Gap Analysis Update 2005

Region 10 Education Service Center
Region 11 Education Service Center
Brookhaven College
Collin County Community College District
Dallas County Community College District
Mountain View College
Tarrant County College District
Cedar Hill ISD
Dallas ISD
DeSoto ISD
Duncanville ISD
Fort Worth ISD
Irving ISD
Lancaster ISD
Richardson ISD
Southern Methodist University
Texas A&M University-Commerce
Texas Christian University
Texas Woman's University
University of North Texas
University of Texas at Arlington
University of Texas at Dallas

Community Representatives:

Fort Worth Chamber of Commerce
Greater Dallas Chamber
LULAC National Educational Service Centers
Project Literacy
North Texas Community College Consortium

August 2005

Gap Analysis Update 2005

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GAP ANALYSIS UPDATE
2005

The Gap Analysis Update released by the North Texas P-16 Council in May 2004 was an update to the Gap Analysis Report issued in May 2003. These reports provide an overview of gaps in the achievement of students in the Dallas Fort Worth Region. In 2005, the Gap Analysis Task Group was charged with updating the 2004 report, with the expectation that in 2006 we will issue a composite report. Major changes in the environment in the intervening year include the increasing stakes of the TAKS, with 2005 being the first year that scores affect passing to the next grade and high school graduation; focus on the shortcomings of the large comprehensive high school; and uncertainty by states, including Texas, about how to meet the teacher quality provisions of the No Child Left Behind Act.

Although the TAKS assessments are state mandated, their provisions for public reporting of scores, the grade levels for testing, the inclusion of four core content areas, and increased consequences for failure are consistent with the provisions of the federal No Child Left Behind Act. To address concerns about student performance, the Texas Education Agency (TEA) instituted, in June 2004, the Texas Student Success Initiative, focusing on programs of support for students, including professional development for teachers, in reading and mathematics. Results from evaluation of some aspects of the initiative show a trend toward the direct connection of teacher professional development to student results based on a single high stakes measure (Gibson Consulting Group, 2004).

Lack of student performance in the American high school has been the subject of national reports this year. In January 2005, The Education Trust released *Stalled in Secondary*, based on an analysis of student achievement in 29 states (not including Texas) and concluding with a call for national discussion about the high school. The National Governor's Association (2005), as part of its initiative called *Redesigning the American High School*, outlined recommendations for state action in *Getting it Done: Ten Steps to a State Action Agenda*. Among the recommendations from this document are defining a rigorous college preparatory curriculum and expanding the opportunities for underrepresented youth to experience college-level learning while in high school--all areas that characterize the agenda of the North Texas P-16 Council. Focused more on policy change at the local level, the National High School Alliance (2005) issued *A Call to Action: Transforming High School for All Youth*, which features six core principles for ensuring college and career readiness. Among the core principles is an "integrated system of high standards, curriculum, instruction, assessments, and support" (p. 2). The American Diploma Project's *Ready or Not: Creating a High School Diploma That Counts* points out indicators to be tracked, including need for remediation in college, drop-out rates, employer assessments of basic skills, extent of enrollment in challenging courses, and exit exam results. Several of these indicators form the basis of our Gap Analysis Report, with its deliberate focus on the senior year of high school.

Predating the call for national focus on the high school was the coalition of interest in the Texas High School Project. This project, managed by the Communities Foundation of Texas in partnership with the Texas Education Agency and the Governor's office and funded by an alliance of philanthropic organizations including the Bill and Melinda Gates Foundation and the

Michael and Susan Dell Foundation, has three initiatives targeting high schools. They are the Early College High School, Redesigning High Schools, and New Schools (Communities Foundation of Texas, 2005). Organization around these three agendas will become increasingly evident in the Dallas Fort Worth Region.

Among the least implemented provisions of the No Child Left Behind Act is its mandate that by 2005-2006, every child will have a highly qualified teacher (ECS, 2004). According to the provisions, elementary teachers will be prepared in the core subjects, middle and secondary teachers will have college majors or the equivalent in the subjects taught, and all will have demonstrated subject matter competence through state exams. These provisions are implemented in Texas for teachers entering the profession, but their application to practicing teachers is challenging, especially in the middle grades. Our report looks at teacher preparation in the region but does not address the extent to which currently practicing teachers meet state definitions of "highly qualified."

FOCUS ON THE SENIOR YEAR

For the May 2003 report, the Gap Analysis Task Group decided to focus on the senior year in high school, where scores from annual 10th grade TAAS testing in reading/writing and mathematics and from end-of-course tests were available. In 2004, the first year that the Texas Recommended High School Curriculum was the default curriculum, our focus on the senior year continued with reporting of 11th grade TAKS scores and non-TAKS indicators of high school student success. Added to the analysis was examination of TAKS results from earlier grades to show the extent to which gaps in achievement reported for students at high school exit were characteristic of younger populations. In 2005, successive years of administration of the TAKS enabled introduction of adequate yearly progress (AYP) data by district and, for this report, by high school.

Focus on the senior year includes attention to college and career success of students. In 2004 data became available about dual enrollment of high school students in college, so we reported that effort at closing the gaps. To this 2005 report we add preliminary information about another aspect of the Texas Higher Education Coordinating Board (THECB) Closing the Gaps initiative: the extent and impact of student-centered intervention programs. As in the past, we added information about the characteristics of teachers being prepared in the region to improve the quality of education provided to students, especially students at the secondary level.

DEMOGRAPHIC REFERENCES FOR THIS REPORT

To provide a frame for this update, we are reporting demographic data that show the ethnic distribution of the major population groups of Collin, Dallas, Denton, and Tarrant Counties as reported in the 2000 Census (Table 1). Percentages do not equal 100 because of overlap among groups[1] and the fact that some groups are not reported here.

[1] In the 2000 Census, the statistics reported as "Hispanic" here reflect a list of Latino cultures to be claimed by responders in addition to an identifier of ethnicity. In Table 1, we summarize the Latino categories as "Hispanic" and omit some of the smaller ethnic descriptors, using instead the categories of the Academic Excellence Indicator System for Texas Schools.

Table 1. Percentage Population Distribution by Ethnicity for Selected North Texas Counties

	% African American	*% Hispanic*	*% White*	*% American Indian*	*% Asian/ Pac.Isl.*	*% Econ. Disadv.*
Collin	**4.8**	**10.3**	**81.5**	0.5	6.9	4.9
Dallas	**20.3**	**29.9**	**58.4**	0.6	4.1	13.4
Denton	**5.9**	**12.2**	**81.7**	0.6	4.1	6.6
Tarrant	**12.8**	**19.7**	**71.2**	0.6	3.8	10.6

Source: Census data, 2000; http://quickfacts.census.gov/qfp/states/48/48113.html

Tables 2-8 show the percentage, by ethnicity, of K-12 students enrolled in public schools of Regions 10 and 11, by county and by school district. A comparison of the distributions in Tables 1 and 2 shows that the percentage of white students attending school in Region 10 remains lower than the percentage of white persons living in Dallas or Collin Counties. The same is true for Region 11 as compared to Tarrant and Denton Counties. In Dallas County, more African American and Hispanic students (combined-70.6%) than white students (24.7%) attend public schools, and they comprise a majority of the school population in Region 10. Tarrant County percentages show that African American and Hispanic students are 48.6% of the K-12 population with white students at 46.3%.

Table 2. Percentage of Students Enrolled by Ethnicity in Regions 10 and 11, 2004

	% African American	*% Hispanic*	*% White*	*% American Indian*	*% Asian/ Pac. Isl.*	*% Econ. Disadv.*
Region 10	**20.7**	**34.4**	**39.8**	0.5	4.5	46.8
Region 11	**13.5**	**25.4**	**56.8**	0.5	3.8	37.3

Source: 2003-2004, Academic Excellence Indicator System Report

Table 3. K-12 Student Demographics by Percentage by County for 2003-2004

County	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*
Collin	8.0	14.3	67.9	0.5	9.2
Dallas	26.0	44.6	24.7	0.4	4.2
Denton	8.2	19.1	67.6	0.5	4.7
Tarrant	18.4	30.2	46.3	0.4	4.7
Total	19.8	34.0	40.7	0.5	5.0
State	14.3	43.8	38.7	0.3	2.9

Source: 2003-2004 Academic Excellence Indicator System Report

Table 4. K-12 Student Demographics by Percentage for Collin County ISDs

ISD	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*	*Total*
Allen	8.1	9.7	75.9	0.6	5.7	13,815
Anna	1.6	19.2	79.1	-	-	1,086
Blue Ridge	0.6	9.5	88.9	0.9	0.1	677
Celina	4.1	16.3	78.7	0.5	0.5	1,310
Community	2.7	13.3	82.5	0.7	0.7	1,421
Farmersville	6.6	19.4	73.2	0.6	0.2	1,464
Frisco	8.2	13.1	71.0	0.9	6.9	13,284
Lovejoy	2.0	4.4	89.9	0.5	3.2	987
McKinney	9.3	21.3	66.7	0.6	2.2	16,545
Melissa	0.6	20.2	78.1	0.8	0.4	529
Plano	8.8	13.0	62.2	0.3	15.7	51,573
Princeton	1.5	20.4	77.1	0.6	0.3	2,245
Prosper	3.4	18.1	77.6	-	0.7	1,427
Wylie	8.0	16.0	72.0	1.2	2.6	6,615
Total	8.1	14.3	67.9	0.5	9.2	112,978

Source: 2003-2004 Academic Excellence Indicator System Report

Table 5. K-12 Student Demographics by Percentage for Dallas County ISDs

ISD	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*	*Total*
Carrollton - Farmers Branch	13.1	41.1	33.2	0.5	12.0	25,581
Cedar Hill	55.6	17.1	25.1	0.5	1.8	7,491
Coppell	4.5	8.4	71.3	0.3	15.5	9,955
Dallas	31.3	61.0	6.3	0.3	1.1	160,319
De Soto	69.6	13.1	16.1	0.2	1.0	7,641
Duncanville	44.5	31.2	21.3	0.3	2.6	11,346
Garland	18.2	34.9	39.4	0.5	7.0	54,925
Grand Prairie	15.0	54.9	25.3	0.8	4.0	22,079
Highland Park	0.2	1.7	96.4	0.1	1.6	6,046
Irving	12.7	57.8	24.2	0.5	4.8	31,215
Lancaster	73.7	16.8	9.0	0.3	0.3	4,751
Mesquite	21.3	28.4	45.8	0.8	3.6	34,276
Richardson	25.1	25.6	40.1	0.5	8.6	34,441
Sunnyvale	5.9	9.9	65.1	0.9	18.2	456
Wilmer - Hutchins	69.0	26.8	3.8	0.2	-	3,070
Total	26.0	44.6	24.7	0.4	4.2	413,592

Source: 2003-2004 Academic Excellence Indicator System Report

Table 6. K-12 Student Demographics by Percentage for Denton County ISDs

ISD	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*
Argyle	0.4	6.5	91.9	0.4	0.7
Aubrey	-	11.6	87.6	0.3	0.5
Denton	11.5	27.4	58.5	0.5	2.1
Krum	0.7	13.5	85.2	0.4	0.2
Lewisville	8.3	16.0	68.6	0.5	6.6
Little Elm	7.8	32.6	57.7	0.5	1.3
Pilot Point	4.3	20.2	74.8	0.5	0.2
Ponder	0.7	11.7	87.6	-	-
Sanger	2.2	14.8	81.8	0.5	0.8
Total	8.2	19.1	67.5	0.5	4.7

Source: 2003-2004 Academic Excellence Indicator System Report

Table 7. K-12 Student Demographics by Percentage for Tarrant County ISDs

ISD	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*	*Total*
Arlington	22.7	30.5	39.5	0.5	6.9	62,343
Birdville	6.1	22.3	65.4	0.5	5.6	22,449
Carroll	1.9	3.8	90.2	0.3	3.7	7,265
Castleberry	1.9	51.8	45.4	0.3	0.6	3,227
Crowley	27.4	17.0	50.6	0.7	4.4	11,813
Eagle Mt-Saginaw	3.8	22.6	68.3	0.2	5.1	8,480
Everman	51.4	32.5	14.7	0.1	1.3	3,832
Fort Worth	28.1	52.2	17.7	0.2	1.8	80,223
Grapevine - Colleyville	3.2	10.5	80.0	0.5	5.9	13,742
Hurst- Euless - Bedford	11.9	18.3	59.5	0.9	9.3	19,482
Keller	5.1	11.3	77.3	0.4	5.9	21,731
Kennedale	12.7	14.5	69.9	0.4	2.6	2,932
Lake Worth	7.1	45.7	45.3	7.9	1.1	2,390
Mansfield	19.4	15.8	59.9	0.5	4.5	20,967
Masonic Home	13.6	19.5	61.9	2.5	2.5	118
White Settlement	7.2	21.8	67.7	0.7	2.6	4,802
Total	18.4	30.2	46.3	0.4	4.7	285,796

Source: 2003-2004 Academic Excellence Indicator System Report

Table 8. K-12 Student Demographics by County for 2003-2004

County	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pacific Isl.*	*Total*
Collin	9,126	16,194	76,664	586	10,408	112,978
Dallas	107,490	184,638	102,140	1,798	17,526	413,592
Denton	5,856	13,610	48,269	347	3,327	71,409

Tarrant	52,611	86,320	132,256	1,247	13,362	285,796
Total	175,083	300,762	359,329	3,978	44,623	883,775
State	614,714	1,886,319	1,669,842	13,752	126,875	4,311,502

Source: 2003-2004 Academic Excellence Indicator System Report

To provide additional clarity to this update, we are providing, for the first time, tables outlining adequate yearly progress (AYP) for all school districts within Collin, Dallas, Denton and Tarrant counties, as well as information about high schools that failed to meet AYP targets (Tables 9-14). These data should establish a baseline for identifying additional gaps in student achievement.

Table 9. AYP by District for Collin County for Year 2003-2004

ISD	*State Rating*	*AYP Status*
Allen	Academically Acceptable	Meets AYP
Anna	Recognized	Meets AYP
Blue Ridge	Academically Acceptable	Meets AYP
Celina	Academically Acceptable	Meets AYP
Community	Academically Acceptable	Meets AYP
Farmersville	Recognized	Meets AYP
Frisco	Academically Acceptable	Meets AYP
Lovejoy	Exemplary	Meets AYP
McKinney	Academically Acceptable	Meets AYP
Melissa	Academically Acceptable	Meets AYP
Plano	Recognized	Meets AYP
Princeton	Academically Acceptable	Meets AYP
Prosper	Academically Acceptable	Missed AYP
Wylie	Recognized	Meets AYP

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

Table 10. AYP by District for Dallas County for Year 2003-2004

ISD	*State Rating*	*AYP Status*
Carrollton - Farmers Branch	Academically Acceptable	Missed AYP
Cedar Hill	Academically Acceptable	Meets AYP
Coppell	Recognized	Meets AYP
Dallas	Academically Acceptable	Meets AYP
De Soto	Academically Acceptable	Meets AYP
Duncanville	Academically Acceptable	Missed AYP
Garland	Academically Acceptable	Meets AYP
Grand Prairie	Academically Acceptable	Meets AYP
Highland Park	Recognized	Meets AYP
Irving	Academically Acceptable	Meets AYP
Lancaster	Academically Acceptable	Missed AYP
Richardson	Recognized	Meets AYP
Sunnyvale	Academically Acceptable	Meets AYP
Wilmer - Hutchins	Recognized	Meets AYP

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

Table 11. AYP by District for Denton County for Year 2003-2004

ISD	*State Rating*	*AYP Status*
Argyle	Academically Acceptable	Meets AYP
Aubrey	Recognized	Meets AYP
Denton	Academically Acceptable	Meets AYP
Krum	Academically Acceptable	Meets AYP
Lewisville	Academically Acceptable	Meets AYP
Little Elm	Academically Acceptable	Meets AYP
Pilot Point	Academically Acceptable	Meets AYP
Ponder	Academically Acceptable	Meets AYP
Sanger	Academically Acceptable	Meets AYP

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

Table 12. AYP by District for Tarrant County for Year 2003-2004

ISD	*State Rating*	*AYP Status*
Arlington	Academically Acceptable	Meets AYP
Birdville	Academically Acceptable	Missed AYP
Carroll	Exemplary	Meets AYP
Castleberry	Academically Acceptable	Missed AYP
Crowley	Academically Acceptable	Meets AYP
Eagle Mt-Saginaw	Academically Acceptable	Meets AYP
Everman	Academically Acceptable	Meets AYP
Fort Worth	Academically Acceptable	Meets AYP
Grapevine - Colleyville	Recognized	Missed AYP
Hurst- Euless - Bedford	Academically Acceptable	Meets AYP
Keller	Academically Acceptable	Meets AYP
Kennedale	Recognized	Meets AYP
Lake Worth	Academically Acceptable	Meets AYP
Mansfield	Academically Acceptable	Meets AYP
Masonic Home	Academically Acceptable	Meets AYP
White Settlement	Recognized	Meets AYP

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

Table 13. State Rating Percentage and AYP Status Percentage of ISDs by County for Year 2003-2004

	State Status Percentage			*ATP Status Percentage*	
County	*Exemplary*	*Recognized*	*Academically Acceptable*	*Meets AYP*	*Missed AYP*
Collin	7.1	28.6	64.3	92.9	7.1
Dallas	0.0	20.0	80.0	80.0	20.0
Denton	0.0	11.0	89.0	100.0	0.0
Tarrant	6.3	18.7	75.0	81.2	18.8

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

Table 14. High Schools that Did Not Meet AYP for 2004

County	*School District*	*High School*	*State Rating*	*AYP Status*	*Concern Area*
Tarrant	Fort Worth ISD	Carter-Riverside HS	Academically Acceptable	Missed AYP	Reading/Mathematics
	*	Diamond Hill-Jarvis HS	Academically Acceptable	Missed AYP	Reading
	*	Polytechnic HS	Academically Acceptable	Missed AYP	Reading/Mathematics
		Paschal HS	Academically Acceptable	Missed AYP	Reading/Mathematics
Dallas	Irving ISD	Macarthur HS	Academically Acceptable	Missed AYP	Reading
		Nimitz HS	Academically Acceptable	Missed AYP	Mathematics
	Duncanville ISD	Duncanville HS	Academically Acceptable	Missed AYP	Reading/Mathematics
	Cedar Hill ISD	Cedar Hill HS	Academically Acceptable	Missed AYP	Reading/Mathematics
	Dallas ISD	Bryan Adams HS	Academically Acceptable	Missed AYP	Mathematics
	*	W H Adamson HS	Academically Acceptable	Missed AYP	Mathematics
	*	A Maceo Smith HS	Academically Acceptable	Missed AYP	Reading/Mathematics
		Moises Molina HS	Academically Acceptable	Missed AYP	Reading/Mathematics
		Hillcrest HS	Academically Acceptable	Missed AYP	Mathematics
	*	Justin Kimball HS	Academically Acceptable	Missed AYP	Reading
	*	L G Pinkston HS	Academically Acceptable	Missed AYP	Mathematics
	*	Roosevelt HS	Academically Acceptable	Missed AYP	Mathematics
	*	W W Samuell HS	Academically Acceptable	Missed AYP	Reading/Math/ Graduation Rate
	*	South Oak Cliff HS	Academically Acceptable	Missed AYP	Reading
	*	H Grady Spruce HS	Academically Acceptable	Missed AYP	Mathematics
	*	Sunset HS	Academically Acceptable	Missed AYP	Reading/Mathematics
		David W Carter HS	Academically Acceptable	Missed AYP	Mathematics
	*	North Dallas HS	Academically Acceptable	Missed AYP	Mathematics
	*	James Madison HS	Academically Acceptable	Missed AYP	Reading/Mathematics

* Texas Public Schools in the Lowest 10% of Graduates enrolling in the following year in public higher education by district.

Source: 2004 AYP Results, TEA Office of Accountability and Data Quality

OVERVIEW OF THE K-12 GAPS IDENTIFIED

TAKS Indicators

The TAKS reading and mathematics tests administered in grade 3; reading, mathematics and science tests administered in grade 5; reading, mathematics, and social studies tests administered in grade 8; and English language arts, mathematics, science and social studies tests administered in grade 11 remain the TAKS indicators for Texas students. Examining overall and disaggregated 11th grade TAKS scores for Region 10 and 11 students, and a composite of both regions (Tables 15, 16 & 17), it can be noted that the gap in TAKS scores between African American and Hispanic students and white students is closing**.** The mean scores of African American and Hispanic students, however, remain lower than those of white students in English language arts, mathematics, science, and social studies, but higher than the previous year. These higher scores are of particular note in mathematics. Despite these advances, there remains a gap between African American and Hispanic students and white students in the scores on all tests, most obviously in math and science.

It should be noted also that because of relatively high 2003 TAKS scores in social studies, this subject was not included in the Student Success Initiative. However, concerns about student performance in this subject area will increase as a program of higher cut scores is implemented.

Table 15. Region 10 Report of TAKS Indicators, Grade 11, 2004

% Passing TAKS Test	*% State*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Eng Lang Arts	87	**84**	**81**	**94**	94	93	85	92	81
Math	85	**74**	**78**	**93**	89	95	86	85	76
Science	85	**76**	**75**	**94**	88	93	88	84	74
Social Studies	97	**97**	**96**	**99**	98	98	98	98	96
All Tests	73	**60**	**60**	**86**	79	74	74	75	59

Source: 2003-2004 Academic Excellence Indicator System Report

Table 16. Region 11 Report of TAKS Indicators, Grade 11, 2004

% Passing TAKS Test	*% State*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Eng Lang Arts	87	**84**	**78**	**92**	96	88	85	92	77
Math	85	**76**	**79**	**92**	92	94	89	87	77
Science	85	**77**	**74**	**93**	94	91	90	86	75
Social Studies	97	**97**	**96**	**99**	99	99	98	98	96
All Tests	73	**60**	**60**	**84**	86	82	76	77	58

Source: 2003-2004 Academic Excellence Indicator System Report

Table 17. Composite Percentages for TAKS Indicators in Regions 10 & 11, Grade 11, 2004

% Passing TAKS Test	*% State*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Eng Lang Arts	87.0	**84.0**	**79.5**	**93.0**	95.0	90.5	85.0	92.0	79.0
Math	85.0	**75.0**	**78.5**	**92.5**	90.5	94.5	87.5	86.0	76.5
Science	85.0	**76.5**	**74.5**	**93.5**	91.0	92.0	89.0	85.0	74.5
Social Studies	97.0	**97.0**	**96.0**	**99.0**	98.5	98.5	98.0	98.0	96.0
All Tests	73.0	**60.0**	**60.0**	**85.0**	82.5	78.0	75.0	76.0	58.5

Source: 2003-2004 Academic Excellence Indicator System Report

Although the gap in scores recorded in 2003 and those in 2004 for grades 3, 5 and 8 for reading and math is closing slightly, there was very little change in percentages, with the possible exception of African Americans in 8th grade social studies. It might be noted that the composite percentage of white students who passed the 8th grade social studies test decreased. There remains, however, a wide gap between the mathematics scores of white students and those of African American and Hispanic students in all grades and in science scores for grade 5.

Table 18. Region 10 Report of TAKS Indicators, Grade 3, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Fe -male*	*% Econ. Disadv.*
Reading	91	90	**86**	**84**	**97**	94	97	89	91	84
Math	90	90	**82**	**86**	**96**	92	97	90	90	85

Source: 2003-2004 Academic Excellence Indicator System Report

Table 19. Region 11 Report of TAKS Indicators, Grade 3, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Fe-male*	*% Econ. Disadv.*
Reading	91	93	**87**	**87**	**96**	96	95	92	93	87
Math	90	92	**81**	**86**	**96**	90	94	93	91	85

Source: 2003-2004 Academic Excellence Indicator System Report

Table 20. Composite Percentages for TAKS Indicators in Regions 10 & 11, Grade 3, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	91.0	90.0	**86.5**	**85.5**	**96.5**	95.0	96.0	90.5	92.0	85.5
Math	90.0	90.0	**81.5**	**86.0**	**91.0**	91.0	95.5	91.5	90.5	85.0

Source: 2003-2004 Academic Excellence Indicator System Report

In 5th grade, African American and Hispanic students scored much lower than white students in reading, mathematics and science. Also of note is the fact that reading and writing scores in 5th grade are lower than those reported for 3rd grade. This is true of both Regions 10 and 11. The gap appears to be widening for Hispanic students in reading, mathematics and science and for African American students in science. However, scores of African American students in reading and mathematics in Region 10 and in reading alone in Region 11 show a slight closing of the gaps related to these subjects.

Table 21. Region 10 Report of TAKS Indicators, Grade 5, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	80	80	**70**	**68**	**92**	87	93	78	81	68
Math	82	82	**69**	**74**	**92**	86	96	82	82	72
Science	70	69	**53**	**57**	**85**	77	86	73	66	56

Source: 2003-2004 Academic Excellence Indicator System Report

Table 22. Region 11 of TAKS Indicators, Grade 5, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	80	84	**72**	**71**	**91**	85	89	82	85	71
Math	82	85	**72**	**76**	**91**	84	91	86	84	75
Science	70	75	**57**	**59**	**84**	77	82	78	71	59

Source: 2003-2004 Academic Excellence Indicator System Report

Table 23. Composite Percentages for TAKS Indicators in Regions 10 & 11, Grade 5, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	80.0	84.0	**71.0**	**69.5**	**91.5**	86.0	91.0	80.0	83.0	69.5
Math	82.0	85.0	**70.5**	**75.0**	**91.5**	85.0	93.5	84.0	83.0	73.5
Science	70.0	75.0	**55.0**	**84.5**	**84.5**	77.0	84.0	75.5	68.5	57.5

Source: 2003-2004 Academic Excellence Indicator System Report

By 8th grade, the mathematics scores of African American and Hispanic students have taken a dramatic dip in the Regions 10 and 11 composite percentages causing an even wider gap, while reading scores for both groups have improved only slightly. A newer subject area for assessment, social studies, shows a narrower gap between scores of African American and Hispanic students and those of white students (Tables 24-26).

Table 24. Region 10 Report of TAKS Indicators, Grade 8, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	90	90	**85**	**82**	**96**	92	96	89	91	82
Math	67	70	**52**	**58**	**84**	70	89	70	69	56
Social Studies	88	89	**84**	**83**	**95**	91	97	89	90	83

Source: 2003-2004 Academic Excellence Indicator System Report

Table 25. Region 11 Report of TAKS Indicators, Grade 8, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	90	91	**84**	**83**	**95**	89	95	90	92	83
Math	67	72	**52**	**59**	**80**	78	85	73	71	56
Social Studies	88	90	**82**	**82**	**94**	87	96	90	90	81

Source: 2003-2004 Academic Excellence Indicator System Report

Table 26. Composite Percentages for TAKS Indicators in Region 10 & 11, Grade 8, 2004

% Passing TAKS 2004	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
Reading	90.0	90.5	**84.5**	**82.5**	**95.5**	90.5	95.5	89.5	91.5	82.5
Math	67.0	71.0	**52.0**	**58.5**	**82.0**	74.0	87.0	71.5	70.0	56.0
Social Studies	88.0	89.5	**83.0**	**82.5**	**94.5**	89.0	96.5	89.5	90.0	82.0

Source: 2003-2004 Academic Excellence Indicator System Report

Student Participation in the Recommended Curriculum, Advanced Courses, and AP/IB and SAT/ACT Tests

The North Texas P-16 Council continues to track high school student completion of the Recommended High School Curriculum, now the default curriculum. Data here show, by school district, the percentage of graduates who completed the Recommended Curriculum and advanced placement courses and the demographic characteristics of each graduating class. They show a slight closing of the gaps in participation rate in the Recommended Curriculum and very slight improvement in the percentage enrolled in advanced courses (Table 27).

Table 27. Percentage of 2002 and 2003 Graduates Completing Recommended High School Curriculum and Advanced Placement Courses by Region

Region	*% Rec. Program 2002*	*% Rec. Program 2003*	*% Adv. Courses 2002*	*% Adv. Courses 2003*
Region 10	59.4	67.3	20.5	20.7
Region 11	62.7	65.5	19.3	19.8

Source: 2002-2003 Academic Excellence Indicator System Report

Tables 28 and 29 further illustrate improvements, over a one-year period, in the number of students enrolled in the Recommended Curriculum, by school district. The exceptions are Duncanville and Desoto which have a lower percentage than last year of students enrolled in both the Recommended Curriculum and advanced courses. The most dramatic increases in the percentages of students completing the Recommended Curriculum appear in Lancaster and Richardson ISDs. Cedar Hill ISD remains at the top of the list with 86.2 % of the graduating class of 2004 completing the recommended program.

Table 28. High School Graduating Class of 2003 Characteristics

District	*% Rec. program*	*% Adv. Courses*	*% African American*	*% Hispanic*	*% White*	*% Native American.*	*% Asian / Pac. Isl.*	*% Econ. Disadv.*	*% LEP*
Cedar Hill ISD	83.5	25.6	**51.7**	**16.2**	**29.8**	0.5	1.9	26.1	3.8
Dallas ISD	65.8	19.2	**42.3**	**44**	**10.9**	0.4	2.4	77.6	32.1
Desoto ISD	71.8	19.4	**53.1**	**7**	**38.6**	0.5	0.8	33.9	3.6

Duncanville ISD	52.1	19.2	**39.3**	**16.1**	**42.1**	0.1	2.3	45.5	9.7
Ft. Worth ISD	55.3	13.9	**32.7**	**35.5**	**28.2**	0.1	3.5	64.3	25.6
Irving ISD	57.8	22.2	**15.4**	**32.3**	**44.4**	0.2	7.6	59.3	33.3
Lancaster ISD	58.7	17.6	**67.1**	**8.7**	**23.4**	0	0.8	51.4	5.9
Richardson ISD	39.7	23	**14.6**	**7.5**	**66.8**	0.4	10.7	39.4	18.5

Source: 2002-2003 Academic Excellence Indicator System Report

Table 29. High School Graduating Class of 2004 Characteristics

District	*% Rec. program*	*% Adv. Courses*	*% African American*	*% Hispanic*	*% White*	*% Native American.*	*% Asian / Pac. Isl.*	*% Econ. Disadv.*	*% LEP*
Cedar Hill ISD	86.2	24.9	**43**	**14.6**	**40**	0.5	1.9	33.2	4.1
Dallas ISD	77.5	19.2	**42.1**	**45.3**	**10.6**	0.3	1.6	79.5	31.6
Desoto ISD	68.2	18.4	**60.1**	**8.4**	**30.5**	0	1	36.8	4.1
Duncanville ISD	40.7	17.3	**40.8**	**17.9**	**38.5**	0	2.8	49.1	10
Ft. Worth ISD	58.3	14.9	**31.1**	**40.8**	**25.2**	0.2	2.7	69.4	26.6
Irving ISD	60.6	23.8	**15.5**	**35.4**	**41.1**	0.7	7.3	61.3	33.8
Lancaster ISD	72	22.6	**74.9**	**10.3**	**14.4**	0	0.4	55.1	6.7
Richardson ISD	61.1	26	**14.7**	**10.6**	**63.8**	0.2	10.6	41.4	18.6

Source: 2003-2004 Academic Excellence Indicator System Report

While Tables 28 and 29 show overall percentages of students enrolled in advanced courses, Tables 30, 31, and 32 show enrollment by ethnicity in these same courses. For both African American and Hispanic students, that percentage is no more than half the enrollment of white students.

The percentages of African American and Hispanic students enrolled in advanced courses and testing in AP/IB courses has remained nearly the same in both regions, which are still lower than the state and regional averages (Tables 30, 31, & 32). As in the original report, it should be noted that the percentage of African American students tested in AP/IB courses remains lower than those taking advanced courses, and this percentage continues to be lower than that of white students. The gaps in these non-TAKS indicators are closing slightly, if at all.

Table 30. Region 10 Report for Non-TAKS Indicators - Advanced High School Courses, 2003

Indicator (2003-04)	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/ Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
% Adv. Course	19.7	20.7	**14.8**	**13.6**	**25.6**	17.2	41.0	18.3	23.3	13.3
AP/IB Results % Tested	16.1	21.0	**11.0**	**14.0**	**25.6**	19.1	42.8	18.6	23.1	na

Source: 2003-2004 Academic Excellence Indicator System Report

Table 31. Region 11 Report for Non-TAKS Indicators - Advanced High School Courses, 2003

Indicator (2003-04)	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/ Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv.*
% Adv. Course	19.7	19.8	**10.5**	**11.3**	**23.5**	18.3	35.2	18.0	21.7	9.3
AP/IB Results % Tested	16.1	17.3	**6.9**	**10.9**	**19.8**	12.8	32.7	15.4	19.2	na

Source: 2003-2004 Academic Excellence Indicator System Report

Table 32. Composite Percentages for Non-TAKS Indicators in Regions 10 & 11 – Advanced High School Courses, 2003

Indicator (2003-04)	*% State*	*% Region*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/ Pac. Isl.*	*% Male*	*% Female*	*% Econ. Disadv*
% Adv. Course	19.7	20.3	**12.7**	**12.5**	**24.6**	17.8	38.1	18.2	22.5	11.3
AP/IB Results % Tested	16.1	19.2	**9.0**	**12.5**	**22.7**	16.0	37.8	17.0	21.2	na

Source: 2003-2004 Academic Excellence Indicator System Report

Also of note is the fact that the percentage of African American and Hispanic students tested and scoring above the criterion for SAT/ACT has changed very little, and in some cases, not at all. There remains a huge gap, when compared to white students, in the percentages of African American (over 30 percentage points) and Hispanic students (over 20 percentage points) in both Regions 10 and 11 who scored at or above the criterion on the SAT/ACT exams (Tables 33, 34, & 35). There also remains a gap between the SAT/ACT scores achieved by African American and Hispanic students and white students, with African American students showing the lowest percentage passing as well as the lowest mean score on both tests.

Table 33. Region 10 Report for Non-TAKS Indicators - SAT/ACT Results, 2003

SAT/ACT Results	*State*	*Region 10*	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pac. Isl*	*Male*	*Female*
% of Students tested	62.4	61.3	**58.9**	**30.6**	**64.6**	57.6	74.8	60.3	62.2
% of Students Scoring at/above Criterion	27.2	32.9	**7.1**	**14.9**	**43.3**	26.3	46.2	36.0	30.3
Mean SAT Score	989.0	1009.0	**838.0**	**914.0**	**1071.0**	1003.0	1084.0	1029.0	992.0
Mean ACT Score	19.9	20.8	**16.8**	**19.0**	**22.3**	20.7	22.7	20.8	20.8

Source: 2003-2004 Academic Excellence Indicator System Report

Table 34. Region 11 Report for Non-TAKS Indicators - SAT/ACT Results, 2003

SAT/ACT Results	*State*	*Region 11*	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pac. Isl*	*Male*	*Female*
% of Students Tested	62.4	64.0	**60.0**	**37.2**	**64.6**	64.1	81.3	62.4	65.4
% of Students Scoring at/above Criterion	27.2	32.3	**7.2**	**17.2**	**37.2**	37.3	43.3	35.6	29.5
Mean SAT Score	989.0	1021.0	**849.0**	**938.0**	**1056.0**	978.0	1076.0	1038.0	1006.0
Mean ACT Score	19.9	20.8	**17.1**	**18.9**	**21.6**	21.6	22.0	20.8	20.8

Source: 2003-2004 Academic Excellence Indicator System Report

Table 35. Composite Percentages for Non-TAKS Indicators in Regions 10 & 11 - SAT/ACT Results, 2003

SAT/ACT Results	*State*	*African American*	*Hispanic*	*White*	*Native American*	*Asian / Pac. Isl*	*Male*	*Female*
% of Students tested	62.4	**59.5**	**33.9**	**64.6**	60.9	78.1	61.4	63.8
% of Students Scoring at/above Criterion	27.2	**7.2**	**16.1**	**40.3**	31.8	44.8	35.8	29.9
Mean SAT Score	989.0	**843.5**	**926.0**	**1063.5**	990.5	1080.0	1033.5	999.0
Mean ACT Score	19.9	**17.0**	**19.0**	**22.0**	21.2	22.4	20.8	20.8

Source: 2003-2004 Academic Excellence Indicator System Report

Summary of K-12 Findings

The major gaps identified for K-12 students are: (1) African American and Hispanic students scoring lower than white students on all TAKS indicators; (2) much lower science and mathematics scores for African American and Hispanic students; and (3) a lower percentages of African American and Hispanic students enrolled in advanced courses, testing in advanced placement courses, and achieving acceptable scores on national college entrance exams. Overall, gaps are closing slightly in the 3rd and 11th grade TAKS indicators. In 5th and 8th grade TAKS indicators, the gaps remain the same or are becoming wider. In non-TAKS indicators overall, gaps remain the same in enrollment in the default curriculum and are closing slightly for enrollment in advanced courses. African American and Hispanic students remain behind white students in all areas noted with the gaps closing slightly.

By comparison, it may be useful to present a national picture of gaps in achievement. The National Center for Education Statistics (Perle, Moran & Lutkus, 2005) recently reported on race/ethnicity in its long-term trend assessment. This report, which examined student performance in reading and mathematics, showed that the gaps between white students and African American students in reading scores have narrowed from 1971 to 2004 for 9, 13 and 17 year olds. For Hispanic students the gaps were smaller for 9 and 17 year olds, but there was no measurable difference for 13 year olds during that same time period.

In mathematics, the gaps between white students and African American students have decreased between 1973 and 2004 at all three age levels. There were smaller gaps between white and Hispanic students for the ages 13 and 17 in mathematics scores, and there were no significant differences between the mathematics scores of white and Hispanic 9 year olds.

As can be seen from a review of national data, gaps in student achievement are not isolated to North Texas. However, by focusing on our region, we should be able to gauge the impact of long-term achievement efforts at the end of a three-year period of observation and updates.

GAP ANALYSIS IN POSTSECONDARY EDUCATION

Student Participation in Postsecondary Education

Table 36 presents information about the number and percentage of 2004 high school graduates from the region who enrolled in college in the same year. Percentages ranged from 51.7% for Denton County to 41.2% for Dallas County. The National Center for Public Policy and Higher Education state report (2005) indicates that compared to other states, the percentage of Texas students enrolling in college by age 19 remains low in spite of the fact that over the past decade, the chance of enrolling in college by age 19 in Texas has increased by 11%, compared to a nationwide decline of 3% (p. 7). Young adults from high income families are almost three times as likely as those from low income families to attend college in Texas (National Center for Public Policy and Higher Education, p. 7).

Table 36. High School Graduates of 2004 that Enrolled in Higher Education in 2004

County	Number of Graduates	Number Enrolled in Higher Education	% Enrolled in Higher Education
Collin	6130	3033	49.5
Dallas	22533	9497	42.1
Denton	4516	2334	51.7
Tarrant	16049	7731	48.2

Source: http://www.thecb.state.tx.us/DataAndStatistics/HSGradsToHE2004.pdf

Community college is often the first college of enrollment for first generation college entrants. Regional enrollment in the county community college districts by ethnicity compared to the state averages is shown in Table 37. Since 2001, the percentages of African American and Hispanic students enrolled in the community colleges of each county have increased. Still, the region does not approach the state mean in the percentage of Hispanic students served, even in Dallas County, where the Hispanic K-12 population exceeds the state mean.

Table 37. Community College District (CCD) Enrollment by Ethnicity Comparing P-16 Member CCD's with State Enrollment, Fall 2003

District	*CCD Total Enrollment*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian / Pac. Isl.*	*% Int'l*
Collin CCCD	16332	**6.9**	**8.5**	**71.7**	0.6	7.7	4.6
Dallas CCCD	56726	**25.3**	**20.7**	**39.9**	0.5	6.7	4.7
NCTC	6353	**6.4**	**8.4**	**79.8**	0.9	1.9	2.1
Tarrant CCD	34406	**13.5**	**15.1**	**64.4**	0.8	5.5	0.7
State CCs	536,005	**11.2**	**30.4**	**50.6**	0.5	3.9	2.4

Source: Texas Higher Education Coordination Board - http://www.thecb.state.tx.us/reports/pdf/0815.pdf

Table 38 presents the undergraduate enrollment data by ethnicity for the public and private university members of the North Texas P-16 Council. Since 2001, the Hispanic enrollment of each institution has increased modestly.

Table 38. University Undergraduate Demographics and Six Year Graduation Rates for 2003

Institution	*Total FTE Undergraduates*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian / Pac. Isl.*	*6 YR Graduation Rate*
SMU	6,045	**5.8**	**8.4**	**74.3**	0.6	6.1	71.7
TAMU – Commerce	4,120	**18.6**	**6.0**	**71.1**	1.4	1.2	35.7
TCU	6,572	**5.2**	**6.1**	**78.2**	0.5	2.0	65.2
TWU	4,335	**22.7**	**11.7**	**56.6**	0.9	4.5	34.7
UNT	20,390	**11.3**	**9.7**	**69.3**	0.8	4.7	38.8
UT – Dallas	6,895	**6.9**	**9.4**	**58.0**	0.6	19.5	57.0
UT – Arlington	15,281	**13.7**	**12.7**	**55.9**	0.8	12.0	36.6

Source: College Results Online - http://www.collegeresults.org/search_basic.aspx

Bridge Programs to Postsecondary Education

Offering dual credit courses is one way to ease the transition from high school to college. Table 39 presents information about the numbers of students by ethnicity enrolled in fall 2003 in dual credit courses through the colleges and universities in the four-county region. The 2003 statistics show decreases in the percentages of African American and Hispanic students enrolled in dual credit courses compared to 2002. Dual credit enrollment data were also collected from Dallas and Tarrant Counties for fall 2004; however, only Dallas County Community College District provided data about the ethnicity of the students.

Table 39. Fall 2003 Students Enrolled in Dual Credit Courses in Collin, Dallas, Denton and Tarrant Counties by Texas Community and State Colleges

Institution	African American	Hispanic	White	Other	Total
Collin County	13	30	424	24	491
Brookhaven	6	9	11	5	31
Cedar Valley	142	26	149	25	342
El Centro	27	66	6	5	104
North Lake	6	15	54	9	84
Richland	3	0	66	3	72
Navarro College	2	2	63	1	68
North Central Texas College	4	15	337	5	361
UT – Arlington	3	2	22	6	33
UNT	1	3	10	3	17
Total	**209**	**182**	**1163**	**87**	**1641**

Source: CBM001 Student Report, Texas Higher Education Coordinating Board

In 2004, the Texas Higher Education Coordinating Board (THECB) sponsored a study of P-16 student-centered intervention programs operated by Texas public community colleges and universities. These programs were defined as direct interventions delivered in concert with public schools that were designed to motivate, prepare, and/or assist elementary, middle, or high school students and/or their families in the pursuit of higher education (Institute for Demographic and Socioeconomic Research, 2005). Table 40 reports the number of programs, number of students enrolled, and total program expenditures reported by public colleges and universities in the four-county area. These findings suggest that Dallas CCCD and UNT are particularly active in this area, although UT Arlington reaches a large number of students with comparatively modest program expenditures.

Table 40. Summary of P-16 Student-Centered Intervention Programs, 2003

Institution	Number of Programs	Total Students Enrolled	Total Program Expenditures
Collin CCCD	4	96	$1,500
Dallas CCCD	19	6,543	$2,609,539
Tarrant CCD	1	532	$8,000
TWU	4	2,765	$621,408
UT – Arlington	4	5,430	$468,134
UT – Dallas	6	1,370	$945,692
UNT	14	4,835	$3,730,622

Source: http://www.thecb.state.tx.us/stealth/P16Survey/reports/index.cfm

As a follow-up to its study of student-centered intervention programs, THECB further studied those programs that appeared to be very effective based on graduation and enrollment outcomes. The programs with reported enrollment rates greater than 65 percent relied more than the other

programs on family involvement, academic counseling, tutoring/mentoring activities, activities that promote the development of study and/or academic skills, P-12 school-to-college transition programs, and on activities that promote participation in various cultural, social, or educational co-curricular events (Institute for Demographic and Socioeconomic Research, April 2005). Five of 16 sample programs that formed the basis for part of this analysis were operating in Dallas Fort Worth.

Need for Remediation in Postsecondary Education

The need of students for remediation upon entering post-secondary education indicates lack of preparation for college. Table 41 reports by county the percentages of first-time entering students by ethnicity who received remediation. Gaps exist in the percentages of African American and Hispanic students requiring remediation compared to white students. Data reported in 2003 are not comparable because the TASP scores on which they were based are no longer reported.

Table 41. First-Time-in College Students Receiving Remediation by Ethnicity for CCD's for 2002

Institution	*% African American*	*% Hispanic*	*% White*	*% Other**
Collin CCCD	**69%**	**57%**	44%	48%
Dallas CCCD	**59%**	**54%**	38%	31%
NCTC (Denton County)	**81%**	**63%**	38%	55%
Tarrant CCCD	**81%**	**75%**	62%	72%
State Totals	**57%**	**56%**	37%	39%

* Asian, Native American, International

Source: http://www.thecb.state.tx.us/reports/pdf/0814.pdf 2004 Statewide Factbook

The data in Table 42 update information presented in 2003 about the percentage of students requiring remediation at entry to member public universities. Although the percentages of tested students requiring remediation at these institutions are similar to data reported in 2001, the retention rate of the TASP-takers who received remediation has increased at every university. Information about the ethnicity of these students is not available. The 2001 data showed a pattern of high need for remediation among African American students.

Table 42. TASP Tests for 2002-2003 and Retention Rates for Public Universities

Institutions	*Total TASP Tested*	*% Passing*	*Incoming students % requiring Remediation*	*FY 2003 retention rate of TASP Students w/ remediation*
UNT	2521	48.0	23.2	70.8
TWU	884	42.6	56.7	69.5
UT – Dallas	818	51.0	19.1	85.7
UT – Arlington	2500	56.0	23.0	63.5
TAMU – Commerce	923	36.9	38.7	60.9

Source: THECB 2004 Texas Public Universities' Data and Performance Report

Postsecondary Graduation and Success Measures

Table 43 shows 3-year persistence rates, including transfer to other postsecondary institutions, for community college students by ethnicity. As in earlier years, the persistence rates for African American and Hispanic students are consistently lower than for white students except at NCTC.

Table 43. Community College Student 3-Year Persistence Rates by Ethnicity for the Incoming Fall 2000 Cohort through Fall 2003

District	*% Total*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/ Pac. Isl.*	*% Int'l*
State CCs	53.0	45.0	49.0	57.0	51.0	61.0	31.0
Collin CCCD	50.0	48.0	48.0	50.0	50.0	66.0	31.0
Dallas CCCD	49.3	43.9	47.0	52.3	53.9	62.0	52.9
NCTC	58.0	65.0	48.0	59.0	100.0	58.0	20.0
Tarrant CCCD	53.5	50.8	51.3	54.0	58.0	61.5	22.0

Source: Texas Higher Education Coordinating Board, 2002-2003 College Profiles

Table 44. Community College Student 3-Year Persistence Rates by Ethnicity for the Incoming Fall 1999 Cohort through Fall 2002

District	*% Total*	*% African American*	*% Hispanic*	*% White*	*% Native American*	*% Asian/ Pac. Isl.*	*% Int'l*
Collin CCCD	50	39	43	51	56	62	43
Dallas CCCD	48.4	45.1	47.6	50.4	45.7	60.9	55.3
NCTC	54	35	53	55	30	68	31
Tarrant CCD	51	48	45.5	53	42.3	58.3	31.3
State CCs	52	44	48	56	44	59	37

Source: Texas Higher Education Coordinating Board, 2002-2003 Annual Data Profiles

Information about the 6-year completion rates of six cohorts of students at member public universities appears in Table 45. Statistics in the table distinguish between students who graduated from the university of initial enrollment and those who transferred from another university. These data show that at all but the most selective of the public universities (UT – Dallas), fewer than half of the students who enter graduate from the same public university within six years. UT Arlington shows steady improvement in local graduation rates over time.

Table 45. University Student 6-Year Completion Rate Trends for Public University P-16 Council Members

	Fall 1993 Cohort			*Fall 1994 Cohort*			*Fall 1995 Cohort*		
Univ. of Initial Enrollment	*% Graduating This Institution*	*% Graduating Another University*	*Total %*	*% Graduating This Institution*	*% Graduating Another University*	*Total %*	*% Graduating This Institution*	*% Graduating Another University*	*Total %*
TAMU – Commerce	33.0	5.4	38.4	38.7	7.7	46.4	36.3	5.4	41.7

TWU	36.9	12.0	48.9	39.0	9.5	48.5	43.8	10.6	54.4
UNT	38.3	11.4	49.7	36.0	10.7	46.7	36.8	10.8	47.6
UT – Arlington	27.6	6.7	34.3	30.5	7.0	37.5	30.7	7.6	38.3
UT – Dallas	52.9	6.5	59.4	50.5	9.4	59.9	55.1	6.3	61.4

	Fall 1995 Cohort			*Fall 1996 Cohort*			*Fall 1997 Cohort*		
Univ. of Initial Enrollment	*% Graduating This Institution*	*% Graduating Another University*	*Total %*	*% Graduating This Institution*	*% Graduating Another University*	*Total %*	*% Graduating This Institution*	*% Graduating Another University*	*Total %*
TAMU – Commerce	36.3	5.4	41.7	33.8	8.5	42.3	36.0	7.7	43.7
TWU	43.8	10.6	54.4	39.2	9.4	48.6	34.7	12.2	46.9
UNT	36.8	10.8	47.6	38.4	10.1	48.5	38.8	8.4	47.2
UT – Arlington	30.7	7.6	38.3	36.4	7.2	43.6	36.7	6.6	43.3
UT – Dallas	55.1	6.3	61.4	51.9	12.8	64.7	56.2	6.7	62.9

Source: Texas Higher Education Coordinating Board Statistical Reports: University Profiles, 2002,2003,2004

In summary, the postsecondary data show gaps between African American and Hispanic students in dual credit enrollment, in need for remediation at college entry, and in 3-year persistence rates. Community colleges and universities are designing programs intended to foster student success in college. In spite of some evidence of impact for these programs and other measures, the rate of college entry of Texas high school graduates remains low compared to the nation, in general.

GAPS IN THE TEACHER SUPPLY

Areas of Teacher Shortage

Focusing on the need for teachers of core subject areas assessed by the TAKS and bilingual/ESL, due to the particular needs of Hispanic students, who comprise a major group of students in our region, the P-16 Council studied information that might suggest the extent of teacher shortages in member school districts. Table 46 presents the percentages of certified educators employed last academic year by member school districts at the middle and high school levels in the subject areas of interest. The percentages of certified educators employed are generally higher at the high school than at the middle school levels. Still, even at the high school level, member school districts regularly make assignments to teachers who are not certified in their areas of instruction. Although other reports have suggested severe teacher shortages in mathematics and science, these regional statistics show considerable variation in the certification status of teachers of all subjects of interest. The high certification rate for bilingual/ESL teachers in some districts may be due to the focus of Table 46 on secondary education, where numbers of bilingual/ESL teachers tend to be low.

Table 46. Percentage of Certified Educators by Subject Area of Interest in Member Districts, 2003-2004

Grade Level	Subject Area	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft. Worth	Irving	Lancaster	Richardson
Middle School (Grades 6-8)	Bilingual / ESL	100.0	41.6	82.7	100.0	16.3	86.5	91.2	52.2	84.1
	English / Lang. Arts	42.7	71.6	56.6	64.4	70.2	70.9	77.4	16.1	69.9
	Mathematics	38.5	61.8	81.2	70.2	61.7	70.8	82.9	66.5	68.9
	Science	76.8	77.2	64.6	62.5	87.0	79.0	65.8	62.5	79.1
	Social Studies	34.9	81.1	70.4	72.1	49.2	71.5	68.0	32.3	65.5
High School (Grades 9-12)	Bilingual / ESL	100.0	40.8	19.8	100.0	100.0	82.9	47.4	100.0	100.0
	English / Lang. Arts	75.5	83.3	98.1	79.0	96.0	75.7	93.4	65.3	82.4
	Mathematics	78.1	83.6	75.3	80.3	96.3	90.9	87.7	41.7	80.4
	Science	87.2	70.9	80.3	59.2	79.6	76.1	78.3	45.5	71.1
	Social Studies	54.4	76.0	80.3	84.6	87.9	79.9	81.9	58.7	86.8

Source: http://www.sbec.state.tx.us/Reports/WhoisTeaching/frm_whois_main.asp

In 2004, the Council studied state data on the extent to which teachers with less than full certification were assigned to teach initial high school courses in TAKS-tested subjects and Spanish by the ethnicity of the student populations of their schools (Fuller, 2003). Except in Spanish, fewer than 15 percent of teachers who worked in schools that served 50 percent or more white students were not fully certified. By contrast, except in world history, more than 35 percent of the teachers in schools that served 50 percent or more African American students were less than fully certified. For schools that served 50 percent or more Hispanic students, the extent of full teacher certification was between those for predominantly African American and predominantly white schools. These state data are important to the region, which includes many high schools that serve predominantly African American and Hispanic students. A gap exists in the qualifications of teachers for African American and Hispanic students.

A challenge in the placement of teachers is the Teacher Quality provisions of the No Child Left Behind Act. According to the Education Commission of the States (2004), no state appears to be on track for meeting the requirement of a highly qualified teacher in every classroom or in providing high-quality professional development. Middle and secondary school teachers are considered highly qualified if they are fully certified by the state, have at least a bachelor's degree and have demonstrated competence in each academic subject taught. For newer teachers

in Texas, competency is demonstrated by passing the content subtest of the Texas Examination of Educator Standards (TExES). Existing teachers are also expected to have a bachelor's degree and be judged competent by a "high objective uniform state standard of evaluation" (HOUSSE) that may not use as a primary criterion the time previously employed in teaching. The problem of teacher quality is especially acute in urban and rural communities (ECS, 2004, p. 69).

One way Texas has addressed this new set of standards is by encouraging broad-field certification in science, social studies, and even English language arts. The broad-field major qualifies the teacher to be "highly qualified" in many related subjects, while the older pattern of content-specific majors in fields such as chemistry, earth science, history, economics, and political science qualifies a teacher to teach only a subset of the sciences or social studies. The effect of the broad-field majors, often composed of primarily introductory college courses, on teacher ability to motivate students and stimulate higher order thinking is an unresolved issue.

Teacher Preparation in Subjects of Interest

Table 47 shows trends in the numbers of teaching certificates issued in the TAKS-tested content fields and bilingual/ESL through regional teacher preparation entities in the last four years, 2000-2001 through 2003-2004. Except in social studies, the number of teachers prepared in each subject has declined since a peak in an earlier year. Although teacher preparation entities are responding to demand for bilingual/ESL teachers, the need for math and science teachers is not being adequately addressed. The state demand for teachers is estimated by Fuller (2002) at 38,000 per year. With 23 percent of the state's teachers employed in Regions 10 and 11, the annual mean supply of 4,968 teachers does not begin to meet the demand for 8,740 teachers a year, the region's share of the state demand.

Table 47. Educator Certificates Issued Through Teacher Preparation Entities in Regions 10 and 11

Subject	2000 - 2001	2001 - 2002	2002 - 2003	2003 – 2004
Bilingual/ESL - Spanish	250	354	776	569
English/Language Arts	733	1008	449	330
Mathematics	216	315	330	295
Science	164	292	338	194
Social Studies	70	178	203	225
All Certification Area	4268	5753	5333	4520

Source: State Board for Educator Certification, - http://www.sbec.state.tx.us/reports

Supply and demand statistics are especially alarming in science and mathematics where, in 2002, mathematics teacher attrition in the region was 667 and science teacher attrition was 523 if we assume that regional attrition was proportional to state statistics reported by Fuller and Alexander (2002). Of course, newly prepared teachers are not the only employment pool for school districts. Teachers may be recruited away from other states or regions or persuaded to reenter the teaching force after laying out, circumstances not common in these fields.

Table 48 shows the contribution in 2004 of the individual regional teacher preparation entities to the pool of new teachers in the content areas of interest. Of the five largest providers in the region (Region 10, E-CAP, DISD, TAMU-Commerce, and UNT), three offer alternative certification programs (ACP) only. The ACP providers account, in particular, for increased numbers of bilingual/ESL teachers.

Table 48. Initial Educator Certification for Areas of Interest by Teacher Education Entity in 2004

Certifying Entity	Bilingual/ ESL	English/ Language Arts	Mathematics	Science	Social Studies	Total Number of Certificates Issued through Entity
Arlington Baptist College	0	0	0	0	0	7
Brookhaven College	0	0	45	0	0	45
Collin CCCD	0	5	8	12	8	64
Dallas Baptist Univ.	0	26	3	3	3	60
Dallas ISD	284	24	26	17	0	556
E-CAP.	118	76	26	49	31	915
Fort Worth ISD	0	0	0	0	0	0
LeTourneau Univ.	0	25	11	13	13	223
Midwestern State Univ.	0	7	15	6	6	121
Paul Quinn College	0	2	1	0	3	17
Region 10 ESC	185	59	50	54	47	1156
Region 11 ESC	15	13	14	17	10	271
Southern Methodist	0	1	1	3	5	55
Tarleton State Univ.	75	40	30	16	16	432
TAMU – Commerce	9	35	50	31	25	758
Texas Christian Univ.	25	10	5	3	12	155
Texas Wesleyan	15	9	0	7	3	99
Texas Women's	25	24	7	5	5	238
Univ. of Dallas	0	2	3	2	3	29
UNT	4	44	11	19	39	602
UT – Arlington	22	49	34	25	25	352
UT – Dallas	0	38	32	20	35	207
Total	777	489	372	302	289	6362

Source: State Board for Educator Certification, - http://www.sbec.state.tx.us/reports

Although teacher education entities are addressing some of the demand for teachers, their work seems to be increasingly focused on alternative certification candidates. This approach enables career changers and others who did not plan for a career in teaching as undergraduates to enter

the profession. However, this approach will not address, over time, the need for teacher candidates who have completed college majors in the core content areas that provide the disciplinary background demanded by the K-12 curriculum. In some core content fields, most notably mathematics and the physical sciences, the number of college majors is so low statewide (NSF, 2004) that every one could find employment as a teacher if certified.

In 2004, the P-16 Council studied the assignment of newly certified teachers by type of preparation. In 2002, schools that served 50 percent or more white students employed 45 percent of the state's new teachers. Schools that served 50 percent or more of minority (African American and/or Hispanic) students employed 54 percent or more of the state's new teachers. Teachers who were certified through ACP's tended to be concentrated in schools that served 75 percent or more minority students. Although there is not definitive research about long-term impact on students of ACP compared to traditionally prepared teachers, teachers who have not studied pedagogy demonstrate specific weaknesses in classroom management, student motivation, and individualizing instruction (Stronge, 2002). Differences in teacher preparation contribute to achievement gaps between white and African American and Hispanic students.

Teacher Preparation by Ethnicity

Table 49 shows the ethnicity, white or minority, of the teachers prepared through the P-16 Council member entities. Of these, DISD remains the most successful in preparing large numbers of minority candidates. Although the percentage of minority teachers prepared by several of these entities increased over those reported for 2003, the overall percentages of white and minority teachers prepared in the region were the same in both years.

Table 49. Teaching Certificates Issued in 2004 Through Member Preparation Programs

Member Entities	Total No. of Certificates Issued	Certificates Issued, White	% of Certificates, White	Certificates Issued, Minority	% of Certificates, Minority
Brookhaven	42	30	71.4	12	28.6
Collin CCCD	51	41	80.4	10	19.6
Dallas ISD	557	126	22.6	431	77.4
ESC 10	923	649	70.3	274	29.6
ESC 11	235	193	82.1	42	17.9
Fort Worth ISD	0	0	0	0	0
SMU	58	47	81	11	19
TAMU – Commerce	776	584	75.3	192	24.7
TCU	129	118	91.5	11	8.5
TWU	214	140	65.4	74	34.6
University of Dallas	30	22	73.3	8	26.7
UNT	653	530	81.6	123	18.4
UT – Arlington	366	252	68.9	114	31.1
UT – Dallas	209	153	73.2	56	26.8
All Members	4243	2885	68	1358	32

Source: State Board for Educator Certification, - http://www.sbec.state.tx.us/reports

In summary, there continue to be gaps in the ethnicity of teacher candidates compared to the ethnicity of the K-12 student population in our region.

The data show that teachers not certified in their content fields often teach core content fields in North Texas. Not certified teachers are concentrated in schools that serve a majority of African American and/or Hispanic students. Although teacher preparation entities are responding to the demand for bilingual/ESL teachers, there is high need for math and science teachers and for teachers who reflect the ethnicity of the K-12 student population of the region. The newly enacted teacher quality provisions of No Child Left Behind will apply to veteran teachers in ways not yet determined.

UPDATED RECOMMENDATIONS

Each year the North Texas P-16 Council has made recommendations on the basis of its Gap Analysis Report. Updated recommendations include the following:

1. The Council will to continue to track the achievement of students in English language arts, mathematics, science, and social studies based on TAKS performance and other available indicators.
2. Attention will be paid to student achievement of non-TAKS indicators of success, including gaps in completion of AP/IB programs and exams, and SAT/ACT test results.
3. The Texas Higher Education Coordinating Board statistical indicators should be updated as regularly and consistently as are those of the Texas Education Agency.
4. The Council should continue to track the qualifications of teachers, including substitute teachers, in our region.
5. Updates to the Gap Analysis Report should include member practices that are successful in closing the gaps.
6. The Council will seek implementation of strategies such as dual credit, advanced placement and bridge programs that make high school more rigorous and anticipate college entry for all students.
7. Model policy for dual credit, advanced placement and bridge programs should be developed to maximize the impact of these programs on student learning and college entry and retention at reasonable cost.
8. Every possible academic and community resource needs to be directed to improving college entry and retention for students from ethnic and income groups that are underrepresented in higher education.
9. There is need for focus on the role of counselors and student services personnel in closing the gaps with attention to such issues as counselor preparation and certification, bilingualism, and focus on the academic success of students.
10. Businesses in our region need to become involved in discussions of how candidates from groups underrepresented in education can be supported in higher education and how qualified graduates can be assured of employment.

11. There is need to replicate best practices in remediation to assure student success in postsecondary education and to align remediation with the college curricula.
12. Practices of teachers whose students, including African American and Hispanic students, perform successfully on the TAKS are a good starting point for discussions of vertical alignment of content curriculum.
13. Professional development programs that effectively focus on the achievement gaps noted in our region must be supported.
14. Future educator clubs and secondary teaching academies should be implemented to seed pipeline programs for teachers that support candidates through community college and university content majors and teacher preparation programs.
15. Recruitment and retention of mathematics and science teachers must be a priority for our region, with its high-tech industrial base.
16. There is urgent need to recruit and retain bilingual and ESL educators who can assist students in their learning and lead colleagues in implementing teaching and learning strategies that maximize the achievement of English language learners.
17. Programs are needed to ease the entry of bilingual para-educators and internationally certified teachers into teaching in our region.
18. There is a need to study the extent to which regional teacher education programs prepare candidates for urban education.
19. The P-16 Council should continue to study articulation agreements that ease transitions of future teachers from the community college to university teacher education and support transfer of students who have completed the proposed Associate of Arts in Teaching degree.

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