North Texas Regional P-16 Council

2009 GAP Analysis Report

August, 2010

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Mission of the North Texas Regional P-16 Council:

The mission of the North Texas Regional P-16 Council is to work across the levels of education and with business and the community to advance the education of all students and to close gaps in the achievement of students from groups underrepresented in higher education. The Council serves North Texas, with focus on the Dallas/Fort Worth area. The participating organizations

include businesses, non-profit organizations, higher education institutions, and Public schools (PK-12).

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Executive Summary

The North Texas Regional P-16 Council has entered into its seventh year. This report is the 7th annual Gap Analysis Report since the first one in 2003. As its precedents, the current report focuses on the key achievement and other non-academic indicators for PK-16 students in the Dallas/Fort Worth region. The 2009 Gap Analysis Report also resembles the 2007 and 2008 reports on presenting data primarily in graphs rather than in tables. It continues to use the drop-down list box along with the graph to consolidate the visual presentations as in the last two gap reports. This 2009 report is particularly similar to the 2008 one for two reasons. First, the core data elements guiding the gap analysis from the Texas Higher Education Coordinating Board (THECB) P-16 Initiatives Division basically remain the same as in the last year. Second, the north Texas regional council continues to perform the trend analyses as in 2008. Hence, in most cases, the 2009 report extends the data analysis in the previous report to the next data point. However, the dropdown combo box feature cannot be easily implemented in a MS Word document. Thus, this document often only presents the charts for the state, the regional council, or the ESC regions in the case of combo boxes, whereas the information at the district level is defaulted to the Excel document.

Although the gap analysis report for each year in north Texas builds on the earlier work in general, each year's report has updated in the breadth and depth of the information presented. There is no exception this year. In addition to the updated analysis with newly available data, the 2009 report adds more data analysis for the comparison of performances in the latest two years, and for the postsecondary education enrollment in the north Texas region. On the other hand, some parts in the 2008 report such as the histograms of the TAKS scale score distributions in middle school are dropped for the sake of brevity. Overall, the 2009 gap analysis report has four main purposes: (1) presenting the performances in the regional council and its member school districts on the 12 key indicators with the 2008-2009 or 2007-2008 data depending on the provided data points, (2) conducting the horizontal gap analysis between the regional council and the state on the core indicators if applicable, (3) tracking the changes on the 12 data elements from 2008 to 2009 or from 2007 to 2008, and (4) identifying trends over time on the relevant indicators with multi-year data.

To achieve the above goals, six data sources are utilized in this report. The 12 core data elements, provided by the THECB, are the primary data source. However, the 6th-8th grades retention data are directly extracted from the TEA website (http://ritter.tea.state.tx.us/acctres/retention/years.html), rather than from the data files provided by the THECB P-16 Initiatives. The second source is the TEA's Lone Star Report System (http://loving1.tea.state.tx.us/lonestar/Home.aspx). It is used to analyze the performances of Accountability Ratings and Adequate Yearly Progress (AYP) in the local school districts. The high school graduation data are from the Texas PK-16 Public Education Information Resources (TPEIR) (http://www.texaseducationinfo.org/tea.tpeir.web/topic_graduate.aspx). The fourth data

source is the TEA's AEIS website on TSI's Higher Education Readiness Components (http://ritter.tea.state.tx.us/perfreport/aeis/2009/district.srch.html). The data on higher education enrollment are from the fifth source - Texas Higher Education Data: High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm). Finally, the U. S. Census Bureau website is used to update the regional demographic profiles. This executive summary offers highlights of the 2009 report. The previous reports and the current detailed report are available at www.coe.unt.edu/NTP16 as usual.

Overview of the Demographic Profiles

Part one of this report provides the contextual references for the 2009 Gap analysis as in the previous gap report. It first examines the latest demography and its changes in the general population in north Texas. It then explores the demographic profiles of the regional school districts in the school year of 2008-2009 and the changes from 2008 to 2009. Finally, it focuses on the accountability rating and adequate yearly progress (AYP) in the regional school districts in the school year of 2008-09 and their changes over the years. In general, the analysis starts with the data in the latest year as the snapshot, and then performs the trend analysis to track the changes over time.

On the general population, Texas had grown almost twice as fast as the nation from 2008 to 2009. All of the four north Texas counties except the largest Dallas County had grown even faster than the state. Smaller counties seemed to grow faster. More than half of the Texans in 2008 were non-Anglo, almost 20% higher than the nation. The percentage of people under poverty was also 2.6% higher than the nation average of 13.2% in 2008. In the four north Texas counties, Dallas County had the largest ratio of underrepresented population, followed by Tarrant County. Both were more diverse than the state population. The other two counties (i.e., Collin and Denton) appeared to have lower percentages of underrepresented populations than the state in 2008.

On the school profiles, the overall ECE-12 enrollment in the state and the regional council had increased 1.6% and 1% from 2008 to 2009, respectively. Large ISDs tended to change slower than small or medium ones. The criteria or threshold values used to classify the large, medium, and small ISDs in the 2008 gap analysis report appeared to be still valid in 2009. The total student population in the two large ISDs (i.e., Dallas and Fort Worth) had dropped 0.5% to 48% from 2008 to 2009. Both the state and the North Texas Regional P-16 Council had become more diverse on student composition from 2008 to 2009. The regional council had grown even faster than the state in the Hispanic, low SES, and LEP students. The regional council was greater than the state on diversity in terms of the ratio of underrepresented students in 2009. The trend analysis on the student composition from 2003 to 2009 reveals a pattern of positive increases of the Hispanic and low SES students and negative decrease of the White

students in the state, the regional council, and the member districts. Furthermore, the regional council had larger average annual growth rates on the Hispanic, Low SES, and LEP students than the state from 2003 to 2009. However, for the African American students, both the state and the council had little changes in the seven-year period. The tracking of the total ECE-12 student size from the school years 2002-03 to 2008-09 indicates that the regional council had grown at an annual rate of 1%, slower than the 2% growth rate in the state in the same period. Small and medium districts generally had grown faster than the two large ones.

On accountability ratings, the regional council had made great progress, especially on 'Exemplary', in the school year of 2008-2009. The regional council was 1% behind the state on the total of 'Exemplary' and 'Recognized' in 2008, but it surpasses the state about 10% in 2009. On AYP, both the state and regional council had improved about 6% on 'Met AYP' and dropped 8-9% on 'Missed AYP' from 2008 to 2009. The gap between the council and the state on 'Met AYP' has narrowed to 0.1% from 0.9% in 2008. The trend analysis based on the six-year data from 2004 to 2009 on accountability ratings indicates that both the state and the regional council generally had steady growth on 'Exemplary' and 'Recognized'. Meanwhile, the category of 'Academically Acceptable' demonstrated stable decreases. Unfortunately, the category of 'Academically Unacceptable' had not declined as desired. These changes seem to suggest a pattern of two growing clusters at the two ends of the accountability rating continuum. For the change trend of AYP, both the state and the North Texas Regional P-16 Council had negative annual growth rates around -1.0% from 2004 to 2009, implying that they had even become worse on ‘Met AYP’ in the six-year period.

In summary, the diversity in the general population and in the public ISDs in north Texas had been greater than that in the state in the past years. Furthermore, the regional council had grown faster than the state on diversity, especially on the Hispanic and low SES groups. The non-Anglo students in the regional council was almost 78% in the school year of 2008-09, 12% higher than the statewide average. On accountability ratings, both the state and the regional council had made much progress from 2004 to 2009. In addition, the regional council had grown much faster than the state in the six years, especially in the last two years. However, they had not improved on AYP rating in the six-year period.

Overview of PK-5 Findings

The second part of this report covers (1) the public Pre-K enrollment in 2008-09, (2) first graders meeting standards for 2nd grade by the end of 1st grade in reading and mathematics in the school year of 2007-2008, and (3) the TAKS performances in Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics on meeting the minimum passing and commended standards in 2008-2009. Additionally, this report extends the previous trend analysis on meeting the passing standards on the Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics TAKS tests to include the data in the school year of 2008-2009.

The North Texas Regional P-16 Council increased 1.7% on the total public PK enrollment from 2008 to 2009. Some small districts demonstrated large changes. The ethnic composition of the enrollees in 2009 was primarily the same as that in the previous year. The sum of the African American and Hispanic children was still over 90% as in 2008. The ratio of low SES children in the council had slightly increased 1% to 89% from 2008 to 2009. The trend analysis indicates that the regional council had grown at an average annual rate of 3.6% on the total public PK enrollment in the past six years from 2004 to 2009. Small ISDs were likely to have large growth rates.

On the indicators of meeting the grade level for the first graders, the regional council had increased 6% in reading to 90% in 2008, whereas the state had grown 2% to 86% from 2007 to 2008. In mathematics, the regional council had increased 9% from 84% in 2007. Meanwhile, the state has increased only 1% to 91% in the same period. In other words, both the state and the regional council had made progress in both reading and mathematics from 2007 to 2008, but the council had improved even faster than the state. By the end of the school year 2007-08, the North Texas Regional P-16 Council had surpassed the state in both reading and mathematics from the similar or even lower level in 2007. Nevertheless, there were still 10% and 7% first graders struggling in reading and mathematics, respectively, in the school year of 2007-08 in the regional council. In addition, there were wide variations in the regional school districts on the ratio of first grade students participated in the ARI and AMI programs. Thus, we should continue to improve the ratios of 1st graders meeting the grade level in reading and mathematics, especially in the ISDs with high percentages of children struggling in reading and/or mathematics.

On the 3rd grade TAKS test in reading, the regional council had increased 3% to 87% on meeting the passing standards from 2008 to 2009, making the council-state gap to 2% from 3% in the earlier year. On meeting the commended standards in Grade 3 Reading, the council had remarkably grown 11% to 45% from 2008 to 2009. Meanwhile, the state also had increased 8% to 47%. Thus, the gap between the council and the state had narrowed down to 2% from 5% in the school year of 2007-08. On Grade 4 Writing, the regional council still had about 90% of children meeting the passing standards in 2009 as in 2008. The state had slightly reduced 1% to 91% from 2008 to 2009. Hence, the council-state gap has been closed to 1% from 2% in 2008. On meeting the commended standards in Grade 4 Writing, both the council and the state had grown 2% from 2008 to 2009. The council was still 3% below the state by the end of the school year 2008-09. On Grade 5 Mathematics, both the state and the regional council had shown virtually no changes on meeting the passing standards from 2008 to 2009. The council was still 3% below the state as it was in 2008. However, both the council and the state had increased 5% on meeting the commended standards from 2008 to 2009. The regional council was still 1% below the state in 2009 as in 2008. For the ISDs or individual groups, the low performance ones had generally demonstrated large growth rates from 2008 to 2009. In conclusion, both the state and the North Texas Regional P-16 Council had significantly improved in Grade 3 Reading on

meeting the both standards and in Grade 5 Mathematics on meeting the commended standards. In contrast, there were little changes on meeting either of the two standards in other TAKS tests. Overall, the regional Council had grown faster than the state from 2008 to 2009. Thus, the gaps between the council and the state appeared to be gradually closed.

The trend analysis on meeting the passing standards in Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics in the seven-year period from 2003 to 2009 shows that the state, Regions 10 and 11, and most of the 14 ISDs had positive annual growth rates, although the rates were typically less than 2%. The low performance educational constituents generally demonstrated higher annual growth rates than the highly performed ones. It was also found that there were wide differences in the school districts, even in those with similar socio-demography. Thus, it is critical to identify the key success factors in the highly improved districts and share the best practices.

Overview of Secondary Education Findings

The third part of this report concentrates on (1) the TAKS indicators in middle school including 6th grade reading and mathematics, 7th grade reading, mathematics, and writing, and 8th grade reading, mathematics, and science in 2008-09; (2) the retention rates in the school years of 2005-2006, 2006-2007, and 2007-2008 in grades 6-12; (3) the first-time 9th grader taking 10th grade courses in the class of 2008-2009; (4) the first-time 9th grader advanced to 10th grade on time in the class of 2007-2008; (5) the 12th graders taking advanced courses in the class of 2008-2009; (6) the outcomes of the 9th grade cohort in the class of 2004-2005 in the school year of 2007-2008; and (7) the changes of graduation plans from 1997-1998 to 2007-2008. In all of the cases, the data analysis is the same as that in the previous report except for moving the data point one year forward. Finally, It should be pointed out that we have expanded the data analysis requirement on retention rates (i.e., item 2) from 6th-8th grades to 6th-12th grades, and added the trend analysis on high school graduation plans from 1998 to 2008 (i.e., item 7).

On TAKS performances in 2009, the regional council was statistically lower than the state at the .001 level on all of the tests except for that on Grade 6 Mathematics, but with trivial or very small practical significances. In other words, the regional council and the state had similar TAKS scale scores in 2009 as in 2008. Nevertheless, if we are really interested in the differences between the council and the state or the changes from 2008 to 2009 in the state or the council, the findings showed that both the state and the regional council had made some progress in all of the tests except for that on Grade 6 Reading from 2008 to 2009. In addition, the gap between the council and the state had become wider in Grade 6 Reading, but narrower in Grade 7 Writing. Furthermore, the state was not only higher than the council on the means of the TAKS tests except for that on Grade 6 Mathematics, but it also outperformed the regional council on the percentile ranks for the scores of 2100 and 2400 in all of the cases except for that for the score of

2400 in Grade 6 Mathematics, the same as in the previous year. Interestingly, the regional council and the state appeared to have similar change patterns across the grades and subject areas from 2008 to 2009.

The retention rate was typically less than 2% in the middle school grades (6th-8th grades) in the state, Regions 10 and 11, and most of the 14 member school districts in the school year of 2007-2008. Then it suddenly climbed to the pike around 15-20% in grade 9. Afterward, it dropped to about 7-8% in 10th-12th grades. The change pattern across the grades in 2008 was much the same as that in the school year of 2006-07. On group differences, the African American, Hispanic, low SES, and male groups were higher than the White and female groups as in the previous school year. On the change trend over time, the retention rate had typically declined in the three-year period from 2005-06 to 2007-08 in the 17 educational entities in all grades but grades 8 and 12.

On first-time 9th grader taking 10th grade level courses, the order from high to low for the demographic groups was Asian/Pacific Islanders, White, Hispanic, low SES, and African American in 2009, the same as in 2008. However, the Hispanic, low SES, and African American groups had increased about 2% from 2008 to 2009, larger than the Asian/Pacific Islanders and White groups. Thus, the gaps appeared to be gradually closed although these three low performance groups were still much lower than the other two groups. The state, the regional council, and majority of the 14 school districts had slightly grown on the percentage of first-time 9th graders taking 10th grade level courses in most of the demographic groups from 2008 to 2009. The council overall was about 2% higher than the state in 2009, 1% more than that in 2008.

On the indicator of first-time 9th graders advanced to 10th grade on time, the regional council had a ratio of at least 80% in every group in the school year of 2007-08. But it was still about 1-2% lower than the state. The White and Asian/Pacific Islanders students were about 10% higher than the African American, Hispanic, and low SES peers. The regional council had grown slightly faster than the state from 2007 to 2008. Thus, the gap between the council and state seemed to be closing.

The ratio of 12th grade students taking advanced coursework in 2009 was at least 30% in the five demographic groups in the regional council. The Asian/Pacific Islanders and White groups were much higher than the African American, Hispanic, and low SES groups. The regional council was at least 6% higher than the state for each of the individual groups. The state, the regional council, and the 14 school districts all had remarkable increases on this indicator from 2008 to 2009. Part of the reason for such large increases may be related to the missing or incomplete data in the 2008 data file.

On the outcomes of the 9th grade cohort of the class 2004-05, like the previous cohort of the class 2003-04, the current cohort had the highest ratio of students graduating on RHSP in the school year of 2007-08 in all of the five demographic groups in the state, the regional council, and the 14 ISDs. In addition, both the state and the regional council had demonstrated increases on RHSP, decreases on MHP, and few changes on DAP from 2007 to 2008. As in the earlier cohort study, the African American, Hispanic, and low SES groups in the present 9th grade cohort were higher on the categories of MHP, continuers, and dropout than the White and Asian/Pacific Islanders groups. In addition, these groups were lower on DAP than the White and Asian/Pacific Islanders counterparts. On Completion Rate I, it ranged from 76% in the African American group to almost 98% in the Asian/Pacific Islander group. The regional council was about 1% lower than the state in the African American, Hispanic, and low SES groups in the current cohort. But it was 1-2% higher than the state in the White and Asian/Pacific Islanders groups. The Hispanic group seemed to have the largest improvement on MHP, RHSP, dropout, and Completion Rate I from the previous cohort to the present cohort.

The trend analysis on high school graduates plan has found that the state, the regional council, and the 14 member school districts all displayed positive growth on RHSP, negative decline on MHP, and little change on DAP in the 11-year period from the school years of 1997-98 to 2007-08. Whereas the changes on RHSP and MHP are desirable, the static change on DAP over the years is disturbing. We should focus more on promoting the growth of DAP while keeping the current change trends on RHSP and MHP in the future.

Overview of Postsecondary Findings

The final part of this report focuses on postsecondary education. Ten indicators are examined. Most of them were in the last gap report as well. These indicators are in three broad categories: (a) college readiness (6 indicators), (b) higher education enrollment (2 indicators), and (c) graduation from higher education (2 indicators). For the six indicators on college readiness, the first one, stipulated by the THECB P-16 Initiatives Division, is on the percentage of college-ready graduates in both English language arts and mathematics in the school year of 2007-2008 at the district level, but not by demographic groups. The next three further expand the previous indicator to include the percentages of college-ready graduates in English language arts, mathematics, and both in the school years of 2006, 2007, and 2008 in the collective and individual demographic groups. The last two indicators are on TSI - Higher Education Readiness Component in English language arts and mathematics from 2004 to 2009 in the demographic or collective groups. For the two indicators on higher education enrollment, the first one, required by the THECB P-16 Initiatives, is on percentage of high school students that enrolled directly into higher education in the fall following graduation in the class of 2008. However, this indicator does not differentiate the 2-year and 4-year enrollments. The second indicator, on the other hand, addresses both the total higher education enrollment and the separate 2-year and 4-year enrollment. Furthermore, as the data for the 2008-09 graduates are also available from the

THECB website, this report analyzes the higher education enrollments in the 2008-09 graduates in the state, the regional council, and the ISDs as well, one year ahead of the schedule stipulated by the THECB P-16 Initiatives Division. The last two indicators on graduation from higher education are similar to those in the previous report: the percentages of high school graduates that earned higher education degree or certificate in six years or less in the classes of 2000, 2001, and 2002, and the percentages of different universities which conferred the baccalaureate degrees to the graduates originally graduated from the high schools in the regional council in the school years of 1999-2000, 2000-2001, and 2001-2002.

On the first indicator of college readiness, the ratios of college-ready in both English language arts and mathematics in 2008 in the regional council and the state were 43% and 44%, an increase of 6% and 7% from last year, respectively. On other indicators of college-ready graduates, Regions 10 and 11 appeared to be higher than the state in English language arts and mathematics in the school years of 2006, 2007, and 2008. The state, Regions 10 and 11, and most of the ISDs in the north Texas regional council had positively grown in either English language arts, mathematics, or both English language arts and mathematics in the three-year period from 2006 to 2008. On English language arts, the growth from 2007 to 2008 was much larger than that from 2006 to 2007. On mathematics, the increases in the two 2-year intervals were very similar to each other. The growth in English language arts was higher than that in mathematics in the three-year period, especially from 2007 to 2008. The low performance groups or districts generally had higher growth rates than the highly performed ones from 2006 to 2008. But some high performance districts also demonstrated high growth rates. On group differences, the White and Asian/Pacific Islanders groups were generally at least 20% higher than the African American, Hispanic, and low SES groups across the school years and subject areas in the state, the ESC regions, and the school districts. The female group was lower than the male counterpart in mathematics, but it was higher than the male group in English language arts. But the gender gap on either subject area had been gradually closed from 2006 to 2008.

The trend analysis of the six-year data on TSI - Higher Education Readiness Component from 2004 to 2009 demonstrates that both the state and Regions 10 and 11 had positively grown on college readiness in either English language arts or mathematics. The average annual growth rate on English language arts was about 3-4% higher than that on mathematics in the state and the two local ESC regions. For the group differences, although the African American, Hispanic, and low SES groups had grown faster than the White and Asian/Asian Pacific groups on college readiness over the years, they were still much lower than the latter two groups.

On the first indicator of higher education enrollment, the overall enrollment rate was 51% and 54%, respectively, in the regional council and the state for the 2007-2008 graduates. The council had increased 7% from 2007 to 2008, and the state had grown 3% in the same period. Thus the gap between the council and state had reduced to 3% from 7% in the previous year. The number of graduates enrolled in Texas higher education was still more than that of college-ready

in both the state and the council in the class of 2007-2008 as in the 2006-07 graduates. The readiness-enrollment gap is 8% in the regional council in 2008, much similar to 7% in the class of 2006-2007. Meanwhile, the state had narrowed the gap down to 10% from 14% in the graduates of 2006-2007.

On the second indicator of higher education enrollment, the enrollment rates into Texas higher education in the four north Texas counties were within the range of 44.5% - 57.4% in the graduates of 2007, 2008, and 2009. Although most of the counties in the three years had rates around 50%, there were some subtle differences on the enrollment ratio in the four north Texas counties. Collin County appeared to have had the largest overall enrollment ratios. Denton County had been the highest on the 4-year enrollment. Tarrant County had been very close to the statewide average. And Dallas County had had the lowest overall ratios. When taking together, the average rates in the four north Texas counties were about 2% lower than the state in each of the three school years. Within the three years, the enrollment into Texas higher education had large increases from 2007 to 2008 in both the state and the four north Texas counties, but there were only small changes from 2008 to 2009. When breaking down, it was found that the enrollment into 2-year institutions appeared to be almost always increasing in both the state and the four local counties in the three-year period. However, the enrollment into 4-year universities had little change in the state and the local counties in the three years. In the school year 2008-09, both the state and the regional council had over 50% of graduates enrolled into postsecondary education. The regional council seemed to grow faster than the state as it reduced the overall gap between the council and the state from 6.3% in 2007 to 3.4% in 2009. However, it should be noted that the gap between the council and the state in 4-year enrollment is much larger than that in 2-year enrollment.

On graduation from higher education, there were 22.2% graduates received either higher education degrees or certificates within six years in the classes of 2000, 2001, and 2002 in the regional council, 0.5% higher than that in the class 1999-2001. For the three types of starters, about 2.5% of students who did not start higher education immediately after high school graduation in the regional council eventually received a degree or certificate from Texas higher education institutions within six years. Of those started with 2-year, about one fifth students finally finished the higher education successfully with a degree or certificate in six year or less. Of those started with 4-year, almost 65% completed the Texas higher education within six years, and over 62% of them ended up with baccalaureate degree as initially planned. Most of the north Texas graduates who finished the Texas higher education received bachelor's degrees, followed by associate degrees. Certificates appeared to be least attractive to the graduates of 2000, 2001, and 2002 in the North Texas Regional P-16 Council. Six of the 40 universities (i.e., UT Austin, UNT, Texas A&M, UT Arlington, UT Dallas, and Texas Tech) conferred about 80% of the baccalaureate degree to the 2000-2002 high school graduates in the regional council. Among them, the University of Texas at Austin, the University of North Texas, and Texas A&M

accounted for almost half of the total baccalaureate degrees. The distribution of higher education institutions that conferred the baccalaureate degrees to the local high school graduates in the classes of 2000-2002 was much similar to that in the previous cohort of the classes 1999-2001.

Recommendations of the 2009 Gap Analysis Report

As usual, the recommendations constitute a vital part of the gap analysis report for the North Texas Regional P-16 Council. The recommendations below are primarily derived from the findings in the current report. As the report shows, the regional council is often fairly similar to the state on the dynamic changes on the academic and non-academic indicators. Thus, many issues in the regional council may be concerns of the state as well. Some of the recommendation below could be addressed by the North Texas Regional P-16 Council alone, whereas many others require joint adventures between the regional council and other key stakeholders in the local region or in the state.

1. On public PK enrollment, we observed large variations on the growth rate in the districts. On one hand, we need to keep providing high quality early childhood education to the enrolled children in the highly growing districts. On the other hand, we suggest finding effective ways to have more 4-year-old children enrolled into the public kindergarten in the slowly growing ISDs. The administrators in the school districts and elementary schools, the early childhood education teachers, and the parents of the qualified children are the key stakeholders on this endeavor.

2. For first grader on grade level by the end of the first grade, both the regional council and the state had made notable progress in both reading and mathematics from 2007 to 2008. Nevertheless, there were still huge differences in the districts. Why did some districts improve vastly, whereas others dramatically deteriorated? It is recommended to identify the key success factors in the highly improved ISDs and share the best practices. The school districts may also need to conduct further analysis at the school level.

3. On elementary TAKS performances, the African American group usually ranked the lowest in the ethnic groups on meeting both the minimum and the commended standards. The school districts need to find effective strategies and measures to improve the TAKS performances in the African American students. One possible way is to compare the Hispanic group with the African American group. Why did the Hispanic students improve faster than the American peers? What can we learn from the highly improved groups or districts? It is also found that the increases on meeting the commended standards were larger than the growth on meeting the minimum standards. Why so? Is this because of the ceiling effect of the tests (i.e., higher scores have less room to improve than lower scores) or can we do something to help these low academic achievers? The school districts should take the primary responsibility to help the low achievers.

4. On the TAKS performances in middle school grades, it was found that the scores of mathematics and science were usually lower than those in English language arts in 2008 and 2009. In addition, some tests with high average scores also had demonstrated high increase from 2008 and 2009 (e.g., Grade 7 Writing and Grade 8 Reading). Are these differences related to the tests themselves or related to efforts of students, teachers, and school administers? It is unclear at this point if the scores of these tests are comparable across the grades, subject matters, or school years. An inquiry email on this issue had been sent to the Student Assessment Division at the Texas Education Agency, but no responses have been received yet. We may need to follow up on this issue with TEA.

5. On retention rate, it was generally not a serious issue in the middle-school grades. But it was a challenge in the high-school grades, especially in grades 9 and 12. Why so? Is this phenomenon related to the standards or policies implemented in the schools for advancing to the next grade or something else? We also found that the African American, Hispanic, low SES, and male students had much larger retention rates than the Asian/Pacific islander, White, and female students. The school districts should identify the effective measures to reduce the retention rate in the African American, Hispanic, low SES, and male students. Finally, it was observed that the retention rate had typically declined from 2006 to 2008 in all of the grades except for grades 8 and 12. Again, the school districts need to study the causes and take extra measures to reduce the retention rates in these two grades.

6. The finding on first-time 9th graders taking advanced courses indicates there was a demanding need to improve the ratio in all of the groups, especially in the African American group. We also observed that some districts had grown much faster than others from 2008 to 2009. The North Texas Regional P-16 Council could work with these highly improved ISDs to identify the key success factors and share the best practices with other school districts with the proper staff and funding in place.

7. Similarly, we need to continue to increase the ratio of the first-time 12th graders taking advanced courses in all of the groups, especially in the African American group. Again, it is critical to identify and share the best practices in the highly improved ISDs, especially in those with large percentages of African American, Hispanic, and economically disadvantaged students.

8. The first-time 9th graders in the Hispanic and low SES groups appeared to have the lowest ratios on advancing to 10th grade on time in 2007 and 2008. Where did these students who did not advance to 10th grade go, retained in the 9^{th} grade or dropout? What can we do to promote the advancement ratios in the Hispanic and low SES groups? Again, we may benefit from the best practices in the highly improved ISDs, especially in those with high density of Hispanic and low SES students.

9. The results on the outcomes of the 9th grade cohort of the class 2004-05 and the trend analysis of high school graduation plans from 1998 to 2008 revealed the low ratios and small changes on DAP in all of the groups. Thus, it is highly recommended to take measures to increase the percentages of students graduating on DAP as these students are very likely to be admitted to the 4-year higher education institutions in the near future. The findings also indicate that African American group had the lowest Completion Rate I in the state and the regional council. Hence, the school districts also need to increase Completion Rate I in the African American students.

10. On college readiness, it was found that the growth in mathematics was much slower than that in English language arts. Why so? How can we increase the growth rate in mathematics? These two critical questions need to be solved if we want to improve the percentages of college readiness. In addition, large variations on college readiness were observed in the districts for the collective and individual groups. Once more, we need to identify and share the best practices in the highly performed or improved ISDs.

11. On higher education enrollment, we recommend to further separate the 2-year enrollment into two types: unconditionally admitted and admitted with probation. Such a distinction may provide us a deep understanding about the successful graduation from higher education with a degree or certificate. The key stakeholders on this effort are the 2-year higher education institutions and the THECB. In addition, the analysis has found that the overall higher education enrollment had positively grown in the graduates of 2006-07, 2007-08, and 2008-09. However, the percentages of 4-year enrollment had little changes in the three years. Thus, it is necessary to separate the higher education enrollment into 2-year and 4-year enrollment, and tackle them separately. We also need to take extra measures to increase the enrollment rates into the 4-year higher education institutions.

12. The high school graduates in north Texas had been much less interested in certificates than the state population. Why so? Is this a concern? If it is, how can we encourage students to work on the certificates?

13. In the process of data collection and data analysis, it is found that the data provided by the TEA and/or THECB were not always complete or in synchronization in a timely manner. The relevant state agencies need to improve the data quality and solve the inconsistency issues. Some examples of the data quality issues identified in this report are: (a) The public PK enrollment from the TEA's LoneStar - Texas Education Reports website has the total but no numbers for the individual groups for each of the ISDs, whereas the ad hoc data file from the THECB P-16 Initiatives Division has the numbers for each demographic groups but no total for each ISD; (b) some data elements are based on school year of 2007-08, whereas others use the data in the school year of 2008-09; (c) missing data on 6th-8th grades retention rates for certain groups in some districts, and the provided

data are not completely congruent with the data from the TEA website; (d) On higher education enrollment, the THECB website does not provide the summarized enrollment data by high school county anymore for high school graduates after 2006. But it continues to provide data by school districts in each county (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm). And the data in these two sources for graduates of 2005-2006 or earlier are not always congruent. On the other hand, the provided data from the THECB ad hoc data files do not have information as detailed as that in Texas Higher Education Data. Further, they are one year behind the Texas Higher Education data; and (e) the graduation data from the THECB ad hoc data files this year do not have the numbers for the state as last year.

14. The THECB P-16 Initiatives Division may need to provide data at a sufficient detail level for directly addressing the key issues on 'Closing the Gaps by 2015' in the future. For instance, it is extremely imperative for us to have the higher education enrollment or graduation data in three tiers - by ethnicity, by gender, and by district for the deep gap analysis. Another data issue is that the data on graduation from higher education seem to be on the public higher education institutions only, whereas the data on higher education enrollment include both the public and independent institutions.

15. Last, but not the least, we should keep in mind that all of the analyzed data are cross-sectional in nature. They are not true longitudinal data. Even though several data elements in the provided data files by the THECB P-16 Initiatives involve cohorts, they are actually for different groups of students in different school years. To obtain the real longitudinal data, the North Texas Regional P-16 Council has communicated with the Dallas ISD and the Texas Education Research Center at the University of Texas at Dallas. Unfortunately, without the supporting research fund, these data sources are unavailable to us. In the future, the THECB may need to either provide us true longitudinal data or offer more funds to utilize the longitudinal education data in the proper database management systems. Otherwise, rigorous education research including the gap analysis cannot be precisely conducted.

Introduction to the 2009 Report

The North Texas Regional P-16 Council has been in existence since 1998 and has continuously used data to explore educational gaps related to student success in the north Texas region. This Council was established to serve the broad-based needs of the Texas Education Agency's Regional Service Centers (ESCs) 10 and 11, and has particularly focused on the 14 member school districts in the past two years. In this region, there are 17 community college campuses, 152 independent school districts (ISDs), and 18 colleges and universities. This large diverse region creates many opportunities related to college and career readiness. However, the previous gap analysis report had shown that the there is a great need to create a college and career readiness culture in the region and the state, especially in Hispanic, African American, economically disadvantaged, and limited English language students. Although no statistics on college-readiness or higher education enrollment have been publically released in the form of ethnicity by gender in Texas, some other data sources at the national level seem to indicate that African American male group has typically had the lowest ratio on college readiness (Wynn, 2007). In addition, the gender gap on college readiness and enrollment for African American students continues to widen (Schmidt, 2010). Thus, to meet the targets of 'Closing the Gaps by 2015', we may need to focus more on the groups with low ratios.

In 2009, there are total 38 P-16 regional councils across the state. While University Crossroads P-16 Council with the sole Dallas ISD exists independently, the Dallas ISD is now also officially incorporated into the North Texas Regional P-16 Council in 2009. In other words, the North Texas Regional P-16 Council (16p07) has expanded to 14 ISDs in 2009: Cedar Hill, Dallas, Denton, DeSoto, Duncanville, Fort Worth, Irving, Little, Elm, Lancaster, McKinney, Plano, Richardson, and Wylie. Although the 2008 Gap Analysis Report also had the same 14 school districts, the regional total for each index in the 2008 report was manually computed based on the data for the North Texas Regional P-16 Council with the 13 ISDs and for the University Crossroads with the Dallas ISDs. Of these 14 ISDs in the regional council, the Fort Worth, Denton, and Little Elm ISDs are in the ESC Region 11, and the other 11 ISDs belong to Region 10. Geographically, these ISDs are located in four north Texas Counties. The Fort Worth ISD is in Tarrant County. The Denton and Little Elm ISDs are in Denton County. The Plano, McKinney, and Wylie ISDs reside in Collin County. The other eight ISDs belong to Dallas County.

The THECB P-16 Initiatives Division uses the same 12 data elements in 2009 as in 2008. These data elements guide the gap analysis in 2009 and provide the foundation for organizing and presenting the results as in the previous year. Five of the 12 elements focus on the senior year of the high school and beyond. Thus, it seems that the THECB P-16 Initiatives Division emphasizes more on the senior high school year and postsecondary education than other stages in

the PK-16 education pipe. The 12 data elements and the specific data points provided by the THECB P-16 Initiatives for the 2009 gap analysis are as follows:

PK-5th Grade Success Factors:

1. Four-year old children enrolled in public Pre-K by ethnicity and economically disadvantaged in 2008-2009.

2. First graders meeting standards for 2nd grade by the end of 1st grade in reading and mathematics according to the ARI (Accelerated Reading Instruction) and AMI (Accelerated Mathematics Instruction) assessments. The data point was specified as 2006-2007 in the 2008 data set. Nevertheless, the data point is not explicitly stated in this year's data set. As each of other data elements has moved one year forward on the data point, it is assumed that the data file on this indicator is for the class of 2007-2008.

3. Elementary school students meeting the minimum passing (scale score ≥2100) and commended (scale score ≥2400) performance standards on TAKS in 3rd grade reading, 4th grade writing, and 5th grade mathematics for all administrations in the ethnic and the economically advantaged groups in 2008-2009.

Middle School Success Factors:

4. Distribution of the TAKS scale scores in 6th grade reading and mathematics; 7th grade reading, mathematics, and writing; and 8th grade reading, mathematics, and science by ethnicity and economically advantaged in 2008-2009.

5. Retention rates for 6th-8th graders by ethnicity and economically disadvantaged in 2007-2008. However, the provided file seems to have missing data. For instance, there are no retention data for the 6th grade White group in the Wylie ISD in the supplied data file (peims_element3.xls). Nevertheless, the TEA grade-level retention website reports 0.2% for this group (http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&_program=acctres.armast.sas&prgopt=retention%2F0708%2Fdistsum_demo.sas&year4=0708&year2=06&topic=retention&search=district&namenum=043914). Thus, for this indicator, the TEA data are used as in the last year's report. The implication of this decision is that the regional council totals provided by the THECB P-16 Initiatives on retention rate should not be used in this report. Instead, the retention rates in Region 10 and Region 11 are employed in this report as in the previous gap report.

High School Success Factors:

6. First-time 9th graders taking 10th grade level courses in either English II, Geometry, or World History by ethnicity and economically advantaged in 2008-2009. It should be

pointed out that the wording "(2007-08)" in the statement of "First-time 9th graders who are taking 10 grade level courses (2007-08)" for data element 8 in the instruction document (i.e., P-16 2009_Request.doc) appears to be a typo. The data point for this indicator should be 2008-2009 as the description for the denominator of this data element is "# first-time 9th graders in district membership in 2008-09 who were also members in the same district in 8th grade during the previous year fall (2007-08) and enrolled (2008-09) in either English II (service ID: 03220200), Geometry (service ID: 03100700), or World History (service ID: 03340400)."

7. First-time 9th graders who advanced to 10th grade on time by ethnicity and economically disadvantaged in 2007-2008.

8. Students in the 9th grade cohort of 2004-2005 who graduated in the same district in 2008 on MHP, RHSP, and DAP; received GED in 2008; dropped out from 2004-05 through 2007-08; continued in the same district for 5th year; and were other leavers by ethnicity and economically disadvantaged.

9. Twelfth graders taking advanced coursework as indicated by taking dual credit course(s) or taking AP/IB (i.e. Advanced Placement/International Baccalaureate) course(s) or advanced courses in CTE (i.e., Career and Technical Education) by ethnicity and economically disadvantaged in 2008-2009.

Transition to College and High Education Success Factors:

10. Percentage of high school graduates for the class of 2008 that were college-ready for both English language arts and mathematics according to the TSI (Texas Success Initiative) definition.

11. High school graduates of the class of 2008 enrolling in Texas higher education in the fall following graduation.

12. High school graduates that earned higher education degree or certificate in 6 years or less for the classes of 2000, 2001, and 2002. However, the THECB does not provide the statewide summaries for those who did not start immediately, started at 2-year, started at 4-year, and the total in this year's data file as it did last year.

In addition to the supplied 12 core data elements, the 2009 Gap Analysis Report continues to track the changes over time by extending the data points to the next year on the following indicators:

Key Background Success Factors:

1. Student demographic changes from 2003 to 2009.

2. Accountability Ratings and Adequate Yearly Progress (AYP) from 2004 to 2009.

PK-5th Grade Success Factors:

3. Number of children enrolled in public pre-K from 2004 to 2009.

4. Number of students passing the minimum standards on TAKS in Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics from 2003 to 2009.

Middle School Success Factors:

5. Retention rates in 6th-12th grades from 2006 to2008.

High School Success Factors:

6. High school students graduated with MHP/IEP, RHSP, or DAP from 1998 to 2008.

Transition to College and High Education Success Factors:

7. Number of high school graduates being college-ready assessed by TSI Higher Education Readiness Component in English language arts and mathematics from 2004 to 2009.

8. High school graduates enrolled in Texas higher education the following fall from 2000 to 2009 in north Texas. This item extends data element 11 in the previous section. Firstly, the THECB only provides data for the postsecondary enrollment at the state, council, and district level in 2008. This item breaks higher education enrollment into 2-year, 4-year, not trackable, and not found categories as in the High School to College Linkages website of the THECB (e.g., http://www.thecb.state.tx.us/Reports/PDF/1465.PDF). Additionally, we utilize the newly available data in 2008-2009 from the THECB Higher Education Data website (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCounty District.cfm). Finally, to identify the possible change trend and perform gap analysis on postsecondary enrollment, the higher education enrollment data are traced back to the last 10 year at the county level and to the last 3 years at the council level. The statewide summary data in the four categories (i.e., 2-year, 4-year, not trackable, and not found) in 2007-2008 and 2008-2009 are manually calculated across all of the included ISDs (812 in 2007-2008 and 811 in 2008-2009) from the High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCounty District.cfm).

As before, the above data elements clearly focus more on the later stages than on the earlier stags in the education continuum, especially on college readiness and higher education enrollment. Nevertheless, the THECB data, either from its website or from the provided files,

have several limitations. First of all, the higher education enrollment was often broken down by either gender or ethnicity independently but not by both concurrently. Secondly, the information of school district where the freshman graduated from was not available. Thirdly, while the postsecondary education enrollment included both the public and independent higher education institutions, the data on high school graduates that earned higher education degree or certificate in 6 years or less were from the public universities only. Additionally, the enrollment data (i.e., the class of 2008) and the graduation data (i.e., the classes of 2000, 2001, and 2002) were not logically linked. There were just separate cross-sectional data in the school year of 2007-08, one for enrollment into higher education, another for graduation from higher education. Finally, about 50% of the high school graduates were not trackable or not found in the Texas higher education institutions. Not all of these students were out of the education pipe. Some of them may attend higher education outside of Texas, which has rarely been tracked so far. With these limitations, the gap analysis on postsecondary education could not provide us a precise picture.

A final note in this section is to clarify the use of percent and percentage in this report. Both words have more than one meaning, and they all could be a way of expressing a number as a fraction of 100 (http://www.merriam-webster.com/dictionary/percent and http://www.merriam-webster.com/dictionary/percentage). Thus, it is often to see wide differences in using these two words, even in academic journals. For the present report, we follow the guideline in Math Forum, and use the word 'percent' as part of a numerical expression and use the word 'percentage' to suggest a portion (http://mathforum.org/library/drmath/view/61067.html).

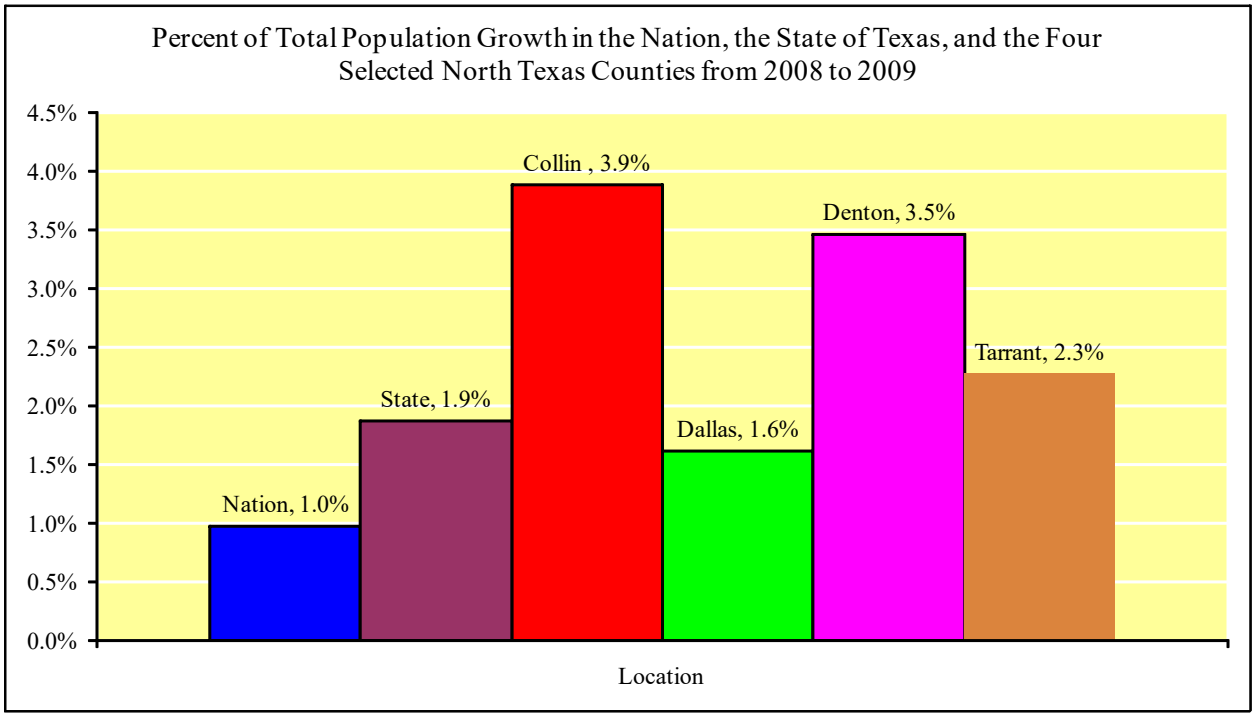
Demographic References for This Report

Texas is the second largest state in population in the United States, and it ranked third in the nation on proportion of Hispanic/Latino after New Mexico and California in 2008. It has been one of the fastest growing states in the nation in the past 10 years. The population growth rate from April 1, 2000 to July 1, 2009 was 18.8%, more than double of the national average 9.1%. Its growth rate ranked 6th after Nevada (32.3%), Arizona (28.6%), Utah (24.7%), Georgia (20.1%), and Idaho (19.5%) (U. S. Census of Bureau, 2010). The U. S. Census Bureau predicts that Texas is the 4th fastest growing state in the nation from 2000 to 2030 with a rate of 60% after Nevada (114%), Arizona (109%), and Florida (79%) (U.S. Census Bureau, Population Division, Interim State Population Projections, 2005). Along with the overall population growth, the non-Anglo population, especially the Hispanics, are expected to keep increasing. The Hispanic is estimated to be 44.7% in 2040 from 36.5% in 2008, whereas the Anglo is predicted to change from 47.4% to 41.2% in the same period (Murdock, 2003). Thus, the change pattern of the rapidly growing Hispanic/Latino population, along with the fast decreasing White population in the past decade will continue in Texas in the next 30 years. Obviously, the socio-demographic profile and change in each county is not the same within Texas. Hence, the next section closely examines the demographic changes in the four north Texas counties from 2008 to 2009.

The 14 ISDs in the North Texas Regional P-16 Council are located in four north Texas counties: Collin, Dallas, Denton, and Tarrant. Figure 1 illustrates the percentages of population change in the nation, the state of Texas, and the four local counties from 2008 to 2009 based on the U. S. Census Bureau website. The population in 2009 was directly from the 2009 Population Estimate on July 1, 2009 (http://quickfacts.census.gov/qfd/states/48000.html). The population in 2008 was based on the population estimates by July 1, 2008 (http://quickfacts.census.gov/qfd/states/48000lk.html). The population change by ethnicity from 2008 to 2009 was not available from the website. Hence, only the total population change was computed and discussed.

Figure 1 shows that the population growth rate in Texas was almost double of that in the nation from July 1, 2008 to July 1, 2009. Among the four north Texas counties, the two small one (i.e., Collin and Denton) are about two times faster than the state, whereas the two large counties grow at the rates close to the state average. Overall, the north Texas has grown faster than the state as a whole in population from 2008 to 2009.

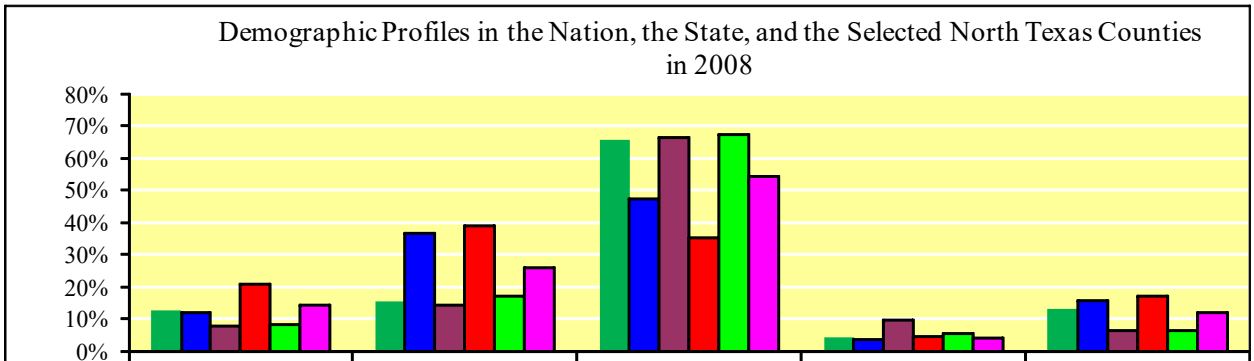
Figure 1 *Population Change in the Nation, the State, and North Texas from 2008 to 2009*



Source: U.S. Census Bureau: State and County QuickFacts, 2009 and 2010. (http://quickfacts.census.gov/qfd/states/)

The socio-demographic composition of the population in the year 2009 was not found by the time of this writing, the latest available data were based on the 2008 population estimates (http://quickfacts.census.gov/qfd/states/48000.html), which are displayed in Figure 2. Again, as in the 2008 Gap Analysis Report, the concepts of "Below Poverty Level" from the U. S. Census Bureau and the "Economically Disadvantaged" from the Texas Education Agency are interchangeably used as "Low SES" in this report. Figure 2 clearly demonstrates that the state of Texas overall was more diverse than the nation in 2008, evidenced by the fact of almost 21% higher on the ratio of Hispanics/Latinos and 18% lower on the percentage of Anglos. The state was also 2.6% higher than the nation on the percentage of persons under poverty level. The diversity in the four north Texas counties was not evenly distributed in 2008. Dallas County had the largest ratio in each of the non-Anglos and low SES groups, and accordingly with the lowest ratio of Anglos. The other three counties were generally less diverse than the state except for Tarrant County with 2.3% higher on African Americans than the state. The two small counties, Collin and Denton, were similar to each other on the demographic profiles. Both were much lower than the state as a whole on diversity.

Figure 2 *Demographic Profiles in the Nation, the State, and the North Texas Counties in 2008*



	Black	Hispanic	White	Asian	Low SES
Nation	12.8%	15.4%	65.6%	4.5%	13.2%
State	11.9%	36.5%	47.4%	3.5%	15.8%
Collin	8.0%	14.3%	66.3%	9.8%	6.4%
Dallas	20.7%	38.9%	35.2%	4.6%	17.3%
Denton	8.1%	17.1%	67.5%	5.6%	6.5%
Tarrant	14.2%	26.0%	54.2%	4.3%	12.1%

Source: U.S. Census Bureau: State and County QuickFacts, 2010. (http://quickfacts.census.gov/qfd/states/)

In summary, the above two tables on the population changes from 2008 to 2009 and the regional demographic profiles in 2008 demonstrate that Dallas County had the largest degree of diversity and the two small counties had grown faster than the two large ones in population. The nation, the state of Texas and the four north Texas counties continued to grow in the underrepresented populations, especially in the

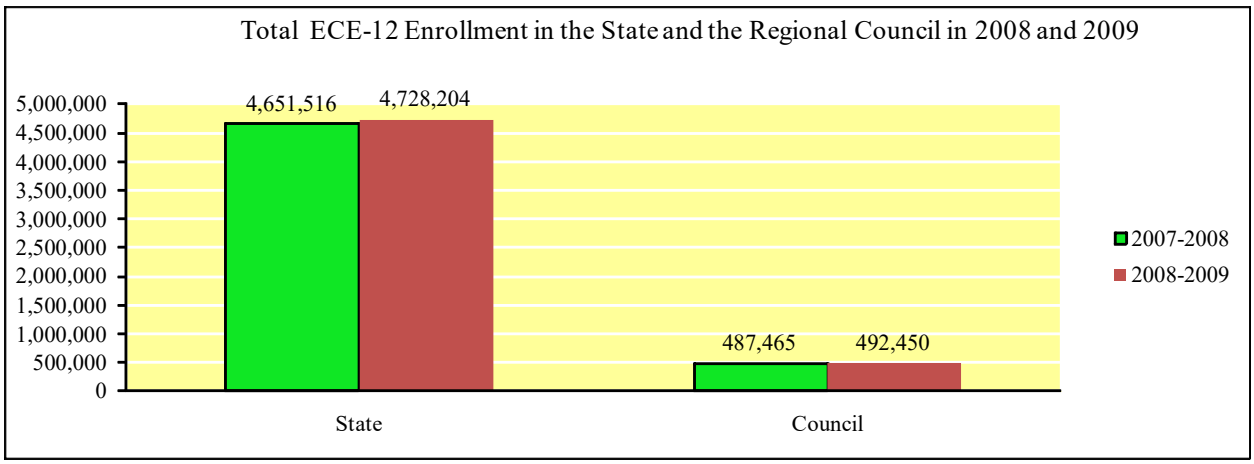
Hispanic, the economically disadvantaged, and the LEP people. Furthermore, the state grew faster than the nation, and the north Texas was even more rapidly than the state on diversity.

Regional School District Demography in 2008-2009 and Changes

This section focuses on the school demography in the school year 2008-2009, in comparing with that in the previous school year. It also tracks the changes over multiple years. As in the last report, the main data sources are still the TEA's Academic Excellence Indicator System (AEIS) website and the Lone Star Report website (http://loving1.tea.state.tx.us/lonestar/Home.aspx). It should be pointed out that the Lone Star Report Website only displays the latest 5-year data. Thus, the 2003-2004 data, which were available last year, are no longer on the website this year. Subsequently, they were borrowed from the 2008 report for the trend analysis in this report.

Figures 3-5 present the ECE-12 student enrollments in the school years of 2007-2008 and 2008-2009 in the state, the regional council, and the school districts. Figure 3 first shows that both the state and the North Texas Regional P-16 Council had increased the total enrollment from 2008 and 2009 although the increments were not remarkable. As in the previous year, the total ECE-12 student size in the regional council still represented about 10% of the total ECE-12 population in the state in the school year 2008-09.

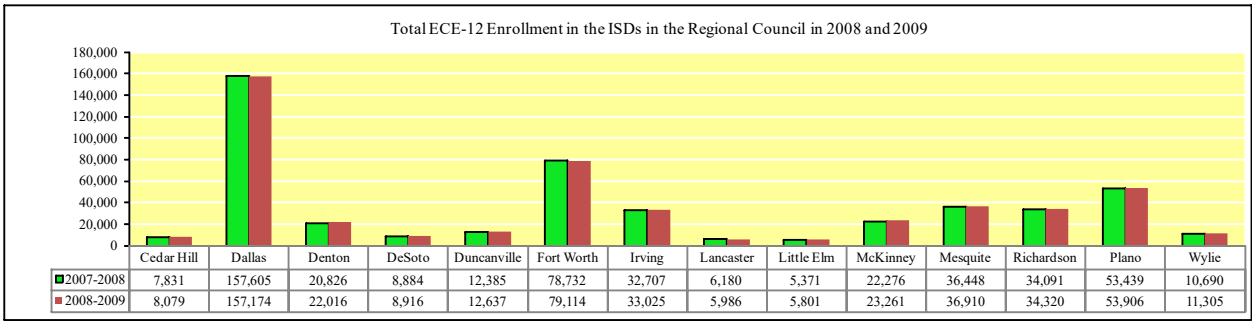
Figure 3 *Total ECE-12 Enrollment in the State and the Regional Council in 2008 and 2009*



Source: TEA AEIS Report, 2007-2008 and 2008-2009

Figure 4 lists the total ECE-12 student size in the 14 ISDs in the regional council in 2008 and 2009. Although 12 out of the 14 ISDs had grown on the total enrollment size, there was no significant enrollment change in any of the districts from 2008 to 2009. The three district types (i.e., large, medium, and small), defined in the earlier report, appear to be still valid in 2009. The Dallas and Fort Worth ISDs were still the two largest districts in the regional council. The six medium districts were Plano, Mesquite, Richardson, McKinney, and Denton as before. And the remaining six ISDs still had the lowest student enrollment sizes in 2009 as in 2008.

Figure 4 *Total ECE-12 Enrollment in the ISDs in the Regional Council in 2008 and 2009*



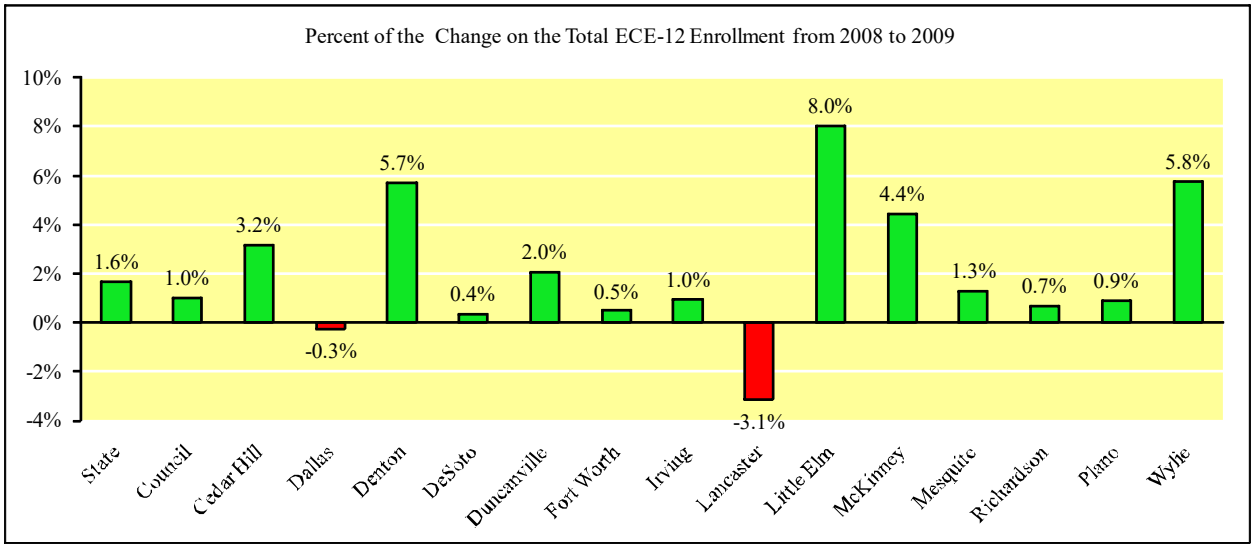
	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Richardson	Plano	Wylie
2007-2008	7,831	157,605	20,826	8,884	12,385	78,732	32,707	6,180	5,371	22,276	36,448	34,091	53,439	10,690
2008-2009	8,079	157,174	22,016	8,916	12,637	79,114	33,025	5,986	5,801	23,261	36,910	34,320	53,906	11,305

Source: TEA AEIS Report, 2007-2008 and 2008-2009

Figure 5 further depicts the percentages of changes on the total ECE-12 enrollment in the state, the regional council, and the 14 school districts from 2008 to 2009. It shows that the council had increased 1% from 2008 to 2009, slower than the state with a rate of 1.6%. In the 14 school districts, only the Lancaster and Dallas ISDs had negative growth. More specifically, the Dallas ISD had only shrunk slightly by 0.3% from 2008 to 2009. On the other hand, the Lancaster ISD appeared to be the only one

with a noticeable decrease rate of 3.1%. We do not know the exact reasons why this ISD particular experienced the largest decline in the regional council. In the 12 growing districts, five small/medium ISDs had grown at least twice faster than the state as a whole or three times as fast as the council average.

Figure 5 *Percent of Change of the Total ECE-12 Enrollment from 2008 to 2009*

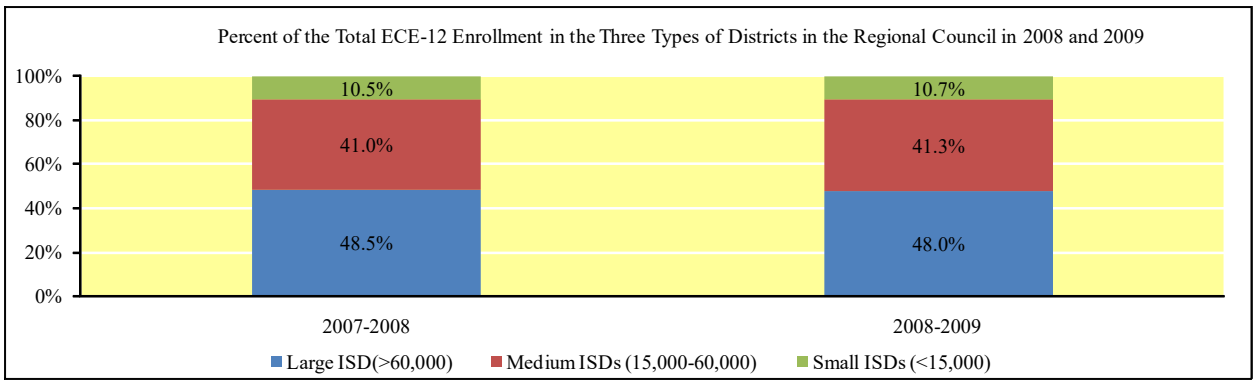


Source: TEA AEIS Report, 2007-2008 and 2008-2009

Overall, the above three figures on the total ECE-12 student enrollments in 2008 and 2009 reveal several important facts. First, the state, the regional council, and most of the member districts had slightly increased the ECE-12 student size. Second, the regional council had grown slower than the state. Finally, the changes of the enrollment size in the school districts were not even. Small and medium districts were more likely to have relatively large changes, whereas large ISDs tended to have small change rates.

As there were no significant changes on the enrollment sizes in all of the school districts from 2008 to 2009, the cut-off points of 15,000 and 60,000 used for classifying the school districts based on the total ECE-12 enrollment size in the previous 2008 report are kept intact. The specific districts in the large, medium, and small categories were still the same as those in the school year of 2007-2008. However, there were some slight changes on the ratios of the three categories from 2008 to 2009 as shown in Figure 6 below. The two largest ISDs (i.e., Dallas and Fort Worth) had declined 0.5% from 48.5% in 2008. Meanwhile, the six medium districts and the six small ISDs had increased 0.3% and 0.2%, respectively.

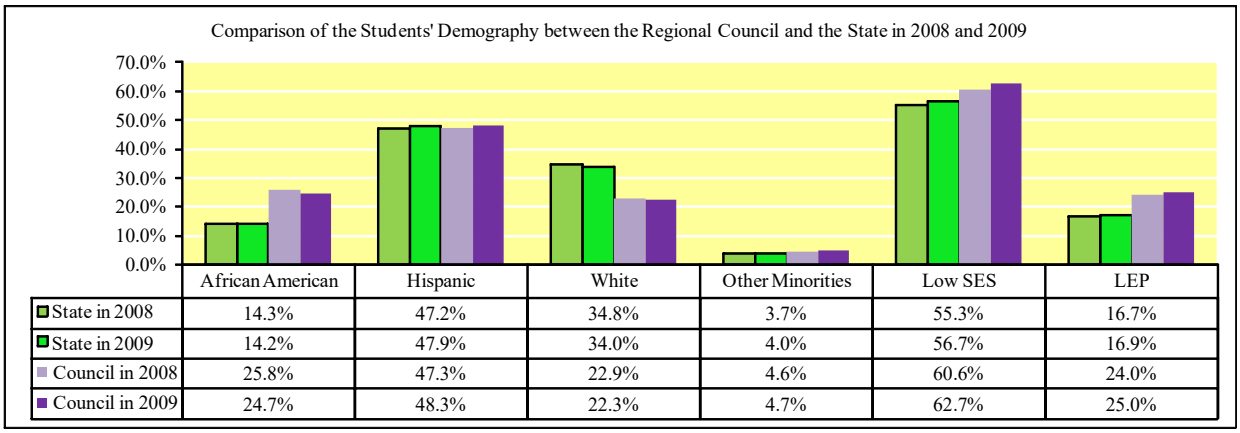
Figure 6 *Percent of the Total Enrollment in the Three Types of Districts in the Council in 08 and 09*



Source: TEA Academic Excellence Indicator System Report, 2007-2008 and 2008-2009

Figure 7 explores the demographic changes of the ECE-12 students by demographic variables in the regional council and state from 2008 to 2009. It shows that, overall, the difference between the regional council and the state in each group in 2009 is primarily the same as in the last year. However, the council has grown faster than the state on Hispanic, low SES, and LEP students from 2008 to 2009. On the other hand, the regional council has decreased about 1% on African American students, faster than the state with a decline rate of 0.1%. The non-Anglo ECE-12 students in the North Texas Regional P-16 Council overall have increased to 77.7% in 2009 from 77.1% in 2008. Meanwhile, the state has increased to 66% from 65.2% in 2008. In summary, these data indicate that the regional council was more diverse than the state in 2008, and it continues to grow faster on diversity than the state from 2008 to 2009.

Figure 7 *Comparison of the Students' Demography between the Council and the State in 08 and 09*



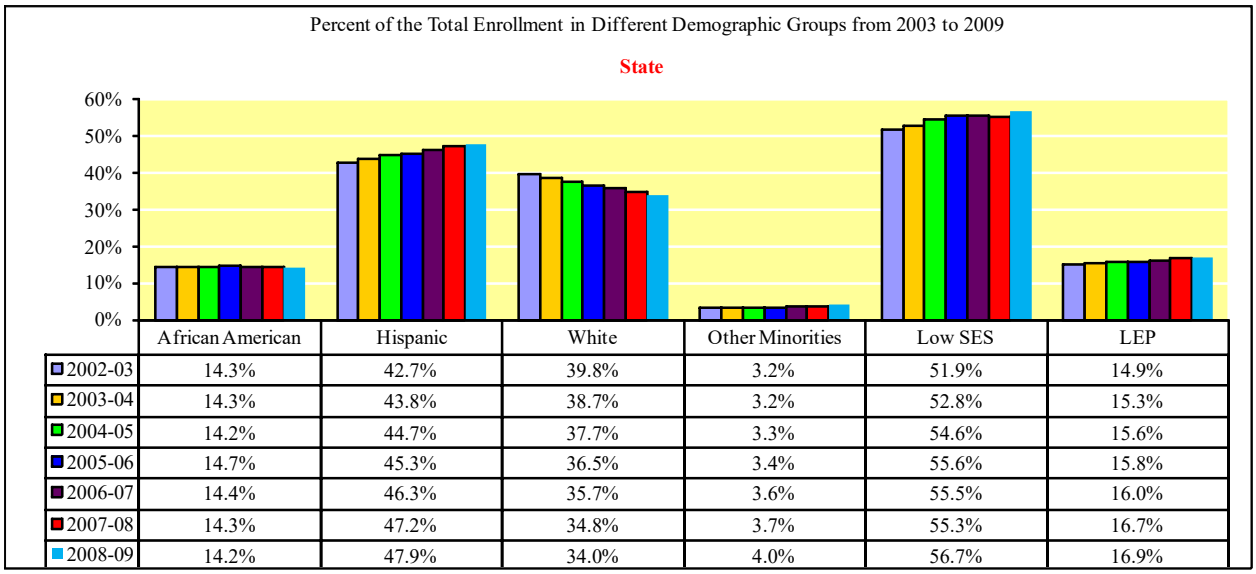
	African American	Hispanic	White	Other Minorities	Low SES	LEP
State in 2008	14.3%	47.2%	34.8%	3.7%	55.3%	16.7%
State in 2009	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%
Council in 2008	25.8%	47.3%	22.9%	4.6%	60.6%	24.0%
Council in 2009	24.7%	48.3%	22.3%	4.7%	62.7%	25.0%

Source: TEA Academic Excellence Indicator System Report, 2007-2008 and 2008-2009

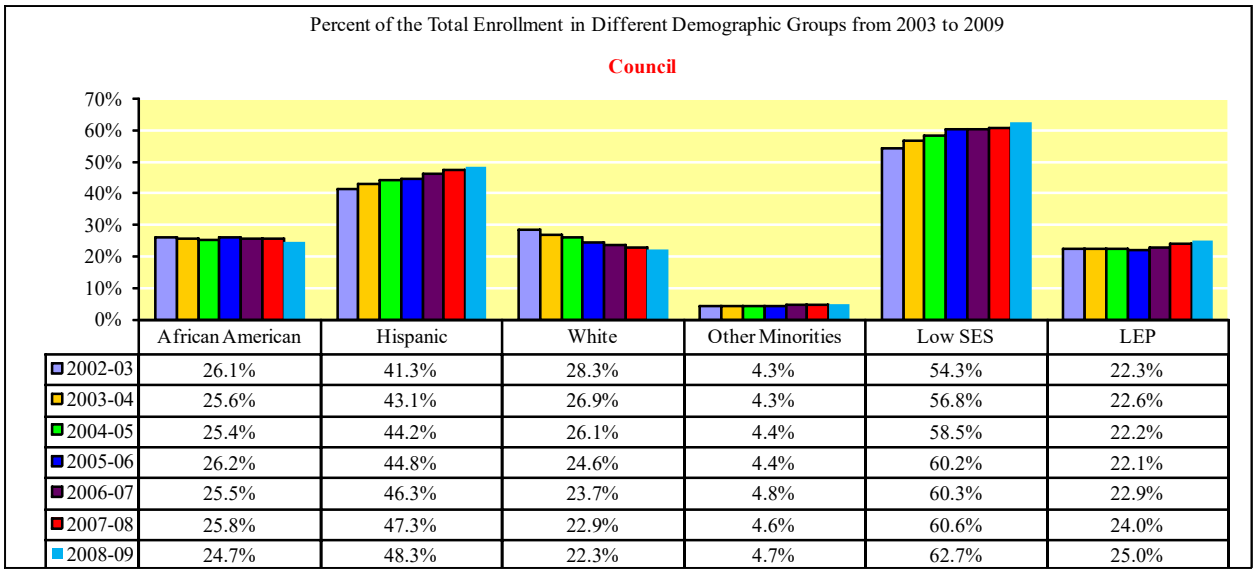
Table 8 in the Excel document expands the percentages of the total ECE-12 enrollment changes in different groups from two years (i.e., 2008 and 2009) to seven years (i.e., 2003 - 2009) in the state, the regional council, and the member school districts. It is the first of many in that report that uses a drop-down list in the Excel documents. However, as it is not feasible to use the same functionality in Word as in Excel, the charts for the educational entities (i.e., the state, the regional council, and the ISDs) have to

be displayed separately in a Word document. For the sake of brevity, only the charts for the state and the regional council are presented below. The chars at the district level are left to the Excel document. Figure 8 below shows that, within the seven school years from 2002-2003 to 2008- 2009, the public schools in Texas had little change on the ratio of African American students; steady growth of Hispanic, low SES, and LEP students; gradual shrink of White students; and slight increase of Asian/Pacific Islanders and Other Minorities students. The council and its member districts primarily mirrored the change pattern in the state except for that on African American students in the three districts in south Dallas. The Cedar Hill, Desoto, and Lancaster ISDs in the African American communities in south Dallas had demonstrated a steady growth of the African American students from 2003 to 2009 (see the Excel document).

Figure 8 *Percent of the ECE-12 Students in Different Demographic Groups from 2003 to 2009*



	African American	Hispanic	White	Other Minorities	Low SES	LEP
2002-03	14.3%	42.7%	39.8%	3.2%	51.9%	14.9%
2003-04	14.3%	43.8%	38.7%	3.2%	52.8%	15.3%
2004-05	14.2%	44.7%	37.7%	3.3%	54.6%	15.6%
2005-06	14.7%	45.3%	36.5%	3.4%	55.6%	15.8%
2006-07	14.4%	46.3%	35.7%	3.6%	55.5%	16.0%
2007-08	14.3%	47.2%	34.8%	3.7%	55.3%	16.7%
2008-09	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%



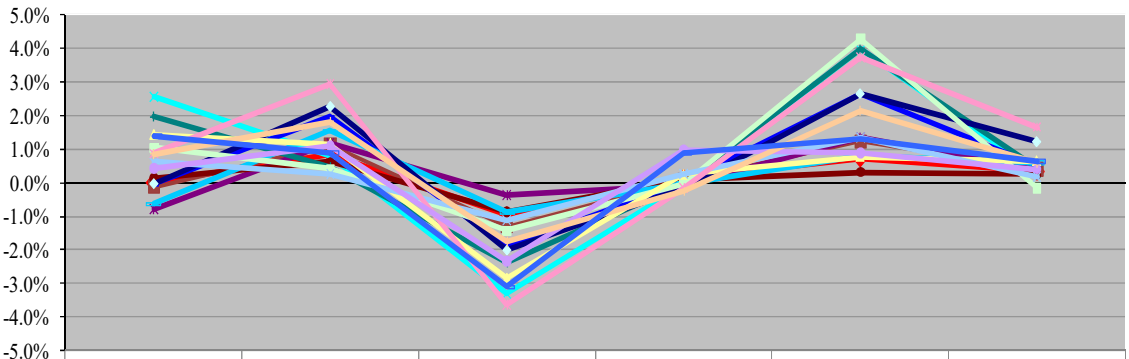
	African American	Hispanic	White	Other Minorities	Low SES	LEP
2002-03	26.1%	41.3%	28.3%	4.3%	54.3%	22.3%
2003-04	25.6%	43.1%	26.9%	4.3%	56.8%	22.6%
2004-05	25.4%	44.2%	26.1%	4.4%	58.5%	22.2%
2005-06	26.2%	44.8%	24.6%	4.4%	60.2%	22.1%
2006-07	25.5%	46.3%	23.7%	4.8%	60.3%	22.9%
2007-08	25.8%	47.3%	22.9%	4.6%	60.6%	24.0%
2008-09	24.7%	48.3%	22.3%	4.7%	62.7%	25.0%

Source: TEA Academic Excellence Indicator System Report from 2002-2003 to 2008-2009

Similar to the previous gap report, this report also tracks the change trend in terms of the average annual change rate in different demographic groups from 2003 to 2009. The average annual growth rate is still from the coefficient on the linear regression equation of the trend line as in the previous report. Refer to the 2008 Gap Analysis Report for details on how to obtain the regression coefficient. Figure 9 below lists the average annual change rate in different groups in the state, the regional council, and the 14 member districts over the seven-year period. It shows that the regional council had grown slightly faster than the state on Hispanic, low SES, and LEP students. It had also declined somewhat faster than the state

on White and African American. All of the entities had positive growth rates on Hispanic and low SES groups and negative growth rate on the White group. The LEP students had also positively grown in all but the Lancaster ISD. The change patterns on African American and Other Minorities students did not appear to be consistent across the districts. But it should be noted that the two largest districts in the region had negative annual growth rate on African Americans. Overall, these change rates in different entities indicate that diversity had grown in north Texas with an even faster rate than that in the state in the seven years from 2003 to 2009.

Figure 9 *Annual Change Rate of the ECE-12 Student Size in 7 Years (2003-2009)*



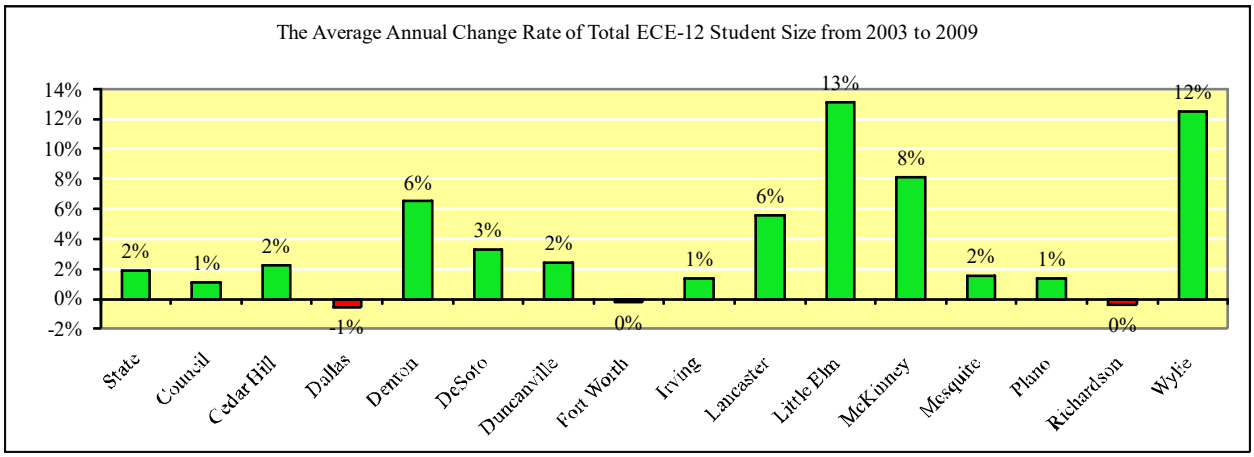
	African American	Hispanic	White	Other Minority	Low SES	LEP
State	0.0%	0.9%	-1.0%	0.1%	0.7%	0.3%
Council	-0.1%	1.1%	-1.3%	0.1%	1.2%	0.4%
Cedar Hill	2.6%	0.8%	-3.3%	-0.1%	4.0%	0.3%
Dallas	-0.8%	1.2%	-0.4%	-0.1%	1.4%	0.4%
Denton	0.1%	0.6%	-0.9%	0.1%	0.3%	0.2%
DeSoto	2.0%	0.5%	-2.4%	-0.1%	4.0%	0.4%
Duncanville	-0.1%	2.0%	-1.9%	0.0%	2.7%	0.5%
Ft Worth	-0.6%	1.5%	-0.9%	0.0%	0.8%	0.6%
Irving	0.0%	2.3%	-2.0%	-0.2%	2.6%	1.2%
Lancaster	1.0%	0.4%	-1.4%	0.0%	4.3%	-0.2%
Little Elm	1.4%	1.2%	-2.8%	0.2%	0.8%	0.6%
McKinney	0.6%	0.3%	-1.1%	0.3%	1.4%	0.2%
Mesquite	0.9%	2.9%	-3.6%	-0.2%	3.7%	1.7%
Plano	0.4%	1.1%	-2.3%	1.0%	0.9%	0.4%
Richardson	0.9%	1.8%	-1.7%	-0.3%	2.1%	0.6%
Wylie	1.4%	0.9%	-3.1%	0.9%	1.3%	0.7%

Source: TEA Academic Excellence Indicator System Report, from 2002-2003 to 2008-2009

To further track the change of the overall ECE-12 student size in each educational entity over the 2003-2009 period, the average annual growth rate was computed as the mean of the seven yearly change rates. For instance, the change rates for the state were 2.25% from 2002 to 2003, 1.69% from 2003 to 2004, and so on. The mean of these seven rates was about 2%, which was considered as the average

annual change rate for the state in the seven year period. Figure 10 shows that 11 out of the 14 ISDs had positive annual change rates. The state had grown at the annual rate of 2%, twice as fast as the regional council. The slower increase rate in the council was largely due to the negative annual change rate in the two largest districts. The fastest growing districts in the regional council were the Little Elm and Wylie ISDs. The distribution of the annual change rates in Figure10 indicates that small and medium ISDs generally grew faster than the large districts in north Texas in the period of 2003 to 2009.

Figure 10 *The Average Annual Change Rate of Total ECE-12 Student Size from 2003 to 2009*



Source: TEA Academic Excellence Indicator System Report, from 2002-2003 to 2008-2009

In summary, the review of the school demography and its changes indicates that the demographic profiles of the regional council and its member school districts in the school year of 2008-2009 were not much different from those in 2007-2008. Nevertheless, the minor changes from 2008 to 2009 in the regional council seemed to reflect the change trends. The regional council had grown slower on the total ECE-12 student size, but faster on diversity than the state. The trend analysis on the total ECE-12 student enrollment appeared to reveal two general patterns: (1) the diversity keeps growing in north Texas, and (b) large school districts change much slower than the small and medium ones.

Accountability Ratings and Adequate Yearly Progress (AYP) in 2008-2009 and Changes

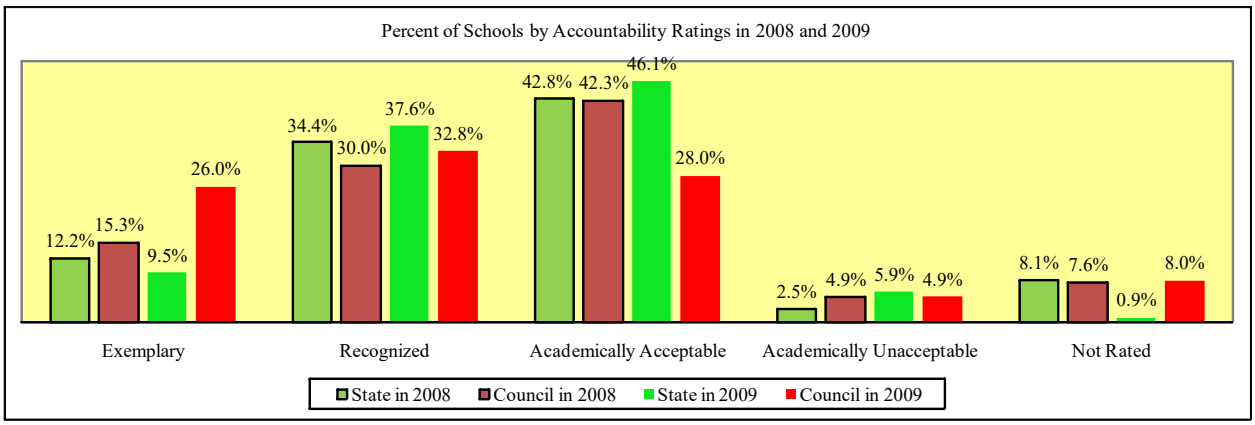
This section focuses on school accountability ratings and Adequate Yearly Progress (AYP) evaluations. It first updates the two ratings with the data in the school year of 2008-2009, and then it extends the trend analysis by including the data in 2009. More specifically, it explores: (1) the percentages of schools in different categories of accountability ratings and AYP evaluations in the state and the regional council in 2009, in comparison with the corresponding data in 2008; and (2) the dynamic changes of accountability and AYP ratings over the six-year period from 2004 to 2009 in the state, the council, and the 14 ISDs. The data source is the TEA's Lone Star Report System (http://loving1.tea.state.tx.us/lonestar/Home.aspx). As the website does not directly provide percentage for the P-16 councils, the percentages of accountability ratings and AYP in each category for the regional council was computed based on the number of schools and percentage in each category in each district as

in the previous report. Refer to the same section in the 2008 Gap Analysis Report for the detailed steps on how to derive the percentages for the council.

Accountability Ratings and AYP in 2008-2009

Figure 11 displays the percentages of school by accountability ratings in the state and the regional council in 2008 and 2009. It demonstrates that the regional council had an over 10% increase on 'Exemplary' from 2008 to 2009, whereas the state had decreased about 3% in the same period. On the category of 'Recognized', both the state and the regional council had increased around 3%. The North Texas Regional P-16 Council had surpassed the state 11.7% on the total of 'Exemplary' and 'Recognized' in 2009 from the 1.3% lag in 2008. Meanwhile, the percentage of schools on 'Academically Unacceptable' remained at the rate about 4.9% in the council, whereas the state had increased to 5.9% in 2009 from 2.5% in 2008. Due to these positive changes on 'Exemplary', 'Recognized', and 'Academically Unacceptable' , the percentage of schools in the category of 'Academically Acceptable' in the regional council had significantly dropped to 28% from the earlier 46% in 2008. Overall, the above data indicate that the regional council, which slightly lagged behind the state in 2008, had made tremendous progress on accountability ratings from 2008 to 2009 and much excelled the state in 2009.

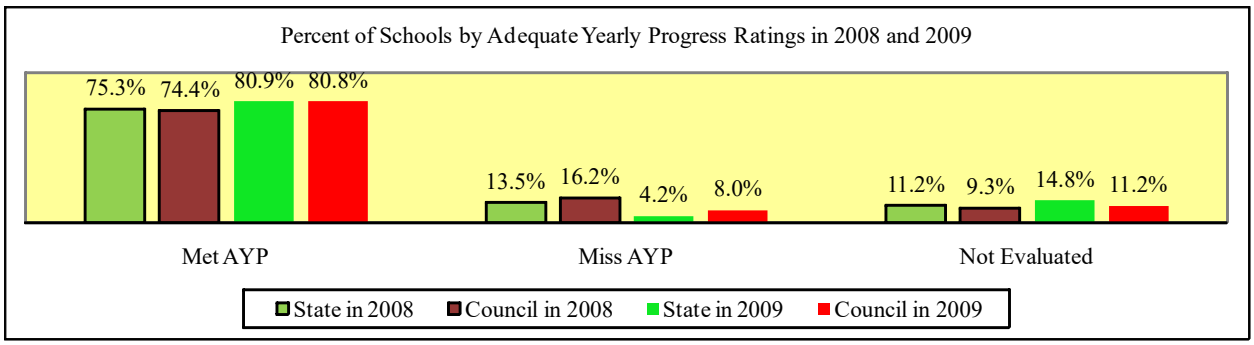
Figure 11 *Percent of Schools by Accountability Ratings in 2008 and 2009*



Source: Lone Start Reports - Accountability Ratings: 2008 and 2009. (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

Figure 12 below shows the changes of AYP evaluations in the North Texas P-16 Council and the state from 2008 to 2009. The regional council was about 1% less than the state on 'Met AYP' in 2008. But it almost caught up with the state in 2009 at 80.8%. For the category of 'Missed AYP', both the regional council and the state had dropped about 8-9% from 2008 to 2009. In short, these changes indicate that both the state and the regional council had noticeably improved on AYP from 2008 to 2009. The regional council overall seemed to make even more progress than the state. The North Texas P-16 Council was similar to the state on AYP by the school year of 2008-09 after the faster progress from 2008 to 2009.

Figure 12 *Percent of Schools by AYP Evaluations in 2008 and 2009*



Source: Lone Start Reports – Adequate Yearly Progress: 2008 and 2009. (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

Track the Change of Accountability Ratings and AYP from 2003-2004 to 2008-2009

This section tracks the change trends of the accountability and AYP ratings over the past six years. Figure 13 below presents the percentages of schools by categories of accountability and AYP ratings in the state and the regional council from 2004 to 2009. It should be noted that only the data for the state and the regional council are displayed in this document. The data for the 14 ISDs were defaulted to Table 12 in the Excel report. The charts show that on accountability ratings, the state, the regional council, and the districts (although not presented here) all appeared to have a tendency to decrease on 'Academically Acceptable' and to increase on the other three categories of accountability ratings. This phenomenon may suggest that the schools had become gradually polarized on the accountability ratings spectrum. However, the change trends on AYP over the six years in most of the 16 entities were not obvious.

Figure 13 *Accountability Ratings and AYP in the State and the Council from 2004 to 2009*

Source: Lone Start Reports: Accountability Ratings/Adequate Yearly Progress, 2003-2004 to 2008-2009. (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

To quantify the change trend over the six years, the average annual change rate for each category of accountability ratings in each entity is displayed in Figure 14. Each rate is the regression coefficient of the trend line for each category over the six years. The state had grown at an annual rate of 1.2%, 1.4%, and 0.6% on 'Exemplary', 'Recognized', and 'Academically Unacceptable', respectively. Meanwhile, the category of 'Academically Acceptable' had declined 1.3% every year. The council seemed to be similar to the state on the annual growth rate of 'Recognized' and 'Academically Unacceptable'. But the regional council had changed about three times as fast as the state on 'Exemplary' and 'Academically Acceptable'. Most of the ISDs demonstrated a change pattern similar to that in the state and council: a positive annual growth on 'Exemplary', 'Recognized', or 'Academically Unacceptable', and a negative growth on 'Academically Acceptable'. However, four ISDs show noticeable negative annual growth rates on 'Recognized'. Overall, the council and most of its member districts had demonstrated faster annual growth rates on 'Exemplary' than the state from 2004 to 2009. Furthermore, most of the growth appeared to be attributed to the decrease on 'Academically Acceptable'. The above change trends on accountability ratings in the state, the regional council, and the districts seemed to indicate schools had gradually shifted to the two ends of 'Exemplary'/ 'Recognized' and 'Academically Unacceptable' from 'Academically Acceptable' in the middle on the accountability continuum.

Figure 14 *The Average Annual Growth Rate of Accountability Ratings by Category from 2004 to 2009*

Source: Lone Start Reports: Accountability Ratings: 2004 to 2009. (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

To further simplify the presentation of the change trend, a composite index for the annual change rate of accountability ratings was defined the same as in the 2008 Gap Analysis Report: Net Annual Change Rate = Annual Change Rate on 'Exemplary' + Annual Change Rate on 'Recognized' - Annual Change Rate on 'Academically Unacceptable'. Again, the rate on 'Academically Acceptable' was not included in the

equation as it is hard to categorize it to either end of the continuum of accountability ratings. Figure 15 indicates that the state overall had grown at an annual rate of 2% on accountability ratings over the six-year period. Meanwhile, the council had improved almost twice as fast as the state. Only one ISD had a negative growth with a rate less than 1%. Among the other 13 growing ISDs, eight were faster than the state, and four of them were even at least three times faster than the state. It appeared that majority of the fast improving ISDs on accounting ratings over the six-year period from 2004 and 2009 were the medium districts. The exact reason for this phenomenon is unknown, if there is any.

Figure 15 *The Net Annual Change Rate of Accountability Ratings from 2004 to 2009*

Source: Lone Start Reports: Accountability Ratings: 2004 to 2009 (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

Similarly, the net average annual growth rate on AYP is defined as the annual rate on 'Met AYP' minus the annual rate on 'Missed AYP'. Again, the annual rate on either of them is from the regression coefficient for the trend line over the six years. Figure 16 demonstrates that both the state and the council had gradually declined at an annual rate of approximately 1% from 2004 to 2009. Within the council, there were wide differences in the 14 member districts, ranging from -5.2% to 11.3%. A half number of the school districts had improved in the six years, whereas the other seven ISDs had grown negatively.

Figure 16 *The Net Annual Change Rate of AYP from 2004 to 2009*

Source: Lone Start Reports: AYP, from 2004 to 2008. (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

Finally, this report, like the previous one, tracks the number of years that each district had met or missed AYP in the six-year period from 2004 to 2009. Figure 17 shows that no districts had missed more than three times. One district missed three times. Four ISDs had missed twice. The Desoto, Mesquite, and Richardson ISDs had missed only once. The rest six districts had always be on the target in the six years.

Figure 17 *Number of Years on 'Met AYP' or 'Missed AYP' between 2004 and 2009 in the 14 ISDs*

Source: Lone Start Reports: AYP, from 2003-2004 to 2007-2008 (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

In summary, the above analysis on accountability ratings and AYP reveal that the North Texas P-16 Regional Council had caught up with the state in 2009 from the slightly inferior positions in 2008. This is especially true on accounting ratings. The council had made much progress on 'Exemplary' in the school year of 2008-2009. The regional council also had grown faster than the state on accountability ratings in the six years from 2004 to 2009. Whereas the change trend in the state and the regional council on accountability ratings was desirable, both the state and the regional council had not improved on AYP during the school years of 2004 - 2009.

Summary of the Socio-demographic and School Contexts

1. The population in the state of Texas had grown almost twice as fast as the nation from 2008 to 2009. The four north Texas counties except Dallas County had increased even faster than the state. Smaller counties demonstrated larger growth rates.
2. More than half of the Texans in 2008 were non-Anglo, almost 20% higher than the nation. The percentage of people below the poverty level was also 2.6% higher than the national average of 13.2%. Dallas County had the largest portion of underrepresented population, followed by Tarrant County. Both were more diverse than the state. The other two counties (Collin and Denton) appeared to have lower percentages of underrepresented populations than the state.
3. Both the state and the regional council had increased the total ECE-12 enrollment from 2008 to 2009. However, the regional council had grown slower than the state. Small/medium districts tended to have larger growth rates than the large ISDs.
4. Whereas the distribution pattern of the three types of school districts primarily remained the same as in the previous year, the percentage for the large districts had decreased 0.5% to 48% from 2008 to 2009.
5. Both the state and the North Texas Regional P-16 Council had become more diverse on student composition from 2008 to 2009. The regional council had grown even faster than the state in the Hispanic, low SES, and LEP students.
6. The council had higher percentages of the underrepresented students than the state in 2009.
7. The trend analysis on the seven-year data from 2003 to 2009 reveals fast increases of Hispanic and low SES students and decrease of White students in the state, the regional council, and the member districts.
8. The total ECE-12 student size in the council had grown at an annual rate of 1% in the school years of 2003-2009, slower than the rate of 2% in the state. Small and medium districts typically grew faster than the large ISDs.
9. The regional council had made great progress on accountability ratings, especially on the category of Exemplary in the school year of 2008-2009. By the end of the school year 2008-09, the regional council surpassed the state about 10% on ‘Exemplary’, whereas it was about 1% below the state in 2008.
10. Both the state and regional council had improved about 6% on 'Met AYP' and dropped 8-9% on 'Missed AYP' from 2008 to 2009. The gap between the council and the state on AYP has narrowed to 0.1% in 2009 from 0.9% in the earlier year.
11. The track of the six-year data from 2004 to 2009 on accountability ratings indicates that both the state and the regional council generally had steady growth on 'Exemplary' and 'Recognized'. Meanwhile, the category of 'Academically Acceptable' had stable decrease. Unfortunately, the category of 'Academically Unacceptable' also had a positive annual growth rate. These changes seem to suggest that schools had become gradually polarized to the two ends of the accountability ratings continuum.

12. Finally both the state and the North Texas Regional P-16 Council had negative annual growth rates on AYP evaluations from 2004 to 2009, indicating that they had not improved on AYP in the six years.

Gap Analysis for Elementary Education (PK - Grade 5)

The THECB P-16 Initiatives Division focused on the same three indicators for the elementary education in the school year of 2008-2009 as those in 2007-2008. Thus, this section continues to analyze the public Pre-Kindergarten enrollment, first graders on grade level by the end of the first grade, and the TAKS scores in grades 3-5 as in the previous gap report, but with updated data. The trend analyses have also been expanded to include the newly released data.

Enrollment in Public Pre-Kindergarten in 2009

The public PK enrollment in the 2008 Gap Analysis Report focused on the enrollees' profiles in the school year of 2007-2008 and the growth rate in the school years of 2004 - 2008. This year's report extends the previous analysis with the data in the school year of 2008-2009. In other words, the public Pre-K enrollment in 2009 is analyzed as follows: (1) the snapshot of the enrollment in the school year of 2008-2009, (2) the change of the enrollees' profiles from 2008 to 2009, and (3) the average annual growth rate of total public PK enrollment from 2004 to 2009.

Total Enrollment of 4-year Old Children in Public Pre-Kindergartens in 2008-2009

As stated in the previous report, there are two separate data sources on PK enrollment. The data file provided by the THECB P-16 Initiatives breaks the enrollment into five ethnic (African American, Hispanic, White, Asian/Pacific Islanders, and Native American) and one economically disadvantaged groups in the stat, the council, and the districts, but without the total. On the other hand, the TEA's Lone Star Education Reports website (http://loving1.tea.state.tx.us/lonestar/Home.aspx) presents the total enrollment in the state, the ESC regions, and the school districts, but no breakdowns by ethnicity or SES. These two data sources were not always consistent as some students may claim themselves as bi-racial or multi-racial. Thus, it is not surprising to find out that the total of the five ethnic groups in each district from the THECB-provided file typically is not equal to the total on the TEA's Lone Star Report website. This report, like the previous one, uses the total from the Lone Star Report when the total enrollment is required. When enrollment by demographic groups is analyzed, the data file supplied by the P-16 Initiatives is utilized.

Figure 18 below simply presents the total number of PK enrollment in the school year of 2008-2009 in each of the 14 ISDs in the regional council. Again, the number of PK enrollment in each district appeared to be proportional to the total ECE-12 student size in the district as in 2008.

Figure 18 *Total Number of Public PK Enrollment in 2008-09*

Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): Pre-K Enrollment in 2009.

Figure 19 below further displays the percentage of change on the total public PK enrollment in the regional council and each ISD from the school year 2008 to 2009. The change rate for the regional council was calculated as the ratio of the difference between the total PK enrollment in 2009 and the total enrollment in 2008 in the 14 ISDs by the total enrollment in 2008 in the same 14 districts. As shown, the regional council overall had increased 1.7%. Eleven of the 14 ISDs had enrolled more 4-year-old children in 2009 than in 2008. Small districts were more likely to experience large percentages of changes.

Figure 19 *Percent of Change on the Public PK Enrollment from 2008 to 2009*

Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): Pre-K Enrollment in 2008 and 2009.

Total Enrollment in Public Pre-Kindergarten by Ethnicity in 2008-2009

To present the public PK enrollment by ethnicity in 2009, the enrollment percentage for each ethnic group in each ISD was calculated. Due to zero or low enrollment for the Asian/Pacific Islander and Native American groups in some ISDs, these two groups were combined into the 'Other' group in Figure 20. In computing the enrollment percentage, the enrollments in all of the ethnic groups were summed up as the denominator, and the enrollment in the African American, Hispanic, White, or 'Other' group was treated as the numerators for each of the four groups. In determining the percentage for each of the ethnic groups in the council, both the denominator and the numerator were summed up across the 14 ISDs.

Figure 20 below demonstrates that the ethnic composition of the 4-year olds in the public pre-kindergarten in the council and its member school districts in 2009. Overall, more than 90% of the enrollees in the council were African American and Hispanic children. Seven ISDs had over 90% of children from these two ethnic groups. These were the same districts in 2008. Thus, the ethnic profile of the enrolled 4-year old children in 2009 was not much different from that in 2008.

Figure 20 *Percent of the Public PK Children in Different Ethnic Groups in 2008-2009*

Sources: THECB P-16 Initiatives Ad Hoc Data on Public Pre-K enrollment in 2008-09.

Figures 21 and 22 below further display the percentages of the public PK enrollment by ethnicity in 2008 and 2009, and the percentage of change in each of the ethnic groups in the regional council and the 14 member districts from 2008 to 2009. They clearly demonstrate that the ethnic composition of the enrollment children in 2009 was fairly the same as that in 2008 in the regional council l. This finding was likely attributed to the small changes in the two largest ISDs in the regional council from 2008 to 2009 as demonstrated in Figure 22. On the other hand, some small districts experienced noticeable changes in the African American and Hispanic groups as shown in Figure 22. In summary, there were no large differences on ethnic composition of the 4-year-old children enrolled in public pre-kindergarten from 2008 to 2009 in the regional council and most of the school districts, although the total enrollments had increased.

Figure 21 *Percent of the Public PK Enrollment by Ethnicity in the Regional ISDs in 2008 and 2009*

Sources: THECB P-16 Initiatives Ad Hoc Data on Public Pre-K enrollment in 2007-08 and 2008-09.
Note: The Asian/Pacific Islander and the Native American groups were combined into the 'Other' group.

Figure 22 *Percent of Change for the Public Pre-K Children in Different Ethnic Groups from 2008 to 2009*

Sources: THECB P-16 Initiatives Ad Hoc Data on Public Pre-K enrollment in 2007-08 and 2008-09.
Note: The Asian/Pacific Islander and the Native American groups were combined into the 'Other' group.

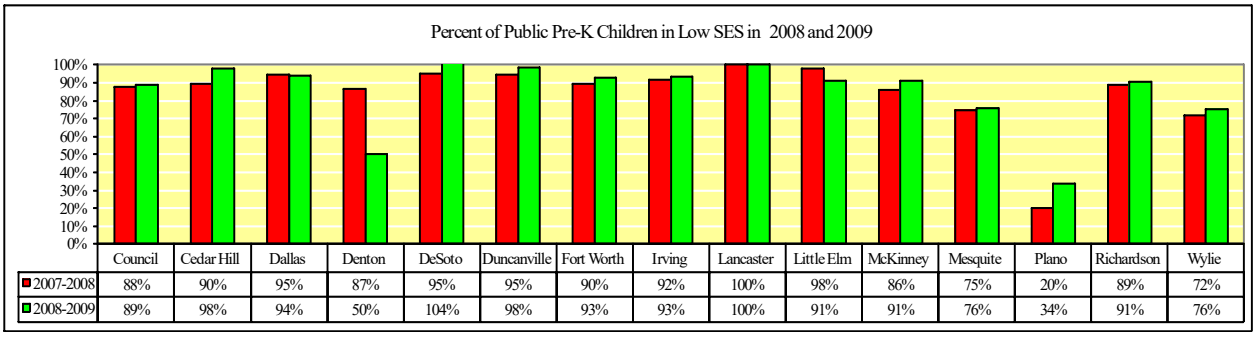
Total Enrollment in Public Pre-Kindergartens by SES in 2008-2009

Similar to the previous report, this report also presents the percentages of the enrolled children from the economically disadvantaged families in 2009 in the regional council and the 14 ISDs. Furthermore, it contrasts the percentages in 2009 with the ones in 2008. In calculating the percentage, the numerator is the number of children from the data file supplied by the THECB P-16 Initiatives. However, as the THECB P-16 Initiatives did not provide the total enrollment for each ISD, it leaves the door widely open for choosing the denominator. The first option is to use the total PK enrollment from the TEA's Lone Star Report website. The second option is to utilize the total PK enrollment from the AEIS website. The last option is to sum up the numbers of enrollment across all of the ethnicities in the data file by the THECB P-16 Initiatives. Unfortunately, the numbers from these three sources are not always the same.

For instance, the total public PK enrollment in the Desoto ISD in 2009 is 234, 229, and 296 in the three sources, respectively. As the number in the second option tends to be smaller than that in the first option in some districts, and the third option may overestimate the denominator as some students may be bi-racial or multi-racial, the total PK enrollment from the TEA's Lone Star Report website seems to be the best option for the denominator. Even so, some challenges still exist on computing the percentage due to the inconsistency of the data from different sources of the data. For example, the number of the economically disadvantaged children from the THECB-provided file is 244 for the DeSoto ISD. But, the total enrollment is only 234 in the school district on the TEA's Lone Star Report website, resulting in an unreasonable percent larger than 100%. Nevertheless, using the total from the TEA's Lone Star Report website as the denominator overall appeared to have fewer challenges than the other two options.

Figure 23 shows that the council overall had increased 1% from 2008 to 2009 on children from the economically disadvantaged background. Only three districts (Dallas, Denton, and Little Elm) had negative growth on the low SES students in the two-year period. The Denton ISD demonstrated the largest decline from 87% in 2008 to 50% in 2009. The Plano ISD was still the one with the lowest percentage of low SES children in the council. But it had remarkably increased to 34% in 2009 from 20% in 2008. The percentages of change in other ISDs were not as dramatic as that in the Denton or Plano ISD. In conclusion, the enrollment of 4-year-old children from the low SES family background had slightly increased in the North Texas Regional P-16 Council and most of its member districts from 2008 to 2009.

Figure 23 *Percent of the Public Pre-K Children in Low SES in 2008 and 2009*



	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-2008	88%	90%	95%	87%	95%	95%	90%	92%	100%	98%	86%	75%	20%	89%	72%
2008-2009	89%	98%	94%	50%	104%	98%	93%	93%	100%	91%	91%	76%	34%	91%	76%

Sources: 1. TEA's Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx)

2. THECB P-16 Initiatives Ad Hoc Data on Public Pre-K enrollment in 2007-08 and 2008-09.

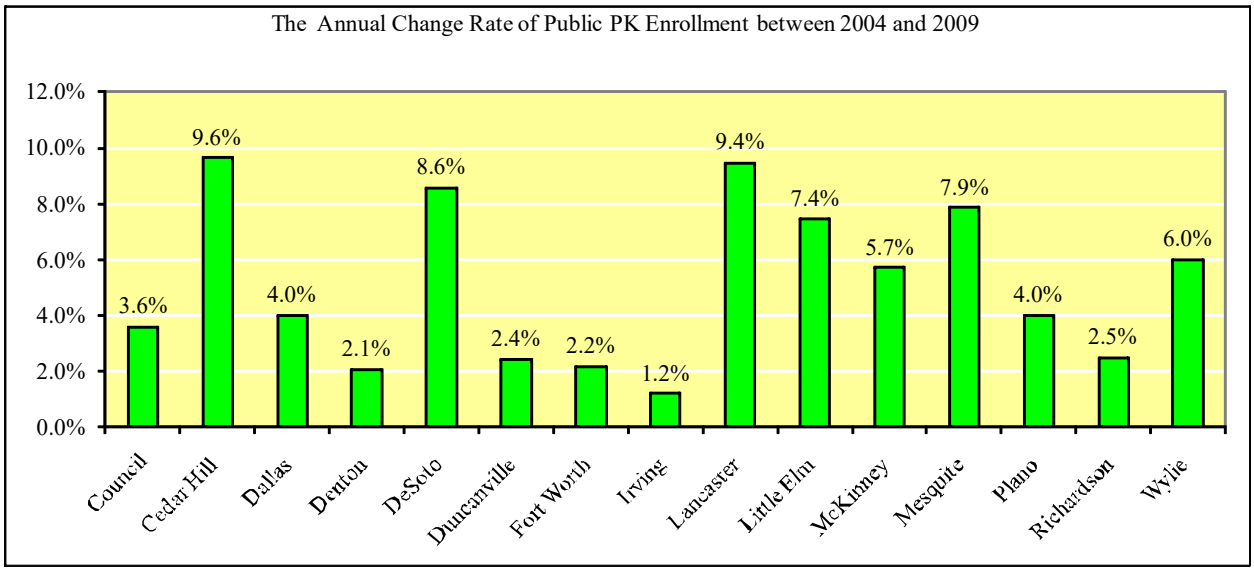
Track the Change - The Average Annual Change Rate of Public Pre-K Enrollment in 2004 - 09

This report extends the last one in 2008 on tracking the changes of the public PK enrollment in the regional council and its member school districts to include the data in the school year of 2008-09. The quantitative index of the enrollment change, the average annual growth rate, is defined in the same way as before. More specifically, the average enrollment across the six years is selected as the denominator. The average annual change number of enrollment is obtained from the linear regression equation of the trend

line of the enrollment data from 2004 to 2009, and used as the numerator. The annual growth rate for the regional council is computed in a similar way, but both the numerator and the denominator are summed up across the 14 districts.

Figure 24 shows that the North Texas Regional P-16 Council had grown at an average annual rate of 3.6% on the total public PK enrollment in the six-year period from 2004 to 2009. All of the member districts also displayed positive growth, ranging from 1.2% to 9.6%. The three districts in the African American communities located in south Dallas appeared to have the largest annual growth rates. Again, the smaller districts were more likely to have larger annual growth rates than the large ones in general.

Figure 24 *The Annual Change Rate of Public Pre-K Enrollment from 2004 to 2009*



Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): PK Enrollment, 2004-2009

The above analysis on the public Pre-K enrollment in the regional council reveals that the demographic profiles of the enrolled children in 2009 overall was not much different from that in the previous school year, although the total enrollment has increased in the regional council and most of its districts from 2008 to 2009. African American, Hispanic, and low SES children still characterized the enrollees of the 4-year-olds. The annual growth rate in the six-year period from 2004 to 2009 had reduced to 3.6% from 4.1% in the last report for the five-year period from 2004 to 2008 due to the relatively slow growth from 2008 to 2009. Small districts again appeared to exhibit faster growth rates than the large or medium ones. These findings have several implications. First of all, as the percentage of the Pre-K public enrollment had been typically less than that for kindergarten in the same district, some of the 4-year-old children may miss the quality public Pre-K education. We need to continue to promote parental awareness on the importance of early childhood education. Secondly, as most of the enrolled children had been from the African American, Hispanic, and low SES families, the PK teachers and supporting staff need to be culturally sensitive to these children if they are not from the same or similar background. Thirdly, it is

critical to have sufficient resources to support the quality early childhood education in the fast growing districts. Finally, the slow growing districts may need to increase the PK enrollment.

First Grade Students Meeting Standards for 2nd Grade by the End of 1st Grade on Reading and Mathematics

For the background and the brief history of the Accelerated Reading Instruction (ARI) and the Accelerated Mathematics Instruction (AMI) programs, refer to the same section in the 2008 Gap Analysis Report. The THECB P-16 Initiatives Division this year uses the same ARI and AMI indicators for the first graders as in 2008. However, it does not specify whether the data are for the school year of 2007-2008 or 2008-2009. As the ARI and AMI data were explicitly specified for the school year of 2006-2007 last year, the dataset for this year is assumed to be for the school year of 2007-2008. The analysis below first lists the number of first graders in each category of meeting the grade level in each entity in 2008, in comparison with that in the school year of 2006-07. Then it contrasts the percentages of the first graders struggling in reading and mathematics in 2007 and 2008. Finally, it compares the percentages of children on grade level by the end of the first grade in the school years of 2006-07 and 2007-08 in the state, the council, and the 14 members ISDs. It should be pointed out that the percentage of struggling children is the different between 100% and the percentage of children on grade level in reading or mathematics.

First Graders Struggling in Reading or Mathematics in the Regional Council and Its Member ISDs in 2007-2008

Table 24 in the Excel document of this report presents the total number of first graders and the numbers of children struggling in reading and mathematics in the school year of 2007-08 in the state, the regional council, and the 14 member districts. For comparison, the corresponding numbers in the school year of 2006-07 in the previous report are also displayed in parallel. However, only the data for the state and regional council are displayed below in Figures 25 and 26. The charts at the district level are left to the document. Figure 25 clearly demonstrates that the numbers of first grader struggling in reading and mathematics in the council had declined even though the total enrollment of the first-grade enrollment had increased from 2007 to 2008. At the state level, the numbers of struggling children also decreased along with a slightly declined total enrollment as shown in Figure 26. Majority of the ISDs had significantly reduced the numbers of ARI and AMI students from 2007 to 2008, especially in the two largest districts. However, the Lancaster and Plano ISDs had considerably growing numbers of enrollees in both the ARI and the AMI programs. The McKinney ISD was the only one with remarkable increase on the number of ARI enrollees, climbing to 265 in 2007-08 from 78 in the school year of 2006-07. The Duncanville, Irving, and Wylie ISDs were the ones with notable growth on the number of AMI students from 2007 to 2008.

Figure 25 *Number of Grade 1 Student Struggling in Reading or Mathematics in the Council in 2007 and 2008*

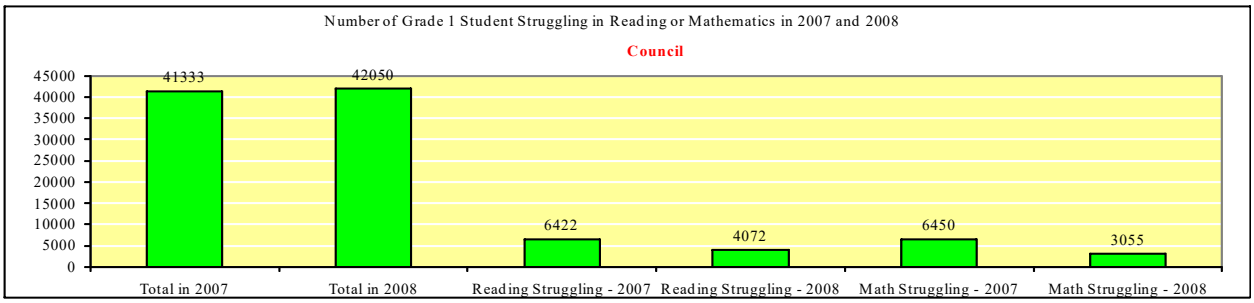
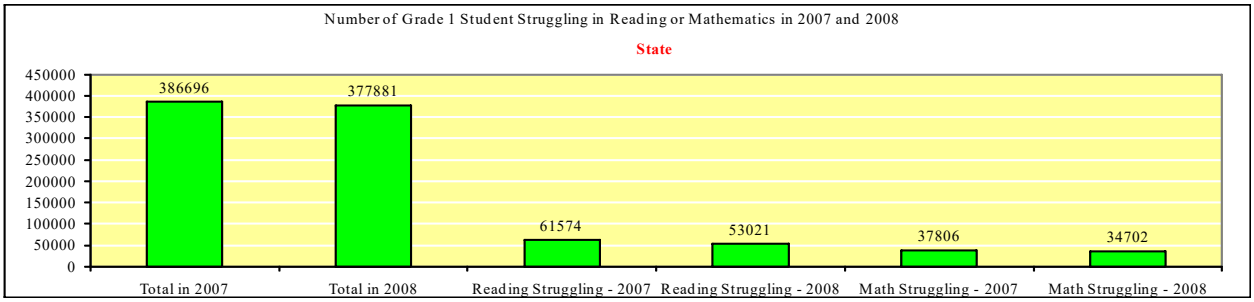


Figure 26 *Number of Grade 1 Student Struggling in Reading or Mathematics in the State in 2007 and 2008*



Source: THECB P-16 Initiatives Ad Hoc Data on 1st Grade ARI and AMI Assessment in 2006-07 and 2007-08.

Figures 27 and 28 below show the percentages of the first graders struggling in reading or math in the state, the regional council, and the 14 districts in the school years of 2007-08 and 2006-07. On reading, both the state and the regional council had improved from 2007 to 2008. The regional council had reduced the ARI enrollment to 10% from 16% in 2007, whereas the state had declined 2% to 14% in the same period. Eleven of the 14 ISDs had improved as well. The Wylie, Fort Worth, and Cedar Hill ISDs had made the biggest progress in reducing the percentage of children in the ARI program. On math, in 2007, the regional council had 16% of first grader enrolled in the AMI program, 6% higher than the state. However, it had only 7% of AMI enrollees in 2008, even 2% lower than the state. Hence, the regional council had improved significantly more than the state from 2007 to 2008, which was largely due to the remarkable progress in the two largest districts. Nevertheless, on the other hand, seven ISDs had higher percentage of AMI enrollment in 2008 than that in the previous year, and most of them were small ISDs.

Figure 27 *Percent of Grade 1 Students Struggling in Reading in 2006-2007 and 2007-2008*

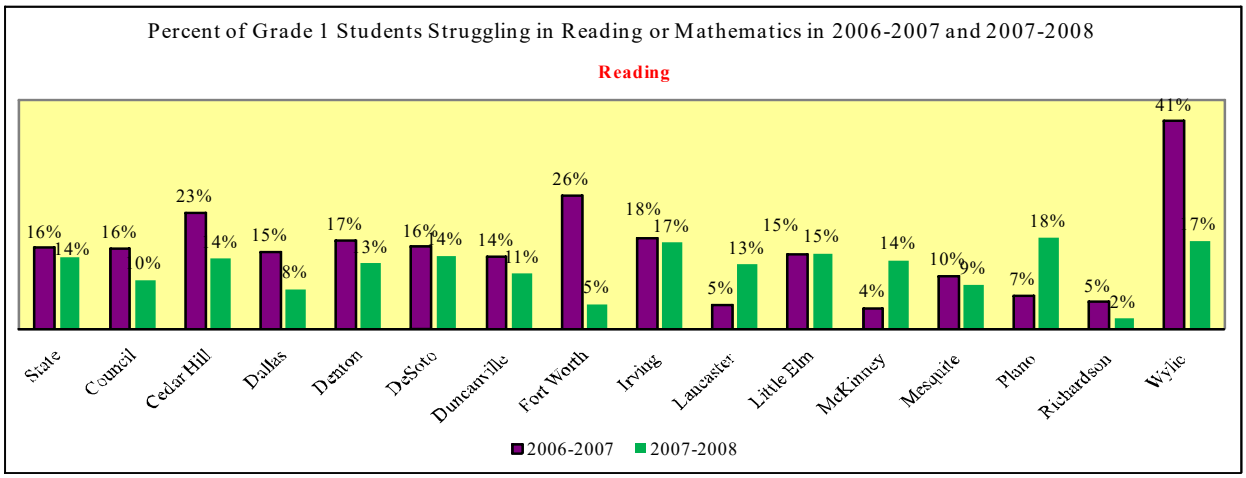
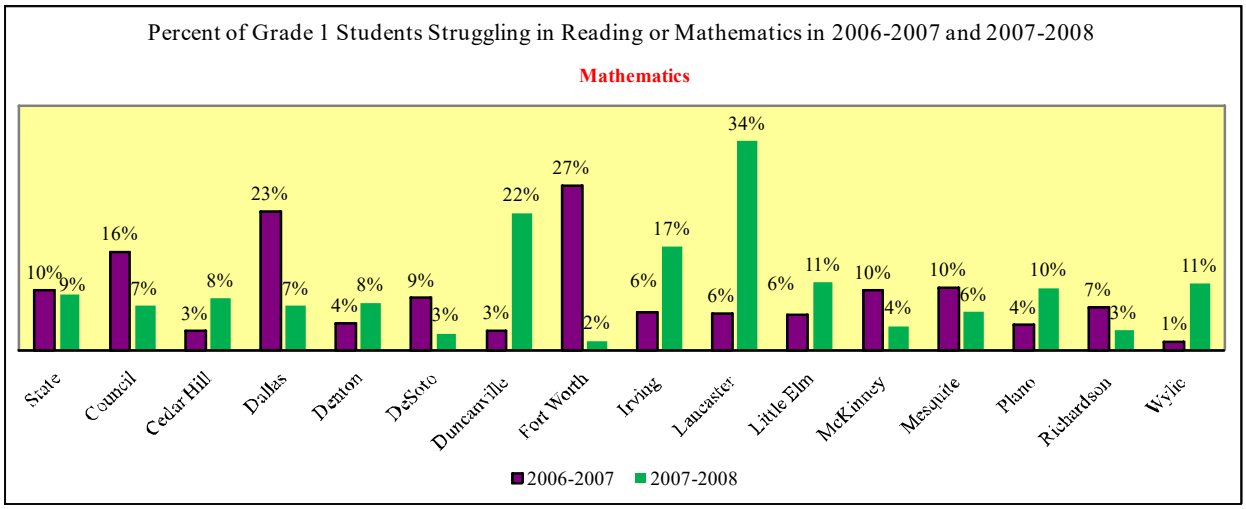


Figure 28 *Percent of Grade 1 Students Struggling in Mathematics in 2006-2007 and 2007-2008*

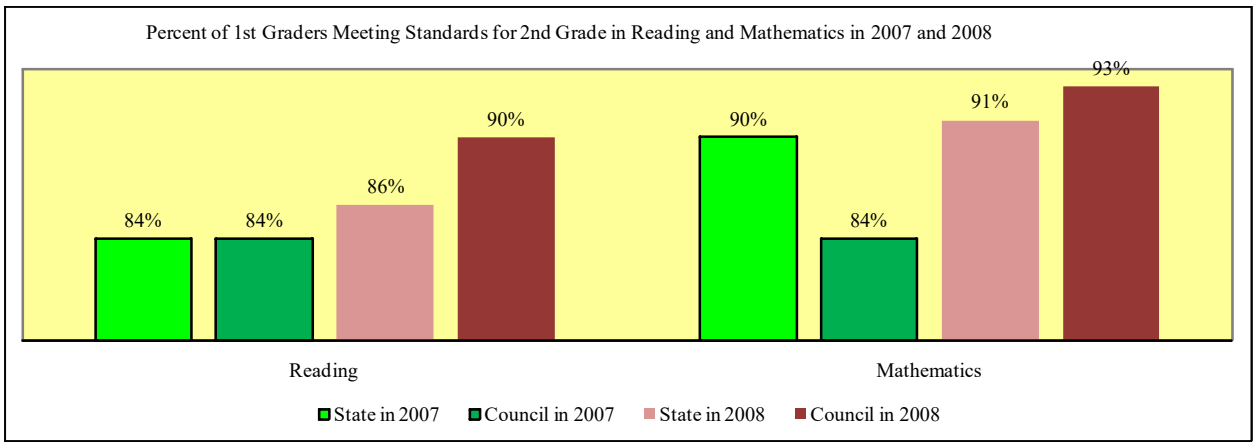


Source: THECB P-16 Initiatives Ad Hoc Data on 1st Grade ARI and AMI Assessment in 2006-07 and 2007-08.

The Comparisons between the Regional Council and the State on Grade Level for First Graders in 2006-07 and 2007-08

As before, the percentage of meeting standards for 2nd grade by the end of 1st grade is defined as the difference between 100% and the percentage of struggling in reading or mathematics. Figure 29 below contrasts the percentage of first graders on grade level in the school year of 2007-08 with that in 2006-07 in the state and the regional council in both reading and mathematics. The North Texas Regional P-16 Council had advanced 6% to 90% from 2007 to 2008 in reading, whereas the state only increased 2% to 86% in the same year. Similarly, the regional council had progressed 9% to 93% in mathematics in the school year of 2007-2008, much higher than the 1% increase in the state. Accordingly, the council was 2% higher the state on grade level for the first graders in mathematics by the end of school year 2007-08. It seems that the remarkable progress on the percentage of 1st graders on grade level in reading or mathematics was primarily due to the dramatic decrease of children struggling in reading or mathematics in the two large school districts (i.e., Dallas and Fort Worth ISDs).

Figure 29 Percent of 1st Graders Meeting Standards for 2nd Grade in Reading and Mathematics in 2007 and 2008



Source: ARI/AMI Final Evaluation Reports, Texas Education Agency, 2006-2007 and 2007-2008

The main message conveyed in Figures 25-29 above on first-grade children on grade level is that the North Texas Regional P-16 Council overall had made remarkable progress in reducing children struggling in reading and mathematics from the school year 2006-07 to 2007-08, much faster than the statewide average in the same period. The impressed improvement appeared to be mainly attributed to the significant progress in the Dallas and Fort Worth ISDs, the two largest districts with high percentages of struggling children in the earlier school year. The most important implication of these findings is that the percentage of first grader struggling in reading or mathematics is volatile. If the two largest ISDs with high-density of Hispanic and low SES students could make tremendous progress, other districts could become better as well. It should also be noted that although the progress in the four ISDs in south Dallas with high density of of African American students was generally not dramatic, if not getting worse, some of them had still made notable improvement such as the Cedar Hill ISD in reading or the DeSoto ISD in mathematics. Thus, it is imperative to identify the key success factors in the greatly improved districts such as the Dallas and Fort Worth ISDs, and share the best practices.

Elementary School Students' TAKS Performances

The THECB P-16 Initiatives Division focuses on the same data points on elementary students' TAKS performances as those in the school year of 2007-08, that is, the number of students meeting the passing standards (TAKS scale score ≥2100) and the commended standards (TAKS scale score ≥2400) in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics. Thus, this section mirrors the reporting practices on elementary students' TAK performances in the last report. It first presents the percentages of 3rd grade students in different demographic groups meeting the passing standards of TAKS in reading by the school years. It then displays the same information by contrasting the percentages of children meeting the passing standards in 2007-2008 and 2008-2009 by demographic groups. Next, the percentages of

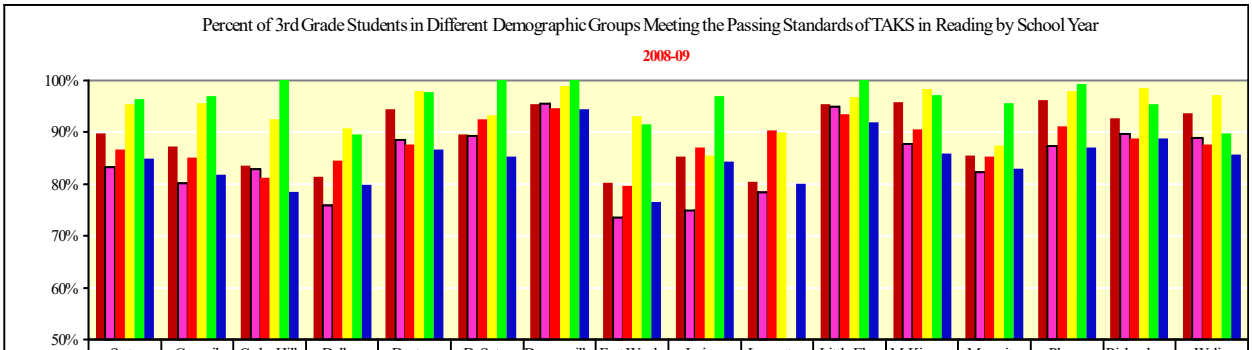
meeting the commended standards for the 3rd graders in reading are presented in a similar way. The percentages of meeting the passing and commended standards in 4th grade writing and 5th grade mathematics are displayed in the same way as in Grade 3 reading. Finally, this report tracks the changes on meeting the passing standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in the 7-year period from 2003 to 2009 by extending the earlier trend analysis to include the 2008-09 data.

Third Grade TAKS in Reading in 2008-2009

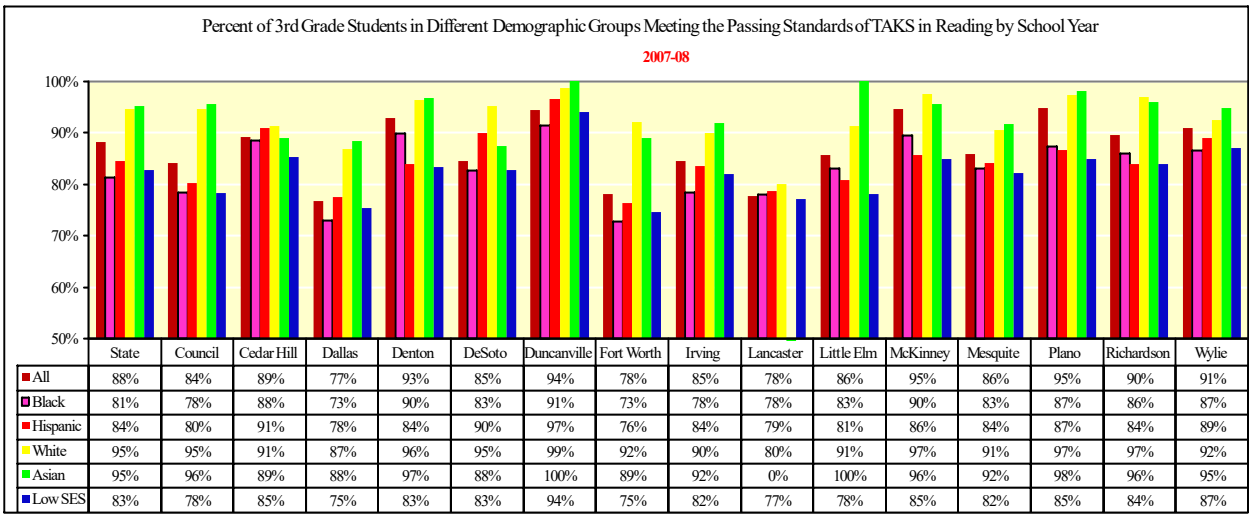
Tables 27-28 in the Excel document present the percentage of 3rd students on meeting the passing standards in reading in the school year of 2008-09, in comparison with that in the earlier school year from two different perspectives. Table 27 first shows the percentages in different demographic groups in the state, the regional council, and the 14 school districts by selecting a school year (i.e. 2007-08 or 2008-09) from the dropdown list box. This combobox-based table has been split to two charts in Figure 30 in this Word document, one for each of the school years. On the other hand, Table 28 in the Excel document displays the percentages in the two school years in parallel in all of the 17 entities by demographic group. It is separated into six charts in Figure 31 in the present document, one for each of the six groups.

Figure 30 shows that the Asian/Pacific Islander and the White groups had much higher percentages than the African American, Hispanic, and low SES groups in the state, the regional council, and most of the regional districts in the school year of 2008-09. The African American group appeared to have the lowest percentage in the state, the regional council, and majority of the 14 school districts. These findings were also applicable to the data in 2007-08. In other words, the pattern of group differences remained the same from 2008 to 2009. However, the percentage in each of the groups had generally increased 2-3% in the 17 entities from 2007-08 to 2008-09.

Figure 30 Percent of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2009 and 2008



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	90%	87%	84%	81%	94%	90%	95%	80%	85%	81%	95%	96%	85%	96%	93%	94%
Black	83%	80%	83%	76%	89%	89%	95%	74%	75%	78%	95%	88%	82%	87%	90%	89%
Hispanic	87%	85%	81%	84%	88%	93%	95%	80%	87%	90%	94%	90%	85%	91%	89%	88%
White	95%	96%	93%	91%	98%	93%	99%	93%	85%	90%	97%	98%	87%	98%	98%	97%
Asian	96%	97%	100%	89%	98%	100%	100%	92%	97%		100%	97%	96%	99%	95%	90%
Low SES	85%	82%	78%	80%	87%	85%	94%	77%	84%	80%	92%	86%	83%	87%	89%	86%

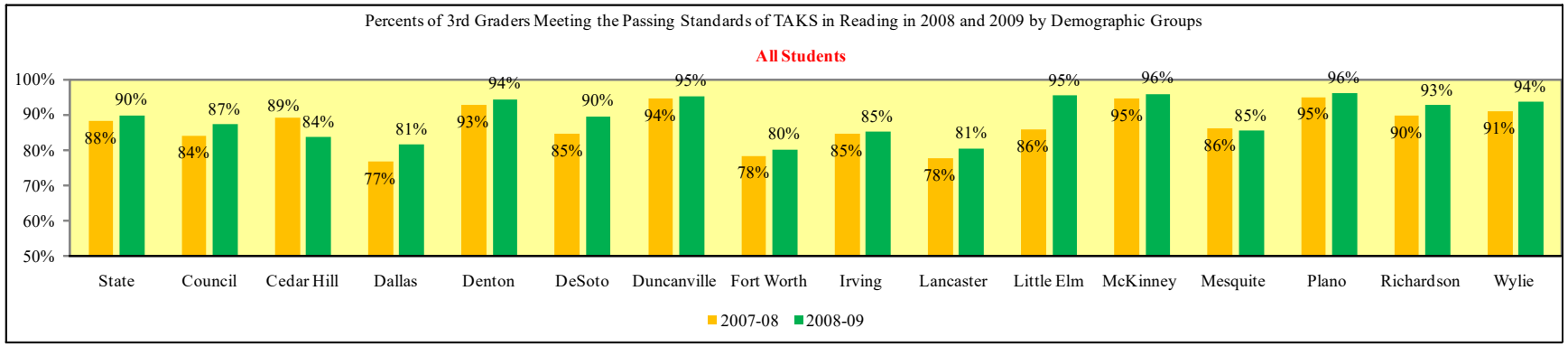


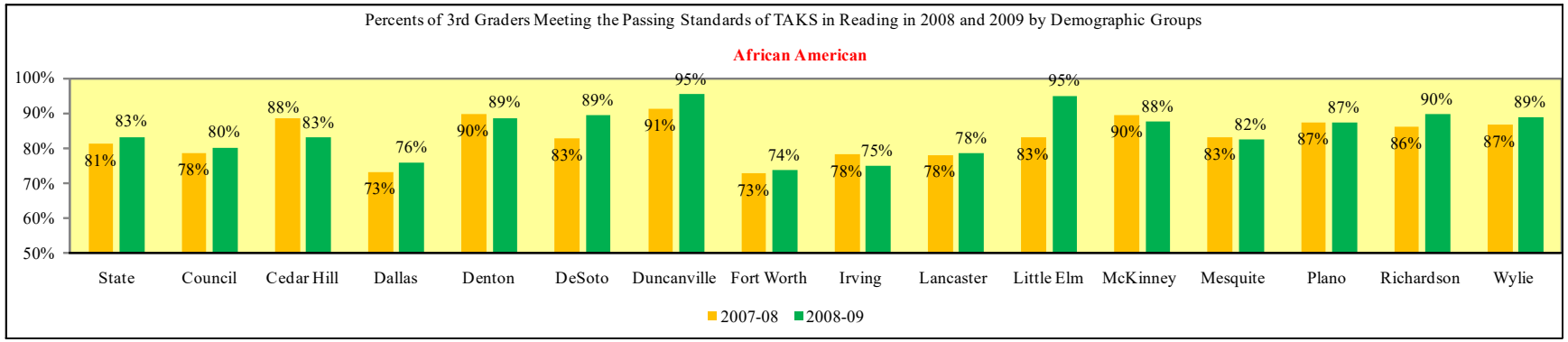
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	88%	84%	89%	77%	93%	85%	94%	78%	85%	78%	86%	95%	86%	95%	90%	91%
Black	81%	78%	88%	73%	90%	83%	91%	73%	78%	78%	83%	90%	83%	87%	86%	87%
Hispanic	84%	80%	91%	78%	84%	90%	97%	76%	84%	79%	81%	86%	84%	87%	84%	89%
White	95%	95%	91%	87%	96%	95%	99%	92%	90%	80%	91%	97%	91%	97%	97%	92%
Asian	95%	96%	89%	88%	97%	88%	100%	89%	92%	0%	100%	96%	92%	98%	96%	95%
Low SES	83%	78%	85%	75%	83%	83%	94%	75%	82%	77%	78%	85%	82%	85%	84%	87%

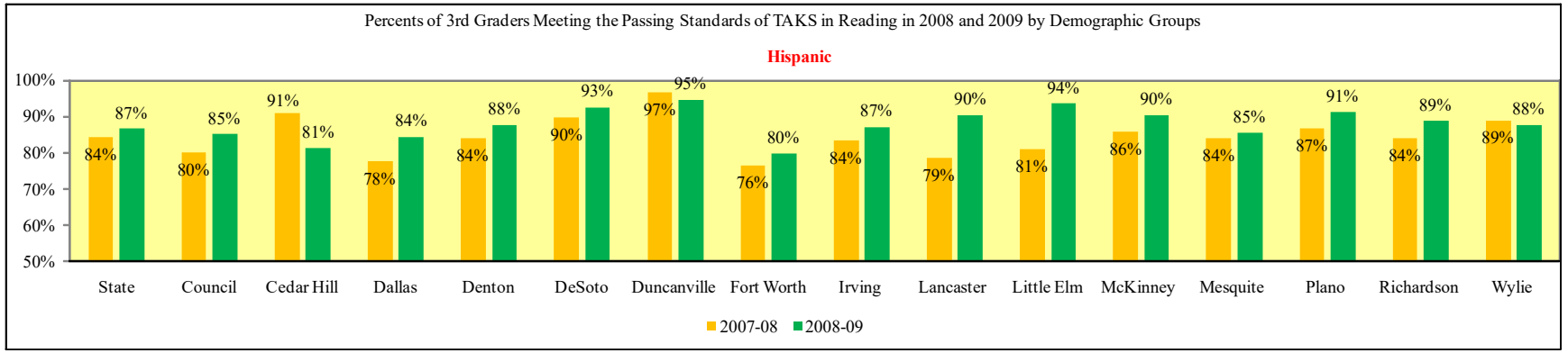
Source: THECB P-16 Initiatives Ad Hoc Data on 3rd Grade Reading in 2007-08 and 2008-09.

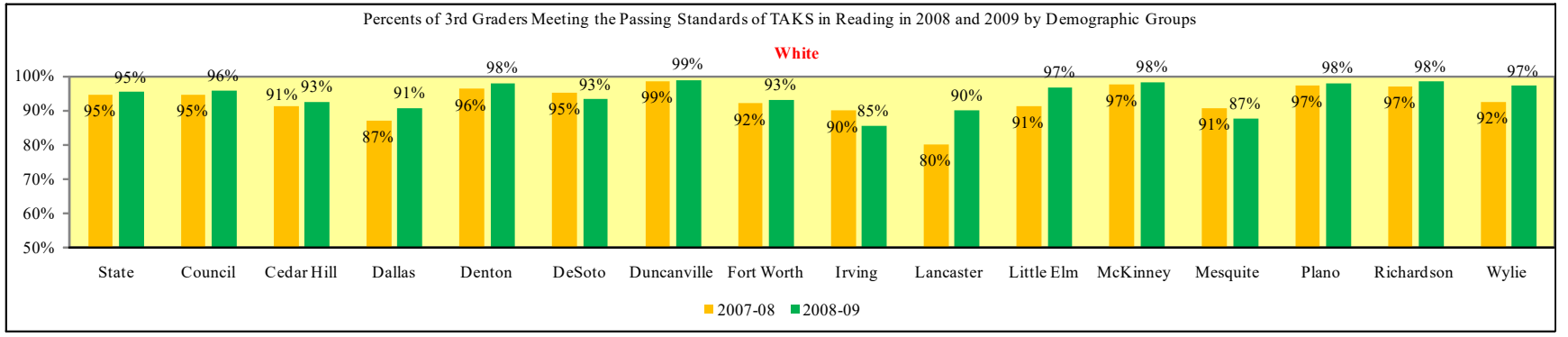
The six charts in Figure 31 indicate that the regional council had grown faster than the state in the Hispanic, the low SES, and the White groups from 2008 to 2009. It also grew as fast as the state in the African American and the Asian/Pacific Islanders groups. Thus, overall, the regional council had grown 1% faster than the state. These changes suggest that although the regional council was still below the state in the three disadvantaged groups in the school year 2008-09, the gap between the council and state had been gradually closed from 2008 to 2009. The growth pattern for the six groups in the regional council appeared to be applicable to majority of the school districts as well.

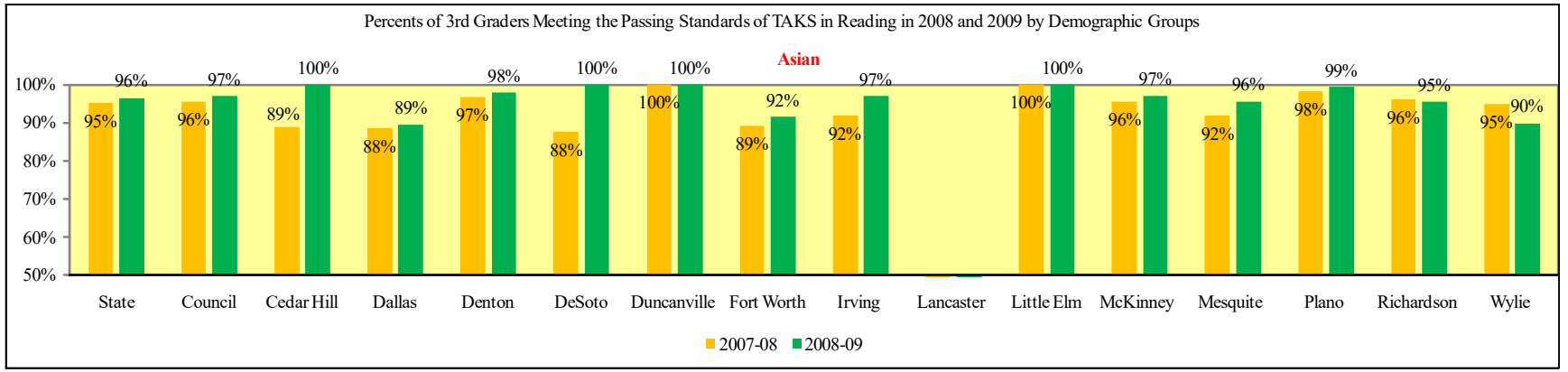
Figure 31 *Percent of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2008 and 2009*

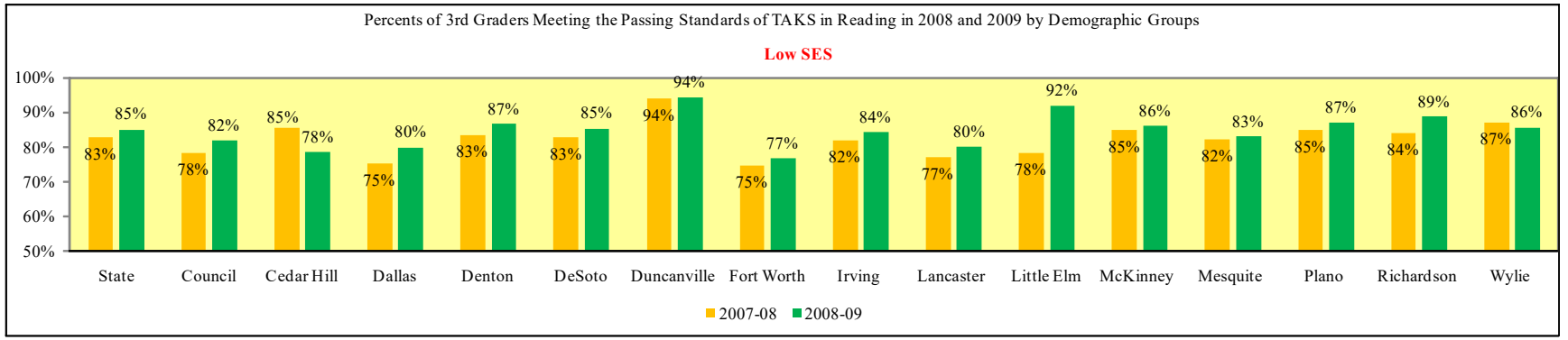





Percents of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2008 and 2009 by Demographic Groups
Hispanic
100%
90%
80%
70%
60%
50%
84% 87%
80% 85%
91% 81%
78% 84%
84% 88%
90% 93%
97% 95%
76% 80%
84% 87%
79% 90%
81% 94%
86% 90%
84% 85%
87% 91%
84% 89%
89% 88%
State
Council
Cedar Hill
Dallas
Denton
DeSoto
Duncanville
Fort Worth
Irving
Lancaster
Little Elm
McKinney
Mesquite
Plano
Richardson
Wylie
2007-08
2008-09


Percents of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2008 and 2009 by Demographic Groups
White
100%
90%
80%
70%
60%
50%
95% 95%
95% 96%
91% 93%
87% 91%
96% 98%
95% 93%
99% 99%
92% 93%
90% 85%
80% 90%
91% 97%
97% 98%
91% 87%
97% 98%
97% 98%
92% 97%
State
Council
Cedar Hill
Dallas
Denton
DeSoto
Duncanville
Fort Worth
Irving
Lancaster
Little Elm
McKinney
Mesquite
Plano
Richardson
Wylie
2007-08
2008-09

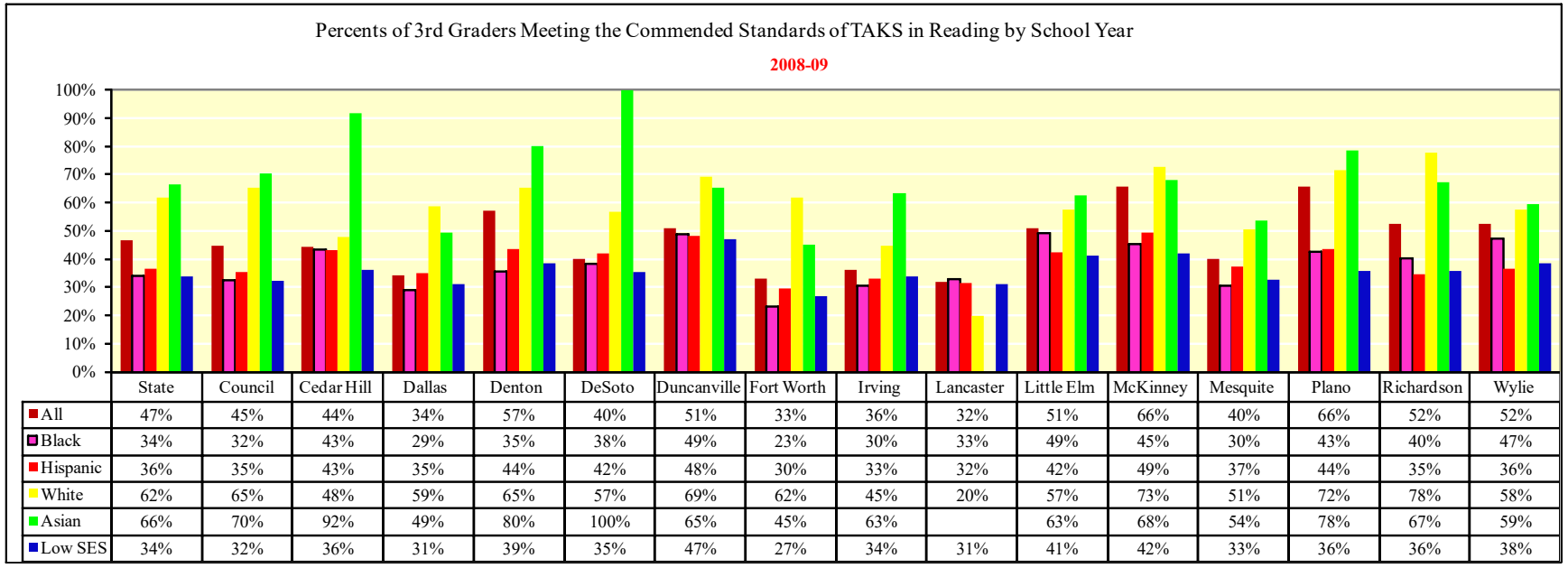




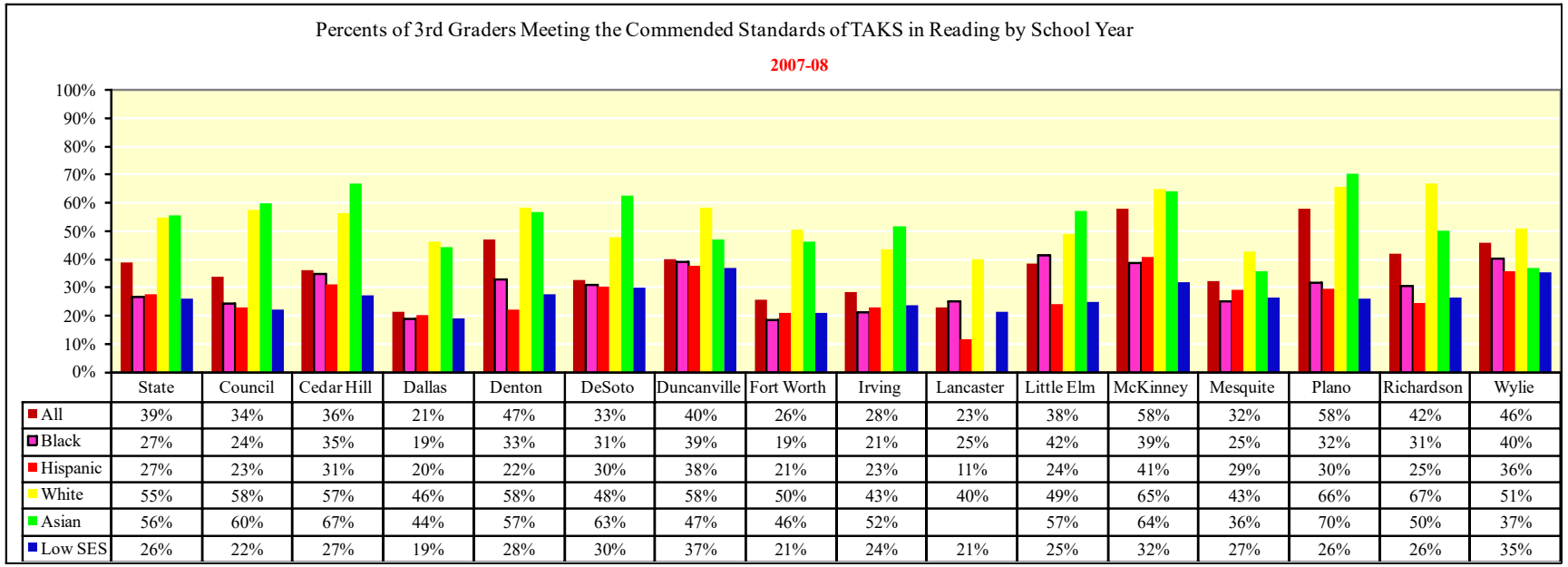
Source: THECB P-16 Initiatives Ad Hoc Data on 3rd Grade Reading in 2007-08 and 2008-09.

Similar to the above figures on percentages of meeting the passing standards in 3rd graders in reading, Figures 32-33 present the percentages on meeting the commended standards in Grade 3 reading in the two school years and the demographic groups in the 17 entities. The results in Figure 32 indicate that the regional council was still lower than the state on meeting the commended standards in the African American, the Hispanic, the low SES, or the collective group in 2008-09. Nevertheless, the gap between the regional council and the state was closing in these groups due to the more rapid improvement in the regional council in the school year of 2008-09. In addition, the White and the Asian/Pacific Islander groups were still 3-4% higher than the corresponding groups in the state in 2009 as in 2008. Most of the school districts in the regional council had also experienced positive growth in the individual groups from 2008 to 2009. Overall, the change pattern in the 17 entities from 2008 to 2009 on meeting the commended standards was similar to that on meeting the passing standards, but with faster growth rates.

Figure 32 *Percent of 3rd Graders Meeting the Commended Standards of TAKS in Reading in 2009 and 2008*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	47%	45%	44%	34%	57%	40%	51%	33%	36%	32%	51%	66%	40%	66%	52%	52%
Black	34%	32%	43%	29%	35%	38%	49%	23%	30%	33%	49%	45%	30%	43%	40%	47%
Hispanic	36%	35%	43%	35%	44%	42%	48%	30%	33%	32%	42%	49%	37%	44%	35%	36%
White	62%	65%	48%	59%	65%	57%	69%	62%	45%	20%	57%	73%	51%	72%	78%	58%
Asian	66%	70%	92%	49%	80%	100%	65%	45%	63%		63%	68%	54%	78%	67%	59%
Low SES	34%	32%	36%	31%	39%	35%	47%	27%	34%	31%	41%	42%	33%	36%	36%	38%

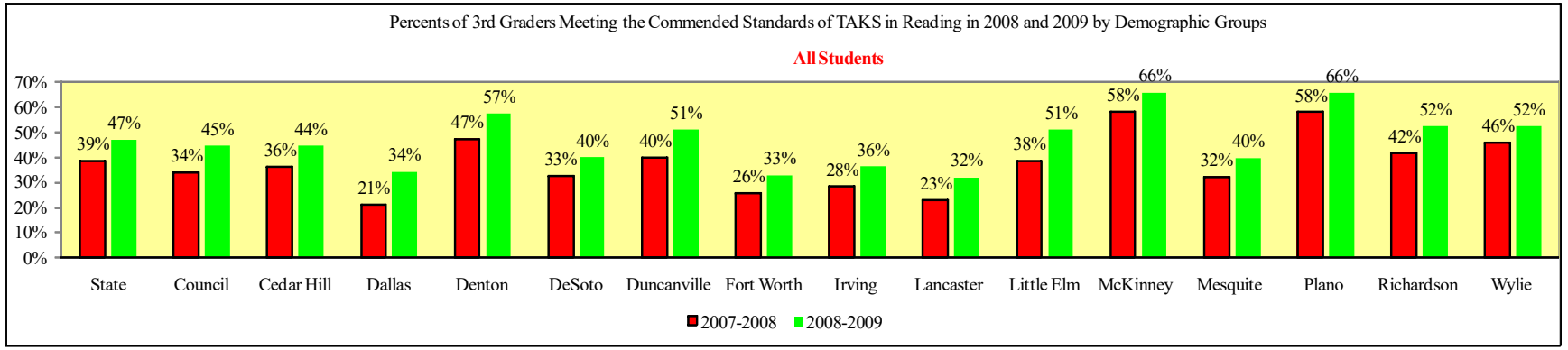


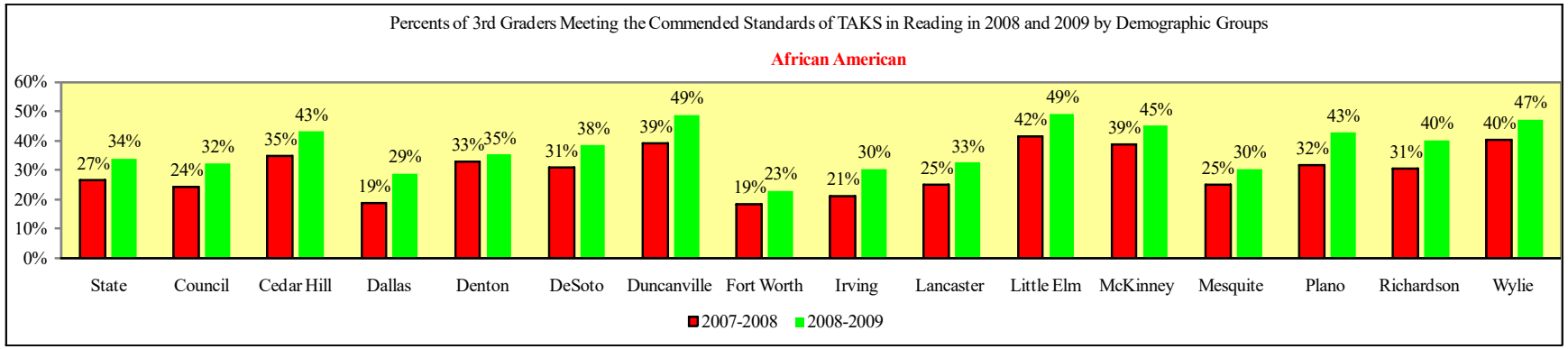
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	39%	34%	36%	21%	47%	33%	40%	26%	28%	23%	38%	58%	32%	58%	42%	46%
Black	27%	24%	35%	19%	33%	31%	39%	19%	21%	25%	42%	39%	25%	32%	31%	40%
Hispanic	27%	23%	31%	20%	22%	30%	38%	21%	23%	11%	24%	41%	29%	30%	25%	36%
White	55%	58%	57%	46%	58%	48%	58%	50%	43%	40%	49%	65%	43%	66%	67%	51%
Asian	56%	60%	67%	44%	57%	63%	47%	46%	52%		57%	64%	36%	70%	50%	37%
Low SES	26%	22%	27%	19%	28%	30%	37%	21%	24%	21%	25%	32%	27%	26%	26%	35%

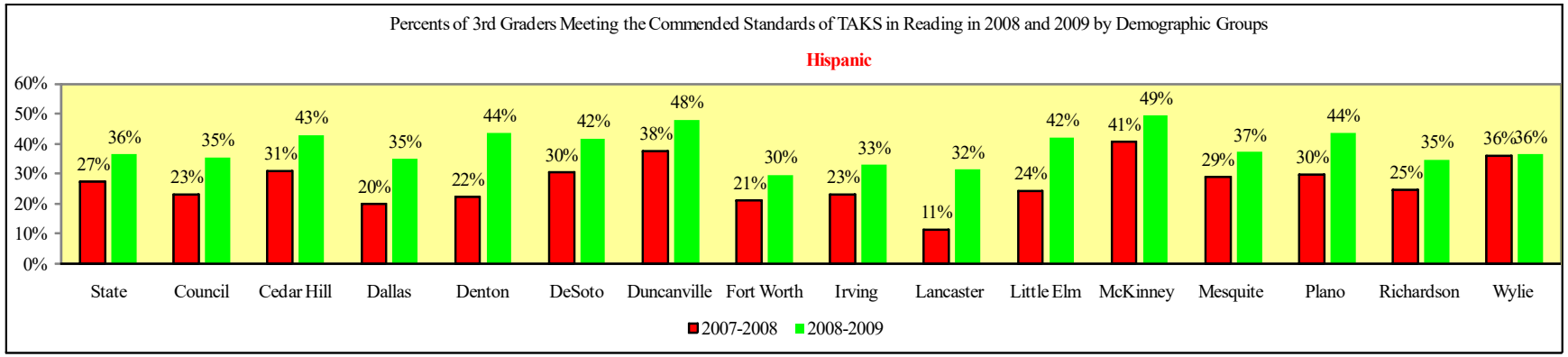
Source: THECB P-16 Initiatives Ad Hoc Data on 3rd Grade Reading in 2007-08 and 2008-09.

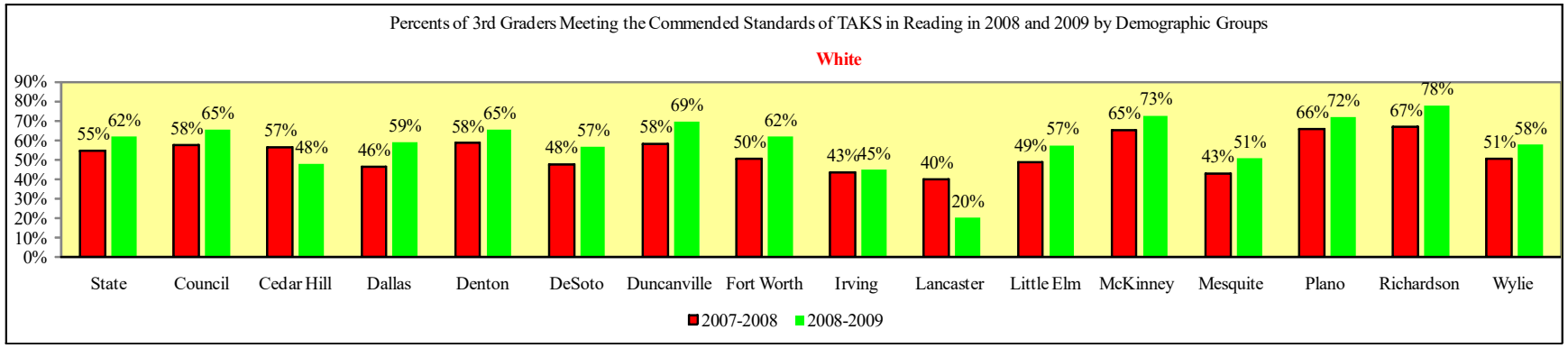
Figure 33 with six charts below present the percentages on meeting the commended standards in Grade 3 reading in the 16 educational entities in 2008 and 2009 for the collective and the five demographic groups, one for each of the six groups. It shows that the regional council overall had increased 11% on meeting the commended standards in Grade 3 reading from 2008 to 2009, 3% faster than the state. Thus, by the end of school year 2008-09, the council was only 2% lower than the state. All of the member school districts also demonstrated positive growth in the collective group. The Dallas ISD appeared to be the one with the largest increase of 13% in the regional council. All of the educational entities had increased the percentages in all of the individual groups except for the Cedar Hill and Lancaster ISDs declining in the Write group.

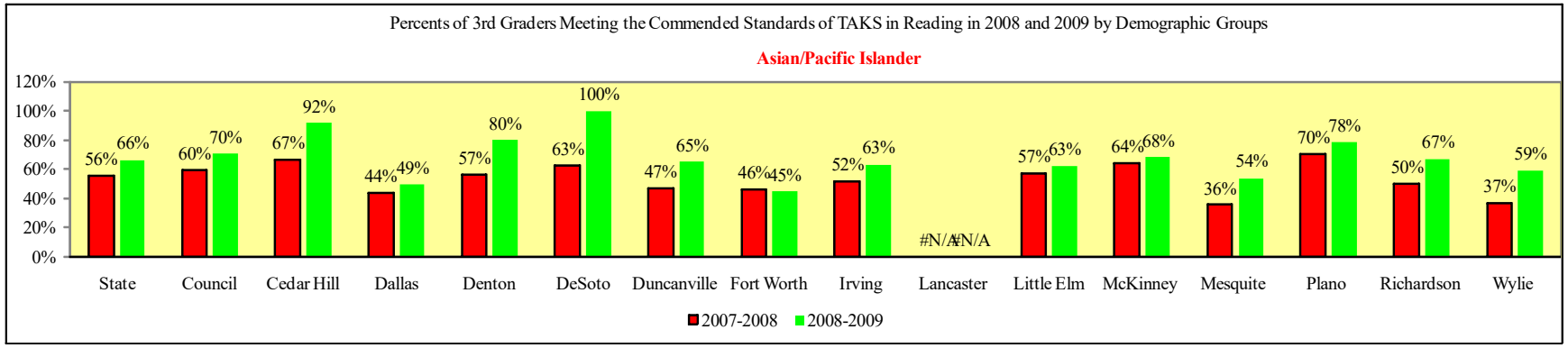
Figure 33 *Percent of 3rd Graders Meeting the Commended Standards of TAKS in Reading in 2008 and 2009 by Demographic Group*

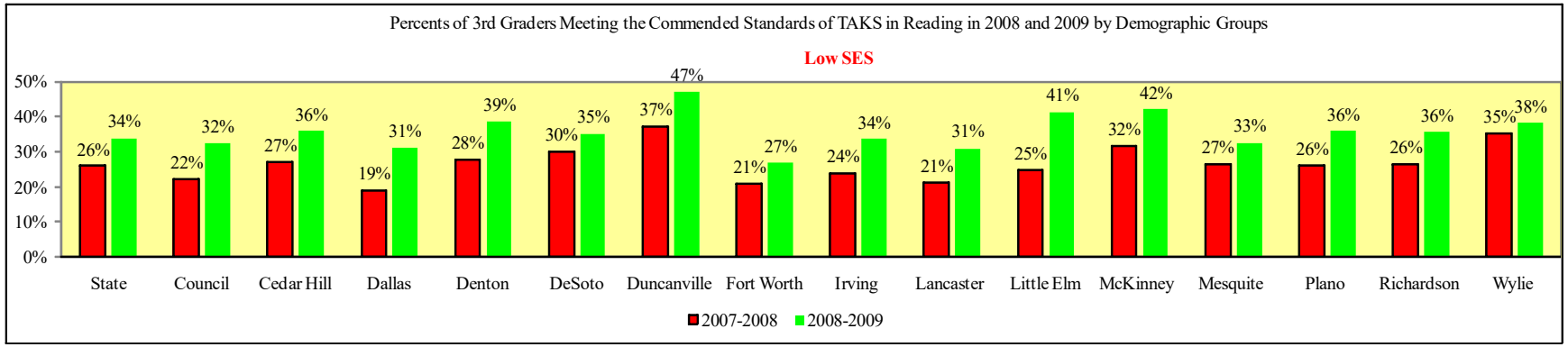





Percents of 3rd Graders Meeting the Commended Standards of TAKS in Reading in 2008 and 2009 by Demographic Groups
Hispanic
60%
50%
40%
30%
20%
10%
0%
27% 36%
23% 35%
31% 43%
20% 35%
22% 44%
30% 42%
38% 48%
21% 30%
23% 33%
11% 32%
24% 42%
41% 49%
29% 37%
30% 44%
25% 35%
36% 36%
State
Council
Cedar Hill
Dallas
Denton
DeSoto
Duncanville
Fort Worth
Irving
Lancaster
Little Elm
McKinney
Mesquite
Plano
Richardson
Wylie
2007-2008
2008-2009


Percents of 3rd Graders Meeting the Commended Standards of TAKS in Reading in 2008 and 2009 by Demographic Groups
White
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
55% 62%
58% 65%
57% 48%
46% 59%
58% 65%
48% 57%
58% 69%
50% 62%
43% 45%
40% 20%
49% 57%
65% 73%
43% 51%
66% 72%
67% 78%
51% 58%
State
Council
Cedar Hill
Dallas
Denton
DeSoto
Duncanville
Fort Worth
Irving
Lancaster
Little Elm
McKinney
Mesquite
Plano
Richardson
Wylie
2007-2008
2008-2009


Percents of 3rd Graders Meeting the Commended Standards of TAKS in Reading in 2008 and 2009 by Demographic Groups
Asian/Pacific Islander
120%
100%
80%
60%
40%
20%
0%
56% 66%
60% 70%
67% 92%
44% 49%
57% 80%
63% 100%
47% 65%
46% 45%
52% 63%
#N/A #N/A
57% 63%
64% 68%
36% 54%
70% 78%
50% 67%
37% 59%
State
Council
Cedar Hill
Dallas
Denton
DeSoto
Duncanville
Fort Worth
Irving
Lancaster
Little Elm
McKinney
Mesquite
Plano
Richardson
Wylie
2007-2008
2008-2009



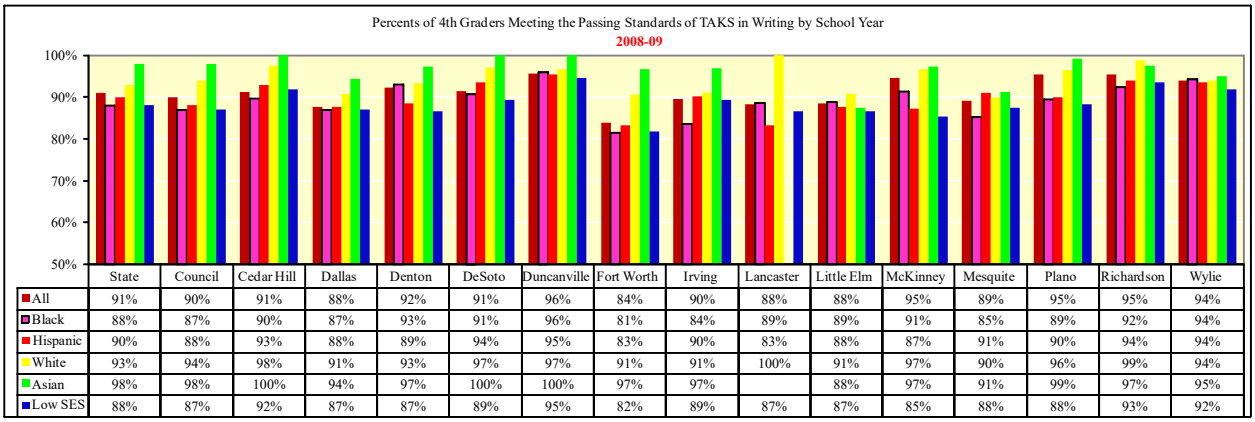
Source: THECB P-16 Initiatives Ad Hoc Data on 3rd Grade Reading in 2007-08 and 2008-09.

The above findings on the Grade 3 reading performances can be summarized as follows. Both the state and the regional council had progressed from 2008 to 2009 on meeting both the passing and the commended standards. The regional council had grown faster than the state from 2008 to 2009, but it was lower than the state in 2009. The Hispanic and low SES groups seemed to be the two groups with the largest improvement. The growth on meeting the commended standards appeared faster than that on meeting the minimum passing standards. The Dallas ISD overall had the largest advancement in the regional districts from 2008 to 2009. These desirable changes from 2008 to 2009 indicate that significant progress is possible, even in the large ISDs. It should also be realized that although the North Texas Regional P-16 Council had grown faster than the state, it was still below the statewide average by the end of the school year 2008-09. There is still much room to improve on meeting the two standards for the regional council in the future. Finally, the results showed that some districts or ethnic groups had grown slower than their corresponding counterparts (e.g., the Fort Worth ISD vs. the Dallas ISD, the African American vs. the Hispanic group). Thus, it is worthwhile to understand the mechanism or factors that lead to different outcomes in the similar entities or groups.

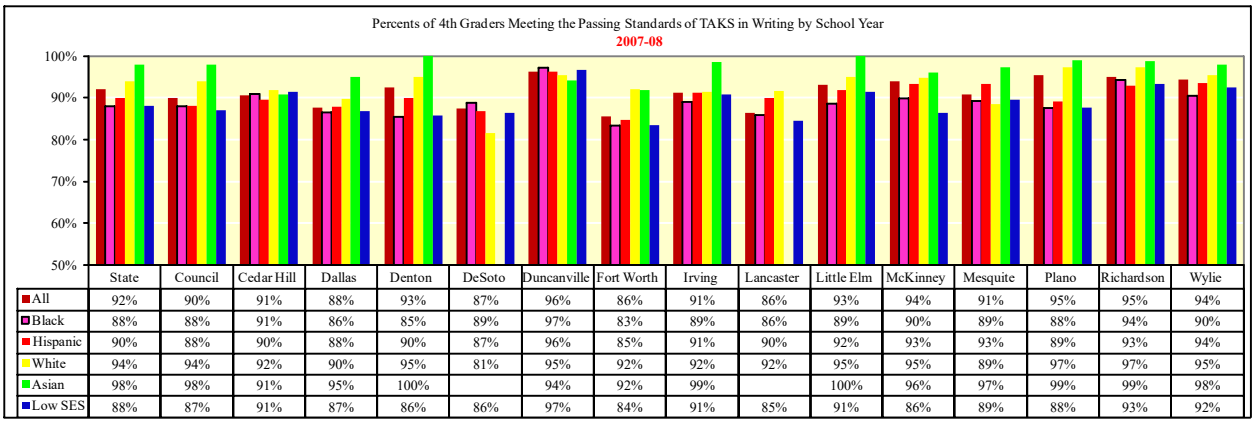
Fourth Grade TAKS in Writing in 2008-2009

Similar to Figures 30-31 on meeting the passing standards in reading for the 3rd graders, Figures 34-35 below present the percentages of meeting the minimum standards in Grade 4 writing. Figure 34 demonstrates that the Asian/Pacific Islander and White groups were higher than the African American, Hispanic, and low SES groups in both the state and the regional council in the school year of 2008-09 as in the school year 2007-08. However, different from Grade 3 reading, Grade 4 writing did not show significant changes from 2008 to 2009 in the state and the council in either the collective or individual groups. This is possibly due to the fact that the percentage on meeting the passing standards in Grade 4 writing was already fairly high in each group. Accordingly, there was little room to improve. At the district level, the changes from 2008 to 2009 seemed not to be consistent across the ISDs or groups.

Figure 34 *Percent of 4th Graders Meeting the Passing Standards of TAKS in Writing by School Year*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	91%	90%	91%	88%	92%	91%	96%	84%	90%	88%	88%	95%	89%	95%	95%	94%
Black	88%	87%	90%	87%	93%	91%	96%	81%	84%	89%	89%	91%	85%	89%	92%	94%
Hispanic	90%	88%	93%	88%	89%	94%	95%	83%	90%	83%	88%	87%	91%	90%	94%	94%
White	93%	94%	98%	91%	93%	97%	97%	91%	91%	100%	91%	97%	90%	96%	99%	94%
Asian	98%	98%	100%	94%	97%	100%	100%	97%	97%		88%	97%	91%	99%	97%	95%
Low SES	88%	87%	92%	87%	87%	89%	95%	82%	89%	87%	87%	85%	88%	88%	93%	92%

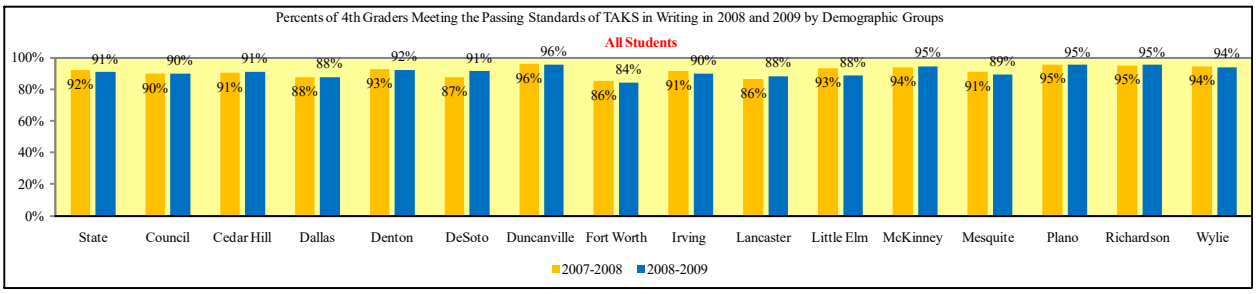


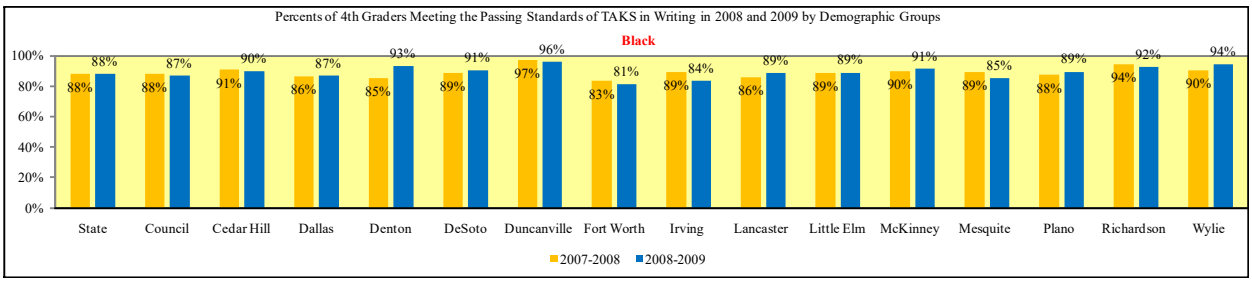
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	92%	90%	91%	88%	93%	87%	96%	86%	91%	86%	93%	94%	91%	95%	95%	94%
Black	88%	88%	91%	86%	85%	89%	97%	83%	89%	86%	89%	90%	89%	88%	94%	90%
Hispanic	90%	88%	90%	88%	90%	87%	96%	85%	91%	90%	92%	93%	93%	89%	93%	94%
White	94%	94%	92%	90%	95%	81%	95%	92%	92%	92%	95%	95%	89%	97%	97%	95%
Asian	98%	98%	91%	95%	100%		94%	92%	99%		100%	96%	97%	99%	99%	98%
Low SES	88%	87%	91%	87%	86%	86%	97%	84%	91%	85%	91%	86%	89%	88%	93%	92%

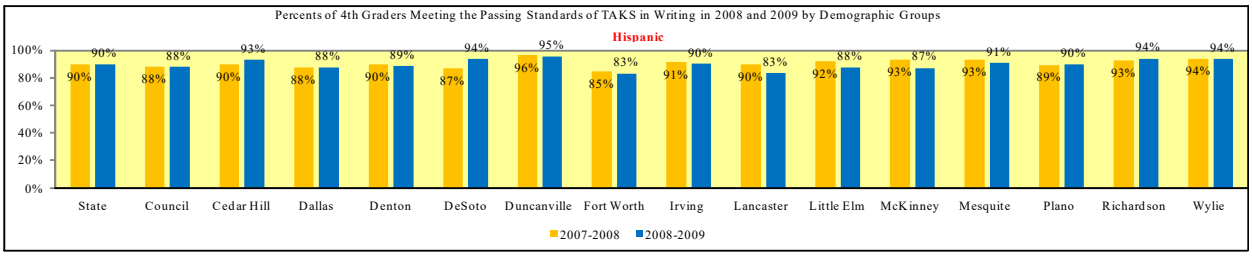
Source: THECB P-16 Initiatives Ad Hoc Data on 4th Grade Writing in 2007-08 and 2008-09.

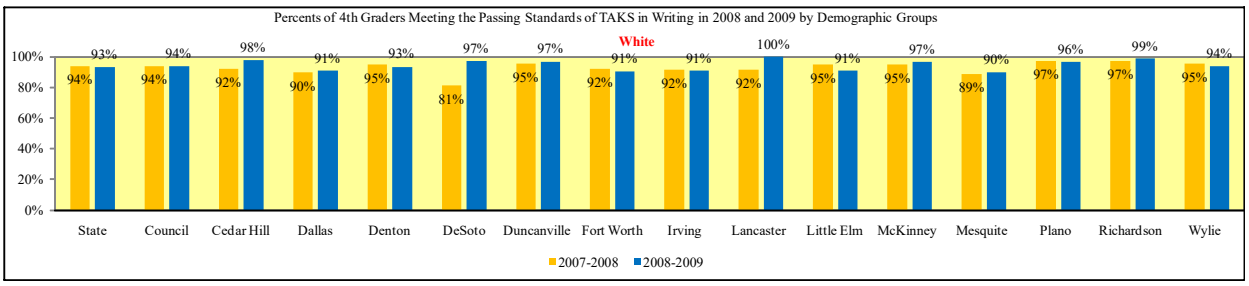
Figure 35 below shows that the council virtually had no changes from 2008 to 2009 on the percentage of meeting the passing standards in 4th Grade writing in the collective group, whereas the state even declined 1%. The percents of changes in the districts ranged from -5% in the Little Elm ISD to 4% in the DeSoto ISD, but typically in the range of ±2%. The Asian/Pacific Islander/Pacific and the White groups appeared to have large changes in some districts. Nevertheless, this finding may be deceptive as the numbers of students in the two groups in these districts were small. Thus, the result should be interpreted with caution. In summary, the percents on meeting the passing standards in Grade 4 writing were usually around 90% in the 16 entities in the two school years, with no obvious progress from 2008 to 2009.

Figure 35 *Percent of 4th Graders Meeting the Passing Standards of TAKS in Writing in 2008 and 2009*









Source: THECB P-16 Initiatives Ad Hoc Data on 4th Grade Writing in 2007-08 and 2008-09.

The next two figures focus on the percentage of 4th graders meeting the commended standards in writing in 2008-09, in comparison with that in the earlier year. Table 33 first lists the percentages in all of the six groups in the 16 entities by school year. It shows that typically the Asian/Pacific Islander and White groups had remarkably higher percentages than the other three individual groups in either year. Furthermore, these two groups in the regional council were higher than the counterparts in the state in the two school years. Thus, the 3% gap between the regional council and the state in the two years was primarily attributed to the low performances in the African American, the Hispanic, and possibly the low SES groups. Overall, both the state and the regional council had slightly improved on meeting the commended standards in Grade 4 writing from 2008 to 2009. The regional council seemed to grow slower than the state in the disadvantaged groups, especially in the African American and the low SES groups.

Figure 36 *Percent of 4th Graders Meeting the Passing Standards of TAKS in Writing by School Year*

Source: THECB P-16 Initiatives Ad Hoc Data on 4th Grade Writing in 2007-08 and 2008-09.

As shown in charts below, although both the state and the regional council had made 2% progress from 2008 to 2009, the council overall was still 3% behind the state on meeting the commended standards in Grade 4 writing in 2009, the same as in 2008. Six out of the 14 member districts had positive growth. The McKinney ISD had increased the most with an 11% lift. The Denton ISD had the largest decline of 5% from 2008 to 2009. For the individual groups, the African American group in the regional council overall had declined 1%, whereas the counterpart in the state had risen 1% in the same period. Seven ISDs had positive growth for the African American students, and another seven districts had declined. But, most of the changes were small, in the range of ±2%. The Hispanic group in the council overall had increased 1%, less than the 2% growth in the state. Although only five districts experienced a definite increase from 2008 to 2009 as shown in Figure 37 below, some of the positive growth such as that in the DeSoto and McKinney ISDs were impressive. The Write group in the regional council still kept the 3% advantage over the counterpart in the state after an increase of 3% in the school year of 2008-09. Eight ISDs demonstrated positive growth. The largest decline, from 33% to 8% in the Lancaster ISD, was largely an outlier due to the small number of White students in the district. The discussion on the Asian/Pacific Islander group was skipped due to the small number of students in several districts in the regional council. Finally, the low SES group in the council had advanced 1% to 20% in 2009, whereas the state had grown 2% to 23%. Thus, the gap between the council and the state had become slightly wider, from 2% in 2008 to 3% in 2009. Majority of the ISDs had small changes, typically in the ±2% range. However, small ISDs tended to have large changes.

Figure 37 *Percent of 4th Graders Meeting the Commended Standards of TAKS in Writing in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data on 4th Grade Writing in 2007-08 and 2008-09.

In summary, the above figures show that the percentages on meeting the commended standards in Grade 4 writing in both the state and the council in the school years of 2007-08 and 2008-09 were typically less than 40%. The state and the regional council had made only 1-2% progress from 2008 to 2009. The regional council had grown even slower than the state. Additionally, no significant changes were found in the individual groups. The changes in the collective or individual groups at the district level were generally small as well, except for some large changes in the small school districts. In short, the percentages on meeting the commended standards in 4th grade writing in the state, the regional council, and the member school districts were generally low, leaving much room for improvement in the future.

Fifth Grade TAKS in Mathematics in 2008-2009

The next four figures on 5th grade mathematics are organized in the same way as those for 3rd grade reading and 4th grade writing. Figures 38 and 39 are on the percentages of 5th grade students meeting the passing standards in mathematics, and Figures 40-41 are on the percentages of meeting the commended standards. Figure 38 below first demonstrates that the sequence from high to low in the four ethnic groups on meeting the passing standards in 5th grade mathematics was Asian/Pacific Islander, White, Hispanic, and African American in the school years of 2007-08 and 2008-09 in the state, the regional council, and most of the school districts. Whereas the regional council had been comparable to the state on meeting the passing standards in the Asian/Pacific Islander and White groups in 2008 an 2009, it was still 2-3% below the state in 2009 as it was in 2008 in the collective, Hispanic, African American, and low SES groups. Hence, it appeared that most of the groups did not have much change from 2008 to 2009 in the state and the regional council.

Figure 38 *Percent of 5th Graders Meeting the Passing Standards of TAKS in Mathematics in 2009 and 2008*

Source: THECB P-16 Initiatives Ad Hoc Data on 5th Grade Mathematics in 2007-08 and 2008-09.

The figure below clearly shows that both the state and the regional council had not made much progress in the collective group from 2008 to 2009. The state was still 3% higher than the regional council in 2009 as in 2008. Ten out of the 14 ISD had changes in the range of ±2% from 2008 to 2009. The Denton and DeSoto ISDs had the largest increase of 5%, whereas the Cedar Hill ISD had decreased the most from 2008 to 2009. For the African American group, the council had advanced 1% from 2008 to 2009, narrowing the gap to 1% in the school year 2008-09. A half number of the districts demonstrated positive growth, whereas the other seven ISDs had declined from 2008 to 2009. Most of the districts had changes in the range of ±3% for the African American students. Again, the Denton and DeSoto ISDs had the largest positive growth and the Cedar Hill had the largest decline as in the collective group. For the Hispanic group, virtually there were no changes in the state and the regional council within the two years. The council was still 2% lower than the state in 2009 as it was in 2008. Only five ISDs had changes beyond the range of ±3%. The Lancaster ISD had the largest growth of 12%, whereas the neighboring Cedar Hill ISD had the most decrease of 7%. The Asian/Pacific Islander and White groups in the council still keep the 1-2% advantage over the corresponding groups in the state in 2009 as in 2008. Most districts had changes in the range of ±3%. The relatively large changes appeared to be in the districts with a small number of Asian/Pacific Islander or White students. Thus, these apparently big changes were not conclusive. Finally, for the low SES group, the state had progressed from 78% in 2008 to 79% in 2009, whereas the regional council was still at the rate of 76%. Accordingly, the gap between the council and the state had become wider, from 2% in 2008 to 3% in 2009. Whereas seven districts had the changes within the range of ±3%, there were some large changes in the other seven ISDs, from the 15% increase in the Little Elm ISD to the 10% decline in the Cedar Hill ISD.

Figure 39 *Percent of 5th Graders Meeting the Passing Standards of TAKS in Mathematics in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data on 5th Grade Mathematics in 2007-08 and 2008-09.

The order of the percentages from high to low on meeting the commended standards in the four ethnic groups in the state and the council in the school years of 2007-08 and 2008-09 again was Asian/Pacific Islander, White, Hispanic, and Hispanic, the same as that on meeting the passing standards. However, unlike the small changes on meeting the passing standards, there were 5-6% increase in the state and the regional council in the collective and individual groups from 2008 to 2009. By the end of the school year of 2008-09, although the regional council had increased the ratio to 44%, it was still 1% lower than the state in the collective group, the same as in 2008. For the individual groups, the council and the state had the comparable percentages in the Hispanic, African American, and low SES groups. But the regional council was higher than the state in the Asian/Pacific Islander and White groups. The pattern of between-group differences seems to remain the same from 2008 to 2009.

Figure 40 *Percent of 5th Graders Meeting the Commended Standards of TAKS in Mathematics in 2009 and 2008*

Source: THECB P-16 Initiatives Ad Hoc Data on 5th Grade Mathematics in 2007-08 and 2008-09.

The six charts in Figure 41 below show that the regional council had made 5% progress on meeting the commended standards in the collective group from 2008 to 2009, the same as the state. In the council, only two districts had declined, 6% in the Cedar Hill ISD and 1% in the McKinney ISD. Among the 12 growing districts, the DeSoto, Lancaster, and Wylie ISDs had grown about 11%. Thus, it seemed that small ISDs were likely to have large changes. In the African American group, both the state and the regional council had grown 5% to 30% in 2009. All districts but the Cedar Hill ISD had positive growth, ranging from the virtually 0% in the Mesquite ISD to 13% in the Denton ISD. In the Hispanic group, the regional council had increased 7%, resulting in the same rate of 39% as the state from the 1% deficit in 2008. At the district level, only the Cedar Hill ISD had negative growth, declining 3% to 38%. Most of the districts had grown 5-6%. The DeSoto, Richardson, and Mesquite ISDs had the largest increases of 15%, 14%, and 11%, respectively. The White group had increased 4% in both the state and the council, which made the council still 8% higher than the state. Most of the districts had positive growth, and the Wylie ISD had the largest increase of 15%. The Asian/Pacific Islander group had increased 3% to 80% in the regional council, 2% slower than that in the state, resulting in the council-state advantage being narrowed to 5% from 7% in 2008. Eight out of the 14 districts have positive growth. The Wylie ISD had the largest positive growth of 15%, and the Denton ISD had the biggest decrease of 12%. Finally, the change patterns in the low SES group in the state, the council, and district levels were very similar to those for the African American group. In other words, the council and the state had similar increases from 2008 to 2009, and were at the same level in 2009. All but the Cedar Hill ISD had positive growth.

Figure 41 *Percent of 5th Graders Meeting the Commended Standards of TAKS in Mathematics in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data on 5th Grade Mathematics in 2007-08 and 2008-09.

The above analysis on Grade 5 mathematics TAKS performances reveals that the state and the council had not made much progress on meeting the passing standards from 2008 to 2009. The council was still about 2% lower than the state in the African American, Hispanic, and low SES groups in 2009. Nevertheless, both the state and regional council had made similar gains in all groups on meeting the

commended standards from 2008 to 2009. The African American, Hispanic, and low SES groups had the relatively large increases. Finally, although most of the districts had similar change patterns in each of the groups, some districts have relative large magnitudes of changes. These findings pose at least three questions. First, why the state and the regional council did not make much progress on meeting the passing standards as they had done on meeting the commended standards? Second, what were the driving forces for the wide differences in the districts, especially in the ISDs with similar school and student demographic characteristics? Finally, were the similar change patterns in the state and the regional council on meeting the two standards in each of the groups accidental, or did the change patterns exist in other councils as well?

The above findings imply that we need to focus on the African American, Hispanic, and low SES groups. As there was no much progress on meeting the passing standards in the state and the council from 2008 to 2009, we may also need to concentrate more on the lower-bound achievers than on the upper-bound students with score greater than 2400. In addition, these students are more likely to be out of the loop in the education pipe due to the early learning difficulty in mathematics. At last, it is also worthwhile to find and share the successful stories in the highly improved ISDs. Their experiences are particularly instrumental to the low performance ISDs with similar community and school demography.

The Change Trend of the TAKS Performances in Grade 3 Reading from 2003 to 2009

This year's report follows the same practices as in the last report on tracking the change trend on meeting the passing standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics, but it expands the data to the seven-year span by including the school year of 2008-09. The data source is still from the TEA's AEIS website. Table 39 in the Excel document presents the percentages on meeting the passing standards in Grade 3 reading in the collective group and the seven individual groups in the state, the two local ESCs, and the 14 ISDs from 2003 to 2009. The data in that table seem to suggest the following patterns and trends over time across the entities. First, most of the entities had somewhat steadily grown in the collective and individual groups in the seven years. Second, the White and Asian/Pacific Islander groups had been higher than the African American, Hispanic, and low SES groups. Third, the female students had performed slightly better than the male counterparts. At last, the African American, Hispanic, and low SES groups appeared to grow faster than the Asian/Pacific Islander and White groups, and the male group had increased slightly faster than the female group. Subsequently, the between-group gaps appeared to be closing. For this MS Word document, only the charts for the state and the two local ESC regions are displayed below in Figure 42 below.

Figure 42 *Report of TAKS Indicators - Met Standards, Grade 3 Reading between 2003 and 2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

To further quantify the change trend, the average annual change rates were obtained from the regression coefficients of the linear equations of the trend lines for the eight groups in the 17 entities as in the 2008 Gap Analysis Report. The steps are skipped here for the sake of brevity, but the results are displayed in Figure 43 below. The chart shows that overall Region 10 had an average growth rate of 0.6% over the period of 2003-2009. It was twice as fast as the state which had a rate of 0.3%. However, Region 11, with virtually no growth, was slower than the state. Eight out of the 14 ISDs had positive annual growth rates. Four of them had grown at the rates of at least 1.5%.

For the individual groups, Region 10 had increased 0.5% annually in the African American group, slightly faster than the growth rate of 0.4% in the state, but Region 11 with a virtually zero change rate was slower than the state. At the district level, eight ISDs had increased desirably. The Denton, Duncanville, Lancaster, and Richardson ISDs were the fastest growing ones with a rate of 1.7% or higher. For the Hispanic group, Region 10 had grown at a rate of 1.5%, more than twice as fast as the state with a rate of 0.6%. Region 11 also had a positive annual change rate of 0.5% although it was slightly slower than the state. Nine ISDs had positive annual growth rates. Six of them had rates greater than 2.0%. Although the other five districts had negative annual growth rates, the decreasing rates were all less than 0.5%. For the White group, the state and the two local ESCs all had similar positive annual rates around 0.2%. Eight of the 14 ISDs had positively grown. The annual change rates in 13 of the 14 ISDs were within the range of ±1%. The seemingly largest growth rate of 1.8% in the Lancaster ISD may be accidental due to the small number of White students in the districts. The state and the two local ESCs had similar small positive growth rates in the male and female groups. At the district level, the annual growth rates for the male group were within the range from -1% to 1.9%, wider than the range of -0.4% - 1.6% for the female group. The low SES group appeared to be the second fastest growing cluster after the Hispanic group. Region 10 had an annual rate of 1.0%, twice as fast as the state and over three times faster than Region 11 with a rate of 0.3%. Ten out of the 14 ISDs displayed positive annual growth rates, ranging from 0% to 2.7%. The four declining ISDs all had rates less than 0.6%.

Figure 43 *The Average Annual Change Rate in Grade 3 Reading TAKS from 2003 to 2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

In summary, the findings from the trend analysis on the percentage of meeting the passing standards in Grade 3 reading are as follows. First, the state and the two local ESCs had somewhat positively grown. Region 10 was faster the state, but Region 11 was slower than state. Second, the Hispanic and low SES were the two fastest growing groups. Third, variations existed on the growth rate in the districts. Nevertheless, there were more districts growing in the desired positive direction, and the positive growth rates usually outperformed the declining rates. At last, it is particularly important to note that some neighboring ISDs with similar ecological characteristics had grown dramatically in opposite directions.

The Change Trend of the TAKS Performances in Grade 4 Writing from 2003 to 2009

Similar to Table 39 on Grade 3 reading in the Excel document, Table 41 in that document with a dropdown listbox presents the percentages on meeting the passing standards in Grade 4 TAKS writing in the state, Regions 10 and 11, and the 14 ISDs in the North Texas Regional P-16 Council from 2003 to 2009. However, in this Word document, the charts for the 14 ISDSs were skipped. Figure 44 below displays the charts only for the state and the two local ESC Regions, separately. The data on the charts below and the graphs in the Excel document for the ISDs seem to reveal similar patterns to those on 3rd grade reading: (a) The state, the two ESCs, and most of the ISDs had positive grown in the seven-year period from 2003 to 2009, (b) The White and Asian/Pacific Islander groups had been generally higher than the African American, Hispanic, and low SES groups, and (c) The female students had performed better than the male peers. Nevertheless, the percentages on meeting the passing standards in Grade 4 writing were typically higher than the corresponding ones in Grade 3 reading in the 17 educational constituents.

Figure 44 *Report of TAKS Indicators - Met Standards, Grade 4 Writing between 2003 and 2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

Figure 45 below further presents the average annual change rates on Grade 4 writing over the seven-year period in the seven groups in the seventeen entities as Figure 43 on Grade 3 reading. One satisfactory finding is that all of the rates were positive, except for the trivial negative rate of -0.1% in the White group in the Denton ISD. As in Grade 3 reading for the collective group, Region 10 was faster than the state, but Region 11 was slower than the state. The African American, Hispanic, and low SES groups were faster than the White group in the state, Regions 10 and 11, and most of the districts in the regional council. The male group grew slightly faster than the female group in the state and the two local ESCs. All districts except for the Plano, Little Elm, and Denton ISDs had solid positive growth rates in all of the seven groups. In summary, the results in Figures 44 and 45 together suggest the gaps between the White and the Hispanic/African American /low SES groups or between the male and female groups had become smaller.

Figure 45 *The Average Annual Change Rate on Grade 4 TAKS Writing between 2003 and 2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

The Change Trend of the TAKS Performances in Grade 5 Mathematics from 2003 to 2009

Table 43 in the Excel document lists the passing percentages on Grade 5 mathematics in the 17 entities from the school years of 2002-2003 to 2008-2009. Once again, only the charts for the state and Regions 10 and 11 are presented below in Figure 46. The charts for the ISDs are left to Table 43 in the Excel document. Similar to the findings on Grade 3 reading and Grade 4 writing in Figures 42 and 44, the White and Asian/Pacific Islander groups had been higher than the African American, Hispanic, and low SES groups. The percentages also appeared to have increased over the years either in the collective or the individual groups. But the percentage on Grade 5 mathematics had been normally smaller than that in Grade 3 reading or Grade 4 writing for each of the corresponding groups. Additionally, the African American group seemed to be generally lower than the Hispanic group. Nevertheless, the male group appeared to be higher than the female group in 5th grade mathematics, which was opposite to the scenario in Grade 3 reading or Grade 4 writing.

Figure 46 *Report of TAKS Indicators - Met Standards, Grade 5 Mathematics in 2003-2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

The average annual change rates on Grade 5 mathematics from 2003 to 2009 for the seven groups in the 17 education constituents are displayed in Figure 47 below. Overall, the picture on Grade 5 mathematics was fairly the same as that on Grade 3 reading or Grade 4 writing. First, majority of the growth rates were positive. Second, Region 10 overall had grown faster than the state, and Region 11 had been slower than the state. The African American, Hispanic, and low SES groups had higher average

annual rates than the White group. However, different from the findings in Grade 3 reading or Grade 4 writing, it appeared that there were no big differences on the growth rates between the male and female groups in the state and the two ESCs. In general, the White group had positively grown. But a notable exception was observed in the Lancaster ISD with a rate of -2.1%. Nevertheless, this particular negative growth may be attributed to the small size of the White students in the district. Thus, the result may not be sustainable and should not be overstated. At the district level, all districts had impressive positive growth rates except for the Plano, Fort Worth, and McKinney ISDs with relatively small change rates.

Figure 47 *The Average Annual Change Rate on Grade 5 TAKS Mathematics between 2003 and 2009*

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2008-2009.

Note 1: The Native American and Asian/Pacific Islanders groups were omitted due to no data in some districts.

2. The coefficient for White in the Lancaster ISD was based on data from 2002-03 to 2007-08 as no data were available for the White students in 2008-09.

The findings on elementary TASK performances in the school years from 2002-03 to 2008-09 reveal two major trends. First, most of the 17 educational constituents had improved although the average annual change rate was usually less than 2%. Second, the low performance entities or groups generally had grown faster than the highly performed ones. For instance, the low performance districts had higher annual growth rates than the better performed ones in the same region. The Hispanic, African American, and low SES groups had grown faster than the White group. Or the male group had larger annual change rates than the female group in Grade 3 reading or Grade 4 writing. However, it should be noted that there were still wide differences in the ISDs, even in those with similar socio-demography. Thus, it is critical to identify the key performance factors which lead to the high growth and to share the best practices. Additionally, although the higher performed districts had typically shown lower growth rates such as the Plano ISD, the low performance districts had not necessarily demonstrated high annual growth rates.

Summary of the PK-5 Findings

On Public Pre-K Enrollment

1. The council had increased 1.7% in the total PK enrollment from 2008 to 2009. Smaller districts were likely to have larger changes.

2. The ethnic composition of the PK enrollees in 2009 was primarily the same as that in the previous year. The African American and Hispanic children were still slightly over 90%.

3. The percentage of low SES children in the council had slightly increased 1% to 89% from 2008 to 2009.

4. The trend analysis shows the regional council had grown at an average annual rate of 3.6% on the total public PK enrollment size in the past six years from 2004 to 2009. Small ISDs generally demonstrated fast growth rates.

First Grader Meeting 2nd Grade Level by the End of First Grade

1. Both the state and the regional council had reduced the percentage of children struggling in reading or mathematics from 2007 to 2008.

2. The council had increased the percentage of the first graders on grade level in reading to 90% in 2008 from 84% in the previous school year, whereas the state had grown 2% to 86% in the same period.

3. The regional council had increased 9% to 93% in 2008 in mathematics, whereas the state had increased only 1% to 91% in 2008.

4. The council had grown faster than the state from 2007 to 2008. By the end of the school year 2007-08, the council had surpassed the state on the percentage of first graders on grade level in both reading and mathematics.

TAKS in Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics

5. The regional council had increased 3% to 87% on meeting the passing standards in Grade 3 reading in 2009, narrowing the council-state gap to 2% from 3% in the earlier year.

6. The council had grown 11% to 45% in 2009 on meeting the commended standards in Grade 3 reading. The state had increased 8% to 47% in the same period. Thus, the gap between the council and the state had narrowed to 2% from 5% in the earlier year.

7. The regional council had about 90% of children meeting the passing standards in Grade 4 writing in 2009, the same as that in 2008. The state had reduced 1% to 91% from 2008 to 2009. Accordingly, the council-state gap had been narrowed to 1% from 2% in 2008.

8. Both the council and the state had grown 2% on meeting the commended standards in Grade 4 writing from 2008 to 2009. The council was still 3% below the state in 2009 as in 2008.

9. Virtually there were no changes on percentage of children meeting the passing standards in Grade 5 mathematics in the state or the regional council from 2008 to 2009. The council was still 3% below the state in 2009.

10. Both the council and the state had increased 5% on meeting the commended standards in Grade 5 mathematics. The regional council was still 1% below the state in 2009.

11. Generally the low performance groups or districts had high increase rates than the highly performed ones from 2008 to 2009.

12. The North Texas Regional P-16 Council had grown faster than the state from 2008 to 2009. Thus the gaps appeared to be gradually closed.

The Change Trends of Elementary TAKS from 2003 to 2009

1. The state, Regions 10 and 11, and most of the 14 ISDs had positive annual growth rates on meeting the passing standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in the seven-year period of 2003 to 2009, although the rates were usually less than 2%.

2. The low performance education constituents generally had higher annual growth rates than those with high performances.

3. There were wide differences in the school districts, even in those with similar socio-demography.

Gap Analysis for Secondary Education (Grades 6-12)

The gap analysis for secondary education this year is organized in the same way as that in 2008. It also contains the three identical sections as in the 2008 Gap Analysis Report with updated data: (1) the TAKS performances in middle school grades in 2008-2009, (2) the retention rates from 2006 to 2008, and (3) high school success factors. The last section on high school success has four components: (a) the 9th graders taking advanced courses in 2008-09, (b) the 9th graders advanced to 10th grade on time in the school year of 2007-08, (c) the 12 graders taking advanced coursework in 2008-09, and (d) the different graduation outcomes for the 9th grade cohort of 2004-05 in the school year of 2007-08. All of these data elements but the retention rates are from the THECB-provided data files. On retention rate, as the data file from the THECB P-16 Initiatives seemed to have missing data, the grade-level retention data from the Division of Accountability Research of the Texas Education Agency were utilized (http://ritter.tea.state.tx.us/acctres/retention/years.html). It should be pointed out that the data analysis requirement on the retention rates for 6th-8th grades in 2007-08 suggested by the THECB P-16 Initiatives had been expanded to 6th-12th grades in all of the available three school years of 2005-06, 2006-07, and 2007-08 on the website of the Division of Accountability Research of TEA.

Sixth-Eighth Grade TAKS Results in 2008-2009

As in last year's data file, the THECB P-16 Initiatives Division provided the data distributions in terms of frequency and the cumulative frequency at each TAKS scale score at the district and regional council level in 6th grade reading and mathematics; 7th grade reading, mathematics, and writing; and 8th grade reading, mathematics, and science in 2008-2009. These data were examined in the same way as in the 2008 Gap Analysis Report for the group differences between the state and the regional council. They were also compared for the differences of percentile ranks in the state and the council on the scores of 2100 and 2400, which were the two threshold points for meeting the passing or the commended standards. However, as the distribution pattern for each TAKS test between the state and the regional council was projected to be very similar to each other based on last year's result, the distribution patterns of the eight TAKS tests in the form of boxplots in the state and the regional council were dropped for the sake of brevity this year. The second modification is that whereas the 2008 Gap Analysis Report used the state grand total in examining the group differences between the council and the state, this report took the frequencies for the regional council away from the state grand total. Thus, the group differences on the TAKS scale scores were re-defined as between the regional council and the rest of the state (thereafter, the state). Finally, the effect size in Cohen's *d* is computed to demonstrate the difference of the gain scores between state and the council from 2008 to 2009 on each test.

Figure 48 below displays the mean TAKS scale scores in the regional council and the state on each test in 2008 and 2009. It clearly shows that the TAKS in all of the cases but Grade 6 reading had increased from 2008 to 2009 in both the state and the regional council. The change pattern on each of the TAKS tests in the state and the regional council from 2008 to 2009 appeared to be similar to each other, that is, no much change on Grade 6 mathematics and reading, and Grade 7 reading, but notable gains on

other tests. In general, Grade 7 mathematics, Grade 8 mathematics and science had the lowest means in the two years in the state and the council. Finally, the council seemed to be slightly lower than the state in 2009 as in 2008.

Figure 48 *The Mean Scores on Secondary TAKS between the State and the Regional Council in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data Files on grades 6-8 TAKS scale scores in 2008 and 2009

As in the previous report, the nonparametric Whitney-Mann test instead of the independent sample *t*-test was used to examine the group differences between the council and the state as the distributions of the scale scores were not normally distributed (Wuensch, 2004). In determining the statistical significance, the conservative .001 level was again chosen as the sample sizes were large. The results of the group differences on the eight TAKS mean scale scores between the regional council and the state are presented in Table 1 below. The council was statistically lower than the state at the .001 level in all of the tests except for that in Grade 6 mathematics which showed no difference. However, the practical significances of these statistically significant differences were either small or trivial as the values of these differences in Cohen's *d* were at most .11, slightly above the minimum threshold for a small practical significance (Cohen, 1986). The differences between the council and the state on Grade 7 mathematics, and Grade 8 mathematics and science appeared to have the relatively large values on the Whitney-Mann U Test and the practical significance.

New to this year's report, the effect size for the difference of the gain scores between the council and the state is computed for each TAKS test. The effect size is defined as the ratio of the net gain score by the pooled standard deviation, where the net gain score is the difference between the gain score in the council and the gain score in the state. The pooled standard deviation is estimated as the average of the SDs for the state in the two years by ignoring the influence of the council for two reasons. First, the sample size in the council was much smaller than that in the state. Second, the values of the standard deviation in the state and the council in the two years were all similar to one another in each of the eight TAKS tests. Please note that the means and SDs for the eight TAKS tests in 2008 were from the 2008 report. Table 1 indicates that the effect sizes were

usually very small. Relatively, Grade 7 writing had the largest effect size of .03, implying the council had the biggest gain over the state from 2008 to 2009. On the other hand, the council comparatively had decreased the most in Grade 6 reading from 2008 to 2009.

Table 1 *Group Differences between the State and the Council on Grades 6-8 TAKS Scale Scores in 2008-09*

	Council			Rest of the State			Whitney-Mann U Test	Practical Significance	Finding	Effect Size of Gain Score
	N	*M*	*SD*	*N*	*M*	*SD*	*Z*	*d*		*d*
G6-M	31236	2299.56	256.79	278681	2299.81	243.57	0.65	0.00	Council = State	0.02
G6-R	31261	2341.35	210.09	278432	2352.00	203.68	9.70***	-0.05	Council < State	-0.03
G7-M	30467	2221.45	179.14	274251	2236.77	173.22	15.00***	-0.09	Council < State	0.01
G7-R	30527	2257.06	177.23	275051	2266.34	173.89	8.28***	-0.05	Council < State	0.00
G7-W	30396	2352.30	201.73	273055	2366.34	198.82	12.57***	-0.07	Council < State	0.03
G8-M	30970	2232.14	207.45	273491	2247.34	196.71	14.74***	-0.08	Council < State	-0.01
G8-R	31344	2362.52	209.59	276844	2372.63	203.17	7.58***	-0.05	Council < State	0.01
G8-S	30632	2209.54	240.31	269479	2234.75	237.13	19.40***	-0.11	Council < State	-0.01

Note: 1. G = Grade, M = Mathematics, R = Reading, S = Science

2. The mean scale scores were weighted by frequency.

3. *** indicates significance at the .001 level.

In addition to comparing the means between the council and the state, this report also inspects the percentile ranks of the TAKS scale scores 2100 and 2400 as in the last report. However, the procedures to derive the percentile ranks were simpler this year due to the inclusion of the Dallas ISD in the regional council. The first step was simply to make the TAKS scores in the council identical to those in the state. If certain scores appeared in the state but not in the council, these scores had to be added to the score list for the council with zero frequencies. The next step was to adjust the accumulated frequencies by taking into account into these newly added scores with zero frequencies. Finally, the percents for the scores of 2100 and 2400 in the council or the state indicate the percentile ranks of the two scores, respectively. For instance, the percentile rank of 2100 on Grade 6 mathematics in the state was 21.6%, whereas the rank position for the same score was 23.30% in the council. Hence, the state outperformed the council 1.7% on the score of 2100 in Grade 6 mathematics. In other words, lower percentile rank indicates better performance. Nevertheless, a shorter bar on a bar chart typically indicates a worse performance. To be consistent with the popular practices, the figure below

displays the percent over the percentile rank rather than the percentile rank itself, which is the difference between 100% and the original percentile rank. In this way, a higher bar indicates a better performance.

Figure 49 presents the percentas of students over the percentile ranks of the scale scores of 2100 and 2400 in the regional council and state in 2008 and 2009 on the eight TAKS tests. It demonstrates that the state performed better than the regional council on the 2100 and 2400 score

points in all of the cases except for the score of 2400 on Grade 6 mathematics in the school year of 2008-09. But, both the state and the council had some up-and-down performances on the score of 2400 from 2008 to 2009. It appeared that the small declines were on the Grade 6 TAKS tests and the relatively large gains occur on Grade 8 TAKS tests, especially on Grade 8 mathematics. Contrary to the small changes on the score of 2100, the changes of the percentile ranks for the score of 2400 from 2008 to 2009 were notable. Grade 8 reading demonstrated the largest decline, over 8% in both the state and the regional council. The other TAKS tests with more than 4% decrease in the state and the council from 2008 to 2009 were Grade 6 mathematics and reading, and Grade 7 reading. On comparing the council with the state for the percentile ranks for the two TAKS scores in 2009, the North Texas Regional P-16 Council only outperformed the state at the score of 2400 in Grade 6 mathematics.

Figure 49 *Percent over the Percentile Ranks of the Scores of 2100 and 2400 in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data Files on grades 6-8 TAKS scale scores in 2008 and 2009.

Figure 50 below further highlights the differences of the percentile ranks between the state and the regional council on the scores of 2100 and 2400 in the school years of 2007-08 and 2008-09. For instance, on Grade 6 mathematics, the state performed 2% better than the regional council at the score of 2100 in 2008, but the advantage had slightly declined to 1.7% in 2009. For the score of 2400, the council outperformed the state 0.6% in 2008, and it expanded the advantage to 1.3% in 2009. In all of the other cases, the state had performed better than the council. However, the advantage of the state over the council had undergone some changes from 2008 to 2009. In some cases, the state was still better than the council in 2009 but the gap had been narrowed. In other words, the council had grown faster than the state from 2008 to 2009. In other cases, the gap between the state and the council had become wider from 2008 and 2009. Still in other cases, the state and council had similar changes, resulting in the gap in 2009 similar to that in 2008. To further categorize these dynamic changes on the TAKS tests in the state and the council in the two years, an artificial criterion of ±0.5% was used. In other words, if a percentile rank difference between the state and council from 2008 to 2009 was within the range of ±0.5%, it was considered as no change. For example, the state was 2.0% higher than the council in Grade 6 mathematics on the score of 2100 in 2008, and the advantage had shrunk to 1.7% in 2009. Since the change of -0.3% is within the range of |.5%|, it was deemed as no change from 2008 to 2009. Based on these rules of thumbs, the state demonstrated more gains over the council in Grade 6 reading, 7th-8th grades mathematics at the score of 2100, and Grade 8 science. The gap had been closing from 2008 to 2009 on Grade 6 mathematics at the score of 2400, Grade 7 writing at the score of 2100, and Grade 8 reading at the score of 2400. The state had kept the similar advantages over the council in 2009 as in 2008 on Grade 6 mathematics at the score of 2100, Grade 7 mathematics at the score of 2400, Grade 7 reading, Grade 7 writing at the score of 2400, Grade 8 mathematics on the score of 2400, and Grade 8 reading at the score of 2100.

Figure 50 *Percentile Rank Differences for the Scores of 2100 and 2400 between the State and the Council in 2008 and 2009*

Source: THECB P-16 Initiatives Ad Hoc Data Files on grades 6-8 TAKS scale scores in 2007-2008.

The above analysis on the TAKS performances in middle school has demonstrated that the regional council was still generally statistically lower than the state at the .001 level with trivial or small practical significances in 2009 as in 2008. The relatively low performances in Grade 7 mathematics and Grade 8 mathematics and science found in 2008 again held true in 2009. Whereas the council was still typically lower than the state in 2009 on the means of the TAKS scores, the state-council gap had become slightly narrowed in Grade 6 mathematics, Grade 7 mathematics and writing, and Grade 8 reading from 2008 to 2009. On the other hand, the gap between the state and council had been somewhat widen on Grade 6 reading, Grade 8 mathematics, and Grade 8 science in the same period. The state was not only higher than the council on the means of the TAKS tests except for that on Grade 6 mathematics, but it also outperformed the council on the percentile ranks for the scores of 2100 and 2400 in all of the cases except the one on the score of 2400 in Grade 6 mathematics as in the previous year. Similar to the dynamic changes on the state-council gaps on the means, the differences on the percentile ranks for the scores of 2100 and 2400 between the state and the council had also undergone up-and-down movements. The council had been closing the gaps on Grade 6 mathematics on the score of 2400, Grade 7 writing on the score of 2100, and Grade 8 reading at the score of 2400. On the other hand, the gaps on the percentile ranks for the scores of 2100 and 2400 between the state and the council had been widen on Grade 6 reading, Grades 7 and 8 mathematics at the score of 2100, and Grade 8 science from 2008 to 2009.

One of the key findings on the TAKS scores in middle school was that the state or the council did not have much change on the average score for each of the eight tests in 2008 and 2009 as shown in Figure 48. Why so? What were held constant across the grades/subject areas/years on these TAKS tests? For instance, did these TAKS tests maintain the same degree of difficulty across the grades and subject areas over the years? In other words, were the TAKS scores just a reflection of students' performances by holding the same criteria across the tests over the years or a reflection of mixed factors? If these TAKS

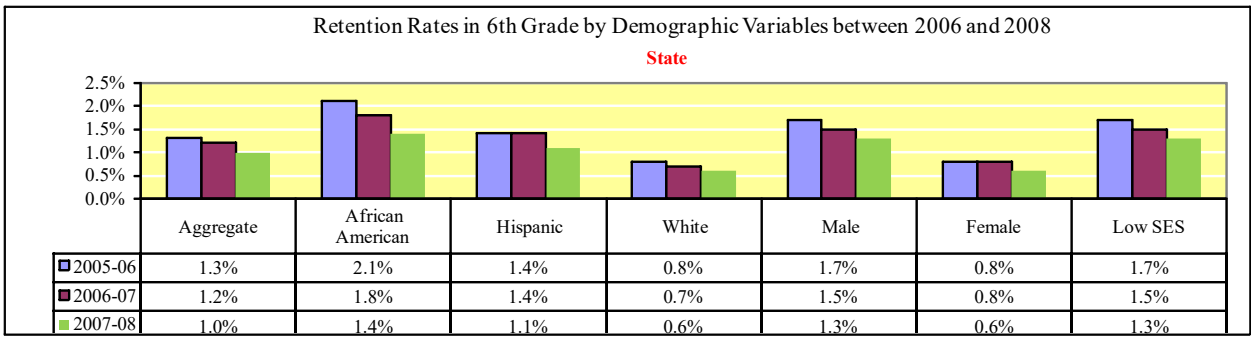
tests were not comparable across the grades/subject areas/ school years, then it would be worthless to compare the changes across the grade/subjects/years. The only thing meaningful then would be to compare the performances between the council and state on each test in a particular year, separately. Subsequently, the meaningful practical question in this case would be to identify the mechanism that drove the different performances on a particular test in 2009. However, if the TEA had tried to keep the TAKS scale scores comparable across the grades/subject areas/school years, then the relevant practical question would be why certain TAKS tests had lower scores than others, or why the state-council gap had been narrowed in some cases, but widen or virtually no changes in other cases. In short, we need to identify the manageable factors such as the influences of the administrators' leadership in the school/district, the efforts of teacher/student, and instructional programs on the TASK performances. We have sent an inquiry email to the Student Assessment Division at TEA to clarify these issues one month ago, unfortunately, no responses have been received yet by the time of this writing.

Retention Rates in 6th-12th Grades in 2006-2008

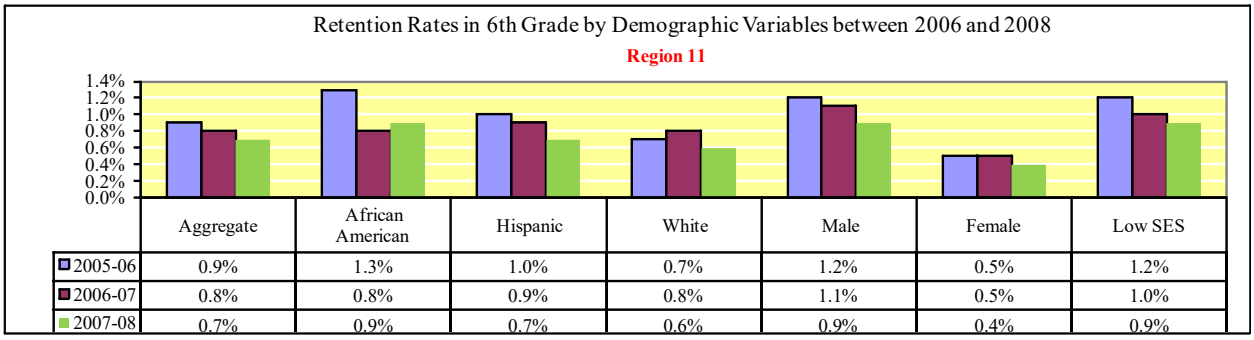
The analysis on retention rate in this year's report follows the same patterns and procedures as in the previous one. It still uses the data from the TEA's Division of Accountability Research (http://ritter.tea.state.tx.us/acctres/entry.html), but expands to include the latest data in the school year of 2007-08. It also continues to target on 6th-12th grades, beyond the requirement from the THECB P-16 Initiatives on 6th-8th grades. In other words, this report focuses on the retention rates on 6th-12th grades from 2006 to 2008. It again analyzes the data from three different perspectives as in the previous report: (1) the retention rates in different demographic groups between 2006 and 2008 by educational constituent in different grades with one figure for each grade, (2) the retention rates in different grades between 2006 and 2008 by educational constituent in different demographic groups with one figure for each group, and (3) the overall retention rates in different educational constituents by grade between 2006 and 2008.

Figures 51-57 show the retention rates in the state and Regions 10 and 11in the seven groups in the school years of 2006, 2007, and 2008 in 6th-12th grades, one figure for each grade. The charts at the district level for each grade were left to Table 49-55 in the Excel document. These graphs demonstrate how the collective and the individual groups in each educational entity had changed in the three years. The first figure in this series is Figure 51 on Grade 6. It indicates that the retention rates in 6th grade were usually less than 2% in the state and the two local ESC regions. In addition, Regions 10 and 11 demonstrated lower ratios than the state. Furthermore, the rates appeared to decline in every group in the state and Region 11. However, the retention rates in Region 10 did not seem to have any consistent tendency, possibly due to the small ratios. For the individual groups, the African American, Hispanic, low SES, and male groups generally had higher rates than the White and female groups.

Figure 51 *Retention Rates by Demographic Variables in Grade 6 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.3%	2.1%	1.4%	0.8%	1.7%	0.8%	1.7%
2006-07	1.2%	1.8%	1.4%	0.7%	1.5%	0.8%	1.5%
2007-08	1.0%	1.4%	1.1%	0.6%	1.3%	0.6%	1.3%

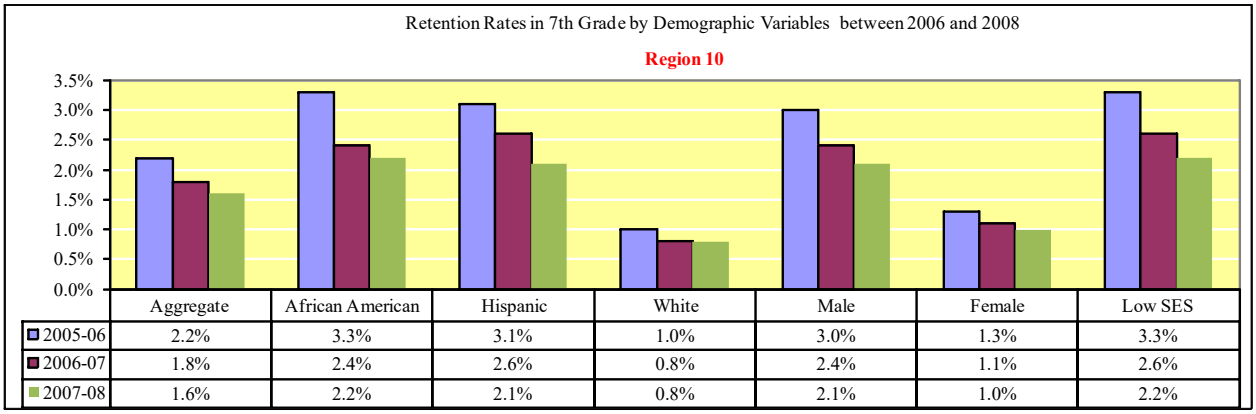


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	0.9%	1.3%	1.0%	0.7%	1.2%	0.5%	1.2%
2006-07	0.8%	0.8%	0.9%	0.8%	1.1%	0.5%	1.0%
2007-08	0.7%	0.9%	0.7%	0.6%	0.9%	0.4%	0.9%

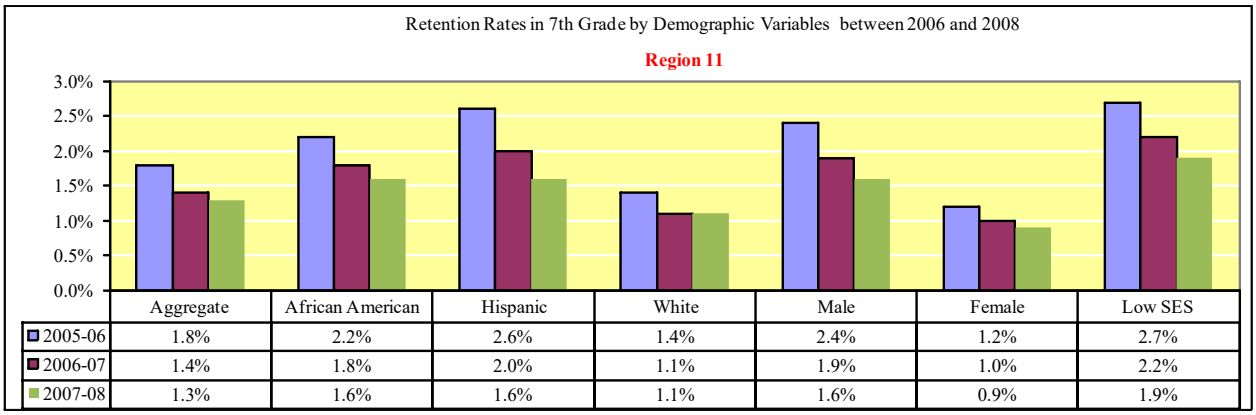
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008.

Similar to Figure 51, the figure below displays the retention rates in 7th grade in the state and the two local ESC regions for the seven groups in the school years of 2006, 2007, and 2008. Again, the charts for the districts are left to the Excel document. Figure 52 indicates that the retention rates were generally less than 3% in the state and Regions 10 and 11 in the three years. Additionally, these rates had declined over the three. For the ethnic groups in the state and the two ESC regions, African American and Hispanic had been higher than White. Similarly, male had had higher retention rates than female. The low SES group also had displayed relatively high retention rates. Nevertheless, these group differences were not necessarily true in every district, possibly due to small group sizes for certain groups in some of the ISDs.

Figure 52 *Retention Rates by Demographic Variables at Grade 7 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	2.2%	3.3%	3.1%	1.0%	3.0%	1.3%	3.3%
2006-07	1.8%	2.4%	2.6%	0.8%	2.4%	1.1%	2.6%
2007-08	1.6%	2.2%	2.1%	0.8%	2.1%	1.0%	2.2%

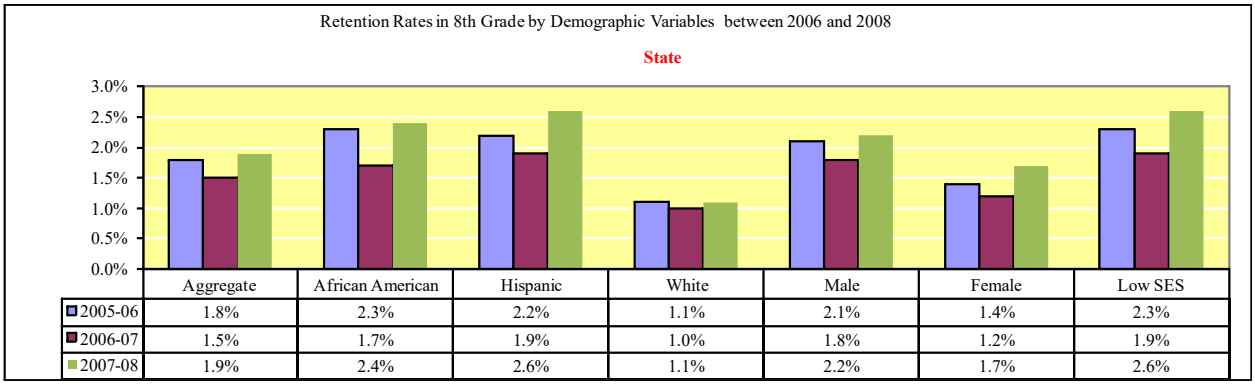


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.8%	2.2%	2.6%	1.4%	2.4%	1.2%	2.7%
2006-07	1.4%	1.8%	2.0%	1.1%	1.9%	1.0%	2.2%
2007-08	1.3%	1.6%	1.6%	1.1%	1.6%	0.9%	1.9%

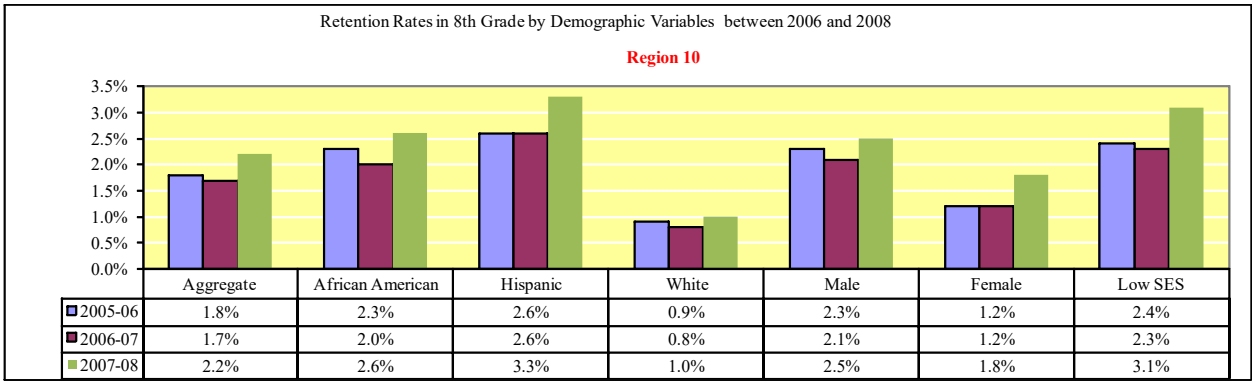
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

Figure 53 displays the retention rates in 8th grade in the state and Regions 10 and 11 for the seven groups in the same three school years. The retention rates were similar to those in Grades 6 and 7, typically less than 3% in the state or the ESC regions in the three years. However, unlike the decline tendency from 2006 to 2007, the retention rates had increased from 2007 to 2008 in nearly every group in the state and the two regions. In many cases, the retention rates in 2008 were the highest in the three years. Nevertheless, the pattern of group differences found in Grades 6 and 7 still held true in Grade 8 in general, that is, the African American, Hispanic, low SES, and male groups were higher than the White and female groups.

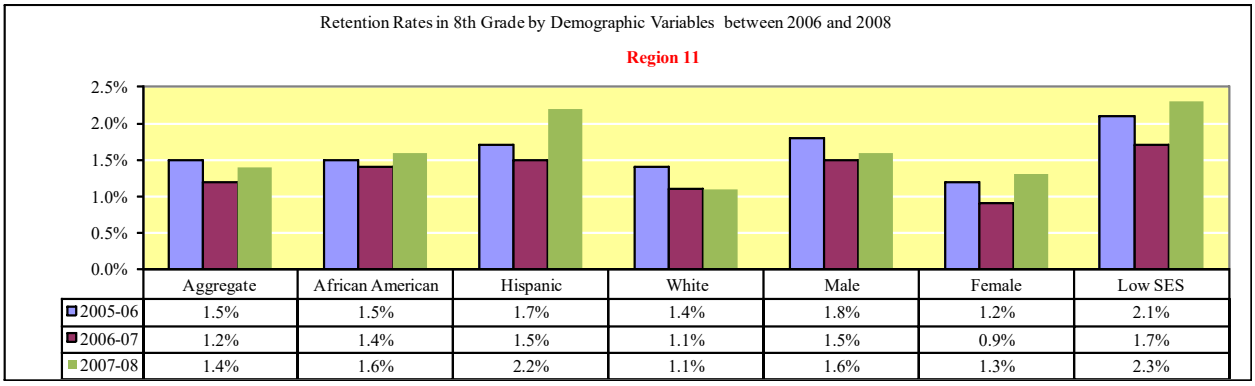
Figure 53 *Retention Rates by Demographic Variables at Grade 8 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.8%	2.3%	2.2%	1.1%	2.1%	1.4%	2.3%
2006-07	1.5%	1.7%	1.9%	1.0%	1.8%	1.2%	1.9%
2007-08	1.9%	2.4%	2.6%	1.1%	2.2%	1.7%	2.6%



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.8%	2.3%	2.6%	0.9%	2.3%	1.2%	2.4%
2006-07	1.7%	2.0%	2.6%	0.8%	2.1%	1.2%	2.3%
2007-08	2.2%	2.6%	3.3%	1.0%	2.5%	1.8%	3.1%

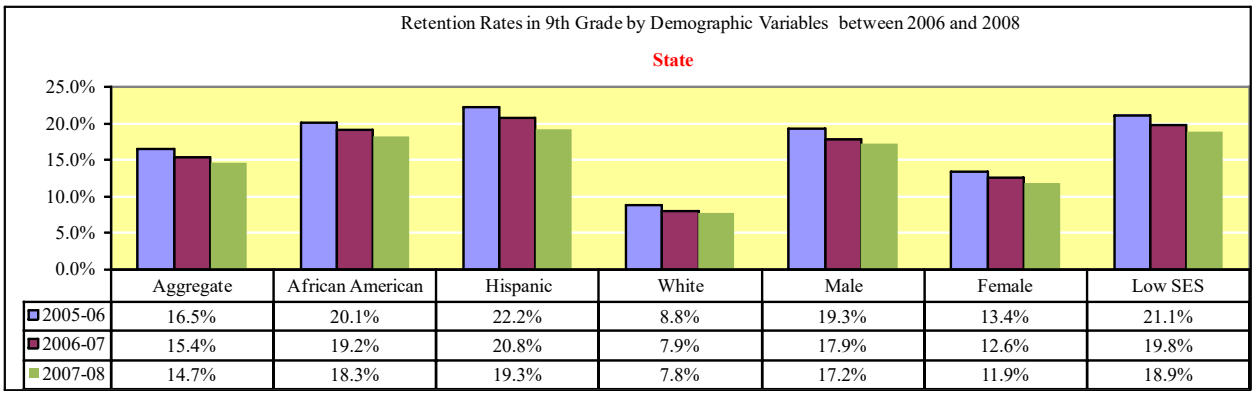


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.5%	1.5%	1.7%	1.4%	1.8%	1.2%	2.1%
2006-07	1.2%	1.4%	1.5%	1.1%	1.5%	0.9%	1.7%
2007-08	1.4%	1.6%	2.2%	1.1%	1.6%	1.3%	2.3%

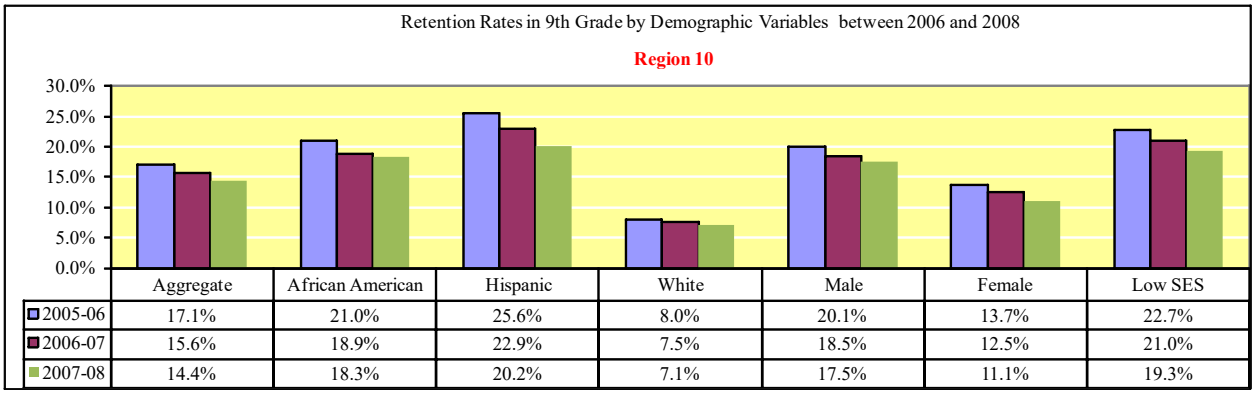
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

The retention rate at Grade 9 suddenly jumped to over 13% in the state and the two ESC regions, typically around 15%, as shown in Figure 54. Most of the individual groups in the 14 districts as shown in Table 52 in the Excel document also demonstrated high retention rates, generally in the range of 10% and 25%. Fortunately, the retention rates had gradually declined in the state, two ESCs, and most of the school districts over the three years. The pattern of group differences identified in 6th-8th grades again existed in the 9th grade. The African American, Hispanic, low SES, and male groups were about twice as high as the White and female groups.

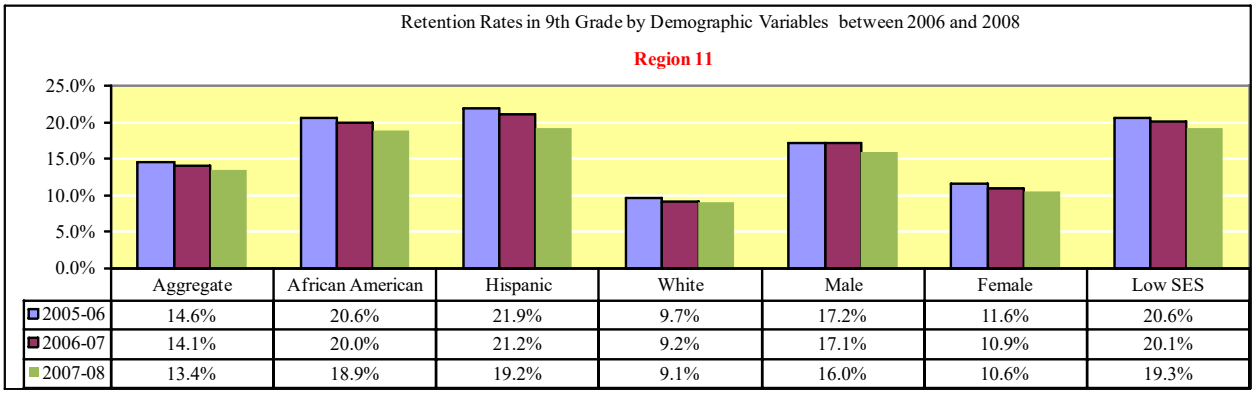
Figure 54 *Retention Rates by Demographic Variables at Grade 9 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	16.5%	20.1%	22.2%	8.8%	19.3%	13.4%	21.1%
2006-07	15.4%	19.2%	20.8%	7.9%	17.9%	12.6%	19.8%
2007-08	14.7%	18.3%	19.3%	7.8%	17.2%	11.9%	18.9%



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	17.1%	21.0%	25.6%	8.0%	20.1%	13.7%	22.7%
2006-07	15.6%	18.9%	22.9%	7.5%	18.5%	12.5%	21.0%
2007-08	14.4%	18.3%	20.2%	7.1%	17.5%	11.1%	19.3%

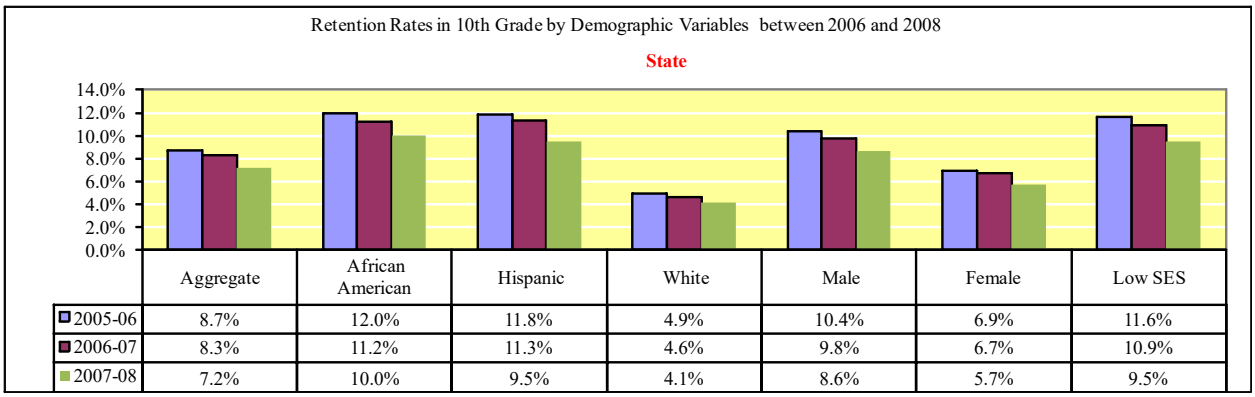


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	14.6%	20.6%	21.9%	9.7%	17.2%	11.6%	20.6%
2006-07	14.1%	20.0%	21.2%	9.2%	17.1%	10.9%	20.1%
2007-08	13.4%	18.9%	19.2%	9.1%	16.0%	10.6%	19.3%

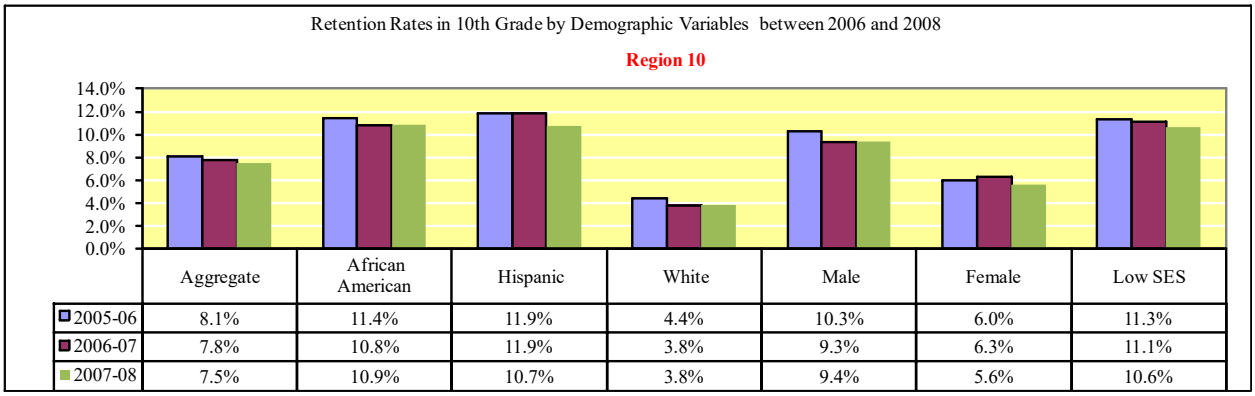
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

Figure 55-57 below indicate that the retention rates in 10-12th grades generally had dropped to the half way of the pike in Grade 9. However, the retention rates in the school years of 2006, 2007, and 2008 did not change in a linear way anymore. They appeared to have gradually declined each year in 10-11th grades, but had slightly increased in 12th grade in the state, two ESCs, and most of the school districts in the three year. The pattern of the group differences in the earlier grades was again observed in Grades 10-12. In other word, the African American, Hispanic, low SES, and male groups have higher retention rates than the White and female groups.

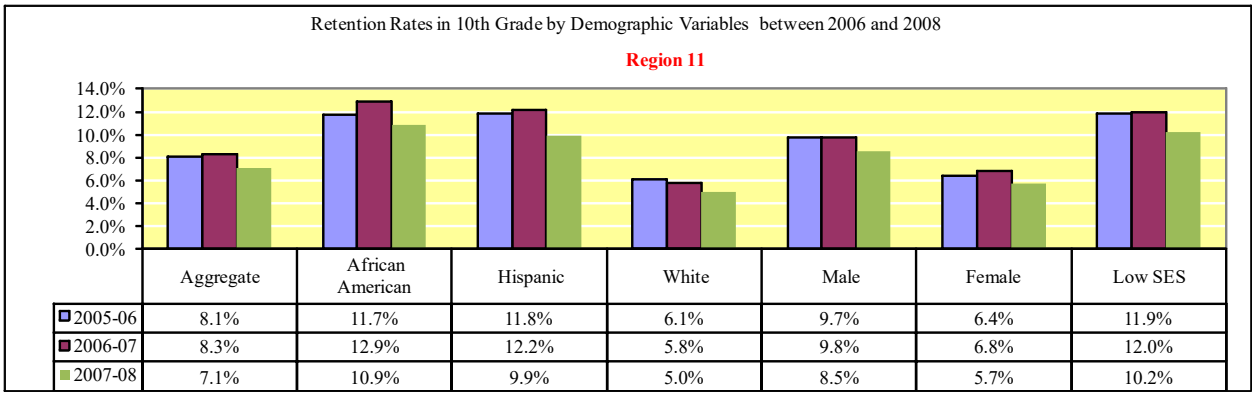
Figure 55 *Retention Rates by Demographic Variables at Grade 10 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	8.7%	12.0%	11.8%	4.9%	10.4%	6.9%	11.6%
2006-07	8.3%	11.2%	11.3%	4.6%	9.8%	6.7%	10.9%
2007-08	7.2%	10.0%	9.5%	4.1%	8.6%	5.7%	9.5%



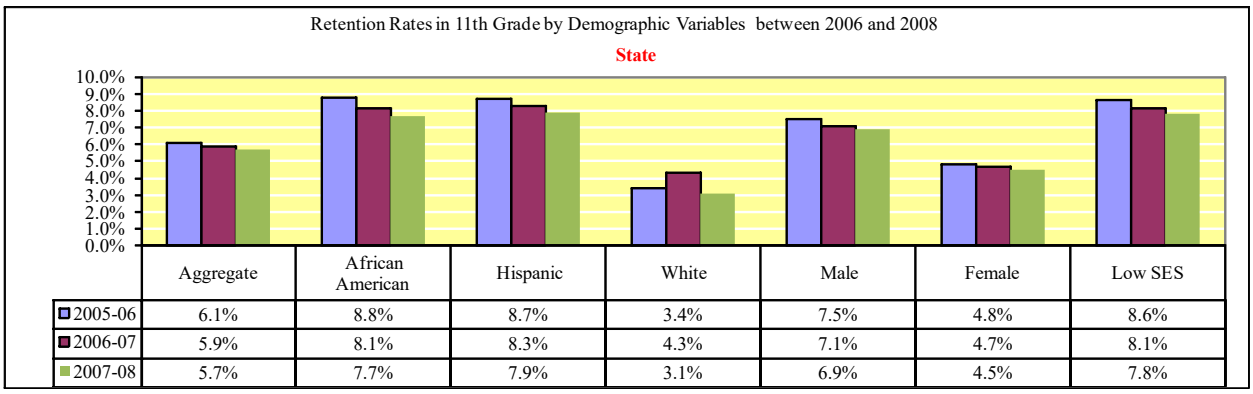
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	8.1%	11.4%	11.9%	4.4%	10.3%	6.0%	11.3%
2006-07	7.8%	10.8%	11.9%	3.8%	9.3%	6.3%	11.1%
2007-08	7.5%	10.9%	10.7%	3.8%	9.4%	5.6%	10.6%



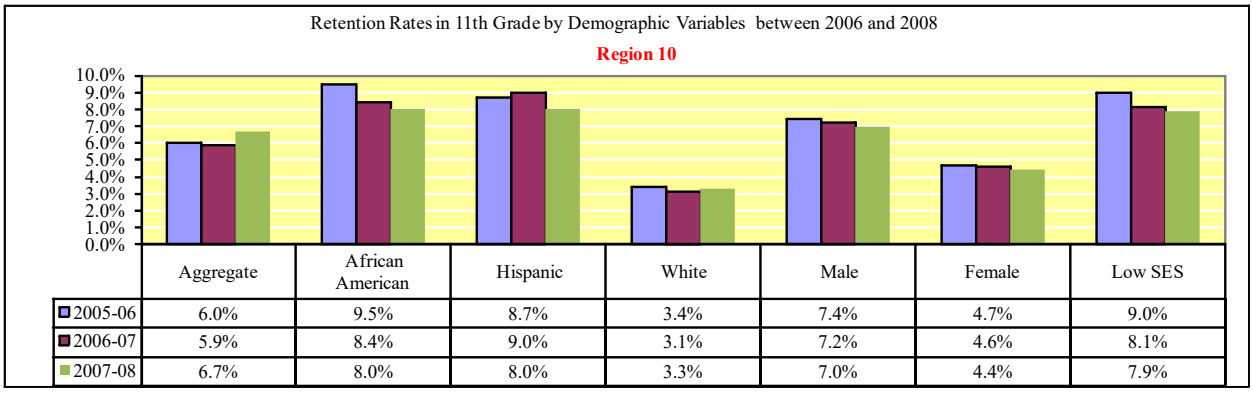
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	8.1%	11.7%	11.8%	6.1%	9.7%	6.4%	11.9%
2006-07	8.3%	12.9%	12.2%	5.8%	9.8%	6.8%	12.0%
2007-08	7.1%	10.9%	9.9%	5.0%	8.5%	5.7%	10.2%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

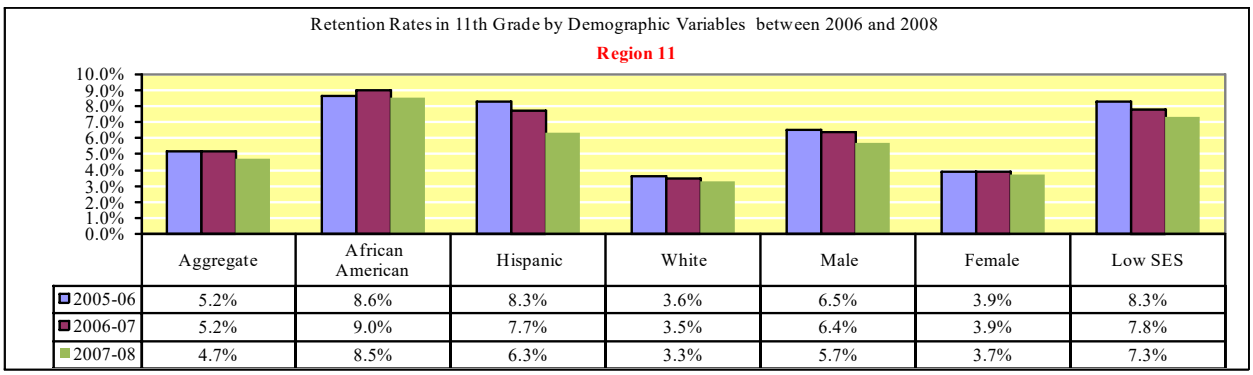
Figure 56 *Retention Rates by Demographic Variables at Grade 11 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	6.1%	8.8%	8.7%	3.4%	7.5%	4.8%	8.6%
2006-07	5.9%	8.1%	8.3%	4.3%	7.1%	4.7%	8.1%
2007-08	5.7%	7.7%	7.9%	3.1%	6.9%	4.5%	7.8%



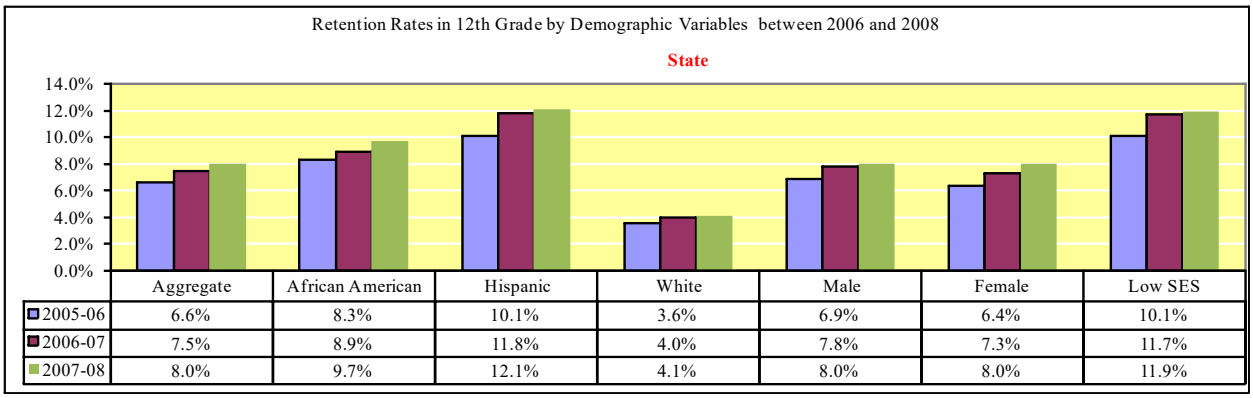
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	6.0%	9.5%	8.7%	3.4%	7.4%	4.7%	9.0%
2006-07	5.9%	8.4%	9.0%	3.1%	7.2%	4.6%	8.1%
2007-08	6.7%	8.0%	8.0%	3.3%	7.0%	4.4%	7.9%



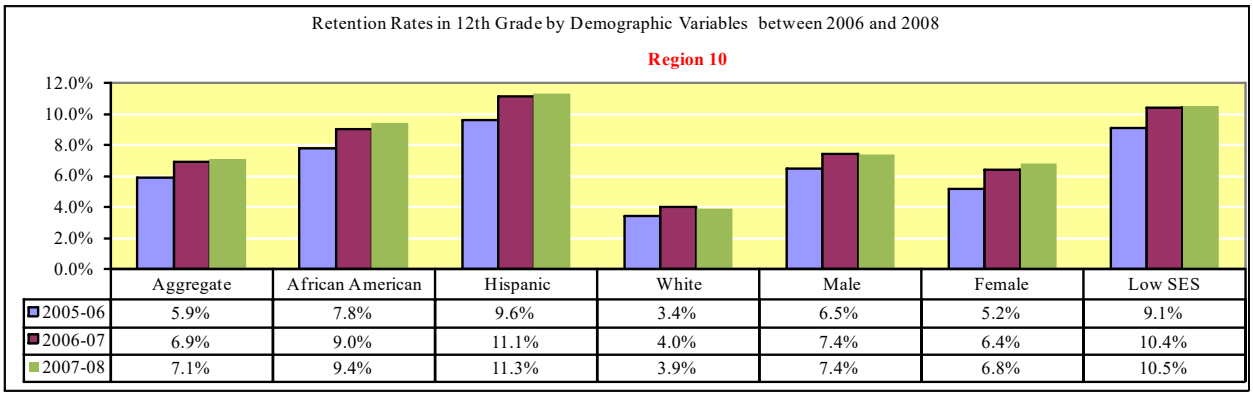
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	5.2%	8.6%	8.3%	3.6%	6.5%	3.9%	8.3%
2006-07	5.2%	9.0%	7.7%	3.5%	6.4%	3.9%	7.8%
2007-08	4.7%	8.5%	6.3%	3.3%	5.7%	3.7%	7.3%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

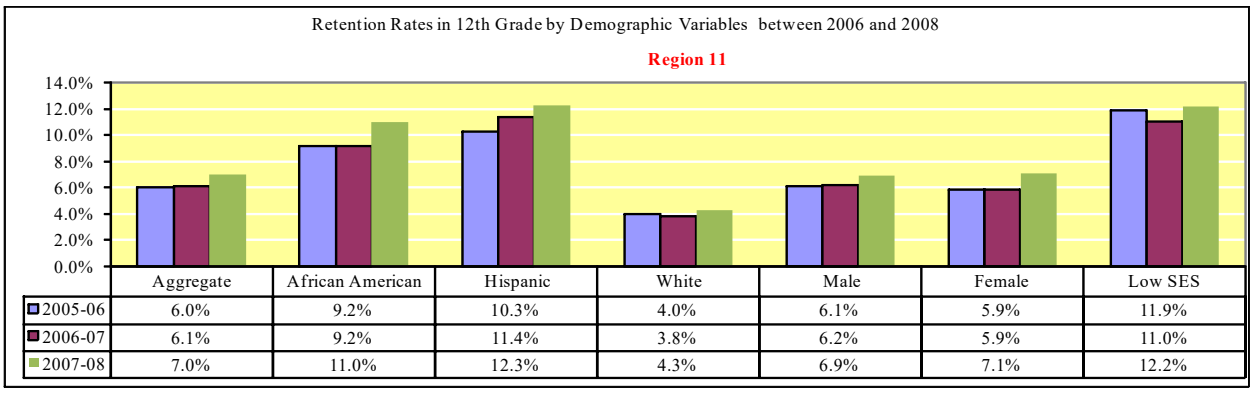
Figure 57 *Retention Rates by Demographic Variables at Grade 12 between 2006 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	6.6%	8.3%	10.1%	3.6%	6.9%	6.4%	10.1%
2006-07	7.5%	8.9%	11.8%	4.0%	7.8%	7.3%	11.7%
2007-08	8.0%	9.7%	12.1%	4.1%	8.0%	8.0%	11.9%



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	5.9%	7.8%	9.6%	3.4%	6.5%	5.2%	9.1%
2006-07	6.9%	9.0%	11.1%	4.0%	7.4%	6.4%	10.4%
2007-08	7.1%	9.4%	11.3%	3.9%	7.4%	6.8%	10.5%



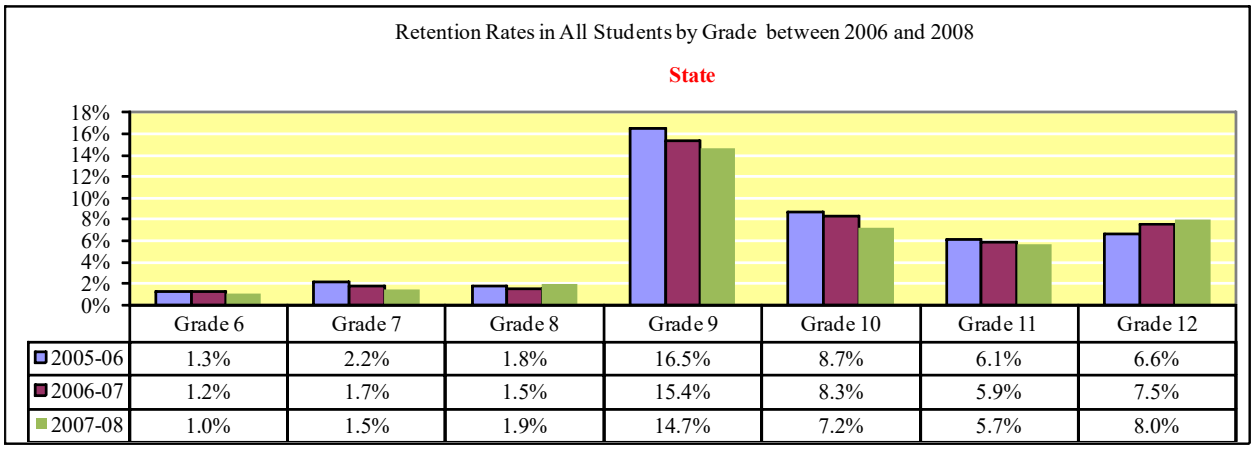
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	6.0%	9.2%	10.3%	4.0%	6.1%	5.9%	11.9%
2006-07	6.1%	9.2%	11.4%	3.8%	6.2%	5.9%	11.0%
2007-08	7.0%	11.0%	12.3%	4.3%	6.9%	7.1%	12.2%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

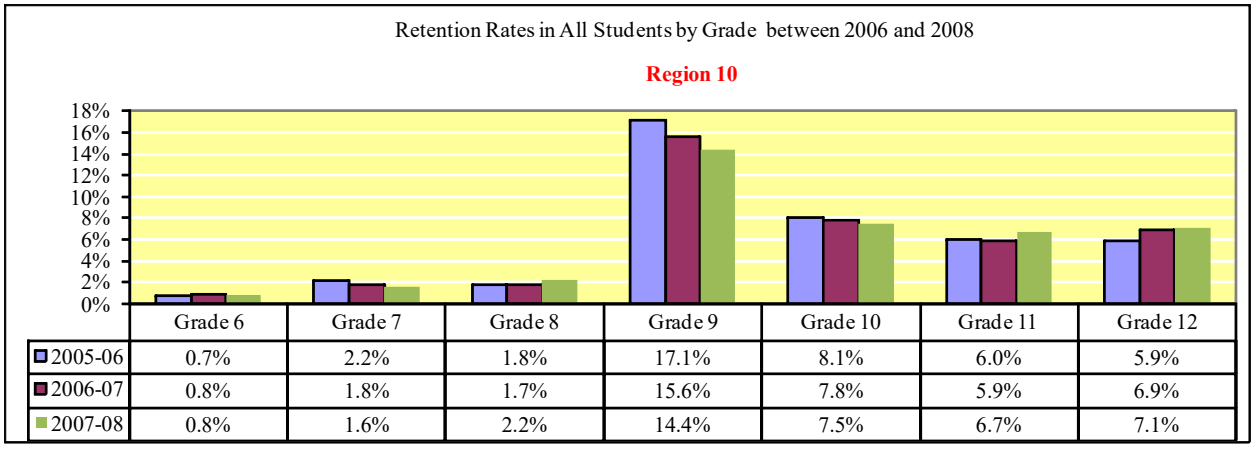
Figures 58-63 below display the retention rates in 6th-12th grades in the three school years in the collective and six individual groups the state and the two local ESC regions. The charts at the district level were defaulted to the Excel document. These charts had the advantage of capturing the dynamic changes over the grades for one particular group in the three years. The first figure, Figure 58, clearly shows that the retention rates in the collective group were usually less than 2% in Grade 6; less than 3% in Grades 7 and 8; around 15% in Grade 9; around 8% in Grade 10; approximately 6% in Grade 11; and finally around 7% in Grade 12 in the state and Regions 10 and 11. Although the exact percentages were different in the districts, the pattern of change over the grades at the district level was fairly the same as that in the state and the two ESCs as described above. Within the three years, the retention rates appeared to somewhat decline every year in all grades but Grades 8 and 12 in the state and the two ESCs. However,

the change pattern of the retention rates over time in the state and Regions 10 and 11 did not necessarily appear in every district. Overall, Region 11 had lower rates than the neighboring Region 10 which had been similar to the state across the grades over the three years. The other figures from Figure 59 to Figure 63 on the retention rates in the six individual groups basically demonstrated the same change patterns across the grades and over time as those in the collective group, although the percentages varied from figure to figure.

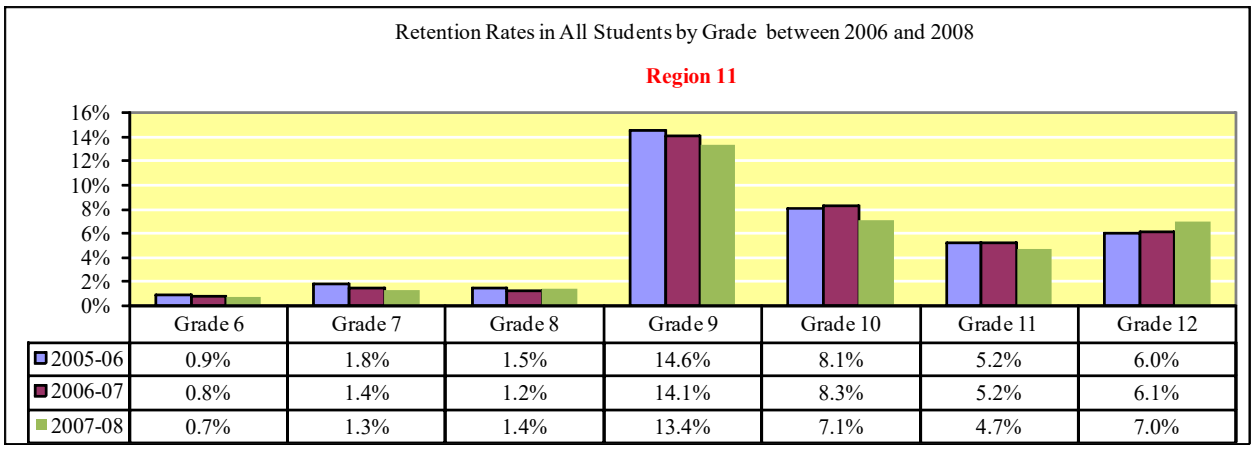
Figure 58 *Retention Rates for All Students by Grade between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.3%	2.2%	1.8%	16.5%	8.7%	6.1%	6.6%
2006-07	1.2%	1.7%	1.5%	15.4%	8.3%	5.9%	7.5%
2007-08	1.0%	1.5%	1.9%	14.7%	7.2%	5.7%	8.0%



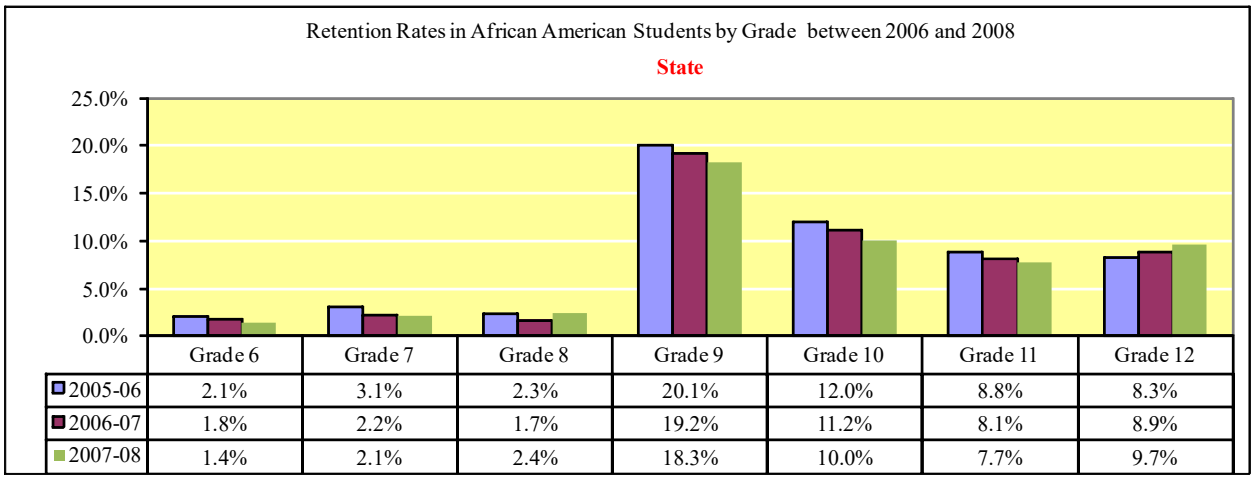
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.7%	2.2%	1.8%	17.1%	8.1%	6.0%	5.9%
2006-07	0.8%	1.8%	1.7%	15.6%	7.8%	5.9%	6.9%
2007-08	0.8%	1.6%	2.2%	14.4%	7.5%	6.7%	7.1%



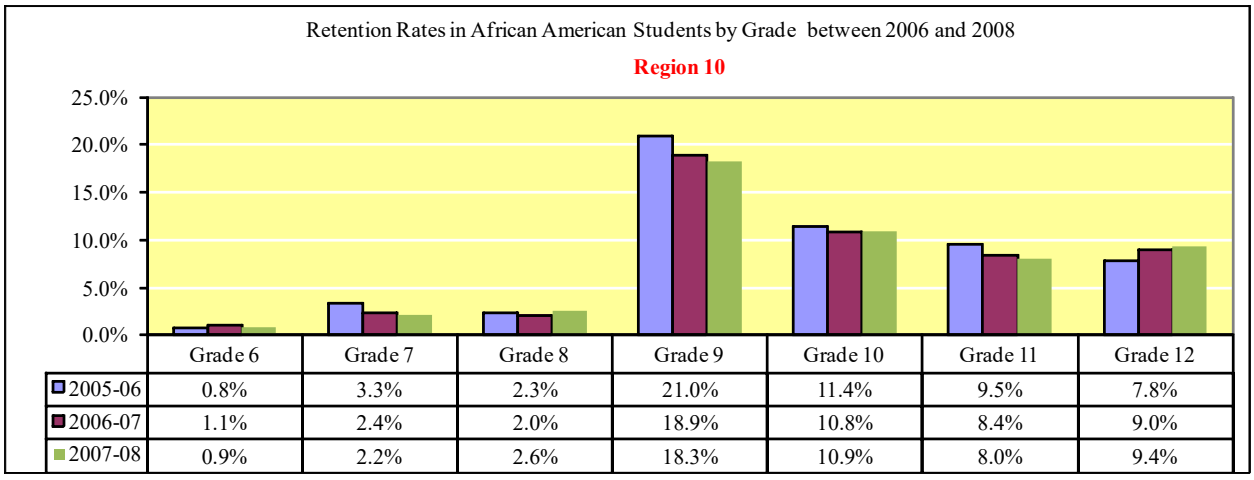
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.9%	1.8%	1.5%	14.6%	8.1%	5.2%	6.0%
2006-07	0.8%	1.4%	1.2%	14.1%	8.3%	5.2%	6.1%
2007-08	0.7%	1.3%	1.4%	13.4%	7.1%	4.7%	7.0%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

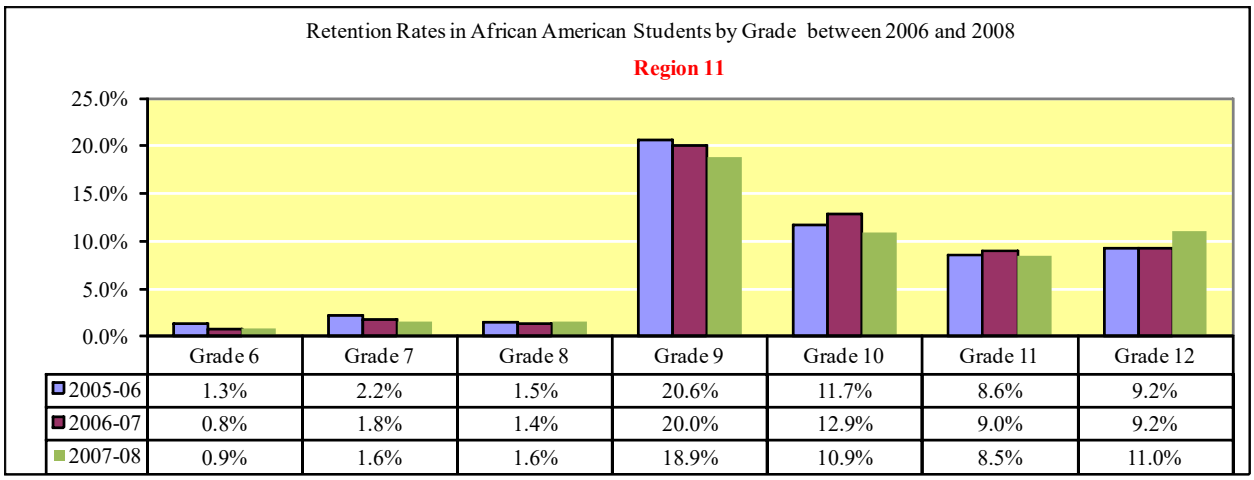
Figure 59 *Retention Rates for African American Students by Grade between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	2.1%	3.1%	2.3%	20.1%	12.0%	8.8%	8.3%
2006-07	1.8%	2.2%	1.7%	19.2%	11.2%	8.1%	8.9%
2007-08	1.4%	2.1%	2.4%	18.3%	10.0%	7.7%	9.7%



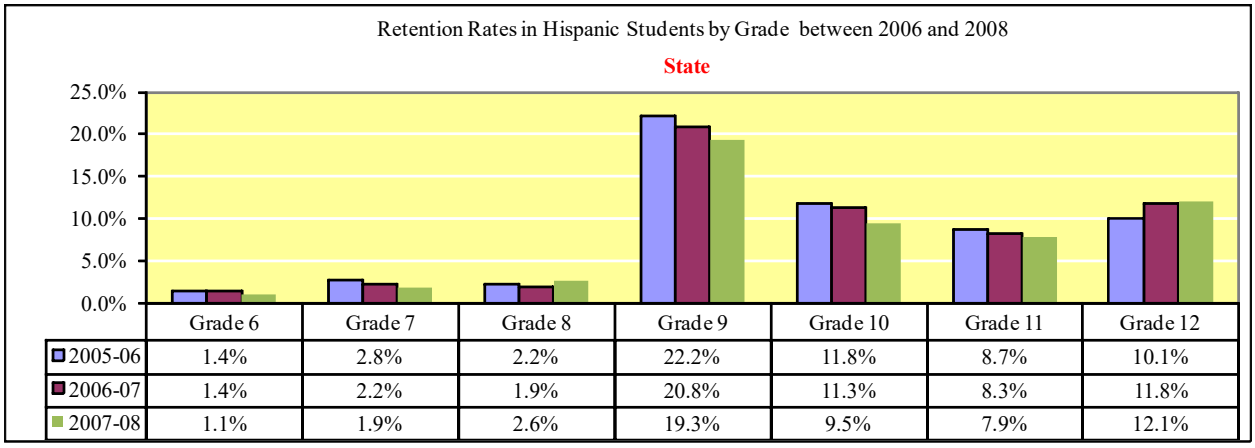
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.8%	3.3%	2.3%	21.0%	11.4%	9.5%	7.8%
2006-07	1.1%	2.4%	2.0%	18.9%	10.8%	8.4%	9.0%
2007-08	0.9%	2.2%	2.6%	18.3%	10.9%	8.0%	9.4%



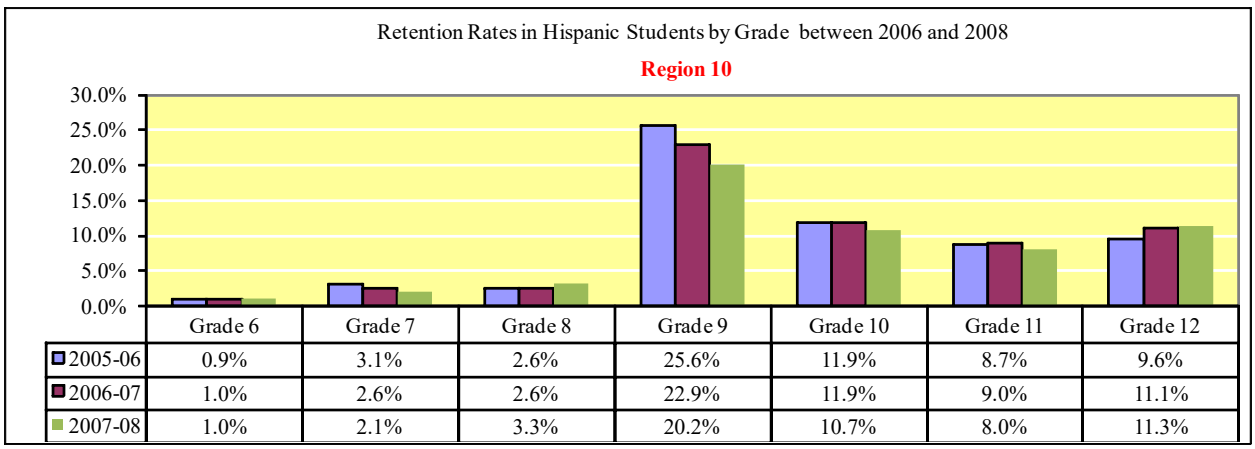
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.3%	2.2%	1.5%	20.6%	11.7%	8.6%	9.2%
2006-07	0.8%	1.8%	1.4%	20.0%	12.9%	9.0%	9.2%
2007-08	0.9%	1.6%	1.6%	18.9%	10.9%	8.5%	11.0%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

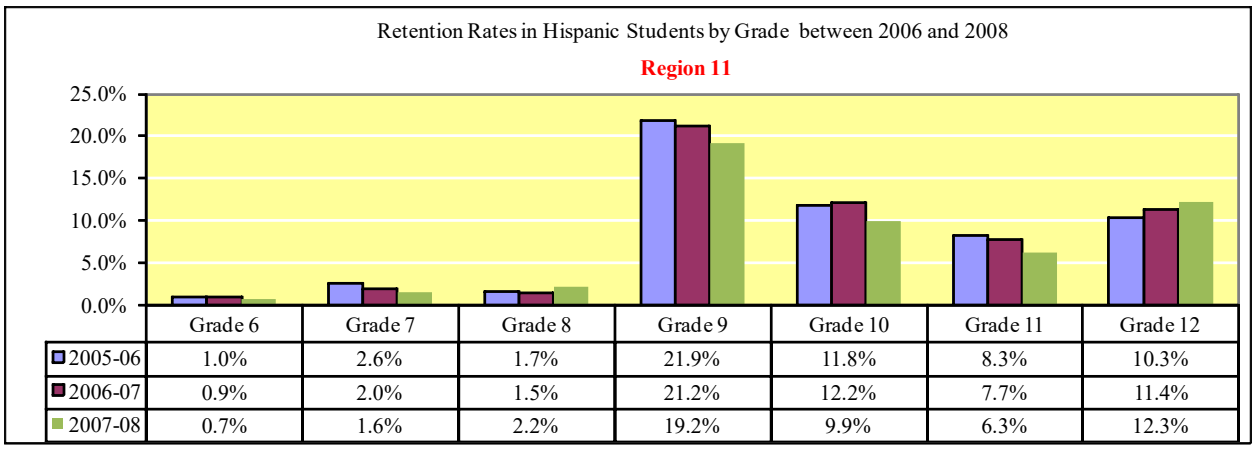
Figure 60 *Retention Rates for Hispanic Students by Grade between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.4%	2.8%	2.2%	22.2%	11.8%	8.7%	10.1%
2006-07	1.4%	2.2%	1.9%	20.8%	11.3%	8.3%	11.8%
2007-08	1.1%	1.9%	2.6%	19.3%	9.5%	7.9%	12.1%



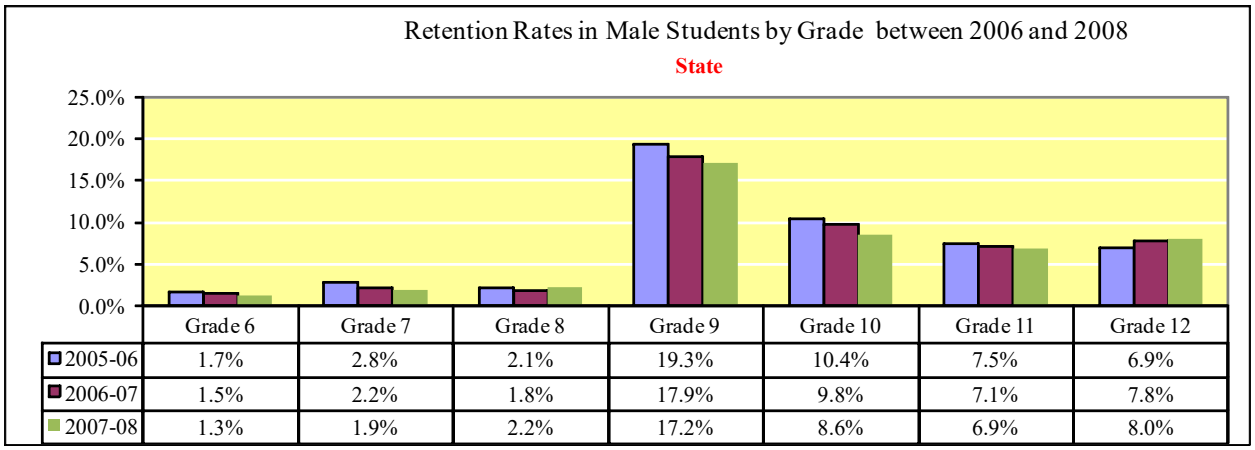
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.9%	3.1%	2.6%	25.6%	11.9%	8.7%	9.6%
2006-07	1.0%	2.6%	2.6%	22.9%	11.9%	9.0%	11.1%
2007-08	1.0%	2.1%	3.3%	20.2%	10.7%	8.0%	11.3%



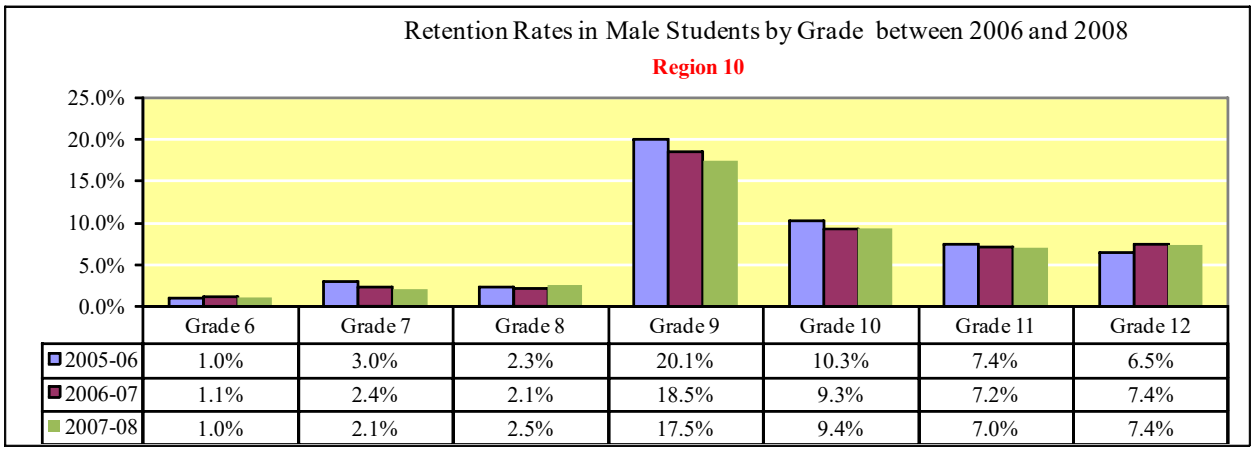
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.0%	2.6%	1.7%	21.9%	11.8%	8.3%	10.3%
2006-07	0.9%	2.0%	1.5%	21.2%	12.2%	7.7%	11.4%
2007-08	0.7%	1.6%	2.2%	19.2%	9.9%	6.3%	12.3%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

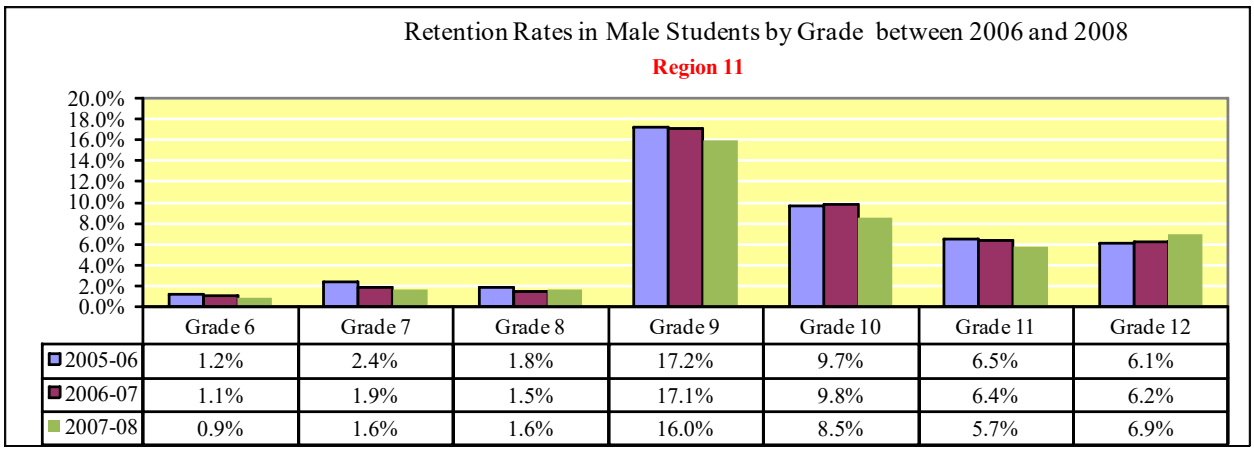
Figure 61 *Retention Rates for Male Students by Grade between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.7%	2.8%	2.1%	19.3%	10.4%	7.5%	6.9%
2006-07	1.5%	2.2%	1.8%	17.9%	9.8%	7.1%	7.8%
2007-08	1.3%	1.9%	2.2%	17.2%	8.6%	6.9%	8.0%



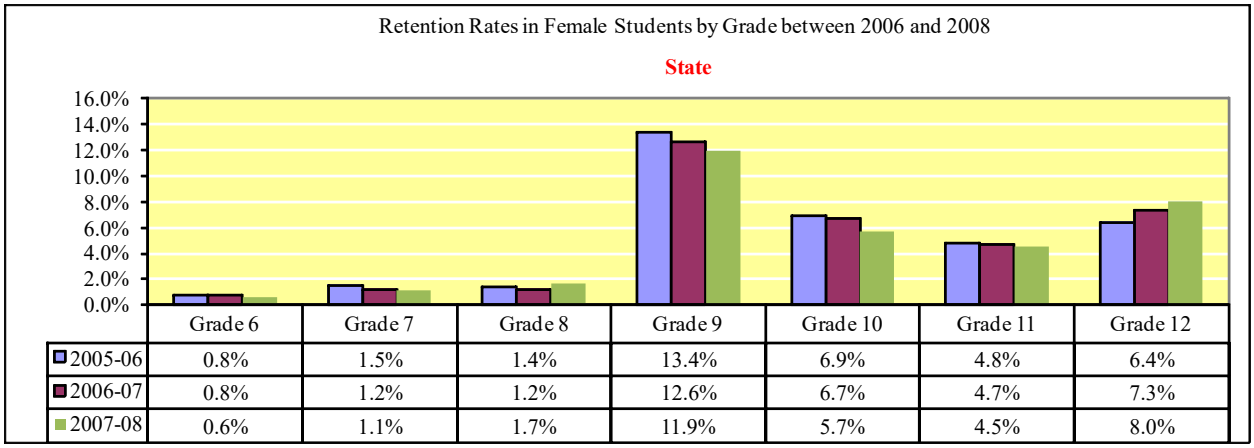
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.0%	3.0%	2.3%	20.1%	10.3%	7.4%	6.5%
2006-07	1.1%	2.4%	2.1%	18.5%	9.3%	7.2%	7.4%
2007-08	1.0%	2.1%	2.5%	17.5%	9.4%	7.0%	7.4%



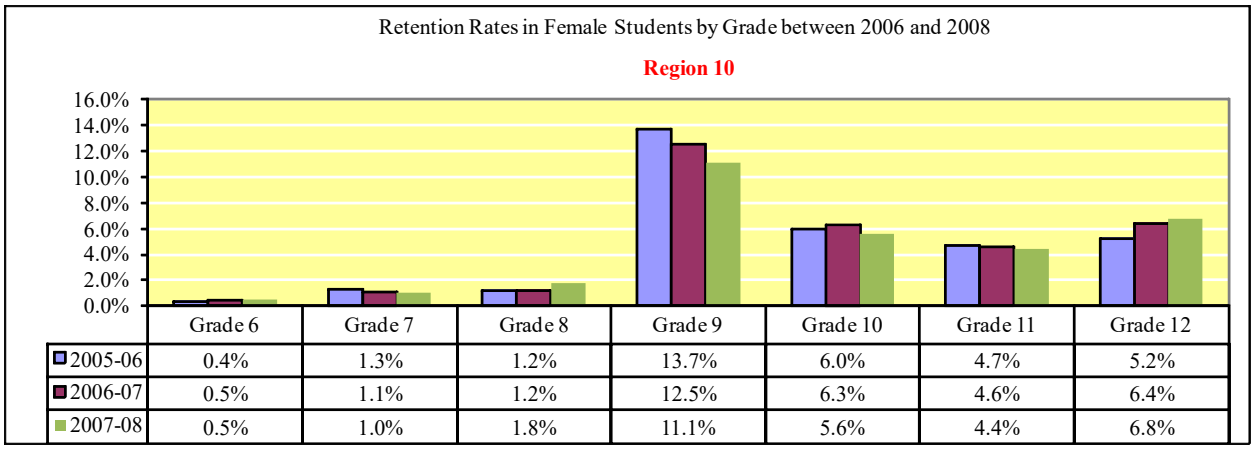
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.2%	2.4%	1.8%	17.2%	9.7%	6.5%	6.1%
2006-07	1.1%	1.9%	1.5%	17.1%	9.8%	6.4%	6.2%
2007-08	0.9%	1.6%	1.6%	16.0%	8.5%	5.7%	6.9%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

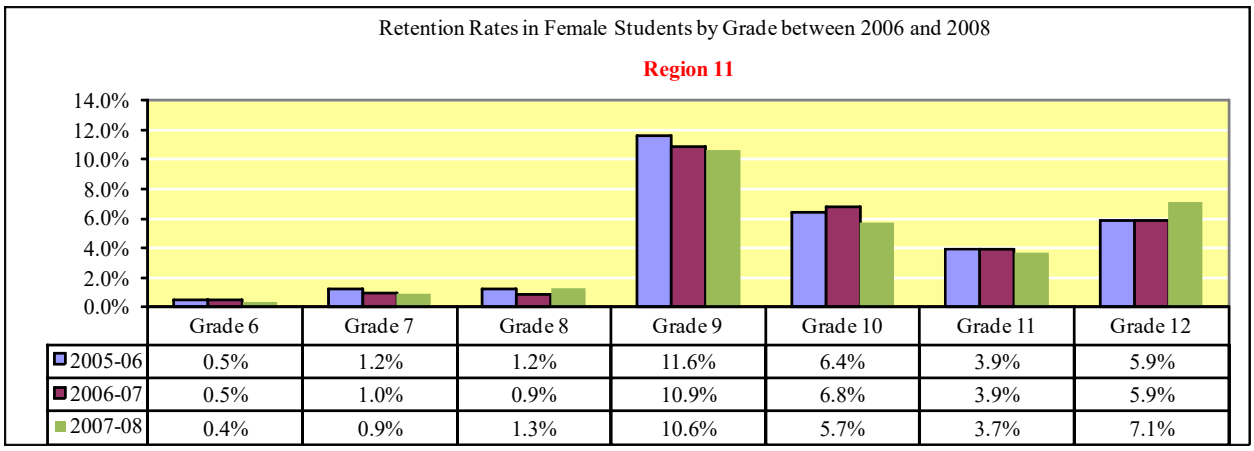
Figure 62 *Retention Rates for Female Students by Grade between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.8%	1.5%	1.4%	13.4%	6.9%	4.8%	6.4%
2006-07	0.8%	1.2%	1.2%	12.6%	6.7%	4.7%	7.3%
2007-08	0.6%	1.1%	1.7%	11.9%	5.7%	4.5%	8.0%



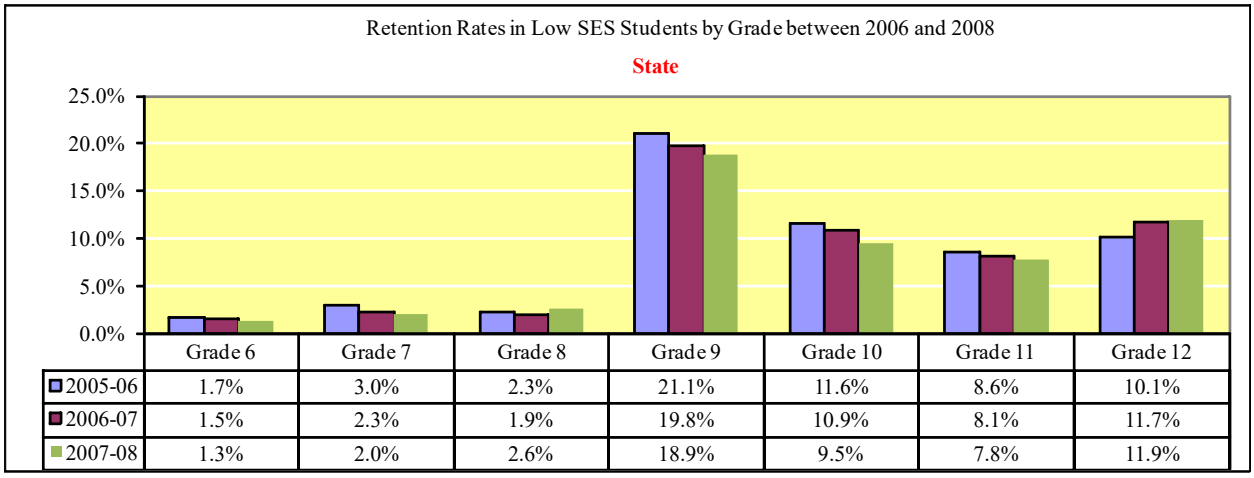
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.4%	1.3%	1.2%	13.7%	6.0%	4.7%	5.2%
2006-07	0.5%	1.1%	1.2%	12.5%	6.3%	4.6%	6.4%
2007-08	0.5%	1.0%	1.8%	11.1%	5.6%	4.4%	6.8%



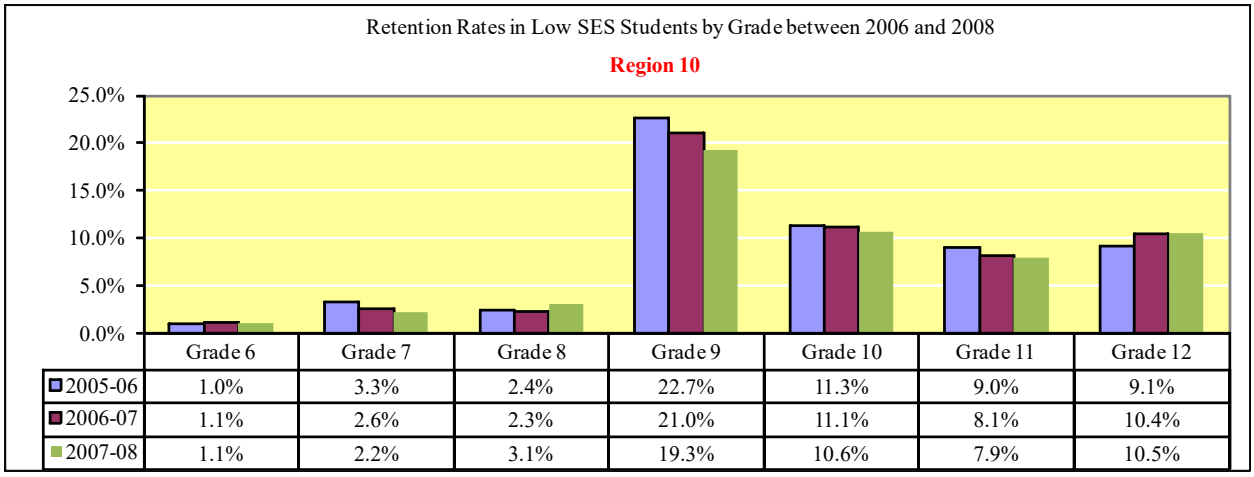
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.5%	1.2%	1.2%	11.6%	6.4%	3.9%	5.9%
2006-07	0.5%	1.0%	0.9%	10.9%	6.8%	3.9%	5.9%
2007-08	0.4%	0.9%	1.3%	10.6%	5.7%	3.7%	7.1%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

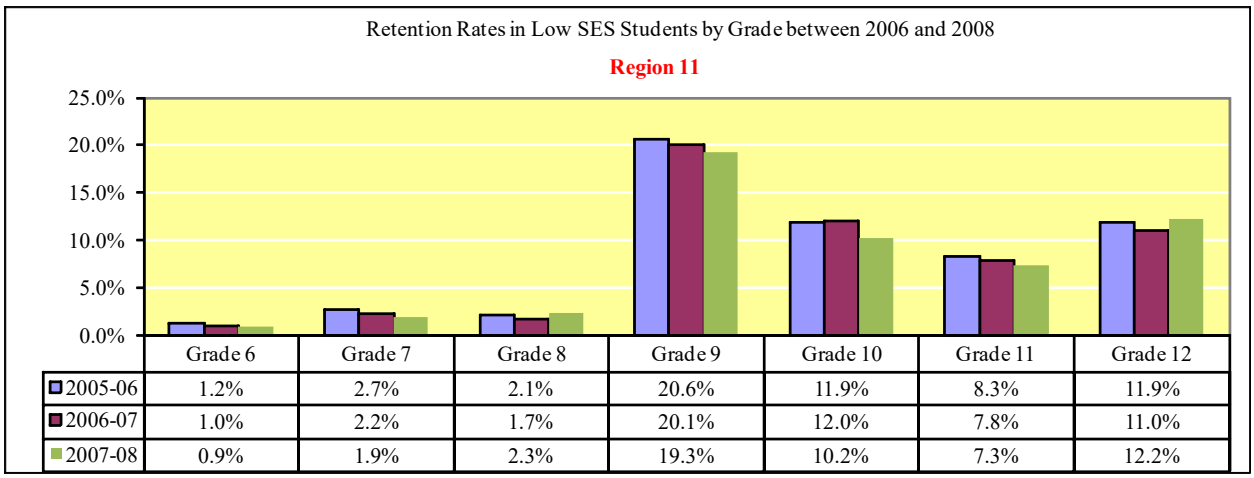
Figure 63 *Retention Rates for Economically Disadvantaged Students between 2006 and 2008*



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.7%	3.0%	2.3%	21.1%	11.6%	8.6%	10.1%
2006-07	1.5%	2.3%	1.9%	19.8%	10.9%	8.1%	11.7%
2007-08	1.3%	2.0%	2.6%	18.9%	9.5%	7.8%	11.9%



	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.0%	3.3%	2.4%	22.7%	11.3%	9.0%	9.1%
2006-07	1.1%	2.6%	2.3%	21.0%	11.1%	8.1%	10.4%
2007-08	1.1%	2.2%	3.1%	19.3%	10.6%	7.9%	10.5%

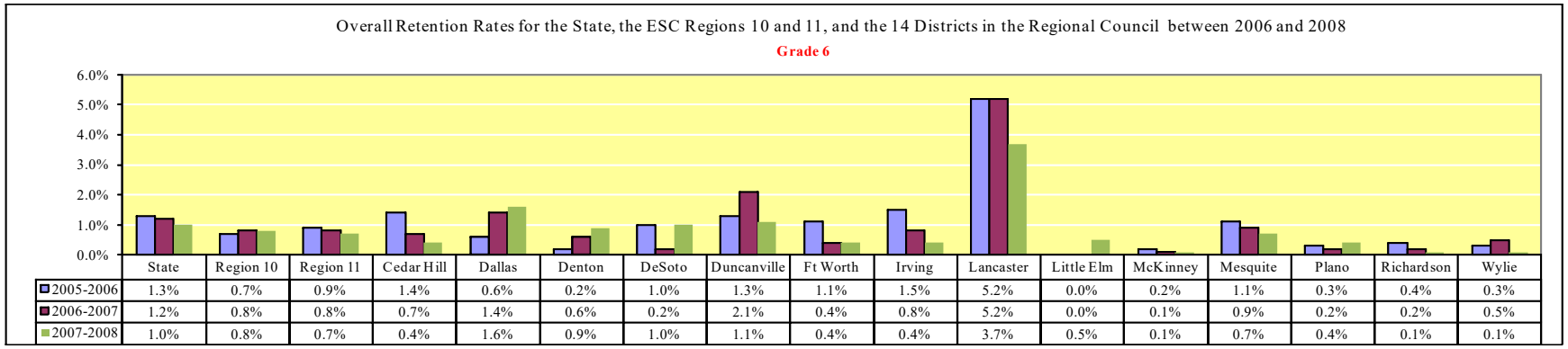


	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.2%	2.7%	2.1%	20.6%	11.9%	8.3%	11.9%
2006-07	1.0%	2.2%	1.7%	20.1%	12.0%	7.8%	11.0%
2007-08	0.9%	1.9%	2.3%	19.3%	10.2%	7.3%	12.2%

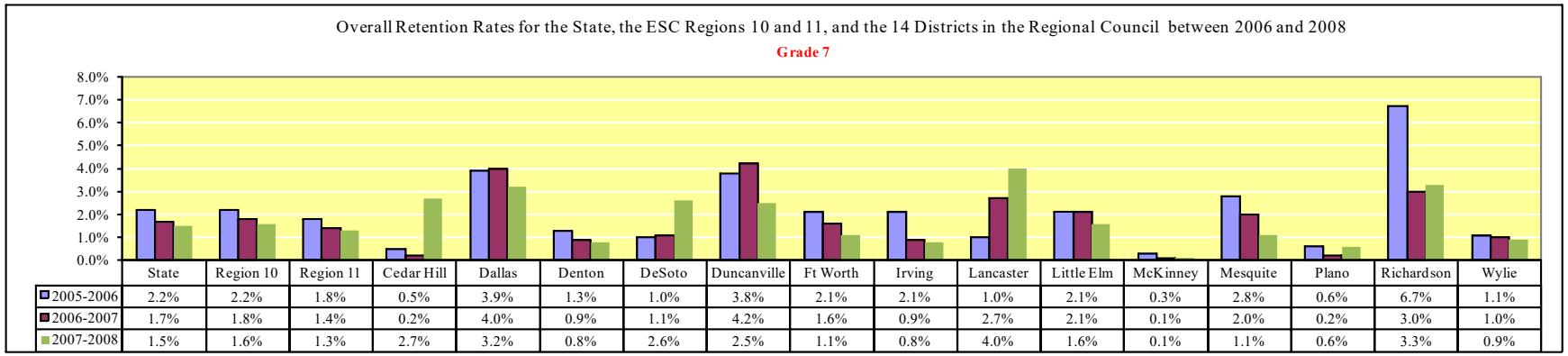
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

Finally, the retention rates in the 17 entities over the three years are concurrently displayed for each of the seven grades in Figure 64. Such a presentation makes it possible to simultaneously compare the retention rates in the 17 entities in each of the seven grades. In addition, it enables the readers to perceive the changes over the three years in these educational constituents at once at each grade. In 6th grade, the state, Regions 10 and 11, and most of the ISDs had rates less than 1%. The only exception seemed to be the Lancaster ISD which had rates between 3% and 6% in the three years. The rates had generally declined in the three years. The retention rates in Grade 7 were typically less than 2%. However, several ISDs had rates over 3% consecutively in the three years. In general, the retention rate had decreased in the three years in the 17 entities. The retention rates in Grade 8 were also usually less than 2% in the three years. The biggest difference between Grade 8 and Grades 6 and 7 was that the retention rate on Grade 8 seemed to have increased from 2007 to 2008, whereas it had declined on Grades 6 and 7 in the same period. The exact reason for this phenomenon is unknown. The rates in Grade 9 were often around 15% in the educational constituents. But, the Dallas and Irving ISDs had rates greater than 15% in the three years. The good news is that these two districts had declined within the three years as most of the other entities. The retention rates in Grade 10 were normally less than 8% in the 17 entities, and they had declined somewhat in the three years. However, several ISDs either had rates continuously greater than 10% in the three years or had a notable increase from 2007 to 2008. In Grade 11, most of the 17 entities had rates around 6% or less in the three years. But there were several exceptions at the district level. For instance, the DeSoto ISD had rates over 8% in the three years. In addition, unlike the tendency of decline in the state and Region 11, Region 10 had increased from 2007 to 2008. Finally, the retention rates in Grade 12 were normally below 8% in the state, the two ESC regions, and the 14 ISDs in the three years. The extremely high rate of 90.9% in the Lancaster ISD in the school year of 2005-06 seemed to be an outlier. However, the retention rates in 12th grade had somewhat increased in the three-year period. We do not know the exact reasons why the rates in the 8th and 12th grades had a tendency to increase, whereas the rates in other grades tended to decrease in the three years.

Figure 64 *Overall Retention Rates by Grade between 2006 and 2008*



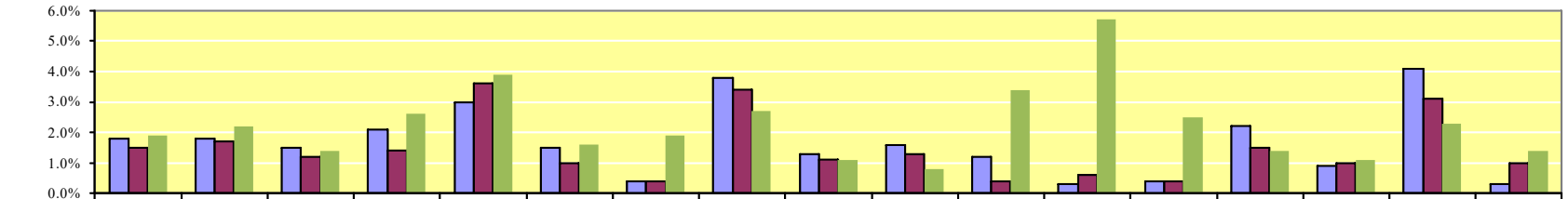
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	1.3%	0.7%	0.9%	1.4%	0.6%	0.2%	1.0%	1.3%	1.1%	1.5%	5.2%	0.0%	0.2%	1.1%	0.3%	0.4%	0.3%
2006-2007	1.2%	0.8%	0.8%	0.7%	1.4%	0.6%	0.2%	2.1%	0.4%	0.8%	5.2%	0.0%	0.1%	0.9%	0.2%	0.2%	0.5%
2007-2008	1.0%	0.8%	0.7%	0.4%	1.6%	0.9%	1.0%	1.1%	0.4%	0.4%	3.7%	0.5%	0.1%	0.7%	0.4%	0.1%	0.1%



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	2.2%	2.2%	1.8%	0.5%	3.9%	1.3%	1.0%	3.8%	2.1%	2.1%	1.0%	2.1%	0.3%	2.8%	0.6%	6.7%	1.1%
2006-2007	1.7%	1.8%	1.4%	0.2%	4.0%	0.9%	1.1%	4.2%	1.6%	0.9%	2.7%	2.1%	0.1%	2.0%	0.2%	3.0%	1.0%
2007-2008	1.5%	1.6%	1.3%	2.7%	3.2%	0.8%	2.6%	2.5%	1.1%	0.8%	4.0%	1.6%	0.1%	1.1%	0.6%	3.3%	0.9%

Overall Retention Rates for the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2008

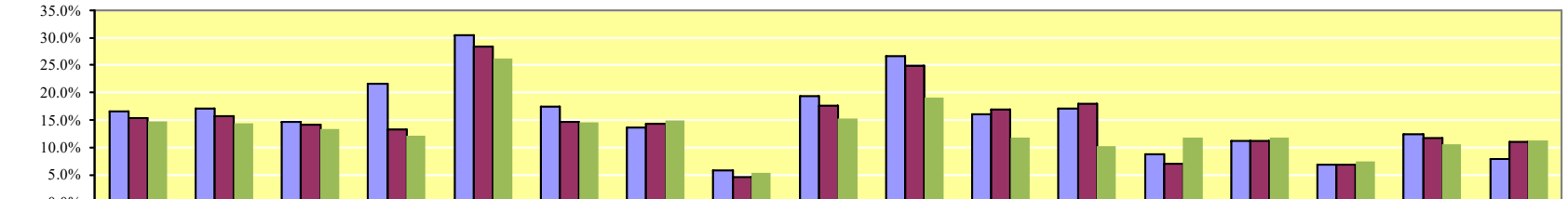
Grade 8



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	1.8%	1.8%	1.5%	2.1%	3.0%	1.5%	0.4%	3.8%	1.3%	1.6%	1.2%	0.3%	0.4%	2.2%	0.9%	4.1%	0.3%
2006-2007	1.5%	1.7%	1.2%	1.4%	3.6%	1.0%	0.4%	3.4%	1.1%	1.3%	0.4%	0.6%	0.4%	1.5%	1.0%	3.1%	1.0%
2007-2008	1.9%	2.2%	1.4%	2.6%	3.9%	1.6%	1.9%	2.7%	1.1%	0.8%	3.4%	5.7%	2.5%	1.4%	1.1%	2.3%	1.4%

Overall Retention Rates for the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2008

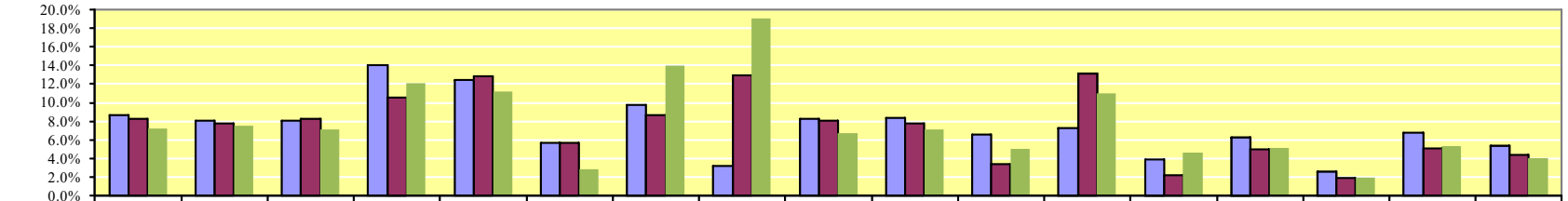
Grade 9



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	16.5%	17.1%	14.6%	21.5%	30.5%	17.4%	13.6%	5.8%	19.4%	26.7%	16.0%	17.1%	8.7%	11.2%	6.9%	12.4%	7.8%
2006-2007	15.4%	15.6%	14.1%	13.2%	28.4%	14.7%	14.3%	4.5%	17.6%	24.8%	16.9%	18.0%	7.0%	11.1%	6.8%	11.7%	11.0%
2007-2008	14.7%	14.4%	13.4%	12.2%	26.2%	14.5%	14.9%	5.4%	15.2%	19.1%	11.7%	10.3%	11.7%	11.8%	7.4%	10.5%	11.2%

Overall Retention Rates for the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2008

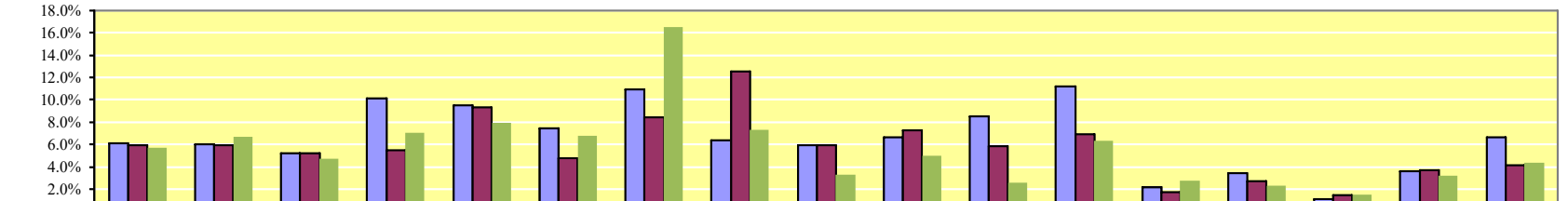
Grade 10



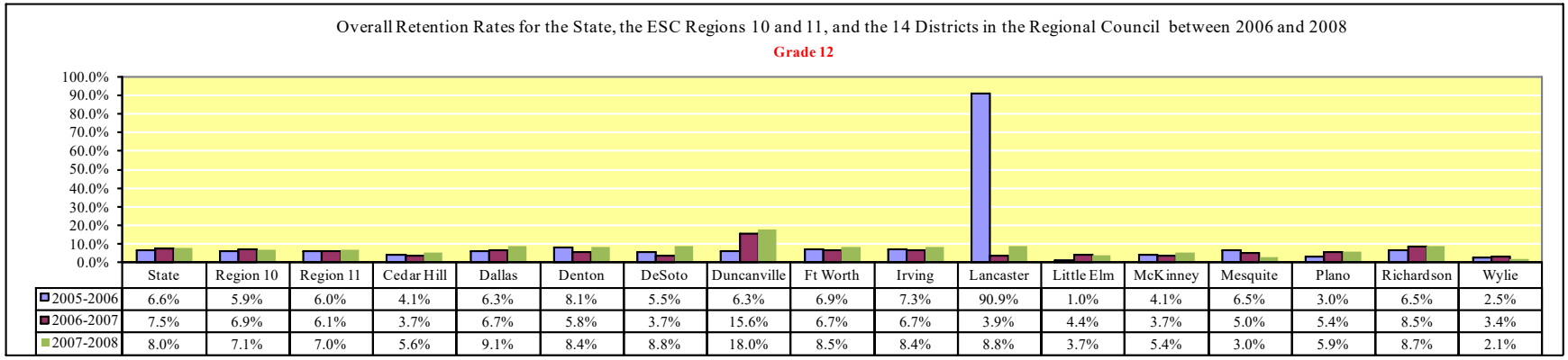
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	8.7%	8.1%	8.1%	14.0%	12.4%	5.7%	9.8%	3.2%	8.3%	8.4%	6.6%	7.3%	3.9%	6.3%	2.6%	6.8%	5.4%
2006-2007	8.3%	7.8%	8.3%	10.5%	12.8%	5.7%	8.7%	12.9%	8.1%	7.8%	3.4%	13.1%	2.2%	5.0%	1.9%	5.1%	4.4%
2007-2008	7.2%	7.5%	7.1%	12.1%	11.2%	2.9%	14.0%	19.0%	6.7%	7.1%	5.0%	11.0%	4.6%	5.1%	2.0%	5.3%	4.1%

Overall Retention Rates for the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2008

Grade 11



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	6.1%	6.0%	5.2%	10.1%	9.5%	7.4%	10.9%	6.4%	5.9%	6.6%	8.5%	11.2%	2.2%	3.4%	1.1%	3.6%	6.6%
2006-2007	5.9%	5.9%	5.2%	5.5%	9.3%	4.8%	8.4%	12.5%	5.9%	7.3%	5.8%	6.9%	1.7%	2.7%	1.5%	3.7%	4.1%
2007-2008	5.7%	6.7%	4.7%	7.0%	7.9%	6.8%	16.5%	7.3%	3.3%	5.0%	2.6%	6.3%	2.8%	2.3%	1.5%	3.2%	4.4%



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	6.6%	5.9%	6.0%	4.1%	6.3%	8.1%	5.5%	6.3%	6.9%	7.3%	90.9%	1.0%	4.1%	6.5%	3.0%	6.5%	2.5%
2006-2007	7.5%	6.9%	6.1%	3.7%	6.7%	5.8%	3.7%	15.6%	6.7%	6.7%	3.9%	4.4%	3.7%	5.0%	5.4%	8.5%	3.4%
2007-2008	8.0%	7.1%	7.0%	5.6%	9.1%	8.4%	8.8%	18.0%	8.5%	8.4%	8.8%	3.7%	5.4%	3.0%	5.9%	8.7%	2.1%

Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

In summary, the findings on retention rate in secondary schools can be described as follows. First, on group differences, the African American, Hispanic, low SES, and male groups typically had higher retention rates than the White and female groups. Second, on grade differences, the retention rate was generally less than 2% in 6-8th grades, but jumped sharply to around 15% at the 9th grade, and then dropped to about 7% in 10-12th grades. Within the last three years in high school, the retention rates in10th and 12th grades seemed to be higher than that in 11th grade. Third, on temporal precedence, the retention rate usually had decreased from 2005-2006 to 2007-2008 in all grades except for 8th and 12th grades. The implications of these findings are that, in order to decrease the retention rate in secondary schools, we need to concentrate on the groups, districts, or grades with high retention rates. Specifically, we should focus on: (a) the African American, Hispanic, low SES, and male groups; (b) the high-school grades, especially 9th and 12th grades; and (c) some districts with relatively high rates consistently across the grades and the school year. Obviously, we should again identify the best practices in the mostly improved districts and learn from these ISDs. Finally, we also need to understand the underlying reasons why the retention rate had increased in 8th and 12th grades, whereas it had declined in other secondary grades

High School Success Factors

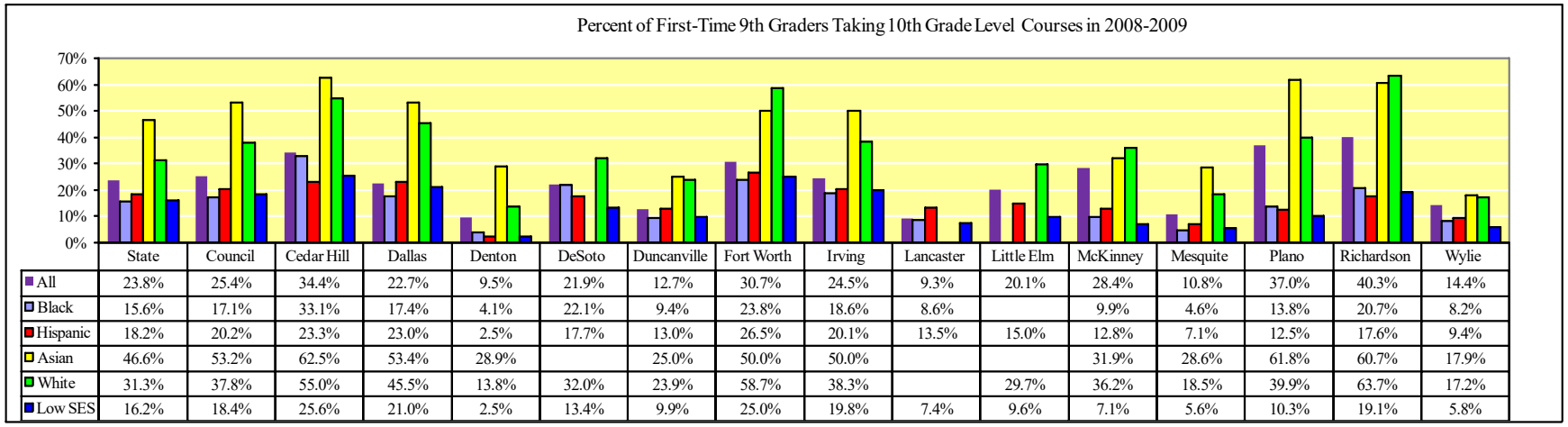
For the success factors in high school, the THECB P-16 Initiatives Division selected the same four data elements in 2009 as in the last year, but with the data point moving forward one year. Thus, in this report, we focus on: (a) the first-time 9th graders taking 10th grade level courses in either English II, Geometry, or World History in 2008-2009, (b) the first-time 9th graders advanced to 10th grade on time in 2007-2008, (c) the 12th graders taking AP/IB course(s) or advanced courses in CTE in 2008-2009, and (d) the different outcomes for the 2004-2005 9th grade

cohort in 2007-2008. Also in this report, we add the latest data in the school year of 2007-08 to the previous trend analysis on graduation plans by using the High School Graduates Longitudinal Analysis report from the Texas PK-16 Public Education Information Resources (TPEIR).

First-time 9th Graders Taking Advanced Courses in 2008-2009

Figure 65 below displays the percentages of the first-time 9th graders taking 10th grade level courses in the state, the regional council, and the 14 school districts in the collective and individual groups in 2008-09. Again, as in the previous report, the percentage for each group in the regional council was computed as the weighted percentage of the 14 ISDs based on the percentage and the number of students in that group. This strategy was also used in calculating the percentages in the next two figurees for the regional council. The figure indicates that the order of the individual groups from high to low was Asian/Pacific Islander, White, Hispanic, Low SES, and African American in both the state and the regional council in the school year of 2008-09. The North Texas Regional P-16 Council was about 1%-2% higher than the state in the collective and the African American, Hispanic, and low SES groups. It was even over 6% higher than the state in the Asian/Pacific Islander and White groups. The remarkable group differences between the Asian/Pacific Islander/White groups and the African American/Hispanic/low SES groups identified in the state and the regional council appeared to be true in majority of the ISDs as well. It is interesting to note that some low performance districts (e.g., the Cedar Hill, Dallas, and Fort Worth ISDs) on other indicators in the earlier grades had high percentages on this indicator.

Figure 65 *Percent of First-time 9th Graders Taking 10 Grade Level Courses in 2008-2009*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	23.8%	25.4%	34.4%	22.7%	9.5%	21.9%	12.7%	30.7%	24.5%	9.3%	20.1%	28.4%	10.8%	37.0%	40.3%	14.4%
Black	15.6%	17.1%	33.1%	17.4%	4.1%	22.1%	9.4%	23.8%	18.6%	8.6%		9.9%	4.6%	13.8%	20.7%	8.2%
Hispanic	18.2%	20.2%	23.3%	23.0%	2.5%	17.7%	13.0%	26.5%	20.1%	13.5%	15.0%	12.8%	7.1%	12.5%	17.6%	9.4%
Asian	46.6%	53.2%	62.5%	53.4%	28.9%		25.0%	50.0%	50.0%			31.9%	28.6%	61.8%	60.7%	17.9%
White	31.3%	37.8%	55.0%	45.5%	13.8%	32.0%	23.9%	58.7%	38.3%		29.7%	36.2%	18.5%	39.9%	63.7%	17.2%
Low SES	16.2%	18.4%	25.6%	21.0%	2.5%	13.4%	9.9%	25.0%	19.8%	7.4%	9.6%	7.1%	5.6%	10.3%	19.1%	5.8%

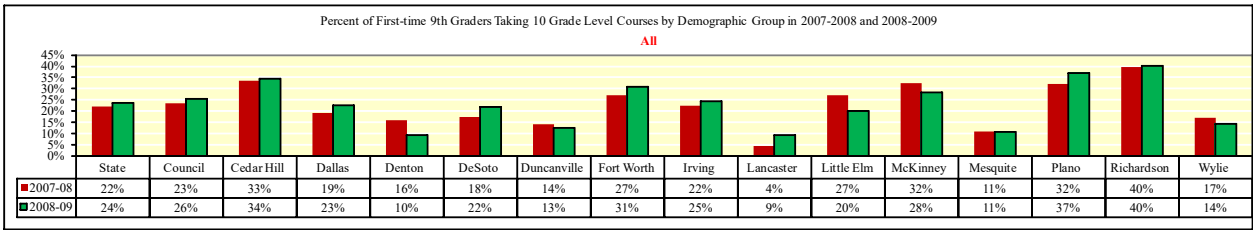
Source: The THECB P-16 Initiatives Ad Hoc Data on First-Time 9th Graders Taking Advanced Courses in 2009.

Note 1: All = African American + Hispanic + Asian + Native American + White

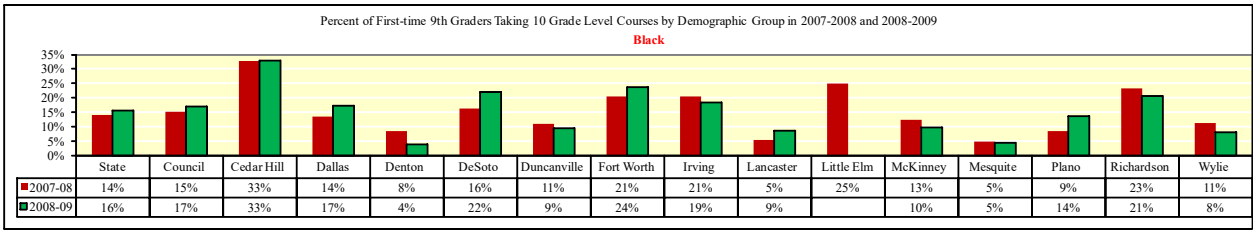
2: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

The next figure contrasts the percentages of first-time 9th graders taking advanced courses in the school years of 2007-08 and 2008-09 in different groups. It shows that the state had increased 2% to 24% in the collective group from 2008 to 2009, whereas the council had grown 1% faster than the state in the same period. By the end of the school year 2008-09, the regional council had increased the advantage over the state to 2% from 1% in 2008. Eight out of the 14 ISDs in the regional council had grown from 2008 to 2009. The Lancaster and Plano ISDs had increased the most by 5%. The two largest ISDs in the council also had significantly grown 4% in the two-year period. For the individual groups, the regional council appeared to have the same growth rate of 2% as that for the state in the African American, Hispanic, and low SES groups. Thus, the council was still 1%, 2%, and 2% higher than the state for the three corresponding groups, respectively. For the White group, both the council and the state had increased 1%. Hence, the council was still 7% than the state in 2009 as it was in 2008. The Asian/Pacific Islander group had the highest percentages in the state and the council in the two years. But it had also the lowest growth rate. The percentage in the state virtually had no change from 2008 to 2009, whereas it even had decreased 1% in the regional council. At the district level, we again observed the wide variations in the districts for each of the individual groups.

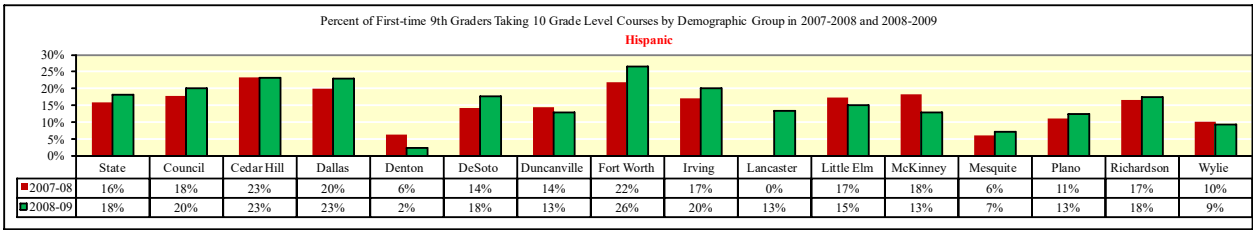
Figure 66 *Percent of First-time 9th Graders Taking 10 Grade Level Courses by Demographic Group in 2008 and 2009*



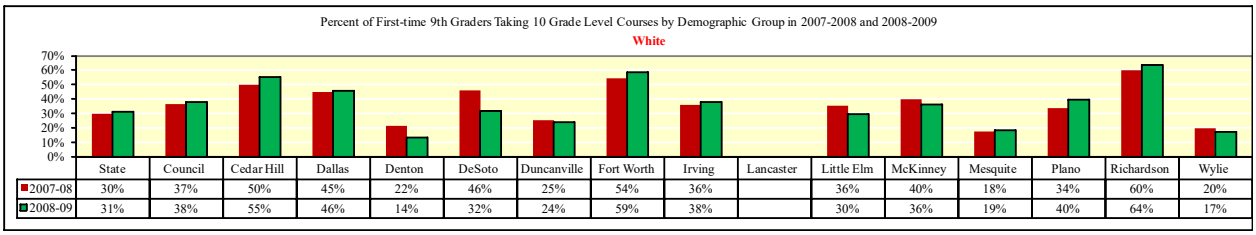
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	22%	23%	33%	19%	16%	18%	14%	27%	22%	4%	27%	32%	11%	32%	40%	17%
2008-09	24%	26%	34%	23%	10%	22%	13%	31%	25%	9%	20%	28%	11%	37%	40%	14%



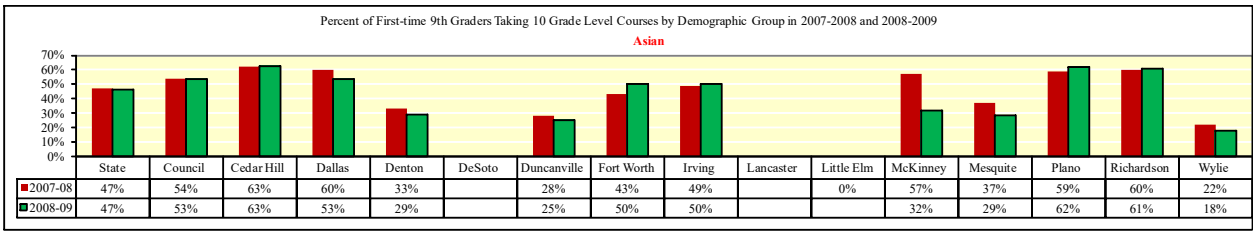
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	14%	15%	33%	14%	8%	16%	11%	21%	21%	5%	25%	13%	5%	9%	23%	11%
2008-09	16%	17%	33%	17%	4%	22%	9%	24%	19%	9%		10%	5%	14%	21%	8%



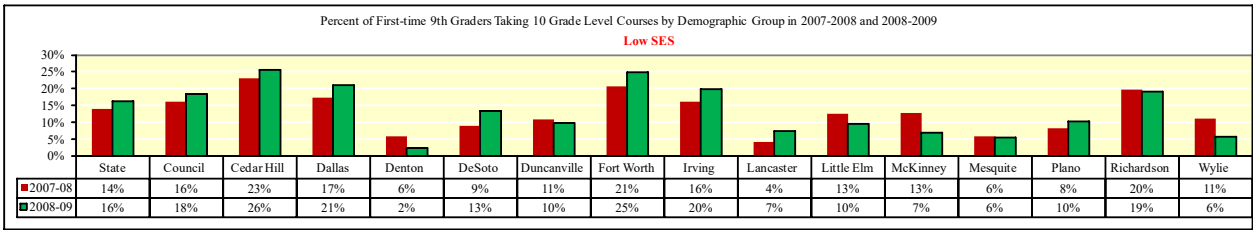
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	16%	18%	23%	20%	6%	14%	14%	22%	17%	0%	17%	18%	6%	11%	17%	10%
2008-09	18%	20%	23%	23%	2%	18%	13%	26%	20%	13%	15%	13%	7%	13%	18%	9%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	30%	37%	50%	45%	22%	46%	25%	54%	36%		36%	40%	18%	34%	60%	20%
2008-09	31%	38%	55%	46%	14%	32%	24%	59%	38%		30%	36%	19%	40%	64%	17%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	47%	54%	63%	60%	33%		28%	43%	49%		0%	57%	37%	59%	60%	22%
2008-09	47%	53%	63%	53%	29%		25%	50%	50%			32%	29%	62%	61%	18%



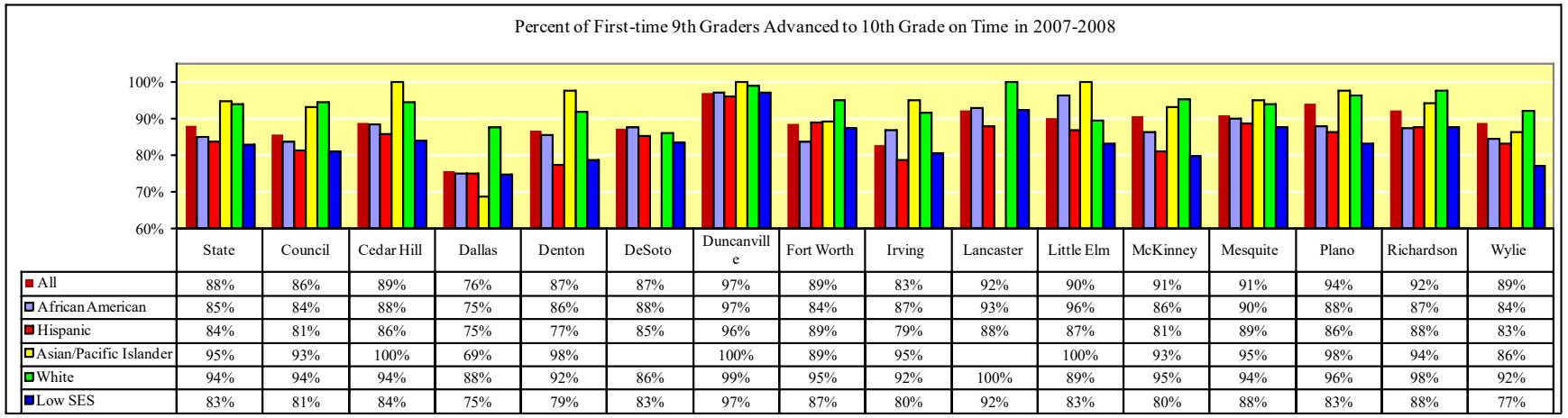
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	14%	16%	23%	17%	6%	9%	11%	21%	16%	4%	13%	13%	6%	8%	20%	11%
2008-09	16%	18%	26%	21%	2%	13%	10%	25%	20%	7%	10%	7%	6%	10%	19%	6%

Source: The THECB P-16 Initiatives Ad Hoc Data on 1st Time 9th Graders Taking Advanced Courses in 2008 and 2009.

First-time 9th Graders Advanced to 10th Grade on Time in 2007-2008

The percentages of first-time 9th graders advanced to 10th grade on time in the school year of 2007-08 for the collective and individual groups in the state, the regional council, and the 14 school districts are shown in Figure 67. Overall, these percentages were pretty high, often over 80% in each group in the 16 educational constituents. The overall ratio in the council was 2% lower than that in the state. The council was also generally lower than the state in the individual groups, ranging from 0% in the White group to 3% in the Hispanic group. For the between-group differences, the Asian/Pacific Islander and White groups were at least 9% higher than the African American, Hispanic, and low SES groups with a rate of 84%, 81%, and 81%, respectively. At the district level, the Duncanville, Mesquite, and Richardson ISDs demonstrated consistently high percentages across the groups. For the individual groups, three ISDs (Duncanville, Lancaster, and Little Elm) were over 90% for the African American group. The Duncanville had the highest 96% for the Hispanic group. The Duncanville and Lancaster ISDs had the highest percentages for the economically disadvantaged students with a rate of 97% and 92%, respectively.

Figure 67 *Percent of First-time 9th Graders Advanced to 10th Grade on Time in 2007-08*



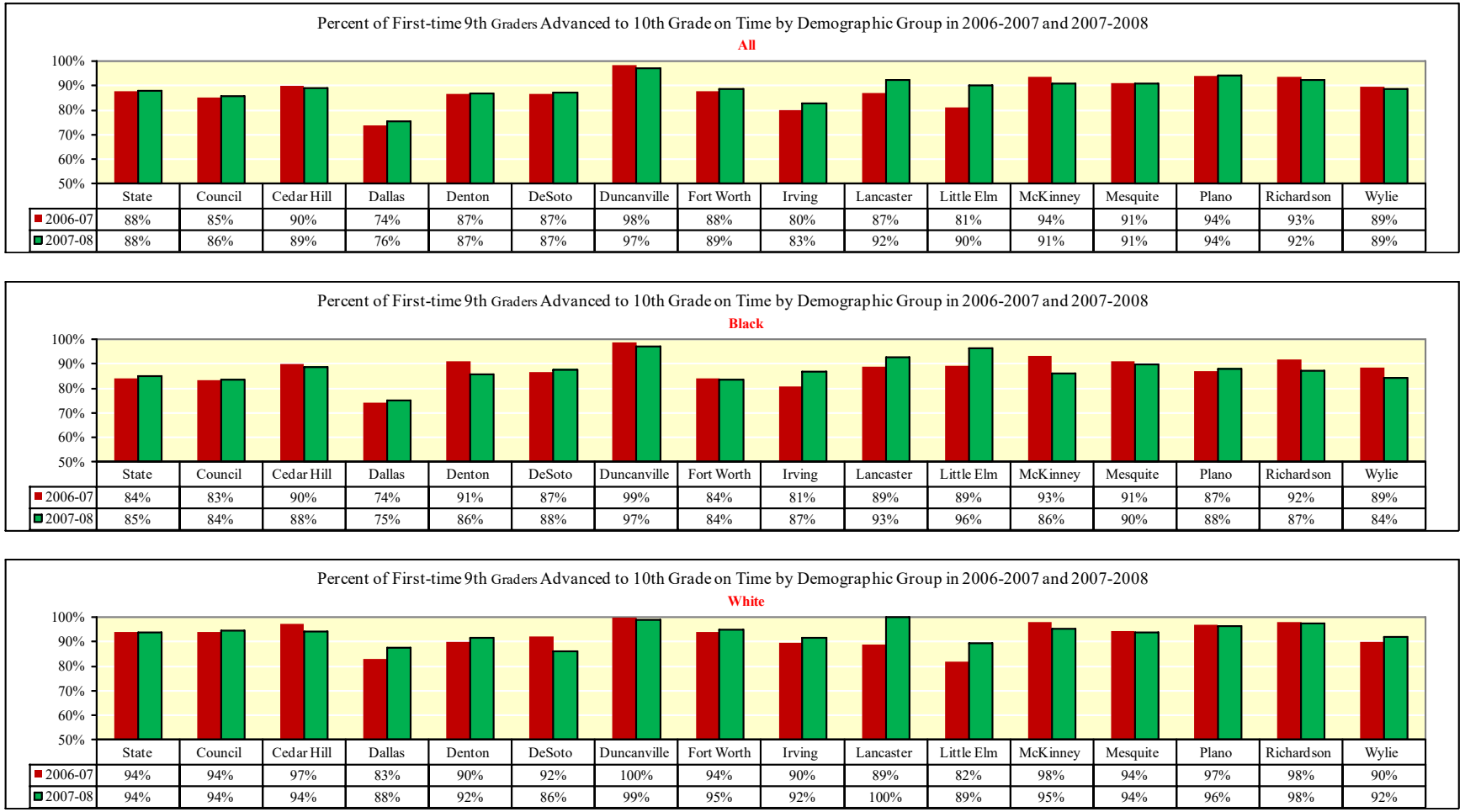
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	88%	86%	89%	76%	87%	87%	97%	89%	83%	92%	90%	91%	91%	94%	92%	89%
African American	85%	84%	88%	75%	86%	88%	97%	84%	87%	93%	96%	86%	90%	88%	87%	84%
Hispanic	84%	81%	86%	75%	77%	85%	96%	89%	79%	88%	87%	81%	89%	86%	88%	83%
Asian/Pacific Islander	95%	93%	100%	69%	98%		100%	89%	95%		100%	93%	95%	98%	94%	86%
White	94%	94%	94%	88%	92%	86%	99%	95%	92%	100%	89%	95%	94%	96%	98%	92%
Low SES	83%	81%	84%	75%	79%	83%	97%	87%	80%	92%	83%	80%	88%	83%	88%	77%

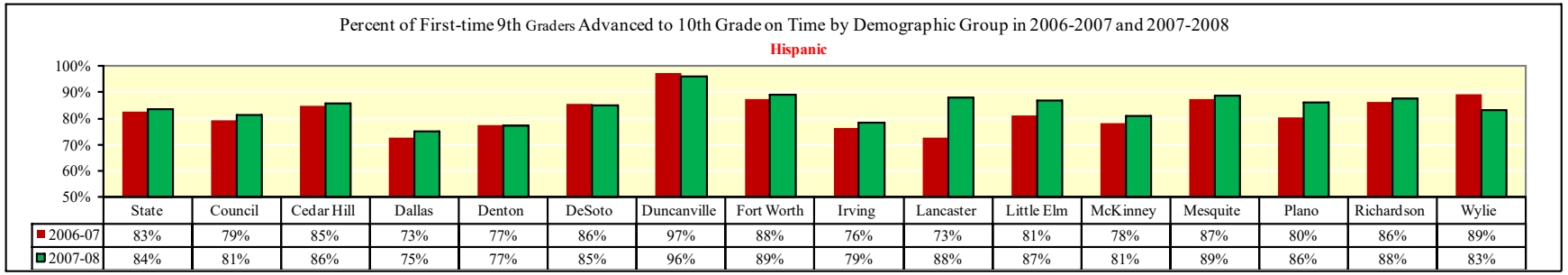
Source: The THECB P-16 Initiatives Ad Hoc Data on First-Time 9th Graders Advanced to 10th Grade on Time in 2007-2008.
Note 1: All = African American + Hispanic + Asian + Native American + White
2: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

Figure 68 below further presents the percentages of first-time 9th graders advanced to 10th grade on time in 2007 and 2008. It clearly shows that the state virtually had no changes from 2007 to 2008, whereas the council had gained 1%. The overall council-state gap had reduced to 2% in 2009 from 3% in the earlier year. Most of the ISDs had small changes in the range of ±2%. But three ISDs (i.e., Irving, Lancaster, and Little Elm) had grown 3% or even more from 2007 to 2008. For the African American group, both the state and the council had grown 1%, resulting in the same 1% council-state gap as in the 2007. At the district level, the Dallas ISD still had the lowest rate although it had increased 1% within the two years. Majority of the other ISDs had the changes within the range of ±5%. But, three ISDs (i.e., Irving, Lancaster, and Little Elm) had increases over 6%. On the other hand, the Denton, McKinney, and Richardson ISDs had declined 5% or even more from 2007 to 2008. For the Hispanic group, the state had increased 1%, and the council had grown 2%. The council was still 3% lower than the state by the end of the school year 2007-08. Eight of the 14 ISDs had changes in the range of ±2%. Of the remaining six ISDs, the Lancaster ISD had the largest gain of 15%, and the Little Elm and Plano ISDs also had increased 6%. On the other hand, the Wylie ISD had the largest decline of 6%. For the White group, both the state and the council had the ratio of 94% as in the earlier year. Eight of the 14 ISDs had changes of |2%| or less. The top three districts with the largest gains for the White group were the Lancaster (11%), Little Elm (7%) and Dallas (5%) ISDs. However, the largest increase in the Lancaster ISD may not be stable due to the small number of White students in the district. The Asian/Pacific Islander group in the council had

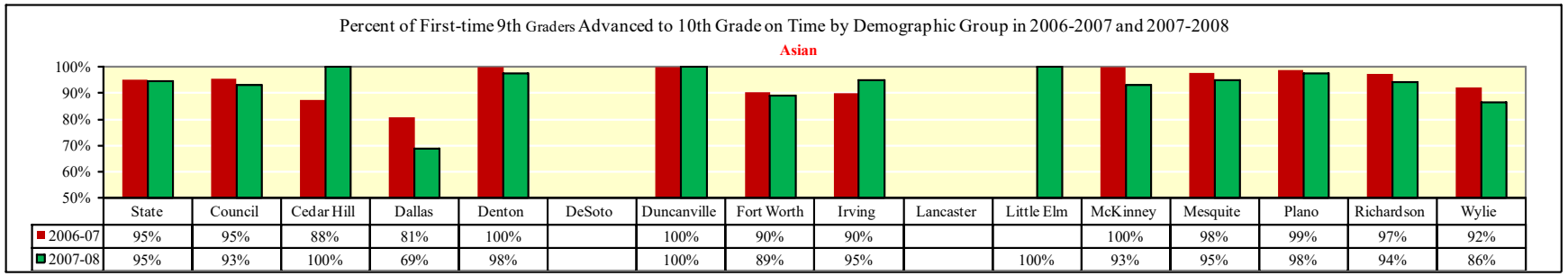
dropped 2% to 93% from 2007 to 2008, whereas the state still had the ratio of 95% in 2008 as in 2007. Within the council, there were relatively large variations in the districts due to the relatively small of Asian/Pacific Islander students. Finally, for the low SES group, both the state and the council had increased 1%. Thus, the council-state gap was still 2% in 2008 as in 2007. At the district level, 10 out of the 14 districts had changes within ±2%. The Lancaster ISD had the largest gain of 6%, whereas the Wylie ISD had the biggest drop of -8%.

Figure 68 *Percent of First-time 9th Graders Advanced to 10th Grade on Time in 2006-07 and 2007-08*

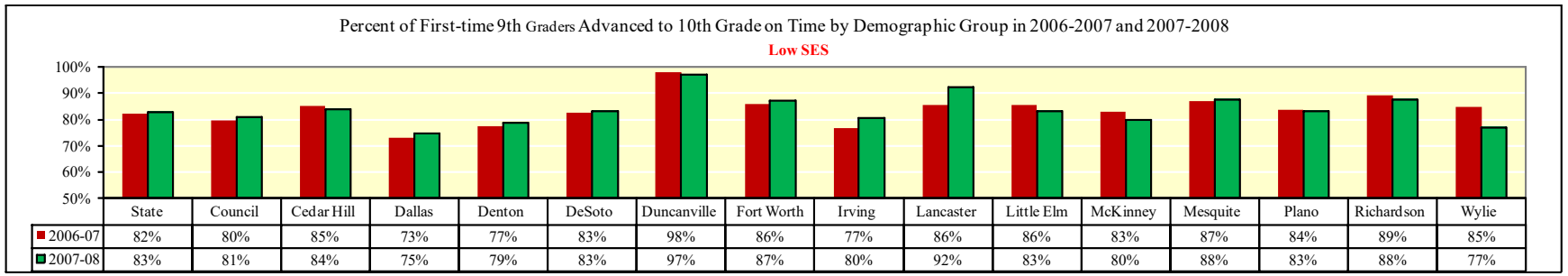




	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-07	83%	79%	85%	73%	77%	86%	97%	88%	76%	73%	81%	78%	87%	80%	86%	89%
2007-08	84%	81%	86%	75%	77%	85%	96%	89%	79%	88%	87%	81%	89%	86%	88%	83%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-07	95%	95%	88%	81%	100%		100%	90%	90%			100%	98%	99%	97%	92%
2007-08	95%	93%	100%	69%	98%		100%	89%	95%		100%	93%	95%	98%	94%	86%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-07	82%	80%	85%	73%	77%	83%	98%	86%	77%	86%	86%	83%	87%	84%	89%	85%
2007-08	83%	81%	84%	75%	79%	83%	97%	87%	80%	92%	83%	80%	88%	83%	88%	77%

Source: The THECB P-16 Initiatives Ad Hoc Data on First-Time 9th Graders Advanced to 10th Grade on Time in 2007-2008.

Note 1: All = African American + Hispanic + Asian + Native American + White

2: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

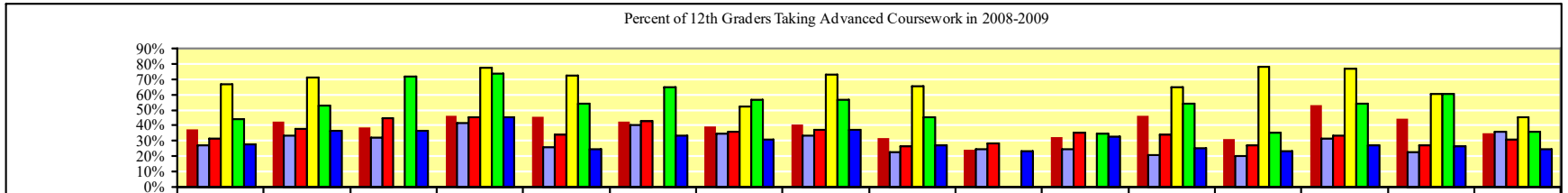
The findings on first-time 9th graders advanced to 10th grade on time from Figures 67-68 can be summarized as follows. First, both the council and the state had demonstrated progress from 2007 to 2008. Although the council had grown slightly faster than the state, it was still below the state by the end of the

school year 2007-08. Second, the Asian/Pacific Islander and White groups had higher percentages than the African American, Hispanic, and low SES groups. Nevertheless, the latter three groups demonstrated faster growth rates than the former two groups. Third, some low performance districts had large improvement, and some high performance ISDs exhibited relatively large declines. Whereas all of the above findings indicate a tendency of regression toward the mean, there were some exceptions. For instance, the Lancaster ISD, which was higher than the regional council in the collective and many of the individual groups in 2007, also demonstrated remarkable increases in several of the groups from 2007 to 2008. Hence, it is worthwhile to identify the factors leading to such large improvements in the districts like the Lancaster ISD, and to share the best practices if possible.

Twelfth Graders Taking Advanced Courses in 2008-2009

Figure 69 presents the percentages of 12th grade students taking advanced courses in the school year of 2008-09. The regional council was 6% higher than the state in the collective group. For the individual groups, the council was 6%, 7%, 5%, 9%, and 9% higher than the state in the African American, Hispanic, Asian/Pacific Islander, White, and low SES, respectively. In both the state and the regional council, the sequence of the four ethnic groups from high to low was Asian/Pacific Islander, White, Hispanic, and African American. Such group differences in the state and the council on ethnicity also appeared in many of the school districts. The overall top performance districts in the regional council were the Dallas, Denton, McKinney, and Plano ISDs, which were at least 3% larger than the council as a whole. For the African American, the Dallas and DeSoto ISDs had the largest 41% and 40%, respectively. The Hispanic students in the Cedar Hill and Dallas ISDs performed the best in the council, with a rate of 45%, 7% higher than the council average of 38%. The Asian/Pacific Islander group had the highest percentages in the Dallas, Mesquite, and Plano ISDs, at least 6% higher than the council average. The Cedar Hill and Dallas ISDs were at least 19% higher than the council for the White students. Finally, the Dallas ISD showed the largest ratio of 12th graders from the low SES familial background taking advanced courses in 2009, 8% higher than the council as a whole.

Figure 69 *Percent of 12th Graders Taking Advanced Coursework in 2008-2009*

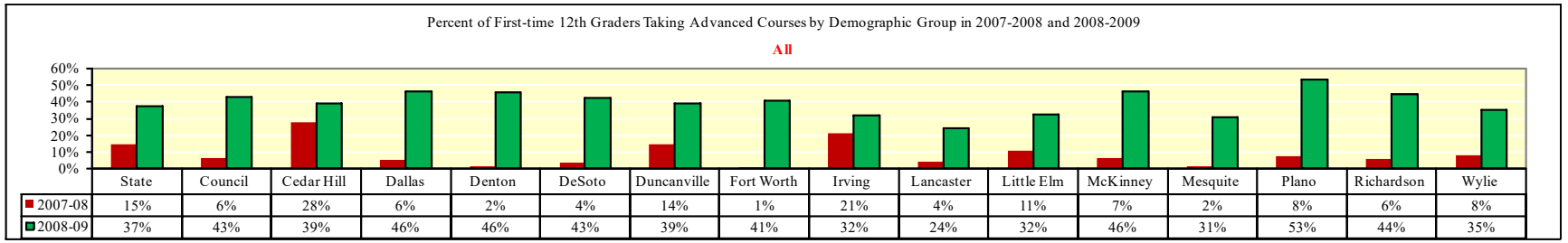


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	37%	43%	39%	46%	46%	43%	39%	41%	32%	24%	32%	46%	31%	53%	44%	35%
African American	27%	33%	32%	41%	26%	40%	35%	33%	23%	24%	24%	21%	20%	31%	22%	36%
Hispanic	31%	38%	45%	45%	34%	43%	36%	37%	26%	28%	35%	34%	27%	34%	27%	31%
Asian/Pacific Islander	67%	71%		78%	72%		52%	73%	66%			65%	78%	77%	60%	45%
White	44%	53%	72%	73%	54%	65%	57%	56%	45%		35%	54%	35%	54%	60%	36%
Low SES	28%	37%	37%	45%	25%	33%	31%	37%	27%	23%	33%	25%	23%	27%	27%	24%

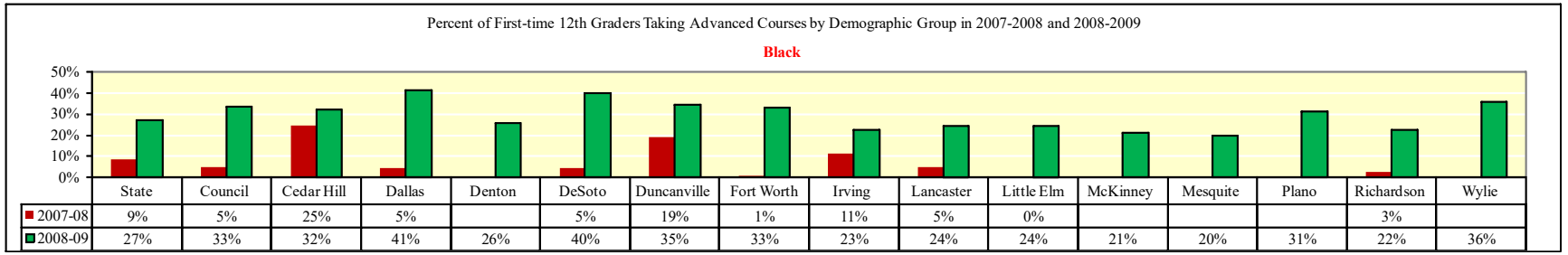
Source: The THECB P-16 Initiatives Ad Hoc Data on 12th Graders Taking Advanced Coursework in 2008-2009.
Note 1: All = African American + Hispanic + Asian + Native American + White
2: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

Figure 70 below further contrasts the percentage of 12th grader taking advanced courses in the 16 entities in the school years of 2007-08 with that in 2008-09 by groups. It clearly shows that there was a huge increase from 2008 to 2009 in all of the cases. The state overall had increased to 27% from 15% in 2008. The regional council had increased to 43% from 6% in 2008, resulting in a 7% advantage over the state in 2009. Ten out of the 14 ISDs in the council were greater than the state in 2009. The council had increased 28%, 32%, 44%, 66%, and 32% in African American, Hispanic, White, Asian/Pacific Islander, and low SES groups from 2008 to 2009, respectively. During the same period, the state had improved 26%, 19%, 26%, 50%, and 17% for the five individual groups in the same sequence. Thus, the council had grown much faster than the state from 2008 to 2009, and become ahead of the state in 2009 in every group. The remarkable increases in the regional council were also witnessed in the member school districts.

Figure 70 *Percent of 12th Graders Taking Advanced Coursework by Demographic Groups in 2008 and 2009*



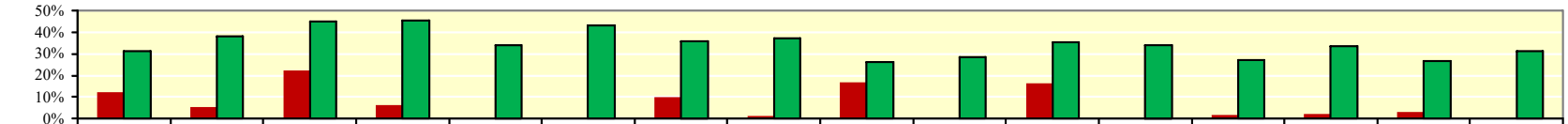
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	15%	6%	28%	6%	2%	4%	14%	1%	21%	4%	11%	7%	2%	8%	6%	8%
2008-09	37%	43%	39%	46%	46%	43%	39%	41%	32%	24%	32%	46%	31%	53%	44%	35%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	9%	5%	25%	5%		5%	19%	1%	11%	5%	0%				3%	
2008-09	27%	33%	32%	41%	26%	40%	35%	33%	23%	24%	24%	21%	20%	31%	22%	36%

Percent of First-time 12th Graders Taking Advanced Courses by Demographic Group in 2007-2008 and 2008-2009

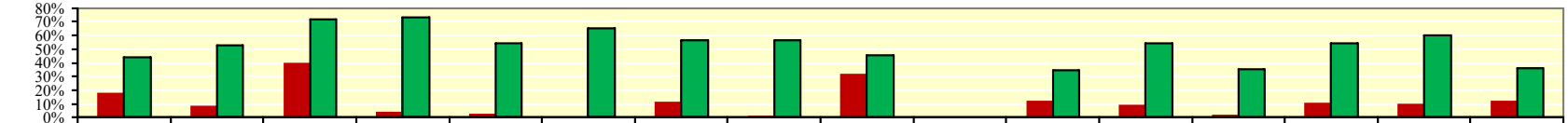
Hispanic



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	12%	6%	22%	7%			10%	1%	17%		16%		2%	2%	3%	
2008-09	31%	38%	45%	45%	34%	43%	36%	37%	26%	28%	35%	34%	27%	34%	27%	31%

Percent of First-time 12th Graders Taking Advanced Courses by Demographic Group in 2007-2008 and 2008-2009

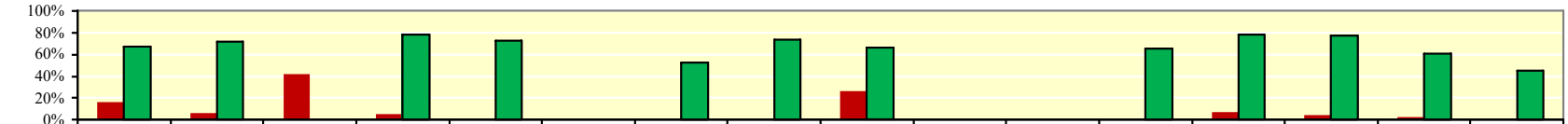
White



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	18%	9%	40%	4%	3%		12%	1%	32%		12%	9%	2%	11%	10%	12%
2008-09	44%	53%	72%	73%	54%	65%	57%	56%	45%		35%	54%	35%	54%	60%	36%

Percent of First-time 12th Graders Taking Advanced Courses by Demographic Group in 2007-2008 and 2008-2009

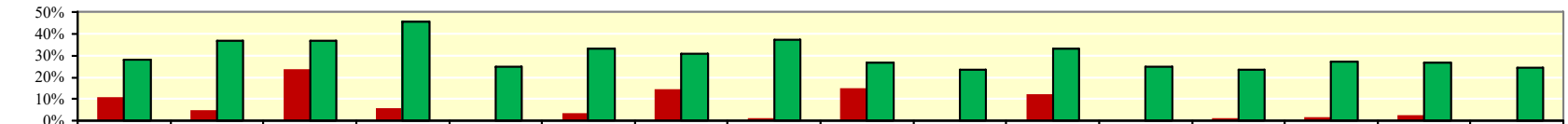
Asian



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	17%	6%	42%	5%	0%				26%			0%	7%	5%	3%	
2008-09	67%	72%		78%	72%		52%	73%	66%			65%	78%	77%	60%	45%

Percent of First-time 12th Graders Taking Advanced Courses by Demographic Group in 2007-2008 and 2008-2009

Low SES



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	11%	5%	24%	6%		4%	15%	1%	15%		12%		1%	2%	3%	
2008-09	28%	37%	37%	45%	25%	33%	31%	37%	27%	23%	33%	25%	23%	27%	27%	24%

Source: The THECB P-16 Initiatives Ad Hoc Data on 12th Graders Taking Advanced Coursework in 2008-2009.
Note 1: All = African American + Hispanic + Asian + Native American + White
2: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

The analysis on percentage of 12th graders taking advanced coursework from the above two figures reveal several important findings. First, the Asian/Pacific Islander and White groups were much ahead of the African American, Hispanic, and low SES groups, just as in many other academic performance indicators. Second, both the state and the North Texas Regional P-16 Council had made huge progress from 2008 to 2009, and the regional council was even much faster than the state. Accordingly, the council had surpassed the state by the end of school year 2008-09.

Third, the two high performance groups had grown even faster than the other three groups from 2008 to 2009. Last but not the least, there were large differences on the performances and the changes in the districts. These findings indicate that overall the educational constituents had made tremendous progress from 2008 to 2009. However, it should be noted that such marvelous increase from 2008 to 2009 was partially confounded by the issue of missing or incomplete data in 2008 in many ISDs. It is expected that the change rate in the future will slow down and become more stable. Thus, the actual growth on the percentage of 12th graders taking advanced courses may be clearer in future if no more incomplete or missing data.

The Different Graduation Outcomes for the 9th Grade Cohort of 2004-2005 in 2008

The THECB P-16 Initiatives Division provides the numbers of students in the same categories for the 9th grade cohort of 2004-05 by demographic groups in each district as those for the 9th grade cohort of 2003-04 in the last year: (a) the number of students in the 9th grade cohort of 2004-05; (b) the numbers of students in the cohort graduated in the same district in 2008 on MHP, RHSP, or DAP; (c) the number of students in the cohort as continuers in the same district in 2007-08; (d) the number of students in the cohort received GED in the same district by August 31, 2008; (e) the number of students in the cohort of 2003-04 dropped out from 2004-05 through 2007-08; and (f) the number of students in the cohort as other leavers. In computing the percentages for different outcomes of the cohort, this year's report still used the TEA's definition of denominator for the 9th grade cohort studies as in the last report, which is the sum of students who graduated, continued for 5th year, received GED, and dropped out. Also the composite index of Completion Rate I was calculated as in the previous report to provide a comprehensive overview.

Last year, the data files on this data element from the THECB P-16 Initiatives did not provide the total for each council or for the state. This year, the totals in each category for the regional council and the state were provided. However, there are some differences between the computed council total based on the 14 member school districts and the THECB-provided regional total in each category. Whereas it may not make much difference in the groups with a large number of students by using either of them, it makes a difference for a group with a small number of students. For instance, the provided council total for the African Americans received GED is 66. However, the district-level file shows a total of 40. Thirty-one of them are from the Dallas ISD, and the remaining 9 is in the Fort Worth ISD. The other ISDs either have a number of zero or an empty cell. The provided regional total may be more precise. However, to be aligned with the district-level data, the summed total based on the member school districts, rather than the provided regional total, is used in this report. It should also be pointed out that the newly provided state total makes the comparison between the regional council and state possible this year.

Figure 71 below shows the percentages of the 9th grade cohort of 2004-2005 in the six demographic groups by the six categories of outcomes and Completion Rate I in 2007-2008. However, the data for the Asian/Pacific Islander and Native American groups on each outcome category at the district level were not interpreted due to a small number of these students in some districts. On receiving MHP, the council overall performed better than the state with a lower ratio in every group. For the individual groups in the council, the African American group had the highest 13%. The low SES, White, and Hispanic had similar ratios around 10%. The Asian/Pacific Islander group was much lower, with a rate of only 5%. The Native American group even had zero percent. However, this extremely low ratio

may not be stable as there were only a total of 80 Native American students in the cohort in the council. It may be that nobody fell into the category in the cohort by chance. At the state level, the African American and the Native American groups had the largest ratio of 16%, followed by the White (14%), low SES (13%), Hispanic (10%), and Asian/Pacific Islander (6%) groups. At the district level, the Plano ISD had the highest ratios in the African Americans, Hispanics, and low SES groups in the cohort. The Little Elm ISD had the largest percentage of White receiving MHP, and the Fort Worth ISD was the one with the highest percentage of Asian/Pacific Islanders in this category.

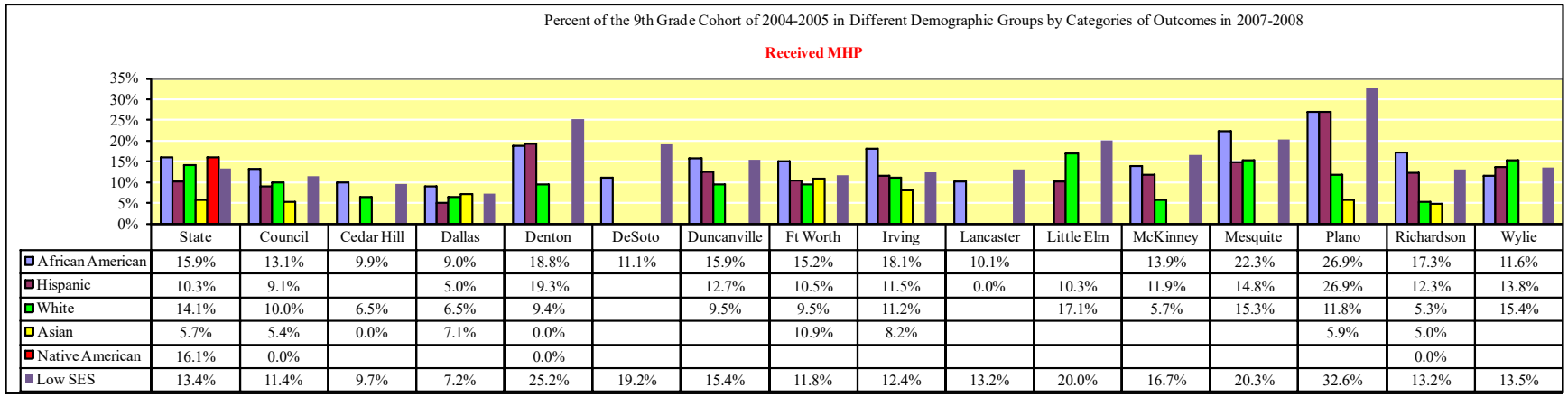
Both the state and the council had at least 50% of students receiving RHSP in 2008, and the council was at least 5% higher than the state in all but the Asian/Pacific Islander group. For the group differences, the order from high to low in the council was Native American, White, Asian/Pacific Islander, Hispanic, African American, and low SES. The sequence in the state was similar. But the Native American group had moved to the third position after the White and Asian/Pacific Islander groups from the first place in the council. Such a difference between the state and regional council may be largely attributed to the small number of Native American students in the council. Within the regional council, there were wide variations in the districts for each individual group. Overall, the Mesquite ISD performed the best on RHSP across the groups.

The ratios of students receiving DAP in either the state or the council were generally low. The Asian/Pacific Islander group appeared to have the largest percentage followed by the White group in both the state and the council. The council was similar to the state on receiving DAP in these two groups, but it was lower than the state in other groups. The Denton, Plano, and Richardson ISDs appeared to be consistently higher than the council as a whole across the groups on DAP. For the category of continuers, the council was similar to the state. But it was slightly lower than the state in all groups but the Native American group. The Hispanic group showed the largest ratio of 13.5% in the state and the council. On the other hand, the Asian/Pacific Islander and White groups had the lowest percentage. The extremely high percentages in certain groups in some ISDs may be outliers, which were possibly related to the small number of students in this category in these districts. The percentage of GED recipients was generally very low in both the state and the council, and the council was even lower than the state. However, due to incomplete data in many districts, the results on this category were not be further interpreted. On the category of dropout, the council had the same pattern as the state. In other words, the percents were less than 20% in all of the groups in both the state and the council. The African American, Hispanic, and low SES groups appeared to have high ratios, whereas the Asian/Pacific Islander and White groups had low percentages. However, there were still some differences between the state and council. The council was slightly higher than the state in the former three groups, and somewhat lower than the state in the latter two groups. Within the council, there were large variations in the districts. Overall, the Dallas ISD seemed to have the largest ratio of dropout in the regional council.

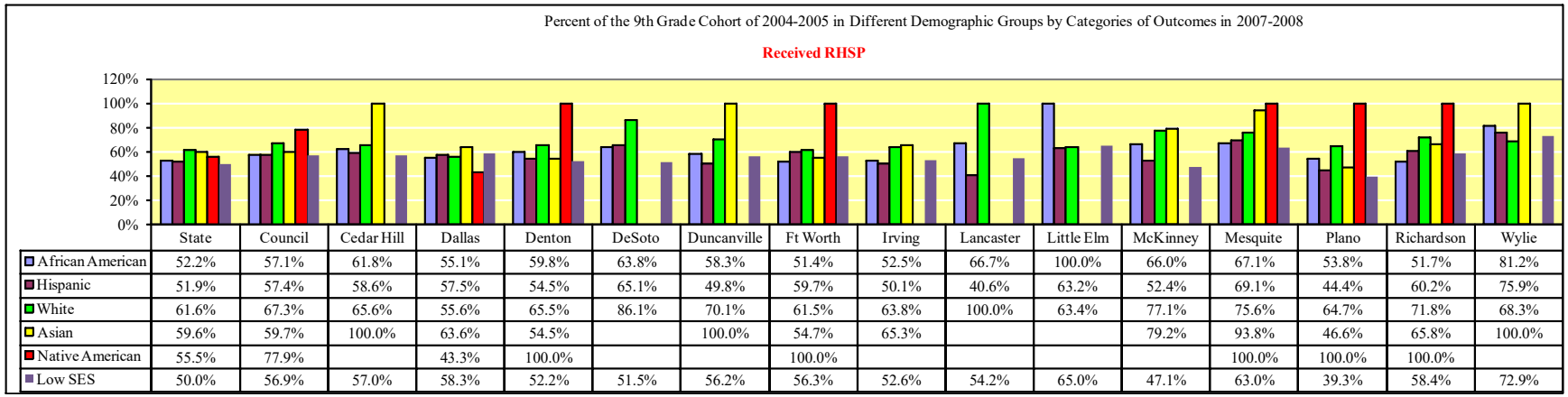
Finally, on Completion Rate I, both the council and the state had achieved at least 75%, above the minimum threshold for 'Academically Acceptable' in accounting ratings for highs schools. The Asian/Pacific Islander group had exceeded the threshold of 95% for 'Exemplary' in both the state and the council. The White group ranked the 2nd highest in the state and the regional council, approaching the minimum threshold for 'Exemplary'. The Native American group ranked the 3rd highest, at approximately

90% in both the state and the council. The other three groups from high to low were Hispanic, Low SES, and African American. Although the council and the state had the same rank orders for the six groups, there were still some differences between the council and the state. The council was 2% higher in the Asian/Pacific Islander group and 1% higher in the White group than the state, but it was about 1% lower in the other four groups. Within the regional council, most of districts were higher than 75% in each of the six groups. Overall, the Denton, Mesquite, Plano, and Wylie ISDs had consistently high Completion Rate I across the groups.

Figure 71 *Percent of the 9th Grade Cohort of 2004-2005 in Different Categories of Outcomes in 2007-2008*



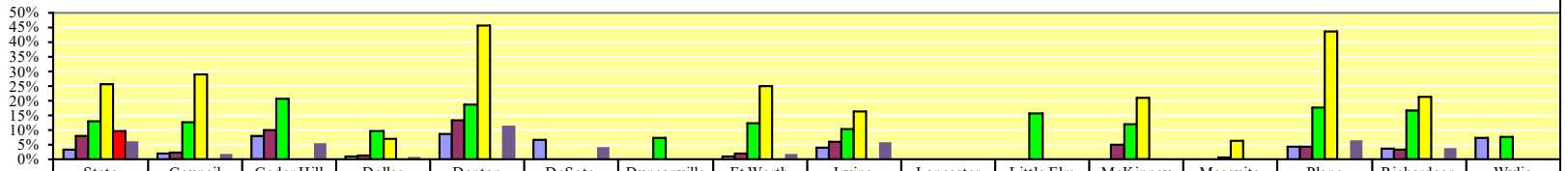
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	15.9%	13.1%	9.9%	9.0%	18.8%	11.1%	15.9%	15.2%	18.1%	10.1%		13.9%	22.3%	26.9%	17.3%	11.6%
Hispanic	10.3%	9.1%		5.0%	19.3%		12.7%	10.5%	11.5%	0.0%	10.3%	11.9%	14.8%	26.9%	12.3%	13.8%
White	14.1%	10.0%	6.5%	6.5%	9.4%		9.5%	9.5%	11.2%		17.1%	5.7%	15.3%	11.8%	5.3%	15.4%
Asian	5.7%	5.4%	0.0%	7.1%	0.0%			10.9%	8.2%					5.9%	5.0%	
Native American	16.1%	0.0%			0.0%										0.0%	
Low SES	13.4%	11.4%	9.7%	7.2%	25.2%	19.2%	15.4%	11.8%	12.4%	13.2%	20.0%	16.7%	20.3%	32.6%	13.2%	13.5%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	52.2%	57.1%	61.8%	55.1%	59.8%	63.8%	58.3%	51.4%	52.5%	66.7%	100.0%	66.0%	67.1%	53.8%	51.7%	81.2%
Hispanic	51.9%	57.4%	58.6%	57.5%	54.5%	65.1%	49.8%	59.7%	50.1%	40.6%	63.2%	52.4%	69.1%	44.4%	60.2%	75.9%
White	61.6%	67.3%	65.6%	55.6%	65.5%	86.1%	70.1%	61.5%	63.8%	100.0%	63.4%	77.1%	75.6%	64.7%	71.8%	68.3%
Asian	59.6%	59.7%	100.0%	63.6%	54.5%		100.0%	54.7%	65.3%			79.2%	93.8%	46.6%	65.8%	100.0%
Native American	55.5%	77.9%		43.3%	100.0%			100.0%					100.0%	100.0%	100.0%	
Low SES	50.0%	56.9%	57.0%	58.3%	52.2%	51.5%	56.2%	56.3%	52.6%	54.2%	65.0%	47.1%	63.0%	39.3%	58.4%	72.9%

Percent of the 9th Grade Cohort of 2004-2005 in Different Demographic Groups by Categories of Outcomes in 2007-2008

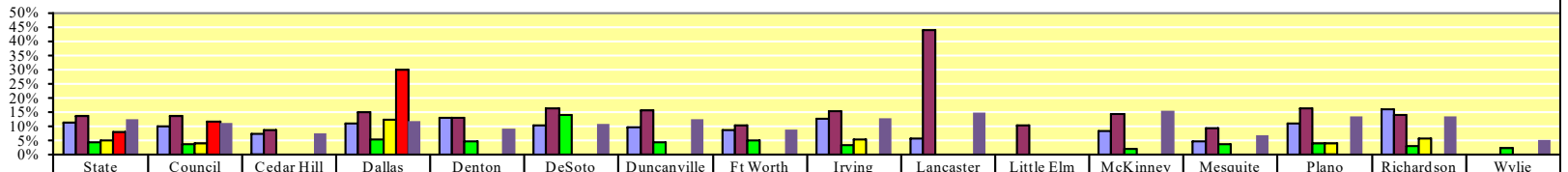
Received DAP



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	3.2%	1.9%	7.9%	0.8%	8.5%	6.6%		1.0%	3.9%				0.0%	4.4%	3.5%	7.2%
Hispanic	7.9%	2.2%	10.0%	1.1%	13.4%			2.0%	5.9%	0.0%		4.8%		4.4%	3.3%	
White	12.8%	12.7%	20.4%	9.4%	18.6%		7.3%	12.1%	10.4%		15.4%	11.9%	0.6%	17.5%	16.7%	7.6%
Asian	25.5%	28.8%		7.1%	45.5%			25.0%	16.3%			20.8%	6.2%	43.7%	21.3%	
Native American	9.4%	0.0%						0.0%					0.0%	0.0%		
Low SES	6.2%	1.9%	5.5%	0.8%	11.3%	4.2%		1.9%	5.8%	0.0%				6.4%	3.8%	

Percent of the 9th Grade Cohort of 2004-2005 in Different Demographic Groups by Categories of Outcomes in 2007-2008

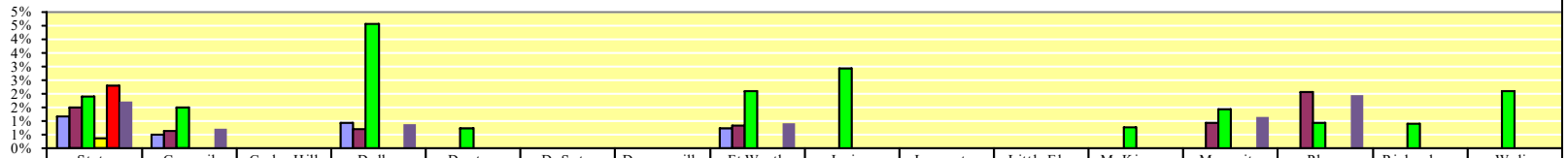
Continuers



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	11.2%	9.9%	7.3%	11.0%	12.8%	10.2%	9.4%	8.6%	12.7%	5.6%	0.0%	8.3%	4.6%	11.1%	16.0%	
Hispanic	13.6%	13.5%	8.6%	14.8%	12.9%	16.3%	15.5%	10.2%	15.2%	43.8%	10.3%	14.1%	9.3%	16.2%	14.0%	
White	4.3%	3.8%		5.2%	4.6%	13.9%	4.4%	5.0%	3.1%			2.0%	3.7%	4.1%	3.0%	2.4%
Asian	5.0%	4.1%	0.0%	12.1%					5.1%					3.8%	5.4%	
Native American	8.0%	11.7%		30.0%										0.0%	0.0%	
Low SES	12.6%	11.0%	7.3%	11.6%	9.1%	10.8%	12.4%	8.9%	12.7%	14.6%		15.5%	6.8%	13.4%	13.6%	5.2%

Percent of the 9th Grade Cohort of 2004-2005 in Different Demographic Groups by Categories of Outcomes in 2007-2008

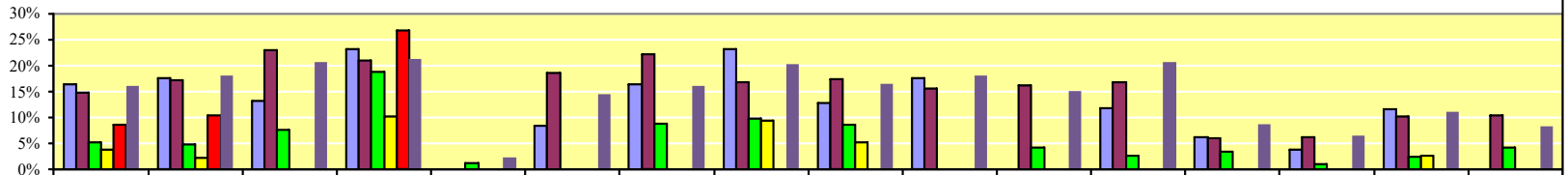
Received GED



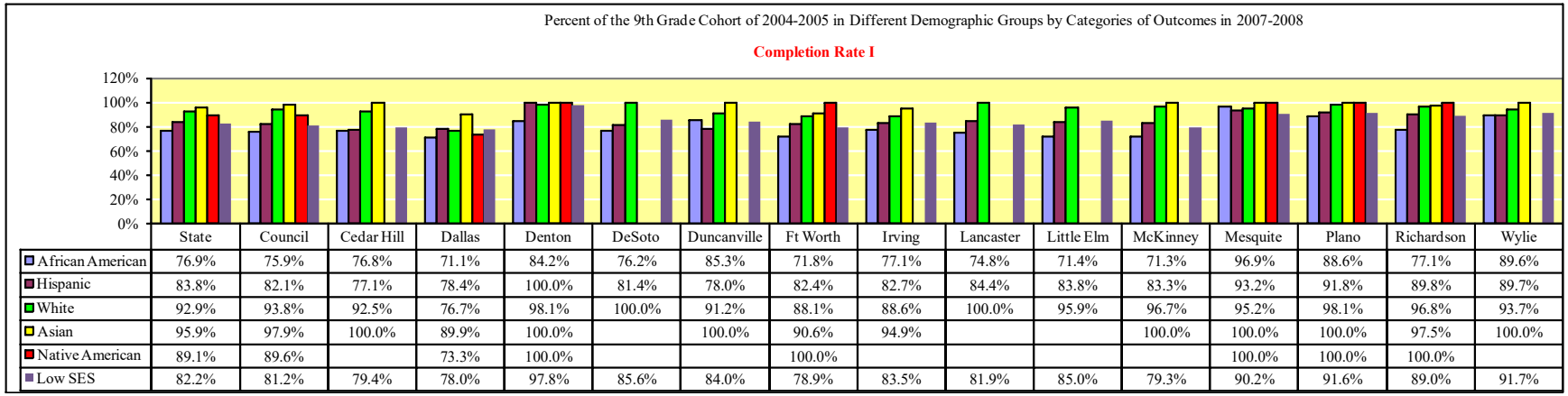
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	1.1%	0.5%		0.9%	0.0%			0.7%								0.0%
Hispanic	1.5%	0.6%		0.7%		0.0%		0.8%		0.0%	0.0%		0.9%	2.1%		
White	1.9%	1.5%		4.6%	0.7%			2.1%	2.9%	0.0%		0.8%	1.4%	0.9%	0.9%	2.1%
Asian	0.3%	0.0%	0.0%	0.0%	0.0%		0.0%		0.0%			0.0%	0.0%			0.0%
Native American	2.3%	0.0%			0.0%								0.0%		0.0%	
Low SES	1.7%	0.7%		0.9%				0.9%			0.0%		1.1%	1.9%		

Percent of the 9th Grade Cohort of 2004-2005 in Different Demographic Groups by Categories of Outcomes in 2007-2008

Dropped Out



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	16.3%	17.5%	13.1%	23.2%		8.3%	16.4%	23.1%	12.7%	17.6%		11.8%	6.1%	3.8%	11.5%	
Hispanic	14.7%	17.2%	22.9%	20.9%		18.6%	22.0%	16.8%	17.3%	15.6%	16.2%	16.7%	5.9%	6.2%	10.2%	10.3%
White	5.2%	4.7%	7.5%	18.7%	1.2%		8.8%	9.8%	8.5%		4.1%	2.5%	3.4%	1.0%	2.3%	4.2%
Asian	3.8%	2.1%		10.1%	0.0%		0.0%	9.4%	5.1%						2.5%	0.0%
Native American	8.6%	10.4%		26.7%	0.0%								0.0%	0.0%		
Low SES	16.1%	18.1%	20.6%	21.2%	2.2%	14.4%	16.0%	20.2%	16.5%	18.1%	15.0%	20.7%	8.7%	6.4%	11.0%	8.3%



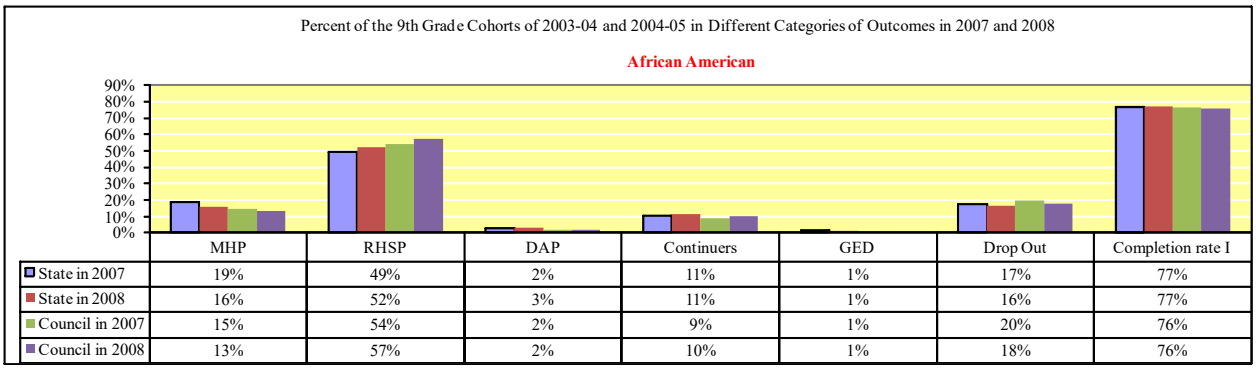
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	76.9%	75.9%	76.8%	71.1%	84.2%	76.2%	85.3%	71.8%	77.1%	74.8%	71.4%	71.3%	96.9%	88.6%	77.1%	89.6%
Hispanic	83.8%	82.1%	77.1%	78.4%	100.0%	81.4%	78.0%	82.4%	82.7%	84.4%	83.8%	83.3%	93.2%	91.8%	89.8%	89.7%
White	92.9%	93.8%	92.5%	76.7%	98.1%	100.0%	91.2%	88.1%	88.6%	100.0%	95.9%	96.7%	95.2%	98.1%	96.8%	93.7%
Asian	95.9%	97.9%	100.0%	89.9%	100.0%		100.0%	90.6%	94.9%			100.0%	100.0%	100.0%	97.5%	100.0%
Native American	89.1%	89.6%		73.3%	100.0%			100.0%					100.0%	100.0%	100.0%	
Low SES	82.2%	81.2%	79.4%	78.0%	97.8%	85.6%	84.0%	78.9%	83.5%	81.9%	85.0%	79.3%	90.2%	91.6%	89.0%	91.7%

Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohort of 2004-05.
Note: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

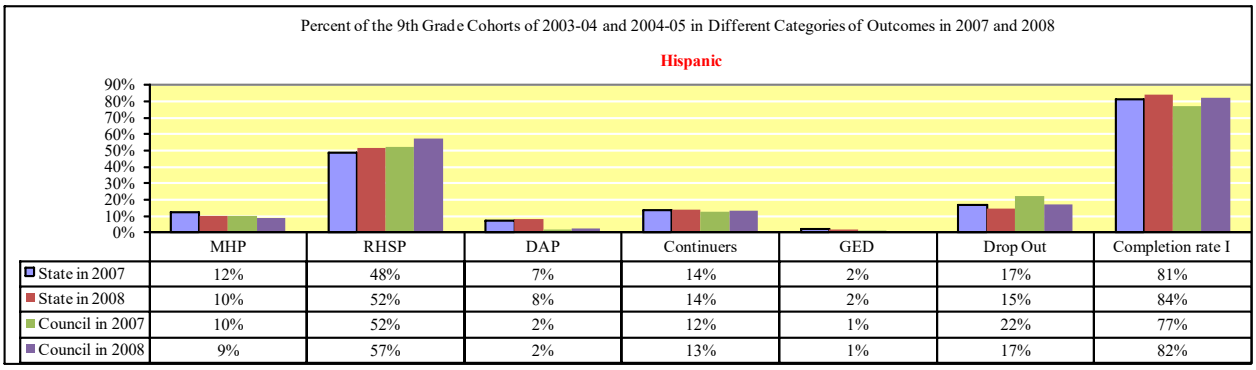
The figure below tracks the change in each of the outcome categories including Completion Rate I for the two cohorts in the school years of 2006-07 and 2007-08 in each of the six groups in the state and the regional council. It shows that overall the council and the state had similar change patterns from 2007 to 2008 in the two cohorts in most of the six groups: a slight decrease on Receiving MHP /Dropout, a small increase on Graduating with RHSP/Completion Rate I, and virtually no changes on other categories. All of the change trends are desired except for the static progress on DAP. Even with these similarities, there were some minor differences between the state and the regional council. For the African

American group, although the council and the state had similar ratios and changes in the two years, the gaps between them had become narrowed. For the Hispanic group, the council seemed to keep the advantage over the state on RHSP, and caught up with the state on Completion Rate I. However, the ratio of receiving DAP was still much lower than the state in 2008. For the White group, the council was very similar to the state except for the slight advantages over the state on MHP and RHSP. The council was slightly higher than the state for the Asian/Pacific Islander group on most of the categories. But the gaps had been closing from 2007 to 2008. The performances and changes for the Native American group were not interpreted due to the small sizes in the council. Finally, the percentages and changes for the low SES group in the state and the council were similar to those for the Hispanic group. In fact, majority of the low SES students may be from the Hispanic group. Overall, the data in Figure 72 demonstrated that the council was similar to the state on the percentages and changes for the six different outcome categories in the two cohorts.

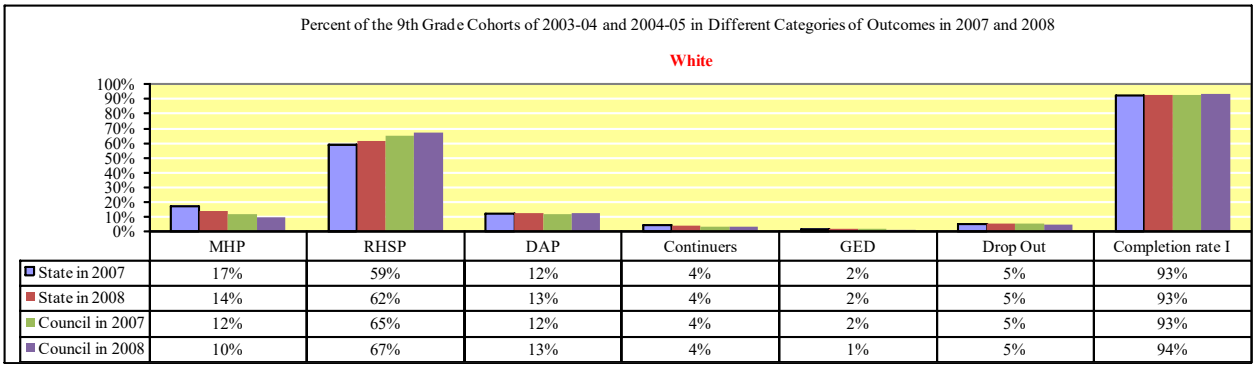
Figure 72 *The 9th Grade Cohorts of 2004 and 2005 in Different Categories of Outcomes in 2007 and 2008*



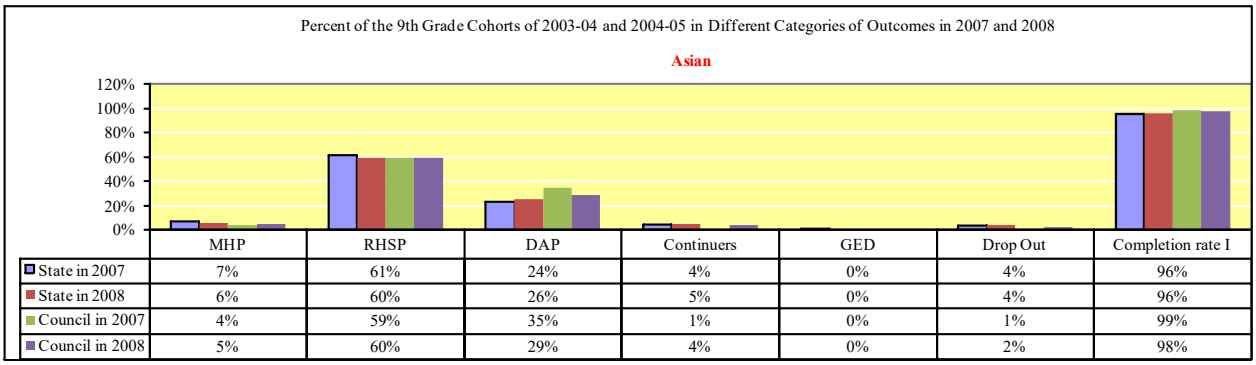
	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	19%	49%	2%	11%	1%	17%	77%
State in 2008	16%	52%	3%	11%	1%	16%	77%
Council in 2007	15%	54%	2%	9%	1%	20%	76%
Council in 2008	13%	57%	2%	10%	1%	18%	76%



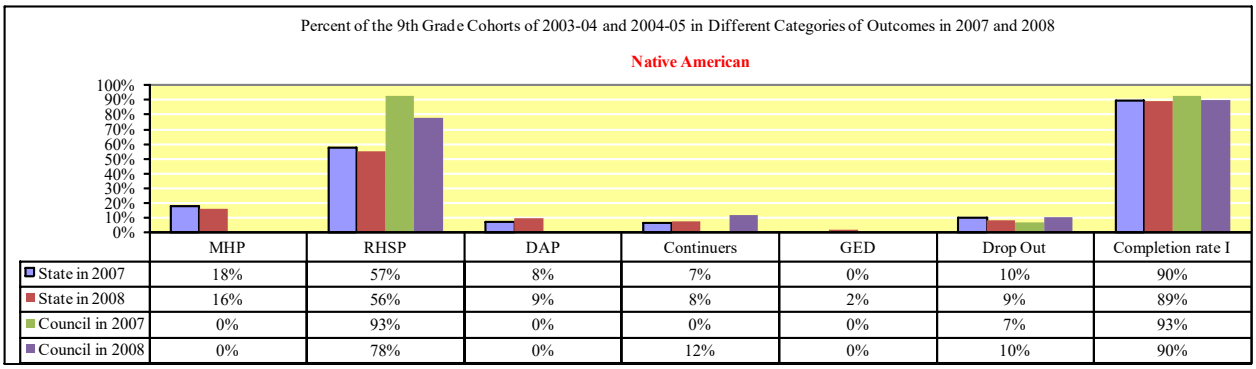
	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	12%	48%	7%	14%	2%	17%	81%
State in 2008	10%	52%	8%	14%	2%	15%	84%
Council in 2007	10%	52%	2%	12%	1%	22%	77%
Council in 2008	9%	57%	2%	13%	1%	17%	82%



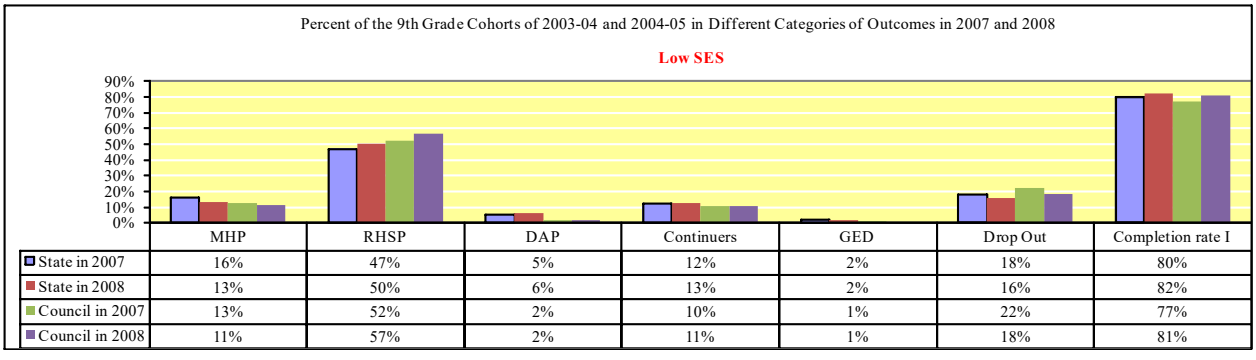
	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	17%	59%	12%	4%	2%	5%	93%
State in 2008	14%	62%	13%	4%	2%	5%	93%
Council in 2007	12%	65%	12%	4%	2%	5%	93%
Council in 2008	10%	67%	13%	4%	1%	5%	94%



	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	7%	61%	24%	4%	0%	4%	96%
State in 2008	6%	60%	26%	5%	0%	4%	96%
Council in 2007	4%	59%	35%	1%	0%	1%	99%
Council in 2008	5%	60%	29%	4%	0%	2%	98%



	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	18%	57%	8%	7%	0%	10%	90%
State in 2008	16%	56%	9%	8%	2%	9%	89%
Council in 2007	0%	93%	0%	0%	0%	7%	93%
Council in 2008	0%	78%	0%	12%	0%	10%	90%



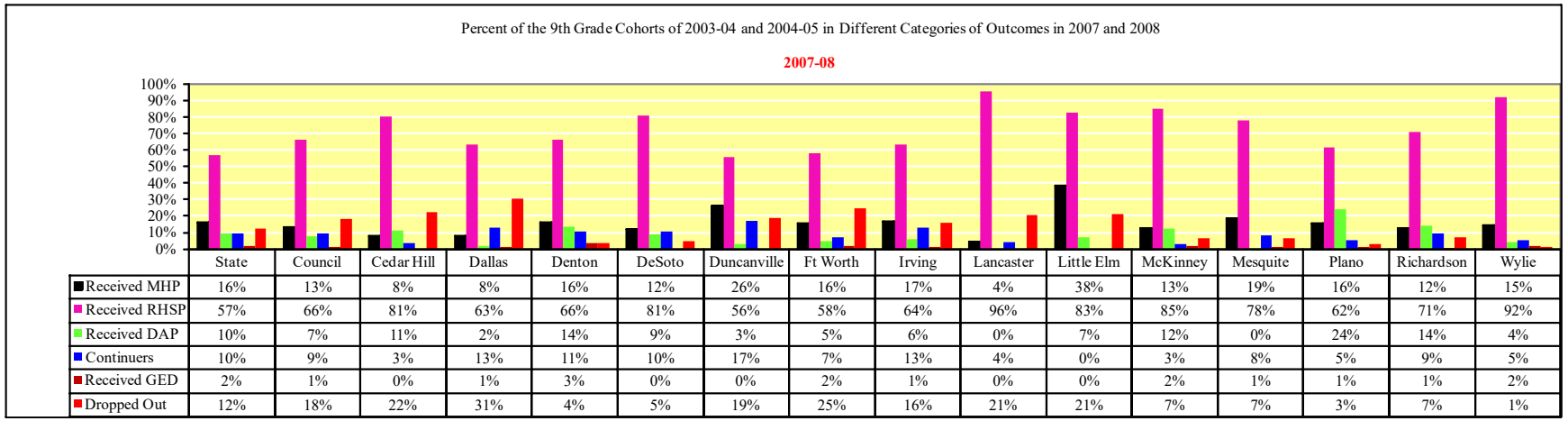
	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	16%	47%	5%	12%	2%	18%	80%
State in 2008	13%	50%	6%	13%	2%	16%	82%
Council in 2007	13%	52%	2%	10%	1%	22%	77%
Council in 2008	11%	57%	2%	11%	1%	18%	81%

Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohort of 2004-05.

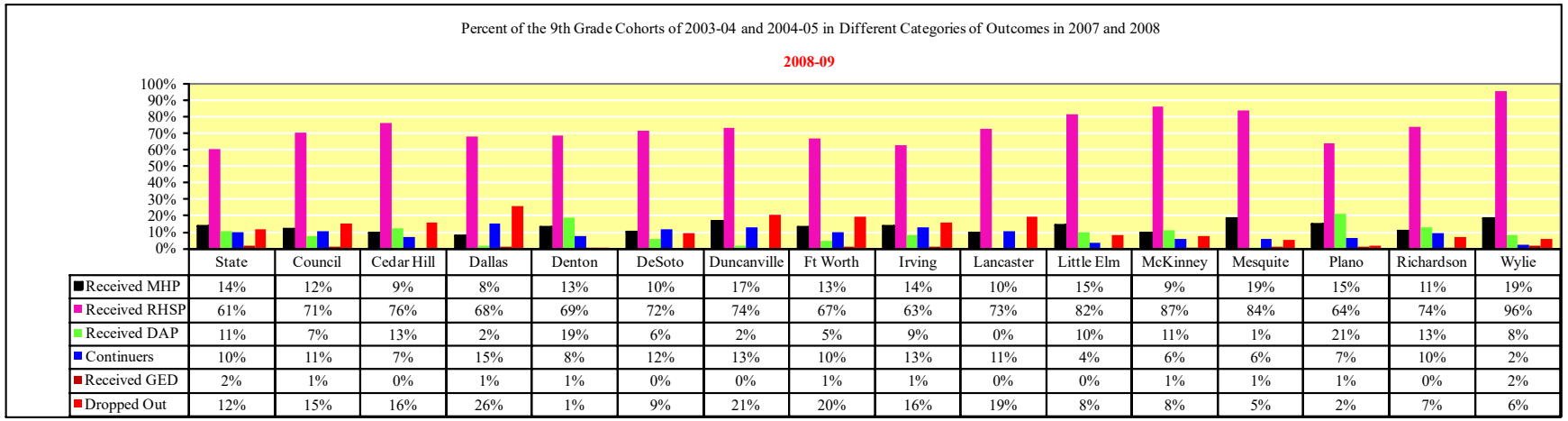
Note: There were minor differences between the total for the council based on the sum of the 14 districts and the provided council total. The former was used.

To further simplify the comparison of the percentages and changes between the two cohorts over the two years, the percentage for each outcome category was computed for the collective group in the 16 entities. The collective group was defined as the sum of the five ethnicities (i.e., African American, Hispanic, White, Asian/Pacific Islander, and Native American). Such estimation could enable readers easy to grasp the overall picture. Figure 73 shows that the council had been better than the state on MHP and RHSP, but worse than the state on DAP and Dropout in the two cohorts. They were similar to each other on the other two categories. Over the two years, the cohort of 2004-05 was better than the cohort of 2003-04 on MHP and RHSP in both the state and the council. The council also declined 3% on dropout, whereas the state virtually had no change. The changes in other categories in the two cohorts in the state and regional council were generally in the range of ±1%. Thus, they were not interpreted. Also the interpretations of the changes in the two cohorts at the district level were skipped for the sake of brevity.

Figure 73 *Percent of the 9th Grade Cohorts of 2003-04 and 2004-05 in Different Categories of Outcomes in 2007 and 2008*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Received MHP	16%	13%	8%	8%	16%	12%	26%	16%	17%	4%	38%	13%	19%	16%	12%	15%
Received RHSP	57%	66%	81%	63%	66%	81%	56%	58%	64%	96%	83%	85%	78%	62%	71%	92%
Received DAP	10%	7%	11%	2%	14%	9%	3%	5%	6%	0%	7%	12%	0%	24%	14%	4%
Continuers	10%	9%	3%	13%	11%	10%	17%	7%	13%	4%	0%	3%	8%	5%	9%	5%
Received GED	2%	1%	0%	1%	3%	0%	0%	2%	1%	0%	0%	2%	1%	1%	1%	2%
Dropped Out	12%	18%	22%	31%	4%	5%	19%	25%	16%	21%	21%	7%	7%	3%	7%	1%



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Received MHP	14%	12%	9%	8%	13%	10%	17%	13%	14%	10%	15%	9%	19%	15%	11%	19%
Received RHSP	61%	71%	76%	68%	69%	72%	74%	67%	63%	73%	82%	87%	84%	64%	74%	96%
Received DAP	11%	7%	13%	2%	19%	6%	2%	5%	9%	0%	10%	11%	1%	21%	13%	8%
Continuers	10%	11%	7%	15%	8%	12%	13%	10%	13%	11%	4%	6%	6%	7%	10%	2%
Received GED	2%	1%	0%	1%	1%	0%	0%	1%	1%	0%	0%	1%	1%	1%	0%	2%
Dropped Out	12%	15%	16%	26%	1%	9%	21%	20%	16%	19%	8%	8%	5%	2%	7%	6%

Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohorts of 2003-04 and 2004-05.

Note: All students = African American + Hispanic + White + Asian + Native American

The results on the outcomes of the 9th Grade cohorts of classes 2003-04 and 2004-05 in the school years of 2006-07 and 2007-08 showed that the category of receiving RHSP had the largest ratio as desired, at least 50% for each group in both the state and the council. The council generally outperformed the state on this category for each group in the two cohorts. The percentages for other categories were usually low in most

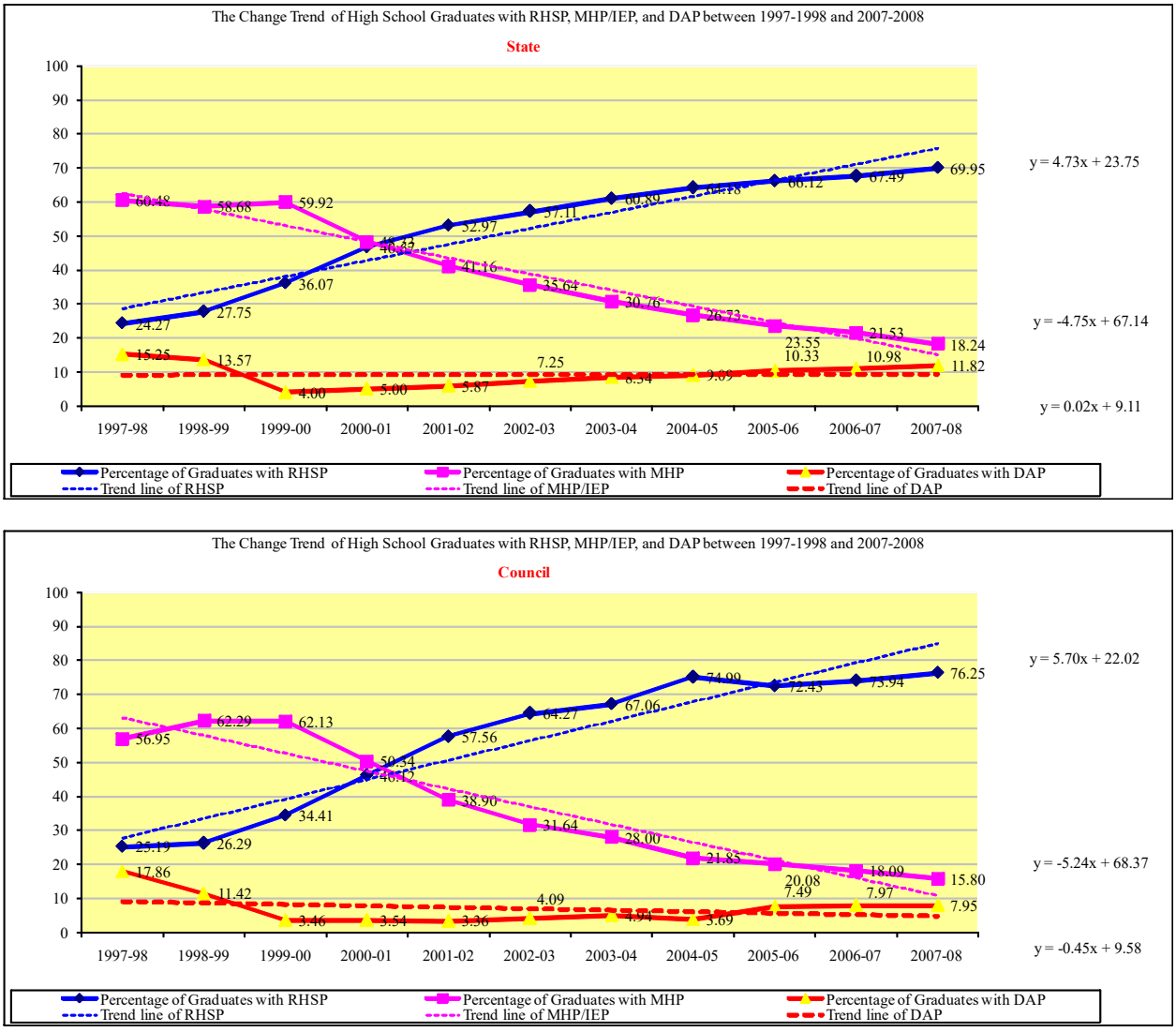
of the groups. The general pattern was that the Asian/Pacific Islander and White groups were higher than the other four groups on the positive outcomes such as DAP, RHSP, and Completion Rate I. The African American group appeared to have the lowest percentage on the desired outcomes and the highest ratio on the undesirable outcomes. Overall, the council was similar to the state on the percentages and changes for these categories including Completion Rate I. In addition, the small differences between the council and state appeared to be closing. Nevertheless, there were still remarkable differences between the Asian/Pacific Islander/White and the African American/Hispanic/low SES groups. Furthermore, some districts had performed much better than the neighboring counterparts with similar school demography in the council. Thus, understanding of these high performance districts on certain categories for a certain group may shed some light on helping the districts which had unsatisfactory performances. Last, but not the least, whereas most of the changes were in the desired direction, there was little change on DAP in both the state and the regional council. Hence, a key challenge in the future is to increase the ratio of DAP in all groups, especially in the African American, Low SES, and Hispanic groups.

The Change Trend of High School Students Graduates with RHSP, MHP/IEP, or DAP in 1998 - 2009

This year, we again tracked the changes on RHSP, MHP/IEP, and DAP in the state, the regional council, and the 14 districts in the council based on the source of High School Graduates Longitudinal Analysis on the website of the Texas PK-16 Public Education Information Resource (TPEIR) (http://www.texaseducationinfo.org/tea.tpeir.web/reportoverview.aspx). But, we have expanded the analysis to include the latest data in the school year of 2007-08. Thus, this report has used the most recent 11-year data from 1997-1998 to 2007-08 to identify the potential patterns. Like in the previous report, the ratio for a particular graduation plan in a particular year for the regional council was computed as the ratio of the number of total graduates on that category across the 14 districts over the number of total students in these ISDs. Again, the regression coefficients of the linear equations for the three trend lines represent the average annual change rates on the three graduation plans in the 11 years for the each of the educational constituents as shown in Figure 74 below. It should be pointed that Figure 74 only presents the charts for the state and the regional council. The charts for the 14 district in the regional council are left to Table 72 in the Excel document of this report.

Figure 74 clearly demonstrates that the change trend was fairly the same for the state, the regional council, and the 14 ISDs in the 11-year period: a positive annual growth on RHSP and a negative decline on IEP/MHP. However, the change pattern on DAP was not consistent across the educational entities. Whereas some constituents had small positive increases, others demonstrated slight declines, and still others showed virtually no changes. With regard to the magnitudes of the average annual rates, the state had changed at an annual rate of 4.73%, -4.75%, and 0.02% on RHSP, MHP, and DAPS, respectively, in the period of 1998-2008. The regional council had improved about 1% faster on RHSP and 0.5% faster on MHP/IEP than the state. However, the regional council had declined about 0.5% faster than the state on DAP. Within the regional council, there were wide variations on the annual change rates for these three graduation plans in the districts. However, in general, the magnitude of the growth rate on RHSP was greater than that on MHP, which was larger than that on DAP.

Figure 74 *The Change Trend of High School Students Graduates with RHSP, MHP/IEP, and DAP between 1998 and 2008*

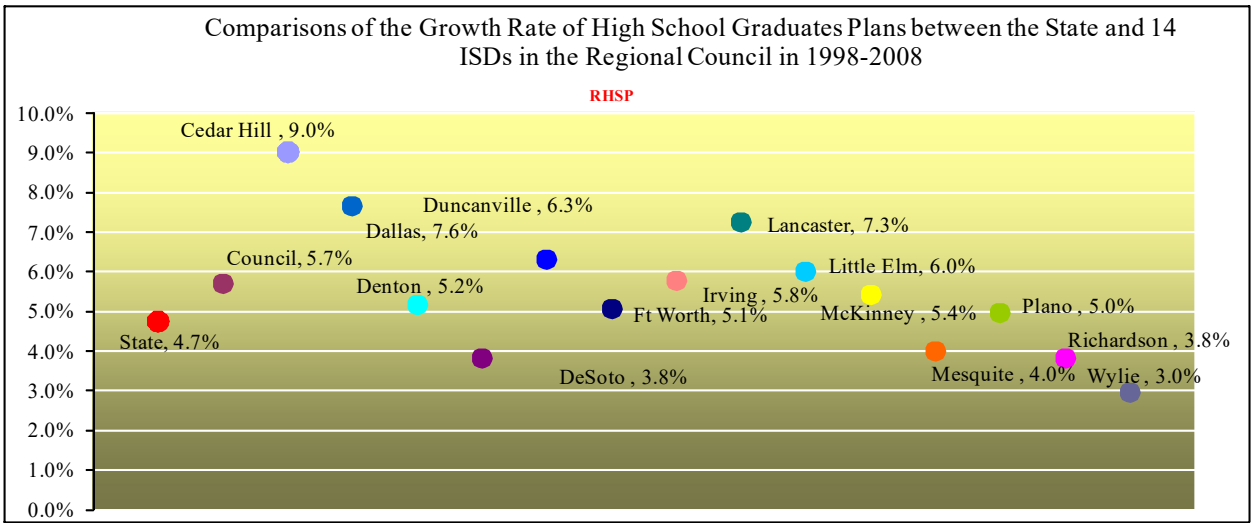


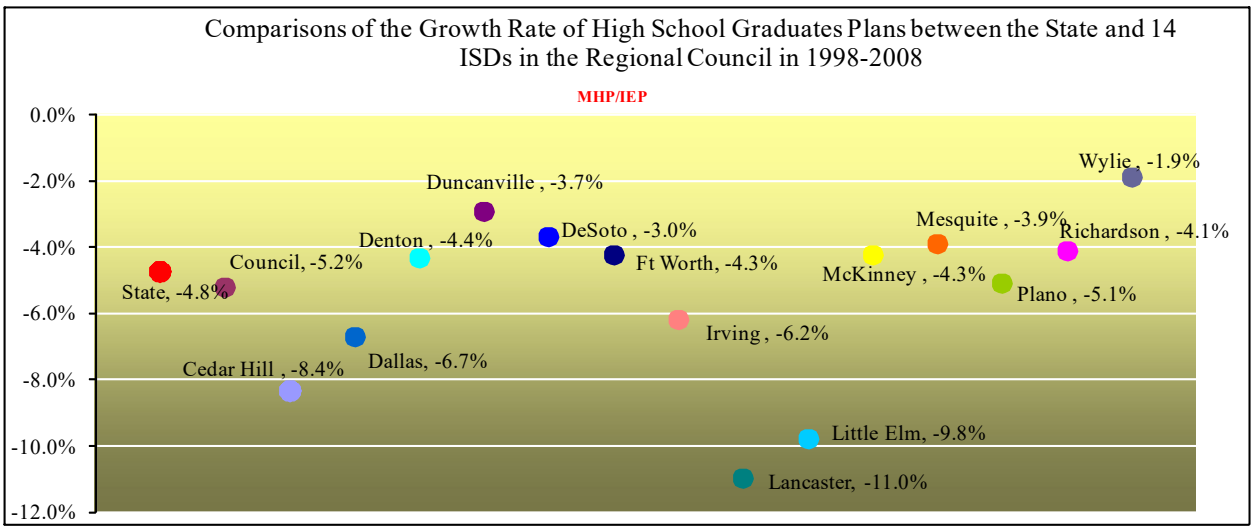
Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis - by District

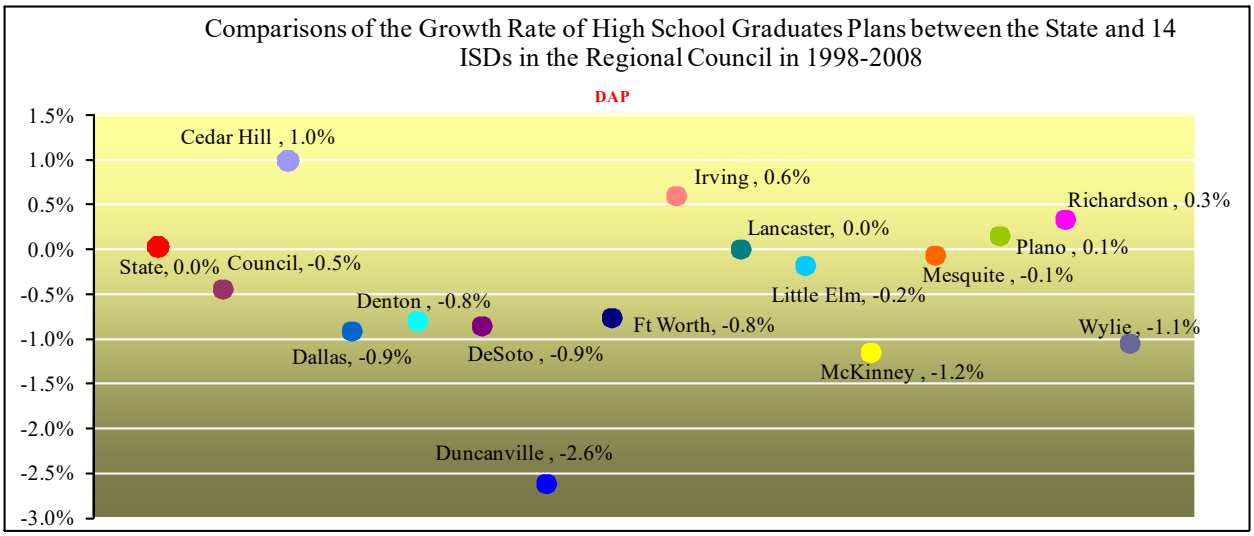
Figure 75 further compares the average annual change rates on the three graduation plans in the state, the regional council, and the member districts from 1998 to 2008. It clearly shows that all of the annual change rates on RHSP were positive, ranging from 3% in the Wylie ISD to 9% in the Cedar Hill ISD. The council was 1% faster than the state. The annual change rate on MHP/IEP was negative in all of the 16 educational constituents. The entities with large rates of positive growth on RHSP also generally demonstrated fast decline rates on MHP. The Lancaster and Little Elm ISDs had the largest decline rates on MHP in the council. Different from the relatively large change rates on RHSP and MHP, the

magnitudes of the average annual rate on DAP were small, ranging from -2.6% in the Duncanville ISD to 1% in the Cedar Hill ISD. Most of the entities including the state and the council had an annual rate in the range of ±1%.

Figure 75 *Comparison of the Change Rate of High School Graduates with Different Plans in 1998-2008*







Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis - by District

The trend analysis on the 11-year longitudinal data from 1998 to 2008 on high school graduates' graduation plan s reveals that all of the 16 educational constituents had relatively large positive annual growth rates on RHSP, and somewhat lower negative annual change rates on MHP/IEP. Whereas the change trends on RHSP and MHP had been in the desired directions, the stagnant changes on DAP were unsatisfactory. These findings indicate that we may need to increase the percentage of high school students graduating on DAP in the future, while maintaining the positive growth on RHSP and the negative decline on MHP/IEP.

Summary of the GAP Analysis for Secondary Education

On Middle School TAKS Indicators

1. The regional council was statistically lower than the state at the .001 level on all of the TAKS tests except for that on Grade 6 mathematics, but with trivial or very small effect sizes.

2. Both the state and the regional council had made some progress in all of the tests except for that in Grade 6 reading from 2008 to 2009. However, the gap between the council and the state had become wider in Grade 6 reading, and become narrower in Grade 7 writing.

3. The state was not only higher than the council on the means of the TAKS tests except for the one on Grade 6 mathematics, but also it outperformed the regional council on the percentile ranks for the scores of 2100 and 2400 in all of the cases except for that for the score of 2400 in Grade 6 mathematics, the same as in the previous year.

4. The regional council and the state demonstrated similar change patterns across the grades and the subject areas from 2008 to 2009.

On Retention Rate in 6th-12th Grades

1. The retention rates in the middle school grades (6th-8th) were generally less than 2% in the state, the two ESC regions, and the school districts in 2008. The retention rate typically were at the pike of around 15% in Grade 9 and then dropped to about 7-8% in 10-12th grades, similar to the scenario in the school year of 2006-07.

2. Again, the African American, Hispanic, low SES, and male groups were higher than the White and female groups as in the previous year.

3. The retention rate had typically declined in the three-year period from 2005-06 to 2007-08 in the 17 entities for all of the grades but Grades 10 and 12.

On High School Success Indicators

1. The order of the demographic groups on percentage of the first-time 9th graders taking advanced courses was Asian/Pacific Islander, White, Hispanic, low SES, and African American in 2009. The Asian/Pacific Islander and White groups still had much higher ratios than the other three groups in 2009 as in 2008 although their growth rates were smaller than those in the other three groups.

2. The state, the regional council, and majority of the member school districts had slightly grown on the percentage of first-time 9th graders taking 10th grade level courses in most of the demographic groups from 2008 to 2009. The council overall was about 2% higher than the state.

3. At least 80% of the first-time 9th graders advanced to 10th grade on time in every group in 2007-08 in the regional council. But the regional council was still about 1-2% lower than the state in the school year of 2007-08. The White and Asian/Pacific Islander groups were about 10% higher than the African American, Hispanic, and low SES groups.

4. The regional council had grown slightly faster than the state from 2007 to 2008, thus, the gap between the council and state had been reduced.

5. The percentages of 12th grade students taking advanced coursework in 2009 were over 30% in the five demographic groups in the regional council. The Asian/Pacific Islander and White groups were much higher than the other three groups. The regional council was at least 6% higher than the state in the groups.

6. The state, the regional council, and the 14 member school districts all displayed remarkable increases on 12th graders taking advanced coursework from 2008 to 2009. Part of the reason is that the data in 2008 on this indicator was incomplete in some school districts.

7. Like the previous cohort, the 9th grade cohort of 2004-05 had the highest ratio of students graduating on RHSP in the school year of 2007-08 in all of the five demographic groups in the state, the regional council, and the 14 ISDs. In addition, both the state and the regional council had demonstrated increases on RHSP, decreases on MHP, and few changes on DAP from 2007 to 2008.

8. As in the earlier cohort studies, the African American, Hispanic, and low SES groups in the 9th grade cohort of 2004-05 were higher on the categories of MHP, continuers, and dropout, and they were lower on DAP than the White and Asian/Pacific Islander groups.

9. The regional council was about 1% lower than the state on Completion Rate I in the African American, Hispanic, and low SES groups in the cohort of 2004-05. But it was 1-2% higher than the state in the White and Asian/Pacific Islander groups. The values of Completion Rate I ranged from 76% in the African American group to almost 98% in the Asian/Pacific Islander group. The Hispanic group seemed to have the largest improvement in the two years on MHP, RHSP, Dropout, and Completion Rate I.

10. The trend analysis on High School Graduates Plan indicates that the state, the regional council, and the member school districts all had positive growth on RHSP, negative decline on MHP, and little change on DAP in the 11-year period from the school years of 1997-98 to 2007-08.

Gap Analysis for Postsecondary Education

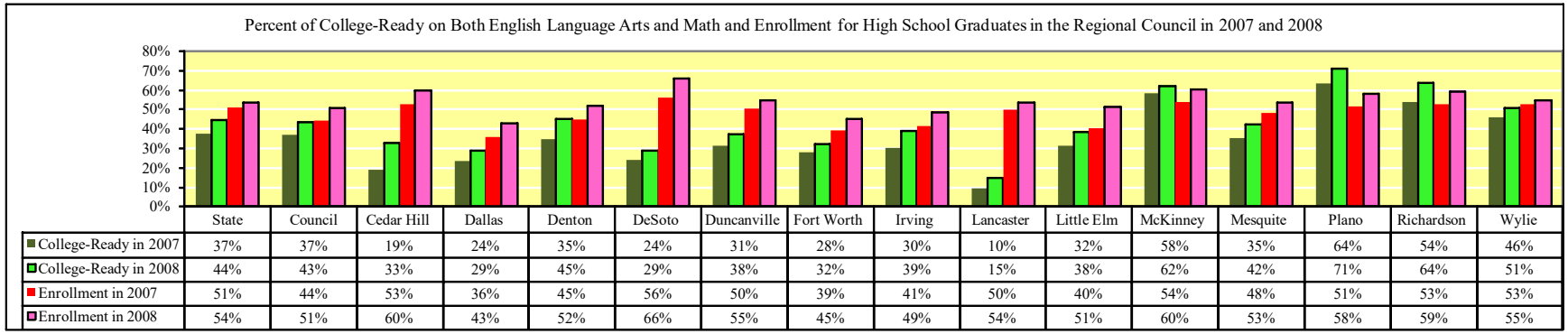
The final part of this report focuses on postsecondary education including college-readiness, higher education enrollment, and graduation from higher education institutions, just as the previous report. More specially, the first section is primarily on college readiness. Section II concentrates on enrollment into Texas higher education. The last section focuses on high school graduates that earned higher education degree or certificate in six years or less in the classes of 2000, 2001, and 2002. Whereas most of these data elements in 2009 were the same as those in 2008, the part of High School Graduates of North Texas Enrolled in Texas Public or Independent Higher Education from 2007 to 2009 in the second section was new to this report.

College-Ready in Both English Language Arts and Math and Enrollment for the Class of 2008

Just like it did for the class of 2007 in the last year, the THECB P-16 Initiatives Division this year provides the total number of high school graduates in the class of 2008 that were college-ready in both English language arts and mathematics based on Texas Success Initiative (TSI) definition, and the total number of enrollment in Texas higher education in the state, the P-16 councils, and the school districts. These data were analyzed in comparison with the data in the class of 2007. Also similar to the previous report, this report expanded the scope of data analysis on college-ready on both English language arts and mathematics in the class of 2008 required by the THECB P-16 Initiatives to that on mathematics, English language arts, and both English language arts and mathematic in the classes of 2006, 2007, and 2008 based on the AEIS reports on the TEA website. Again, it should be noted that the AEIS does not publish data for the P-16 regional councils. Finally, we continue to track the performances on the TSI Higher Education Readiness Component in mathematics and English language arts in different groups in the state, the two local ESC regions, and the 14 member school districts from 2003-2004 to 2008-2009. The AEIS does not provide data on both mathematics and English language arts on this indicator.

Figure 78 first shows that the ratio of college-ready in both English language arts and mathematics in the regional council in 2008 was 43%, 1% lower than the statewide average. The council had an enrollment rate of 51% in 2008, 3% lower than the state. Both the regional council and the state had increased on college readiness and higher education enrollment from 2007 to 2008. The state had increased 7% on college readiness, and the regional council had grown 6%. On higher education enrollment, the regional council had increased 7%, narrowing the gap between the council and the state to 3% in 2008 from 7% in 2007. All of the 14 school districts also demonstrated growth on both college readiness and higher education enrollment from 2007 to 20008. However, within the council, there were wide differences on college-ready, ranging from 15% in the Lancaster ISD to 71% in the Plano ISD. Three districts (i.e., Plano, Richardson, and McKinney ISDs) were at least 18% higher than the council average. On higher education enrollment, majority of the ISDs had the enrollment rates around 50%. All ISDs except for the three top performance ones (i.e., Plano, Richardson, and McKinney) had a higher enrollment rate than the ratio of college-ready. Overall, Figure 78 indicates that the regional council was still slightly below the state on college-readiness and higher education enrollment in 2008.

Figure 76 *Percent of High School Graduate Being College-Ready and Enrolled in 2007 and 2008*



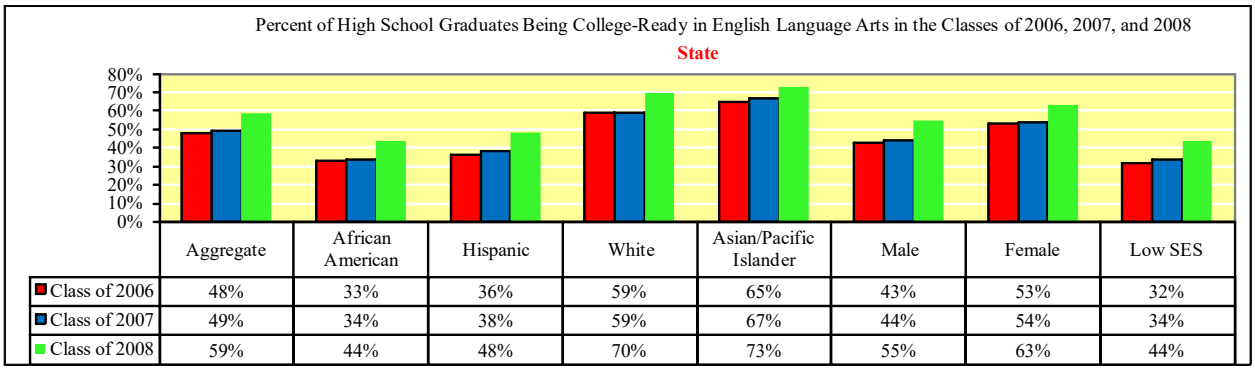
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
College-Ready in 2007	37%	37%	19%	24%	35%	24%	31%	28%	30%	10%	32%	58%	35%	64%	54%	46%
College-Ready in 2008	44%	43%	33%	29%	45%	29%	38%	32%	39%	15%	38%	62%	42%	71%	64%	51%
Enrollment in 2007	51%	44%	53%	36%	45%	56%	50%	39%	41%	50%	40%	54%	48%	51%	53%	53%
Enrollment in 2008	54%	51%	60%	43%	52%	66%	55%	45%	49%	54%	51%	60%	53%	58%	59%	55%

Source: THECB P-16 Initiatives Ad Hoc Data on High School Graduates that are College-Ready (2006-2007 and 2007-2008)

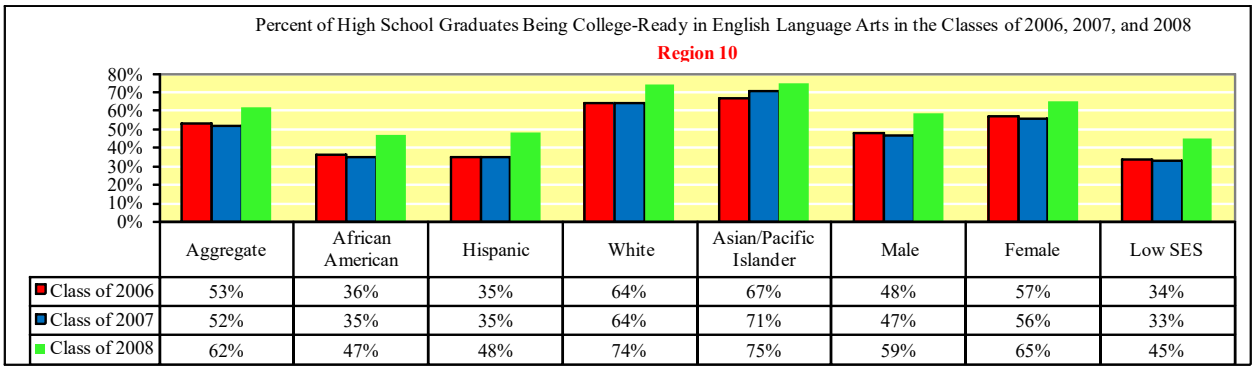
College-Ready Graduates by Demographic Groups in the Classes of 2006, 2007, and 2008

Table 75 in the Excel document presents the percentages of college-ready in English language arts in different groups in the state, the two ESC regions, and all of the member districts except for the Lancaster ISD in the classes of 2006, 2007, and 2008. However, only the data for the state and Regions 10 and 11 are displayed in Figure 77 below. The charts at the district level are left to Table 75 in the Excel document. Figure 77 shows that the state had ratios approximating to 50% in 2006 and 2007. But it had an increase about 10% from 2007 to 2008. So did all of its individual groups except for the Asian/Pacific Islander group with an about 7% rising. The Asian/Pacific Islander and White groups were still at least 20% higher than the African American, Hispanic, and low SES groups in 2008 as in the previous two years. The male group was still lower than the female counterpart. Nevertheless, the gap had been narrowed to 8% in 2008 from 10% in 2006 and 2007. Regions 10 and 11 also had experienced large increases from 2007 to 2008 in every group. But the advantages over the state for the two ESC regions had somewhat declined from 2007 to 2008. The low performance groups (i.e., African American, Hispanic, Low SES, and Male) had grown faster than the highly performed ones (i.e., Asian/Pacific Islander, White, and Female). These patterns on group differences and change trends found in the state and the two ESC regions appeared to be applicable to most of the districts as well.

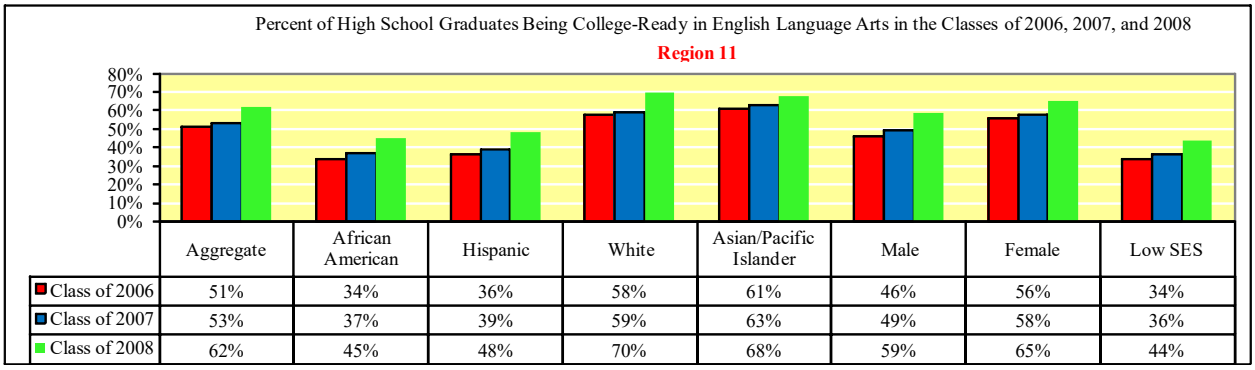
Figure 77 *Percent of High School Graduates College-Ready for English Language Arts in the Classes of 2006 - 2008*



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	48%	33%	36%	59%	65%	43%	53%	32%
Class of 2007	49%	34%	38%	59%	67%	44%	54%	34%
Class of 2008	59%	44%	48%	70%	73%	55%	63%	44%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	53%	36%	35%	64%	67%	48%	57%	34%
Class of 2007	52%	35%	35%	64%	71%	47%	56%	33%
Class of 2008	62%	47%	48%	74%	75%	59%	65%	45%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	51%	34%	36%	58%	61%	46%	56%	34%
Class of 2007	53%	37%	39%	59%	63%	49%	58%	36%
Class of 2008	62%	45%	48%	70%	68%	59%	65%	44%

Source: TEA: 2006-07, 2007-08, and 2008-09 AEIS Reports

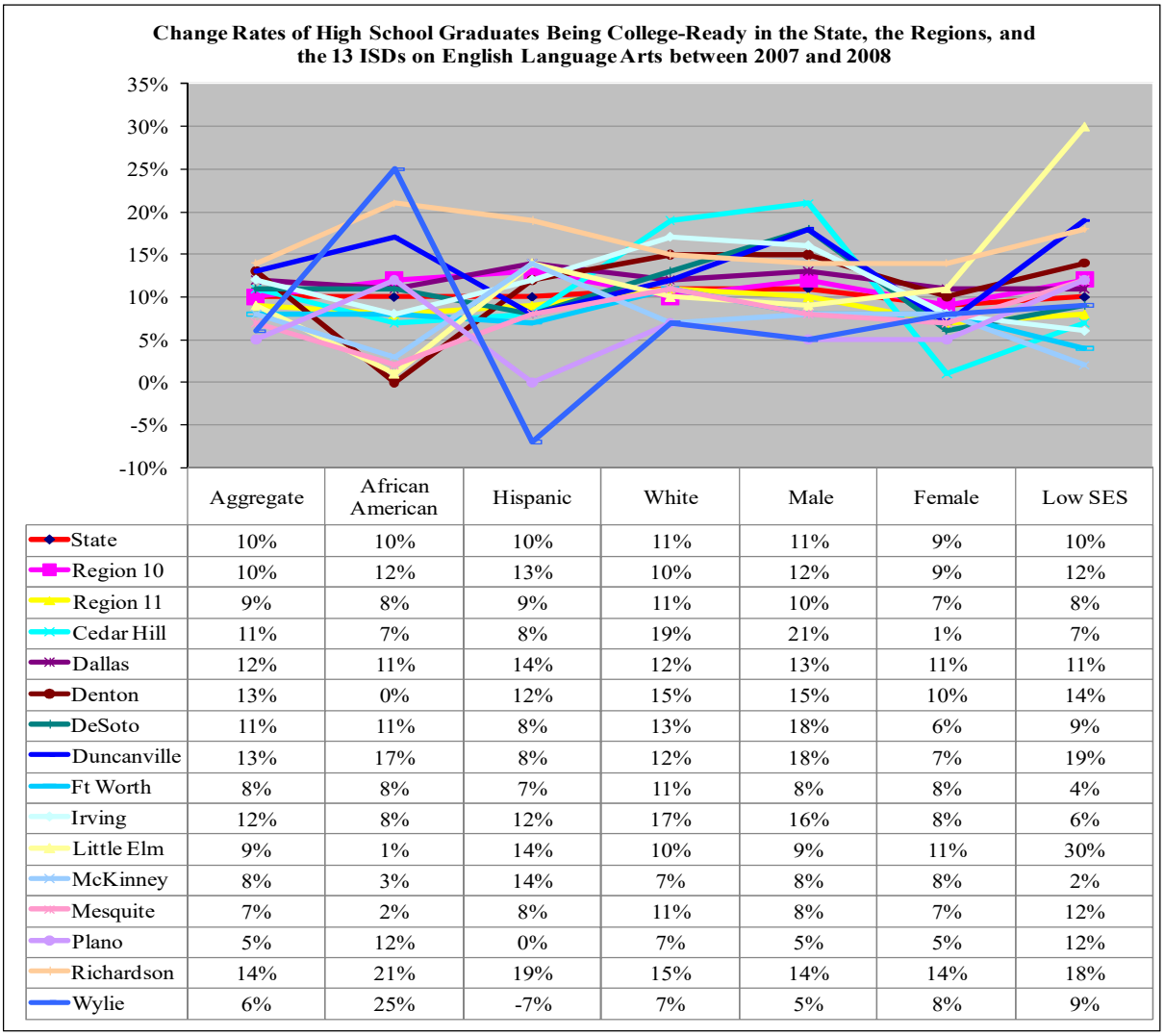
Note 1: The data on college-ready graduates are one year behind the school year.

2: The data for the Lancaster ISD were unavailable.

As the change from 2007 to 2008 was relatively much larger than that from 2006 to 2007 in each educational constituent, Figure 78 further presents the change rates from 2007 to 2008 in each of the groups in these entities. The figure shows that almost all of the change rates were positive. The state had increased about 10% in each group. Region 10 had grown slightly faster than the state in the African American, Hispanic, low SES, and male groups. Region 11 was about 1-2% slower than the state. For the districts, the Richardson ISD appeared to be the only one with consistently high rates than its parent ESC

(i.e., Region 10). For the African American group, the growth rate ranged from 0% in the Denton ISD to 25% in the Wylie ISD. For the Hispanic group, 12 out of the 14 ISDs had positive growth. But the Wylie ISD had a negative change rate of -7%, and the Plano ISD had virtually no changes. The White group had change rates in the range of 7% to 19%. The growth rates for the male group ranged from 5% to 21%, whereas the female group was in the range of 1% in the Cedar Hill ISD to the 14% in the Richardson ISD. Finally, the low SES group had change rates in the range of 2% to 20%. Overall, the African American, Hispanic, low SES, and male groups had relatively large growth rates with large variations, whereas the White and female groups had grown relatively slower with small variations.

Figure 78 *Change Rate of High School Graduates Being College-Ready on English Language Arts between 2007 and 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
State	10%	10%	10%	11%	11%	9%	10%
Region 10	10%	12%	13%	10%	12%	9%	12%
Region 11	9%	8%	9%	11%	10%	7%	8%
Cedar Hill	11%	7%	8%	19%	21%	1%	7%
Dallas	12%	11%	14%	12%	13%	11%	11%
Denton	13%	0%	12%	15%	15%	10%	14%
DeSoto	11%	11%	8%	13%	18%	6%	9%
Duncanville	13%	17%	8%	12%	18%	7%	19%
Ft Worth	8%	8%	7%	11%	8%	8%	4%
Irving	12%	8%	12%	17%	16%	8%	6%
Little Elm	9%	1%	14%	10%	9%	11%	30%
McKinney	8%	3%	14%	7%	8%	8%	2%
Mesquite	7%	2%	8%	11%	8%	7%	12%
Plano	5%	12%	0%	7%	5%	5%	12%
Richardson	14%	21%	19%	15%	14%	14%	18%
Wylie	6%	25%	-7%	7%	5%	8%	9%

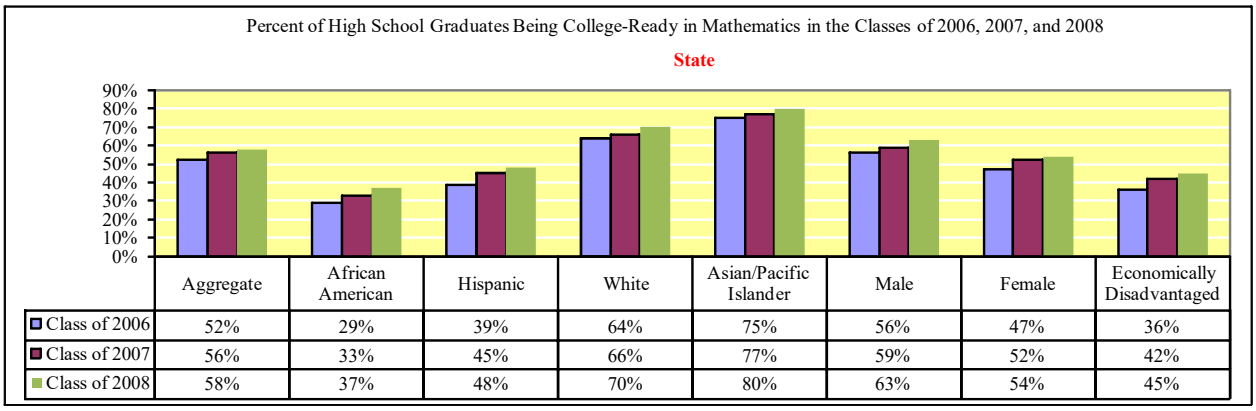
Source: TEA: 2006-07, 2007-08, and 2008-09 AEIS Reports

Note: 1. The Asian/Pacific Islanders group was omitted due to no data in some districts.

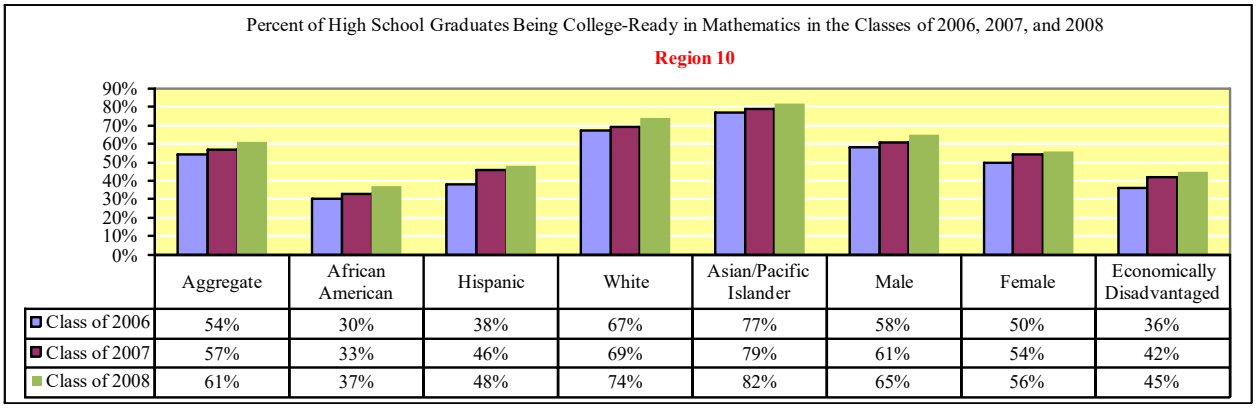
2. Data for the Lancaster ISD were unavailable

Similar to Figure 77 on English Language Arts, Figure 79 below presents the percentages of college-ready on mathematics in the classes of 2006, 2007, and 2008 in the state and the two local ESCs. Again, the chars for the 13 ISDs are available in Table 77 in the Excel version of this report. Figure 79 indicates that the state and Regions 10 and 11 overall had similar percentages in every group. Furthermore, the state and the two regions had similarly grown with an annual rate of 3% in most of the groups within the three years. On group differences, the Asian/Pacific Islander and White groups were much higher than the African American, Hispanic, and low SES groups. But the gaps had been gradually narrowed. On gender, the male group had been 8-9% higher than the female group in the three years. In general, the patterns of group differences and change rates in the state and the two regions appeared to be in many of the 13 districts as well, although the data at the district level were not presented here. However, wide differences existed in the districts within the North Texas Regional P-16 Council as shown in the next figure, which displays the differences of change rates from 2007 to 2008 in each group in the 16 entities.

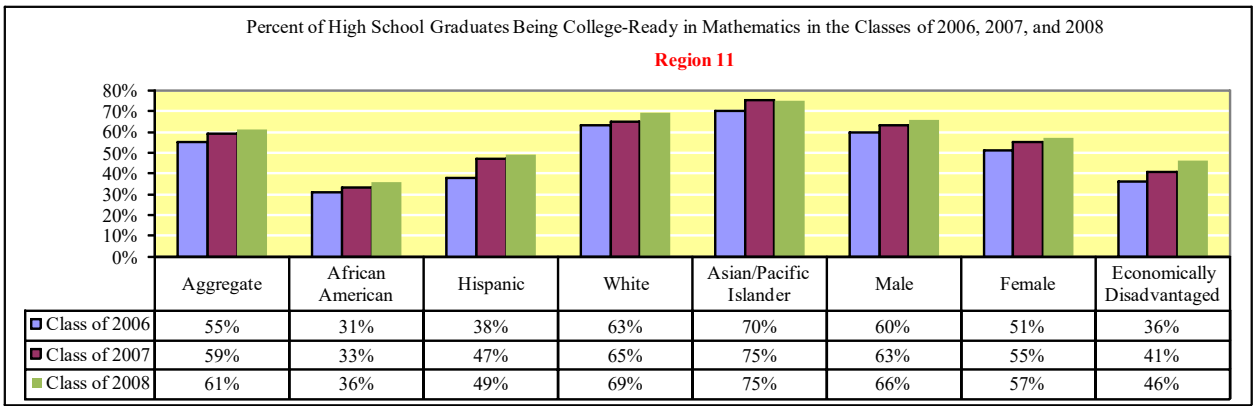
Figure 79 *Percent of High School Graduates Being College-Ready in Mathematics in the Classes of 2006, 2007, and 2008*



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
Class of 2006	52%	29%	39%	64%	75%	56%	47%	36%
Class of 2007	56%	33%	45%	66%	77%	59%	52%	42%
Class of 2008	58%	37%	48%	70%	80%	63%	54%	45%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
Class of 2006	54%	30%	38%	67%	77%	58%	50%	36%
Class of 2007	57%	33%	46%	69%	79%	61%	54%	42%
Class of 2008	61%	37%	48%	74%	82%	65%	56%	45%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
Class of 2006	55%	31%	38%	63%	70%	60%	51%	36%
Class of 2007	59%	33%	47%	65%	75%	63%	55%	41%
Class of 2008	61%	36%	49%	69%	75%	66%	57%	46%

Source: TEA: 2006-07, 2007-08, and 2008-09 AEIS Reports

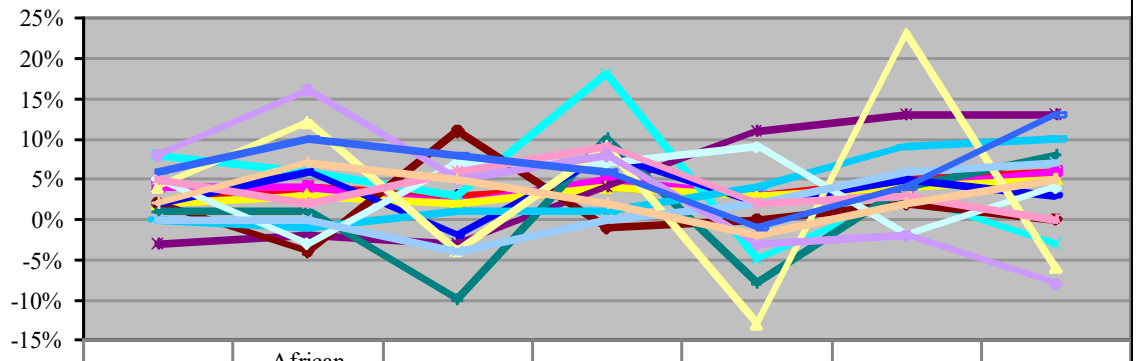
Note 1: The data on college-ready graduates are one year behind the school year.

2: The data for the Lancaster ISD were unavailable.

Figure 80 illustrates the change rates in the collective and individual groups from 2007 to 2008 in the 16 entities. Region 10 had an overall growth rate of 4%, twice as fast as the state and the neighboring Region 11. Eleven of the 13 ISDs except for the two large ones in the council had an overall positive growth on college-ready in mathematics from 2007 to 2008. But the growth rates were generally less than 8%, smaller than those in English language arts. For the individual groups, the two local regions were primarily similar to the state on the growth rates. The low SES, African American, White, and female had larger growth rates than the Hispanic and male groups in the state and the two local regions. Whereas most of these changes were desirable, the smallest growth rates in the Hispanic group deserve a special attention. No ISDs appeared to be consistently higher than the state or its region across the groups.

Figure 80 *Change Rate of High School Graduates Being College-Ready on Mathematics between 2007 and 2008*

Change Rates of High School Graduates Being College-Ready in the State, the Regions, and the 13 ISDs on Mathematics between 2007 and 2008



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
State	2%	4%	3%	4%	3%	5%	6%
Region 10	4%	4%	2%	5%	3%	4%	6%
Region 11	2%	3%	2%	4%	3%	4%	5%
Cedar Hill	8%	6%	3%	18%	-5%	3%	-3%
Dallas	-3%	-2%	-3%	4%	11%	13%	13%
Denton	2%	-4%	11%	-1%	0%	2%	0%
DeSoto	1%	1%	-10%	10%	-8%	4%	8%
Duncanville	2%	6%	-2%	8%	2%	5%	3%
Ft Worth	0%	-1%	1%	1%	4%	9%	10%
Irving	5%	-3%	7%	7%	9%	-2%	4%
Little Elm	4%	12%	-4%	9%	-13%	23%	-6%
McKinney	0%	0%	-4%	0%	2%	6%	7%
Mesquite	5%	2%	6%	9%	2%	3%	0%
Plano	8%	16%	5%	8%	-3%	-2%	-8%
Richardson	2%	7%	5%	2%	-2%	2%	5%
Wylie	6%	10%	8%	6%	-1%	4%	13%

Source: TEA: 2006-07, 2007-08, and 2008-09 AEIS Reports

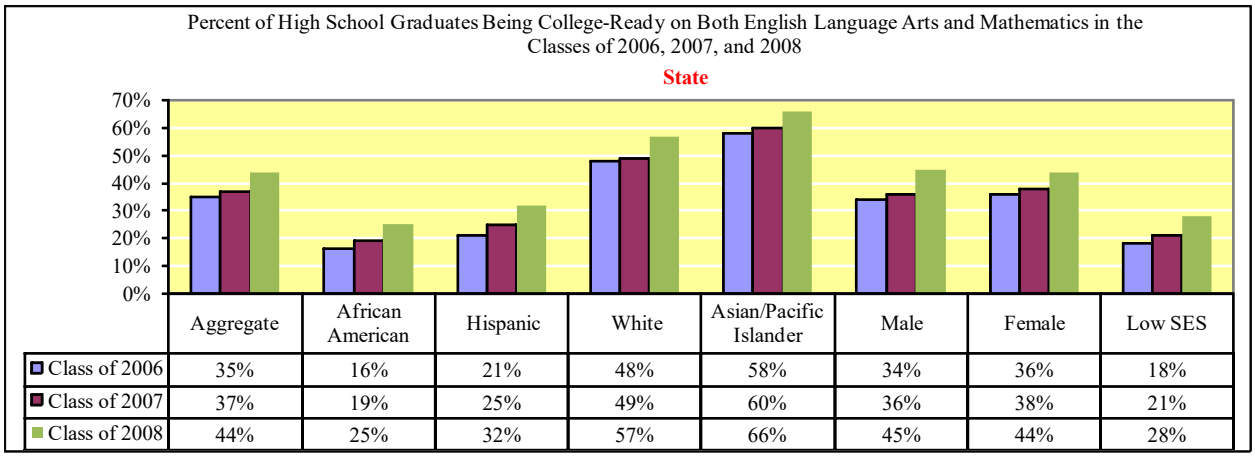
Note: 1. The Asian/Pacific Islanders group was omitted due to no data available in some districts.

2. Data for the Lancaster ISD were unavailable

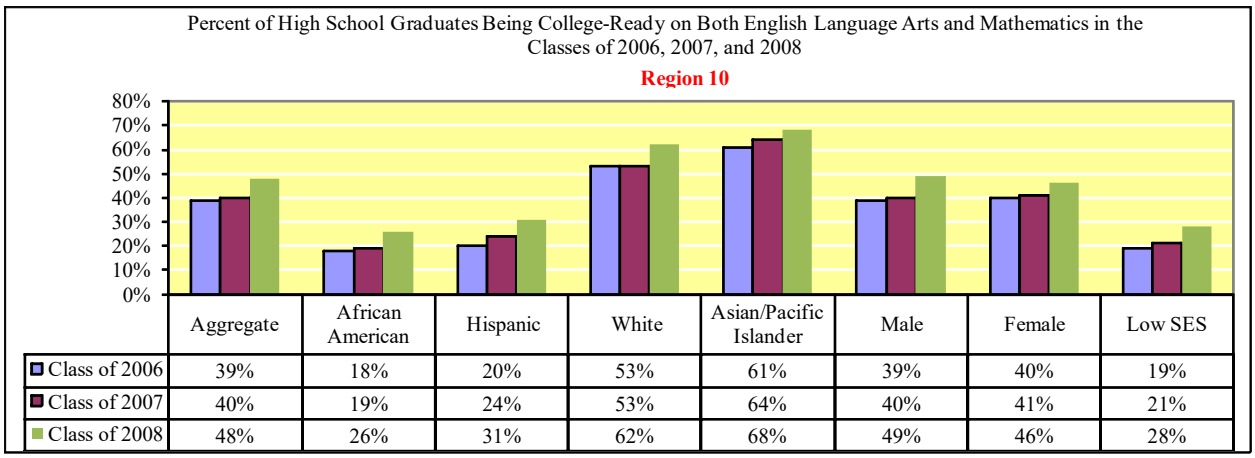
Figure 81 below displays the overall percentages of college-ready in both English language arts and mathematics for the classes of 2006, 2007, and 2008 in the state and Regions 10 and 11. The state and the two regions had the ratios of 35%, 39%, and 39% in the school year 2005-06, respectively. They all had increased 9% from 2006 to 2008, and the gains had primarily occurred from 2007 to 2008. Thus, the two regions were still 4% higher than the state on both English language arts and mathematics in 2008 as in 2006. For the individual groups, all of them had the similar positive growth as the collective group in the state and the two regions from 2006 to 2007 and from 2007 to 2008. However, the state appeared to grow somewhat faster than the two regions. Thus, the leading advantage of the two local regions over the state had been slightly weakened in many individual groups. Whereas many of the ISDs had the similar ratios and the change patterns within the three years as the state or the two regions, there were still notable

differences in the member districts from 2007 to 2008. These differences are further discussed in Figure 82.

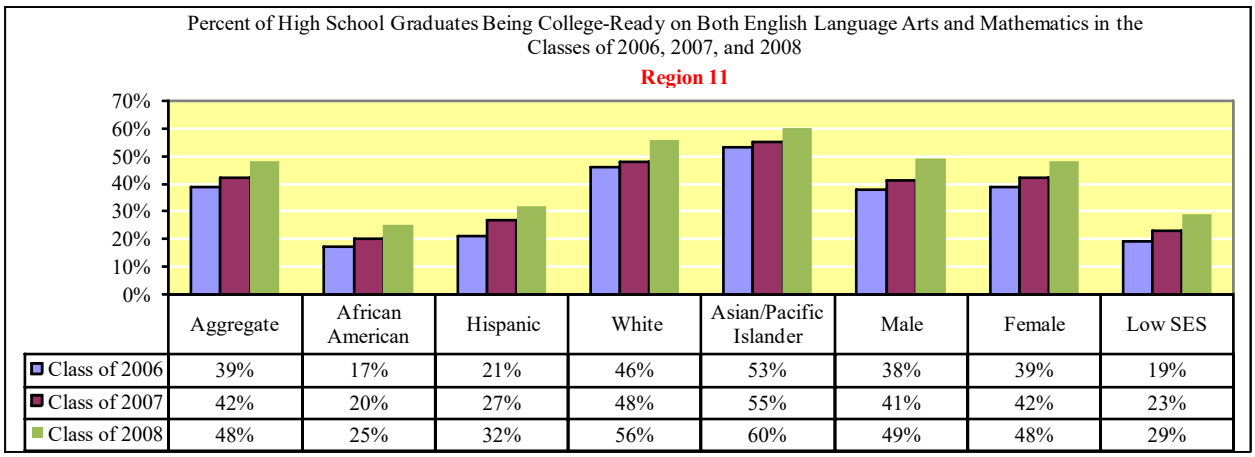
Figure 81 *Percent of High School Graduates College-Ready in Both Language Arts and Mathematics in the Classes of 2006, 2007, and 2008*



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	35%	16%	21%	48%	58%	34%	36%	18%
Class of 2007	37%	19%	25%	49%	60%	36%	38%	21%
Class of 2008	44%	25%	32%	57%	66%	45%	44%	28%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	39%	18%	20%	53%	61%	39%	40%	19%
Class of 2007	40%	19%	24%	53%	64%	40%	41%	21%
Class of 2008	48%	26%	31%	62%	68%	49%	46%	28%



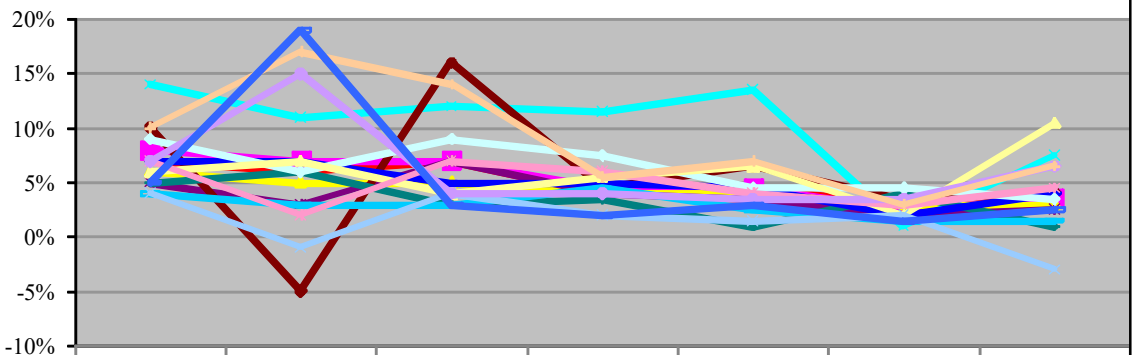
	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	39%	17%	21%	46%	53%	38%	39%	19%
Class of 2007	42%	20%	27%	48%	55%	41%	42%	23%
Class of 2008	48%	25%	32%	56%	60%	49%	48%	29%

Source: TEA: 2006-07, 2007-08, and 2008-09 AEIS Reports

Note 1: The data on College-Ready Graduates are one year behind the school year.
2: The data for the Lancaster ISD were unavailable.

Figure 82 shows that the state and the two local regions had grown with an overall rate of 7%, 8%, and 6% from 2007 to 2008, respectively. Thus, Region 10 was slightly faster than the state, and Region 11 was 1% slower than the state. Each of the individual groups in the state and Regions 10 and 11 also had positive growth rate from 2007 to 2008. In addition, all of the ISDs had positive growth rates as well, ranging from 4% in the Fort Worth and McKinney ISDs to 14% in the Cedar Hill ISD. For the individual groups in the state, the two ESCs, and the most of the member school districts, the African American and the Hispanic group had grown faster than the White and the low SES groups, and the male group had increased faster than the female group. Two school districts (i.e., Richardson and Cedar Hill) appeared to have high ratios across the groups in the regional council.

Figure 82 *Change Rate of High School Graduates Being College-Ready on Both English Language Arts and Mathematics from 2007 to 2008*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
State	7%	6%	7%	4%	5%	3%	4%
Region 10	8%	7%	7%	5%	5%	3%	4%
Region 11	6%	5%	5%	4%	4%	3%	3%
Cedar Hill	14%	11%	12%	12%	14%	1%	8%
Dallas	5%	3%	7%	4%	4%	2%	3%
Denton	10%	-5%	16%	5%	7%	4%	4%
DeSoto	5%	6%	3%	4%	1%	4%	1%
Duncanville	7%	7%	5%	5%	5%	2%	4%
Ft Worth	4%	3%	3%	5%	3%	2%	2%
Irving	9%	6%	9%	8%	5%	5%	4%
Little Elm	6%	7%	4%	6%	7%	2%	11%
McKinney	4%	-1%	4%	2%	2%	2%	-3%
Mesquite	7%	2%	7%	6%	4%	3%	5%
Plano	7%	15%	4%	4%	4%	4%	7%
Richardson	10%	17%	14%	6%	7%	3%	7%
Wylie	5%	19%	3%	2%	3%	2%	3%

Note: 1. The Asian/Pacific Islanders group was omitted due to no data available in some districts.
2. Data for the Lancaster ISD were unavailable

In summary, Figures 77-82 on college-ready graduates in the classes of 2006, 2007, and 2008 demonstrate that Regions 10 and 11 had been slightly higher than the state. In addition, the state, the two regions, and most of the school districts in the North Texas Regional P-16 Council had positively grown in either English Language Arts, Mathematics, or both in the 3-year period of 2006-2008. On English language arts, the growth from 2007 to 2008 was much higher than that from 2006 to 2007, whereas the growth on mathematics was more evenly distributed across the years. The growth rate on English language arts appeared to be much higher than that on mathematics from 2007 to 2008. In general, the

low performance groups demonstrated relatively higher growth rates. Finally, it was observed that some school districts had persistent improvement across the groups, and these ISDs could be either in the high performance group (e.g., the Richardson ISD) or the low performance group (e.g., the Cedar Hill ISD). Thus, we need to learn from these highly growing districts.

College-Ready on TSI - Higher Education Readiness Components by Demographic Groups between 2003-04 and 2008-09

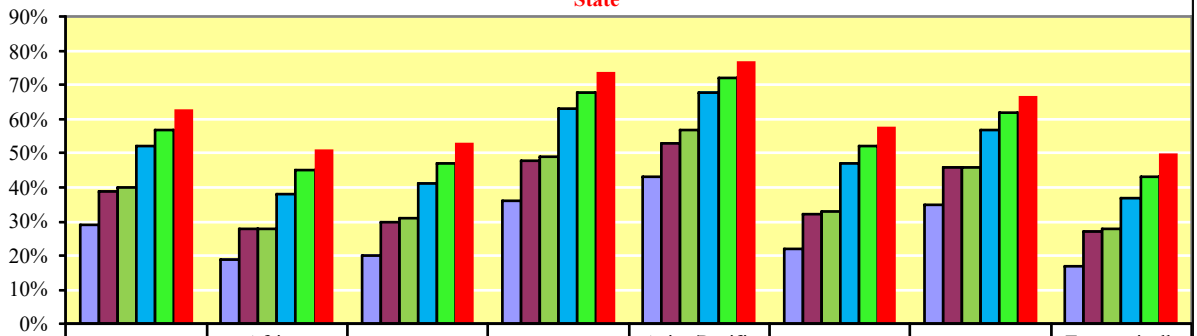
For the indicators of college readiness, the Texas Education Agency has used two sets of indicators. In addition to that on college-ready graduates as discussed in figures 77-82, the TEA has also employed the TSI (Texas Success Initiative) - Higher Education Readiness Component indicator. The differences between these two sets of indicators were documented at length in the previous gap analysis report. But, in short, the second set of the indicators is different from that of college-ready graduates on the following aspects: (1) it does not include SAT or ACT, (2) it is based on the current 11th graders rather than prior year graduates, (3) it does not provide an overall measure on both subjects combined, and (4) it uses the campus and district where the TAKS tests were administered rather than the campus and district where the student graduated. This report continues to track the change trend on the second set of college-ready indicator as in the last year by extending the analysis to include the 2008-09 data.

Figure 83 lists the percentages of college-ready on TSI-Higher Education Readiness Component in English language arts from 2003-2004 to 2008-2009 in the state and the two ESC regions in both the collective and the individual groups. It clearly shows that all of the educational constituents had progressively improved over the six years in either the collective or the individual groups. The two local regions seemed to be slightly higher than the state on the overall ratio. For the individual groups, the White and Asian/Pacific Islander groups had been much higher than the African American, Hispanic, and low SES groups. The female group had been higher than the male group. However, the gender gap appeared to be closing over the years. Again, the charts at the district level for the 14 ISDs in the regional council were presented in Table 81 in the Excel document. Nevertheless, the average annual change rates in each group in the 17 entities are further illustrated in the next figure.

Figure 83 *Percent of High School Graduates College-Ready on Higher Education Components in English Language Arts between 2004 and 2009*

Percent of High School Graduates on Higher Education Readiness (TSI) - Higher Education Readiness Component in English Language Arts between 2003-04 and 2008-09

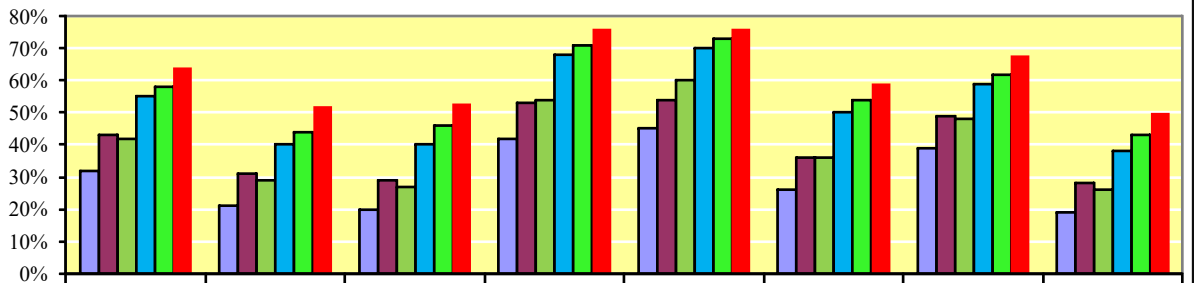
State



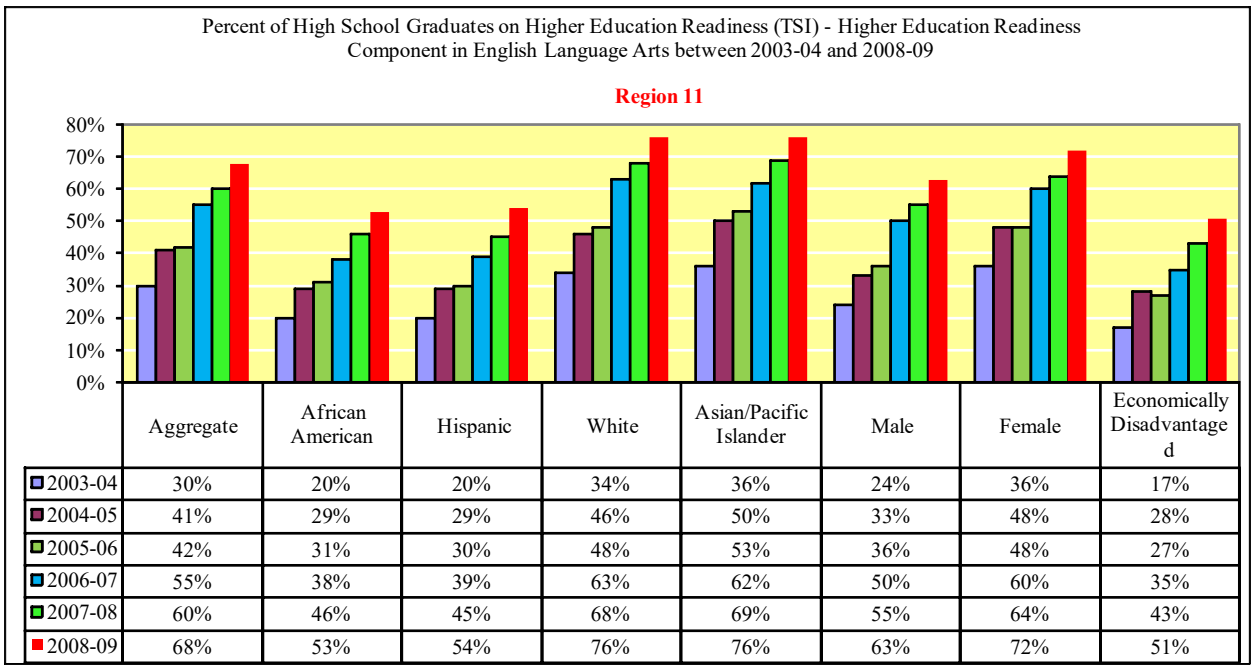
	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	29%	19%	20%	36%	43%	22%	35%	17%
2004-05	39%	28%	30%	48%	53%	32%	46%	27%
2005-06	40%	28%	31%	49%	57%	33%	46%	28%
2006-07	52%	38%	41%	63%	68%	47%	57%	37%
2007-08	57%	45%	47%	68%	72%	52%	62%	43%
2008-09	63%	51%	53%	74%	77%	58%	67%	50%

Percent of High School Graduates on Higher Education Readiness (TSI) - Higher Education Readiness Component in English Language Arts between 2003-04 and 2008-09

Region 10



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	32%	21%	20%	42%	45%	26%	39%	19%
2004-05	43%	31%	29%	53%	54%	36%	49%	28%
2005-06	42%	29%	27%	54%	60%	36%	48%	26%
2006-07	55%	40%	40%	68%	70%	50%	59%	38%
2007-08	58%	44%	46%	71%	73%	54%	62%	43%
2008-09	64%	52%	53%	76%	76%	59%	68%	50%

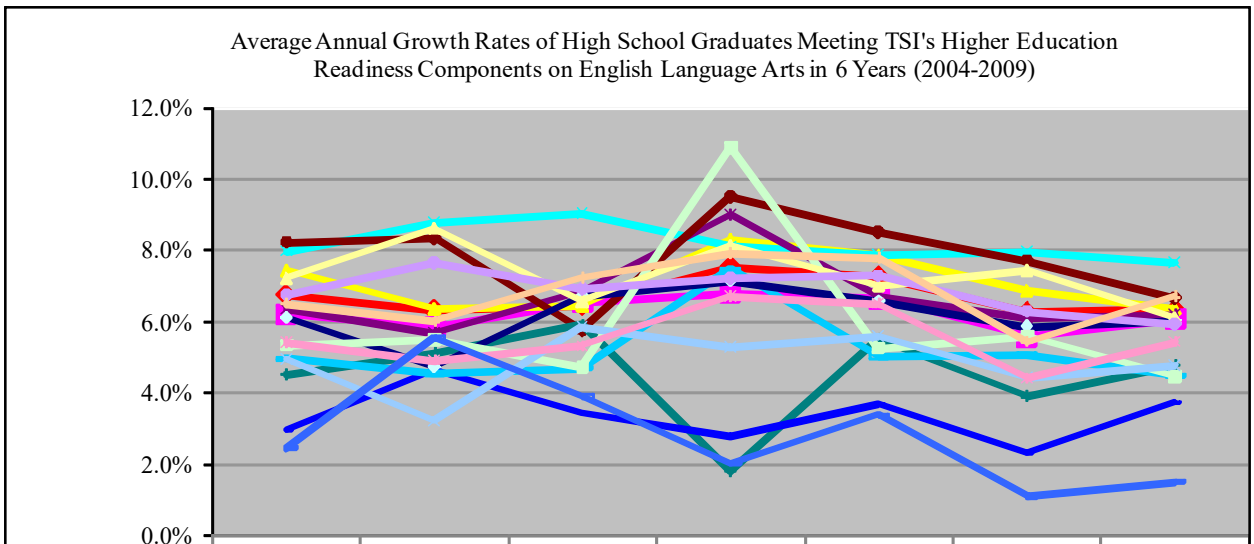


	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	30%	20%	20%	34%	36%	24%	36%	17%
2004-05	41%	29%	29%	46%	50%	33%	48%	28%
2005-06	42%	31%	30%	48%	53%	36%	48%	27%
2006-07	55%	38%	39%	63%	62%	50%	60%	35%
2007-08	60%	46%	45%	68%	69%	55%	64%	43%
2008-09	68%	53%	54%	76%	76%	63%	72%	51%

Source: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 AEIS Report

To quantify the change over the six years from 2004 to 2009, again, the regression coefficients for the trend lines were treated as the average annual growth rates. Figure 84 clearly shows that all of the 17 entities had positive annual growth rates. The overall average annual growth rates in the state and Regions 10 and 11 were 6.7%, 6.2%, and 7.4%, respectively. The 14 ISDs had rates ranging from 2.5% in the Wylie ISD to 8.2% in the Denton ISD. For the individual groups, as in the collective group, Region 11 had grown slightly faster than the state, and Region 10 had grown somewhat slower than the state. The White and the male groups had relatively larger growth rates than the other four individual groups. Whereas the faster growth in the male group is desirable as it shrunk the gender gap, the higher growth rate in the White group implies the ethnicity gap had been widened over the six years. With regard to the performances of the school districts in the regional council, there were some variations. The Cedar Hill and Denton ISDs seemed to have consistently high growth rates across the groups. On the other hands, the Wylie, Duncanville, and Mesquite ISDs had relatively low growth rates during the six-year period from 2004 to 2009.

Figure 84 *Average Annual Growth Rates of College-Ready on TSI's Higher Education Readiness Components on English Language Arts in 2004-2009*



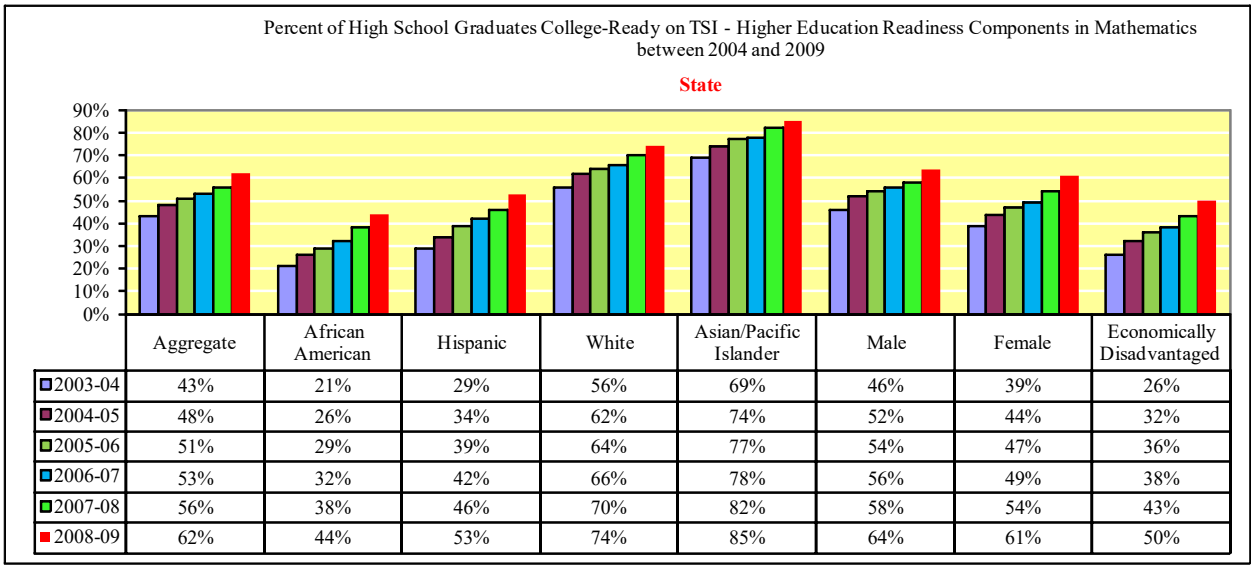
	Aggregate	African American	Hispanic	White	Male	Female	Low SES
State	6.7%	6.3%	6.5%	7.5%	7.3%	6.3%	6.3%
Region 10	6.2%	5.9%	6.5%	6.8%	6.7%	5.6%	6.1%
Region 11	7.4%	6.4%	6.5%	8.3%	7.9%	6.9%	6.4%
Cedar Hill	8.0%	8.8%	9.0%	8.1%	7.9%	8.0%	7.7%
Dallas	6.3%	5.7%	6.8%	9.0%	6.7%	6.1%	6.2%
Denton	8.2%	8.3%	5.8%	9.5%	8.5%	7.7%	6.7%
DeSoto	4.5%	5.1%	5.9%	1.8%	5.5%	3.9%	4.8%
Duncanville	3.0%	4.6%	3.4%	2.8%	3.7%	2.3%	3.7%
Ft Worth	5.0%	4.6%	4.7%	7.5%	5.0%	5.1%	4.5%
Irving	6.1%	4.7%	6.7%	7.1%	6.6%	5.9%	6.0%
Lancaster	5.3%	5.5%	4.7%	10.9%	5.3%	5.6%	4.5%
Little Elm	7.2%	8.6%	6.6%	8.1%	7.0%	7.4%	6.1%
McKinney	4.9%	3.2%	5.8%	5.3%	5.6%	4.4%	4.8%
Mesquite	5.4%	4.9%	5.3%	6.7%	6.5%	4.4%	5.4%
Plano	6.7%	7.7%	6.9%	7.2%	7.3%	6.3%	5.9%
Richardson	6.5%	6.0%	7.2%	7.9%	7.8%	5.4%	6.7%
Wylie	2.5%	5.5%	3.9%	2.0%	3.4%	1.1%	1.5%

Source: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 AEIS Report

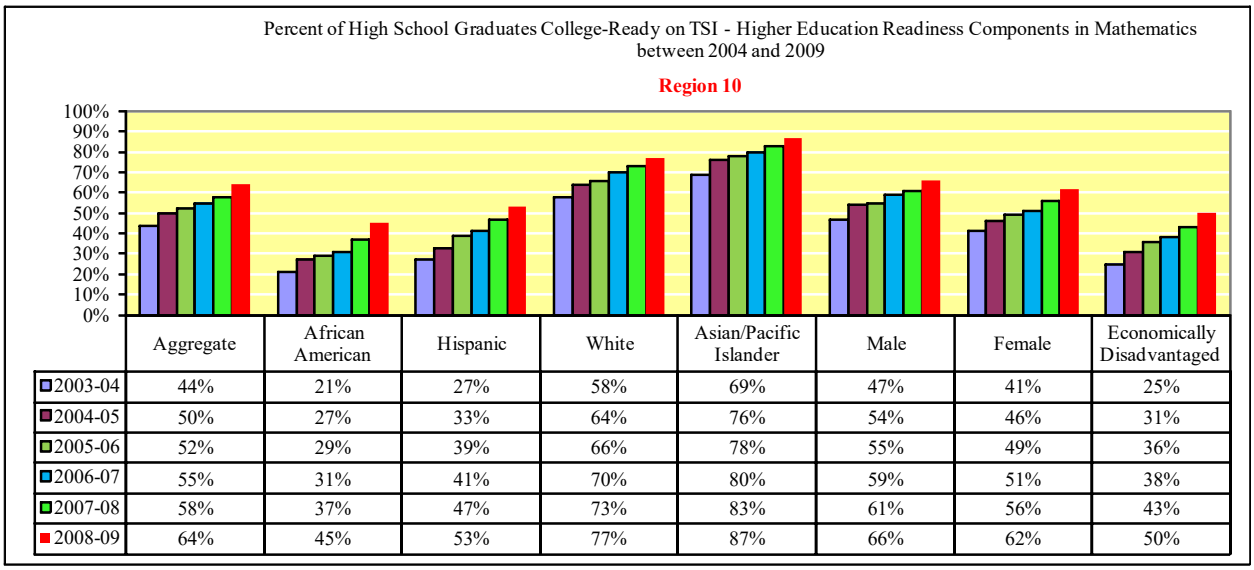
Similarly, Figure 85 below shows the percentages of college-ready on TSI-Higher Education Readiness Component in mathematics from 2003-2004 to 2008-2009 in the state and the two ESC regions in the collective and the seven individual groups. It appears that the change trend in mathematics is the same as that in English language arts in the state and Regions 10 and 11 as shown in Figure 83: a steady growth each year in the collective and individual groups. However, the magnitude of the growth rates in each of the groups seems to be smaller than the corresponding one in English language arts. Again, Regions 10 and 11 had been slightly higher than the state over the years. The White and Asian/Pacific Islander groups had been much higher than the African American, Hispanic, and low SES groups.

Nevertheless, contrary to the finding in English language arts, the male group had been higher than the female group. The patterns on group differences and the change trends found in the state and the two local regions appeared to be true in majority of the ISDs as well, although the district-level charts are not displayed here (see Table 83 in the Excel document).

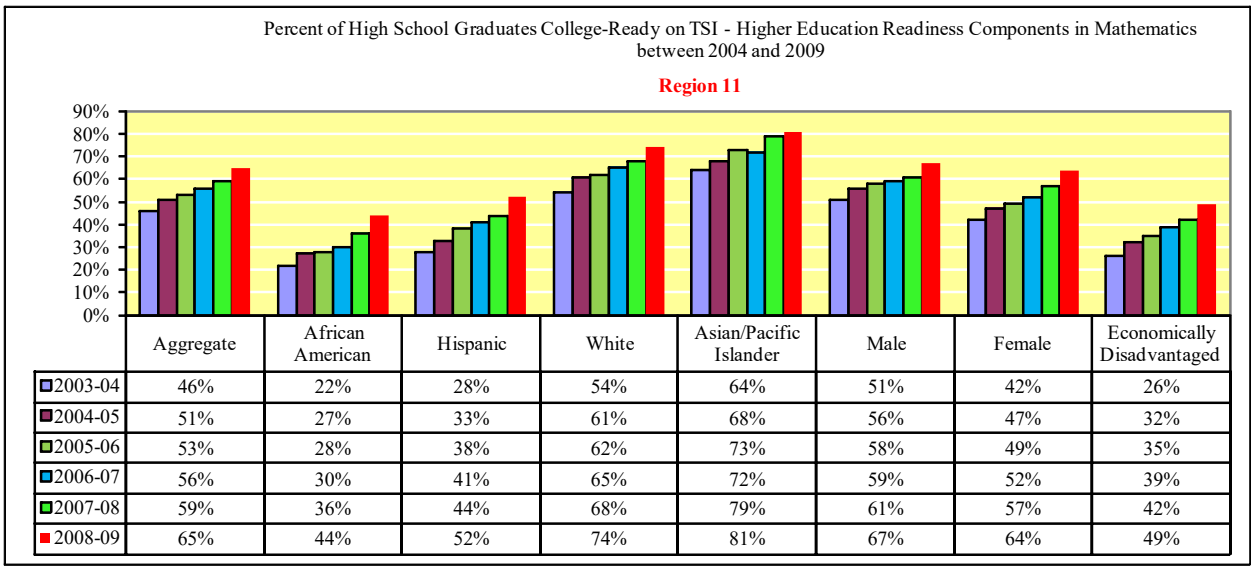
Figure 85 *Percent of College-Ready on TSI - Higher Education Readiness Components in Mathematics between 2004 and 2009*



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	43%	21%	29%	56%	69%	46%	39%	26%
2004-05	48%	26%	34%	62%	74%	52%	44%	32%
2005-06	51%	29%	39%	64%	77%	54%	47%	36%
2006-07	53%	32%	42%	66%	78%	56%	49%	38%
2007-08	56%	38%	46%	70%	82%	58%	54%	43%
2008-09	62%	44%	53%	74%	85%	64%	61%	50%



	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	44%	21%	27%	58%	69%	47%	41%	25%
2004-05	50%	27%	33%	64%	76%	54%	46%	31%
2005-06	52%	29%	39%	66%	78%	55%	49%	36%
2006-07	55%	31%	41%	70%	80%	59%	51%	38%
2007-08	58%	37%	47%	73%	83%	61%	56%	43%
2008-09	64%	45%	53%	77%	87%	66%	62%	50%

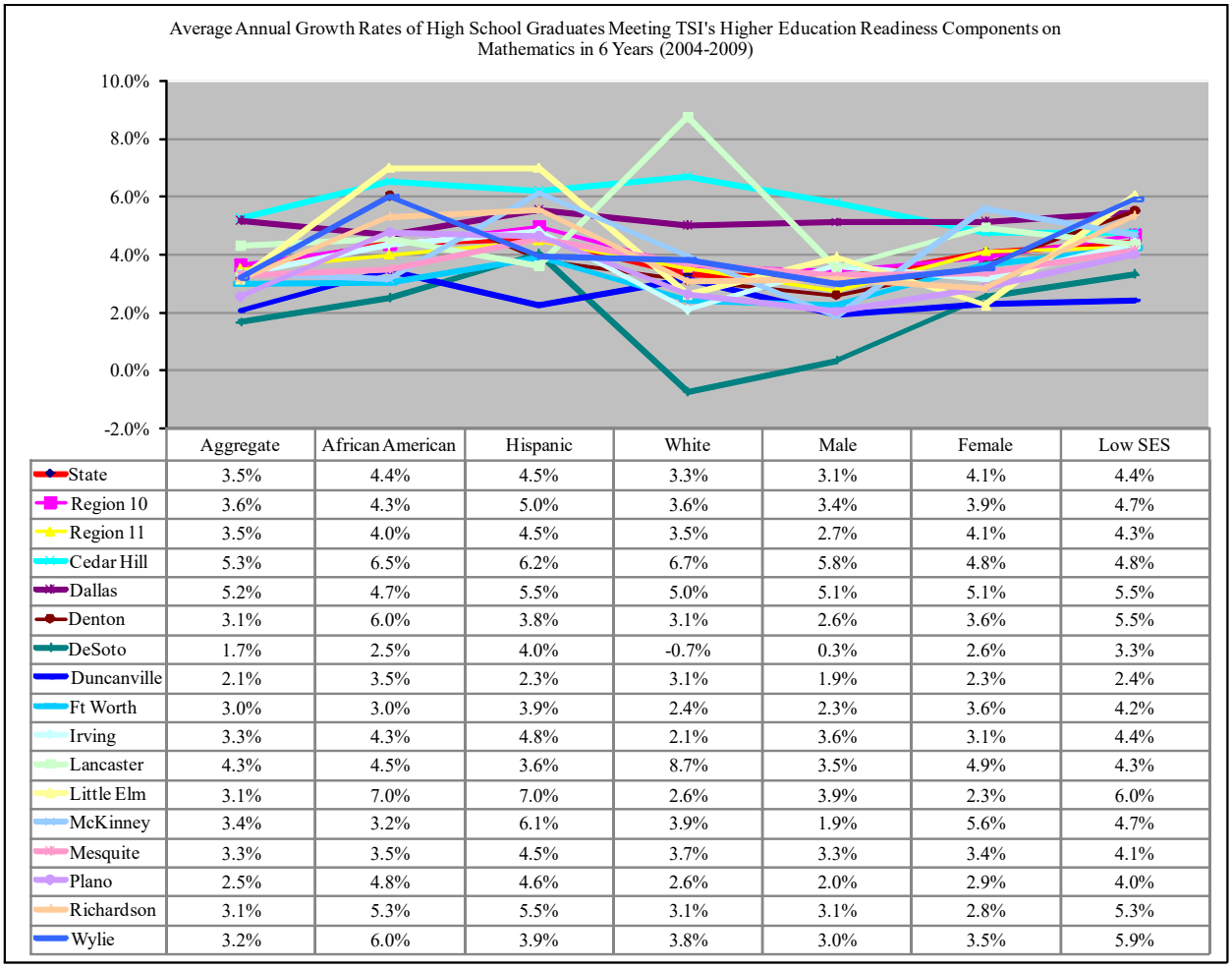


	Aggregate	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
2003-04	46%	22%	28%	54%	64%	51%	42%	26%
2004-05	51%	27%	33%	61%	68%	56%	47%	32%
2005-06	53%	28%	38%	62%	73%	58%	49%	35%
2006-07	56%	30%	41%	65%	72%	59%	52%	39%
2007-08	59%	36%	44%	68%	79%	61%	57%	42%
2008-09	65%	44%	52%	74%	81%	67%	64%	49%

Source: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 AEIS Report

Similar to Figure 84 on English language arts, Figure 86 below presents the average annual growth rates on mathematics for each group in the 17 educational constituents in the six-year period from 2004 to 2009. It shows that all of the growth rates were positive except for that for the White group in the DeSoto ISD. However, as the DeSoto ISD typically had few White students, the negative growth rate for that group may be an outlier. Hence, it should be interpreted with caution. For the collective group, the state and the two regions had similar annual growth rates around 3.5%. But the rates in the districts varied from 1.7% to 5.3%. The Cedar Hill, Dallas, and Lancaster ISDs were the three districts with the largest overall growth rates. For the individual groups, the African American, Hispanic, and low SES groups had grown faster than the White group, and the female group had increased more quickly than the male group. Thus, the gaps between the low performance groups and the high performance ones appeared to be closing. Overall, the Cedar Hill and Dallas ISDs demonstrated high growth rates across the groups in the regional council, whereas the Duncanville and DeSoto ISDs displayed the least improvement.

Figure 86 *Average Annual Growth Rates of College-Ready on TSI's Higher Education Readiness Components on Mathematics between 2004 and 2009*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
State	3.5%	4.4%	4.5%	3.3%	3.1%	4.1%	4.4%
Region 10	3.6%	4.3%	5.0%	3.6%	3.4%	3.9%	4.7%
Region 11	3.5%	4.0%	4.5%	3.5%	2.7%	4.1%	4.3%
Cedar Hill	5.3%	6.5%	6.2%	6.7%	5.8%	4.8%	4.8%
Dallas	5.2%	4.7%	5.5%	5.0%	5.1%	5.1%	5.5%
Denton	3.1%	6.0%	3.8%	3.1%	2.6%	3.6%	5.5%
DeSoto	1.7%	2.5%	4.0%	-0.7%	0.3%	2.6%	3.3%
Duncanville	2.1%	3.5%	2.3%	3.1%	1.9%	2.3%	2.4%
Ft Worth	3.0%	3.0%	3.9%	2.4%	2.3%	3.6%	4.2%
Irving	3.3%	4.3%	4.8%	2.1%	3.6%	3.1%	4.4%
Lancaster	4.3%	4.5%	3.6%	8.7%	3.5%	4.9%	4.3%
Little Elm	3.1%	7.0%	7.0%	2.6%	3.9%	2.3%	6.0%
McKinney	3.4%	3.2%	6.1%	3.9%	1.9%	5.6%	4.7%
Mesquite	3.3%	3.5%	4.5%	3.7%	3.3%	3.4%	4.1%
Plano	2.5%	4.8%	4.6%	2.6%	2.0%	2.9%	4.0%
Richardson	3.1%	5.3%	5.5%	3.1%	3.1%	2.8%	5.3%
Wylie	3.2%	6.0%	3.9%	3.8%	3.0%	3.5%	5.9%

Source: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 AEIS Report

The findings on college readiness across the two sets of indicators can be summarized as follows. First, on the indicators of college-ready graduates, the percentages were usually less than 60% in either English language arts or mathematics, and less than 50% in both English language arts and mathematics in the state and the local educational constituents in the school year 2007-08. Second, the two local ESC regions had been slightly higher than the state on either set of indicators. Third, almost all of the groups had grown positively. Fourth, the growth rates in English language arts were generally higher than those in mathematics in either set of the indicators. Fifth, the low performance entities/groups generally tended to display higher growth rates than the high performance ones, implying the gaps were being reduced. Last but not the least, there were variations on the growth rate in the districts. Some had grown faster than others, even in those in vicinity with similar socio-demographic profiles.

Although the ratio of college-ready had been steadily grown in the past several years, there were still over half of the high school graduates not college-ready on both English language arts and mathematics by the end of school year 2007-08, especially in the African American, Hispanic, and low SES groups. To reach the goals of 'Closing the Gaps by 2015', it is imperative to increase the ratios of college readiness in these three groups and/or the low performance school districts. Another finding from Figure 76 is that the percentage of higher education enrollment was generally higher than the ratio on college-ready in the state, the regional council, and the school districts. The implication of this finding is that some high school graduates enrolled into higher education were not academically ready. How to ensure these students to have a successful higher education live is a great challenge for the institutions admitting them. Finally, we need to identify the low performance districts/groups with slower growth rates for further improvement, and to learn from the better performed ones with faster growth rates.

High School Graduates of North Texas Enrolled in Texas Public or Independent Higher Education from 2007 to 2009

The THECB P-16 Initiatives Division provided the total numbers of high school graduates enrolled in Texas higher education in the state, the P-16 councils, and the school districts for the 2007-08 graduates. These numbers are only for the entire enrollment in Texas higher education institutions, including the public and independent 2-year colleges and 4-year universities, no further breakdowns. However, the Texas Higher Education Data website (http://www.txhighereddata.org/Interactive/HSCollLink.cfm), also owned by the THECB, provides information on High School Graduates Enrolled in Higher Education the Following Fall at three different summary levels: (1) by high school county, (2) by high school county, then by school district, and (3) by high school county, then by school district, finally by high school. In these web reports, the higher education enrollment can be further classified into 4 categories: (a) 4-year, (b) 2-year, (c) not trackable (i.e., graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.), and (d) not found (i.e., graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions). Unfortunately, these two data sources from the THECB are not always congruent with each other as explained below.

In last year's report to the THECB P-16 Initiatives (but not in the Excel document for the 2008 Gap Analysis Report), we utilized the Higher Education Data to track High School Graduates Enrolled in Higher Education the Following Fall at the highest summary level (i.e., by county) to compare the 2-year and 4-year enrollment between the four north Texas counties and the state from 1999 to 2006. This year, we initially attempted to extend the trend analysis to the data point in the same way. However, the THECB does not publish the summary data at the county level for the high school graduates after the school year of 2005-2006. Thus, we derived the council, county, and state totals from the data source at the second detailed level (i.e., by high school county and then by school district) for the school years of 2006-07, 2007-08, and 2008-09. After we extended the previous charts to include the data for the past three years for the four north Texas counties and the state, it was found that there were sudden 6-8% declines in the four counties and the state. Hence, we suspected the original data sources at the two different detailed levels were not the same. To verify, we picked up the Denton county from the 2nd detailed level as an example, added all of the ISDs in the county in the 2005-06 file (http://www.thecb.state.tx.us/Reports/PDF/1323.PDF) to see if the total in each of the four categories

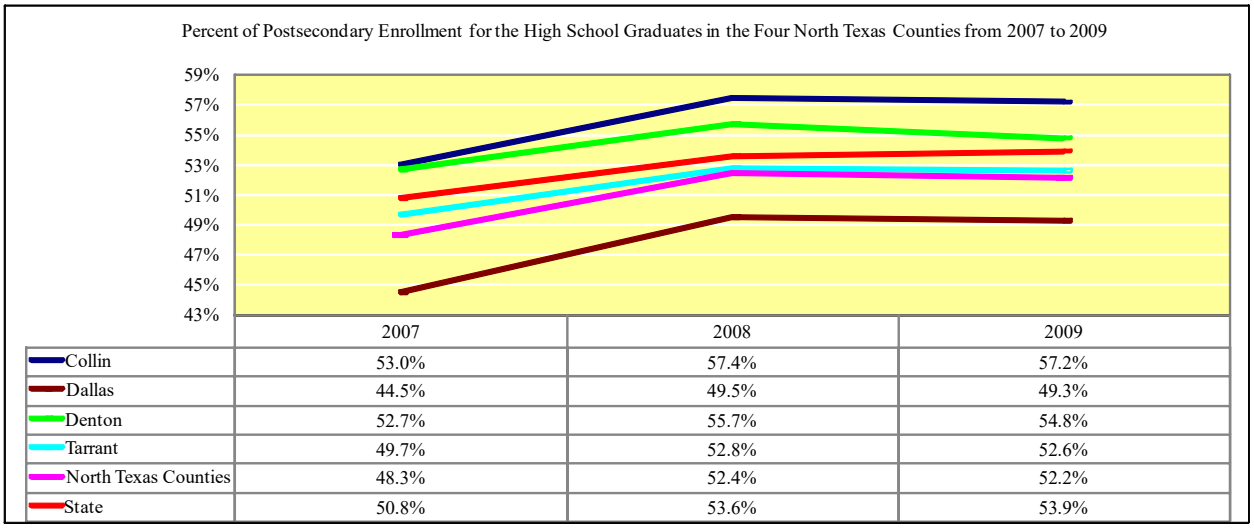
matches the total in the file at the first detailed level (http://www.thecb.state.tx.us/Reports/PDF/1465.PDF). Unfortunately, they were not the same. The four categories from the 2nd detailed level for the Denton county for the 2005-2006 graduates were 1326 (4-year), 1262 (2-year), 295(not trackable), and 1951 (not found). The numbers for the same categories from the document at the county level are 1363, 1518, 295, and 1658. Although both sources had the same numbers in the category of non-trackable and in the total (i.e., 4834), the number in the category of not found in the 1st detailed level was much less than that in the 2nd detailed level, resulting in more students in the category of 2-year enrollment in the data source at the county level. We really do not know why there were such differences in the two data sources. They are supposed to be the same as both of them were on High School Graduates Enrolled in Higher Education the Following Fall. They also used the same four categories and included both public and independent institutions, just at different detailed levels.

The good news is that the total in the council (for both 2006-07 and 2007-08 graduates) from the THECB P-16 Initiative Division still matches the derived total from the data files at the 2nd detailed level. Hence, this year, we tracked the higher education enrollment for the graduates of 2006-07, 2007-08, and 2008-09 based on the data source at the 2nd detailed level (i.e., by county, then by school district), rather than extending the previous 2000-2006 analysis to include the latest data as it would be hard to explain the sudden decline from 2006 to 2007. By so doing, we have expanded the gap analysis on higher education enrollment with three additional components, beyond the requirement by the THECB P-16 Initiatives. First, we have further broken down the total enrollment into 4-year and 2-year buckets. Second, we have used the most updated data (i.e., 2008-09), one year head of the THECB P-16 provided data. Third, we have made other regional councils much easier to do a similar analysis. The number for each of the four categories in each of the ISDs/CSDs in the state is readily available. Thus, it is easy to derive the totals for the four categories for any council or county, and the state. Finally, we still kept the data based on the county summary level from 1999 to 2006 in the Excel version of this report for the archiving purpose, but in the 'hide' mode without any interpretations. If the inconsistent issue between the two data sources from THECB is resolved in the future, we may need to re-use the data for the trend analysis.

The higher education enrollments of the classes 2007, 2008, and 2009 in north Texas, in comparison with the state, are presented in two ways, first by the north Texas counties, and then by the ISDs in the North Texas Regional P-16 Council. It should be pointed out that only the ISDs/CSDs with more than 25 graduates, as specified in the original data source from the THECB Higher Education Data, were included into the computation for the county/state total in the next six figures. The total numbers of the ISDs/CSDs in the three years in the state were 809, 812, and 812, respectively. Figure 87 clearly shows that the four north Texas counties and the state had ratios around 50% in higher education enrollment for the graduates in the school years of 2006-07, 2007-08, and 2008-09. Relatively, Collin and Denton Counties appeared to have higher enrollment ratios than the state and the north Texas counties as a whole during the three years, and Dallas County demonstrated the lowest percentage in the four counties. The average of the four north Texas counties had been about 1.5% lower than the statewide average in the three years. This figure also shows that all of the four north Texas counties and the state had remarkably increased 3-5% from 2007 to 2008. However, the four counties had slightly declined from 2008 to 2009, whereas the state had slightly increased 0.3% in the same period. The gap between the

state and the north Texas had somewhat shrunk to 1.7% in 2009 from 2.5% two years ago. Collin County appeared to have the highest percentage in the four north Texas counties during the three years.

Figure 87 *Percent of Postsecondary Enrollment for the High School Graduates in the Four North Texas Counties from 2007 to 2009*

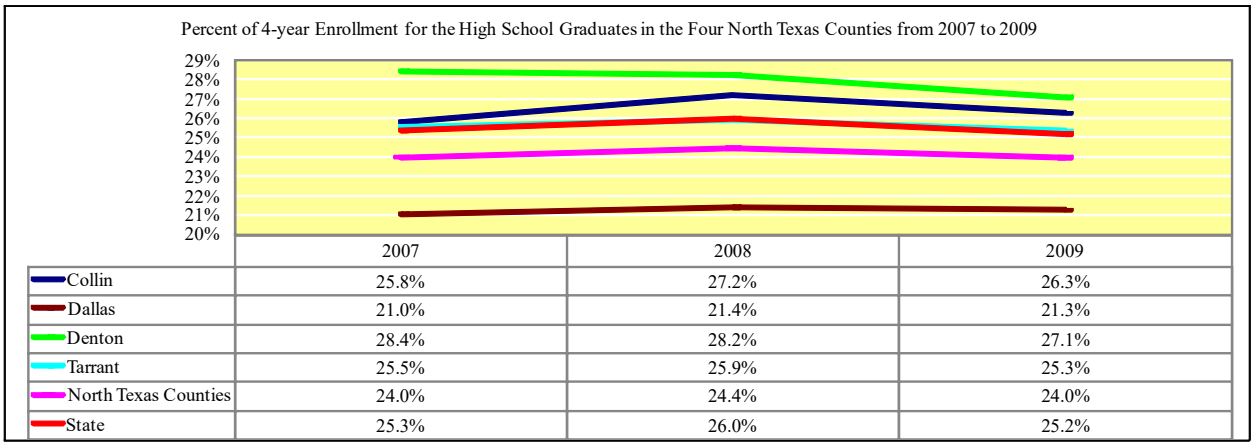


	2007	2008	2009
Collin	53.0%	57.4%	57.2%
Dallas	44.5%	49.5%	49.3%
Denton	52.7%	55.7%	54.8%
Tarrant	49.7%	52.8%	52.6%
North Texas Counties	48.3%	52.4%	52.2%
State	50.8%	53.6%	53.9%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District: 2006-2007, 2007-2008, and 2008-2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm)

The next two figures break the higher education enrollments in the north Texas counties in the three years into the two types of 4-year and 2-year. Figure 88 below displays the percentages for the 4-year enrollment, which were generally in the range of 20-30% with an average around 25%. It appears that there were three major differences between this figure on 4-year enrollment and Figure 87 on the total enrollment. First, Denton County displayed the highest ratios on 4-year enrollment in the three years, whereas Collin County demonstrated the largest percentages of the overall postsecondary enrollment in Figure 87. Second, whereas the state had increased slightly in Figure 87 on the overall enrollment from 2008 to 2009, the 4-year enrollment in the state actually had declined in the same period. So did the north Texas counties. Finally, Tarrant County had been around the statewide averages on 4-year enrollment in the three years. However, it had been about 1% below the state on the entire postsecondary enrollment as shown in Figure 87. The differences between Figure 87 and Figure 88 clearly indicate that it is necessary to decompose the higher education enrollment into the 2-year and 4-year subtypes.

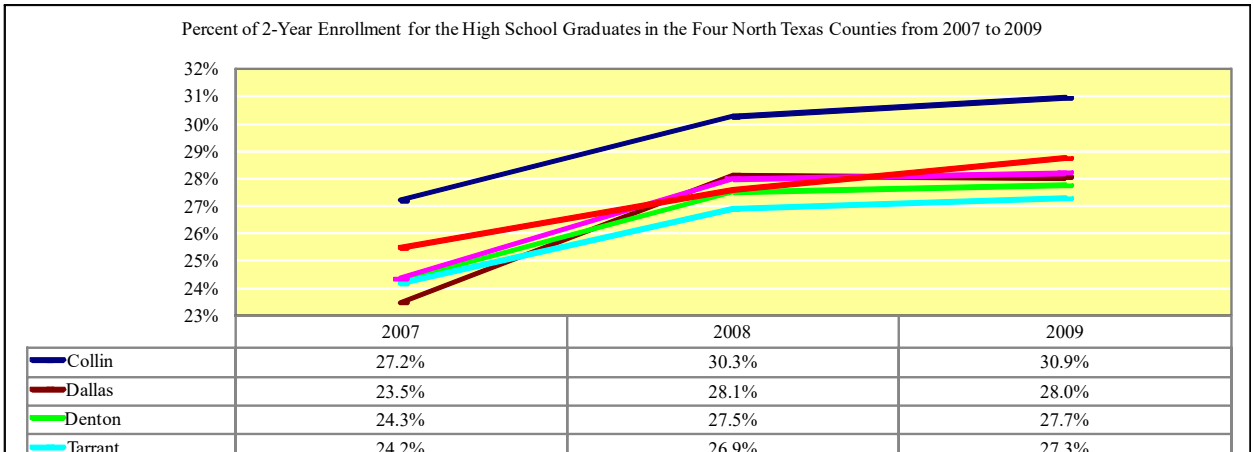
Figure 88 *Percent of 4-year Enrollment for the High School Graduates in the Four North Texas Counties from 2007 to 2009*



	2007	2008	2009
Collin	25.8%	27.2%	26.3%
Dallas	21.0%	21.4%	21.3%
Denton	28.4%	28.2%	27.1%
Tarrant	25.5%	25.9%	25.3%
North Texas Counties	24.0%	24.4%	24.0%
State	25.3%	26.0%	25.2%

Figure 89 focuses on the 2-year enrollment. It demonstrates that the college enrollment had increased in all of the entities except Dallas County slightly decreased 0.1% from 2008 to 2009. Collin County demonstrated the largest ratios in the north Texas counties in the three year. On this indicator, Tarrant and Denton Counties were the two lowest ones in 2008 and 2009. The chart shows that most of the 2-year enrollment ratios had been in the range of 27-29% in 2008 and 2009. Overall, the state and the north Texas counties appeared to have similar percentages and change patterns. They all had significant increase from 2007 to 2008. However, the growth had somewhat slowed down from 2008 to 2009.

Figure 89 *Percent of 2-year Enrollment for the High School Graduates in the Four North Texas Counties from 2007 to 2009*



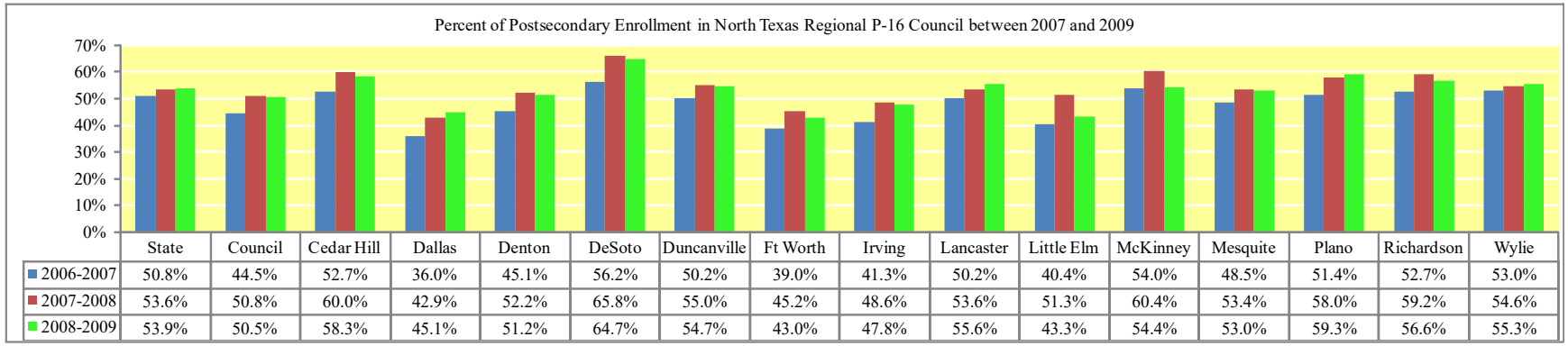
	2007	2008	2009
Collin	27.2%	30.3%	30.9%
Dallas	23.5%	28.1%	28.0%
Denton	24.3%	27.5%	27.7%
Tarrant	24.2%	26.9%	27.3%
North Texas Counties	24.3%	28.0%	28.2%
State	25.5%	27.6%	28.7%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District: 2006-2007, 2007-2008, and 2008-2009 Graduates.
(http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm)

In summary, the three figures above indicate that the north Texas counties had been roughly 2% lower than the state on the overall postsecondary enrollments in the classes of 2007, 2008, and 2009, which was largely due to its lower ratios in the 4-year enrollment. Nevertheless, the high school graduates in the north Texas were much the same as the peers in the state on the change patterns of the postsecondary enrollment from 2007 to 2009. They all had demonstrated significant growth from 2007 to 200, but modest improvement from 2008 to 2009. Furthermore, the growth appeared to be primarily from the 2-year enrollment. The 4-year enrollment had grows much slower than the 2-year enrollment.

The next three figures are also on postsecondary enrollment in north Texas for the classes of 2007, 2008, and 2009. But they focus on the regional council and the 14 ISDs, first on the overall enrollment, then on the 4-year and 2-year enrollments. Figure 90 shows that our council had been lower than the state in the three years. But the gap seemed to be reduced from 6.3% in 2007 to 3.4% in 2009. Whereas both the council and the state had relatively large increases from 2007 to 2008, the council had decreased 0.3% from 2008 to 2009 and the state had increased only 0.3% in the same period. The change pattern of large increases from 2007 to 2008 and small changes from 2008 to 2009 found in the state and the council also appeared in most of the ISDs. Within the council, the two large ISDs appeared to have the lowest ratios. On the other hand, the four ISDs in south Dallas had ratios greater than the council as a whole, although they were usually lower than the council averages on other indicators in the earlier grades.

Figure 90 *Percent of Postsecondary Enrollment in the North Texas Regional Council between 2007 and 2009*

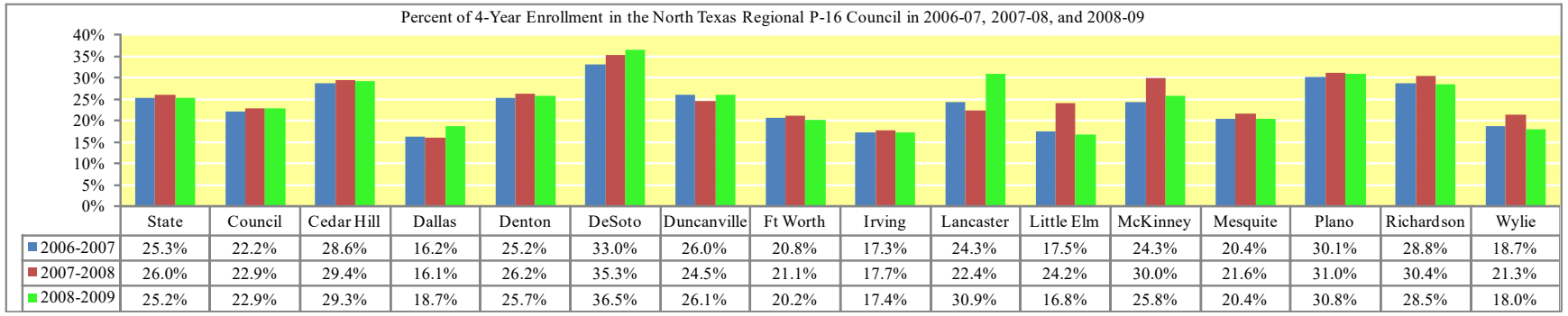


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-2007	50.8%	44.5%	52.7%	36.0%	45.1%	56.2%	50.2%	39.0%	41.3%	50.2%	40.4%	54.0%	48.5%	51.4%	52.7%	53.0%
2007-2008	53.6%	50.8%	60.0%	42.9%	52.2%	65.8%	55.0%	45.2%	48.6%	53.6%	51.3%	60.4%	53.4%	58.0%	59.2%	54.6%
2008-2009	53.9%	50.5%	58.3%	45.1%	51.2%	64.7%	54.7%	43.0%	47.8%	55.6%	43.3%	54.4%	53.0%	59.3%	56.6%	55.3%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District: 2006-2007, 2007-2008, and 2008-2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm)

Figure 91 indicates that the regional council was about 3% lower than the state on 4-year enrollment in 2007 and 2008. But the gap had slightly reduced to 2.3% in 2009. Overall, it seems that there were no substantial changes on 4-year enrollment in the school years of 2007, 2008, and 2009, either in the state or in the regional council. Within the council, four ISDs (i.e., Cedar Hill, DeSoto, Plano, and Richardson) had been consistently higher than the state or the council in the three-year period, and the two large ISDs had displayed the lowest ratios. With regard to the changes, eleven out of the 14 ISDs had increased from 2007 to 2008 from 0.3% in the Fort Worth ISD to 6.7% in the Little Elm and McKinney ISDs. However, only four ISD had grown positively from 2008 to 2009. Among them, the Lancaster ISD had the largest increase of 8.5%.

Figure 91 *Percent of 4-Year Enrollment in the North Texas Regional Council in 2006-07, 2007-08, and 2008-09*

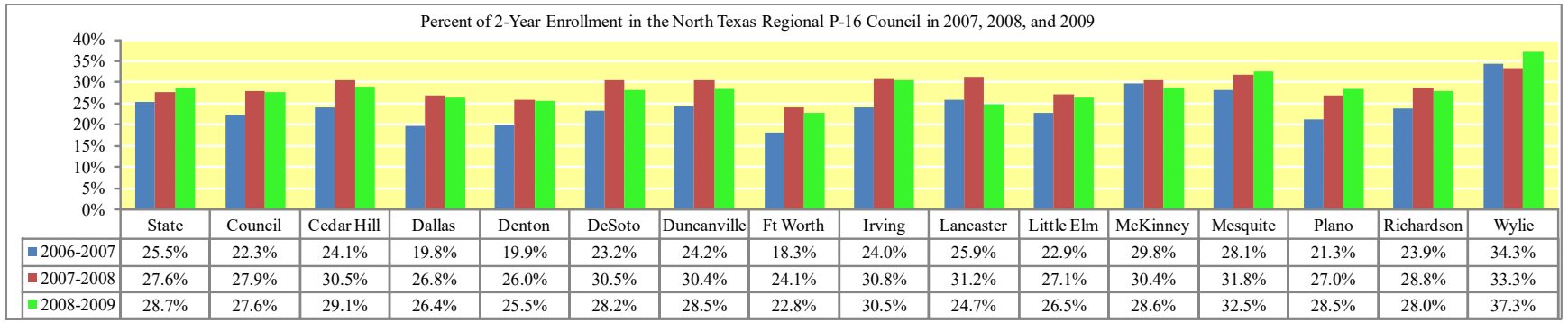


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-2007	25.3%	22.2%	28.6%	16.2%	25.2%	33.0%	26.0%	20.8%	17.3%	24.3%	17.5%	24.3%	20.4%	30.1%	28.8%	18.7%
2007-2008	26.0%	22.9%	29.4%	16.1%	26.2%	35.3%	24.5%	21.1%	17.7%	22.4%	24.2%	30.0%	21.6%	31.0%	30.4%	21.3%
2008-2009	25.2%	22.9%	29.3%	18.7%	25.7%	36.5%	26.1%	20.2%	17.4%	30.9%	16.8%	25.8%	20.4%	30.8%	28.5%	18.0%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District: 2006-2007, 2007-2008, and 2008-2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm)

Figure 92 below shows that the regional council had been lower than the state on the 2-year enrollment in the classes of 2007, 2008, and 2009. The gap in 2007 was 3.2%. But the council surpassed the state 0.3% in 2008. The state had increased 1.1% to 28.7% from 2008 to 2009. Meanwhile, the regional council had decreased 0.3% to 27.6%, resulting in a gap of 1.1 % between the council and the state in 2009. Within the council, most of the ISDs demonstrated the same change pattern as that in the state and the regional council, that is, a large increase from 2007 to 2008 and a small change from 2008 to 2009. The Wylie ISD appeared to have the highest percentages in the regional council in the three years. And the Mesquite and Plano ISDs were the only ones with consistent growth during the three-year period.

Figure 92 *Percent of 2-Year Enrollment in the North Texas Regional Council in 2007, 2008, and 2009*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-2007	25.5%	22.3%	24.1%	19.8%	19.9%	23.2%	24.2%	18.3%	24.0%	25.9%	22.9%	29.8%	28.1%	21.3%	23.9%	34.3%
2007-2008	27.6%	27.9%	30.5%	26.8%	26.0%	30.5%	30.4%	24.1%	30.8%	31.2%	27.1%	30.4%	31.8%	27.0%	28.8%	33.3%
2008-2009	28.7%	27.6%	29.1%	26.4%	25.5%	28.2%	28.5%	22.8%	30.5%	24.7%	26.5%	28.6%	32.5%	28.5%	28.0%	37.3%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District: 2006-2007, 2007-2008, and 2008-2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm)

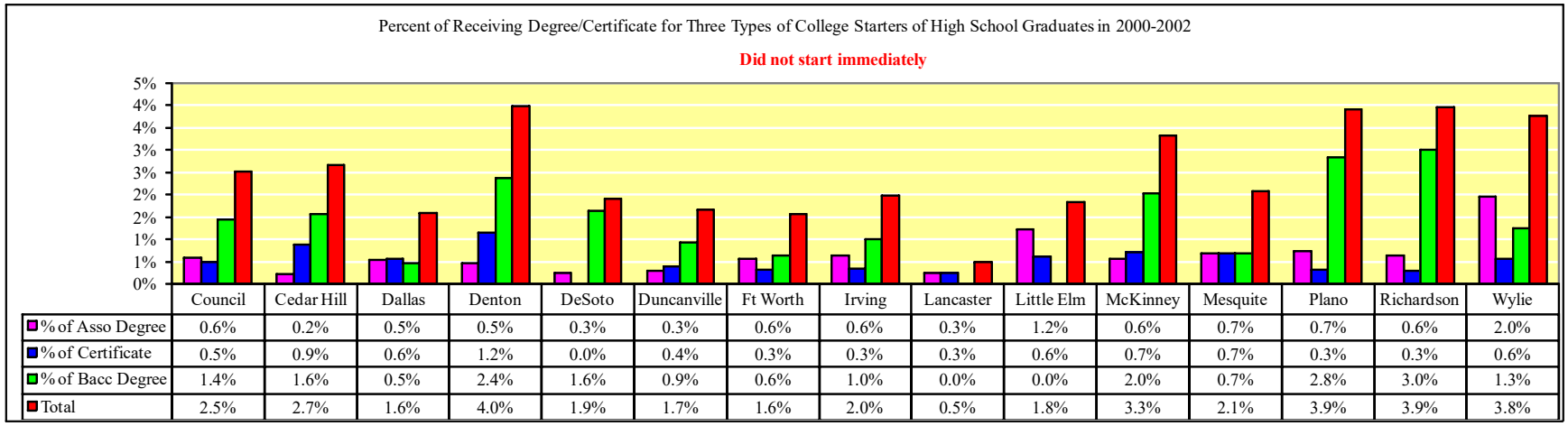
In summary, the above six figures on postsecondary enrollment indicate that the high school graduates in the classes of 2007, 2008, and 2009 in either the north Texas counties or the North Texas Regional P-16 Council had been lower than the counterparts in the state. The gap appeared to be reduced from about 6% in 2007 to around 3% in 2008. However, there was little change from 2008 to 2009. In addition, the gap on 4-year enrollment had been larger than that on 2-year enrollment. Most of the school districts in the regional council demonstrated similar percentages and change patterns as the state or the council within the three years. The implications of these findings are multifaceted. First, the growth rate on 4-year enrollment had been undesirably stagnant. Why so and what can we do to increase the ratio on the 4-year enrollment? Second, on the 2-year college enrollment, whereas some students were fully qualified, others were admitted to the developmental or deficiency programs. We have no further information on the proportions of the relatively large increase on the 2-year enrollment from these two types of enrollees. Thus, it seems to be necessary to further separate the 2-year enrollment into two subtypes: the competent group and the developmental group. Last, but not the least, variations were observed in the school districts. It is interesting to note that some districts ranked lower on other indicators in the earlier grades had higher percentages on this indicator. One possible explanation is that we had used the cross-sectional data rather than the true longitudinal data. Or these highly performed or improved ISDs had had effective programs or other success factors in place. We should identify the critical success factors and share the best practices.

High School Graduates That Earn Higher Education Degree or Certificate in 6 Years or Less in Classes of 2000, 2001 and 2002

In 2009, the THECB P-16 Initiatives Division provided data on high school graduates that earned higher education degree or certificate in six or fewer years in the classes of 2000, 2001, and 2002 by P-16 council and school district, much like that for the classes of 1999, 2000, and 2001 in the last year. However, unlike the data in 2008, the statewide data were not provided this year, and they cannot be derived from the 38 councils either as some school districts in the state were not included in these P-16 councils. Thus, the comparison between the North Texas Regional P-16 Council and the state cannot be processed this year. Except for this difference, the rest of the analysis was much the same as that in the previous report.

Figure 93 shows that 2.5% of the high school graduates in the classes of 2000, 2001, and 2002 who did not start immediately in the North Texas Regional P-16 Council eventually had received the degrees/certificates within six years. Over half of these students received the baccalaureate degrees. The associate degrees and certificates picked up the rest. And the percentage of associate degree was slightly higher than that for the certificate. Such a distribution pattern in the three types of degree/certificate also appeared in majority of the ISDs. For the 14 ISDs in the council, the overall ratio of degree/certificate ranged from 0.3% in the Lancaster ISD to 4.0% in the Richardson ISD. The top five ISDs with the largest ratios from high to low were the Richardson, Denton, Plano, McKinney, and Wylie ISDs. All of them were greater than 3%.

Figure 93 *Percent of Receiving Degree/Certificate in High School Graduates Who Did Not Start Immediately in 2000-2002*

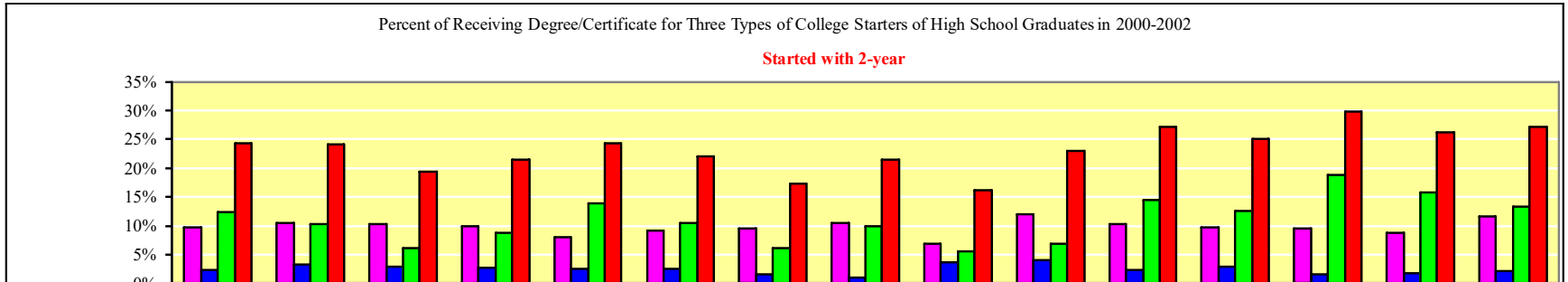


	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
% of Asso Degree	0.6%	0.2%	0.5%	0.5%	0.3%	0.3%	0.6%	0.6%	0.3%	1.2%	0.6%	0.7%	0.7%	0.6%	2.0%
% of Certificate	0.5%	0.9%	0.6%	1.2%	0.0%	0.4%	0.3%	0.3%	0.3%	0.6%	0.7%	0.7%	0.3%	0.3%	0.6%
% of Bacc Degree	1.4%	1.6%	0.5%	2.4%	1.6%	0.9%	0.6%	1.0%	0.0%	0.0%	2.0%	0.7%	2.8%	3.0%	1.3%
Total	2.5%	2.7%	1.6%	4.0%	1.9%	1.7%	1.6%	2.0%	0.5%	1.8%	3.3%	2.1%	3.9%	3.9%	3.8%

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in the Classes of 2000, 2001, and 2002.

Figure 94 shows that, for those started at a 2-year higher education institution in the regional council, 24.3% of them had received the degree/certificate within six years, 2.4% higher than 21.9% for the class of 1999-2001 in the 2008 Gap Analysis Report. However, it should be noted that over 75% of the high school graduates started at 2-year still did not finish the higher education with a degree or certificate in six years. Of these with degree or certificate, majority of them received baccalaureate degree (12.3%), followed by associate degree (9.7%) and certificate (2.3%). The category of certificate had the lowest percentage not only in the regional council, but in all of the school districts as well. Hence, certificates appeared to be least attractive to the north Texas graduates. The total percentage receiving degree/certificate in the 14 ISDs ranged from 16.1% in the Lancaster ISD to 29.8% in the Plano ISD. Six ISDs (Plano, Wylie, McKinney, Richardson, Mesquite, and Denton) were higher than the council average on the total percentage of degree/degree. All of them had the largest ratio on baccalaureate degree and the least percentage on certificate.

Figure 94 *Percent of Receiving Degree/Certificate in High School Graduates Who Started with 2-year in 2000-2002*



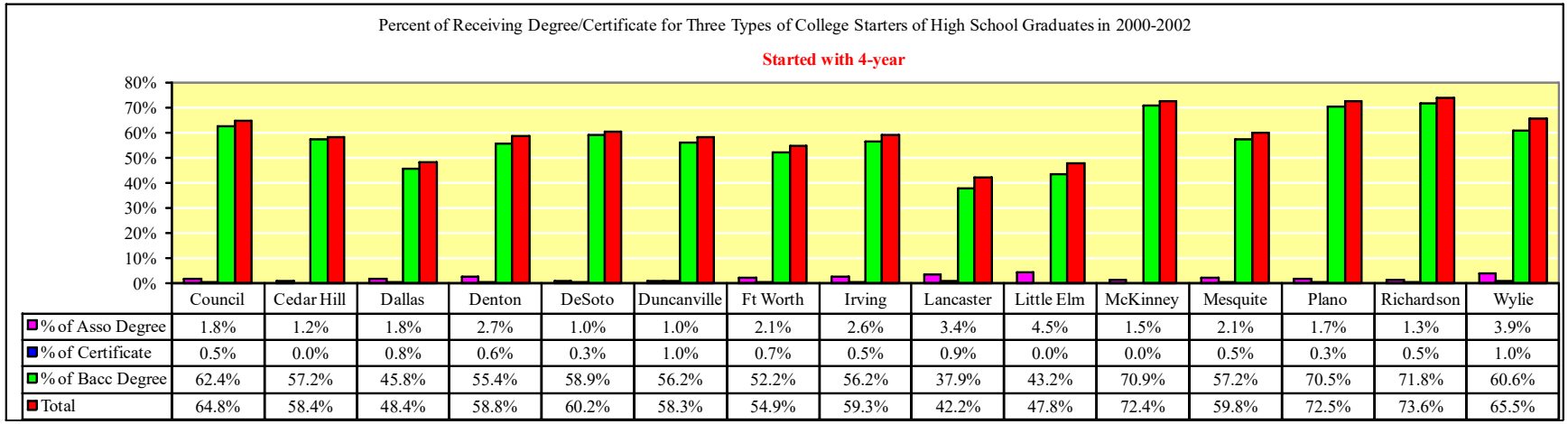
	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
% of Asso Degree	9.7%	10.5%	10.3%	9.9%	8.0%	9.1%	9.5%	10.4%	6.9%	12.0%	10.2%	9.7%	9.5%	8.7%	11.6%
% of Certificate	2.3%	3.3%	3.0%	2.7%	2.4%	2.5%	1.6%	1.0%	3.7%	4.0%	2.3%	2.8%	1.5%	1.7%	2.2%
% of Bacc Degree	12.3%	10.2%	6.1%	8.8%	13.9%	10.5%	6.1%	10.0%	5.5%	7.0%	14.5%	12.5%	18.8%	15.8%	13.3%
Total	24.3%	24.1%	19.4%	21.4%	24.3%	22.1%	17.3%	21.4%	16.1%	23.0%	27.1%	25.1%	29.8%	26.2%	27.1%

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in the Classes of 2000, 2001, and 2002.

For high school graduates in the regional council started at a 4-year institution, the total percentage and the percentage of receiving baccalaureate degree were 64.8% and 62.4%, respectively, as shown in Figure 95. They were 7.1% and 8% higher than the corresponding percentages for the classes of 1999, 2000, and 2001 in the previous gap analysis report, respectively. Thus, most of the students started at 4-year

had finished the higher education with a baccalaureate degree as initially planned. All of the school districts in the regional council had demonstrated the same pattern on the ratios of the three types of degree or certificate as in the regional council, that is, a large percentage on baccalaureate degree and small percentages of associate degree and certificate. The overall ratios in the districts ranged from 42.2% in the Lancaster ISD to 73.6% in the Richardson ISD. The best performed districts from high to low were the Richardson, Plano, McKinney, and Wylie ISDs. Nevertheless, it should be noted that still over one third of these students started at 4-year did not receive a degree or certificate within six years. Hopefully, in the future, the THECB will track the destination of these students such as being transferred to other higher education institutions outside of Texas, dropped out from higher education, or still working on the degree/certificate. In this way, we may have better strategies and recommendations to support the successful higher education for these students.

Figure 95 *Percent of Receiving Degree/Certificate in High School Graduates Who Started with 4-year in 2000-2002*



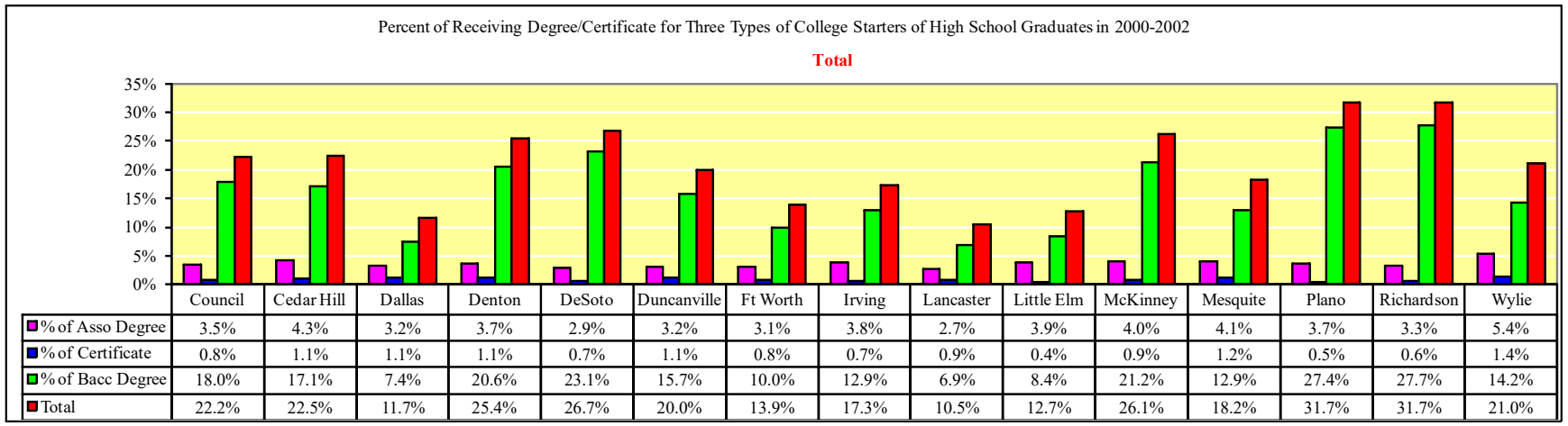
	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
% of Asso Degree	1.8%	1.2%	1.8%	2.7%	1.0%	1.0%	2.1%	2.6%	3.4%	4.5%	1.5%	2.1%	1.7%	1.3%	3.9%
% of Certificate	0.5%	0.0%	0.8%	0.6%	0.3%	1.0%	0.7%	0.5%	0.9%	0.0%	0.0%	0.5%	0.3%	0.5%	1.0%
% of Bacc Degree	62.4%	57.2%	45.8%	55.4%	58.9%	56.2%	52.2%	56.2%	37.9%	43.2%	70.9%	57.2%	70.5%	71.8%	60.6%
Total	64.8%	58.4%	48.4%	58.8%	60.2%	58.3%	54.9%	59.3%	42.2%	47.8%	72.4%	59.8%	72.5%	73.6%	65.5%

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in the Classes of 2000, 2001, and 2002.

When all of the three types of starters in the classes of 2000, 2001, and 2002 are considered, the regional council had 22.2% of the students received degree or certificate as shown in Figure 96 below, 0.5% higher than 21.7% for the classes of 1999, 2000, and 2001 in the previous report. About 18% of the total graduates in the classes of 2000-2002 in the regional council eventually got the baccalaureate degrees within six years. Another 3.5% received associate degrees, and additional 1% completed higher education with certificates. Thus, the high school graduates in the North Texas Regional P-16 Council appeared to be much more interested in baccalaureate degree than in associate degree or

certificate. This distribution pattern of the three types of degree/certificate in the regional council appeared to hold true in all of the 14 member school districts as well. However, there were some variations in the districts on the total percentage. Overall, the Plano and Richardson ISDs were the two top ones with the largest ratios around 32%. On the other hand, the Lancaster and Dallas ISD had the lowest overall percentages, less than 12%.

Figure 96 *Percent of Receiving Degree/Certificate for Three Types of College Starters of High School Graduates in 2000-2002*



	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
% of Asso Degree	3.5%	4.3%	3.2%	3.7%	2.9%	3.2%	3.1%	3.8%	2.7%	3.9%	4.0%	4.1%	3.7%	3.3%	5.4%
% of Certificate	0.8%	1.1%	1.1%	1.1%	0.7%	1.1%	0.8%	0.7%	0.9%	0.4%	0.9%	1.2%	0.5%	0.6%	1.4%
% of Bacc Degree	18.0%	17.1%	7.4%	20.6%	23.1%	15.7%	10.0%	12.9%	6.9%	8.4%	21.2%	12.9%	27.4%	27.7%	14.2%
Total	22.2%	22.5%	11.7%	25.4%	26.7%	20.0%	13.9%	17.3%	10.5%	12.7%	26.1%	18.2%	31.7%	31.7%	21.0%

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in the Classes of 2000, 2001, and 2002.

The above analysis on high school graduates that earned higher education degree or certificate within six years in the classes of 2000, 2001, and 2002 demonstrates that the overall percentage of receiving degree/certificate was only slightly over 22% in the regional council. The 2008 Gap Analysis Report had found the higher education enrollment rate in the classes of 2002 was about 44% in the regional council. Thus, the successful graduation rate from higher education institutions was very likely about half of the enrollment ratio. In other words, about 50% of the initial enrollees did not complete the higher education with a degree or certificate within six years. Figure 96 shows that overall about 76% of the graduates started at 2-year and approximate 35% of the students started at 4-year did not receive a degree or certificate within six years. Hence, it is very critical for every higher education institution to ensure every enrollee successfully finishes the higher education on time, especially for community colleges. The second practical implication is that the North Texas graduates had been more interested in the traditional baccalaureate

and associate degrees than in the market-oriented certificates. Whereas the Dallas - Fort Worth Metro has been one of the industry and job-market centers in Texas, it is interesting to note that the north Texas graduates had been less interested in the market-oriented certificates. It is worthwhile to monitor the dynamic changes of these ratios in future gap analysis.

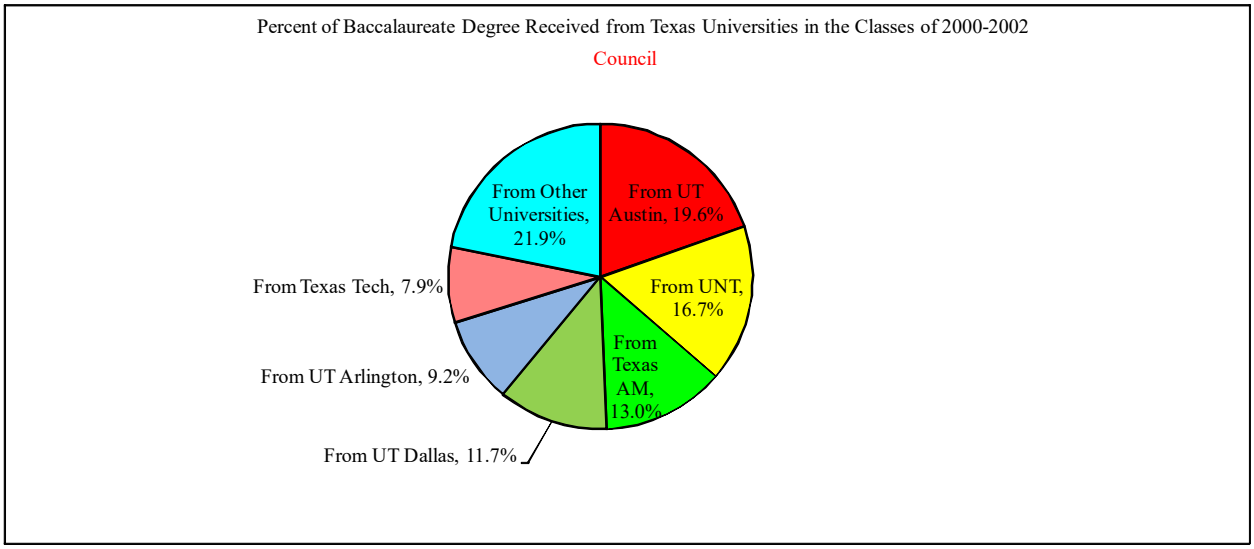
Universities that Offered Baccalaureate Degrees to High School Graduates in the Classes of 2000, 2001, and 2002

This year, the THECB P-16 Initiatives Division again provided the number of bachelor degree recipients from the Texas universities by school district and the P-16 council for the classes of 2000, 2001, and 2002, just as it did last year for the classes of 1999, 2000, and 2001. The north Texas graduates received their baccalaureate degrees from a total of 40 universities in Texas, 5 more than that for the classes of 1999, 2000,

and 2001. However, the scrutiny of the frequencies of the universities which granted most of the baccalaureate degrees to the north Texas graduates reveals the same set of the six universities as in the previous gap report: Texas A& M, Texas Tech, University of North Texas, University of Texas at Arlington, University of Texas at Austin, and University of Texas at Dallas. Hence, as in the last report, these six universities were treated separately, whereas others were combined into the category of 'Other Universities'. Such a classification seemed to work for all of the districts except for the Lancaster ISD which had over 51% from 'Other Universities'. The extremely large percentage for the category of "Other Universities" in this ISD may be an outlier as there were only a total of 33 degree recipient in the district. Any relatively large number from other universities (e.g., 5 from Sam Houston University, which is equivalent to 15%) may dramatically change the data distribution. However, it was not warranted to list any other universities such as the Sam Huston University as an independent institution as no one else was consistently higher across the 14 districts. Hence, the same seven categories (i.e., the six universities and 'Other Universities') in the previous report continued to be employed in the current report.

Figure 97 below shows that about 78% of baccalaureate degrees for the class of 2000, 2001, and 2002 in the North Texas Regional P-16 Council were from the six universities. The order of these higher education institutions based on the numbers of baccalaureate degrees they conferred to the north Texas graduates from high to low was the University of Texas at Austin (19.6%), the University of North Texas (16.7%), Texas A&M (13%), the University of Texas at Dallas (11.7%), the University of Texas at Arlington (9.2%), and Texas Tech (7.9%). The other 34 universities altogether granted the remaining 21.9% degrees. The charts for the 14 ISDs are left to Table 92 in the Excel document. Although not presented here, the charts at the district level indicate that these six higher education institutions generally conferred most of the baccalaureate degrees to the graduates in the school districts of the North Texas Regional P-16 Council as well. In the last report for the classes of 1999, 2000, and 2001, we identified three patterns in understanding the frequency distributions of the higher education institutions conferring the baccalaureate degrees to the north Texas graduates. First, UT Austin, UNT, and Texas A&M were the three universities consistently conferring most of the degrees to the north Texas graduates across the districts. We coined this phenomenon as 'the Giant Three Paradigm'. These three universities collectively conferred 50.8% of the baccalaureate degrees to the north Texas graduates in the class of 1999-2001, and dropped slightly to 49.4% for the classes of 2000-2002 in the council. Second, the three top state public universities (i.e., UT Austin, Texas A&M, and Texas Tech) had been attractive to high school graduates in the regional council although they are not geographically located in north Texas. The total percentage by these three universities was 44.3% and 40.5% for the two cohorts, respectively. We named this fact as 'the Top State University Paradigm'. Finally, the graduates were more likely to receive their degrees from the public universities in vicinity. For instance, in the classes of 1999-2001, there were 17.8% from UT Dallas for the graduates from the Plano ISD, 25% from UT Arlington for the graduates from the Fort Worth ISD, and 45% from UNT for the high school graduates from the Denton ISD. Similarly, in the classes of 2000-2002, the corresponding percentages were 19.5%, 25.5%, and 42.1%. We labeled this pattern as 'the Minimum Cost Paradigm' or 'the Convenience Paradigm'. Obviously, these three patterns identified in the cohort of 1999-2001 appeared to be still valid in the classes of 2002-2002.

Figure 97 *Percent of High School Graduates in the Classes of 2000-2002 Received Baccalaureate Degree by Universities in Texas*



Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate within 6 Years in the Classes of 2000-2002

The final figure of this report contrasts the ratios of the baccalaureate degrees from different universities for the north Texas graduates in the two cohorts of 1999-2001 and 2000-2002. The purpose of such a comparison is to identify the similarities and differences in the two cohorts. Figure 98 shows that, at the council level, the two cohorts were basically the same. But there was 1.7% decline for the Texas A&M University. Meanwhile, there were slight increases for the UT Dallas, Texas Tech, and other Texas public universities. Although not presented here, the charts at the district level in Table 93 of the Excel document demonstrated that most of the districts within the council did not have substantial changes from the six universities or the category of 'Other University'. Thus, it could be concluded that the data distribution on higher education institutions conferring baccalaureate degrees to the north Texas graduates in the cohort of 2000-2002 was very similar to that in the cohort of 1999-2001.

Figure 98 *Percent of High School Graduates in the Classes of 1999-2001 vs. 2000-2002 Received Baccalaureate Degree by Universities in Texas*

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate within 6 Years in the Classes of 2000-2002

Summary on Postsecondary Education

On College Readiness

1. The ratios of college-ready in both English language arts and mathematics in 2008 in the regional council and the state were 43% and 44%, an increase of 6% and 7% from last year, respectively.

2. Regions 10 and 11 were slightly higher than the state on the ratio of college-ready in English language arts or mathematics in the school years of 2006, 2007, and 2008.

3. The state, Regions 10 and 11, and most of the ISDs in the North Texas Regional P-16 Council had positively grown in either English language arts, mathematics, or both in the three-year period from 2006 to 2008. On English language arts, the growth from 2007 to 2008 was much larger than that from 2006 to 2007. On mathematics, the increases in the two 2-year intervals were fairly similar to each other. The growth in English language arts was higher than that in mathematics in the three-year period, especially from 2007 to 2008.

4. The low performance groups or districts generally had higher growth rates than the highly performed ones from 2006 to 2008. However, some high performance districts had demonstrated high growth rates as well.

5. On group differences, the White and Asian/Pacific Islander groups were generally at least 20% higher than the African American, Hispanic, and low SES groups across the school years and subject areas in the state, the ESC regions, and the school districts.

6. The female group was lower than the male counterpart in mathematics, but it was higher than the male group on English language arts. However, the gender gap on either subject area had been gradually closed.

7. The trend analysis on the six-year data on TSI - Higher Education Readiness Component from 2004 to 2009 demonstrates that both the state and Regions 10 and 11 had positively grown on college readiness in either English Language Arts or Mathematics. The average annual growth

rate in English Language Arts was about 3-4% higher than that in mathematics in the state and the two local regions.

8. Whereas the African American, Hispanic, and low SES groups had positively grown on college readiness over the years, even faster than the other groups, they were still much lower than the White and Asian/Pacific Islander groups by the end of the school year 2008-09.

On Higher Education Enrollment

1. The higher education enrollment rates were 51% and 54%, respectively, in the regional council and the state in the 2007-2008 graduates. The council had increased 7% from 2007 to 2008, and the state had grown 3% in the same period. Thus the gap between the council and state had reduced to 3% from 7% in the previous year.

2. The number of graduates enrolled in Texas higher education was still more than that on college-ready in both the state and the council in the class of 2007-2008. The gap was 8% in the regional council, similar to 7% in the class of 2006-2007. The state had narrowed the gap to 10% from 14% in 2007.

3. The enrollment rates into Texas higher education in the four north Texas counties were within the range of 44.5% - 57.4% in the graduates of 2007, 2008, and 2009. Although most of the counties in the three years had enrollment ratios around 50%, there were some subtle differences in the four north Texas counties. Collin County appeared to have the largest overall enrollment ratios in the three years. Denton County had been the highest on 4-year enrollment. Tarrant County had been very similar to the statewide average. And Dallas County had had the lowest overall ratio.

4. The enrollment into Texas higher education in the four north Texas counties was about 2% lower than the state in the graduates of 2007, 2008, and 2009.

5. The enrollment into Texas higher education had large increases from 2007 to 2008 in the state and the four north Texas counties, but there were only small changes from 2008 to 2009.

6. The enrollment into 2-year institutions had always increased in the state and the four north Texas counties in the three-year period from 2007 to 2009. But the enrollment into 4-year institutions had either been stagnant or slightly decreased in the state and the four north Texas counties in the three years.

7. Both the state and the regional council had over 50% of graduates enrolled into postsecondary education in 2009. Although the regional council had been lower than the state from 2007 to 2009, the gap had shrunk to 3.4% in the class of 2008-2009 from 6.3% in the class of 2006-2007. In addition, the gap between the council and the state in 4-year enrollment was much larger than that in 2-year enrollment.

On Graduation from Higher Education

1. There were 22.2% graduates received a higher education degree or certificate within six years in the classes of 2000, 2001, and 2002 in the regional council, 0.5% higher than that in the class 1999-2001.

2. About 2.5% of the students who did not start higher education immediately after high school graduation in the regional council eventually received a degree or certificate from Texas higher education institutions within six years in the classes 2000-2002.

3. Of those started with 2-year, about one fifth students finally completed the higher education successfully with a degree or certificate within six year in the classes of 2000-2002.

4. Of those started with 4-year, almost 65% completed the Texas higher education within six years, and over 62% of them ended up with baccalaureate degree as initially planned.

5. Most of the north Texas graduates completed the Texas higher education received a bachelor's degree, followed by associate degree. Certificates were least attractive to the high school graduates of 2000, 2001, and 2002 in the North Texas Regional P-16 Council.

6. Again, the same six universities identified in the last report for the classes of 1999-2001 conferred about 80% of the baccalaureate degree to the high school graduates in the classes of 2000-2002 in the regional council. Among them, the University of Texas at Austin, the University of North Texas, and Texas A&M conferred over 48% of the baccalaureate degrees.

7. The distribution pattern of the higher education institutions that conferred most of the baccalaureate degrees to the high school graduates in the regional council in the classes of 2000-2002 was much similar to that in the previous cohort for the classes 1999-2001.

Recommendations

The recommendations below are primarily derived from the findings in the current report. As the report shows, the regional council was generally similar to the state on the various academic and non-academic indicators. Thus, many issues in the regional council may be concerns of the state as well. Some of the recommendation below could be addressed by the regional council alone, whereas many others require joint adventures between the P-16 regional council and other key stakeholders.

1. On public PK enrollment, in the highly growing districts, we need to provide high quality early childhood education to the enrolled children. For the slowly growing ISDs, on the other hand, we need to boost the enrollment of 4-year-old children into the public pre-kindergarten programs.

2. For first grader on grade level by the end of the first grade, both the regional council and the state had made notable progress in both reading and mathematics from 2007 to 2008. Nevertheless, there were huge differences in the districts. It is recommended to identify the key success factors in the highly improved ISDs and share the best practices. The school districts may need to conduct further analysis at the school/campus level to achieve these goals.

3. On elementary TAKS performances, the African American group usually had ranked the lowest in the individual groups on meeting both the minimum and the commended standards. The school

districts need to find effective strategies and measures to improve the TAKS performances in the African American students.

4. On the TAKS performances in middle school grades, it was observed that the scores of mathematics and science were usually lower than those in English language arts in 2008 and 2009. In addition, some tests with high average scores also demonstrated high increase rates (e.g., Grade 7 writing and Grade 8 reading) from 2008 and 2009. We need to focus more on the districts, the subject areas, or the demographic groups with low performance scores or small changes.

5. On retention rate in middle schools, we need to continue to reduce the retention rate in the African American, Hispanic, low SES, and male students.

6. The finding on first-time 9th graders taking advanced courses indicates there is a demanding need to improve the ratio in all of the groups, especially in African Americans. To do so, we need to identify the key success factors in the highly improved ISDs and share the best practices with other ISDs.

7. Similarly, we need to continue to increase the ratio of the first-time 12th graders taking advanced courses in all of the groups. Again, it is critical to identify and share the best practices in the highly improved ISDs, especially in those with large percentages of African American, Hispanic, and/or economically disadvantaged students.

8. The first-time 9th graders of the Hispanic and low SES groups appeared to have the lowest ratios on advancing to 10th grade on time in 2007 and 2008. Once again, we could learn from the highly improved ISDs, especially in those with high density of Hispanic and low SES students.

9. The results on the outcomes of the 9th grade cohort of the class 2004-05 and the trend analysis of high school graduation plans from 1998 to 2008 suggest us to take measures to increase the ratio of students graduating on DAP, and to increase Completion Rate I in the African American students.

10. On college readiness, it was found that the growth in mathematics was much slower than that in English language arts. Thus, we should concentrate more on mathematics. In addition, we also need to identify and share the best practices in the highly performed or improved ISDs.

11. On higher education enrollment, we recommend: (a) to separate the higher education enrollment into 2-year and 4-year enrollments, (b) to further decompose the 2-year enrollment into: unconditional admission and conditional admission, and (c) to increase the percentage in 4-year enrollment.

12. The TEA and the THECB P-16 Initiatives Division may need to improve the quality of data in the future: (a) making them consistent, (b) fixing the missing or incomplete data, and (c) providing data at a sufficient detail level for addressing the critical issues for the gap analysis.

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Appendix A

A Summary of the Findings from the 2008 GAP Analysis Report

Summary of the Socio-demographic and School Contexts

On Demography of the General Population

1. Only Dallas County had higher ratio of African Americans and Hispanics than the state in 2008.
2. The Dallas County also was the only one with higher percentage of economically disadvantaged and LEP persons than the state.
3. Small counties had grown much faster than the large one in population from 2000 to 2008.
4. All of the four north Texas counties but Dallas had grown faster than the state on the under-represented population between 2000 and 2008.

On the Profiles of School Districts

1. The 14 ISDs in the North Texas Regional P-16 Council made up about 10% of the total PK-12 student population in the state in 2008.
2. The council had higher percentage of students from the minority, economically disadvantaged, or LEP background than the state in 2008.
3. Some district, especially the small ones, had grown much faster on under-represented students than the state between 2002 and 2008.
4. The regional council was slightly higher than the state on 'Academically Unacceptable' or 'Missed AYP' in 2007-2008.
5. The regional council had grown on accountability rating at an average annual rate of 1% between 2004 and 2008, slower than the state with a rate of 2.1%. Only four ISDs in the regional council were significantly faster than the statewide average in the five-year period.
6. The regional council collectively was similar to the state on change pattern of AYP with a negative annual growth rate on 'Met AYP' and a positive change rate on 'Missed AYP' in the five-year period from 2004 to 2008. Only three districts in the regional council had positive net growth rate on AYP, whereas the rest ISDs had changed in the undesirable direction.

Summary of the PK-5 Findings

On Public Pre-K Enrollment

1. The total public PK enrollment in the school year of 2007-08 was generally 3-4% of the total PK-12 student size in each district, whereas the enrollment in kindergarten or the other elementary grades was typically 7-9% of the total size.

2. The average annual growth rate from 2004 to 2008 was 4% in the regional council. Small districts were likely to demonstrate fast annual growth rates.

On First Grader Meeting 2nd Grade Level by the End of First Grade

1. The North Texas Regional P-16 Council had 84% first graders meeting the grade level in reading, the same as the state.

2. The regional council had 84% children meeting the grade level in mathematics as well, but it was 6% lower than the state.

3. The two biggest ISDs in the council had relatively high percentages of 1st graders struggling in both reading and mathematics.

On TAKS in Grade 3 Reading, Grade 4 Writing, and Grade 5Mathematics in 2007-2008

1. The state, the two local ESC regions, and most of the 14 ISDs had positive annual growth rates although the rates were usually less than 2%.

2. The low performance education constituents or groups generally had higher annual growth rates than those with relatively high percentages.

3. The female group grew slower than the male group in 5th grade mathematics. This fact suggests the gender gap on the Grade 5 Mathematics TAKS Test had become wider.

On the Change Trends from 2003 to 2008

1. The state, the two local ESC regions, and most of the 14 ISDs had positive annual growth rates although the rates were usually less than 2%.

2. The low performance education constituents or groups generally had higher annual growth rates than those with relatively high percentages.

3. The female group grew slower than the male group in 5th grade mathematics. This fact suggests the gender gap on the Grade 5 Mathematics TAKS Test had become wider.

Summary of the GAP Analysis for Secondary Education

On Middle School TAKS Indicators

1. The regional council was statistically lower than the state, at least at the .01 level, on all of the eight TAKS tests, but with very small effect sizes.

2. The differences between the regional council and the state were larger on Mathematics and Science than on English language arts, and larger in Grades 7-8 than in Grade 6.

3. The regional council generally had higher percentage of students not meeting the minimum passing standards and low percentage of students meeting the commended standards than the state across the grades and subject areas based the analysis of the percentile ranks for the scale scores of 2100 and 2400.

On Retention Rate in 6th-12th Grades

1. The retention rates in the middle school grades (6th-8th) were generally less than 3% in the state, the two local ESC regions, and the 14 districts in the regional council.

2. The retention rate was at its pike of 15% or higher in Grade 9, then dropped to around 7-8% in 10-12th grades.

3. The African American, Hispanic, low SES, and male groups had higher retention rates than the White and female groups.

4. The retention rate typically declined from 2005-2006 to 2006-2007 in the state, Regions 10 and 11, and the 14 ISDs.

On High School Success Indicators

1. On the ratio of first time 9th graders taking 10th grade level courses in different demographic groups, the White and Asian/Pacific Islander were at least twice higher than the African American, Hispanic, and low SES counterparts in the school year of 2007-2008.

2. Over 79% first-time 9th graders advanced to10th grade on time in 2006-2007 in the regional council. The African American, Hispanic, and low SES groups were around 80%. The White and Asian/Pacific Islander students were at least 94%.

3. The percent of 12th grade students taking advanced coursework in 2007-2008 was less than 10% in each of the five demographic groups in the regional council. The White appeared to have the highest 9%, about 3-4% higher than those for the other four groups. But, these findings should be interpreted with caution due to missing data in many districts.

4. The 9th grade cohort of 2003-2004 had highest percentage of the students graduated on RHSP and lowest percentage of graduates received GED in each of the five demographic groups in the regional council.

5. The African American, Hispanic, and low SES groups in the 9th grade cohort had higher percentages on the categories of MHP, continuers, and dropped out, and lower percentages on DAP than the White and Asian/Pacific Islander groups in the regional council.

6. The values of Completion Rate I for the African American, Hispanic, and low SES groups were slightly above 75%. They were above or approaching to 95% for the Asian/Pacific Islander and the White groups.

Summary on Postsecondary Education

On College-Ready

1. The regional council and the state both had a rate of 37% for college-ready in both English language arts and mathematics in 2007.

2. Regions 10 and 11 were 2-4% higher than the state in English language arts or mathematics in 2005-2006 and 2006-2007.

3. The state and the two ESC regions increased about 2% from 2006 to 2007 on college-ready.

4. Region 11 increased slightly faster than Region 10.

5. The increase in mathematics was larger than that in English language arts.

6. The White and Asian groups were significantly higher than the African American, Hispanic, and low SES groups across the school years and subject areas.

7. The female graduates were lower than the male peers in mathematics, but they were higher than the male counterparts in English language arts. When both subject areas were considered, the female group overall was about 2% higher than the male group on college-ready in the two school years.

8. The 5-year longitudinal data on TSI - Higher Education Readiness Component from 2004 to 2008 indicated that both the state and Regions 10 and 11 had increased in both English language arts and mathematics. The annual growth rate in English language arts was about 3-4% higher than that in mathematics.

On Higher Education Enrollment

1. Both the state and the council had higher percentage of higher education enrollment in Texas higher education than that of college-ready in the school year of 2007-08.

2. Forty-four percent of high school graduates in the North Texas Regional P-16 Council in the class of 2007 enrolled into Texas higher education following graduation, 7% lower than that in the state.

On Graduation from Higher Education

1. There were only about 22% high school graduates received a higher education degree or certificate within six years in the classes of 1999, 2000, and 2001 in both the state and the regional council.

2. The higher education graduates, originally from the North Texas Regional P-16 Council, had higher percentage on associate and baccalaureate degrees, and lower percentage on certificate than the state population.

3. Six universities in Texas offered majority of the baccalaureate degree to the graduates who initially were from the high schools in the regional council. Among them, the University of Texas at Austin, the University of North Texas, and Texas A&M accounted for over 50% of the baccalaureate degrees offered to the graduates originally from the ISDs in the local council.

Appendix B
Recommendations from the 2008 GAP Analysis Report

For Public Pre-K Enrollment

1. Increase the community awareness on the importance of early childhood education, especially in the parents from non-traditional families, in order to have more qualified children enrolled in the quality Pre-K programs.

2. Foster the partnership between the Head Start programs, private Pre-K programs, the public Pre-K programs to improve the Reading, Mathematics, and Science instructions in the Pre-K programs.

For Elementary Education

1. Work with the two large ISDs, which had relatively high percentages of first graders struggling in both reading and mathematics, to implement more effective programs to help the struggling children.

2. Further identify the schools/campuses that have succeeded with large percentage of underrepresented grades 3-5 students or have improved remarkably in the African American, Hispanic, and low SES groups. Identify the critical success factors in these schools, and share their best practices.

3. Find the effective strategies to curb or narrow the widen gap in mathematics between male and female students.

For Secondary Education

1. Identify the districts/campuses or individual groups that performed high on the middle school TAKS tests, and share their successful stories with those with low performances, especially with the ones having similar geographic and socio-demographic characteristics.

2. Study the pros and cons of repeating grade, and identify the critical factors for effective retention programs.

3. Investigate the critical factors influencing the first time 9th or 12th graders taking advanced courses, and share the best practices in the district/campuses with successful stories, especially in those with large percentage of African American, Hispanic, and/or economically disadvantaged students.

4. Improve the completeness and quality of the collected data from the relevant state agencies, especially on the indicator of first time 12th graders taking advanced coursework.

5. Investigate the factors that resulted in the low percentage and stagnant growth of graduation plan on DAP.

For Postsecondary Education

1. Identify the critical factors in the districts/campuses that had a higher percentage or faster growth rate on college readiness, especially in those with a large ratio of the African American, Hispanic and low SES students.

2. In the long run, it is desirable to track the high school graduates nationwide and those not immediately enrolled in higher education following graduation.

3. Investigate the reasons why the regional council with a similar percentage of college-ready graduates to the state had a lower percentage of higher education enrollment, and study the possible pathways for those 'boundary' students, and explore the effective strategies to have them enrolled into higher education.

4. Evaluate the impact of computing technology-based distance education on the choices of higher education institutions for high school graduates.

5. Examine why the high school graduates in the regional council were less interested in certificate than the state population.

6. Identify the critical factors and share the best practices for increasing degree/certificate completion.

Appendix C

The North Texas Regional P-16 Council Meeting Minutes in 2009