

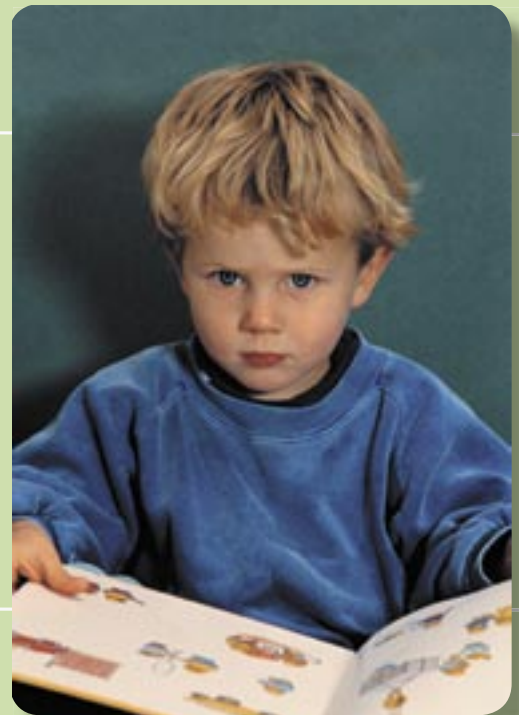
THE GREATER AUSTIN
CHAMBER OF COMMERCE
PRESENTS



2006
ROUND ROCK COMMUNITY
EDUCATION PROGRESS REPORT

Purpose

If the Austin Region is to participate fully in the global economy, our students must graduate, complete a well-rounded course of academic study and demonstrate college and workplace readiness in math, writing, and English/Language Arts. The Round Rock Independent School District agrees. They target achieving an exemplary rating in the Texas school accountability system in 2009, and have set year to year performance goals to track improvement. This Community Education Progress Report is not a grade, but rather a review of RRISD progress on these key indicators toward that goal and suggests where more rapid gains may be needed.



Findings

Round Rock ISD has made significant student learning gains in all performance categories across all student groups over the past few years. Key indicators for employers are high school graduation, completion of a well-rounded course of study, passing rates on TAKS exit tests and college and workplace readiness. Results on these performance measures have continued to improve overall. These gains are noteworthy in light of the management challenges associated with significant student enrollment growth and increases in English language learner and economically disadvantaged student populations in the district. There are still gains to be made to increase the percentage of students who graduate ready for college or career. Achievement gaps between student groups do persist.

In the last six years, the student composition at RRISD has changed. Between 2000 and 2006, the proportion of students considered economically disadvantaged increased from 13.5 percent to 24.7 percent of students. English-language learners increased by approximately 50 percent from 4.4 to 7.9 percent of the RRISD student population, with expectations for the same or accelerated growth in coming years. In order for RRISD to continue its upward gains overall, across all student groups, and earn the state's exemplary rating, even greater gains will be needed within these two populations.

We recommend that the district leadership ensures, as they undertake initiatives to increase parental involvement, meaningful business and community partnerships and academy programs, that these new strategies and resources will achieve necessary student achievement gains which close the gaps between different socioeconomic and ethnic groups. This will ensure a much greater percentage of our student population will graduate college and career ready.

About RRISD



The Round Rock Independent School District is a highly rated school district with 28 of its 40 regular schools rated as Exemplary or Recognized by the Texas Education Agency. The state agency also recognized 38 of the campuses with one or more Gold Performance Acknowledgments for improved performance in math, reading, and/or writing.

At Round Rock ISD, we believe ALL children will learn, that we are one district—one community—with one common goal. Together, we are working to improve student performance in math and science and narrow the achievement gap by 33 percent each year for three years to achieve an exemplary rating in 2009. We are also focusing on increasing parental involvement and experiential learning through partnerships between area businesses and our academies.

RRISD Snapshot

Enrollment	39,211
2006 Graduates	2,155
Percent Non-White	45.5%
Percent Economically Disadvantaged	24.7%
Percent English Language Learners	7.9%
Campuses	41
Employees	4,816
06-07 Tax Rate	\$1.64 (\$1.337 M&O, \$.303 I&S)
05-06 Operations Budget w/o state recapture	\$256,130,953
05-06 Operations Budget with state recapture	\$264,739,842

High School Preparation for College and Workplace

The percentage of students who complete a well-rounded course of study is on track based upon recent year to year gains. Student performance on passing all sections of the exit TAKS tests showed significant improvement between 2003 and 2005, but dropped among Hispanic and economically disadvantaged students in 2006. District management is working to ensure this is a one year occurrence. High school graduation rates, while steadily improving, seem to have a more modest arc for 2005. College readiness rates are below the standard needed for today's globally competitive economy. We recommend the school board set a goal for improvement in college readiness. In addition, greater improvement is especially needed among Hispanic, African-American, and English-language learner students. RRISD recognizes this and has identified strategies in their academy and business partnership programs to meet the needs of their student population in innovative ways. They hope such strategies will meet these expectations.



Middle School Preparation for High School

Middle school performance shows steady, significant gains on student TAKS passing rates. Next year's 8th grade students, 2007-2008, will need to pass the math and reading TAKS tests to meet the assessment requirement for 9th grade promotion. Eighth grade student passing rates must grow rapidly next school year, as they did in 2005 for 5th graders trying to meet their own assessment requirement. Students learning English, who comprise a significantly growing subpopulation, require the most intense attention, especially in reading where passing rates are less than one-third.

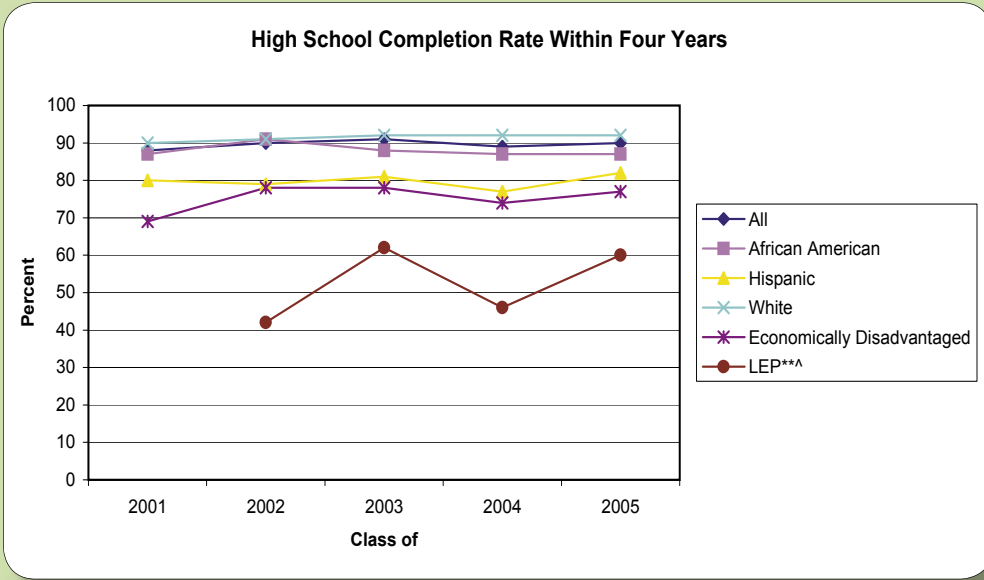
Elementary School Preparation for Middle School

Fifth grade reading and math performance continues to be extremely strong with rapid improvement in recent years and some leveling out in 2006, and achievement in reading nearing optimum levels. This is the second year that 5th grade students needed to demonstrate reading and math proficiency to meet the assessment requirement for promotion to middle school. RRISD put in place systems to help struggling 5th grade students that led to dramatic learning gains among Hispanic, African American and economically disadvantaged students. At the third grade level, student performance is commendable and nearing optimum levels on the TAKS objectives students must meet for promotion to the next grade.

High School Preparation for College and Workplace

High School Graduation

High school completion is achieved when a student graduates with 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 graduating by this definition.

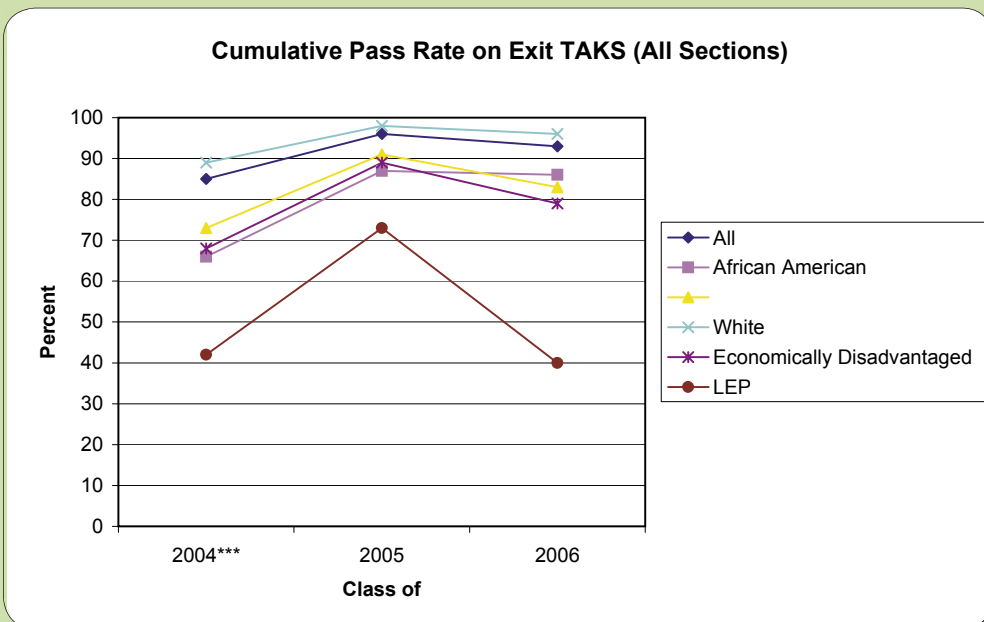


	2001	2002	2003	2004	2005
All	88	90	91	89	90
AfAm	87	91	88	87	87
Hisp	80	79	81	77	82
White	90	91	92	92	92
EcoDis*	69	78	78	74	77
LEP***^		42	62	46	60

^AEIS data not available 2001

High School TAKS Passage

This measure represents the percentage of students who pass all four TAKS exit tests before the end of their 12th grade year.



	2004***	2005	2006
All	85	96	93
AfAm	66	87	86
Hispanic	73	91	83
White	89	98	96
EcoDis*	68	89	79
LEP**	42	73	40

* Economically Disadvantaged

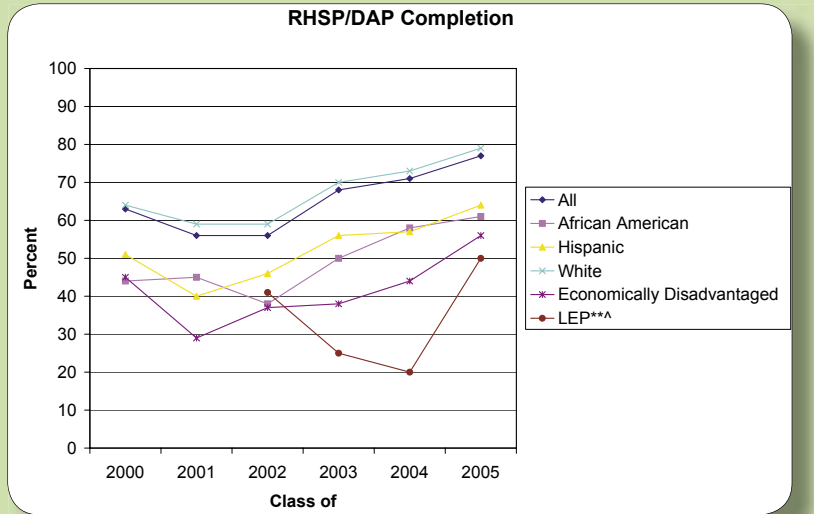
** Limited English Proficiency

***Data reflects 11th grade initial exam results only.

Recommended/Distinguished High School Program Completion

Completion of a well-rounded curriculum such as the Recommended High School Plan (RHSP) or the Distinguished Achievement Plan (DAP) better prepares a student for success in higher education and the workplace. This measure shows the percent of all RRISD high school graduates who complete either the RHSP or the DAP, including special education students.

	2000	2001	2002	2003	2004	2005
All	63	56	56	68	71	77
AfAm	44	45	38	50	58	61
Hispanic	51	40	46	56	57	64
White	64	59	59	70	73	79
EcoDis*	45	29	37	38	44	56
LEP**^			41	25	20	50

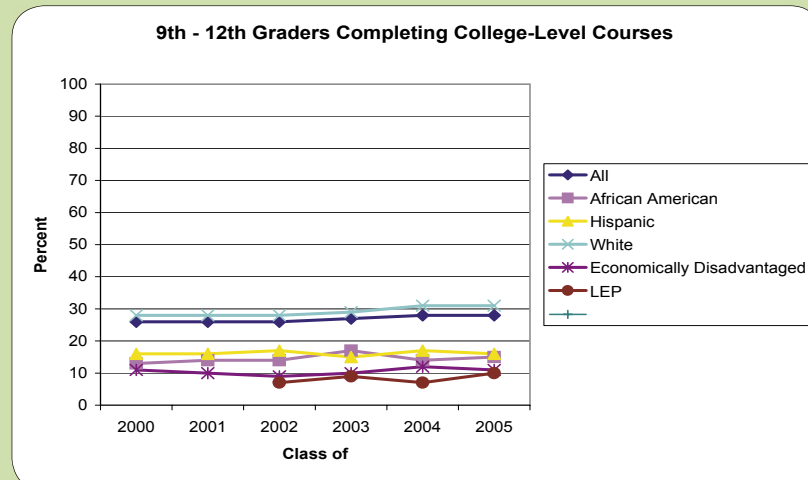


Other Measures

College-Level Course Completion by High School Students

This measure represents the percentage of 9th to 12th grade students who are enrolled in one or more courses that potentially earn college-level credit, which includes dual credit, Advanced Placement and International Baccalaureate courses.

	2000	2001	2002	2003	2004	2005
All	26	26	26	27	28	28
AfAm	13	14	14	17	14	15
Hispanic	16	16	17	15	17	16
White	28	28	28	29	31	31
EcoDis*	11	10	9	10	12	11
LEP**^			7	9	7	10



*Economically Disadvantaged

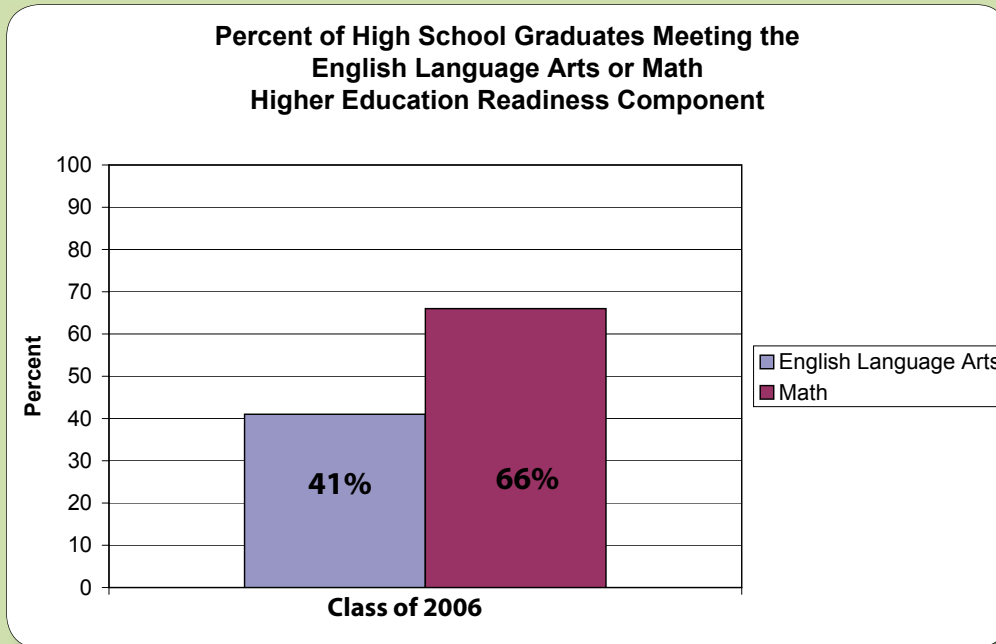
** Limited English Proficiency

^ AEIS data not available 2000-2001

College/Workplace Readiness

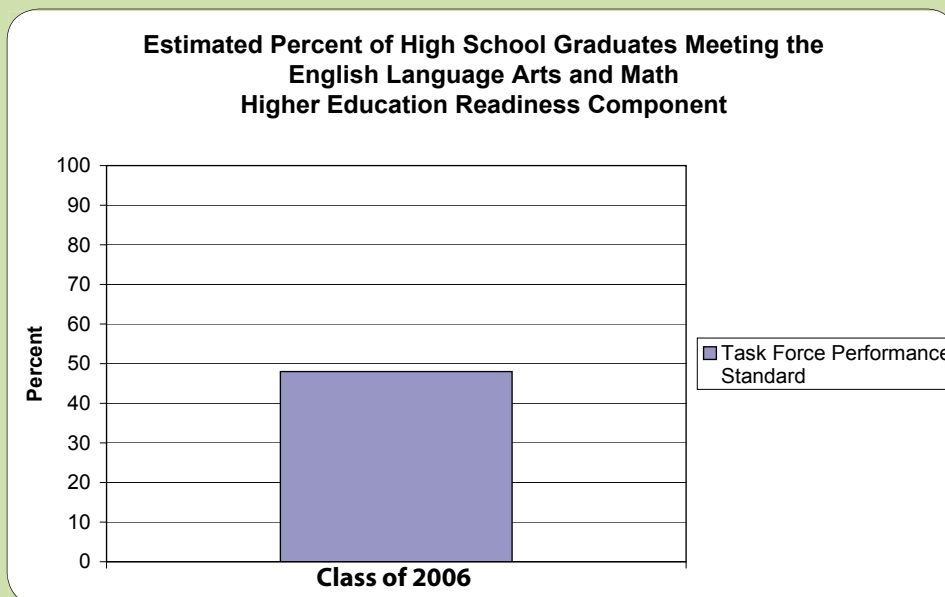
TAKS Exit Level Performance Standard

The Higher Education Readiness Component measures a student's preparation for college-level work based on the 11th grade exit level TAKS test. Students are considered ready for success in higher education or the workplace by the Texas Higher Education Coordinating Board if they meet or exceed the following performance standard: Scale score of at least 2200 on the English Language Arts exit level TAKS with a 3 or more on the written essay OR scale score of at least 2200 on the math exit level TAKS.



Progress Report Card Task Force Performance Standard

The Progress Report Card Task Force measures a student's preparation for college-level work based on that student's 11th grade exit level TAKS, ACT, and/or SAT test performance. The task force considers students ready for success in higher education or the workplace if they meet or exceed the following performance standard: Scale score of at least 2200 on the English Language Arts exit level TAKS with a 3 or more on the essay, or a composite score of at least 1070 on the SAT with a minimum score of 500 on Critical Reading, or a composite score of at least 23 on the ACT with a minimum score of 19 on the English component AND scale score of at least 2200 on the math exit level TAKS, or a composite score of at least 1070 on the SAT with a minimum score of 500 on math, or a composite score of at least 23 on the ACT with a minimum score of 19 on the math component.

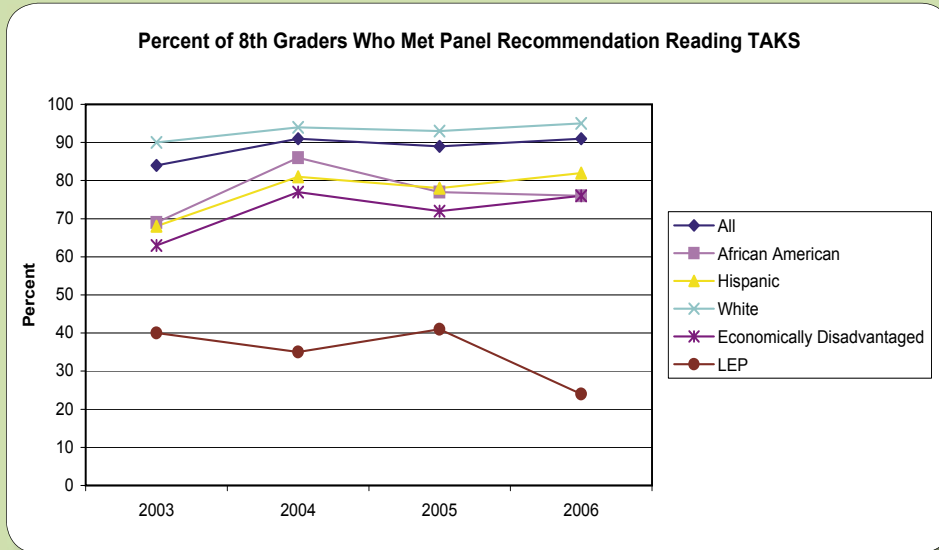


Middle School Preparation for High School

8th Grade TAKS

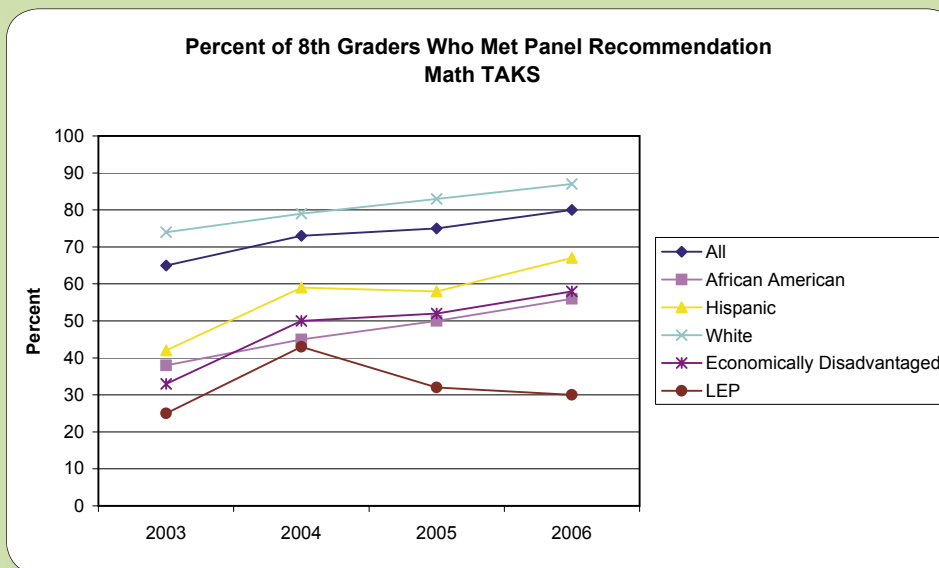
This measure determines the percentage of RRISD 8th grade students on track in reading and math for high school level course work. It shows the percentage of students who met the State Board of Education's panel recommendation on the reading and math TAKS. Students will be required to meet panel recommendation by the end of the 2007-2008 school year in order to meet the assessment requirement for promotion to 9th grade.

8th Grade Reading TAKS



	2003	2004	2005	2006
All	84	91	89	91
AfAm	69	86	77	76
Hispanic	68	81	78	82
White	90	94	93	95
EcoDis*	63	77	72	76
LEP**	40	35	41	24

8th Grade Math TAKS



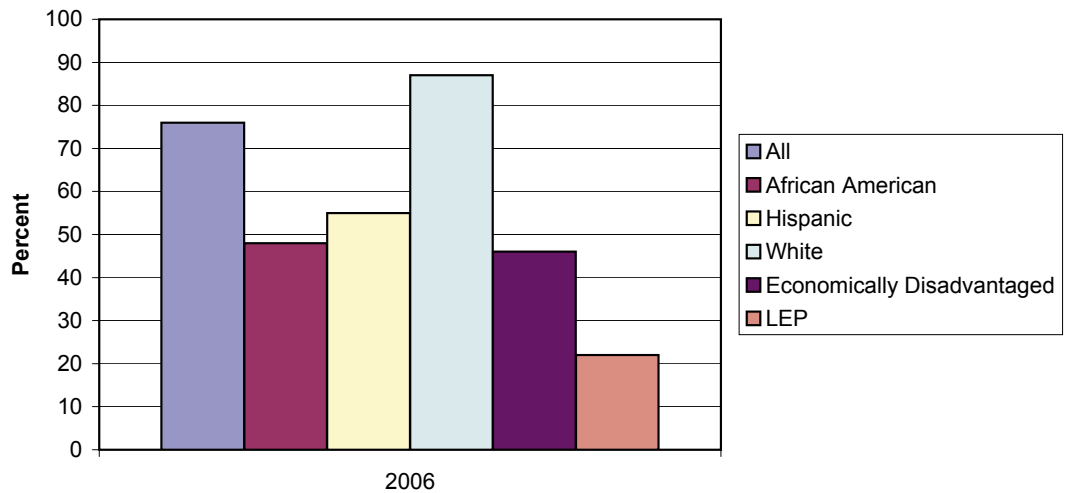
	2003	2004	2005	2006
All	65	73	75	80
AfAm	38	45	50	56
Hispanic	42	59	58	67
White	74	79	83	87
EcoDis*	33	50	52	58
LEP**	25	43	32	30

* Economically Disadvantaged
 ** Limited English Proficiency

8th Grade Science TAKS

This measure represents the percentage of RRISD 8th grade students on track in science for high school level course work. It shows the percentage of students who met the State Board of Education's panel recommended standard on the science TAKS., which is a more rigorous standard than the one students had to meet in the Spring 2006 to be considered as having passed the test This is the first year that the 8th Grade Science TAKS test was administered.

**Percent of 8th Graders
Who Met Panel Recommended Standard
Science TAKS**



2006

All
AfAm
Hispanic
White
EcoDis*
LEP**

76
48
55
87
46
22

* Economically Disadvantaged
** Limited English Proficiency

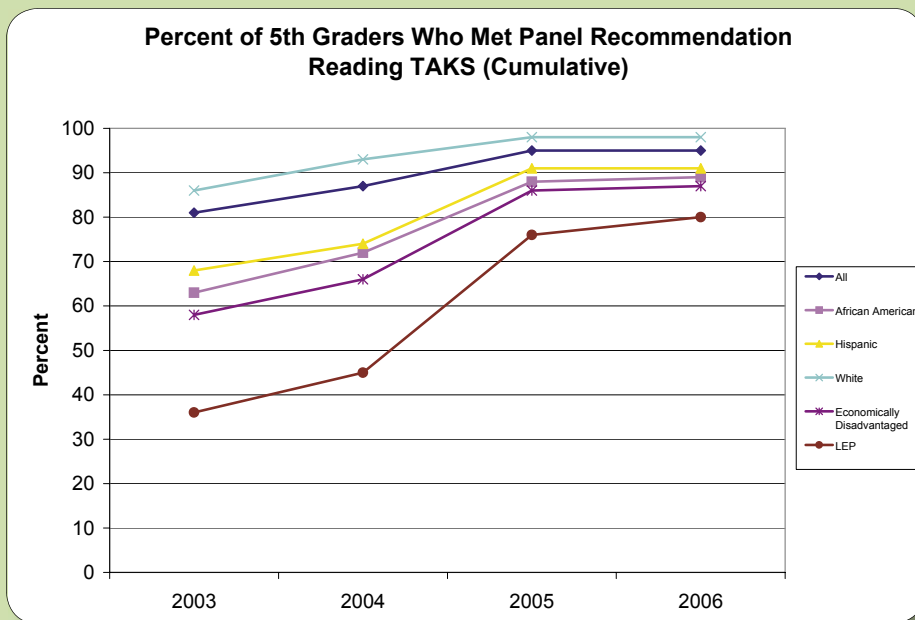


Elementary School Preparation for Middle School

5th Grade TAKS

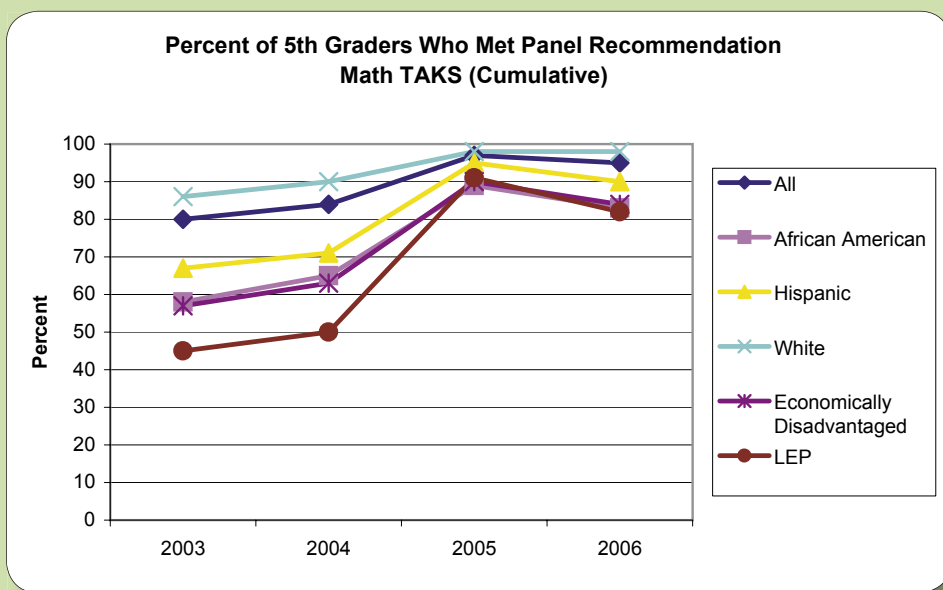
This measure shows the percentage of RRISD elementary school students prepared for middle school reading and math by meeting the State Board of Education's panel recommended standard on the 5th grade reading and math TAKS.

5th Grade Reading TAKS



	2003	2004	2005	2006
All	81	87	95	95
AfAm	63	72	88	89
Hispanic	68	74	91	91
White	86	93	98	98
EcoDis*	58	66	86	87
LEP**	36	45	76	80

5th Grade Math TAKS



	2003	2004	2005	2006
All	80	84	97	95
AfAm	58	65	89	83
Hispanic	67	71	95	90
White	86	90	98	98
EcoDis*	57	63	90	84
LEP**	45	50	91	82

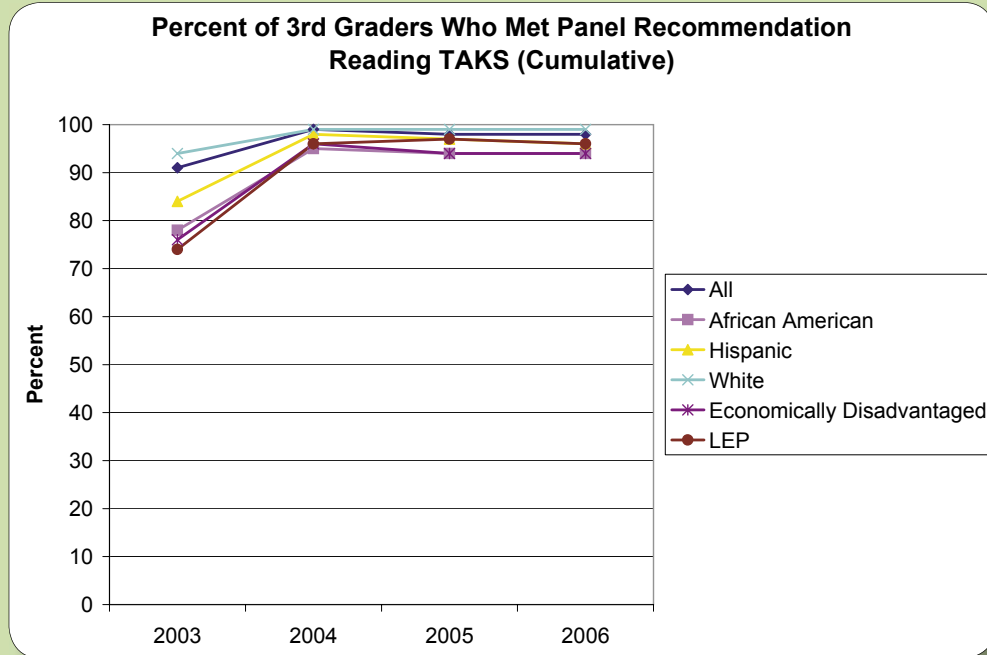
* Economically Disadvantaged

** Limited English Proficiency

3rd Grade TAKS

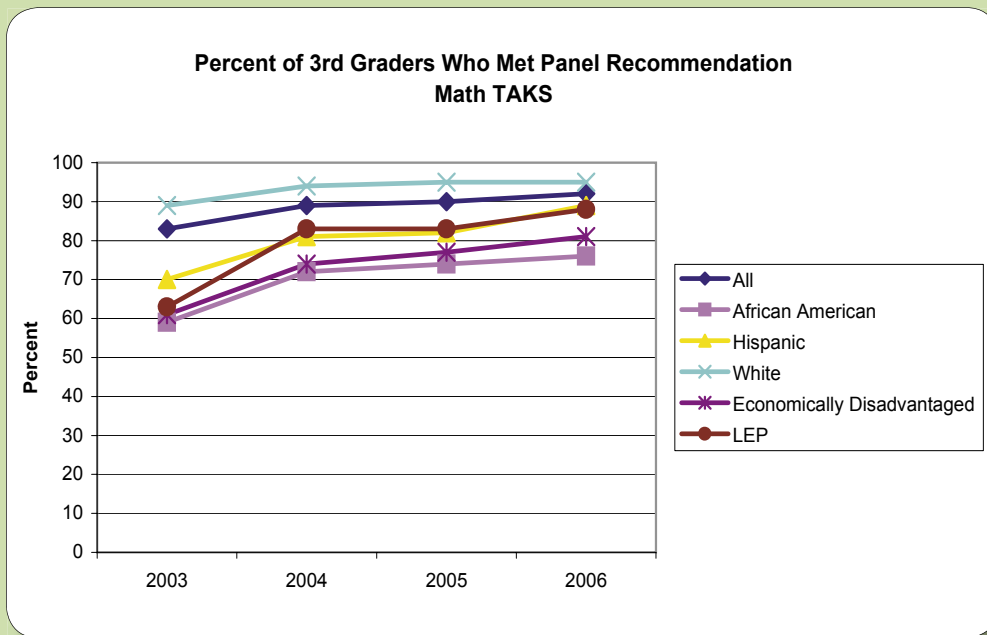
This measure shows the percentage of RRISD third graders who demonstrated sufficient reading and math skills to meet the State Board of Education's panel recommended standard on the 3rd grade reading and math TAKS.

3rd Grade Reading TAKS



	2003	2004	2005	2006
All	91	99	98	98
AfAm	78	95	94	94
Hisp	84	98	97	96
White	94	99	99	99
EcoDis*	76	96	94	94
LEP**	74	96	97	96

3rd Grade Math TAKS



	2003	2004	2005	2006
All	83	89	90	92
AfAm	59	72	74	76
Hispanic	70	81	82	89
White	89	94	95	95
EcoDis*	61	74	77	81
LEP**	63	83	83	88

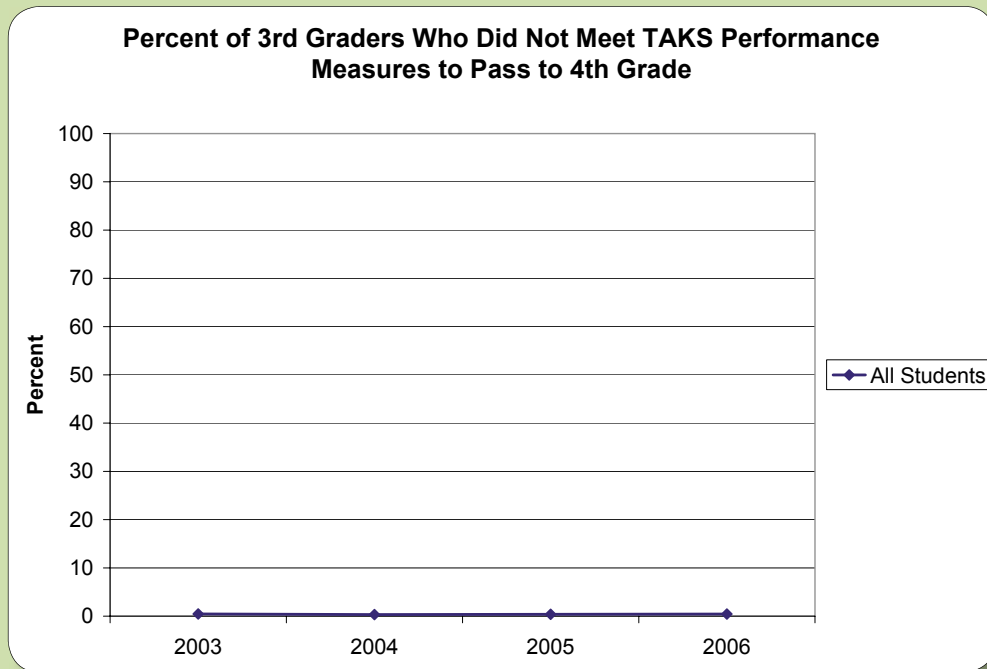
* Economically Disadvantaged
 ** Limited English Proficiency

3rd Grade Performance

This measures the percent of third grade students who were retained in the third grade based on TAKS reading performance. A very small number of students are retained in third grade each year because the grade placement committee makes final decisions on student placement for those who have not passed TAKS reading. Other students, not shown here, may be retained in third grade for other reasons.

	2003	2004	2005	2006
All Students	0.46	0.33	0.39	0.43
African American#				
Hispanic#				
White#				
EcoDis#				
LEP#				

#Less than 5 students reported
 *Economically Disadvantaged
 ** Limited English Proficiency



About the Greater Austin Chamber of Commerce Progress Report

This Community Education Progress Report, developed and issued by the Greater Austin Chamber of Commerce Progress Report Task Force, is a tool for the community to track performance outcomes and trends in area school districts. It is focused initially on RRISD's success in high school completion rates and college/workplace readiness, 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 Community Education Progress Report at this time does not monitor and evaluate the school district on inputs such as spending, teacher experience, class size, public outreach and other possible related indicators. The Task Force relied mainly on data supplied from the Texas Education Agency and RRISD.

The Community Education Progress Report does not compare RRISD with other area, Texas or U.S. school districts. The intent of this report is to track changes and compare Round Rock 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 Greater Austin Chamber of Commerce, 512/322.5628 or dscheberle@austinchamber.com.

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