



# READY, SET, GOAL!

AUSTIN CHAMBER OF COMMERCE PRESENTS

## 2009 Round Rock ISD Education Progress Report



ECONOMIC DEVELOPMENT PARTNERSHIP

## 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 Round Rock 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 ROUND ROCK ISD\*

Round Rock Independent School District, a Texas Education Agency Recognized school district, is regarded as one of the top school districts in the state and a number one attraction for families and businesses considering relocation.

Nineteen Round Rock ISD schools were named Higher Performing Schools in 2009 by Just for the Kids, and 42 of the district's 44 traditional campuses were honored with one or more Gold Performance Acknowledgments for improved performance in math, science, social studies, reading and/or writing and the district received Gold Performance Acknowledgment for AP/IB Results, College-ready Graduates and Commended Performance on Social Studies. Five Round Rock ISD campuses have earned the designation of International Baccalaureate (IB) schools. Students are held to international standards for their work through both internal and external moderation and assessment. The two Primary Years Programmes, the one Middle Years Programme and the two Diploma Programmes offer the only authorized continuum of IB services in Central Texas.

Together, we continue to work on improving student performance, narrowing the achievement gap and increasing the number of underrepresented minority students enrolled in advanced and college-level courses. We are committed to increasing the graduation rate for economically disadvantaged, African American and Hispanic students. At Round Rock ISD, we have worked to create a culture where higher education is not just a possibility, it is an expectation. Starting in kindergarten, all Round Rock ISD students begin learning about colleges and what majors and courses they offer and how higher education will help students reach their dreams.

Round Rock ISD is fiscally responsible and controls a budget of roughly \$322 million. We believe ALL children will learn... whatever it takes!

\* Provided by Round Rock ISD.

## ROUND ROCK AND AUSTIN CHAMBERS OF COMMERCE'S INVESTMENTS IN EDUCATION

The Round Rock Chamber of Commerce works closely with the Round Rock Independent School District and the numerous business investors of our organization to ensure that our home-grown college enrollment rate continues to climb at a healthy pace. Nothing is more critical to long-term, sustained economic growth than a local, well-educated workforce. The commitment from 7,920 community and business partners last year reflects how fortunate Round Rock is to have a community of leaders who value education at all levels.

Through the \$19 million, five-year economic development strategy called Opportunity Austin 2.0, the Austin Chamber of Commerce works to increase Metro Austin's home-grown college enrollment rate. This effort includes a \$50,000 annual investment in a program to increase college readiness for 150 Round Rock ISD juniors and seniors.

## 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.

## ROUND ROCK ISD 2008-09 SNAPSHOT

Enrollment	41,740	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.38
Percent Non-white	48%	2008-09 Operations Budget without State Recapture	\$300,130,408
Percent Economically Disadvantaged	25%	2008-09 Operations Budget with State Recapture	\$312,335,619
Percent English Language Learners	8%	Average Percent Daily Attendance for Grades 6 - 12	96%
2009 Graduates	2,405	Percent of Graduates who took SAT or ACT Exam*	86%
Number of Campuses	44	Average Teacher Salary	\$47,409
Number of Employees	5,267	Average Teacher Years of Experience	10
Business/Community Involvement:			
• Total number of community and business partners	7,920		
• PTA and Education Foundation contributions for district and campus support	\$2.8 million		

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

\*Indicator lags one year.

### OVERVIEW

Round Rock ISD student performance continued to improve significantly in 2009 as the district's leadership identified key performance areas and strategically funneled resources to those areas.

An increasing proportion of Round Rock ISD high school students are graduating prepared for college and the high-performance workplace. Round Rock ISD's Westwood High School had the highest college/workplace readiness rate of any Metro Austin high school, and the district's Stony Point High School had the highest level of participation in the Austin Chamber's Financial Aid Saturday events at which students and families receive free, one-on-one assistance in completing college financial aid applications.

Middle and elementary school-level performance continued to trend upwards and the percentage of students scoring at higher performance levels in most Texas Assessment of Knowledge and Skills (TAKS) subject areas continued to rise. However, overall student performance in math and reading was much stronger than in science, where large achievement gaps remain.

The district has set specific goals that include continuing to increase the proportion of students—overall and in racial, ethnic and economic subgroups—meeting minimum state standards and continuing to narrow achievement gaps among groups.

High school graduation rates remain a cause for concern, particularly for Hispanic, African American and economically disadvantaged students. Less than three quarters of Round Rock ISD students in these categories graduated high school in four years. However, Round Rock ISD has set graduation rate targets for the coming years that will put more Round Rock ISD students, particularly in these subgroups, on paths to success, if district administration and trustees continue to put effective programs in place.

### 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 rates and should continue to support strategies that have successfully improved college readiness rates.
- Trustees and administration should direct sufficient resources to continue making gains in the high school graduation rate, particularly for economically disadvantaged, African American and Hispanic students.
- Trustees and administration should determine if English language learners are reaching classroom English language proficiency at an appropriate pace.
- Trustees and administration should report results of the district's pilot strategic compensation program and consider whether expansion would accelerate student performance gains in areas including high school graduation, college readiness and direct-to-college enrollment.

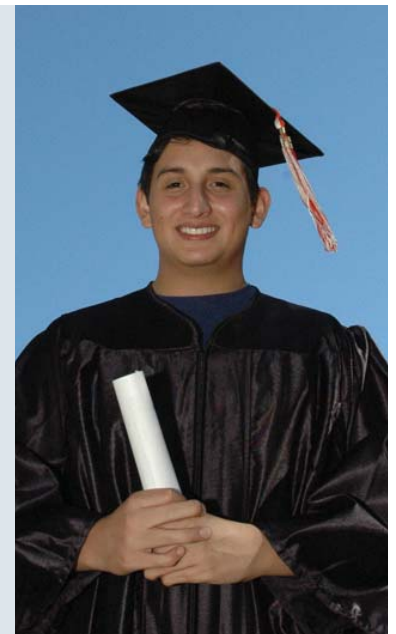
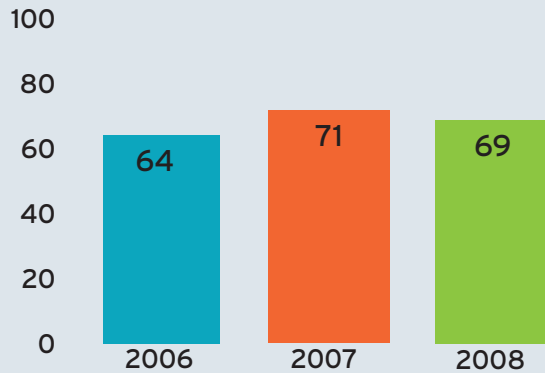
## HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER TASK FORCE FINDINGS:

- Round Rock ISD's high school-level performance continued to trend upwards across all areas.
- The percentage of graduates who were ready for college or the high-performance workplace rose for the second year in a row. Two-thirds of Round Rock ISD students graduate ready for college or the high-performance workplace.
- Graduation rates held steady or rose slightly for most student groups.
- The proportion of students achieving the higher Commended Performance on individual 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.

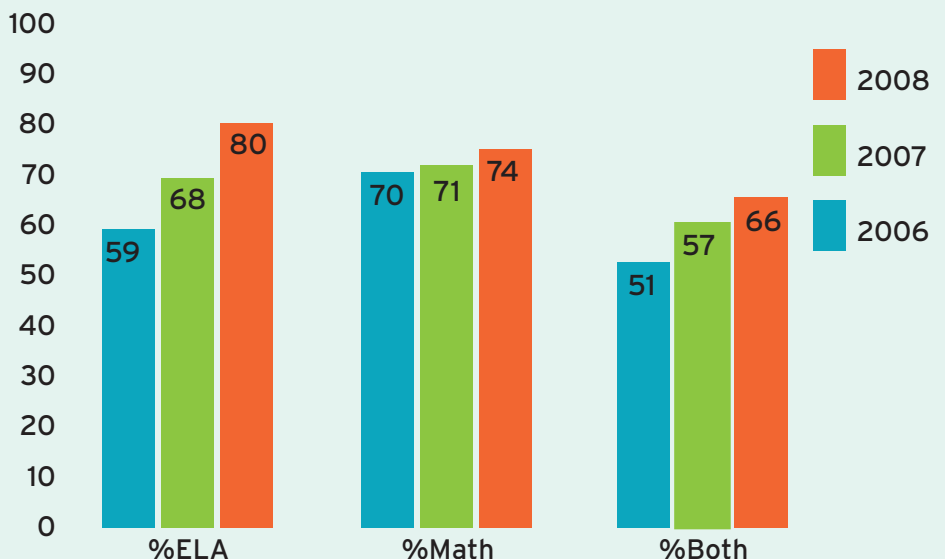
#### English Language Arts (ELA):

- 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

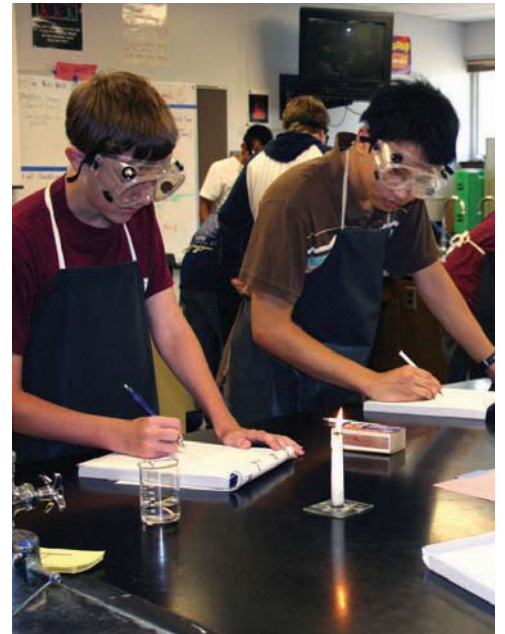
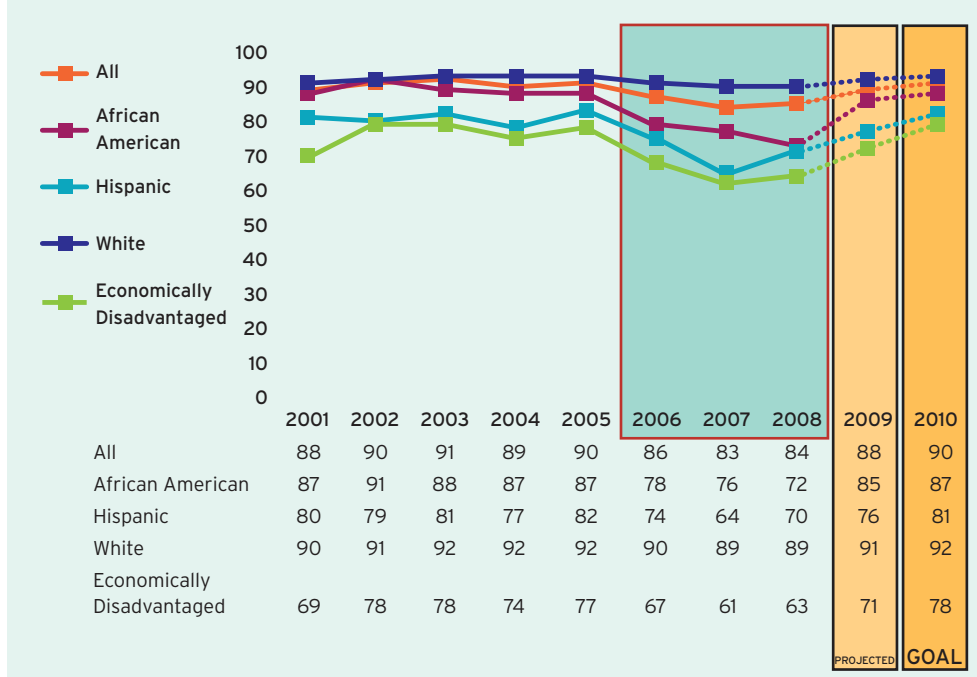
Source: AEIS



## 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.

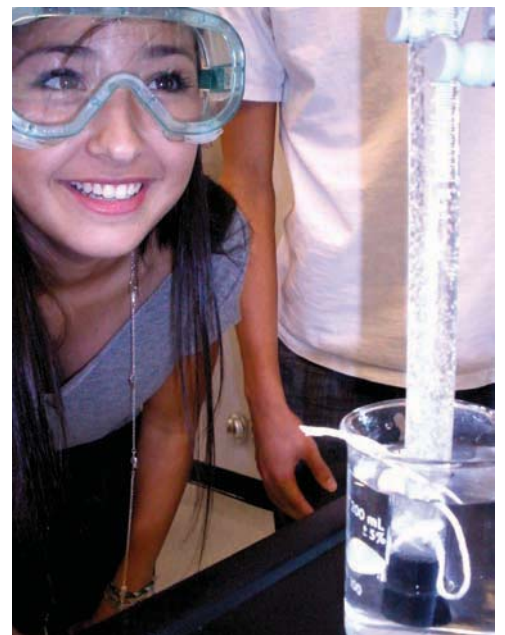
Source: AEIS

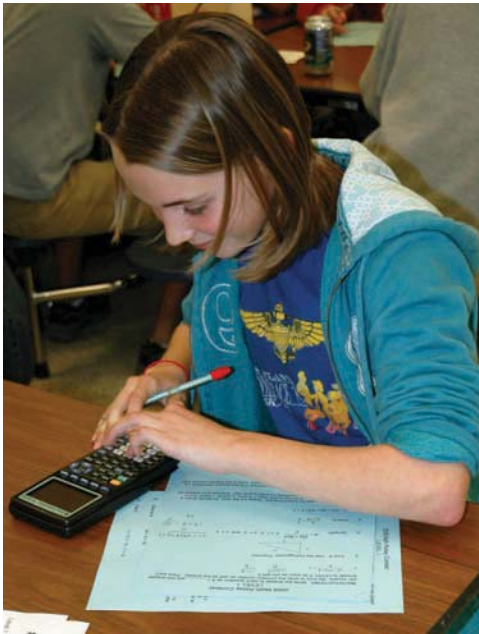


## HIGH SCHOOL GRADUATION TAKS

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



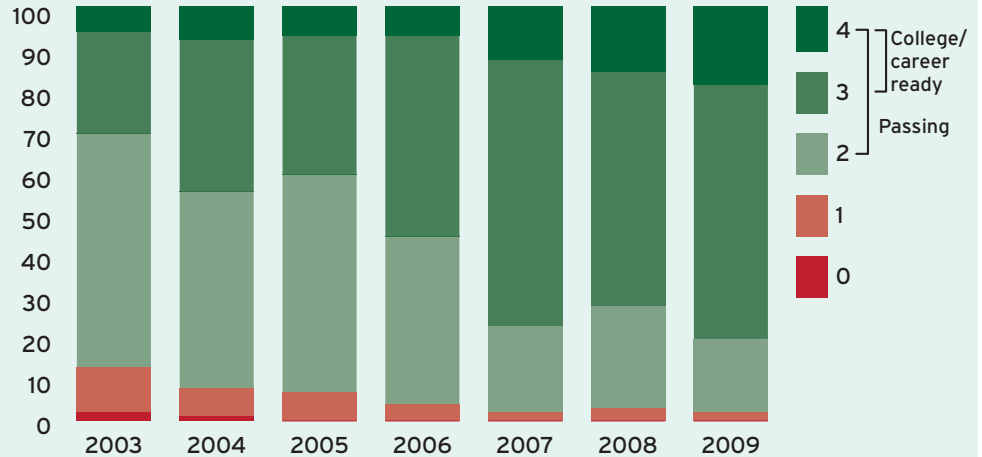


## HIGH SCHOOL GRADUATION ENGLISH LANGUAGE ARTS TAKS (WRITING)

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.

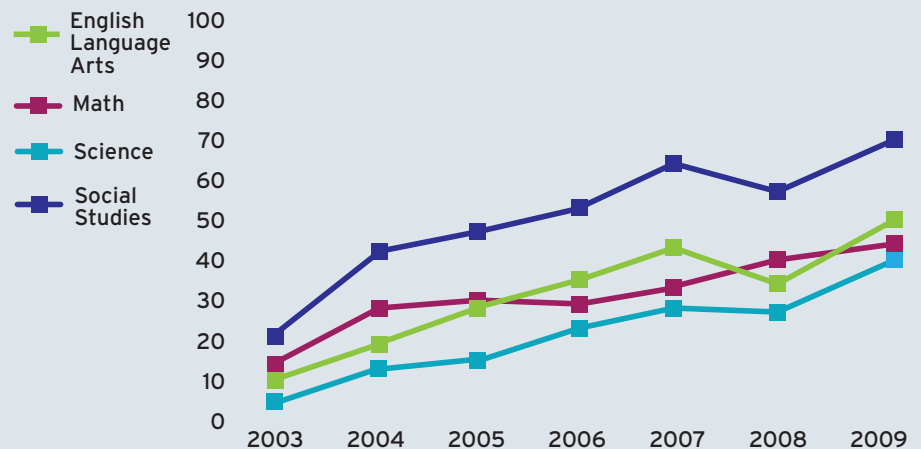
### SCORE DISTRIBUTION ON EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)



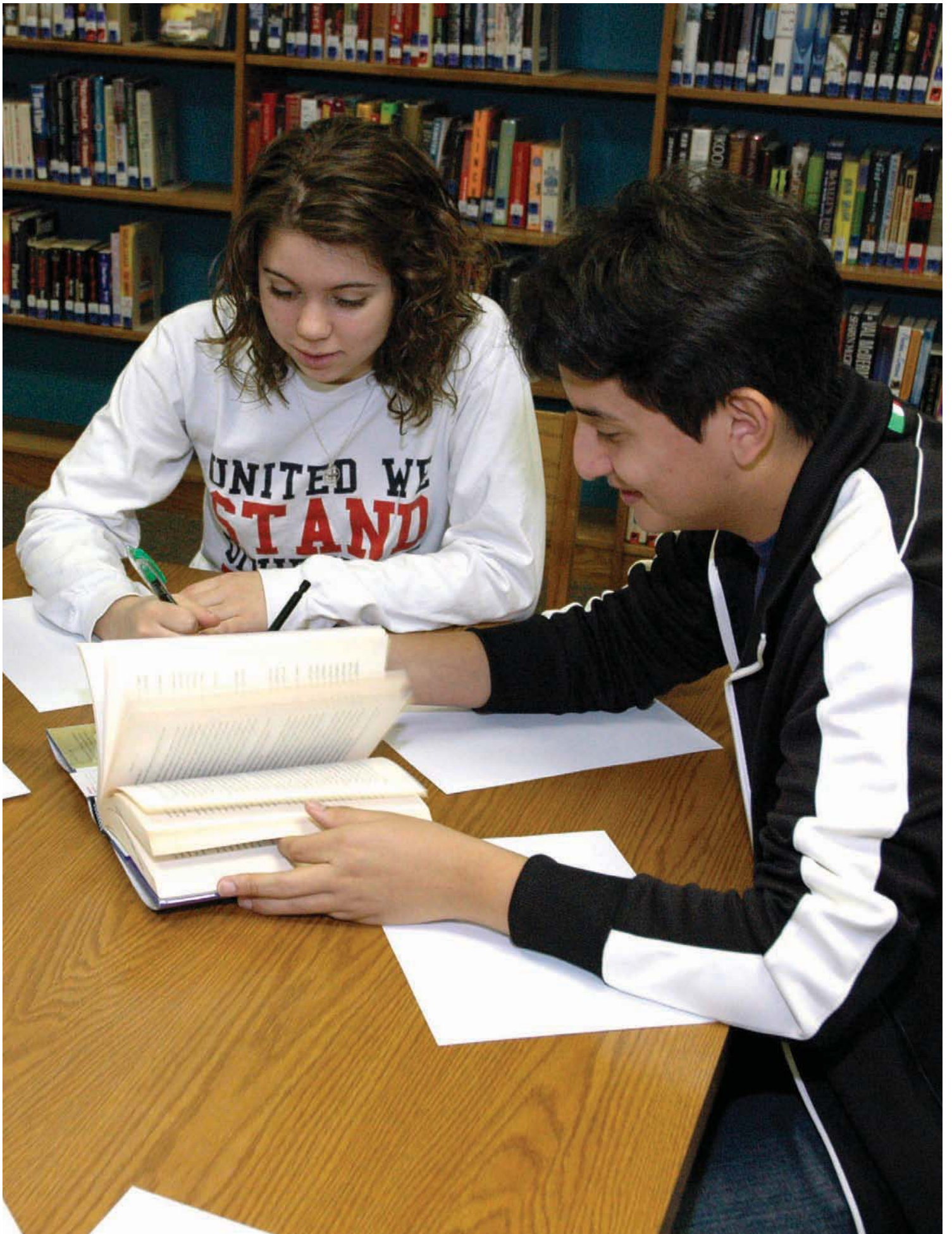
## COMMENDED PERFORMANCE: GRADUATION TAKS

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



English Language Arts	9	18	27	34	42	33	49
Math	13	27	29	28	32	39	43
Science	5	12	13	22	27	26	39
Social Studies	20	41	46	52	63	56	69



# MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

- Round Rock ISD's middle school-level performance continued to trend upwards in most areas.
- Nearly all eighth graders were prepared for high school-level work in reading.
- More than 90 percent of eighth graders were prepared for high school-level math. Achievement gaps in the area have been narrowed but not eliminated.
- About 80 percent of eighth graders were prepared for high school-level science, about the same proportion as the previous year. Significant achievement gaps remain among student groups.
- Commended Performance rates rose for most subject areas.

## EIGHTH GRADE TAKS

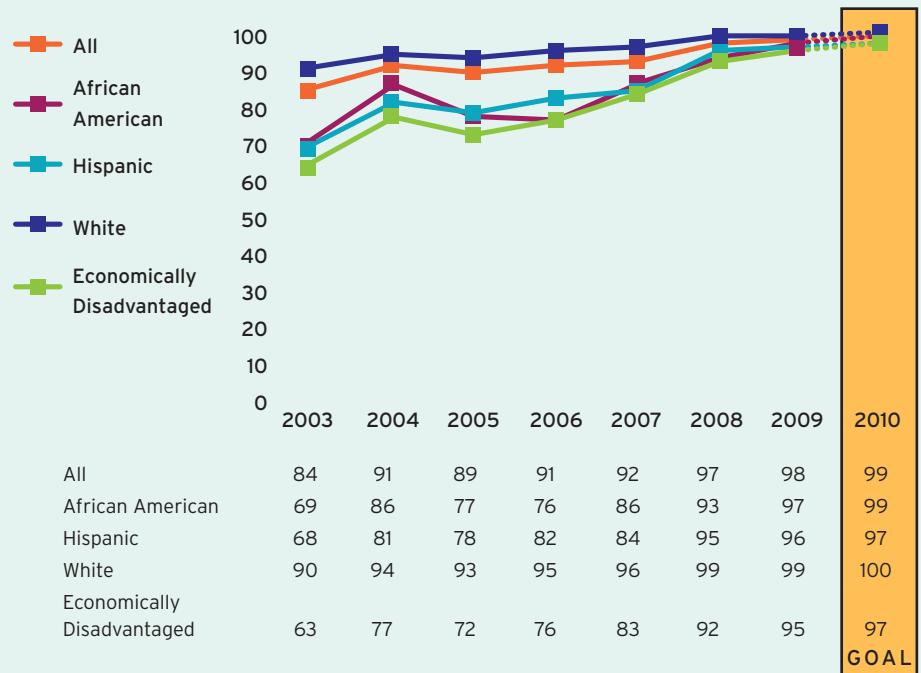
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

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.

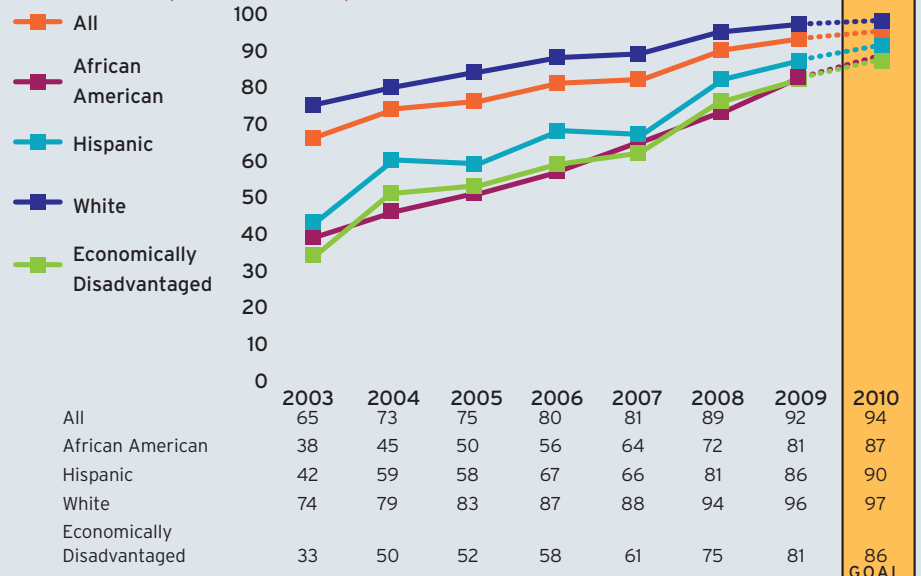
The eighth grade science test was first administered in 2006. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard—in effect starting in spring 2008—for science each year.

Source: TAKS Reports

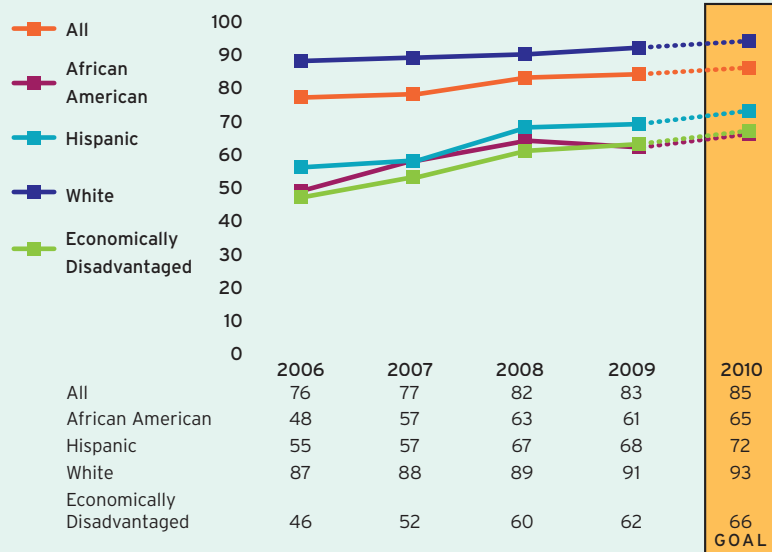
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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:

- More than 90 percent of fifth graders were prepared for middle school-level reading and math.
- More fifth graders were prepared for middle school-level science than the previous year, but passing rates for African American, Hispanic and economically disadvantaged students remained below 90 percent.
- Commended Performance rates rose for all subject areas.

## 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.

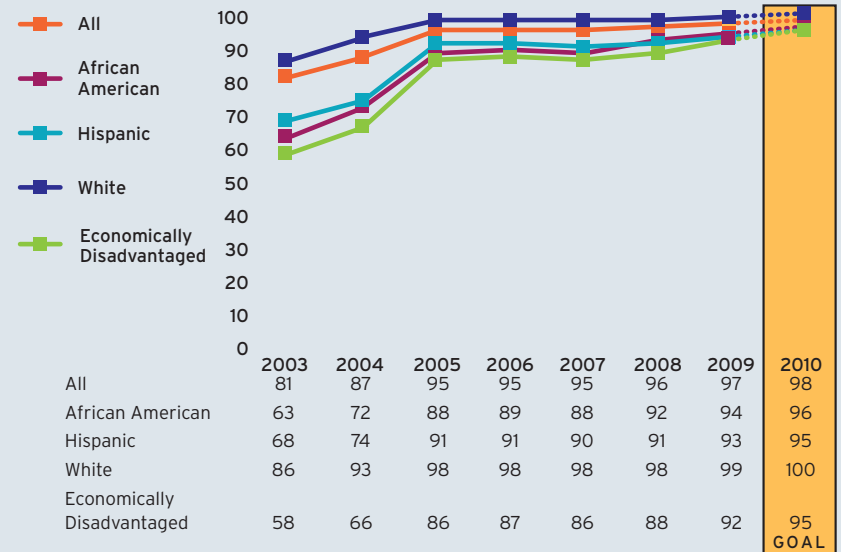
Starting in the 2004-05 school year, fifth graders were required to meet the panel-recommended standard in math and reading to ensure promotion to sixth grade. However, a student who fails the TAKS may still be promoted if a grade placement committee composed of a student's parent and school staff agree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

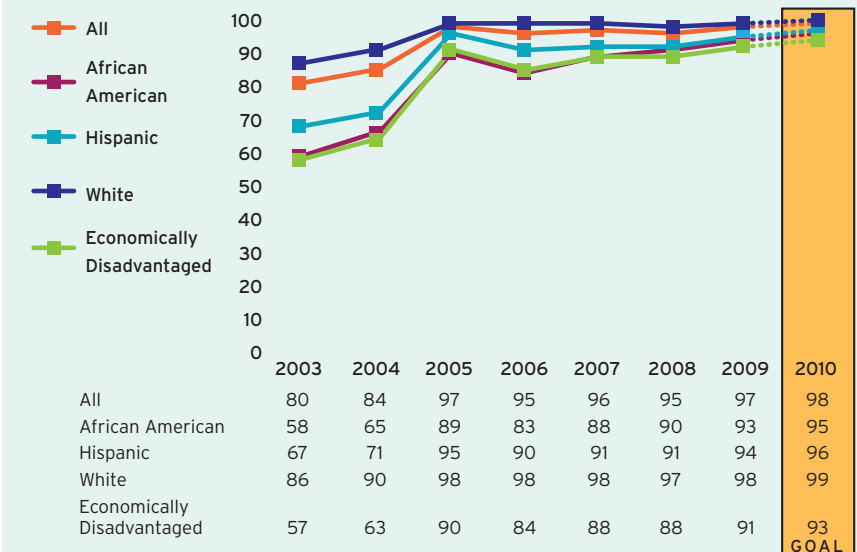
Source: TAKS Reports, English and Spanish test results combined



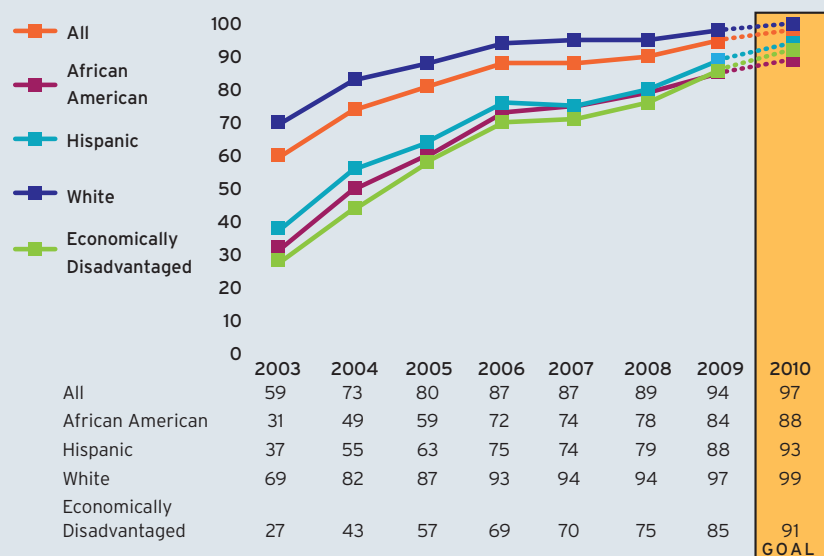
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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:

- In 2008-09, eight percent or 3,339 of Round Rock ISD's 41,740 students were English language learners, about the same proportion as the previous year.
- Seventy percent of students learning English made at least the expected amount of progress towards English proficiency.

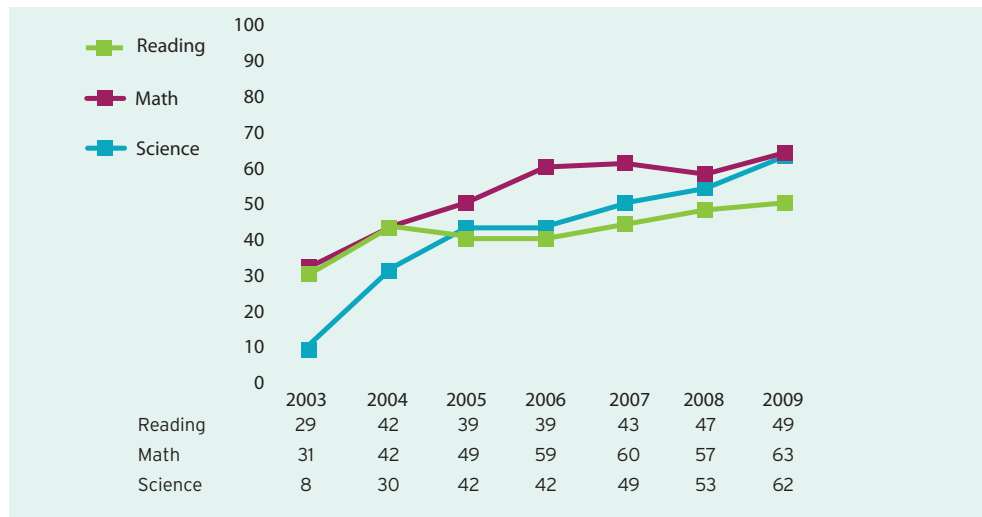
### COMMENDED PERFORMANCE: FIFTH GRADE TAKS

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



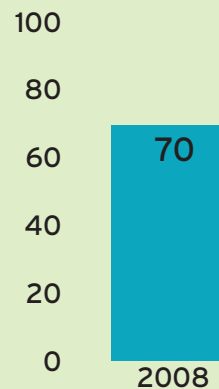
### EDUCATING ENGLISH LANGUAGE LEARNERS

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.

### AUSTIN CHAMBER OF COMMERCE PROGRESS REPORT TASK FORCE

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EVENT PLANNING CHAIR: Crystal Reynolds, Relationship Manager, Wells Fargo, N.A.

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