Moving the Needle:

Creating Better Career Opportunities and Workforce Readiness

Pflugerville ISD Progress Report 2013
A LETTER TO THE COMMUNITY

More than 150 people move to the Austin area each day because of its dynamic economy, low crime, healthy housing market and quality school options, not to mention the overall great quality of life. That quality of life is reflected in the businesses that grow here, from Whole Foods and Seton Family of Hospitals to Samsung and Hanger Orthopedics to a slew of new entrepreneurial ventures.

But our workforce opportunities can be no stronger than our existing pool of talent. For almost a decade, the Greater Austin Chamber of Commerce has partnered with business groups and school districts to encourage more Central Texas graduates to directly enroll in post-secondary education.

Our region has had years of improving scores and higher graduation rates, but direct-to-college enrollment has stalled. That’s a challenge we must address.

Now we’re taking that discussion one step further. Even as we see gains in college readiness in Central Texas, we also see the number of high-demand, high-pay jobs rise in the region. As of mid-January, we had 33,000 Central Texas job openings, in areas like IT and healthcare. One in five jobs were in computer science, even though few students indicate an interest in the field.

The time has come to talk to our students not only about pursuing post-secondary education, but also about choosing fields that can give them life-long careers.

We’ve included two charts in our report that capture the mismatch: One chart shows our regional job openings. The other shows graduating senior aspirations. Our job is to minimize the gap between openings and aspirations.

Catherine Morse
General Counsel and Director of Public Affairs, Samsung Education Progress Report Task Force Chair
THE PFLUGERVILLE ISD PATH TO COLLEGE

87% of ISD seniors say they're going to college

80% applied via APPLY TEXAS

73% took the SAT or ACT

60% of students are college ready

52% completed financial aid

59% of the students in the class of 2012 directly enrolled in college by the fall after graduation

Sources: Available at http://austinchamber.com/edureports
Pflugerville ISD’s brand, Each Child. Their Future. Our World. is not just a motto, it is the district’s promise to the communities it serves, based on a deeply-held belief that our children are our most precious resource.

At Pflugerville ISD, the road to high school begins with our pre-kindergarten programs and a commitment to ensuring the development of even our youngest students. PISD currently serves more than 620 pre-kindergarten students. In an effort to provide high quality instruction to a greater number of four-year-olds, the district’s pre-K program is available to students who meet the state criteria for pre-K enrollment and via a fee-based program.

Pflugerville ISD students are provided a viable and relevant curriculum that reflects current research and best practices and promotes congruence among the written, taught and assessed content.

Pflugerville ISD teachers deliver high-quality instruction that is tailored to address unique needs of students. Examples of unique opportunities for students include providing accelerated math through Algebra I at the middle school level. The district also offers a variety of high school courses for credit to middle school students. Historically, PISD has three to four percent of seventh graders enrolled in Algebra I, while 25 to 33 percent of eighth graders are traditionally enrolled.

PISD’s approach toward preparing students for careers in STEM fields, includes offering Career and Technical Education (CTE) classes at the middle school level, such as Project Lead the Way and Technology in Action. The district is dedicated to providing each student with a pathway to begin preparation for life after school, whether it is college or career.

With the national distinction of having an Advancement Via Individual Determination (AVID) Demonstration School, PISD has implemented the best AVID strategies and methodologies in both the AVID elective course and school-wide college readiness practices. In an effort to support students who are college-bound, many of whom may be first-generation college students, PISD implemented AVID in 2007. More than 1,050 secondary students are presently enrolled in at least one part of the program.
## Were 8th Grade Students on the Path to Being Career and College Ready?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Passed the Test</th>
<th>Met Final Passing Standard (College &amp; Career Ready)</th>
<th>Met Advanced Level (Well Prepared for College &amp; Career)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93%</td>
<td>53%</td>
<td>28%</td>
</tr>
<tr>
<td>Math</td>
<td>89%</td>
<td>43%</td>
<td>17%</td>
</tr>
<tr>
<td>Science</td>
<td>81%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>70%</td>
<td>32%</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Source: Texas Academic Performance Report and Pearson Assessment.*

*Note: Students had two opportunities to pass the math and reading assessments. All other levels based on first administration. 35% of 7th graders took the 8th grade math test. 37% of 8th graders took the Algebra I test, added to Advanced level. Algebra I test takers were added to the Advanced level on the 8th grade math test.*

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### 2011

**Professional Learning Community (PLC) Implementation**

District-wide implementation of professional development strategy intended to foster dialogue and creativity among colleagues

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### 2012

**Developed 5 Pillars Model for College and Career Readiness**

Focus on personal, academic, career, admission and financial readiness for post-secondary opportunities

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### 2013

**Developed graduation plans**

Comprehensive K-12 initiative to ensure PISD meets new high school grad requirements and prepares students for college and career
Were 5th Grade Students on the Path to Being Career and College Ready?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Passed the Test</th>
<th>Met Final Passing</th>
<th>Standard (College &amp; Career Ready)</th>
<th>Met Advanced Level</th>
<th>Well Prepared for College &amp; Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91%</td>
<td>46%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>92%</td>
<td>48%</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>72%</td>
<td>35%</td>
<td>12%</td>
</tr>
</tbody>
</table>


Note: Students were allowed two opportunities to take math and reading assessment for passing rate. All other levels are based on first administration.

Task Force Recommendations

• Applauds Pflugerville ISD’s goal of direct-to-college enrollment of 70 percent by 2015
• Supports PISD’s continuing commitment to proven college- and career-preparatory programs such as Advancement Via Individual Determination, or AVID. AVID, and programs like it, sustain increased annual student achievement and accelerate closing achievement gaps so all students have every possible post-secondary opportunity
• Recognizes the district’s additional efforts to honor the intent of House Bill 5 to provide early and ongoing counselor and staff interaction with students in eighth grade and throughout the high school years. Such efforts will create proper high school pathways as well as diploma plans with endorsements that lead to post-secondary choices
• Supports continued efforts to increase the percentage of students graduating from high school within four years with college credit through Advanced Placement examinations, dual-credit courses and articulated courses with local community colleges
• Encourages continued strategies to further increase the percentage of PISD graduates who enroll in some type of post-secondary education by the fall after graduation
• Supports the district’s priority to align decisions with the guiding principles of the five pillars for college and career readiness: Personal Readiness, Academic Readiness, Career Readiness, Admission Readiness and Financial Readiness
College, Career, and Beyond

Relationships. They are the core of our work with students and the cornerstone of a successful campus. By developing strong relationships with students and their families, and ensuring all students have access to the tools needed to be successful, Pflugerville ISD is poised to become a destination district in Central Texas.

Anchored in the K-12 initiative of the Five Pillars of College and Career Readiness — Personal Readiness, Academic Readiness, Career Readiness, Admission Readiness and Financial Readiness — PISD aims to increase its direct-to-college enrollment to 70 percent by the Class of 2015.

The district’s implementation of Advancement Via Individual Determination, or AVID, is a significant component of the district’s college and career initiative and has provided the foundation for a college-going culture that is inclusive of all students.

PISD experienced a 27 percentage point increase in Hispanic students taking Advanced Placement exams from 2011 to 2012. Austin Community College dual-credit course enrollment has grown by 50 percent over the past two years.

All students in 8th grade and high school have built a four-year plan. As a result, PISD’s career and technical education enrollment has increased by 85 percent over the past two years. The district’s dynamic and growing job shadow program, Real World Pflugerville, has connected more than 200 students to real world job experiences. This year, the district offered personal planning meetings with the families of every 8th grade student, resulting in 1,600 individual family conferences.

To better prepare students for the SAT, PISD has begun using the PSAT as one of the district benchmark assessments. Individual student results were analyzed to measure student progress toward college readiness measures and set goals for attainment. During the Chamber’s Summer Melt project last summer, counselors assisted recent graduates to overcome last-minute admissions obstacles.

All PISD seniors were guided through the FAFSA application in a small-group setting and registered for a Chamber Financial Aid Saturday event. That resulted in more than 1,500 registrations, which doubled PISD’s FAS participation this year. Parents were more knowledgeable and informed about financial aid options due to the school district’s efforts.

How Many Graduates Went Directly to College Upon Graduation?

Source: National Clearinghouse Data, UT Ray Marshall Center

Percentages indicate students who have enrolled in at least one credit-bearing course at a community college or degree-granting institution for the first time in the fall following graduation, in Texas or out of state.
How Many Graduates Were Ready for College or a Career?

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>54%</td>
<td>58%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>Math</td>
<td>61%</td>
<td>66%</td>
<td>69%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Both</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Source: Texas Academic Performance Report

College-and career-readiness is measured by the SAT, ACT or the exit-level Texas Assessment of Knowledge and Skills. Students who fail to meet set standards must enter college taking remedial classes.
How Many Graduated in Four Years?

- All Students
- African American
- Asian/Pacific Islander
- Hispanic
- White
- Econ. Disadvantaged

2007 2008 2009 2010

- 20%
- 40%
- 50%
- 60%
- 80%

Source: Texas Academic Performance Report

How Many Graduated in Five Years?

- All Students
- African American
- Asian/Pacific Islander
- Hispanic
- White
- Econ. Disadvantaged

2007 2008 2009 2010 2011

- 20%
- 40%
- 50%
- 60%
- 80%

Source: Texas Academic Performance Report

How Many Completed All Graduation Tests on Time?

- All Students
- African American
- Asian/Pacific Islander
- Hispanic
- White
- Econ. Disadvantaged

2007 2008 2009 2010

- 20%
- 40%
- 50%
- 60%
- 80%

Source: Texas Academic Performance Report

How Did Students Perform on EOC Tests?

<table>
<thead>
<tr>
<th>Subject</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA II Writing</td>
<td>3%</td>
<td>33%</td>
<td>60%</td>
</tr>
<tr>
<td>ELA II Reading</td>
<td>27%</td>
<td>70%</td>
<td>84%</td>
</tr>
<tr>
<td>ELA I Writing</td>
<td>2%</td>
<td>33%</td>
<td>58%</td>
</tr>
<tr>
<td>ELA I Reading</td>
<td>16%</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Biology</td>
<td>17%</td>
<td>57%</td>
<td>87%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>19%</td>
<td>40%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: Texas Academic Performance Report
FROM PFLUGERVILLE CHAMBER OF COMMERCE

The Pflugerville Chamber of Commerce has partnered with the Austin Chamber of Commerce and Pflugerville ISD on the Progress Report initiative for several years now.

During this time, we have seen steady growth in the various metrics detailed in these reports and are encouraged that our district is doing an outstanding job creating our workforce of tomorrow, training their graduates to be productive, tax-paying contributors to our local economy.

As our business community grows and prospers so do the opportunities for significant Business/District partnerships. The Pflugerville Chamber contributes to the District with:

- Scholarships to PISD graduates pursuing a four-year degree in business
- Service on the district’s CTE Advisory Committee
- Encouraging business participation with the CTE Job Shadowing Program
- Participation on the Citizen’s Facility Advisory Committee
- District leadership serves on our Board of Directors
- Conducting PISD Board of Trustee Candidates’ Forums
- Supporting the mission of the Pflugerville Education Foundation
- Pflugerville CDC continues to support the district with its Challenge Grant Program
- Pflugerville Rotary Club annually awards a significant number of scholarships to PISD graduates

With this community support and the district’s goals, we are confident that PISD is educating a productive workforce for our market.

Patricia Gervan-Brown, IOM
President & CEO
Pflugerville Chamber of Commerce

“BEST ODDS” FOR DIRECT COLLEGE ENROLLMENT

In addition to the actions on the Road to College, the UT-Austin Ray Marshall Center has identified a combination of six student actions which, if completed, indicate that a high school senior has the “best odds” for direct enrollment in some form of postsecondary education. This is not a multiple choice exercise. To ensure the vast majority of Pflugerville ISD graduates directly enroll in college, we encourage completion of all six actions by seniors before graduation.

The higher the percentage on these activities, the more likely we will move the needle on college enrollment.

Parents filled out FAFSA

Thought aid process was easy

Discussed college plan/process with school staff

Visited college or technical school

Took prep class for SAT or ACT

Plan to pay with loans

45%

25%

42%

50%

23%

33%

Source: Pflugerville ISD Class of 2013 Survey
This is the ninth year the Austin Chamber of Commerce has produced the education progress reports. The chair of this year’s task force effort is Catherine Morse, General Counsel and Director of Public Affairs at Samsung. Dawn L Jones, external affairs manager, Intel-Texas, serves as vice chair of the task force and chair of the launch event.

**PFLUGERVILLE ISD**
Alex Torrez, Superintendent of Schools
Amanda Brim, Communications Officer
Denise Monzingo, Executive Director of Accountability and Special Programs
Kathy Hickok, Director of Accountability and Assessment

**PFLUGERVILLE CHAMBER OF COMMERCE VOLUNTEERS**
Patricia Gervan-Brown, IOM, President & CEO
Jackie Torres, Owner, The Jackie Torres Agency

For more about Pflugerville ISD: www.pflugervilleisd.net

The Pflugerville Chamber of Commerce is at www.pfchamber.com

To learn about the Austin Chamber’s progress reports and download electronic versions of each report, visit www.austinchamber.com/edureports or call Senior Vice President of Federal/State Advocacy and Education/Talent Development Drew Scheberle at 512.322.5628.