school year eighth grade students needed to pass TAKS in reading and math to demonstrate readiness for high school and ensure promotion to the 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.

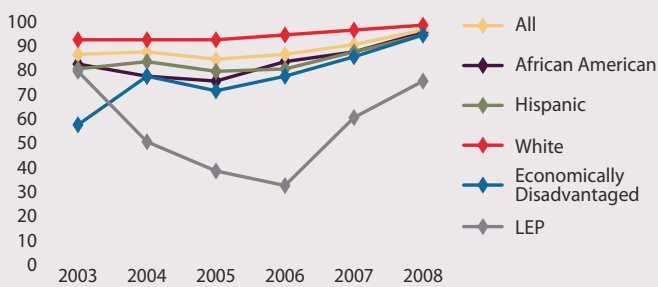
- Pflugerville ISD has functionally closed the achievement gap between subgroups and achieved a 96% overall passing rate in eighth grade reading TAKS.

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 2007-2008 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)



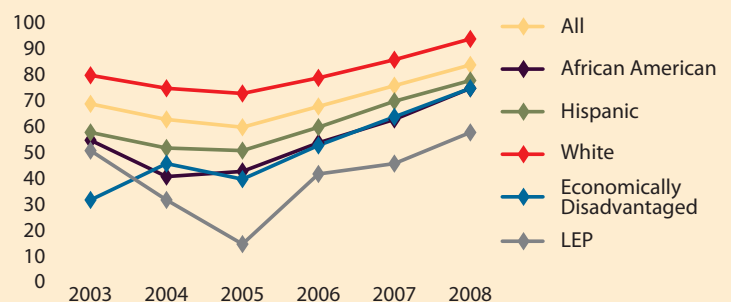
	2003	2004	2005	2006	2007	2008
All	86	87	84	86	90	96
African American	82	77	75	83	87	95
Hispanic	80	83	79	80	87	94
White	92	92	92	94	96	98
Economically Disadvantaged	57	77	71	77	85	94
LEP*	79	50	38	32	60	75

*Limited English Proficient

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

	2003	2004	2005	2006	2007	2008
All	68	62	59	67	75	83
African American	54	40	42	53	62	74
Hispanic	57	51	50	59	69	77
White	79	74	72	78	85	93
Economically Disadvantaged	31	45	39	52	63	74
LEP*	50	31	14	41	45	57

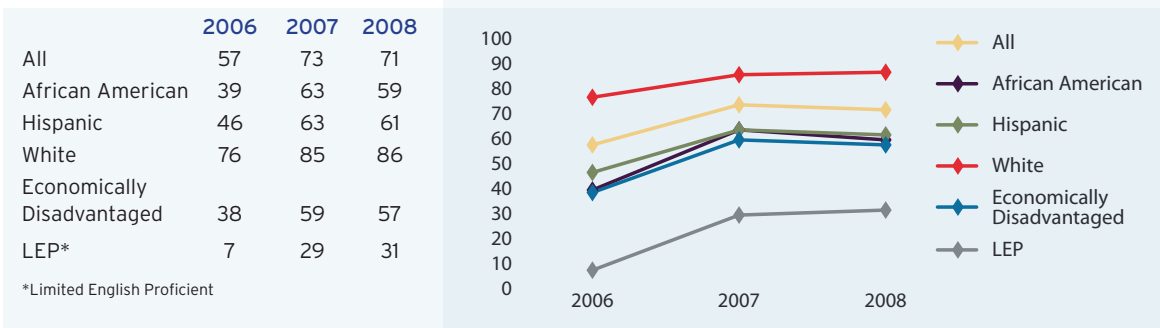
*Limited English Proficient



- In math, overall and subgroup performance increased significantly for a third straight year while the achievement gap has stayed the same.
- In science, where students did not need to pass TAKS for promotion, passing rates were flat for the third straight year, with a 71% overall passing rate.
- Once again, Pflugerville ISD students passed the writing TAKS at a rate of over 90%.



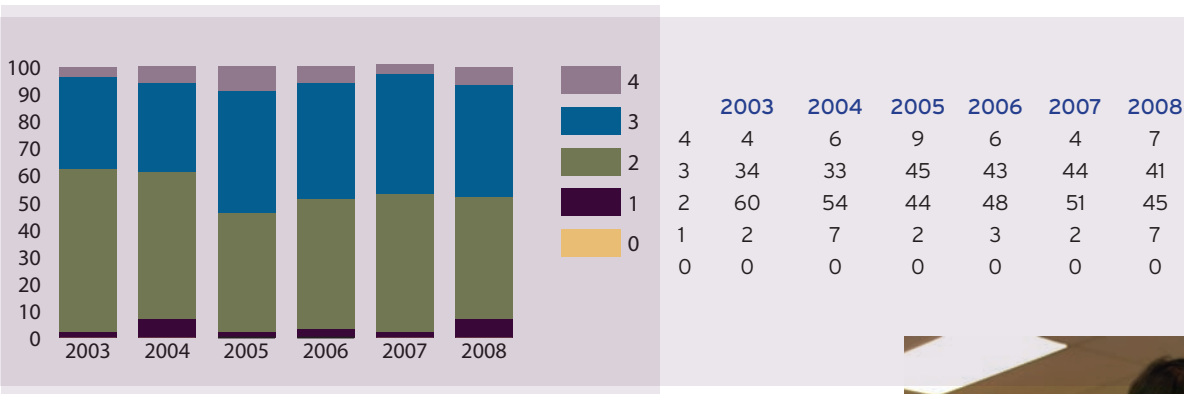
PERCENT OF 8TH GRADERS WHO MET PANEL RECOMMENDATION SCIENCE TAKS



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:

The elementary school performance is the strongest among the three levels of Pflugerville ISD. Overall third and fifth grade TAKS reading and fifth grade TAKS math passing rates exceed 90%. All subgroup passing rates were stable except for African Americans in math in third and fifth grades, where the passing rates fell slightly.

5TH GRADE TAKS

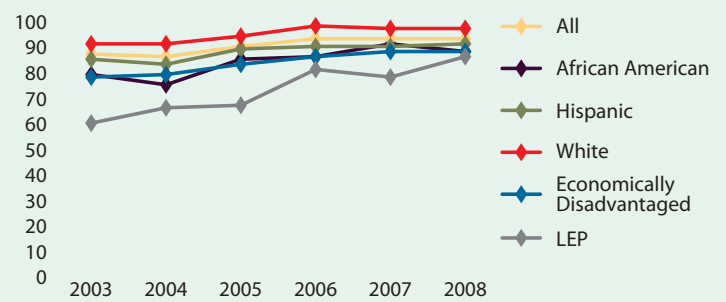
This measure shows the percent of fifth grade students prepared for middle school reading and math by meeting or exceeding the State Board of Education panel's recommended standards on the fifth grade reading and math TAKS. Beginning with the 2004-05 school year, fifth grade students were required to 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

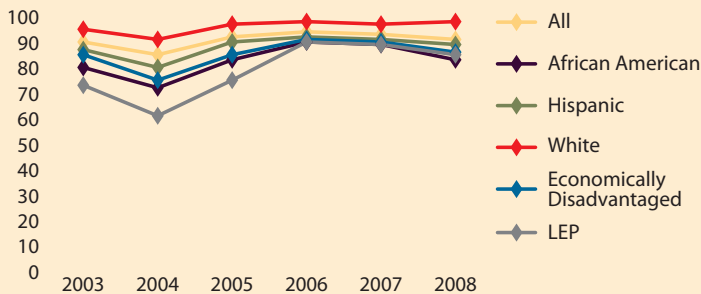
PERCENT OF 5TH GRADERS WHO MET PANEL RECOMMENDATION READING TAKS (CUMULATIVE)

	2003	2004	2005	2006	2007	2008
All	87	86	90	93	93	93
African American	79	75	85	86	91	88
Hispanic	85	83	89	90	90	91
White	91	91	94	98	97	97
Economically Disadvantaged	78	79	83	86	88	88
LEP*	60	66	67	81	78	86

*Limited English Proficient



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



	2003	2004	2005	2006	2007	2008
All	90	85	92	94	93	91
African American	80	72	83	90	89	83
Hispanic	87	80	90	92	91	89
White	95	91	97	98	97	98
Economically Disadvantaged	85	75	85	91	90	86
LEP*	73	61	75	90	89	85

*Limited English Proficient



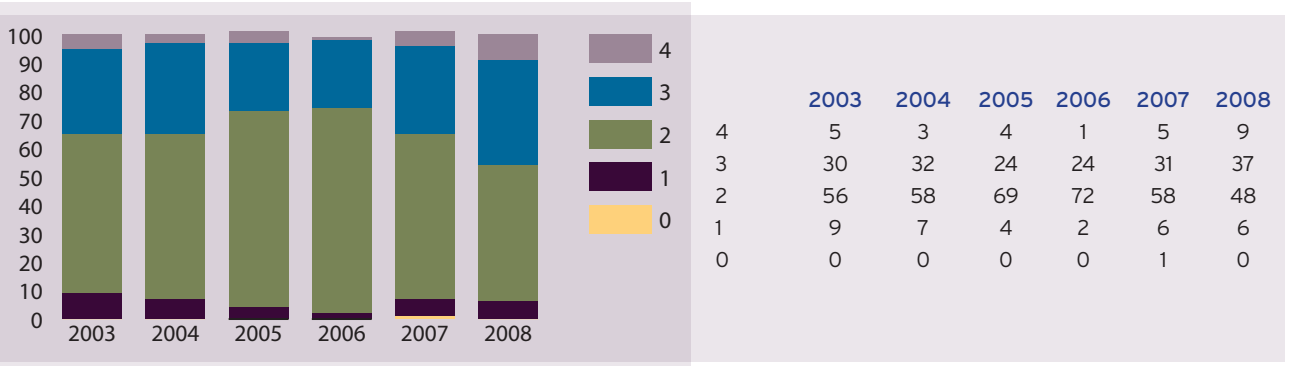
ELEMENTARY SCHOOL PREPARATION FOR MIDDLE SCHOOL

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

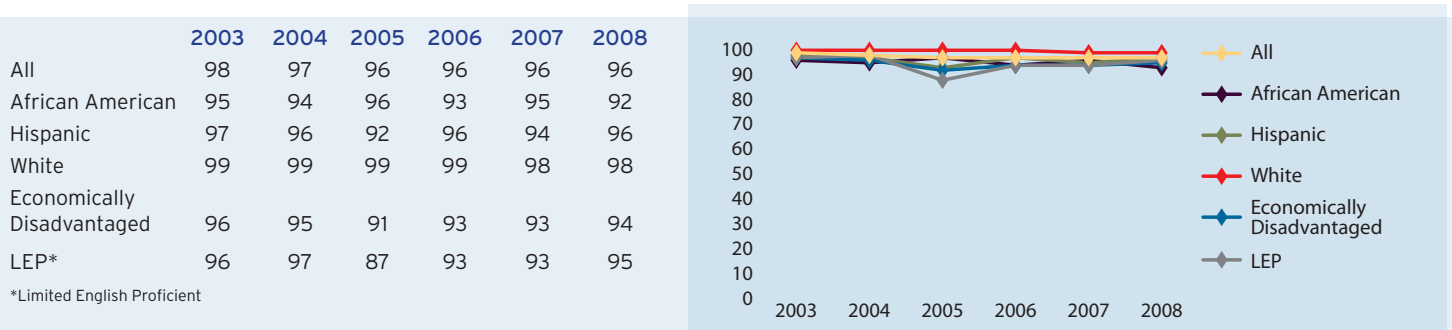


3RD GRADE TAKS

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.

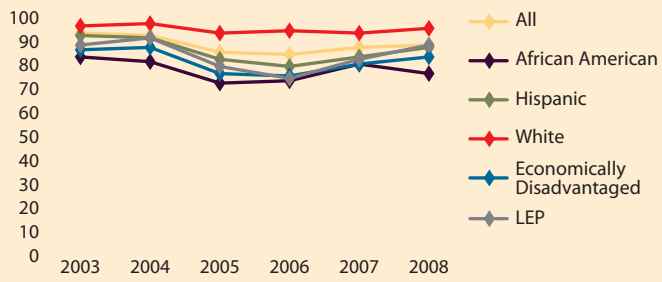
Source: TAKS reports

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



*Limited English Proficient

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



	2003	2004	2005	2006	2007	2008
All	93	92	85	84	87	88
African American	83	81	72	73	80	76
Hispanic	92	91	82	79	83	87
White	96	97	93	94	93	95
Economically Disadvantaged	86	87	76	75	80	83
LEP*	88	91	79	74	82	88

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