



READY, SET, GOAL!

AUSTIN CHAMBER OF COMMERCE PRESENTS

2009 San Marcos CISD 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 San Marcos CISD'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 SAN MARCOS CISD*

Recognized for increases in direct-to-college enrollment and college readiness at the 2009 State of Education Luncheon in Austin, San Marcos CISD is dedicated to partnering with the larger community of San Marcos in creating growth and opportunity in the Central Texas region. Partnerships with Texas State University, Austin Community College, the San Marcos Chamber of Commerce, the E3 Alliance and other organizations provide opportunities for dialogues and collaborative projects, enhance educational opportunities for everyone in the community, and support the mission of the San Marcos Chamber of Commerce in improving the lives of our community members through leadership and education.

San Marcos CISD is working to remove barriers to college access for its students. Thanks to a generous grant from the Texas Pioneer Foundation, San Marcos High School offers the ACT test to all juniors. Through a partnership with Austin Community College in the College Connection programs, over 95 percent of students graduating from San Marcos CISD are already accepted into ACC upon graduation. Dual credit courses and articulated courses offer San Marcos students opportunities to accrue college credit while still in high school. The number of students enrolled in Career/Technical Education courses, most notably those taking coherent sequences of courses, continues to grow each year as does the number of certifications available to and attained by students. San Marcos CISD is working to expand numbers of certifications available to students through a dual enrollment pilot program with the Gary Job Corps Center.

* Provided by San Marcos CISD.

SAN MARCOS CHAMBER OF COMMERCE'S INVESTMENTS IN EDUCATION

The San Marcos Chamber of Commerce has made education and workforce development a key focus in its overall strategy to strengthen the regional business climate. The San Marcos Chamber works with the Austin Chamber through its Opportunity Austin Program, with the E3 Alliance in its regional educational initiatives, and locally to make a real and sustained difference in San Marcos education.

The San Marcos Chamber has partnered with Texas State University and San Marcos CISD to create SOAR (Seeking Opportunities, Achieving Results) an educational partnership that pools community resources, ideas and talents and uses them to promote education. Successful projects include an annual education fair that attracts 2,500 people to learn about why "Education Pays;" a community dialogue series with first generation families exploring college options; the publication and distribution of "Education Pays" posters and advertisements; and a promotional pamphlet on San Marcos CISD entitled "I Believe in SMCISD."

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.

SAN MARCOS CISD 2008-09 SNAPSHOT

Enrollment	7,379	2009-10 Tax Rate (\$ per \$100 valuation)	\$1.37
African American	5%	2008-09 Operations Budget	\$57,084,248
Hispanic	71%	Average Percent Daily Attendance for Grades 6 - 12	95%
White	23%	Percent of Graduates who took SAT or ACT Exam*	87%
Percent Economically Disadvantaged	62%	Average Teacher Salary	\$45,768
Percent English Language Learners	9%	Average Teacher Years of Experience	12
2009 Graduates	411	Business/Community Involvement:	
Number of Campuses	10	• Average annual San Marcos Education Foundation contribution	\$100,000
Number of Employees	1,183		

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

*Indicator lags one year.

OVERVIEW

San Marcos CISD's leadership team continues to implement systemic organizational efforts and stronger management focus that have paid off in performance improvements in key areas including direct-to-college enrollment and graduation rates.

Thanks to leadership and focus on directed efforts to bring more seniors to the college-ready threshold and to help more students complete college financial aid and application forms, San Marcos CISD saw the greatest improvements in both college/workforce readiness rates and direct-to-college enrollment rates of any Metro Austin school district for the class of 2008. Superintendent Patty Shafer was named the 20,010 by 2010 Superintendent of the Year in recognition of these improvements.

But high school graduation rates remain a key area of concern for the San Marcos members of the Progress Report Task Force, whose members are identified the back page of this report. Seventy-six percent the entire class of 2008 and 67 percent of economically disadvantaged students in the class graduated high school in four years, rates showing no improvement from the previous year.

With 64 percent of eighth graders prepared for high school-level science, upper-level science is also an area of concern.

The district has begun planning to transform its 2,000-student high school into smaller career-focused academies within two years. District leadership believes that the academy structure will improve teaching and learning and help students form stronger connections to teachers and school, making them less likely to drop out.

San Marcos CISD has also reshaped its alternative school by providing flexible class times, child care and other accommodations to start to help more students pass the graduation TAKS and graduate high school.

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 continue to use the strategic plan to guide decisions about allocating resources.
- Trustees and administration should continue to support successful efforts to improve college readiness and direct-to-college enrollment rates.
- Trustees and administration should continue to direct additional resources to address low graduation and graduation TAKS passing rates through strategies such as reorganizing alternative programs into the Phoenix Learning Center.
- Trustees and administration should redirect resources to improve math and science education for all students.
- 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.

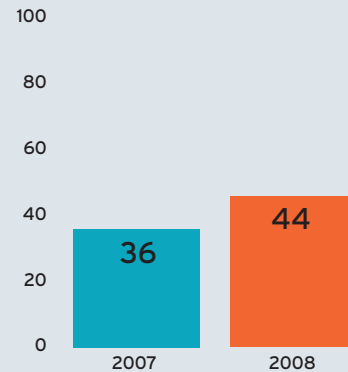
HIGH SCHOOL PREPARATION FOR COLLEGE/CAREER TASK FORCE FINDINGS:

- Significantly more members of the San Marcos CISD class of 2008 were college/career ready and enrolled in college than in past years.
- Graduation rates stabilized in 2008, but a lag in state data distribution means that we do not yet know the class of 2009's graduation rate.
- Members of the class of 2009 passed the graduation TAKS at lower rates than their predecessors.
- More students than ever before achieved the higher Commended Performance level. Commended Performance rates more than doubled for almost every subject.

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.

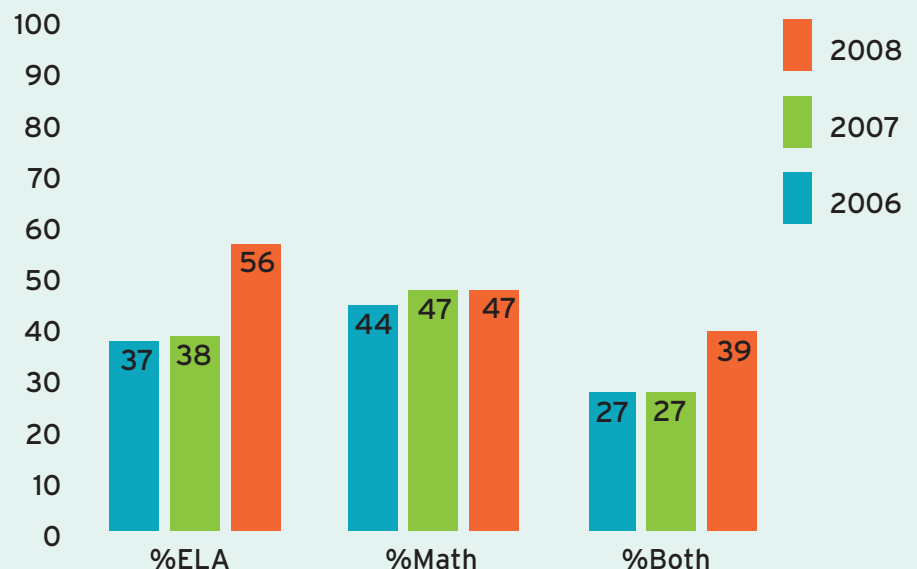
English Language Arts (ELA):

- 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

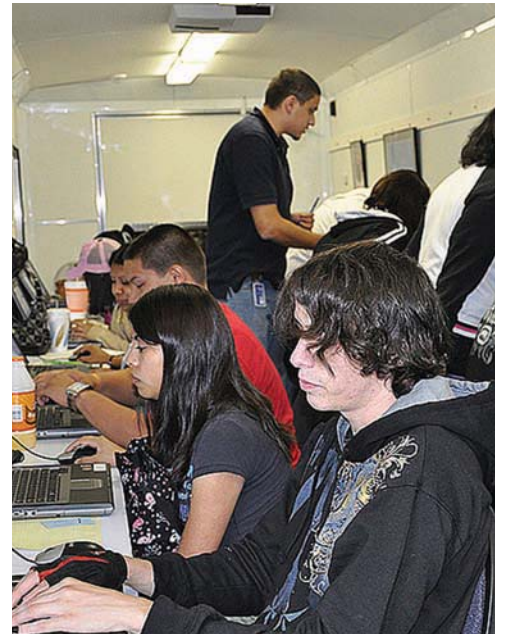
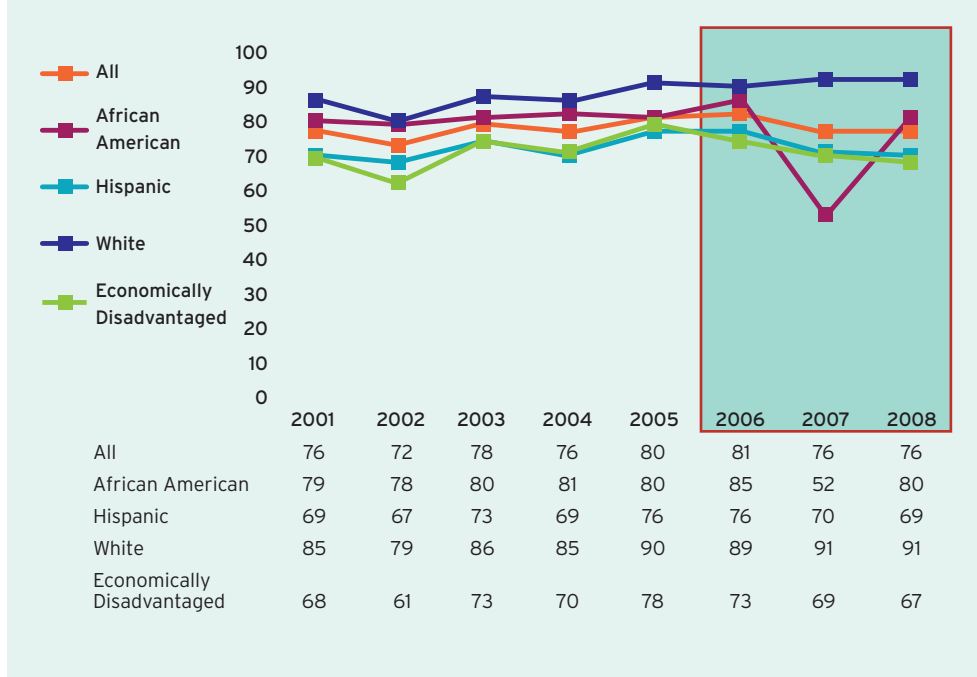
Source: AEIS



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.

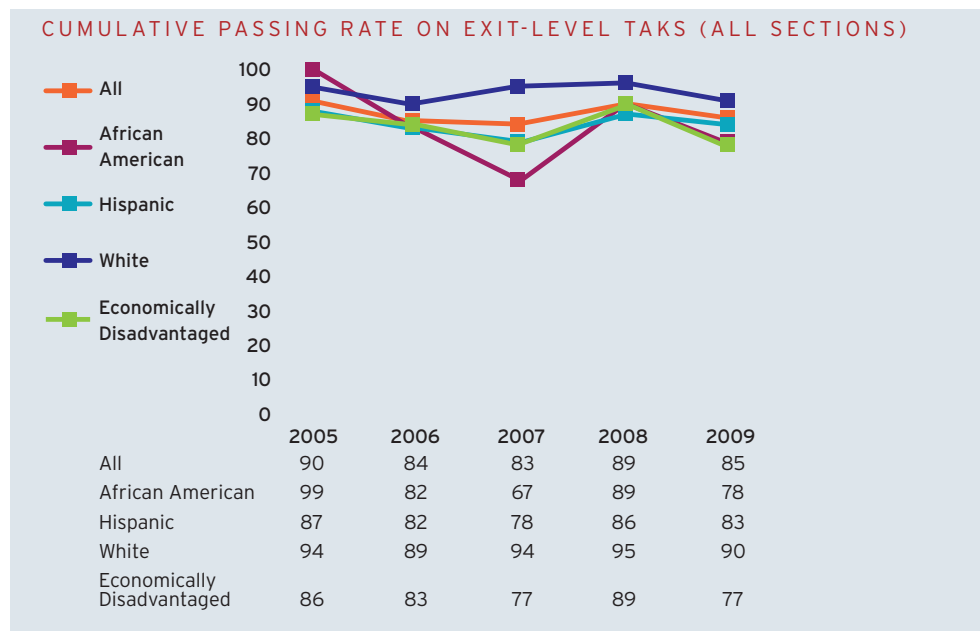
Source: AEIS



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



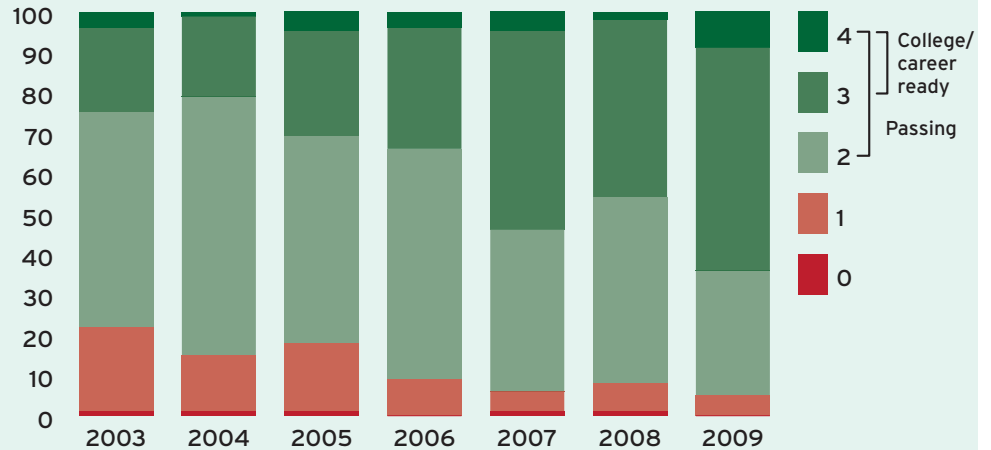


HIGH SCHOOL GRADUATION ENGLISH LANGUAGE ARTS TAKS (WRITING)

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.

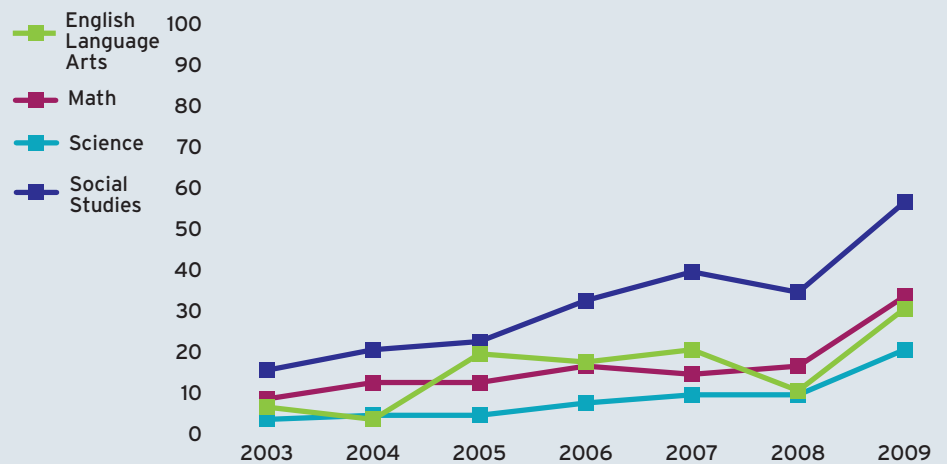
SCORE DISTRIBUTION ON EXIT-LEVEL ENGLISH LANGUAGE ARTS TAKS (WRITING)



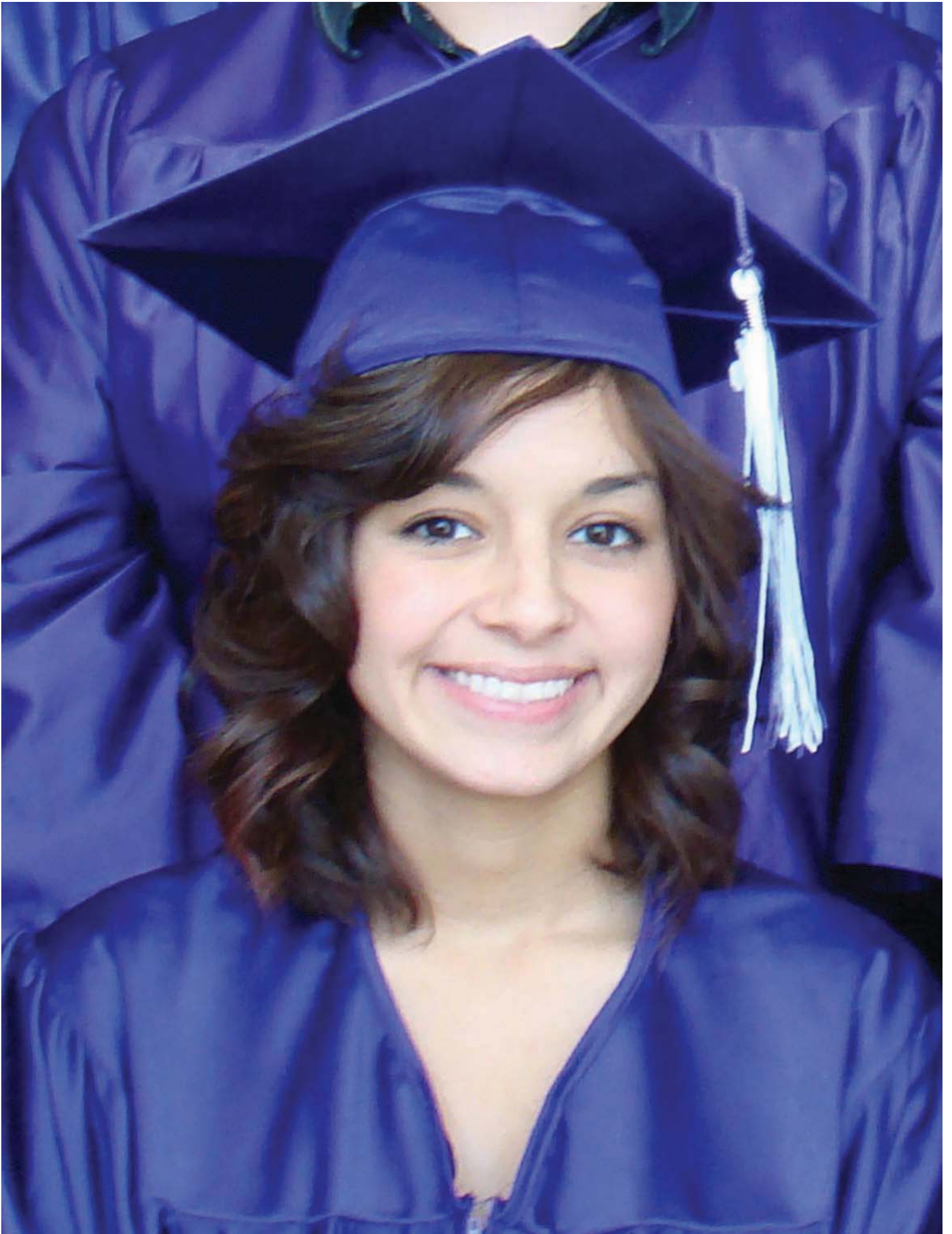
COMMENDED PERFORMANCE: GRADUATION TAKS

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	5	2	18	16	19	9	29
Math	7	11	11	15	13	15	32
Science	2	3	3	6	8	8	19
Social Studies	14	19	21	31	38	33	55



MIDDLE SCHOOL PREPARATION FOR HIGH SCHOOL TASK FORCE FINDINGS:

- Nearly all eighth graders were prepared for high school reading.
- More eighth graders in all subgroups were prepared for high school math, but achievement gaps among economic and ethnic groups remained.
- More eighth graders were prepared for high school science, but passing rates remained low: Sixty-four percent of all eighth graders and 53 percent of economically disadvantaged eighth graders passed the science TAKS.
- Commended Performance rates rose in science and social studies and fell slightly in other subject areas.

EIGHTH GRADE TAKS

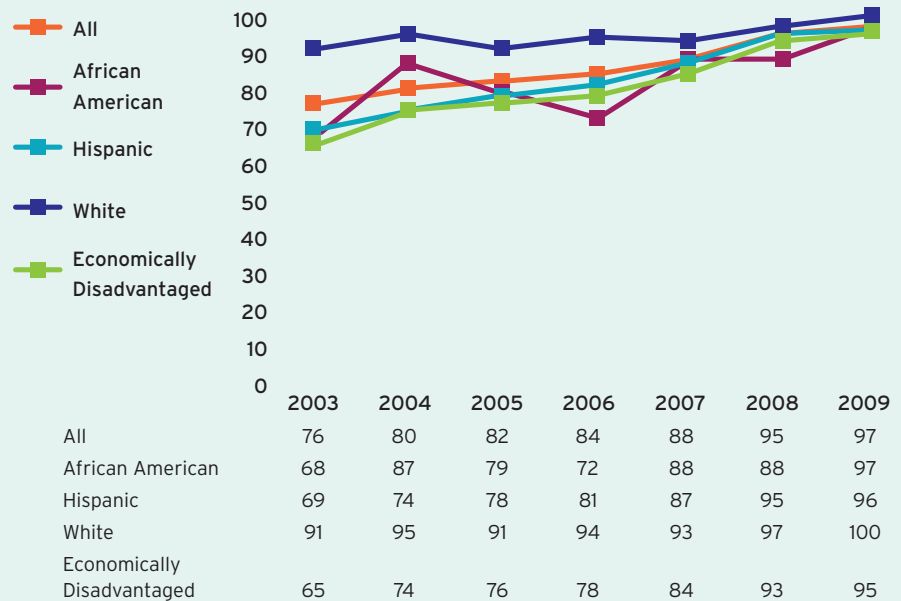
This measure shows the proportion of eighth grade students prepared for high school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standard on the eighth grade TAKS tests.

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.

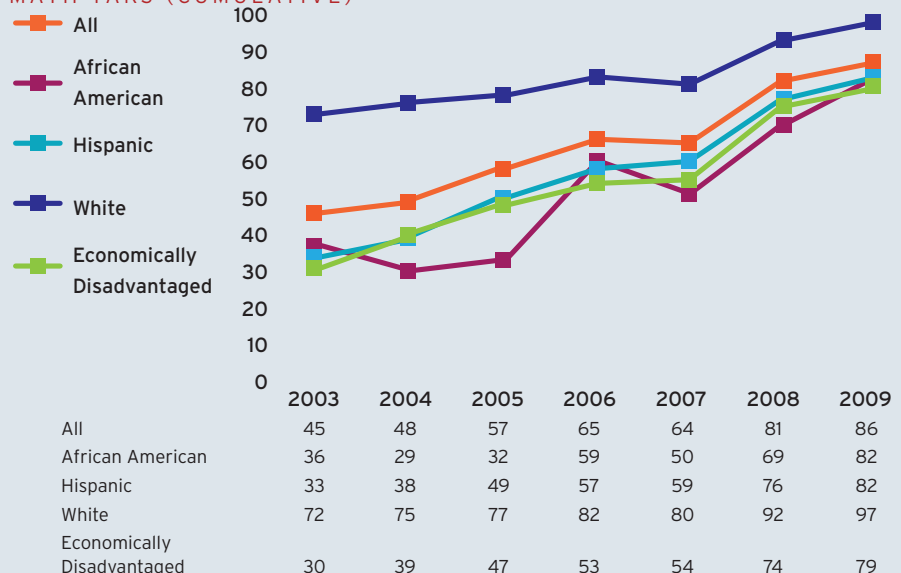
The eighth grade science test was first administered in 2006. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard—in effect starting in spring 2008—for science each year.

Source: TAKS Reports

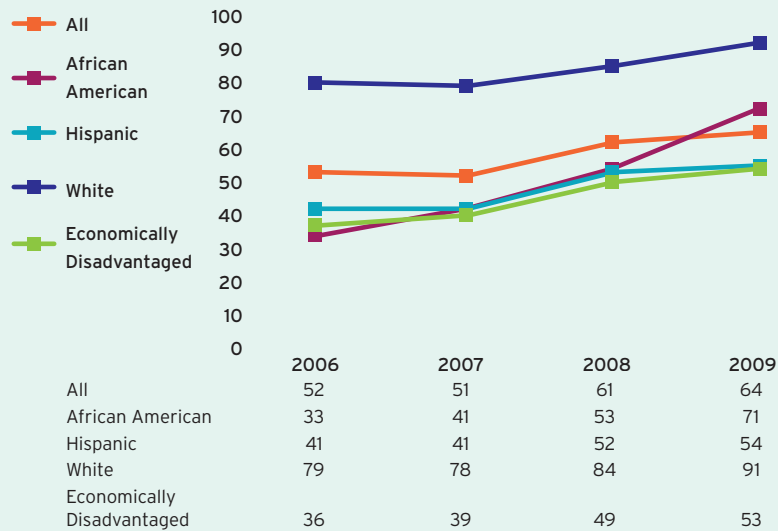
PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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



PERCENT OF EIGHTH GRADERS MEETING PANEL RECOMMENDATION SCIENCE TAKS



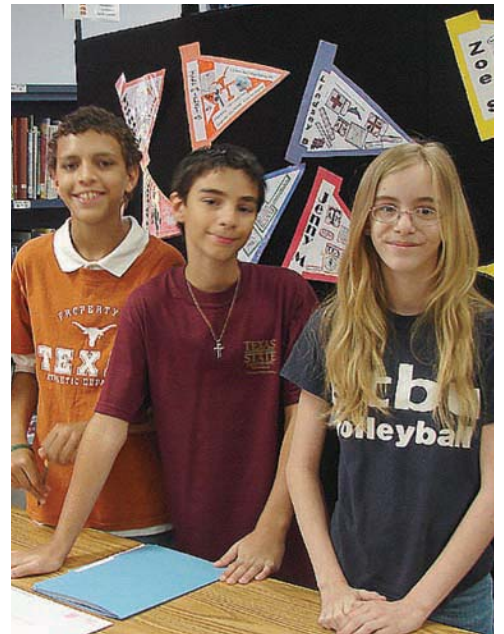
COMMENDED PERFORMANCE: EIGHTH GRADE TAKS

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

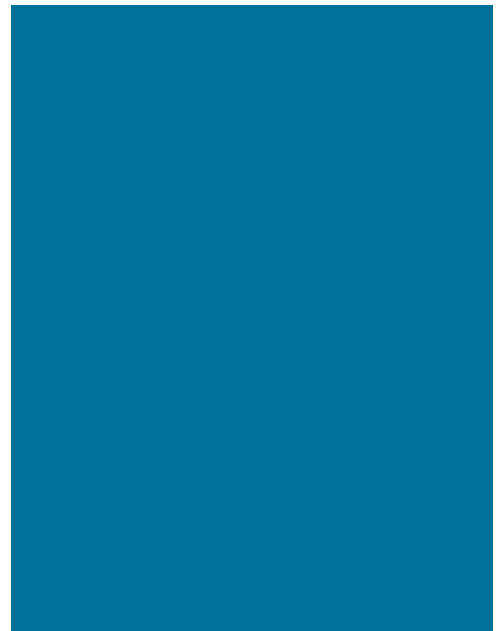
According to the State Board of Education, students who score at or above the Commended Performance level have shown a thorough understanding of grade-level knowledge and skills, beyond the passing level.

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 fifth graders in all subgroups were prepared for middle school reading and math, but Hispanic students continued to trail their white peers in these areas.
- More fifth graders were prepared for middle school science: Seventy-six percent of all fifth graders and 67 percent of economically disadvantaged fifth graders passed the science TAKS.
- Commended Performance rates showed little change from the previous year.

FIFTH GRADE TAKS

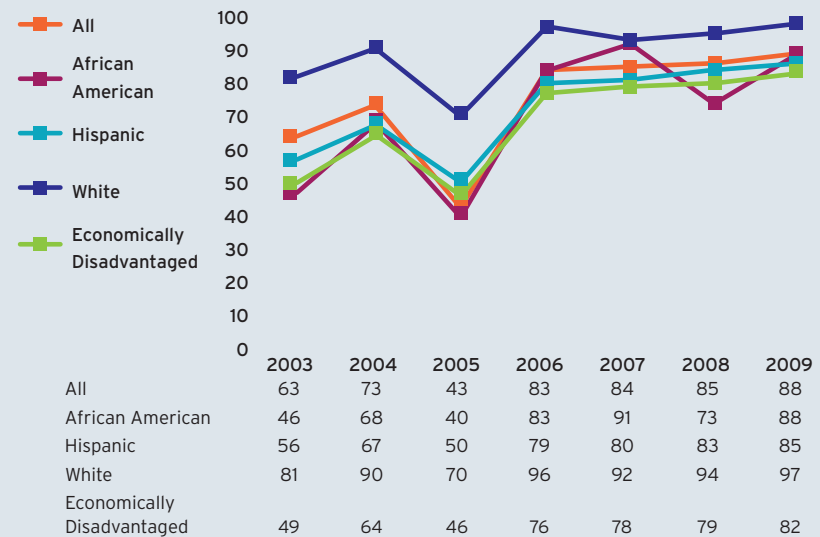
This measure shows the proportion of fifth grade students prepared for middle school-level course work. It shows the percent of students who met or exceeded the State Board of Education panel's recommended standards on the fifth grade TAKS tests.

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.

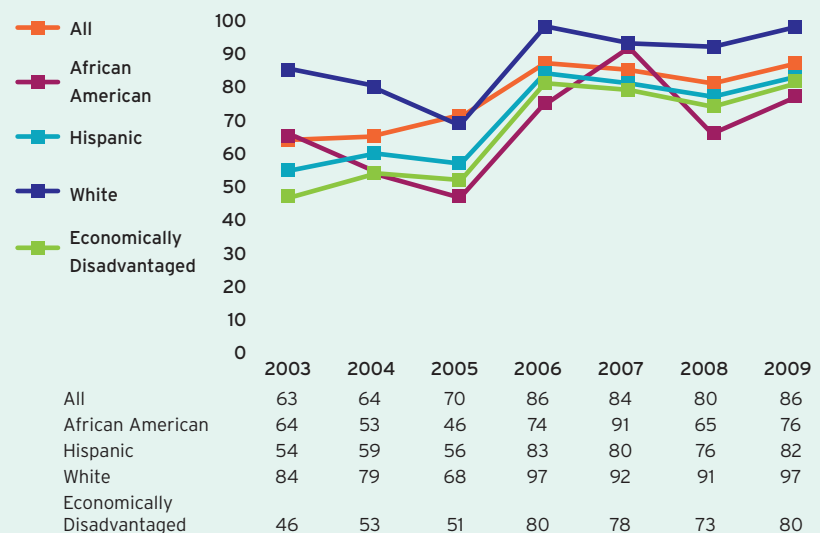
The fifth grade science test was first administered in 2003. While the passing standard has been phased in over time, results reported here reflect the panel-recommended standard-in effect starting in spring 2005—for science each year.

Source: TAKS Reports, English and Spanish test results combined

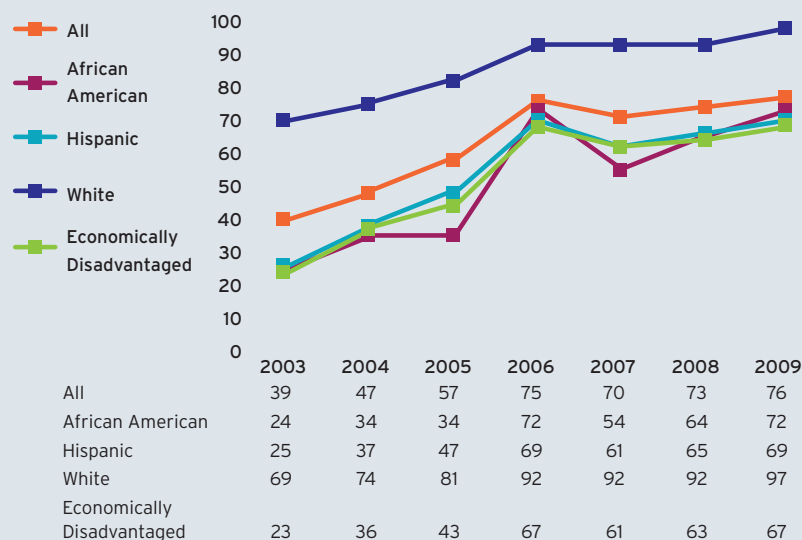
PERCENT OF FIFTH GRADERS MEETING PANEL RECOMMENDATION READING TAKS (CUMULATIVE)



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:

- Over 660 of San Marcos CISD's 7,379 students were considered English Language Learners in the 2008-09 school year.
- More than 70 percent of students learning English made 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



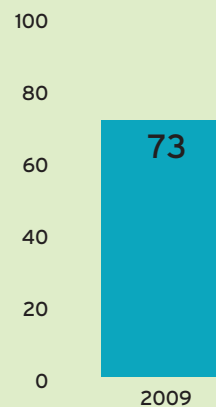
EDUCATING ENGLISH LANGUAGE LEARNERS

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

CHAIR: Amy Jones, Principal, O'Connell Robertson

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

Rick Bell, Corporate Accounting Manager, McCoy's Building Supply
Diana Blank, Director of Economic Development, City of Kyle
Hollis Bone, Senior Vice President - Business Banking Manager, Wells Fargo Bank
Mary Bradshaw, President, Greater Leander Chamber of Commerce
Cathy Brandewie, Corporate Director of Marketing, O'Connell Robertson
Troyanne Bush, Office Manager, Bastrop Chamber of Commerce
Judi Carter, Founder, Brain Express
Tim Coffey, Financial Advisor, Edward Jones
Vince Collier, Mortgage Consultant, Encompass Lending Group
Shaun Cranston, General Manager, Carma Developers
Harold Dean, President, Cedar Park Chamber of Commerce
Karin Dicks, Global Program Specialist, AMD
Melinda Fiebig, Office Manager, Voelker Custom Homes
Daniel Garcia, Supervising Engineer, Spansion
Patricia Gervan-Brown, IOM, President/CEO, Greater Pflugerville Chamber of Commerce
Elias Haddad, Engineering Manager, Cunningham|Allen, Inc.
Janice Heath, Senior Vice President, First Texas Bank
Ray Hernandez, Executive Director, Kyle Chamber of Commerce
Sheila Jagger, Senior Vice President, Treaty Oak Bank, and President, Westlake Chamber of Commerce
Kevin Lally, Strategic Account Technology Manager, Tokyo Electron
Margaret Lindsey, Membership Sales Director, San Marcos Chamber of Commerce
Tom Manskey, President, Round Rock Chamber of Commerce
David Myers, Manager, Renaissance Retirement Community
Michael Palmer, Principal Consultant, Extendwerks
Lori Petersen, Vice President of Community Development, Round Rock Chamber of Commerce
Dick Schneider, President, Buda Chamber of Commerce
Karin Shaver, General Manager, Community Impact Newspaper
Phyllis Snodgrass, President, San Marcos Chamber of Commerce
Suanna Tumlinson, Managing Partner, KST Electric LTD, and President, Manor Chamber of Commerce
Susan Wendel, President, Bastrop Chamber of Commerce
Joel Williams, Plant Manager, Butler Manufacturing

SAN MARCOS CISD ADVISORS

Patty Shafer, Superintendent
Joy Harris Philpott, Director of School Improvement and Accountability
Iris Campbell, Public Information Officer

AUSTIN CHAMBER OF COMMERCE

Michael W. Rollins, CCE, President
Drew Scheberle, Senior Vice President, Education and Talent Development
Molly Bloom, Vice President, Education and Talent Alignment

